

## 事例 7 ベトナム(1)

### Case Studies of Universities in the South of Vietnam

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#### 1. Background

In the early years of the 21st century, globalization has brought both opportunities and challenges to the education of Vietnam. The important role of education for the national development has been confirmed and education has been considered the top priority for the socio-economic development strategy of Vietnam. Vietnam Education has been developed rapidly in both scale and quality. Together with the educational development of Vietnam are the changes in educational management, among which is the application of credit based system and the improvement of grading system in higher education.

#### Higher education in Vietnam

Higher education includes Associate, Bachelor, Master and Doctorate level of education. Associate level is for 2 to 3 years depending on the disciplines and it is for students with upper secondary education certificates, 1.5 to 2 years for students with secondary vocational certificates of the same disciplines. Bachelor programs are from 4 to 6 years depending on the disciplines and for students with upper secondary education certificates. Master level is from 1 to 2 years for students with bachelor degrees. Doctoral level is for 4- 5 years for students with master degrees. In special cases, training duration may be longer in accordance with the regulation of the Ministry of Education and Training. In the national educational system, besides regular full time training there is another system called continuing education. Continuing education provides opportunities for life long learning for people while working to improve their personality, knowledge, skills, and quality of life, to find jobs or to create jobs for others, and to meet the changing requirements of the society. The government has policies to encourage the development of continuing education, education for all, and development of a learning society.

There are different types of educational institutions in the system such as Public, people –established, and private schools. Public schools are established by the State and receive fundings for the infrastructure, facilities and operational expenditures. People-established schools are established and funded by the communities for their infrastructure, facilities and operational expenditures. Private schools are established and funded by social, professional, economic organizations or individuals for their infrastructure, facilities and operational expenditures. The Government supports public

schools to ensure that they are playing the key role in the national education system. There are also many types of specialized schools such as boarding and semi-boarding schools for ethnic students, pre-university schools for ethnic and disadvantaged children, special schools/classes for the disabled and rehabilitation schools for juvenile delinquent children.

#### Summary of governmental regulations on academic credit and grading system

The Ministry of Education and Training (MOET) in Vietnam passed the decision number 43/2007/QĐ-BGDĐT on August 15, 2007 about the regulations on credit system and grading as follows:

Higher education curriculum used for universities is structured following the credit accumulated system. The curriculum is structured into different courses of general education and specialized education. Most of the courses require from 2 to 4 credits of which the content of each course is delivered during a semester. The knowledge in each course must link to the level of the designated year. Each course has a code set by the university. There are 2 kinds of courses which are required and optional. Required courses provide major knowledge of each program which students are required to accumulate while optional courses provide necessary knowledge which students can choose according to the university's guidance in order to diversify the profession or they can choose at their interests to accumulate sufficient amount of credits required by each program.

Credits are used to measure the students' workload. A credit is equal to 15 periods of class sessions/ lecturing sessions, 30-45 periods of practice/lab/discussion sessions, 45-90 periods of apprenticeship, 45 – 60 periods of thesis work.

In addition, to get a credit, students are supposed to spend at least 30 hours of self study. The MOET curriculum framework sets the rules for particular number of class hours for each course. A class hour/ period is equal 50 minutes.

The number of academic years needed for the study at the undergraduate and postgraduate education required by the government is also indicated. For undergraduate programs, it is 4 to 5 years except for Medical schools which require 6 years. For graduate programs, two to three years are required by a Master program and at least 4 years are required by a Doctoral degree program. There are two main semesters a year including 15 weeks /each semester plus three weeks for final exams.

The minimum credits for each semester is also clearly stated. It is 14 credits/ semester (except for the last semester of the program) for students whose academic achievement is above average. For those whose academic achievement is below average the previous semester, 10 credits/ each semester is required (except for the last semester of the program). No maximum or minimum requirement is set for summer semester (if any). Students whose grade on a certain course is F have to enroll the course and study it again until achieving A,B, C or D.

After a semester, depending on the number of credits accumulated, students are arranged into certain year of the program.

First year students: 30 or below credits are accumulated

Second year students: 30 – 60 credits are accumulated

Third year students: 60 – 90 credits are accumulated

Fourth year students: 90 – 120 credits are accumulated

Fifth year students: 120 – 150 credits are accumulated

Sixth year students: above 150 credits

The total number of credits for the graduation for undergraduate programs is 120 – 180 for 4 -6 year programs. For graduate programs, 53 credits are required by a Master program. Doctoral programs are research based and not on credit based system. No course work for Doctoral programs and doctoral candidates are required to do an individual study and end up with a dissertation.

## 2. Grading System

Depending on the specific requirements of each course, the final grade is calculated using either of the below ways:

1. One final examination and its grade is used for the evaluation of that certain course
2. Formative assessment including the students' classroom participant, mini projects, assignments, etc and the final exam. The weight of the final exam must not be below 50 % of the total grade for that certain course.

The choice of either way must be approved by the university president and must be announced clearly in the syllabus. The instructor teaching a certain course is responsible for designing the assignments, mini projects, quizzes, etc serving the formative assessment, except for the final exam which is taken care by the academic department or the faculty.

Grading scale is 0 to 10 with one decimal number grounded. The grade is calculated in numbers first and then is transferred into letters as follows

A ( 8.5 – 10) excellent

B (7.0 – 8.4) good

C (5.5 – 6.9) Average

D (4.0 – 5.4) Average – weak

F ( below 4.0) Weak which is Fail

Universities, if preferred, can use GPA system as below:

A is similar to 4

B is similar to 3

C is similar to 2

D is similar to 1

F is similar to 0

### 3. Conditions for graduation processing and recognition

Students having accumulated enough required credits ( 180 for 6 years programs, 150 for 5 year programs, 120 for 4 year programs, 90 for 3 years programs, 60 for 2 year programs. In addition, students GPA of the whole program must be 2 or above.

