



## Thai Qualification Framework #3

### Course Specification (302 102)

Institution Name: Mahachulalongkornrajavidyalaya University

Campus/Faculty/Department: Faculty of Humanities

#### Unit 1 General Information

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| 1. Subject Code and Name of the Subject/Course<br>302 102: Structure and Reading in English |
| 2. Number of Credit<br>3 Credits (3-0-6)  |
| 3. Degree and Course<br>Bachelor of Arts      Major: English                                |
| 4. Name of Instructor    Mr Suriya Bunyarang  |
| 5. Semester/Graduate Level/Year<br>First Semester/First Year (Academic year 1/2024)         |
| 6. Pre-requisite<br>N/A   |
| 7. Co-requisites<br>N/A   |
| 8. Location/Place of study<br>Mahachulalongkornrajavidyalaya University, Khonkaen Campus    |
| 9. Latest Date of Course Revision<br>23rd May 2024  |

## Unit 2 Purpose and Objectives

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| <p>1. Course Focus/Purpose</p> <p>Participants can effectively read and analyse English structures at various levels. Additionally, they can guess the meaning of words and capture the relation of phrases and clauses which occur in sentences comprehensively. Moreover, they can confidently provide their opinion regarding to structural analysis from any text they read</p>        |
| <p>2. Objectives of Course Revision</p> <p>Develop and improve the content of the subject to be clear and consistent with the course focus/purpose. It can lead to effective management of teaching and learning which enable participants to read, guess the meaning of words and have a set of knowledge and understanding of structural analysis meeting the requirement of the TQF</p> |

## Unit 3 Procedural method

|  |  |                               |                      |
|--|--|-------------------------------|----------------------|
| <p>1. Course Description</p> <p>This course is designed to help students develop their reading skills and improve their understanding of English grammar structures. The course will cover a range of topics including sentence structure, verb tenses, passive voice, conditionals, modals, and subordinates. Students will also work on improving their effective reading skills through the analysis of various texts</p> |  |                               |                      |
| <p>2. Teaching Hours per Semester</p>  |  |                               |                      |
| Lecture  | Extra/Supplementary teaching   | Practical/field work/training | Self-access learning |
| Lecture 45 hours per semester  | Supplementary teaching as per requirement of individual student's need | N/A                           | 6-hour self-studying |
| <p>Number of hours per week for individual counselling to students</p> <p>Instructor would notify counselling hours and timings on the faculty webpage or official website</p> <p>Instructor would arrange 1 hour per week for individual or group counselling as per requirement</p>  |  |                               |                      |

### 3. Curriculum Mapping

| Code                           | Subject Title | Virtue and Ethics |   |   | Knowledge |   |   | Wisdom |   |   | Personal Relationship skill and responsibility |   |   | Skill in numerical/statistical analysis, communication media and technology |   |   |
|--------------------------------|---------------|-------------------|---|---|-----------|---|---|--------|---|---|--|---|---|---|---|---|
|                                |               | 1                 | 2 | 3 | 1         | 2 | 3 | 1      | 2 | 3 | 1  | 2 | 3 | 1   | 2 | 3 |
| <b>I Core English Subjects</b> |               |                   |   |   |           |   |   |        |   |   |  |   |   |   |   |   |

| Code                         | Subject Title                    | Virtue and Ethics |   |   | Knowledge |   |   | Wisdom |   |   | Personal Relationship skill and responsibility |   |   | Skill in numerical/statistical analysis, communication media and technology |   |   |
|------------------------------|----------------------------------|-------------------|---|---|-----------|---|---|--------|---|---|--|---|---|---|---|---|
|                              |                                  | 1                 | 2 | 3 | 1         | 2 | 3 | 1      | 2 | 3 | 1  | 2 | 3 | 1   | 2 | 3 |
| <b>(required) 15 credits</b> |                                  |                   |   |   |           |   |   |        |   |   |  |   |   |   |   |   |
| 302<br>102                   | Structure and Reading in English | ●                 |   |   |           |   | ● | ●      |   |   |  | ● |   |   | ● |   |

