

## Thai Qualification Framework #3

เอกสารหมายเลข มคอ.๓

### Detail Course Description (302 409)

<b>Institution Name:</b> Mahachulalongkornrajavidyalaya University
<b>Campus/Faculty/Department:</b> Faculty of Humanities

#### Unit 1 General Information

<b>1. Subject Code and Name of the Subject/Course</b> 302 409 Advanced English Pronunciation
<b>2. Number of Credit</b> 3 Credits 3 (3-0-6)
<b>3. Degree Level and Major</b> Bachelor of Arts (BA) Major: English
<b>4. Name of Instructor</b> Assoc. Prof. Dr. Dipti Mahanta
<b>5. Semester/Graduate Level/Year</b> First Semester/Fourth Year (Academic Year 1/2567)
<b>5. Pre-requisite</b> N/A
<b>6. Co-requisites</b> N/A
<b>7. Location/Place of study</b> Mahachulalongkornrajavidyalaya University, Khonkaen Campus
<b>8. Latest Date of Curriculum Revision</b> 24 May B.E.2567/2024

#### Unit 2 Purpose and Objectives

<b>1. Course Focus/Purpose</b> Focus on students' accuracy and near native pronunciation and presentation skills, enabling them to have conversations in daily life and everyday context, as well as make oral presentations, involve in group discussion and answer questions at any academic forum such as a seminar on language or Buddhism at the advanced level both content-wise and in language usage.
<b>2. Objectives in Course Revision</b> Develop and improve the course content in a clear fashion making it consistent with the course focus/purpose and leading to proficient learning and teaching that would enable students to acquire accuracy in pronunciation of individual words, phrases, idiomatic expressions, complex sentence structures and presentation skills on academic topics at the advanced level both content-wise and in language usage, thus making them skilled in not only having conversation with fluency but also delivering talks, making oral presentations, engaging in group discussions and prompt responsiveness as per the requirement of the TQF.

### Unit 3 Procedural method

<b>1. Course description</b> Development of accuracy and near native pronunciation skills and presentation of ideas with fluency and confidence with a focus on advanced level content and language usage			
<b>2. Teaching Hours per semester</b>			
<b>Lecture</b>	<b>Extra/Supplementary teaching</b>	<b>Practical/field work/training</b>	<b>Self-access learning</b>
Lecture 45 hours per semester	Supplementary teaching as per requirement of individual student's need	Make presentation at student seminars and participate at debating contests	N/A
<b>3. Number of hours per week for individual counseling to students</b> - instructor would notify counseling hours and timings on the department webpage or official website  - instructor would arrange 1 hour per week for individual or group counseling as per requirement			

### Unit 4 Students' Learning Development

<b>1. Virtue and Ethics</b>
<b>1.1 Virtue and Ethics required to develop</b> 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 – <ol style="list-style-type: none"> <li>(1) Aware and be concerned about the value and virtue of self-sacrifice and honesty</li> <li>(2) Have discipline, punctuality, personal, professional and social responsibilities</li> <li>(3) Leadership and coordinating skills, ability to work in a team, ability in problem-solving and priority-sequencing</li> <li>(4) Respect for individual rights and considerate to other people's viewpoints with an overall sense of respect for the value and sanctity of being human</li> <li>(5) Respect institutional and social rules and regulations</li> </ol>
<b>1.2 Teaching method</b> - lecture on specific topics citing examples  - assign work to students to develop presentation skills at the advanced level both content-wise and in language usage and practice pronunciation and conversation in class, exchange ideas and opinions among students themselves and between students and instructor  - to make them skilled in conversation, oral presentations, group discussion and prompt responsiveness with suggestions on ethical issues at times in order to meet the virtue-oriented goals prescribed in the educational framework and as stated above

- emphasis is laid on student/learner-centered learning, encouraging students' participation and expression of views and perspectives on each unit and exchange of ideas and opinions in the classroom

- stimulate and encourage students to attend lectures regularly, have discipline and confidence in expressing himself or herself and have responsibility towards oneself and society at large

### **1.3 Evaluation method**

- Evaluate classroom attendance, participation and timely submission of all assigned task
- Conduct pretest in order to assess students' foundational knowledge on the subject-content
- Mid-term Test to examine the effectiveness in implementation of objectives and set goals
- Exercise and activity
- Worksheet
- Final examination

## **2. Knowledge**

### **2.1 Knowledge acquisition**

Knowledge about presentation and seminar skills at the advanced level as follows –

- Ability to make seminar presentation on academic topics at an advanced level in regards to content and language usage displaying clarity in speech and near native accuracy in pronunciation
- Ability in engaging in group discussions, expressing critical thoughts and opinions, asking and answering questions with confidence, fluency, accuracy in pronunciation and grammar

