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(BITEC)



Innovative Learning for Vocational Education in Workforce Transformation (ILVEWT)

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The New Transformation

Today, as the 4th industrial revolution transforms the global landscape, the single career path is long gone. 65% of students today will be employed in a job that does not yet exist.

9 Skills Students Need in the Future Workforce

1. **Digital Literacy** - integrate new technologies as they are developed.
2. **Emotional Intelligence** - knowledge and skills to manage emotions.
3. **Entrepreneurship**- strong foundation of knowledge and skills to navigate business.
4. **Global Citizenship**- the ability to work with people from all over the world are essential skills needed for future jobs.
5. **Curiosity**- most careers require ongoing learning so that people can keep up with technology advances.
6. **Cognitive Flexibility**-to adjust the way they work when obstacles arise or business needs shift unexpectedly.
7. **Assessing and Analyzing Information**- to be part of this decision-making process.
8. **Self-Knowledge**- understand their own strengths and weaknesses.
9. **Empathy**- meet customers' needs more effectively.

Gigi Wara

Creative Content Writer

The Work Loft Thailand

How vocational education prepares to cope with the workforce transformation?

“Innovative Learning for Vocational Education in Workforce Transformation (ILVEWT)”

is a new methodology as an approach, application and underpinning ground point compelling to the millennial age.



Future of Skills

English has been adopted as the main working language of the ASEAN Community, it will certainly be an essential tool with which Thai vocational graduates should be equipped. .

*Vocational College English Teachers' Awareness of
Establishment of the ASEAN Community and Its Impact on
English Language Teaching*

*Asst. Prof. Dr. Wannapa Trakulkasemsuk
Lecturer, King Mongkut's University of Technology Thonburi*

Objective

- **To create a mainstream of learning** by interjecting modified and usable expertise and mastery supplement skills to a particular task gaining mastery and diversity.
- **Students will be able to identify their strong points and weaknesses** polish their critical thinking alongside and reality of their chosen career for them to master effectively in their respective field of study.
- **Cultivate their emotional intelligence** for them to navigate social complexities by empowering their interpersonal skills to engage with clients, guest and inside their work area using the English by adopting a common language between speakers whose native languages are different.
- **To direct students potential significant skill growth** that will enhance their probability in landing a job and or career in the future.

Innovative Learning for Vocational Education in Workforce Transformation(ILVEWT) SCOPE

- Science, Technology, Engineering and Mathematics education
(**STEM**)
- English as Lingua Franca (**ELF**)
- Global Englishes for Learning and Teaching (**GELT**)
- English for Vocational Purposes (**EVP**)
- English for Specific Purposes (**ESP**)

ILVEWT Components

- A. Identify your Students*
- B. Pre-Assessment and Qualification*
- C. Integrating Job Qualification and Career Standards on Course Syllabus*

A. Identifying your students



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Dr. Christy Price, EdD, a psychology professor at Dalton State College, outlined instructional findings with these five R's for engaging millennial students like getting to know who are we going to teach, what the things they like and their preference in learning.

"Innovative Learning for Vocational Education in Workforce Transformation (ILVEWT)"

