

## 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 Standard English Pronunciation
<b>2. Number of Credit</b> 3 Credits 3 (3-0-6)
<b>3. Degree and Course</b> BA Degree Major: English
<b>4. Name of Instructor</b> Assoc. Prof. Dr. Dipti Visuddhangkoon
<b>5. Semester/Graduate Level/Year</b> First Semester/Fourth Year
<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> 30 May B.E.2565/2022

#### Unit 2 Purpose and Objectives

<b>1. Course Focus/Purpose</b> Focus on students' presentation skills, project writing ability and seminar on Buddhism at the advanced level both content-wise and in language usage enabling them to converse, make oral presentations, involve in group discussion and answer questions
<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 presentation skills, project writing ability and seminar on Buddhism at the advanced level both content-wise and in language usage and make them skilled in conversation, oral presentations, group discussion and prompt responsiveness as per the requirement of the TQF.

### Unit 3 Procedural method

<p><b>1. Course description</b> Skill acquisition in advanced presentation skills, project writing ability and seminar on Buddhism both content-wise and language usage, practice of conversational skills, oral presentation, group discussion and prompt responsiveness</p>			
<p><b>2. Teaching Hours per semester</b></p>			
<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
<p><b>3. Number of hours per week for individual counseling to students</b> - 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</p>			

### Unit 4 Students' Learning Development

<p><b>1. Virtue and Ethics</b></p>
<p><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 –</p> <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 co-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>
<p><b>1.2 Teaching method</b> - lecture on specific topics citing examples  - assign work to students for the acquisition of presentation skills, project writing ability and seminar on Buddhism 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</p>

- 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
- Work Sheet
- Final exam

## **2. Knowledge**

### **2.1 Knowledge acquisition**

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

- Ability to make seminar presentation on Buddhism at an 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, work sheets, 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 work sheets
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 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 and application and integration of subject-content using cloze test, work sheets and exercise

**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 technology media for communication such as email, file attachment, and web-page for expressing opinions on different topics
- Develop presentation skill using appropriate models, instruments 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, work sheet 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 (If available)	Instructor
1	<p><b>INTRODUCTION</b></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><b>UNIT 1 : Talking about Buddhism, getting to know about seminar presentation and academic discussion on topics related to Buddhism</b></p> <p><b>1.1 Focus</b></p> <p>Study 1: Explain the word ‘seminar’, ‘research proposal’ and ‘project writing’ in detail</p> <p>Study 2: Understand the significance and usefulness of seminar presentation, and project writing skills</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>PowerPoint</p> <p>Projector</p>	Assoc. Prof. Dr. Dipti Visuddhangkoon
2	<p><b>UNIT 1: Continued</b></p> <p><b>Study about class presentation and also project-writing method/s</b></p> <p><b>1.2 Focus</b></p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>PowerPoint</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
	<p>Demonstrate the public speaking and project writing method/s</p> <p><b>1.3 Post Lecture Classroom Activity</b></p> <p>Every student writes a project outline and makes individual Power Point presentation of it</p>		Projector	
3	<p><b>UNIT 2 Talking about Meditation Masters</b></p> <p><b>Discussion Topic: Role of monks in the past</b></p> <p><b>2.1 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation on the glorious role played by Thai-Isan Forest Tradition Monks – Luangpoo Mun, Luangpoo Sao, Luangpoo Thet and Luangpho Chah</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points</p>	3	Lecture Illustration Work sheet PowerPoint Projector	
4	<p><b>UNIT 2 Continued</b></p> <p><b>Discussion Topic: Negative media image of monks and ways to reduce it</b></p> <p><b>2.2 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation on Phra Kasem and the effect of sensationalization of monastic news by the media</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points</p>	3	Lecture Illustration Work sheet PowerPoint Projector	
5	<p><b>UNIT 3 Talking about Monastic Life</b></p> <p><b>Discussion Topic: Role of monks from the perspective of the laity</b></p> <p><b>3.1 Post Lecture Classroom Activity</b></p>	3	Lecture Illustration Work sheet PowerPoint Projector	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
	<p>1. Students make seminar presentation on the role of monks as spiritual leaders in society</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points</p>			
6	<p><b>UNIT 3: Continued</b></p> <p><b>Discussion Topic: The Buddhist Principle/s that the laity misunderstands most</b></p> <p><b>3.2 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation on <i>kamma</i>, merit-making and the concept of equanimity</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points of the above topics</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>PowerPoint</p> <p>Projector</p>	
7	<b>MID-TERM TEST</b>	3		
8	<p><b>UNIT 4 Talking about Buddhist Education</b></p> <p><b>Discussion Topic: Role of Dhamma media in enhancing understanding/Buddhist Sangha and Politics</b></p> <p><b>4.1 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation on different dhamma media</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>PowerPoint</p> <p>Projector</p>	

