

## Thai Qualification Framework #3

### Course Specification (000 116)

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

#### Unit 1 General Information

1. Subject Code and Name of the Subject/Course 000 116: Basic English
2. Number of Credit 2 Credits 2(2-0-4)
3. Degree and Course Bachelor of Education      Thai Language Teaching/Social Studies
4. Name of Instructor    Mr Suriya Bunyarang
5. Semester/Graduate Level/Year First Semester/First Year (Academic Year 1/2023)
6. Pre-requisite N/A
7. Co-requisites N/A
8. Location/Place of study Mahachulalongkornrajavidyalaya University, Khonkaen Campus
9. Latest Date of Curriculum Revision 9 <sup>th</sup> June 2023

## Unit 2 Purpose and Objectives

<p>1. Course Focus/Purpose</p> <p>Demonstrate and build a basic understanding of English grammar, including sentence structure, verb tenses, nouns, pronouns, adjectives, adverbs, and basic sentence patterns in order to lay groundwork for further English language study.</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 have fundamental skills in listening, reading, speaking, and writing in daily basis meeting the requirement of the TQF</p>

## Unit 3 Procedural method

<p>1. Course description</p> <p>The Basic English course is designed for students who have limited or no previous experience with the English language. The course aims to provide a solid foundation in English grammar, vocabulary, reading, writing, listening, and speaking skills. Students will develop essential language skills necessary for everyday communication and will potentially have the groundwork for further English language study.</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            Instructor would notify counselling hours and timings on the faculty webpage or official website            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
- Assign work to apply grammatical rules in basic listening, reading, and writing skills for basic communication and practice speaking skill in class, exchange ideas and opinions among students themselves and between students and instructor
- To make them having fundamental skills in listening, speaking, reading, writing, oral presentations, group discussion, and prompt responsiveness that are manifested in the in-class discussion and assignments
- 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 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
- Exercises and Activities
- Worksheets
- Final examination

## 2. Knowledge

### 2.1 Knowledge acquisition

Knowledge and ability in the use of language skills in listening, speaking, reading and writing

- Acquire effective listening and speaking skills at the basic level in regards to specific content areas and language usage
- Ability in oral presentation, group discussion and answering questions
- Ability in applying grammatical rules in basic 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-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 problems solving