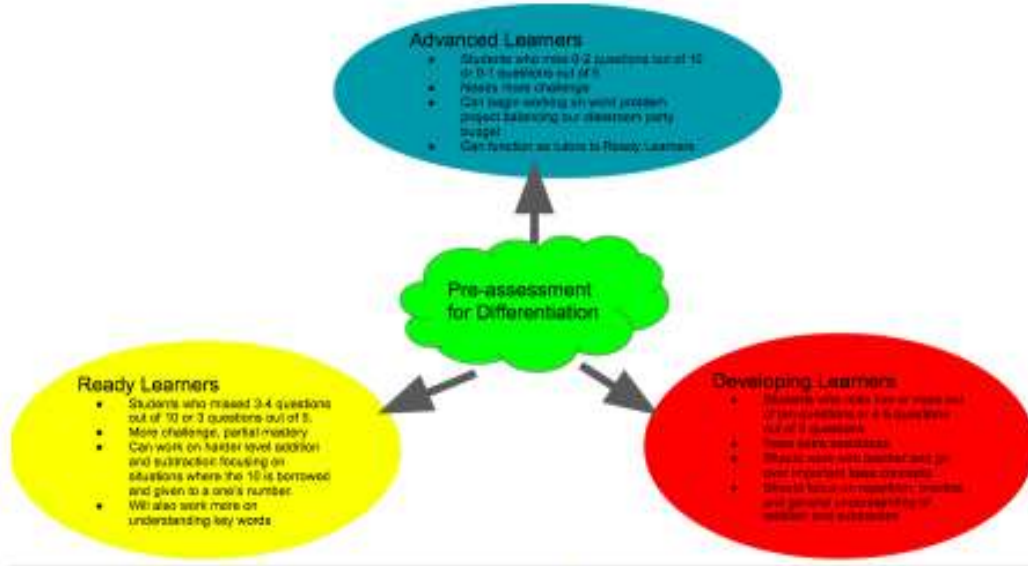
5 Rs for Engaging Millennials

- Research-Based Methods
- Relevance
- Rationale
- Relaxed
- Rapport

Dr. Christy Price



B. Pre-Assessment and Classification



"Assessment is today's means of modifying tomorrow's instruction."

By Carole Tomlinson

Pre-Assessment Objectives

A way to determine what students know about a topic before it is taught.

- It should be used regularly in all curricular areas
- To make instructional decisions about student strengths and needs
- To determine flexible grouping patterns
- To determine which students are ready for advance instruction



C. Integrating Job Qualification and Career Standards on Course Syllabus



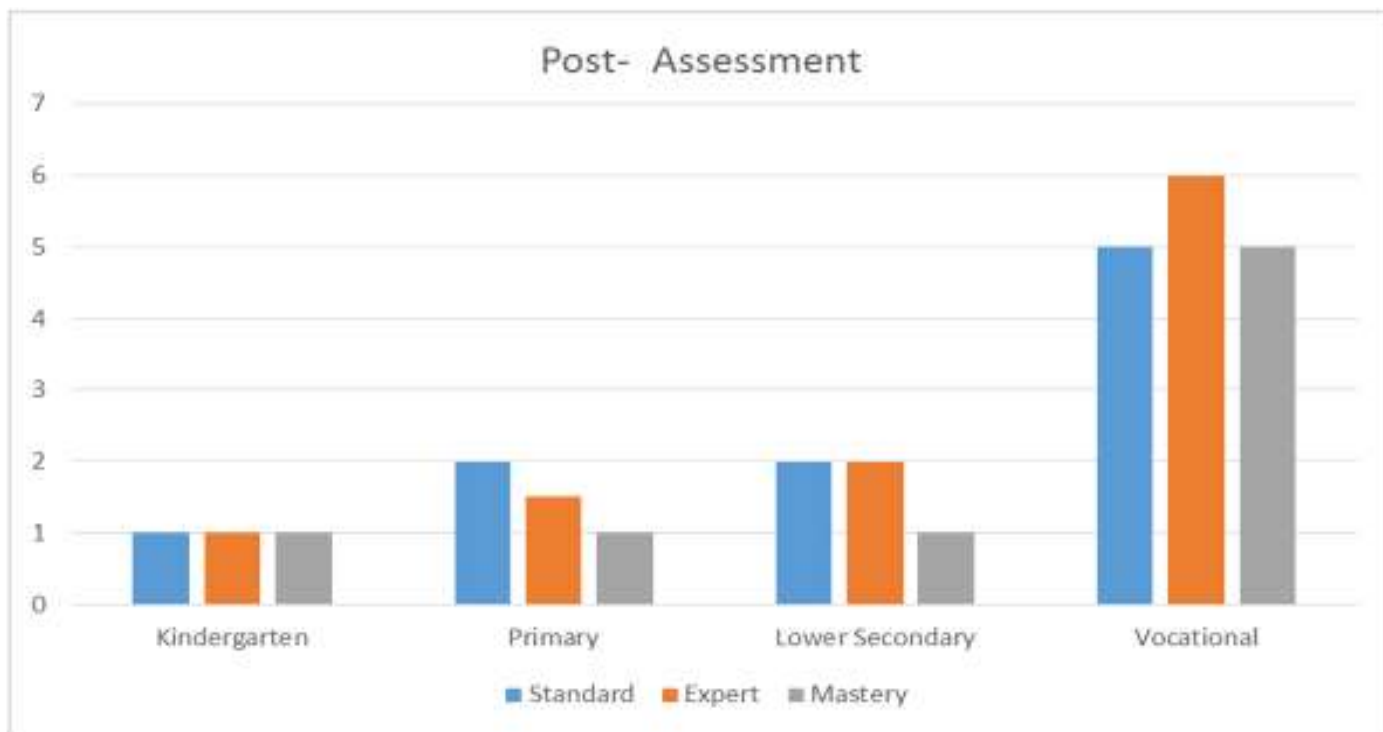
“An integrated curriculum enables student to see the big picture, to understand the topics relevance and real life context, and to engage into higher order thinking skills. “