### **2.2 Teaching Method**

Lecture with citation of examples, use of standard published instructional documents (textbooks), media, assigned work, exercise, worksheets, classroom discussion with a focus on student-centered and problem-based learning

### **2.3 Evaluation Method**

1. Pre-test
2. Review of objectives by using worksheets
3. Test on every unit using exercises
4. Mid-term and final examination
5. Interactive sessions in the class
6. Personal problems solving

## **3. Wisdom skills**

### **3.1 Wisdom skill development**

Develop skills in thinking and analyzing subject-content systematically, ability in applying the knowledge in real life situations, having knowledge and understanding of ideas, principles and theories with thoughtful and analytical procedure and creative way of problem solution while 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**

- Lecture with in-text exemplification
- Analysis-based lecture demonstrating relational integration of subject-content
- Provide opportunities to students to express opinions and engage in error analysis with the dual focus on IQ (knowledge acquisition) and EQ (acceptance of errors in speech, grammar etc with a positive mindset)
- Provide opportunities to students for self-access learning and exchange of critical thoughts and ideas both in and outside the classroom context

### **3.3 Evaluation method**

Mid-term test and final examination with emphasis on analysis and application and integration of subject-content using cloze test, worksheets, dialogue writing, oral presentations, etc.,

## **4. Personal Relationship skill and responsibility**

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

- Develop inter-personal relationship among students
- Develop inter-personal relationship between student and instructor
- Develop leadership and integrational and cooperative skills in team work
- Develop self-assess learning skills, discipline, responsibility in team work and punctuality

### **4.2 Method of teaching**

- Arrange group relationship activities in learning
- Arrange group learning
- Train working in team

### **4.3 Evaluation method**

- Self-evaluation by recommended task
- Evaluate behavior in team work
- Evaluate self-assess learning reports

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

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

- Develop communicative, speaking, listening, translating, writing and presentation skills in the class
- Develop skills in analysis of case studies
- Develop skills in online information search
- Develop skills in using technology media for communication such as email, file attachment, and web-page for expressing opinions on different topics

- Develop presentation skill using appropriate models, templates and technology

**5.2 Teaching method**

- assign self-access online learning task, use of different search engines for information, e-learning and report writing with full reference of information resources

- presentation with use of models and technology

**5.3 Method of evaluation**

- Evaluation based on report, assignment, exercise, worksheet and PowerPoint presentation

- Evaluation of discussion and method of exposition

**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	4	1	2	3	1	2	3	4	1	2	3
<b>2 Core English Subjects (required) 15 credits</b>																		
302 409	Advanced English Pronunciation			●	●		●	●			●				●	●	●	