Ranking for graduation is calculated as below:

Excellent: GPA of 3.6 to 4.0

Good: GPA of 3.2 to 3.59

Fair: GPA of 2.5 to 3.19

Average: GPA of 2.0 to 2.49

The MOET is the governmental organization to inspect and evaluate how each university is exercising its credit system, credit transfer system in universities now. In the near future, when accreditation becomes a popular practice of universities in Vietnam, then accreditation bodies will participate in this task in addition with what the MOET is doing to evaluate each university is exercising its credit system, credit transfer system in universities. For evaluation, universities are required to do self assessment first and send the report to the MOET. Then the MOET have plan to conduct external evaluation. Due to the big number of universities and colleges, the MOET can only do the external evaluation on about 10 percent of the total number of institutions so far. However, they have plan to continue with the rest in the coming years. The external evaluation team established by the MOET consists of QA expert from the MOET, foreign experts from oversea, and QA experts from some major universities of the country. The MOET have encouraged the establishment of independent accreditation bodies and three bodies will be established soon this year or next year.

Typical academic calendar of many universities is from September to early January for semester 1 and from February to May for semester 2. Not many universities offer summer semester so far.

Credit transfer is approved if students meet all the requirements of transfer. Transferring within a university is easier while transferring to another university has to be closely considered. Students have to be approved by the leaving institution and the coming institution which offers the same major of study. In addition, students have to meet the below conditions:

- The students' score of the university entrance exam must be higher than the admitting score of the coming university
  - Can not be the first year or the last year students of the program
- There has been no regulation on the number of credit transfer by the government so far.

#### 4. Report on the case study of four universities in the south of Vietnam

Four universities were selected for the case study; of which, two are in Ho Chi Minh City and two are in the provinces. The two universities in Ho Chi Minh city are the two strong universities : (1) Ho Chi Minh City University of Technology and (2) University of Technical Education, Ho Chi Minh City. The two universities in provinces are two younger universities one of which is An Giang University and the other is Tra Vinh University. Findings from those universities on credit system and grading systems are as below

##### (1) Ho Chi Minh City University of Technology

###### 1) Background:

Ho Chi Minh City University of Technology (HCMUT) is the leading university in teaching and research in Vietnam. The university plays the active role in the fields of talent cultivation and providing manpower with strong technical skills to the Southern areas of Vietnam. The University was officially established in October 1957 under the name of National Technical Center through the amalgamation of College of Civil Engineering, College of Electrical Engineering, Maritime Transportation School and College of Mechanical Engineering. After the reunification of the country in April 1975, the institution became Ho Chi Minh City University of Technology in October 1976. HCMUT has 11 faculties, 10 research and industry transferring centers, 4 training centers, 10 functioning offices and one limited company. HCMUT offers both undergraduate (bachelor degree) and graduate (Master and Doctorate). Since 1994, they have trained 20,000 Bachelors of Science, 1,503 Masters and 82 Doctorates. They have both international office and student exchange program. Every year HCMUT receives practicing students from France, Australia, Norway, Belgium and also international students to attend one or two semesters. These students come from Universities having MOUs with HCMUT. HCMUT offers seven international study programs which are taught in English.

###### 2) Academic credit system

There are two semesters in an academic year at HCMUT. The first one last from September to early January and the second one is from February to May.

The number of academic years needed for most of undergraduate programs is 4.5 years and master ones is 3 years.

Total (minimum) number of credits required for the graduation from undergraduate programs is 135 and from graduation ones is 52.

Proportion of average amount of credits required toward graduation of for core courses and elective ones is pretty different between fields/faculties. Usually, the amount of credits for core courses is 120 – 130 and for 10 - 20.

The common number of credits per a course is 3-4. There are no special differences among academic fields.

The credit conversion is based on both lecture hours and student workload. One credit is calculated by 1 lecture hour per week during a semester, 2-3 hours per week of practicing, discussing or doing experiment and 2-4 hours per week of self study.

Credit for the newly established course (or module) is allocated according to the Ministry of Education's regulations. The basis of calculation to define the credit is lectures, discussion classes and lab work.

Credit transferring from a foreign country is not popular and this is approved by the university President on case to case basis depending on the foreign university where students accumulated the credits and the GPA reflecting in the official transcript.

More frequently, credit transfer from a foreign university depends on the agreement on the MOU signed by HCMUT and the foreign university.

There is no difference in interest with regards to credit transfer among different faculties or field of discipline. All will follow the university's regulations.

The number of credits required for each course is indicated in the course catalogue and also in the course syllabus. A sample of syllabus stated here is of electrical engineering major – faculty of Electrical and Electronics Engineering. Please follow the below link.  
[http://www.dee.hcmut.edu.vn/en/dulieu/daotao/ctdt\\_ktd.pdf](http://www.dee.hcmut.edu.vn/en/dulieu/daotao/ctdt_ktd.pdf)

### 3) Academic grading system

The grade system is zero to 10 points.

The intervals between grades are excellent (9 – 10), good (8 – approx 9), fair (7- approx 8), average fair (6 – approx 7), average (5 – approx 6), weak (4 - approx 5), bad (4 – 0).

The university uses a policy of “Absolutely Assessment” which is judged by the instructor without any consideration of relative proportion of grading.

The university does ask professors to clearly indicate the course objectives and grading system of their course on the syllabus. Although the objectives are clearly stated in the syllabus, they use only grades for their evaluation on their students' performance.

The university gives professors 3-4weeks to submit their grades of the course they taught to the university office after final exam. If the grade is not submitted by the deadline, the treatment will be decided by the faculty Dean.

The university does not apply GPA (Grade Point Average) system. GPA does not have a big influence on students' employment (job hunting) and further study.

There is difference in grading system between undergraduate (1-10 points) and postgraduate programs (A-B-C-D).

Grade transferring of a joint educational program or a student exchange program depends on the agreement between the university and its partner.

The grading system is also explained on the home page of the university. <http://www.aao.hcmut.edu.vn/dhcq.html>

The majors' syllabuses of the university do not explain the grading system.

#### 4) International Curriculum, International Education Program

The university has international degree programs taught in foreign languages. The fields of international programs for undergraduate are Electrical and Electronics Engineering, Information Technology, Geology and Petroleum Engineering, Business Administration and Master of Business Administration.