Dr. Susan M. Drake
Professor (PhD), Department of Educational Studies
Article: “ Castle of Kings And standards”
September 2001 issue Educational Leadership

Common Curriculum Format



Innovative Learning for Vocational Education in Workforce Transformation (ILVWET) Integrated Curriculum



SBAC- Foreign Language Department

Exhibit A

Course Title: English for Business Conversation

1. Introduction to Business English Conversation

1.1 Learning a Language

Occupational Jobs in Conversation

- *Customer Service Representative*

Occupational Jobs for Conversation

Customer Service Representative

Skillset

- *Inter-personal skills*
- *Attentive and able to listen with interest*
- *Clear written and verbal communication skills*
- *Able to keep a positive attitude and remain patient when dealing with difficult customers or situations*
- *Time-management skills*
- *Extensive vocabulary and knowledge of industry terminology.*
- *Excellent computer skills including using spreadsheets and Microsoft Office*
- *Able to empathize with clients who have not found your products or services to be satisfactory*
- *Attention to detail*
- *Self-controlled and calm under pressure or stress*

Curriculum Integration

Composition

Skillset

1. Science, Technology, Engineering and Mathematics education (STEM)
2. English as Lingua Franca (ELF)
3. Global Englishes for Learning and Teaching (GELT)
4. English for Vocational Purposes (EVP)
5. English for Specific Purposes (ESP)

RESULT

A. General vocabulary in customer service

<https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-118577.php>

B. Telephone Conversation

<https://www.thoughtco.com/telephone-conversations-1210222>

C. Quality Customer Service

<https://www.helpscout.com/blog/customer-service-phrases/>

SBAC- English for Tourism

Exhibit B

Course Title: English for Tourism

11. My Travel Plans

1.1 History of Tourism

1.2 Technology in Travel and Tourism

Occupational Jobs

- 1) TRAVEL AGENT
- 2) Waiters/Waitress
- 3) Bartender
- 4) TOUR OPERATOR
- 5) EVENT & CONFERENCE ORGANISER
- 6) TOUR GUIDE
- 7) EXECUTIVE CHEF
- 8) Kitchen Assistant
- 9) PR MANAGER
- 10) LEISURE ACTIVITY CO-ORDINATOR



Period Session Sample- 3Periods

Week 1: Introduction to Business English Conversation

SCHEDULE	MODULE	ACTIVITY	Assessment/Evaluation
Period 1	General Vocabulary – Terms and Implements - Front Office - Customer Care Service - General English	<ul style="list-style-type: none"> • Listening, Speaking, Writing and Reading Skills • Spelling • Research 	General Knowledge
Period 2	Customer Service Skill	<ul style="list-style-type: none"> • Conversation • Mac Call Spiel • Presentation Skills 	Application <ul style="list-style-type: none"> • Hands- on activity • Audio Recording • Video Recording
Period 3	Recitation/Presentation	Graded recitation/presentation	Learning out-put Assessment Evaluation Recommendation

