

LECTURES, SEMINARS AND TUTORIALS - WHICH ONES ARE THE MOST BENEFICIAL?

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As a famous quote goes: “the world is like a book and those who do not travel read only one page”. Reading only a few pages of “this book” from my last visits to some Singaporean universities, I have earned a lot of food for thought as a traveller. As a teacher, the trips to National University of Singapore and Nanyang Technology University induced my inspiration for this research on teaching approach.

Background

Many decades have seen myriad innovations in teaching methods. It is now common that teachers do not rigidly comply with the principles and practices of established teaching approach, but flexibly employ their intuitive ability and experiential knowledge to realize what works and what does not work in any situation. Vietnamese teachers are not exceptions. A lot of efforts have been made to improve teaching and learning quality with certain success.

However, a survey conducted by the National Academies of Engineering, Science and Medicine (USA) gave rise to a negative comment that *teaching and learning at Vietnam’s universities are not effective as Vietnamese teachers often spend too much time delivering lectures and the mutual interactions between teachers and students rarely occur inside or outside class*¹ (cited in Ngo Tu Thanh, 2011). Similarly, Ms Nguyen Thi My Hanh (2009), on deliberating teaching methodology exploited at Vietnam’s universities, also claimed that *the traditional teaching method with which teachers dictated and students wrote down exactly what had been said remained the most common at Vietnamese universities.*²

The diversity of teaching may come from diverse educational backgrounds. When asked about teaching methodology, the representatives of both National University of Singapore and Nanyang Technology University took pride in stating that seminars and tutorials were the essential components of their academic curriculum. They explained that classes were divided into tutorial groups for oral presentations and discussions, called seminars. They also added that in order to perform well in their tutorials, students were required to access online teaching material and listen to the tapes in advance to acquire the theoretical knowledge of the subjects they had enrolled in.

RESEARCH QUESTIONS

Because the unpleasant mentioned-above comments on teaching at Vietnam’s universities dated back from 2009 and 2011 – that is to say, many years ago, we may wonder if such a backward-looking situation remains unchanged. This article, therefore, aims at finding out if lectures are currently the main teaching practices at Ho Chi Minh City University of Economics (UEH) and at some other Vietnamese universities?

Is it feasible for seminars and tutorials to be incorporated into the curriculum as the integral parts at Vietnamese universities as in Singaporean universities? Which ones result in more benefits for the students – lectures, seminars or tutorials?

LITERATURE REVIEW

For clarification, the key features of lectures, seminars and tutorials should be investigated.

A lecture is “a structured talk on a given subject in Continuing or Higher Education”³. It is a monologue that is delivered by a single person, usually a professor. In a lecture, the professor dictates and the students take notes. The students have opportunities to ask questions and have questions clarified instantly. In addition, lecturing is

¹ Phương pháp giảng dạy không hiệu quả, quá phụ thuộc vào các bài thuyết trình và ít sử dụng các kỹ năng học tích cực, kết quả là có ít sự tương tác giữa sinh viên và giảng viên trong và ngoài lớp học

² Hiện nay giảng viên tại các trường đại học Việt Nam chủ yếu vẫn sử dụng phương pháp giảng dạy truyền thống “thầy đọc, trò chép”

³ <https://www.conted.ox.ac.uk/students/PDFFiles/Study%20Skills/lectureadvice.pdf>

highly recommended by Bruce G Charton MD (2006) as the best teaching method in many circumstances and for many students to bridge the knowledge gaps between the teacher and the learners. Unlike other means of communication such as a book or a computer monitor, which are artificial and unnatural, lectures are considered as social events with human presence at a real time (Charton B.G. 2006; 67: 1261-5)

Meanwhile, a seminar is a teaching session for a group of approximately ten to twenty five. It is often guided by a teacher or a lecturer and often includes group discussions. In a seminar, it is the students who are the presenters and the professor or the teacher has only a limited role⁴. As a facilitator, he just oversees or guides the class. According to Graham Gibbs (1974) a seminar offers a great opportunity for students to deepen their understanding of the subject matters and to obtain some formative oral feedback from their tutors and to a lesser extent from their peers.

