

Course Specification (000 204)

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

Unit 1 General Information

1. Subject Code and Name of the Subject/Course 000 204: English for Communication
2. Number of Credit 3 Credits
3. Degree and Course Bachelor of Arts      Major: English, Buddhism, Philosophy, Laws, Pol.S. and BPA
4. Name of Instructors: Mr. Soeurng Seam
5. Semester/Graduate Level/Year Second Semester/First Year (Academic year 2/2024)
6. Pre-requisite N/A
7. Co-requisites N/A
8. Location/Place of study Mahachulalongkornrajavidyalaya University, Khonkaen Campus
9. Latest Date of Course Revision 9 <sup>th</sup> November 2023

## Unit 2 Purpose and Objectives

<p>1. Course Focus/Purpose</p> <p>The purpose of the "English for Communication" course is to empower participants with essential listening and speaking skills for effective communication in diverse personal and professional contexts. Over a 15-week period, this course aims to build a solid foundation in English language proficiency, focusing on practical language use. Participants will develop the ability to express themselves confidently, engage in meaningful conversations, and navigate real-life communication scenarios with ease. Through a dynamic and interactive learning experience, this course seeks to enhance both listening comprehension and spoken communication, equipping learners with valuable skills for success in various social and professional settings.</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 apply IT media regarding to strengthen their listening and speaking skills in various fields meeting the requirement of the TQF</p>

## Unit 3 Procedural method

<p>1. Course description</p> <p>This 15-week English for Communication course is designed to enhance participants' language proficiency, focusing on practical skills for effective communication in various real-life situations by role playing and so on. The students who enrolled for the course and are seeking to improve their English language abilities, this course will provide a comprehensive and interactive learning experience.</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	9-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>			

## Unit 4 Students' Learning Development

<p>1. Virtue and Ethics</p>
<p>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 –

- (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
- Engage participants in communicative activities such as role-plays, pair and group discussions, and interactive games to promote spontaneous conversation and practical language use.
- Utilize real-life scenarios to simulate authentic communication, allowing participants to apply language skills in context.
- To make them skilled in communication skill by focusing on listening, speaking, oral presentations, group discussion, and prompt responsiveness
- 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 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 pre-test 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
- Exercises and Activities
- Worksheets
- Final examination

## 2. Knowledge

### 2.1 Knowledge acquisition

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

- Acquire effective listening and speaking skills at the advanced level in regards to communication skill and language usage
- Ability in communication, expressing oneself, group discussion and answering questions
- Ability in using polite language in communication

## 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

## 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 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 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

- 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, exercises, and presentations

## 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 teamwork
- Develop self-assess learning skills, discipline, responsibility in teamwork and punctuality

#### 4.2 Method of teaching

- Arrange group relationship activity in learning
- Arrange group learning
- Train working in a team

#### 4.3 Evaluation method

- Self-evaluation by recommended task
- Evaluate behavior in teamwork
- 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, 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 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	<b>INTRODUCTION</b> Introduction on Teaching Plan Description of subject Objectives of subject Methods of evaluation Learning activities Assignment Attendance Pre-test	3	-Understand the importance of effective listening and speaking. -Assess individual listening and speaking abilities.	Mr. Soeurng Seam
2-3	<b>UNIT 1: Building Vocabulary for Speaking</b>	6	-Vocabulary building games and exercises. -Pronunciation drills and exercises. -Role-playing scenarios using new vocabulary.	
4-5	<b>UNIT 2: Basic Communication Skills</b>	6	-Role-playing common social interactions. -Small group discussions on cultural differences in greetings. -Video analysis of effective communication in	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
			everyday situations	
6-7	UNIT 3: Listening Strategies	6	<ul style="list-style-type: none"> <li>-Listening comprehension exercises.</li> <li>-Note-taking practice during spoken passages.</li> <li>-Group discussions on understanding spoken information.</li> </ul>	
8	Mid-term test	3		
9-10	UNIT 4: Speaking Fluency	6	<ul style="list-style-type: none"> <li>-Speed conversation activities.</li> <li>-Storytelling exercises.</li> <li>-Peer feedback on fluency and expression.</li> </ul>	
11-12	UNIT 5: Public Speaking and Presentation Skills	6	<ul style="list-style-type: none"> <li>-Presentation skills workshops.</li> <li>-Individual and group presentations.</li> <li>-Peer and instructor feedback sessions.</li> </ul>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
13-14	UNIT 6: Business Communication Skills	3	-Business communication role-plays. -Email writing exercises. -Phone conversation simulations.	
15	UNIT 7: Review and Final Presentations	3	Group review activities. Final individual or group presentations. Course reflection and feedback session.	
16	Final-examination			

## 2. Evaluation Plan of knowledge acquisition

No	Evaluation Method	Test Week	Percent
1	Mid-term test	8	20%
	Final examination	16	30%
2	Analysis Readiness in communication skill Readiness in sufficient listening and speaking skills Oral presentation	Throughout the course	35%
3	Class attendance Class participation	Throughout the course	15%

## Unit 6 Instructional Resources

<p>1. Course book</p> <p>There is no required textbook for this course. All required reading and resources will be provided online.</p>
<p>2. Important documents</p> <p>Any materials related to English for communication available online</p>
<p>3. Recommended Books</p> <ol style="list-style-type: none"> <li>1. Carnegie, D. (1936). How to Win Friends and Influence People. Simon &amp; Schuster.</li> <li>2. Hicks, J., &amp; Hicks, D. (2001). Communication Skills: A Guide for Engineering and Applied Science Students. Prentice Hall.</li> <li>3. Kehoe, D. (1999). Effective Communication Skills. McClelland &amp; Stewart.</li> <li>4. Sweeney, S. (1997). English for Business Communication. Cambridge University Press.</li> <li>5. Lucas, S. E. (2011). The Art of Public Speaking. McGraw-Hill Education.</li> <li>6. Kuhnke, E. (2012). Communication Skills for Dummies. For Dummies.</li> <li>7. Warren, J. T., &amp; Fassett, D. L. (2004). Communication: A Critical/Cultural Introduction. Sage Publications.</li> <li>8. Gillett, A. (2004). Speak English Like an American. Language Success Press.</li> </ol>

9. Murphy, H. A., & Hildebrandt, H. W. (1991). Effective Business Communication. McGraw-Hill Education.

10. Gilbert, J. B. (2012). Clear Speech: Pronunciation and Listening Comprehension in North American English. Cambridge University Press.

## 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' behaviors 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