### Unit 4 Students' Learning Development

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|---|
| 1. Virtue and Ethics  |
| 1.1 Virtue and Ethics required to develop   |
| <p>Virtue and ethics development in students for harmonious living in society and collective well-being; instructor makes an effort at inserting virtue-building and ethical issues in the content of the text enabling students to integrate them with knowledge acquisition on the specific subject as per the following requirement of the subject –</p> <ul style="list-style-type: none"> <li>/ (1) Possess moral virtues and dedicate oneself to Buddhism.</li> <li>(2) Have a sense of public spirit and sacrifice for the common good.</li> <li>(3) Respect rights, human dignity, and listen to the opinions of others.</li> </ul> |
| <p>1.2 Teaching method</p> <ul style="list-style-type: none"> <li>(1) Integrate moral virtues, dedication, public spirit, and sacrifice for the common good into teaching.</li> <li>(2) Be a good role model for students.</li> <li>(3) Learn from case studies of moral issues to help students practice problem-solving.</li> <li>(4) Learn from real-life situations and organise activities inside and outside the classroom.</li> </ul>  |
| <p>1.3 Evaluation method</p> <ul style="list-style-type: none"> <li>(1) Continuously observe students' behaviour inside and outside the classroom.</li> <li>(2) Discussion, reports, presentations, and answering questions.</li> <li>(3) Consider students' participation in activities.</li> <li>(4) Self-assessment and peer assessment.</li> </ul>  |
| 1. Knowledge  |

## 2.1 Knowledge acquisition

Knowledge and ability in the use of English communication throughout several communicating scenarios –

- (1) Possess knowledge, understanding of principles, theories, and content.
- (2) Use knowledge to explain phenomena logically.
- / (3) Apply knowledge to daily life and seek continuous learning opportunities.

## 2.2 Teaching Method

Lecture with citation of examples, use of instructional documents, media, assigned work, exercise, worksheets, classroom discussion with a focus on student-centred and problem-based learning

- (1) Lecture and use problem-solving exercises.
- (2) Teach using case studies.
- (3) Learn by doing.
- (4) Collaborative learning.
- (5) Field trips.

## 2.3 Evaluation Method

- (1) Quizzes.
- (2) Mid-term and final exams.
- (3) Reports or assigned tasks.
- (4) Presentations.

## 3. Wisdom skills

### 3.1 Wisdom skill development

- / (1) Ability to research, understand, and evaluate information.
- (2) Analytical and synthetic thinking, with reasoning.
- (3) Ability to apply knowledge and skills to solve problems appropriately.

Develop skills in thinking and analysing subject-content systematically, ability in applying the knowledge in actual situation, having knowledge and understanding of ideas, principles and theories with thoughtful and analytical procedure and creative way of problem solution whilst confronting new and unthought-of-situation, ability in investigating the real issue/s, drawing conclusion that leads to understanding along with analysis and synthesis of problem and integration of the subject-based knowledge with Buddhist principles.

### 3.2 Teaching Method

- (1) Lecture with visual aids.
- (2) Teach using case studies.
- (3) Learn by doing.
- (4) Collaborative learning.
- (5) Field trips.

### 3.3 Evaluation method

- (1) Observation of behaviour and performance during learning and group work.
- (2) Evaluation of assigned works.
- (3) Consideration of students' participation in activities.

Mid-term test and final examination with emphasis on analysis, application, and integration of subject-content using cloze test, worksheets, exercises, and presentations

## 4. Personal Relationship skill and responsibility

### 4.1 Personal Relationship skill and responsibility required to develop

- (1) Ability to work as a team, both as a leader and a follower.  
/ (2) Good interpersonal relationships, emotional control, and acceptance of individual differences.
- (3) Self and social responsibility.

### 4.2 Method of teaching

- (1) Assign group tasks.
- (2) Teach from real situations occurring in the community and society.
- (3) Organize learning activities inside and outside the classroom.
- (4) Field trips.

### 4.3 Evaluation method

- (1) Observe behaviour and communication during learning and teamwork.
- (2) Evaluate assigned works.
- (3) Consideration of students' participation in activities.

## 5. Skill in numerical/statistical analysis, communication media and technology

5.1 Skill in numerical/statistical analysis, communication media and technology required to develop

/ (1) Ability to analyse numerical data.

(2) Good communication skills in listening, speaking, reading, and writing.

(3) Proper use of information technology for learning.