The university provides information on the above programs in English on the Internet. <http://www.oisp.hcmut.edu.vn/>. Printed materials are also available.

### (2) University of Technical Education Ho Chi Minh City

#### 1) Background

The University of Technical Education Ho Chi Minh City (UTE) evolved from the Board of Technical Education, first founded on 5 October 1962. The university has 14 faculties. They offer programs from bachelor to master level.

#### 2) Academic credit system

There are two semesters in an academic year at UTU. The first one last from September to early January and the second one is from February to May.

The number of academic years needed for most of undergraduate programs is 4 – 4.5 years and for master programs is 2 years.

Total (minimum) number of credits required for the graduation from undergraduate programs is 210 (4 years) and 240 (4.5years).

Proportion of average amount of credits required toward graduation for core course work is 150 and for elective classes is 60.

Most common number of credits per class is 3-4. There are no special differences among academic fields.

The credit conversion is based on both lecture hours and student workload.

The number of credits for the newly established majors is allocated according to the Ministry of Education's regulations. The basis of calculation to define the credit is lectures, discussion classes and lab work.

Up to now, no student obtaining academic credits in foreign country register to study at the university. There is no scheme to accept foreign credits for the class which the university does not offer.

There is no difference in interest with regards to credit transfer among different faculties or field of discipline. All will follow the university's regulations.

The number of credits for each course is indicated on course catalogue and the syllabus

The number of credits for each course catalogue has not been posted in the university website yet.

An example of the syllabus with credits can be seen from the below link: [http://www.hcmute.edu.vn/feee/DT\\_VienThong.html](http://www.hcmute.edu.vn/feee/DT_VienThong.html) . This is the syllabus of Electronics and Telecommunications Technology major, Faculty of Electrical and Electronics Engineering.

### 3) Academic grading system

The score of the grade is zero to 10 points.

The intervals between grades are excellent (9 – 10 points), good (8 – approx 9 points), fair (7- approx 8 points), average fair (6 – approx 7 points), average (5 – approx 6 points), weak (4 - approx 5 points), bad (4 – 0 point(s)).

The university uses a policy of “Absolutely Assessment” which is judged by the instructor without any consideration of relative proportion of grading.

Professors are required to indicate expected outcomes of their course in the syllabus. However, students' performance evaluations base on only their grades in mid-term exams, final exam ... Whether students can demonstrate knowledge and skills of the course is not paid attention to.

The university gives professor 2-3weeks to submit their grades for the course they taught to the university office after final exam. If the grade is not submitted by the deadline, the treatment will be decided by the faculty Dean.

The university does not apply GPA (Grade Point Average) system. GPA does not have a big influence on students' employment (job hunting) and further study.

There is difference in grading system between undergraduate (0-10 points) and postgraduate programs (A-B-C-D).

Up to now the university has no joint program with other institutions within the country. Their partners are foreigners for example Heriot Watt University, Sunderland University – United Kingdom ...

The grading system is explained on the home page of the university. Follow the link below for more details: <http://www.hcmute.edu.vn/phongdaotao/quiche.asp>

The syllabus does not explain the grading system.

### (3) An Giang University

#### 1) Background

An Giang university was established on December 30, 1999. There are 06 faculties and at the present they offer bachelor degree programs only. Up to now, there have been 5,500 graduates from the university. The number of foreign students is five from Lao PDR and



seven from Cambodia. There is an international Development office. An giang University have student exchange programs but not for credits. The university do not offer any courses taught in a foreign language yet except for the English teacher training program at Bachelor level.

## 2) Academic credit system

There are two semesters in an academic year at An Giang University. The first one last from September to early January and the second one is from February to May.

The number of academic years needed for most of undergraduate programs is 4 years.

Total (minimum) number of credits required for the graduation from undergraduate programs is 130.

The average number of credits required toward graduation for core course work is 87 (2/3 of total credits required toward graduation) and for elective classes is 43.

Most courses are from 3 to 4 credits. There are no special differences among academic fields.

The credit conversion is based on both lecture hours and student workload.

The number of credits for the newly established courses is allocated according to the Ministry of Education's regulations. The basis of calculation to define the credit is lectures, discussion classes and lab work.

Up to now, no student obtaining academic credits in foreign country register to study at An Giang University and the university does not have regulation on credit transferring from a foreign country yet.

There is no difference regarding credit transfer among different faculties or fields of discipline. The university has issued regulations on this issue.

The number of credits for each course is indicated on course catalogue but cannot be seen from the university website. The number of credits for each course is indicated in the syllabus. Please see the syllabus of the Foreign Economic Program, Faculty of Economics and Business Administration from the link below:

<http://feba.agu.edu.vn/?q=vi/node/43>

## 3) Academic grading system

The score of the grade is A-B-C-D-F.

The intervals between grades are A (8.5 – 10 points), B (7- approx 8.5 points), C (5.5 - approx 7 points), D (5 – approx 5.5 points), F (< 5 points)

The university uses a policy of “Absolutely Assessment” which is judged by the instructor without any consideration of relative proportion of grading.

Like the two above-mentioned institutions, professors in An Giang University have to include learning outcomes in the syllabus but they are not used to evaluate students' performance.

The university gives professor 1-2 weeks to submit their grades for the course they taught to the university office of Testing after final exam. If the grade is not submitted by the deadline, the professor has to be invited to the faculty Dean to explain the reason causing the lateness.

The university does not introduce GPA (Grade Point Average) system.

They have not offered graduate programs so there is no comparison between undergraduate and postgraduate programs in grading system.

An Giang University has joint educational programs with Hue University, University of Social Sciences and Humanities, Dong Thap University. An Giang University follows the grading system of the partners.

You can find the university's grading system on the home page of the university. Follow the link below

<http://feba.agu.edu.vn/sites/feba.agu.edu.vn/files/u5/Tinh%20diem%20tu%20don%20vi%20hoc%20trinh%20sang%20he%20thong%20tin%20chi.pdf>

The syllabus does not explain the grading system.

