

Thai Qualification Framework #3

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Detail Course Description (302 301)

Institution Name: Mahachulalongkornrajavidyalaya University
Campus/Faculty/Department: Faculty of Humanities

Unit 1 General Information

1. Subject Code and Name of the Subject/Course 302 301 Listening and Speaking in English for Higher Education
2. Number of Credit 3 Credits 3 (2-0-6)
3. Degree level and Major Bachelor of Arts Major: English
4. Name of Instructor Assoc. Prof. Dr. Dipti Mahanta
5. Semester/Graduate Level/Year First Semester/First Year (Academic Year 1/2567)
5. Pre-requisite N/A
6. Co-requisites N/A
7. Location/Place of study Mahachulalongkornrajavidyalaya University, Khonkaen Campus
8. Latest Date of Curriculum Revision May 23, 2024 (BE 2567)

Unit 2 Purpose and Objectives

1. Course Focus/Purpose

Focus on students' acquisition of listening and speaking skills at the advanced level both content-wise and in language usage enabling them to converse in formal and academic context, make oral presentations, engage in group discussion, question and answer questions with confidence, fluency, accuracy in pronunciation and grammatical structures

2. Objectives of Course Revision

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 listening and speaking skills at the advanced level both content-wise and in language usage and make them skilled in conversation, oral presentations, group discussion and prompt responsiveness meeting the requirements of the TQF.

Unit 3 Procedural method

1. Course description

Skill acquisition in advanced listening and speaking both content-wise and language usage, practice of conversational skills, oral presentation, group discussion and prompt responsiveness

2. Teaching Hours per semester

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	Interview native speakers	Practice in lab

3. Number of hours per week for individual counseling to students

- instructor would notify counseling hours and timings on the faculty webpage or official website
- instructor would arrange 1 hour per week for individual or group counseling as per requirement

Unit 4 Students' Learning Development

1. Virtue and Ethics

1.1 Virtue and Ethics required to develop

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

–

- (1) Aware and be concerned about the value and virtue of self-sacrifice and honesty
- (2) Have discipline, punctuality, personal, professional and social responsibilities
- (3) Leadership and co-coordinating skills, ability to work in a team, ability in problem-solving and priority-sequencing
- (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
- (5) Respect institutional and social rules and regulations

1.2 Teaching method

- lecture on specific topics citing examples
- assign work to students for listening and speaking skills acquisition at the advanced level both content-wise and in language usage and practice speaking skills 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 suggestion on ethical issues that are manifested in the prescribed text/s
- emphasis is laid on student/learner-centered learning, encourage 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 and have responsibility towards himself 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 exam

2. Knowledge

2.1 Knowledge acquisition

Knowledge and ability in the use of language skills in listening and speaking at the advanced level –

- Acquire listening and speaking skills at the advanced level in regards to content and language usage
- Ability in oral presentation, group discussion and answering questions

2.2 Teaching Method

Lecture with citation of examples, use of instructional text, media, assign 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 session in the class
6. Personal problem/s solving

3. Wisdom skills

3.1 Wisdom skill development

Develop skills in thinking and analyzing 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 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 opportunity to students to express opinion and correction of individual mistakes
- provide opportunity to students for self-access learning and exchange of ideas in class

3.3 Evaluation method

Mid-term test and final examination with emphasis on analysis, application and integration of subject-content using cloze test, worksheets, role play activity and oral presentation

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 dependent skills in team work
- Develop self-assess learning skills, discipline, responsibility in team work and punctuality

4.2 Method of teaching

- Arrange group relationship activity 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 report

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 media technology for communication such as email, file attachment, and web-page for expressing opinions on different topics
- Develop presentation skill using appropriate models, templates, applications and information 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 sources
- 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