Method Data

Pre-Assessment Google Classroom



Michael Belgica
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Teaching

- H** Homeroom
DOP1 and FLOU1
- V** Vocabulary 1
Lower 2/3, 2/5 & 3/7
- E** English Club
- E** English for Social Communication
Lower 2/3&4 Mondays Period 5&6 - L...
- L** Listening and Speaking
Lower 2nd year 2/3
- E** English for Tourism
2/13-14
- E** English for Business Reading- fu...
Lower 2/3
- E** English for Business Conversation
Lower 2/3

Enrolled

To-do

Respondents



Classroom 4G 10:01 80%
docs.google.com

145 responses

Accepting responses

SUMMARY QUESTION INDIVIDUAL

Insights

Average	Median	Range
28.93 / 40 points	30 / 40 points	5 - 40 points

Total points distribution



Points scored	# of respondents
0	0
5	2
10	5
15	12
20	15
25	30
30	18
35	22
40	38

Untitled Section

Data Collection- Pre-Assessment- Google Classroom

Questionnaire



Classroom 4G 10:10 78%

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Innovative Learning for Vocational Education in Workforce Transformation (ILVEWT)

* Required

Untitled Section

1. What is a verb? * 3 points

It is an action word

are words that describe the qualities or states of being of nouns

Respondents

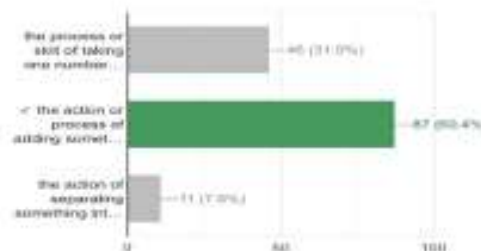


Answers and Result



6. In math what is addition?

87 / 144 correct responses



10. Do you think that learning the English language can help for employment using your talent and skill, Why?

145 responses

Very useful in future work
Because it is the basic language of communication between different countries
Therefore it is very important to study, speak, speak English well.

English is important to work. Because of these days, various tasks require the use of English.

Can help because it is the language that is used in communication around the world

Because everywhere is using English as a communication medium
Therefore, there is a throw for every profession