#### 4) International Curriculum, International Education Program

AG University has not offered any international degree programs taught in foreign languages yet.

#### (4) Trà Vinh University

##### 1) Background

Tra Vinh University (TVU), a state – owned one, is the biggest education institution in Tra Vinh province, Mekong Delta. The foundation of Tra Vinh University was launched in June 19th, 2006 based on the governmental decision No 141/2006/QĐ-Ttg. They offer training at only bachelor degree. The university has no international students. They have international office but no student exchange program.

##### 2) Academic credit system

There are two semesters in an academic year at TVU. The first one last from September to early January and the second one is from February to May.

The number of academic years needed for most of undergraduate programs is 4 years.

Total (minimum) number of credits required for the graduation from undergraduate programs is 130.

Proportion of average amount of credits required toward graduation for core course work depends on each class.

Most common number of credits per class is 3-4. There are no special differences among academic fields.

The credit conversion is based on both lecture hours and student workload.

Credit for the newly established class (or module) is allocated according to the Ministry of Education's regulations. The basis of calculation to define the credit is lectures, discussion classes and lab work.

Up to now, no student obtaining academic credits in foreign country register to study at the university. At present, TVU has a joint program with Vancouver Island University. They offer training for the field of Business Administration. It's the 2+2 program. After students get enough credits of the first two years, they will study the last two years in Vancouver Island University.

There is no difference in interest with regards to credit transfer among different faculties or field of discipline. All will follow the university's regulations.

The number of credits for each course is indicated on course catalogue and class schedule table.

The number of credits for each course is not indicated on course catalogue or on website.

The number of credits for each course is indicated in the syllabus.

The number of credits is indicated as a record of course work in academic transcript.

### 3) Academic grading system

Commonly used letter grade in the university is A-B-C-D-F.

The intervals between grades are A (8.5 – 10 points), B (7- approx 8.5 points), C (5.5 - approx 7 points), D (5 – approx 5.5 points), F (< 5 points))

The university uses a policy of "Absolutely Assessment" which is judged by the instructor without any consideration of relative proportion of grading.

The university does ask professors to state "learning outcomes" to their courses on the syllabus. However, like others, professors do not depend on whether/how much students achieve learning the course's outcomes or experience the knowledge and skills provided by the course.

The university gives professor 2-3weeks to submit their grades for the courses they taught to the university office after final exam.

They have not offered graduate programs so there is no comparison between undergraduate and postgraduate programs in grading system.

The university does not introduce GPA (Grade Point Average) system. GPA does not have a big influence on students' employment (job hunting) and further study.

Up to now, they haven't got any joint educational program with other university within the country as well as student exchange program.

The grading system is not explained on the homepage of the university.

The syllabus does not explain the grading system.

### 4) International Curriculum

There is no international degree program taught in foreign languages.

The obstacle the university will face when they develop an international program is language barrier.

## 5. Conclusion

The credit system has been used for about 4 years by strong universities in Vietnam, but it is still the initial stage transferring from the yearly system to credit system at many young universities. Therefore, the practices on academic credit system and grading system are varied from universities. Though the government passed the regulations in 2007, the majority of universities have moved to this system very recently, among them, many are still on the way and use two systems at the same time. The MOET set the deadline of the end of 2010 for all universities to use the credit system and encouraged more universities to register for external evaluation and accreditation. In some more years, Vietnam will witness a complete change in terms of credit system, grading system, credit transfer and accreditation.

**VIETNAM NATIONAL UNIVERSITY HANOI**  
**UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES**  
**FACULTY OF ANGLO-AMERICAN LANGUAGES AND CULTURES**  
**English Language Teaching Methodology Division**

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**An introduction to language teaching methods**  
**Syllabus**

Program: B.A TEFL  
 Course title: An introduction to language teaching methods  
 Course credit value: 2  
 Course code:  
 Course status: Core  
 Semester: 6  
 Class hour: Mon - Fri  
 Email: togiaohocphap@gmail.com

**1. LECTURERS AND TUTORS:**

<i>Name and title</i>	<i>Research interests</i>	<i>Phone</i>	<i>Email</i>
Dr. Tô Thị Thu Hương	Assessment & Evaluation, ESP, learning strategies, teacher development	7548874 ext 302	ttht04@gmail.com
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**2. PREREQUISITES:** Oral/Written communication 5

**3. COREQUISITES:** Oral/Written communication 6

**4. SUBSEQUENT COURSES:** ESL/EFL classroom techniques and practices; Language Assessment & ELT Materials Development and Practicum

**5. COURSE DESCRIPTION:**

This course provides an introduction to the principles and theories of English language teaching (ELT). Specifically, it addresses the major approaches and methods of ELT, and uncovers what these approaches and methods have to offer to English language teachers. The course covers the following topics:

- Common assumptions about language learning and teaching
- The nature of approaches and methods in language teaching
- Major approaches and methods in English language teaching
- Current directions and developments in ELT
- The current situation of ELT in Vietnamese upper-secondary schools

**6. COURSE OBJECTIVES:**

By the end of this course, students should be able to:

- demonstrate a general understanding of the major approaches and methods in the history of ELT, the theories that underpin them, and their implications for classroom practices
- evaluate the applicability and practicality of these approaches and methods in the Vietnamese context
- demonstrate an awareness of the current directions and developments in ELT and evaluate their applicability and practicality in the Vietnamese context
- reflect constructively on the current situation of ELT in Vietnamese upper-secondary schools
- use their understanding of the nature of language and second language learning to make effective decisions with regard to their classroom practice as language teachers

**7. TEACHING MATERIALS**

- Required text: Course book - An introduction to language teaching methods
- Recommended texts: Recommended Reading Package 1

**8. COURSE STRUCTURE AND TEACHING METHOD:**

The course is organised as two sessions per week, incorporating lectures, tutorials (with students' discussion and seminars), and independent study. Active preparation for and participation in all class activities are essential. Students will develop their knowledge of the field and intellectual skills through reading, reflection and discussion.