Unit 5 Lesson Plan and Evaluation

1. Lesson Plan

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
1	<p>INTRODUCTION</p> <p>1.1 Introduction on Teaching Plan</p> <p>1.2. Description of subject</p> <p>1.3 Objectives of subject</p> <p>1.4 Methods of evaluation</p> <p>1.5 Learning activities</p> <p>1.6 Assignment</p> <p>1.7 Attendance</p> <p>1.8 Pre-test</p>	3	<p>Lecture</p> <p>Coursebook</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p>	<p>Assoc. Prof. Dr.</p> <p>Dipti Mahanta</p>
2	<p>UNIT 1: MAKING PLANS</p> <p>Conversation on Assignment submission</p> <p>Vocabulary Negative prefixes and adding suffixes to form noun</p> <p>Phrasal verbs without an object (non-separable)</p> <p style="padding-left: 20px;">Phrasal verbs that can be separated by an object</p> <p style="padding-left: 20px;">Phrasal verbs that can't be separated by an object</p> <p>Phrasal verbs with two prepositions/ adverbs</p> <p>Conversation on future plans</p> <p>Reading "Stopping by Woods on a Snowy Evening"</p> <p>Critical reflection on the poem</p>	3	<p>Lecture</p> <p>Coursebook</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
	Conversation on bachelor's degree program and the in-service period Reading an autobiographical note Conversation on ordination			
3	UNIT 1 Continued Towards a Project-based learning Reading "The annual meditation retreat" Grammar Focus Review of Simple Tenses, Progressive Verbs, Perfective Verbs and Perfect Progressive Verbs Form Meaning Use Present Time Frame, Past Time Frame, Future Time Frame Reading Martin Luther King's Address "I Have a Dream" Post-reading Activity Critical Thinking	3	Lecture Coursebook Illustration Worksheet PowerPoint Projector	
4	Unit 2 TAKING DECISIONS Conversation on the act of decision making Reading "The Buddha's decisions that posterity has immensely gained from" Dialogue writing Reading "The outstanding example of sergeant Vichai Suriyuth" Conversation on a nun's life and women's higher ordination Classroom activity debating on the issue of revival of bhikkhuni ordination in the Theravada tradition Towards a project-based learning on bhikkhuni ordination	3	Lecture Coursebook Illustration Worksheet PowerPoint Projector	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
5	<p>Unit 2 Continued</p> <p>Reading Mahatma Gandhi’s March to Dandi</p> <p>Critical reflection</p> <p>Vocabulary (abstract nouns)</p> <p>Conversation on political situation</p> <p>Reading on history writing</p> <p>Grammar Focus Conditionals</p> <p>Conditional Type 1 – form and use, future time clauses, zero conditional</p> <p>Conditional Type 2 form and use</p> <p>Conditional Type 3 form and use</p> <p>Reading Interview with Stephen Hawking “Inside a great mind”</p> <p>Post-reading reflective thinking and discussion</p>	3	<p>Lecture</p> <p>Coursebook</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p>	
6	<p>Unit 3 TALKING ABOUT YOUR UNIVERSITY</p> <p>Conversation on a student’s alma mater</p> <p>Reading “History of the Buddhist University”</p> <p>Self-assessment report</p> <p>Reading - a biographical note on the Most Venerable Phradhammakosajarn</p> <p>Towards a project-based learning</p> <p>Sample Card for speaking</p> <p>Conversation on the philosophy of the Buddhist University</p> <p>Filling in the Bonafide certificate</p> <p>Working in a pair – role play the dialogue</p>	3	<p>Lecture</p> <p>Coursebook</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