The term “Tutorial” is defined in many ways. The most transparent one done by the Teaching staff of UNSW (2014) indicates that a tutorial is a class session where a small number of students take part in discussion on the content of a previous lecture under the guidance of a tutor.⁵ A tutorial is regarded as a method of transferring knowledge and may be used as a part of a learning process. It is more interactive and specific than a book or a lecture. Guided by a teacher or a teaching assistant, a tutorial gives students specific examples and supplies the information to complete a certain task⁶. This type of class configuration encourages students’ participation and gives them opportunities to ask their tutors for help in case they have problems with the matters relating to the course⁷.

Although the words “tutorial” and “seminar” are sometimes used interchangeably, there are some differences between them. Specifically, an academic tutorial may be less formal and less structured while a seminar tends to be quite structured (Mann A. & Wilding. E; 2007).

From the above review, it is obvious that in seminars or tutorials, the teacher, though not as the center, is a crucial participant in stimulating, guiding and supporting the students’ learning.

Whatever role a teacher plays in a seminar or a lecture or a tutorial, these teaching methods certainly provide learners with a variety of learning opportunities which David Crabbe (2007) considers as an activity that makes learning occur.

Research Method

In order to achieve the aim of this piece of research, qualitative data were collected from unstructured interviews which, as directed by Wallace (1998), were conducted with a relaxed atmosphere, but without losing sight of the research purpose. In spite of its informality, the use of open questions enabled the researcher to take up the opportunities to probe for a deeper understanding, ask for clarification as well as allowed the interviewees to steer the direction of the interview in order to ensure the validity.

Data analysis then followed with some discussions and findings.

The Subjects under study (so called the interviewees) and the instrument

The subjects under study were three cohorts of university students. The first one consisted of 5 second-year students attending different classes (Course 40 – so called K40) of UEH. The second group comprises three students from other universities rather than UEH namely, Foreign Trade University (FTU), Ho Chi Minh City University of Natural Sciences (HCMUS) and International University/ Ho Chi Minh City National University (IU), where the teaching is conducted mainly in English. The interviewees of the third group were two Vietnamese students studying at National University of Singapore (NUS) - one first-year student and one second-year student majoring in Real Estate and Chemistry respectively. Because at the time of the interview, both of them were still on the course in Singapore (they are currently studying there), the interviews with them had to be conducted via emails and phone calls with the use of Viber. By interviewing these two NUS students,

⁴ <https://www.conted.ox.ac.uk/students/PDFFiles/Study%20Skills/lectureadvice.pdf>

⁵ <https://teaching.unsw.edu.au/tutorials>

⁶ <https://en.wikipedia.org/wiki/Tutorial/>

⁷ <http://www2.rgu.ac.uk/celt/pgcertilt/selecting/select19.htm>

the researcher could acquire further details of how the seminars and tutorials are handled in Singapore so as to make a comparison.

These interviews focused mainly on the following questions:

1. What are the learning and classroom practices exercised at the above-mentioned students' universities?
2. What is the current proportion of lectures to seminars and tutorial sessions?
3. What are their perceptions of the benefits of lectures, tutorials and seminars?
4. Which ones are preferred – lectures, tutorials and seminars? What is the reason of their preference?

In addition, for the sake of validity and objectivity the researcher did carry out two interviews with two teachers of Ho Chi Minh City University of Economics (UEH), one of whom teaches “Business Valuation”. The other one teaches Political Theory. The interview questions for these two teachers involve

1. the teaching activities currently used
2. the current proportion of lectures to tutorials or seminars for his/her subject.
3. the benefits of lectures, tutorials and seminars from the interviewees' perspectives as teachers
4. the possibility of using seminars and tutorials in place of lectures.