## Unit 5 Lesson Plan and Evaluation

### 1. Lesson Plan

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
1	<p><b>INTRODUCTION</b></p> <p>1.1 Introduction on Teaching Plan</p> <p>1.2. Description of the course</p> <p>1.3 Objectives of the course</p> <p>1.4 Methods of evaluation</p> <p>1.5 Learning activities</p> <p>1.6 Assignment</p> <p>1.7 Attendance</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p>	Assoc. Prof. Dr. Dipti Mahanta
2-5	<p><b>UNIT 1 What is accuracy in pronunciation and how to achieve it?</b></p> <p>Discussion on accuracy in pronunciation using traditional means like textbooks as well as applications and information technology to enhance pronunciation and presentation skills</p> <p><b>1.1 Focus</b></p> <p><b>Study 1:</b> Explain the phonemic symbols (vowels, consonants, diphthongs), minimal pairs, clusters, stress, intonation and differences in native varieties of accents in English</p> <p><b>Study 2:</b> Understand the significance and usefulness of seminar presentations with accuracy in pronunciation and grammatical structures</p>	15	<p>Prescribed textbooks</p> <p>Worksheets</p> <p>Traditional dictionaries</p> <p>Digital dictionaries</p> <p>Applications on smartphones</p> <p>Youtube channels on language learning</p> <p>Social media like Facebook pages dedicated to language learning, pronunciation and speech delivery skills</p> <p>Instagram accounts of the most popular language instructors from around the world</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
			Tik-tok, etc	
6-7	<p><b>UNIT 2: Techniques of oral presentation</b></p> <p><b>2.1 Focus</b></p> <p>Demonstrate the public speaking and expository writing method/s</p> <p><b>2.2 Post Lecture Classroom Activity</b></p> <p>Every student writes on their desired goals and ways to achieve their goals in accuracy in pronunciation and makes individual PowerPoint presentation on it</p>	6	<p>Lecture</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p> <p>Classroom discussion</p>	
8	<b>Mid-term</b>	3	<p>Oral Test</p> <p>Speech delivery on an assigned topic of interest for 10 mins and participation in the Q&amp;A session</p>	
9-10	<p><b>UNIT 3 Accuracy in Thoughts and Speech</b></p> <p><b>Discussion Topic:</b> The role of language in Dhamma propagation (accuracy in thoughts and speech)</p> <p><b>Sub-topics</b></p> <p>Precision in speech in the dhamma talks of meditation masters</p> <p>The dhamma dissemination success stories of monastics from the pre-modernized/industrialized era with no access to technology</p> <p><b>3.1 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentations on the glorious role played by Thai-Isan Forest Tradition monks like Ajahn Mun, Ajahn Thate and Ajahn Chah and their disciples</p>	6	<p>Lecture</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p> <p>Youtube</p> <p>Ajahn Siripanno speech in English</p> <p>“The Timeless Teachings of Ajahn Chah”</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
	2. Students engage in debating, discussion, expository reading and writing and conclusion of main points			
11-13	<p><b>UNIT 4 What is Public Speaking? Perfecting the art and skills of public speaking by forging accuracy in pronunciation and grammatical structure with clarity in speech delivery</b></p> <p><b>Main Discussion Topic:</b> Monasticism and its impact on sustainable development</p> <p><b>Sub-topic:</b> Role of Buddhist monks and nuns in general and student-monks/nuns in particular for sustainable development of Thai society</p> <p><b>4.1 Post Lecture Classroom Activity</b></p> <p>1. Students host radio programs highlighting the different aspects of the role of monks as spiritual leaders in society</p> <p>2. Students engage in debating, discussion, expository reading and writing and conclusion of main points for classroom presentations prior to hosting the radio program live</p>	9	<p>Providing guidance and counselling in group and close one-on-one monitoring to facilitate students' first speech delivery attempt in the public</p> <p>Group discussion</p> <p>Hosting the hour long radio program "Mahachula Enhances Life's Values" on FM101.75 MHz</p>	
14-15	<p><b>Unit 5 Speech Versus Writing</b></p> <p><b>Reflecting on the concepts of speech and writing from the philosophico-linguistic perspective</b></p> <p>This section is added to bring a balance in approach to learning. While students may focus on different social media and applications to improve their pronunciation and speaking skills, it is also necessary to engage in reflective and critical thinking to put their acquired skills into 'good practice' in the long run.</p>	6	<p>Discussion and reflection on core concepts in the writings of Ferdinand de Saussure, Noam Chomsky, Jacques Derrida and Gayatri Spivak</p> <p>Students listen to speeches of linguists, philosophers and literary critics on Youtube and take down notes from</p>	



Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
			the speeches to improve their listening skills and critical thinking	
16	<b>Final Examination</b>	6	Written as well as oral	

## 2 Evaluation Plan of knowledge acquisition

No	Evaluation Method	Test Week	Percent
1	Mid-term test	8	20%
	Final Examination	15	50%
2	Analysis Readiness in conversational skills Exposition Oral presentation Extempore speech on selected topics Acquisitions of passage writing skills	Throughout the course	20%
3	Class attendance Class participation	Throughout the course	10%

## Unit 6 Instructional Resources

### 1. Prescribed Textbooks

J.D.O' Connor. **Better English Pronunciation**. Cambridge University Press (1967).

Dipti Visuddhangkoon. **Let's Talk: A Comprehensive Guide to English Conversation in the Buddhist Context**. Khonkaen: Mahachulalongkornrajavidyalaya University. (2018).

Dipti Mahanta. **Advanced Listening and Speaking in English** (2011). Khonkaen:

Mahachulalongkornrajavidyalaya University.

\_\_\_\_\_. **English Conversation for Buddhist Monks** (2004). Khonkaen: Mahachulalongkornrajavidyalaya University.

**2. Important texts and websites**

Dipti Mahanta. **Listening and Speaking English I** Khonkaen: Mahachulalongkornrajavidyalaya University (2006; reprinted 2013).

ICUNDV Conference Volumes 2009, 2010, 2011.

IABU Conference Volume 2012

**3. Recommended Books**

Depvedi, Phra (P.A. Payutto). **Dictionary of Buddhism**. Bangkok: Mahachulalongkornrajavidyalaya University, 1992.

Mahanta, Dipti. **A Collection of Papers Presented at International Conferences**. Khonkaen: Mahachulalongkornrajavidyalaya University, 2011.

Medhidhammaporn, Phra. **Buddhist Morality**. Bangkok: Mahachulalongkornrajavidyalaya University, 1994.

**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' behavior
- 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' behavior 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
- change instructor for students to develop new perspectives on knowledge application derived from instructor's research
- arrange workshop for exchange of knowledge and brainstorming on development of better and proficient teaching and learning method