	<p>Conversation on seeing a counselor and making an appointment</p> <p>Debate</p> <p>Reading “Study at Oxford”</p> <p>Post-reading activity</p> <p>Conversation on a controversial issue</p> <p>Reading on PA Payutto</p> <p>Internet search for information on specific universities</p> <p>Grammar focus Overview of passive versus active verb use</p> <p>Review of passive verb forms</p> <p>Stative passive in contrast to dynamic passives</p> <p>Reading Tolstoy’s essay “Who should learn writing from whom: peasant children of us or we of peasant children?”</p> <p>Post-reading activity</p>			
7	MID-TERM TEST	3		
8	<p>Unit 4 APPLYING FOR A SCHOLARSHIP</p> <p>Conversation on a foreign language test</p> <p>Reasons for taking TOEFL</p> <p>Search for relevant information on the Internet</p> <p>Conversation on a scholarship</p> <p>Forming suitable questions</p> <p>Vocabulary – abstract noun, personal noun, adjectives</p> <p>Normal and strong adjectives</p>	3	<p>Lecture</p> <p>Coursebook</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
	<p>Conversation on improving English</p> <p>Speaking – describing your school life</p> <p>Interviewing your classmate</p> <p>Word formation</p> <p>Reading “My never failing friends are they with whom I converse day by day”</p> <p>Activity – article writing</p> <p>Answering question on “Reading Habits”</p> <p>Conducting a survey on “Reading Habits”</p> <p>Speaking from Sample Cards</p> <p>Writing a research report</p> <p>Towards a project-based learning</p> <p>Letter reading</p> <p>Grammar Focus</p> <p>Adverbs</p> <p>Fronted Negative Form: Adverbials</p> <p>Adverb Time Clauses</p> <p>Reading on “Alienation in Thai society”</p> <p>Debating on “Alienation in Thai society”</p> <p>Reading “Chan and Daily Life”</p> <p>Post-reading critical thinking</p>			
9	<p>Unit 5 CHOOSING A CAREER</p> <p>Conversation on MCU graduates’ jobs</p> <p>Reading a want advertisement, classifying words and completing a cloze</p> <p>Getting a job matching words with definitions</p> <p>Vocabulary and pronunciation</p> <p>Resume writing</p> <p>Reading a cover letter</p>	3	<p>Lecture</p> <p>Coursebook</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
	<p>Writing better interviewing a scholar-monk and someone in a job</p> <p>Reading an email correspondence on reference</p> <p>Conversation on future plans</p> <p>Dialogue writing</p> <p>Acting out selected dialogues</p> <p>Learning to ask questions</p> <p>Towards a project-based learning – writing an e-journal</p> <p>A trial speaking test</p> <p>Reading an appointment letter</p> <p>Reading and writing an email</p> <p>Describing a diagram</p> <p>Discussing business related terms</p> <p>Reading a news report “Unemployment in Thailand”</p> <p>Grammar Focus Making Noun Phrases more specific with relative clauses</p> <p>Review of reduced relative clause</p> <p>Reading Steve Jobs’ commencement address “You have got to find what you love”</p> <p>Post-reading activity</p>			
10	<p>Unit 6 TRAVELLING TO A FOREIGN COUNTRY</p> <p>Conversation with a tourist</p> <p>Interviewing a foreign student</p> <p>Talking about your travel experience</p> <p>Asking politely for information</p>	3	<p>Lecture</p> <p>Coursebook</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
	<p>Role play as an immigration official</p> <p>Applying for a visa</p> <p>Read about an event at the airport</p> <p>Reported speech – imperatives, requests</p> <p>Vocabulary –ed/-ing adjectives</p> <p>Making conversation on travel problems</p> <p>Matching travel tips</p> <p>Sample Topic Card</p> <p>Conversation at airport check-in</p> <p>Filling in Excess Baggage Declaration Certificate</p> <p>Conversation on a trip to a neighbouring country</p> <p>Talking about a holiday</p> <p>Describing an important monument or historical site</p> <p>Topics for discussion</p> <p>Towards a project-based learning</p> <p>Grammar Focus Use of Stative Passive Verbs</p> <p>Reading an extract from Captain Cooks’ Diary</p> <p>Post-reading activity</p>			