Due to the fact that the Vietnamese education system is different from the Singaporean one in many respects, the responses of the Vietnamese students studying at Vietnam's universities were mentioned first then came the discussion on the information collected from the Vietnamese students studying in Singapore (the NUS students)

RESULTS

For clarification, the responses given by the students in Ho Chi Minh City were first considered.

The answers to questions 1 and 2 were almost the same among the students of different universities in Ho Chi Minh City because they reflect the current situation of university education in Vietnam. According to the UEH students and the students of the other three universities (FTU, IU and HCMUS), lectures are now still included as the main components in the curriculum of most of the disciplines. Attending lectures where they just listen and take notes is the most common activity they do in big classes of approximately 100 students or more (150 students per class at University of Natural Sciences). There are no tutorials in their timetables; and seminars, which depend on teachers' arrangement, mainly serve the purpose of formative assessment. The FTU student added that only two class sessions out of twelve were set for seminars due to the limited time and only a few groups were selected to give oral presentations due to the class size. It is similar in the case of the HCMUS student on the Petroleum Geography course.

At International University (IU), teaching is conducted mainly in English. Thus, in addition to the entrance exams, IU students also have to take an English placement test or have TOEFL, TOEIC, IELTS or equivalent English certificates as required. According to the IU student under this study, lectures are delivered in English for the main subjects such as Calculus, Physics except Philosophy of Marxism, which is taught in Vietnamese. From his report, it has been known that in order to support the weak students, a number of outstanding students in their third or final year are selected to play the role of teaching assistants in extra classes. This means there are no tutorial sessions on schedule.

Question 3 turned out different attitudes towards lectures and seminars and tutorials.

The UEH students under this study stated that lectures were certainly useful because they provided them with essential knowledge. However, it was disappointing that they were not motivated to attend some of the lectures just because they were boring and that many of them could not help falling asleep right in the classroom. They also shared the truth that for some subjects, the motivators of their attendance were to please their teachers and more importantly, to attain good scores for class participation, which is a conventional component of their mid-term result in accordance with the assessment system set by the teachers-in-charge. Furthermore, they also

emphasized that some lectures were hardly beneficial because the information and knowledge gained were what they could find from their textbooks.

Similar to the UEH students, the IU student also showed a strong agreement on the benefits of lectures, but he was dissatisfied because some of them were not understandable. He explained that this difficulty resulted from the teachers' way of transmitting knowledge, not from the language barrier between English and Vietnamese.

The HCMUS student expressed his viewpoint confidently that in order to benefit from the lectures students should read the relevant sources of material in advance. He also said that if there was something unclear, questions should be raised without hesitations in the course of lectures.

The FTU student did not make any complaints and took it for granted that lectures must be inevitably uninteresting because there were no interactions between the lecturer and the students.

The data collected from question 4 provided a lot of useful information for the researcher.

The UEH students under this study agreed that attending lectures was a "must" but they would wish the lecturers to make them more exciting. They especially preferred to have seminars in groups rather than in individual work.

The IU student would like to have both lectures where students can listen and take notes in English and tutorials where they can ask their tutors for further explanations in Vietnamese.

It was interesting to find that the FTU student and HCMUS student had contrasting ideas. The FTU student preferred to rely on lectures to acquire knowledge rather than seminars while the HCMUS student believed that taking part in more seminars would make his learning more effective. He argued that he had better opportunities to learn not only from the teacher's feedback but also from his classmates' presentations in seminars.

All of them also wished to have tutorials, especially for the most challenging disciplines so that they could feel good at ease to ask questions in small groups and to solve the problems they had to deal with.

The interviews with the two Vietnamese students studying in Singapore are prolific of intriguing information. The following is the true information about the current courses they are attending.

At NUS, each term lasts for three months, namely 13 weeks, including 12 weeks for the formal classes and one mid-course break week.

There is small difference between these students' answers to questions 1 and 2.