5.2 Teaching method

(1) Teach through practice.

(2) Assign research tasks from various sources of information.

(3) Present works using computers and information technology.

5.3 Method of evaluation

(1) Quizzes.

(2) Mid-term and final exams.

(3) Reports or assigned tasks.

(4) Presentations.

## Unit 5 Lesson Plan and Evaluation

### 1. Lesson Plan

| Serial Week | Course Outline  | Teaching Hours | Activities and Teaching media  | Instructor             |
|-------------|---|----------------|--|------------------------|
| 1           | <b>INTRODUCTION</b><br>Introduction on Teaching Plan<br>Description of subject<br>Objectives of subject<br>Methods of evaluation<br>Learning activities<br>Assignment<br>Attendance   | 3              | Lecture<br>Course book<br>Illustration<br>Work sheet<br>PowerPoint<br>Projector<br>Pre-test      | Mr Suriya<br>Bunyarang |
| 2-3         | <b>UNIT 1: PART OF SPEECH</b><br>Noun<br>Pronoun<br>Adjective<br>Verb<br>Adverb<br>Preposition<br>Conjunction<br>Interjection   | 6              | Lecture<br>Course book<br>Illustration<br>Work sheet<br>PowerPoint<br>Projector<br>Unit exercise | Mr Suriya<br>Bunyarang |
| 4-6         | <b>UNIT 2: VERB TENSES AND FORMS</b><br>Simple tense<br>Present simple tense<br>Past simple tense<br>Future simple tense<br>Continuous tense<br>Present continuous tense<br>Past continuous tense<br>Future continuous tense<br>Perfect tense | 9              | Lecture<br>Course book<br>Illustration<br>Work sheet<br>PowerPoint<br>Projector<br>Unit exercise | Mr Suriya<br>Bunyarang |

| Serial Week | Course Outline   | Teaching Hours | Activities and Teaching media  | Instructor          |
|-------------|--|----------------|--|---------------------|
|             | Present perfect tense<br>Past perfect tense<br>Future perfect tense<br>Perfect continuous tense<br>Present perfect continuous tense<br>Past perfect continuous tense<br>Future perfect continuous tense<br>Modal tense<br>Modal tense<br>Modal perfect tense |                |  |                     |
| 7-8         | UNIT 3: PASSIVE VOICE<br>Passive voice of simple tense<br>Passive voice of continuous tense<br>Passive of perfect tense<br>Passive voice of perfect continuous tense   | 6              | Lecture<br>Course book<br>Illustration<br>Work sheet<br>PowerPoint<br>Projector<br>Unit exercise | Mr Suriya Bunyarang |
| 9           | MID-TERM TEST  | 3              |  | Mr Suriya Bunyarang |
| 10-11       | UNIT 4: CLAUSES<br>Independent clause<br>Dependent clause<br>Adjective clause<br>Noun clause<br>Adverbial clause<br>Conditional clause<br>Principal clause<br>Coordinate clause<br>None-finite clause  | 6              | Lecture<br>Course book<br>Illustration<br>Work sheet<br>PowerPoint<br>Projector<br>Unit exercise | Mr Suriya Bunyarang |



| Serial Week | Course Outline   | Teaching Hours | Activities and Teaching media  | Instructor          |
|-------------|--|----------------|--|---------------------|
| 12-13       | UNIT 5: SENTENCE STRUCTURES<br>Simple sentence<br>Compound sentence<br>Complex sentence<br>Compound complex sentence   | 6              | Lecture<br>Course book<br>Illustration<br>Work sheet<br>PowerPoint<br>Projector<br>Unit exercise | Mr Suriya Bunyarang |
| 14-16       | UNIT 6: AN EFFECTIVE READING<br>How to improve an effective reading<br>Elements of reading<br>Comprehension<br>Retention<br>Remember<br>Recall<br>Recognition<br>Skimming Reading Method<br>Skimming to identify the topic<br>Skimming to identify the author's point of View<br>Skimming to understand the context<br>Scanning Reading Method<br>Scanning to find a single word<br>Scanning for a single fact<br>Reading for Better Understanding<br>Reading context to get better understanding<br>Analysis of vocabulary<br>Guessing method to get better understanding<br>Context Clues to guess the meaning | 9              | Lecture<br>Course book<br>Illustration<br>Work sheet<br>PowerPoint<br>Projector<br>Unit exercise | Mr Suriya Bunyarang |
| 17          | FINAL EXAMINATION  | 3              |  | Invigilator         |