**General schedule:**

Contents	Course structure			
	Lecture (Credit hour/week)	Tutorial (Credit hour/wk)	Self- study (Credit hour/wk)	Assessment
Common assumptions of language learning and teaching	1.5	1	0.5	Tutorial seminar
The nature of approaches and methods in language teaching	1.5	1	0.5	Tutorial seminar
The Grammar-translation and Audio-Lingualism	1.5	1	0.5	Tutorial seminar
Communicative Language Teaching: communicative competence and communicative activities	1.5	1	0.5	Tutorial seminar
Communicative Language Teaching: The role of grammar and the authentic text	1.5	1	0.5	Tutorial seminar
Communicative Language Teaching: Interactive learning, cooperative learning and learner-centred learning	1.5	1	0.5	Tutorial seminar
Communicative Language Teaching: Task-based learning and content-based learning	1.5	1	0.5	Tutorial seminar
Current directions in ELT: -Redefining teacher and learner roles - Socio-cultural and affective dimensions of language learning and the humanistic classroom	1.5	1	0.5	Tutorial seminar
Current directions in ELT: -The individuality of learners and individual learning styles - The good language learner (learning strategies), - Technology in second language classroom	1.5	1	0.5	Tutorial seminar
The current situation of ELT in Vietnamese upper-secondary schools	1.5	1	0.5	Tutorial seminar
Exam				Written test

**Weekly timetable:**

<b>Week</b>	<b>Teaching content</b>	<b>Aims</b>	<b>Readings</b>
<b>1</b>	Common assumptions of language learning and teaching	<ul style="list-style-type: none"> <li>To raise students' awareness about the common assumptions of language learning and teaching.</li> </ul>	-Course book -Ellis, R. (2005). Principles of instructed language learning. <i>Asian EFL Journal</i> 7(3)
<b>2</b>	The nature of approaches and methods in language teaching: -Definition of "approach", "method", and "technique" - Overview of theories of language - Overview of theories of language learning -Major elements and sub-elements of a method.	<ul style="list-style-type: none"> <li>To help students develop their ideas about teaching and learning English as a foreign language</li> <li>To help students distinguish the basic terms "approach", "method", and "technique"</li> </ul>	-Course book -Richards, J. C., & Rodgers, T. S. (1996). "The nature of approaches and methods in language teaching" in <i>Approaches and Methods in Language teaching</i> . Cambridge: Cambridge University Press. (pp. 14-30).
<b>3</b>	The Grammar translation method: - Main features - Typical techniques - Strengths and weaknesses The Audio-lingual method: - Main features - Typical techniques - Strengths and weaknesses	<ul style="list-style-type: none"> <li>To give students a brief overview of the characteristics of such traditional language teaching methods as the Grammar-Translation and the Audiolingualism.</li> <li>To help students develop a critical attitude towards the claims of these methods, especially in terms of their applicability to the Vietnamese teaching context.</li> </ul>	-Course book -Richards, J. C., & Rodgers, T. S. (1996). "The grammar translation method" in <i>Approaches and Methods in Language teaching</i> . Cambridge: Cambridge University Press. (pp. 3-5). -Richards, J. C., & Rodgers, T. S. (1996). "The Audiolingual Method" in <i>Approaches and Methods in Language teaching</i> . Cambridge: Cambridge University Press. (pp. 44-63).
<b>4</b>	Communicative Language Teaching: - Main features - Strong vs. weak versions of CLT - Strengths and weaknesses - Communicative competence - Communicative activities	<ul style="list-style-type: none"> <li>To give students an overview of the main characteristics of CLT: the components of communicative competence, communicative activities, the role of grammar and authentic text.</li> <li>To provide students with an overview of different types of learning associated with CLT and raise their</li> </ul>	-Course book -Richards, J. C., & Rodgers, T. S. (1996). "Communicative language teaching" in <i>Approaches and Methods in Language teaching</i> . Cambridge: Cambridge University Press. (pp. 64-86). -Thompson, G. (1996). Some misconceptions about communicative language teaching. <i>ELT Journal</i> , 50(1).



		<p>awareness of the importance of these types of learning and their applicability in the Vietnamese situation.</p> <ul style="list-style-type: none"> <li>• To develop a critical attitude towards the claims of CLT, especially in terms of their applicability in the Vietnamese teaching context.</li> </ul>	
5	<p>Communicative Language Teaching: -The role of grammar -The authentic text</p>	<ul style="list-style-type: none"> <li>• To give students an overview of the main characteristics of CLT: the role of grammar and authentic text.</li> </ul>	<p>-Course book -Savignon, S. J. (1991). Communicative language teaching: state of the Art. <i>TESOL Quarterly</i>, 25(2), 261-277. - Fotos, S. (1998). Shifting the focus from forms to form in EFL classroom. <i>ELT Journal</i> 52 (4), 301-307. -Guariento, W., &amp; Morley, J. (2001). Text and task authenticity in the EFL classroom. <i>ELT Journal</i>, 55(4), 301-307.</p>
6	<p>Types of learning associated with the communicative approach: - Interactive learning - Cooperative learning - Learner-centred learning</p>	<ul style="list-style-type: none"> <li>• To provide students with an overview of different types of learning associated with CLT and raise their awareness of the importance of these types of learning and their applicability in the Vietnamese situation.</li> <li>• To develop a critical attitude towards the claims of CLT, especially in terms of their applicability in the Vietnamese teaching context.</li> </ul>	<p>-Course book -Savignon, S. J. (1991). Communicative language teaching: state of the Art. <i>TESOL Quarterly</i>, 25(2), 261-277.</p>
7	<p>Types of learning associated with the communicative approach: - Task-based learning - Content-based learning</p>	<ul style="list-style-type: none"> <li>• To develop a critical attitude towards the claims of CLT associated with task-based and content-based learning, especially in terms of their applicability in the Vietnamese teaching context.</li> </ul>	<p>- Course book -Murphy, J. (2003). Task-based learning: the interaction between tasks and learners. <i>ELT Journal</i>, 57(4), 352-360.</p>