For the Real Estate course, there are two class sessions for a discipline a week. One is handled by a two-hour lecture with more than 100 attendants and the other one is organized in the form of two-hour tutorial guided by teaching assistants who may be teachers or students in their final year. In this way, classes are then divided into smaller groups, each of which has a small number of students fluctuating from fifteen to twenty. Similar to Vietnamese classes, students also listen and take notes during the lectures. However, in tutorials which are guided by teaching assistants or sometimes luckily by professors, they are required to participate in the discussions, debates and oral presentations so called informal seminars. Based on the students' performance, marking is done during these sessions to assess their understanding as the outcomes of their learning process.

The first-year student on the Bachelor course of Chemical Engineering gave more specific responses via email with the attached current detailed timetable set for her four main subjects and one of General Education - so called "Debating Singapore's Social and Economic History - which is a compulsory discipline for students of various specialized areas (see appendix). If this subject is not taken into consideration, the duration of lectures on the four main subjects is 11 hours. Unlike the students of the Real Estate major, those majoring in Chemical Engineering have fewer tutorials, that is to say, only 5 out of 19 classes a week. This is because they have to spend three hours carrying out experiments in the laboratory.

For question 3, these students gave a broader view on Singaporean education.

In terms of benefits, these two Vietnamese students studying at NUS (Singapore) revealed more positive perspectives on lectures. Both of them confirmed that at NUS most of the lectures were effectively utilized with

the systematic provision of fundamental knowledge and without lectures it would be certainly time-consuming to read and understand the theoretical knowledge in the material. Furthermore, lectures supported their performance in seminars and tutorials. For tutorials, the student of Real Estate course said that they were undoubtedly beneficial for her not only to obtain deep understanding but also to enrich her knowledge of her specialized area. In spite of this, she sincerely claimed that it was very stressful to attend tutorials since she was forced to work hard and perform well to achieve good scores. It was explained that in Singapore students were in head-to-head competition against each other for higher scores. In order to win this competition, she was required to do a lot of reading before class and create as many questions about the topics of the lessons as possible. She also noted that the questions should be both relevant and challenging to show in-depth knowledge about the issue.

According to the Chemical Engineering student, it is far more competitive in the learning context of NUS because assessment is based on Bell Curve system.⁸ This means only ten percent of the students with the highest scores got grade A, the following twenty-five percent with the lower scores got grade B and so on. Obviously, with this marking system, students have to perform very well but on top of that, they have to act better than other students to be rated A. It can be seen that the tutorials give them good learning opportunities but simultaneously cause a lot of pressure.

As a result of the perceptions expressed for question 3, these two students also show a distinction in their answers to question 4.

The student on the Real Estate course said that she wanted to have more lectures than tutorials while the one on the Chemical Engineering course was quite happy with her current timetable irrespective of the challenges and pressure in seminars and tutorials.

The interviews with the two UEH teachers were also informative.

Since Political Theory is a knowledge-based subject, the teacher in charge of this subject confirmed that lectures were the main components delivered for nearly the whole course. She argued convincingly that students' oral presentations or informal seminars which she required her students to perform (about once or twice a semester) were supposed to be supplementary tasks enhancing their self-confidence in public speaking and cultivating their teamwork skill. She also stated that it was impossible to replace lectures with tutorials and seminars because she was required to follow the frame curriculum within a limited time and if too much time was spent on seminars, she would fall behind schedule and fail to deliver all the lessons sufficiently. Being aware of the unfavorable features of this tough subject, she tried to add some interesting activities to her lectures by having films shown, telling stories relevant to the lessons, and organizing study tours to some historical places.

The teacher of "Business Valuation" gave a detailed report on the teaching activities he utilized in the last semester. 50% of his teaching time was covered by lectures and the rest was spent on students' seminars. There were no tutors and the students worked in groups of 5. Accordingly, there were 10 groups sitting in the same class. The members of a group took turns to give oral presentations while the other groups were listening and preparing the questions. From his perspective, his lectures provided his students with essential knowledge while seminars created more opportunities for his students to apply the knowledge they had learned and to broaden their view. In addition, this teacher stated that the tasks performed in the seminars enabled him to check if his students had been right on track. Based on each member's work in the seminars including giving oral presentations on the subject-related issues, raising meaningful questions, his/her mid-term score was given. It is important to know that in order to convey all the knowledge of his subject within half of the course, he had to employ a variety of techniques such as summarizing, systematizing by using mind maps, tables and charts and so on.