## 2. Evaluation Plan of Knowledge Acquisition

| No | Evaluation Method   | Test Week             | Percent |
|----|---|-----------------------|---------|
| 1  | Mid-term test   | 9                     | 20%     |
|    | Final examination   | 17                    | 30%     |
| 2  | Analysis<br>Readiness in effective reading skill<br>Readiness in guessing words in context<br>Oral presentation | Throughout the course | 30%     |
| 3  | Class attendance<br>Class participation   | Throughout the course | 20%     |

## Unit 6 Instructional Resources

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| <p>1. Course book</p> <p>N/A</p>   |
| <p>2. Important book</p> <p>Methaphan Phothisheerarat, Asst. Prof.Dr. <b>Structure and Reading in English (Teaching Document)</b>. Bangkok: Department of Foreign Languages, Faculty of Humanities, 2007.</p>  |
| <p>3. Recommended Books</p> <p>Keyser, Dale F. <b>Effective English Usage</b>. Michigan: Pendell Publishing Company, 1974.</p> <p>Maxwell, Martha J. <b>Skimming and Scanning Improvement</b>. New York: Mc Graw-Hill Book Company, 1969.</p> <p>Miller, Lyle L. <b>Developing Reading Efficiency</b>. Minnesota: Burgess Publishing Company, 1972.</p> <p>Nakalasin, Rabieb, Kanitta Utawanit and Yura Lemchuen. <b>Practical English Structure</b>. Bangkok: Thammasat University Press, 1993.</p> <p>Rayger, Alton L. <b>Reading for the Main Idea</b>. New York: Hill Book Company, 1969.</p> <p>Raygor, Alton L. and Raygor, Robin D. <b>Effective Reading</b>. New York: Mc. Graw-Hill Book company, 1985.</p> <p>Thanavidyaphol, Vinich-Somthavil. <b>Grammatical Structure Tests</b>. Bangkok: Chuanphim, 1995.</p> <p>Wren, P.C. and Martin, H. <b>English Grammar and Composition</b>. New Delhi: S.Chand &amp; Company Ltd., 1989.</p> <p>Zanvoort, R.W.blic Relatins. <b>Principles and Procedures</b>. New York: Hi Chard D. Irwin, 1971.</p> |

## Unit 7 Evaluation and Revision of Subject

### 1. Students Evaluation of Subject/Course Effectiveness

Evaluation of Subject/Course effectiveness based on students' suggestion and feedback as per the following steps –

- Instructor and course evaluation form
- Evaluation worksheet on course objectives' effectiveness
- Student-teacher dialogue
- Observation of students' behaviour
- Online feedback on departmental web-page designed by the instructor for interaction with students

### 2. Teaching Evaluation Strategy

Data for teaching evaluation have the following strategies –

- Questionnaire on teaching effectiveness
- Observation of teaching by members of teaching team
- Exam results
- Scrutiny of exam scores

### 3. Teaching improvement

The results from the teaching evaluation are used in improving the teaching as follows –

- Instructor be informed about the results of students' evaluation
- Seminar on teaching
- Classroom and applied research

### 4. Examination of the scale of students' success in the subject

During the entire teaching course, revisionary examination of success be conducted on main subject heading based on worksheet, exercise, student interview, assigned work, students' conduct, both before and after the final exam as follows –

- Revision of exam score of students by invited experts or resource persons
- Evaluation of students' examination score or grade report based on examination of question papers, worksheet, report, method of scoring and students' behaviours by the departmental committee

### 5. Revisionary procedure and improvement plan for course effectiveness

For raising the standard, the following revision plan is laid out course

- Revision every 3 years or as per the requirement suggested after evaluation of success score in point 4
- Instructor develop new perspectives on knowledge application based on research
- Arrange workshop for exchange of knowledge and brainstorming on development of better and proficient teaching and learning method

(Suriya Bunyarang)

The Lecturer

23 May 2024

(Asst.Prof. Somphong Paññādharo)

The Head of the Department

23 May 2024