8	<p>Current directions in ELT:          -Redefining teacher and learner roles          - Socio-cultural and affective dimensions of language learning and the humanistic classroom</p> <p style="text-align: center;"><b><u>GROUP PROJECT</u></b> <b><u>DUE</u></b></p>	<ul style="list-style-type: none"> <li>• To raise students' awareness of the varied roles of the teacher and the learner in current language teaching practice.</li> <li>• To encourage students to develop a critical attitude towards the traditional way of interpreting these roles.</li> <li>• To raise their awareness of the socio-cultural factors that affect second language learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Course book</li> <li>- Richards, J.C (2005). <i>30 years of TESL/TEFL: A personal reflection</i>. Retrieved from the World Wide Web 31 Dec 2005 at <a href="http://www.professorjackrichards.com/">http://www.professorjackrichards.com/</a></li> <li>- Chien, G. (2004). Learning American holidays through greeting cards. <i>The Internet TESL Journal</i> 10 (29). Retrieved from the World Wide Web 31 Dec 2005 at <a href="http://iteslj.org/Lessons/Chien-GreetingCards.html">http://iteslj.org/Lessons/Chien-GreetingCards.html</a></li> </ul>
9	<p>Current directions in ELT:          -The individuality of learners and individual learning styles          -The good language learner (learning strategies)          -Technology in second language classroom</p>	<ul style="list-style-type: none"> <li>• To raise students' awareness of the individual factors that affect second language learning and to identify some major learning styles.</li> <li>• To raise students' awareness of the importance of knowing about individual factors as second language teachers.</li> <li>• To provide students with an overview of the characteristics of a good language learner.</li> <li>• To identify some major learning strategies and raise students' awareness of the importance of teaching these strategies to L2 learners</li> <li>• To introduce the techniques for using video as teaching material in the L2 classroom.</li> <li>• To familiarise students with current language learning resources available through the internet and to encourage them to explore and evaluate the usefulness of these resources.</li> </ul>	<ul style="list-style-type: none"> <li>- Course book</li> <li>-Mackenzie, A.S. (1997).Using CNN News Video in the EFL Classroom. <i>The Internet TESL Journal</i> 3 (2). Retrieved from the World Wide Web 31 Dec 2005 at <a href="http://iteslj.org/Techniques/Mackenzie-CNN.html">http://iteslj.org/Techniques/Mackenzie-CNN.html</a></li> </ul>
10	<p>The current situation of ELT in Vietnamese upper-secondary schools:          - The National</p>	<ul style="list-style-type: none"> <li>• To give a brief overview of the current situation of ELT in Vietnamese upper-secondary schools</li> <li>• To raise students' awareness</li> </ul>	<ul style="list-style-type: none"> <li>- Course book</li> <li>- English 10, 11, 12</li> <li>- MOET documents on the National Curriculum</li> <li>- Pham (2005). "Imported"</li> </ul>

Curriculum - Textbooks - Teaching methods - Large classes - Testing and assessment	of the challenges of ELT in Vietnamese upper-secondary school contexts and encourage them to find the ways to cope with these challenges	Communicative Language Teaching. Implications for local teachers. <i>English Teaching Forum</i> 43 (4), 2-9.
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## 9. COURSE POLICY:

Students are expected to:

- Actively prepare for the class (read and reflect on what they have read for each class meeting)
- Actively participate in the class activities
- Work cooperatively and collaboratively with other peers
- Complete all the assignments by the due date
- Complete the final test (exact date and time to be advised later)

## 10. ASSESSMENT AND GRADING:

Form	Weighting	Task	Purpose
Tutorial seminar	20%	Each student is required to be in charge of a 10 minute weekly tutorial seminar which focuses on the issues covered in the week's class meeting. He/she needs to prepare discussion questions for the class, lead class discussion and be ready to summarise the main points which arise at the end of the tutorial.	-To assess students' understanding of the topic and ability to critically reflect on what they have read.
Project (Group work)  Due: Week 8	30%	In their groups students are required to do a research project on one of the topics covered in the course. E.g.: -an in-depth analysis and evaluation of a teaching method -a detailed comparison of two teaching methods -a report on the observation and analysis of two different classes  Then they should write up a research report to submit for marking. The research report should be 8 to 12 double-spaced pages in length.	-To assess students' in-depth understanding of a topic of their interest, their analytical, synthetical, and research skills
Final exam (Week 11)	50%	Students answer both theoretical and practical questions	To assess students' understanding of the topics covered in the course and their ability to apply this understanding to solve practical problems

**Late Assignment Policy:**

Late assignments will receive a failing grade, unless students have arranged with their lecturer prior to the regular due date to turn in the assignment late.

**Assessment criteria:**

## TUTORIAL SEMINAR

<b>Assessment criteria</b>	<b>Points</b>
• Clear summary for the group	2.5
• Ability to engage the group	2.5
• Choice of issues for discussion/reflection	2.5
• Ability to field questions/comments	2.5
<b>Total mark</b>	<b>10 points</b>

## RESEARCH REPORT

<b>Assessment criteria</b>	<b>Points</b>
• Appropriate choice of topic	2
• Coverage of the issues involved (evidence of wide reading and understanding of key issues)	3
• Critical reflection on the topic and its relation to the Vietnamese teaching context	3
• Clarity of expression/ use of academic conventions	2
<b>Total mark</b>	<b>10 points</b>

**GUIDELINES FOR USING THE SUPPLEMENTARY READING MATERIAL PACKAGE -  
Recommended Reading Package 1**

The reading package is intended for students' independent study. It includes supplementary readings on the topics covered in the course. To get the most of the readings, students might use the following guiding questions to take notes while reading.

**GUIDING QUESTIONS WHILE YOU READ**

1. What topic is addressed in the article?
2. What are the main arguments/ points that are addressed in the article?
3. What do you think about these arguments/ points?
4. How well do they apply to your teaching context?