⁸ As an example, a bell curve grade distribution in a class of 100 students could look like this: A – 10, B – 20, C – 40, D – 20, E and F – 10 (disregarding + and – grades for the sake of clarity). In this way, A C student could in theory have scored 92 out of 100, or an A student could have scored just 67 out of 100.

DATA ANALYSIS AND DISCUSSION

The feedback from the UEH and IU students along with the responses of the UEH teachers reveals the current situation of teaching and learning at Vietnam's universities where lectures maintain the dominating position in the curriculum. It is noticeable that at Vietnam's universities seminars are conducted as a kind of test or task which is performed in a big class with the total number of students ranging from 50 to 100 or more. A quick look at the timetable sent by the Chemical Engineering student of NUS suggests a clear idea that seminars and tutorials are the integral parts of the syllabus which are as equally important as lectures.

At UEH or any other Vietnamese universities, seminars are not officially scheduled as they are at NUS; moreover, tutorials are completely absent. This is an unsolved problem due to the restrictions of the Vietnam's education policies and the lack of facilities (Nguyen Thi Thuy Hanh, 2012)⁹. On the part of the administrators, "smaller classes" means higher expenses for tutors or teachers.

One thing that Vietnam's universities and NUS have in common is that the proportion of lectures to seminars differs from subject to subject. However, in Vietnam, it is the teacher who individually decides on the structure of the course while at NUS it is fixed on schedule. For some subjects, there is hardly any time for seminars since the teachers are required to comply strictly with the rigid regulations of the curriculum set by the Ministry of Education and Training.¹⁰ (Nguyen Thi My Hanh, 2009). It is nevertheless not the teachers who should be blamed.

If we compare the amount of time allocated for lectures, and tutorials at NUS and the time arranged for lectures and seminars by the UEH teacher of Business Valuation, it is conspicuous that there are no gaps between them by any means. By organizing the seminar schedules on his own, guiding the discussions and stimulating the students' interest in the subject matters, this teacher reflected his awareness of the teacher's role in task-based teaching (Van Den Branden, K, 2006:136).

The fact is that when attempting to attract the students' interest in Political Theory by adding a variety of activities to her lectures, the teacher of this subject demonstrated her flexibility and creativity in creating learning opportunities which, according to David Crabbe (2007: 119), are "available in any place and at any time". Guiding the students in the visits to historical places is one of the countless ways which enabled her to develop good rapport with the students which, in turn, encouraged them to work hard with such a difficult subject (Rose M. Senior, 2002: 41)

With regard to the benefits, although the UEH students under this study had no inspirations for attending some certain lectures and the other students concerned in this research had different reactions towards the effects of lectures, none of them denied the importance and the benefits of lectures and seminars.

The NUS students placed a high value on the lectures they had attended because these lectures were systematically given and assisted them in saving time substantially. This fact supports the IU student's idea that it is not the content of the lectures that counts, but the way they are delivered.

In spite of great pressure caused by the highly competitive atmosphere in the tutorials along with the painful experience of the Bell Curve System, the NUS students under this study accepted tutorials as good learning opportunities which they engaged in through their performance (Crabbe, D. 2007)

Both of the UEH teachers expressed the same viewpoints about the functions of lectures. They believed that knowledge should be transferred to students by means of lectures, even though there is no denying that this teaching approach resonates with learners' passivity.¹¹

⁹ Một số đặc điểm, cách thức, phương pháp giáo dục đã được áp dụng tại Việt Nam, có cái tạo phản ứng tích cực, có cái không; một số vẫn chưa được áp dụng do điều kiện trong nước còn chưa phù hợp

¹⁰ "Hiện nay, chương trình giáo dục đại học tại Việt Nam vẫn còn kém hiệu quả. Nguyên nhân do Bộ không chế quá chặt về chương trình khung và yêu cầu các trường phải tuân thủ một cách cứng nhắc."