Practice ability

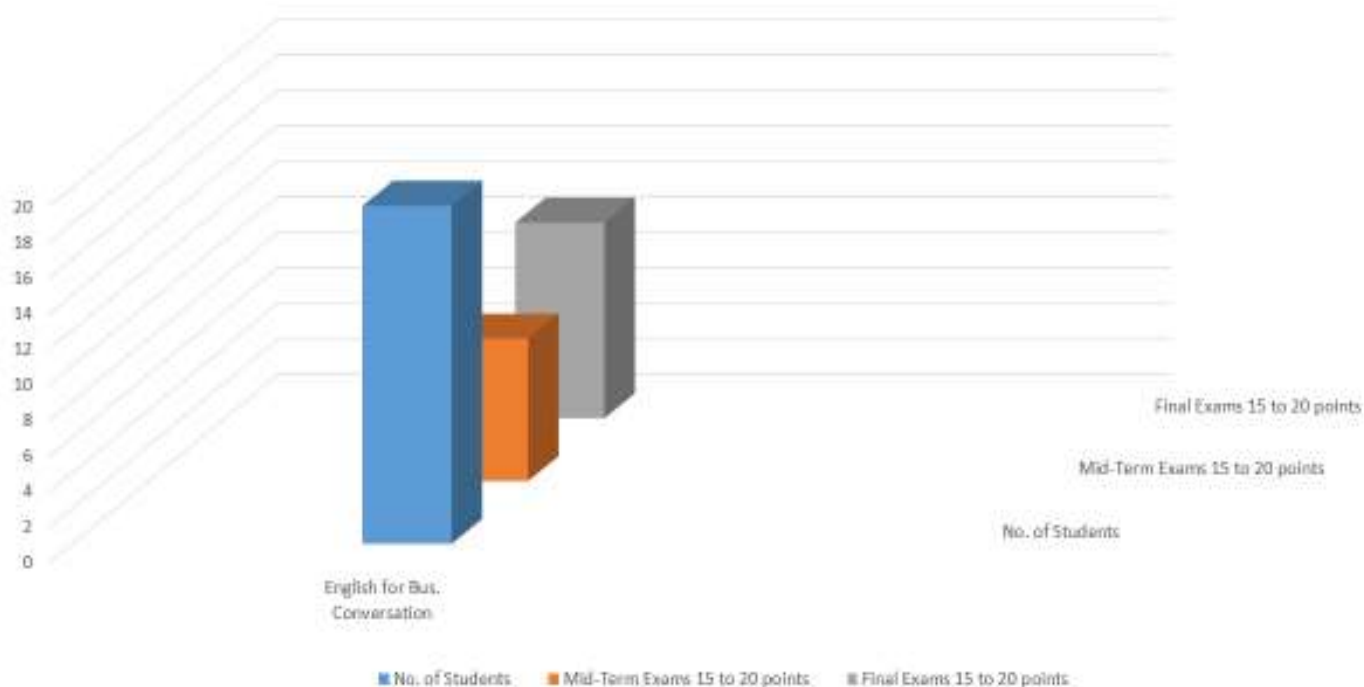
Necessary because now there are foreigners working in Thailand