**VIETNAM NATIONAL UNIVERSITY HANOI**  
**UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES**  
**FACULTY OF ANGLO-AMERICAN LANGUAGES AND CULTURES**  
**English Language Teaching Methodology Division**

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**Pedagogical Techniques - Syllabus**

Program: B.A TEFL  
 Course title: Pedagogical Techniques  
 Course credit value: 2  
 Course code:  
 Course status: Elective  
 Semester: 8  
 Class hour: Mon - Fri  
 Email: togiaohocphap@gmail.com

**1. LECTURERS AND TUTORS:**

<i>Name and title</i>	<i>Research interests</i>	<i>Phone</i>	<i>Email</i>
Dr. Tô Thị Thu Hương	Assessment & Evaluation, ESP, learning strategies, teacher development	7548874 ext 302	ttht04@gmail.com
Ms. Nguyễn Thu Hiền	Teaching the What & How, Classroom management, professional development	0912865489	nguyenthuhienhnu@gmail.com
Ms. Trần Hiền Lan	Pair/groupwork, CLT, syllabus design, teacher development	0913280877	tranhienlan@yahoo.co.uk
Dr. Nguyễn Thị Thuỷ Minh	SLA, Pragmatics, Syllabus design, Material development	0913305514	thuyminhnguyen@gmail.com
Mr. Lê Thế Nghiệp	Teaching the What & How, lesson planning	0912112911	
Mr. Nguyễn Bá Ngọc	Teaching the What & How, testing	0912105984	
Mr. Lục Đình Quang	Teacher professional development	0912141609	lucquang@gmail.com
Ms. Vũ Mai Trang	Teaching the What & How, ICT	0984147657	trangmai.vu@gmail.com
Ms. Lương Quỳnh Trang	Teaching the What & How, teacher education, professional development, material development	0983223209	luongquynhtrang@yahoo.com

**2. PREREQUISITES:** Language Assessment & ELT Materials Development

**3. COREQUISITES:** Advanced English

**4. SUBSEQUENT COURSES:** Practicum

**5. COURSE DESCRIPTION:**

This course provides an introduction to and practice in pedagogical techniques necessary for successful classroom language teaching. Specifically, it addresses the practical aspects of lesson planning, work arrangement, giving and checking instructions, giving corrective feedbacks, motivating students, teacher positioning and board writing for successful classroom practice. In addition to this, other practical aspects of teaching the What and How, Material Development and Language Assessment are also addressed.

## 6. COURSE OBJECTIVES

By the end of this course, students should be able to:

- Demonstrate a general understanding of the major issues related to lesson planning, work arrangement, giving and checking instructions, giving corrective feedbacks, motivating students, teacher positioning, board writing and their implications for classroom practice.
- Apply a range of suitable strategies and techniques in classroom management, lesson planning, evaluating, adapting, developing instructional materials and testing and assessment in their particular teaching contexts.
- Teach the elements (vocabulary, pronunciation, and grammar) and skills (speaking, reading, listening and writing) of English as a second/foreign language effectively.
- Critically and constructively evaluate the work of their peers.

## 7. TEACHING MATERIALS

- ELTM 1,2,3 course books
- Teacher positioning (handout 1)
- The teacher's voice (handout 2)
- Mixed-level tasks (handout 3)
- How to be a boring teacher (handout 4)
- What makes a teacher special (handout 5)
- Using the board well (handout 6)

## 8. COURSE STRUCTURE AND TEACHING METHODS

The course is structured into two components. Component 1 is designed for self study and consultations with course lecturers. Component 2 is organised as one session of 5 periods per week and is entirely practice-based. Active preparation for and participation in all activities are essential. Students will develop their professional skills in planning their lessons, managing their classroom and teaching language elements and skills.

**General schedule:**

Contents	Course structure		
	Teaching practice (Credit hour/week)	Consultation	Self-study (Credit hour)
Course Materials Reading, Lesson Preparation		(Individual arrangements with course lecturers)	10
Teaching practice	5		
Teaching practice	5		
Teaching practice	5		
Teaching practice	5		

**Weekly timetable:**

Week	Topic	Readings
1	Course Materials Reading, Lesson Preparation	<ul style="list-style-type: none"> <li>• ELTM 1,2,3 coursebooks</li> <li>• Teacher positioning (handout)</li> <li>• The teacher's voice (handout)</li> <li>• Mixed-level tasks (handout)</li> <li>• How to be a boring teacher (handout)</li> <li>• What makes a teacher special (handout)</li> <li>• Using the board well (handout)</li> </ul>
2	Teaching practice	
3	Teaching practice	
4	Teaching practice	
5	Teaching practice	

**9. COURSE POLICY:**

Students are expected to:

- Actively prepare for the class (prepare lesson plans and related teaching aids and materials for the teaching practice).
- Individually conduct 30 minute classroom teaching practice incorporating all required elements of lesson planning, work arrangement, giving and checking instructions, giving corrective feedbacks, motivating students, teacher positioning, board writing, teaching language elements & skills and testing.
- Critically and constructively evaluate peer work.

**10. ASSESSMENT AND GRADING:**

Form	Weighting	Task	Purpose
Teaching practice	80%	Each student is required to conduct a 30-minute lesson incorporating all required elements of lesson planning, work arrangement, giving and checking instructions, giving corrective feedbacks, motivating students, teacher positioning, board writing, and teaching language elements and skills.	-To assess students' ability to apply their knowledge of the subject in classroom setting practice.
Evaluation of peers	20%	Students are required to critically and constructively evaluate their peers' lessons, using the provided observation sheet.	- To assess students' ability to observe and evaluate their peers' teaching.