¹¹ <https://www.conted.ox.ac.uk/students/PDFFiles/Study%20Skills/lectureadvice.pdf>

The way the teacher of Business Valuation handled the seminars in his class could burden his students with the tasks they had to do for assessment. This is somewhat similar to the tutorials guided at NUS though not as stressful and fiercely competitive as reported by the NUS students. However, we should agree with Miller and Parlett (1974) that students are most influenced not by teaching, but by assessment. Only when students' performance is evaluated for the marking, do they work harder. This teacher was on the right track.

The information obtained from question 4 does not give a certainty that lectures or seminars or tutorials are better, but shows the distinction in the students' learning styles and degrees of learner autonomy.

The FTU student proved to be a typical example of the finding underpinned by Wong and David Nunan's research that "learners are not 100 percent one type of learning style" (cited in Nunan D., 2015:159). She might be not only an authority-oriented learner who prefers the teacher's explanations, reliance on textbooks but also a kinesthetic learner who can learn easily by doing an activity such as giving oral presentations, discussing with other classmates (Nunan D., 2015:158).

Although the HCMUS student did not make any complaints about lectures, he showed some partiality for seminars where he could listen to his classmates' presentations, exchanged ideas and learned from his teachers' feedback and his own mistakes. It can be inferred that he is more of an analytical learner (ibid. 158). When firmly asserting that it was advisable to read the material in advance and to attend as many seminars as possible, this dynamic student expressed a desire "to take control over his learning". This exemplifies an aspect of learner autonomy (Benson, P., 2001:2). In this way, he proved to have a lot in common with the NUS student of Chemical Engineering, whose positive attitude towards both lectures and tutorials is equivalent to a combination of different learning styles. Both of these students may be called "cue- seekers" who actively elicit the information about the subject matters from the tutors (Miller and Parlett, 1974 – cited in Wallace J.,1991). Furthermore, they were aware that the teachers' or tutors' appropriate feedback on their performance in tutorial sessions and seminars also helped them benefit a lot from the courses.

The UEH students' preference for doing seminars in group work also reflects a certain degree of learner autonomy because "*autonomy in learning does not mean that students work on their own in isolation from others.*" (Bound D., 1981:25). Actually, group work is essential nowadays to build students' teamwork skill – "a high priority for most graduate recruiters".¹²

When the student on the Real Estate course preferred to have more lectures than tutorials, she did not imply that lectures were more effective than tutorials. The reason for her choice was that she could not endure the fierce competition as a result of the Bell Curve marking system.

The way the two teachers organize their teaching activities reinforces a belief that seminars can be integrated into their own syllabus as additional tasks to the lectures. They were quite reasonable when using them as a tool to assess students' existing knowledge and competence and furthermore; to provide them frequent opportunities to perform and receive feedback for improvement (Chickering & Gamson, 1987, cited in Gibbs G., 2004)

FINDINGS

The result of this study indicates that lectures are currently exploited at Vietnam's universities as the indispensable device with some certain modifications made by Vietnamese teachers since they are considered as the foundation on which more practical knowledge can be built and developed. In a nut shell, they cannot be completely removed from the curriculum and when they are partly replaced with seminars or tutorials, the amount of time allocated for each type depends on the specific features of the disciplines. It does not matter which teaching approach - lectures or seminars or tutorials should be used, but the emphasis should be put on how efficiently they are offered.

Fairly speaking, Vietnamese university teachers, though not all, have far or less made a lot of efforts in improving their teaching in spite of unwanted limitations of the policies regulated by the Vietnamese education system.