<b>Serial Week</b>	<b>Course Outline</b>	<b>Teaching Hours</b>	<b>Activities and Teaching media (If available)</b>	<b>Instructor</b>
9	<p><b>UNIT 4 Continued</b></p> <p><b>Discussion Topic: Future of the Buddhist University</b></p> <p><b>4.2 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation on the role of MCU, Khonkaen Campus in dhamma propagation in the Indo-China region</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>PowerPoint</p> <p>Projector</p>	
10	<p><b>UNIT 5 Talking about Buddhist Literature</b></p> <p><b>Discussion Topic: Buddhism in the future and the new generation's expectations</b></p> <p><b>5.1 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>PowerPoint</p> <p>Projector</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
11	<p><b>UNIT 6 Talking about Art and Culture</b></p> <p><b>Discussion Topic: Buddhist Business has a positive impact or degenerates Buddhism</b></p> <p><b>6.1 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation on Santi Asoke and Dhammakaya</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points on the above two topics</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>PowerPoint</p> <p>Projector</p>	
12	<p><b>UNIT 7 Talking about Buddhism and Contemporary Issues</b></p> <p><b>Discussion Topic: Buddhism and the problem of narcotics</b></p> <p><b>7.1 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation on such social problems like drug/alcohol addiction and drug trafficking and suggest various methods to solve the problems</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points on the above topics</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>PowerPoint</p> <p>Projector</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
13	<p><b>UNIT 7 Continued</b></p> <p><b>Discussion Topic: Buddhism and the sex industry</b></p> <p><b>7.1 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation on the issue of sex industry in Thailand and other Third World countries</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points on the evils of the sex industry, the power politics involved in it and ways to solve the problem from a Buddhist perspective</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>PowerPoint</p> <p>Projector</p>	
14	<p><b>UNIT 7 Continued</b></p> <p><b>Discussion Topic: Buddhist Ethics and Buddhist Business</b></p> <p><b>7.3 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation on Buddhist Economics</p> <p>2. Students engage in debating, discussion, expository writing and conclusion of main points</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>PowerPoint</p> <p>Projector</p>	
15	<p><b>UNIT 8 Discussion Topic: Buddhism and Mental Development Buddhism and Women's Right</b></p> <p><b>8.1 Post Lecture Classroom Activity</b></p> <p>1. Students make seminar presentation on the issues of raising the social status of Maechiis, the possibility of Bhikkhuni Ordination in</p>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>PowerPoint</p> <p>Projector</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media (If available)	Instructor
	Thailand in general and the case of Bhikkhuni Dhammananda			
16	<p><b>UNIT 8 Continued</b></p> <p><b>Discussion Topic:</b> Buddhism and Neuroscience</p> <p><b>Extra Topic:</b> The Thai Constitution and the present situation of Buddhism</p> <p><b>8.2 Post Lecture Classroom Activity</b></p> <ol style="list-style-type: none"> <li>1. Students make seminar presentations on the topic of new discoveries in neuroscience that support teachings on mental development in Buddhism and also the issue of declaration of Buddhism as the state religion</li> <li>2. Students engage in debating, discussion, expository writing and conclusion of main points on the above specific topic</li> <li>3. The instructor winds up the course and gives a brief guideline to students on the final examination</li> </ol>	3	<p>Lecture</p> <p>Illustration</p> <p>Work sheet</p> <p>PowerPoint</p> <p>Projector</p>	
	<b>FINAL TEST</b>			

## 2 Evaluation Plan of knowledge acquisition

No	Evaluation Method	Test Week	Percent
1	Mid-term test	8	20%
	Final Examination	15	50%
2	<p>Analysis</p> <p>Readiness in conversational skills</p> <p>Exposition</p> <p>Oral presentation</p> <p>Extempore speech on selected topics</p>	Throughout the course	20%

	Acquisitions of research proposal and project writing skills		
3	Class attendance Class participation	Throughout the course	10%

### Unit 6 Instructional Resources

<p><b>1. Course books</b></p> <p>Dipti Visuddhangkoon. <b>Let's Talk: A Comprehensive Guide to English Conversation in the Buddhist Context</b> (2018).</p> <p>Dipti Mahanta. <i>Advanced Listening and Speaking in English</i> (2011); <i>English Conversation for Buddhist Monks</i> (2004). Khonkaen: Mahachulalongkornrajavidyalaya University.</p>
<p><b>2. Important texts and websites</b></p> <p>Dipti Mahanta. <b>Listening and Speaking English I</b> Khonkaen: Mahachulalongkornrajavidyalaya University (2006; reprinted 2013).</p> <p>ICUNDV Conference Volumes 2009, 2010, 2011.</p> <p>IABU Conference Volume 2012</p>
<p><b>3. Recommended Books</b></p> <p>Depvedi, Phra (P.A. Payutto). <b>Dictionary of Buddhism</b>. Bangkok: Mahachulalongkornrajavidyalaya University, 1992.</p> <p>Mahanta, Dipti. <b>A Collection of Papers Presented at International Conferences</b>. Khonkaen: Mahachulalongkornrajavidyalaya University, 2011.</p> <p>Medhidhammaporn, Phra. <b>Buddhist Morality</b>. Bangkok: Mahachulalongkornrajavidyalaya University, 1994.</p>

### Unit 7 Evaluation and Revision of Subject

<p><b>1 Students Evaluation of Subject/Course Effectiveness</b></p> <p>Evaluation of Subject/Course effectiveness based on students' suggestion and feedback as per the following steps –</p> <ul style="list-style-type: none"> <li>- Instructor and course evaluation form</li> <li>- Evaluation worksheet on course objectives' effectiveness</li> <li>- Student-teacher dialogue</li> <li>- Observation of students' behavior</li> </ul>
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- 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