## Suggested Lesson Plan

### LESSON PLAN

Listening skill

Unit 4: Inside the Greenhouse

- 1. Class description:** - 25 second- year students (Ss), 5 boys and 20 girls, Department of English, College of Foreign Languages, VNU.
- 2. Time:** 45m
- 3. Objectives:**
- Skill: After the lesson, Ss will be able to
    - + take notes while listening
    - + listen for gist and fill the blank
  - Language: Ss will be able to
    - + to use certain expressions to show their agreement or disagreement
    - + give a presentation on the topic "environment" based on the knowledge gained during the lesson
- 4. Assumed knowledge:** Ss have already known some vocabulary items related to the topic.
- 5. Anticipated problem(s):** There may be time left, so the teacher should prepare an extra listening exercise.
- 6. Teaching aids:** - Book, tape, tape recorder, visual aid (optional), sets of words, handout

**7. Procedure:**

Teacher	Students
<p><b>7.1. Warm- up:(5m)</b></p> <ul style="list-style-type: none"> <li>- Prepares 4 similar sets of words, each of which consists of 20 words and phrases related to Health and the Environment. These words are shuffled.</li> <li>- Divides the class into four groups of 4 or 5.</li> <li>- Gives each group a set of words and asks them to put the words into two groups and suggest a possible topic for each.</li> <li>- Asks for Ss' answer. This will lead to the lesson naturally.</li> </ul>	<ul style="list-style-type: none"> <li>- listen to T.</li> <li>- work in groups to put the words into two groups and suggest a possible topic for each.</li> <li>- give the answer to T.</li> </ul>
<p><b>7.2. Listening:</b></p> <p><b>* Pre-listening (general)(5m)</b></p> <ul style="list-style-type: none"> <li>- Asks Ss how the Greenhouse effect</li> </ul>	<ul style="list-style-type: none"> <li>- listen to T</li> <li>- present their answer</li> </ul>

takes place.

- Asks some Ss to present their opinions.
  - Emphasises one important point.
- NB: If Ss' answers are not correct, T can explain again, using the visual aid.

\* Exercise 1 & 2: (16m)

a) Pre-listening

- Writes 2 questions on the board and asks Ss to answer them:
    - + Is the earth really getting warmer?
    - + If so, are there any signs of it?
  - Tells Ss to open their books, listen to the first part of the interview to :
    - + compare their answers to the 2 questions
    - + complete sentences a, b and c.
  - Makes sure Ss know what to do.
- b) While listening:
- Plays the tape twice.

c) Post listening

- Asks Ss to work in pairs to discuss their answers.
- Asks some Ss to present their answers.
- Plays the tape again, pauses when necessary.
- Asks Ss to repeat some important sentences.

\* Exercise 3: (16 m)

a) Pre listening

- Asks Ss if they know anything about the effects of global warming.
- Calls on one or two Ss to tell about the effects.
- Tells Ss to look at the table in the book
- Asks Ss to predict what the man will say about the topics in the table.
- Tells Ss that they are going to listen to

- answer T's question

- open the books and listen to T

- listen to the tape twice
- find the answers to the 2 questions and complete sentences a, b and c.

- work in pairs to exchange their answers
- give answers to T
- listen again

- repeat when asked

- listen to T's question

- speak about the effects.

- look at the table and predict what the man will say about the topics in the table.

- listen to T

- listen to the tape.

the second part of the interview twice and fill the table by making notes.

- Makes sure Ss know what to do.

b) While listening

- Plays the tape twice.

c) Post listening

- Asks Ss to work in pairs to discuss their answers.

- Calls on Ss to present their answers, plays the tape again and pauses at necessary points at the same time for Ss to check their answers.

- Asks Ss to work in groups to talk about the effects of global warming.

- fill the table by making notes.

- give T the answers

- listen again and repeat when asked.

- work in groups to talk about the effects of global warming.

### 7.3. Homework

## 8. Evaluation

**Practicum - Observation sheet (used for supervisors and peer evaluation)**

Teacher's name: School:		Class: Type of lesson:		Number of Students: Aim:					Observer's name: Date:		Time:
Areas to evaluate		5	4	3	2	1	Comments				
<b>1. Preparation</b>											
Lesson plan	<ul style="list-style-type: none"> <li>➤ Easy to understand and follow</li> <li>➤ Good understanding of methods</li> <li>➤ Clear objectives</li> </ul>										
Anticipation of problems	<ul style="list-style-type: none"> <li>➤ Able to anticipate Ss' problems and suggest solutions</li> <li>➤ Good timing of activities</li> <li>➤ Well-prepared (and used)</li> </ul>										
Visual aids											
<b>2. The lesson</b>											
Presentation/ explanation, or Pre-task	<ul style="list-style-type: none"> <li>➤ Clear start of the lesson with setting the scene</li> <li>➤ Effective use of techniques for presenting new language/ explaining task</li> <li>➤ Effective use of presentation materials in the textbook and supplementary materials, if any.</li> <li>➤ Giving Ss real purposes for use of language</li> </ul>										
Practice or While-task and Post-task	<ul style="list-style-type: none"> <li>➤ Variety of activities which encourage meaningful use of language</li> <li>➤ Appropriateness and effectiveness of activities in achieving lesson's aims</li> <li>➤ Good timing</li> </ul>										
Ss' participation and quality of interaction	<ul style="list-style-type: none"> <li>➤ Learners' active participation</li> <li>➤ Learners' interest and motivation</li> <li>➤ Decreased TTT and increased STT</li> </ul>										
Classroom management	<ul style="list-style-type: none"> <li>➤ Clear and effective instructions (say-do-check, step-by-step, etc.)</li> <li>➤ Effective concept checking/ comprehension checking</li> <li>➤ Effective guiding, facilitating, and monitoring</li> <li>➤ Correction and feedback in due time and given in a constructive way</li> <li>➤ Able to deal with Ss' questions and problems that arise</li> <li>➤ Effective work arrangement (individual work, open pair/ closed pair work, and group work)</li> <li>➤ Able to make use of facilities and resources available</li> <li>➤ Frequent eye contact</li> <li>➤ Appropriate volume of voice</li> <li>➤ Appropriate positioning</li> <li>➤ Clear and logical board writing and organizing</li> <li>➤ Effective motivating</li> </ul>										
Teacher's manner	<ul style="list-style-type: none"> <li>➤ Friendly and encouraging</li> <li>➤ Equal treatment of Ss</li> <li>➤ Able to interact with Ss at their level</li> </ul>										