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
11	<p>Unit 7 TALKING ABOUT YOUR LIFE AS A MONK</p> <p>Conversation on differentiating a monk from a novice</p> <p>Speaking task – talking about one’s own ordination</p> <p>Reading on “Uniqueness of the life of a student monk”</p> <p>Conversation on the benefits of knowing English</p> <p>Role play</p> <p>Reading “My life as a monk”</p> <p>Conversation on monastic routine</p> <p>Practice questions and answers in pair</p> <p>Conversation on chanting</p> <p>Reading Santikaro Bhikkhu’s “Just Being There”</p> <p>Conversation on the ecclesiastical Pali examination</p> <p>Interviewing a classmate about his Pali language skills</p> <p>Towards a project-based learning</p> <p>Conversation on funeral</p> <p>Class presentation on biography of well-known monks</p> <p>Grammar Focus Complex Passives</p> <p>Context for the use of Complex Passive</p> <p>Reading Bhikkhu Bodhi’s interview “Climbing to the top of the Mountain”</p> <p>Post-reading activity</p>	3	<p>Lecture</p> <p>Coursebook</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
12	<p>Unit 8 TALKING ABOUT BUDDHISM</p> <p>Conversation on the don'ts in western culture</p> <p>Reading "Buddhism – A World Religion"</p> <p>Conversation on Buddhism</p> <p>Class presentation on any one factor of the Noble Eightfold Path</p> <p>Reading "Thailand as a Buddhist country"</p> <p>Conversation from a Facebook chat session</p> <p>Reading "The Thai-Isan forest meditation tradition"</p> <p>Exercise – Talking about Buddhism in Africa</p> <p>Reading "Merit-making"</p> <p>Making an e-journal on any merit-making activities in Thailand</p>	3	<p>Lecture</p> <p>Coursebook</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p>	
13	<p>Unit 8 Continued</p> <p>Dialogue writing on merit-making</p> <p>Reading "Suffering in Thai society"</p> <p>Conversation on the doctrine of Kamma</p> <p>Reading and debating on the relation of the observance of the Five Precepts and prevention of corruption</p> <p>Conversation on Buddhist teachings on restraint</p> <p>Translation of Pali terms into English</p> <p>Dialogue writing on any Buddhist concepts</p> <p>Towards a Project-based learning</p> <p>Insightful thoughts</p>	3	<p>Lecture</p> <p>Coursebook</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
	<p>Grammar Focus Overview of Gerunds and Infinitives</p> <p>Infinitives and Gerunds in Perfective, Progressive and Passive</p> <p>Reading Ajahn Chah’s “Living with the cobra”</p>			
14	<p>Unit 9 TALKING ABOUT YOUR CULTURE AND TRADITION</p> <p>Conversation on a special form of chanting</p> <p>Reading “Thet Laeh Mahachat: The rhythmic chanting of the Vessantara Jataka”</p> <p>Dialogue writing on Thet Mahachat</p> <p>Interviewing a Mahachat Sung-sermon practitioner monk</p> <p>Reading “Mohlam – Isan Folk Song”</p> <p>Dialogue writing on Mohlam</p> <p>Reading “Phuk Seow Ceremony”</p> <p>Towards a Project-based learning</p> <p>Conversation on Thai-socio-cultural behavior</p> <p>Reading “Boonkumkhaoyai: An exemplary model of Buddhist Economy and Dhammic Socialism”</p>	3	<p>Lecture</p> <p>Coursebook</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
	<p>Reading “Isan Food”</p> <p>Conversation on staple food</p> <p>Class presentation on any one ceremony from the corpus of Phrapheni Heet Sibsong</p> <p>Topics for discussion</p> <p>Grammar Focus Subject Requiring Singular Verbs</p> <p>Reading Claude Lévi-Strauss’ “Race and History” and “Race and Culture”</p> <p>Post-reading critical reflection</p>			
15	<p>Unit 10 TALKING ABOUT THAI ART AND LITERATURE</p> <p>Conversation on Thai traditional art</p> <p>Debating on the veridicality of the Jataka Tales</p> <p>Learning to describe a story</p> <p>Reading “Chapter Thosaphon 19 Verses”</p> <p>Writing Wh-Questions</p> <p>Reading “Early Modern Thai Literature”</p> <p>Towards a Project-based learning</p> <p>Reading on “Sunthorn Phu”</p> <p>Class presentation on Phra Aphai Mani</p> <p>A brief sketch on a Thai SEA Write Award winner</p> <p>Reading Angkarn Kalayanaphong’s “The Poet’s Testament”</p>	3	<p>Lecture</p> <p>Coursebook</p> <p>Illustration</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
	<p>Recitation from MR Seni Pramoj’s <i>Interpretative Translation of Thai Poets:</i> <i>Page 1</i></p> <p>Class presentation on the topic – “M.R. Seni Pramoj’s contributions to the world of Thai Art, Aesthetics and Literature”</p> <p>Reading the biographical note on Thailand’s pioneering woman poet writing in English, Chamrongsri Rutnin</p> <p>Translation of <i>On the White Empty Page</i></p> <p>Discussion on Phaya Isan</p> <p>Translation of Phaya Isan</p> <p>Conversation on Dhamma Script</p> <p>Grammar Focus Overview of Noun Complements</p> <p>That Clause Noun Complements versus Restrictive Relative Clauses</p> <p>Reading Toni Morrison’s “Autobiographical note”</p> <p>Post-reading critical thinking</p>			
16	<p>Instructor summarizes the course, provides guideline to students on the final examination, conducts a post-test to assess</p>	3	<p>Evaluation Sheet Questionnaire</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
	students' overall progress in listening and speaking skills acquisition Students fill in the instructor evaluation form			
	FINAL EXAMINATION			

2 Evaluation Plan of knowledge acquisition

No	Evaluation Method	Test Week	Percent
1	Mid-term test	8	20%
	Final Examination	17	50%
2	Analysis Readiness in conversational skills Exposition Oral presentation Extempore speech on selected topics	Throughout the course	20%
3	Class attendance Class participation	Throughout the course	10%

Unit 6 Instructional Resources

<p>1. Course book</p> <p>Asst. Prof. Dr. Dipti Mahanta. Advanced Listening and Speaking in English Khonkaen: Mahachulalongkornrajavidyalaya University, 2011.</p>
<p>2. Recommended Books</p> <p>Mahanta, Dipti. A Collection of Papers Presented at International Conferences. Khonkaen: Mahachulalongkornrajavidyalaya University, 2011.</p> <p>Mahanta, Dipti. Listening and Speaking English I. Khonkaen: Mahachulalongkornrajavidyalaya University, 2006.</p>

Mahanta, Dipti. **English Conversation for Buddhist Monks Book I**. Khonkaen: Mahachulalongkornrajavidyalaya University, 2004.

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 –

- assessment of exam score of students by invited experts or resource persons
- evaluation of students' exam scores 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
- 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