Yes can talk

Can help find the future business ideas

Data Collection

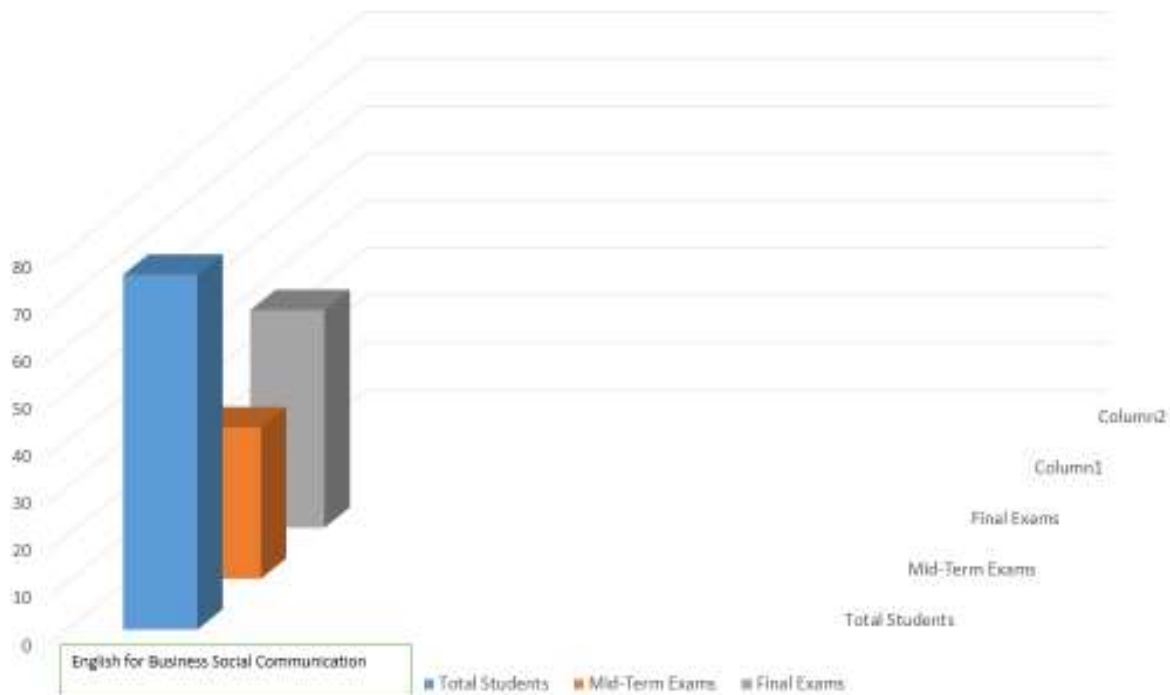
Foreign Language Department



■ No. of Students ■ Mid-Term Exams 15 to 20 points ■ Final Exams 15 to 20 points

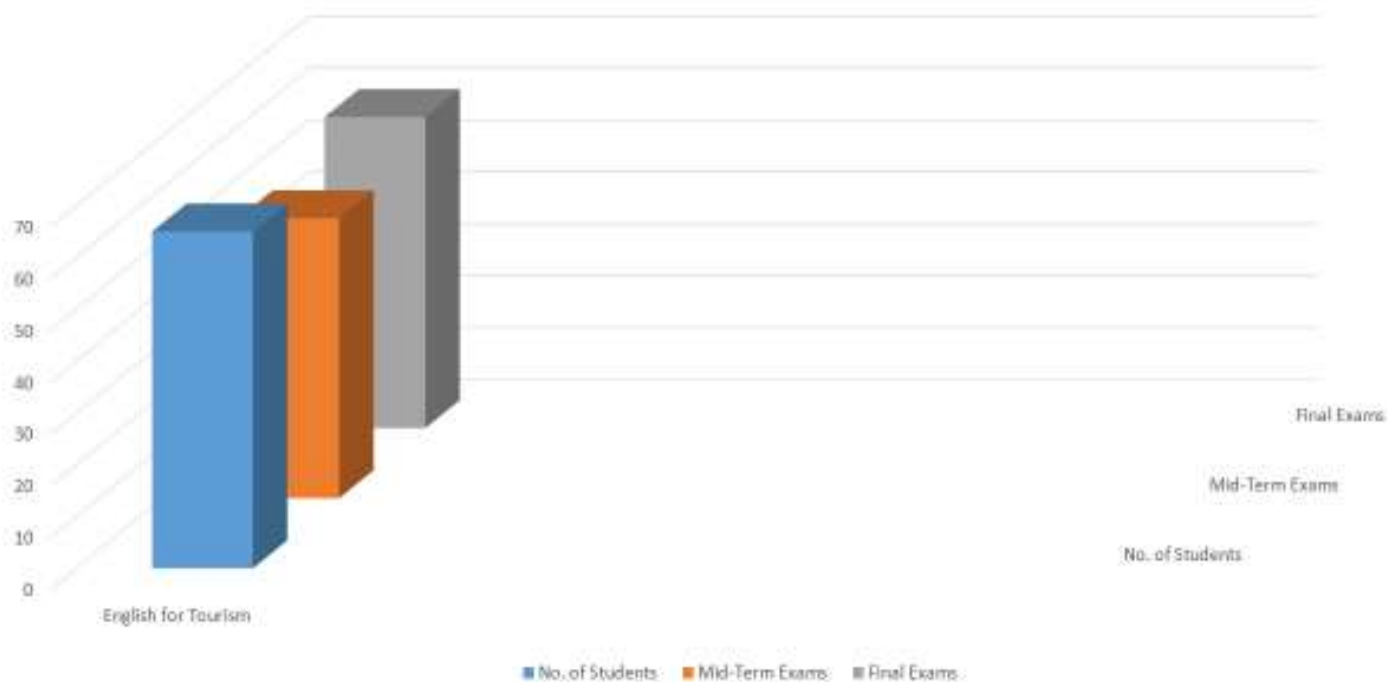
Data Collection

English-Thai Bilingual Department



Data Collection

Tourism Department



■ No. of Students ■ Mid-Term Exams ■ Final Exams



“Synthesis for Innovative Learning for Vocational Education in Workforce Transformation”

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Thank You