¹² <https://targetjobs.co.uk/careers-advice/skills-and-competencies/300764-teamwork-its-high-on-the-graduate-recruiters-wishlist>

RECOMMENDATIONS

- ◆ Teachers should bear in mind a philosophy that “if you give a man a fish, you can feed him for a day – teach him how to use the rod, you can feed him for life”. In this light, students should be well equipped to be able to manage their learning opportunities either in their classrooms or outside the classroom.
- ◆ For the sake of students’ inspiration, teachers need a breadth of knowledge which will enable them to connect the content of the material or course books to the issues of real-life situations in the course of their lecturing. Furthermore, to get the most out of the lectures, students need to be good at note-taking – an essential skill for university study.
- ◆ Teachers should be aware that “*the primary purpose of a curriculum is to provide a range of learning opportunities and to facilitate the take-up of those opportunities in order to achieve specified goals. ...*” (Crabbe, 2007). Accordingly, in the current situation of Vietnamese education where it is unaffordable to divide classes into smaller groups for tutorials, university lecturers should be flexible in creating more learning opportunities in many ways. A combination of different teaching techniques and activities is essential so as to encourage students’ active learning and critical thinking. That is to say, seminars and group work should be included side by side with lectures as often as possible. In addition, online tutoring, which is far different from the face-to-face conventional class, is also worth considering.
- ◆ As none of the learning styles is the best, students should be exposed to a variety of approaches in order to broaden their learning styles (Jane Willis, 1996). This will enable them to work in harmony with each other and to take up as many learning opportunities as possible.

LIMITATIONS OF THIS STUDY

Due to the limited time, the data were collected only from the two teachers of UEH who have the same teaching context. It would be advisable for the researcher to hold some interviews with other UEH students belonging to the classes taught by these two teachers in order to make the outcome of this study more convincing. Besides, the research could have been better if further interviews with some teachers of other universities had been carried out.

CONCLUSION

As we are raising our awareness that UEH is now a research-oriented university, we should keep in mind that doing research cannot outweigh teaching. In other words, both of these tasks should be of equal importance. More specifically, to keep up with the internationalization trends, teachers as well as curriculum designers must be responsible for building teaching programs that are not only congruent with our students’ personalities and interests but also effective in enhancing their skill and knowledge development as well as stimulating their learner autonomy.

Our mission is to break down the deep-rooted prejudice that Vietnamese teachers are merely authority figures in the classroom and to shift our students from passive learners to active thinkers.

APPENDIX :

**CURRENT WEEKLY TIMETABLE OF CHEMICAL ENGINEERING COURSE –
NATIONAL UNIVERSITY OF SINGAPORE (NUS)**

	0800	0900	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	2200	2300	0000	
M O N		IT1005 LEC (L) LT7A				PC1221 LEC (SL1) LT26			PC1221 TUT (T2) S12-0401 Odd Week	UTC1400 SEM (1) CAPT-SR4								
T U E		IT1005 LAB (4B) I3-0347				PC1222 LEC (SL1) LT34			PC1221 LAB (A7) S12-0402 Even Week				PC1222 TUT (T4) S12-0401					
W E D								MA1505 LEC (B) UT-AUD2										
T H U		MA1505 TUT (B06) ERC-ALR				PC1221 LEC (SL1) LT26				IT1005 LEC (L) LT7A								
F R I						PC1222 LEC (SL1) LT34				MA1505 LEC (B) UT-AUD2								
S A T																		

Code	Title	Module Credits	Exam Time
UTC1400	Debating Singapore's Social and Economic History	4	No Exam
MA1505	Mathematics I	4	23-11-2015 9:00 AM
PC1222	Fundamentals of Physics II	4	24-11-2015 5:00 PM
IT1005	Introduction to Programming with Matlab	4	30-11-2015 1:00 PM
PC1221	Fundamentals of Physics I	4	02-12-2015 5:00 PM
Total Module Credits for Semester		20	

Notes:

LEC= LECTURE

TUT= TUTORIAL

SEM= SEMINAR

LAB= LABORATORY

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