## 3. Wisdom skills

### 3.1 Wisdom skill development

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

- 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 behaviour 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	<p>INTRODUCTION</p> <p>Introduction on Teaching Plan</p> <p>Description of subject</p> <p>Objectives of subject</p> <p>Methods of evaluation</p> <p>Learning activities</p> <p>Assignment</p> <p>Attendance</p> <p>Pre-test</p>	2	<p>Lecture</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p>	Mr Suriya Bunyarang
2	<p>UNIT 1: USING BE</p> <p>1.1 Singular Pronouns + <i>Be</i></p> <p>1.2 Plural Pronouns + <i>Be</i></p> <p>1.3 Singular Nouns + <i>Be</i></p> <p>1.4 Plural Nouns + <i>Be</i></p> <p>1.5 Contractions with <i>Be</i></p> <p>1.6 Negative with <i>Be</i></p> <p>1.7 <i>Be</i> + Adjective</p> <p>1.8 <i>Be</i> + a Place</p> <p>1.9 Summary: Basic Sentence Patterns with <i>Be</i></p>	2	<p>Lecture</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p>	
3	<p>UNIT 2: USING BE AND HAVE</p> <p>2.1 Yes/No Question with <i>Be</i></p> <p>2.2 Short Answers to Yes/No Questions</p> <p>2.3 Questions with <i>Be</i>: Using <i>Where</i></p> <p>2.4 Using <i>Have</i> and <i>Has</i></p> <p>2.5 Using <i>My, Your, His, Her, Our, Their</i></p> <p>2.6 Using <i>This</i> and <i>That</i></p> <p>2.7 Using <i>These</i> and <i>Those</i></p> <p>2.8 Asking Questions with <i>What</i> and <i>Who + Be</i></p> <p>2.9 Review</p>	2	<p>Lecture</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
4	<p>UNIT 3: USING THE SIMPLE PRESENT</p> <p>3.1 Form and Basic Meaning of the Simple Present Tense</p> <p>3.2 Frequency Adverbs</p> <p>3.3 Position of Frequency Adverbs</p> <p>3.4 Spelling and Pronunciation of Final <i>-es</i></p> <p>3.5 Adding Final <i>-s/-es</i> to Words That End in <i>-y</i></p> <p>3.6 Irregular Singular Verbs: <i>Has, Does, Goes</i></p> <p>3.7 <i>Like to, Want to, Need to</i></p> <p>3.8 Simple Present Tense: Negative</p> <p>3.9 Simple Present Tense: Yes/No Questions</p> <p>3.10 Simple Present Tense: Asking Information Questions with <i>Where</i> and <i>What</i></p> <p>3.11 Simple Present Tense: Asking Information Questions with <i>When</i> and <i>What Time</i></p>	2	<p>Lecture</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p>	
5	<p>UNIT 4: USING PRESENT PROGRESSIVE</p> <p>4.1 <i>Be + -ing</i>: the Present Progressive</p> <p>4.2 Spelling of <i>-ing</i></p> <p>4.3 Present Progressive: Negatives</p> <p>4.4 Present Progressive: Questions</p> <p>4.5 Simple Present Tense vs. the Present Progressive</p> <p>4.6 Non-Action Verbs Not Used in the Present Progressive</p> <p>4.7 <i>See, Look At, Watch, Hear, and Listen To</i></p> <p>4.8 <i>Think About</i> and <i>Think That</i></p>	2	<p>Lecture</p> <p>Worksheet</p> <p>PowerPoint</p> <p>Projector</p>	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
6	UNIT 5: TALK ABOUT THE PRESENT 5.1 Using <i>It</i> to Talk About Time 5.2 Prepositions of Time 5.3 Using <i>It</i> and <i>What</i> to Talk About the Weather 5.4 <i>There + Be</i> 5.5 <i>There + Be</i> : Yes/No Questions 5.6 <i>There + Be</i> : Asking Questions with <i>How Many</i> 5.7 Prepositions of Place 5.8 More Prepositions of Place: A List 5.9 <i>Would Like</i> 5.10 <i>Would Like vs. Like</i>	2	Lecture Worksheet PowerPoint Projector	
7	UNIT 6: NOUNS AND PRONOUNS 6.1 Nouns: Subjects and Objects 6.2 Nouns as Objects of Prepositions 6.3 Adjectives with Nouns 6.4 Subject Pronouns and Object Pronouns 6.5 Nouns: Singular and Plural Forms 6.6 Nouns: Irregular Plural Forms 6.7 Possessive Pronouns: <i>Mine, Yours, His, Hers, Ours, Theirs</i> 6.8 Possessive Nouns 6.9 Questions with <i>Whose</i> 6.10 Possessive: Irregular Plural Nouns	2	Lecture Worksheet PowerPoint Projector	
8	MID-TERM TEST	2		
9	UNIT 7: COUNT AND NONCOUNT NOUNS 7.1 Nouns: Count and Noncount 7.2 Using <i>A</i> vs. <i>An</i> 7.3 Using <i>A/An</i> vs. <i>Some</i> 7.4 Measurements with Noncount Nouns 7.5 Using <i>Many, Much, A Few, A Little</i>	2	Lecture Worksheet PowerPoint Projector	



Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
	7.6 Using <i>The</i> 7.7 Using $\emptyset$ (No Article) to Make Generalizations 7.8 Using <i>Some</i> and <i>Any</i>			
10	UNIT 8: EXPRESSING PAST TIME I 8.1 Using <i>Be</i> : Past Time 8.2 Simple Past Tense of <i>Be</i> : Negative 8.3 Past of <i>Be</i> : Questions 8.4 Simple Past Tense: Using <i>-ed</i> 8.5 Past Time Words: <i>Yesterday</i> , <i>Last</i> , and <i>Ago</i> 8.6 Simple Past Tense: Irregular Verbs (Group 1) 8.7 Simple Past Tense: Negative 8.8 Simple Past Tense: Yes/No Questions 8.9 Simple Past Tense: Irregular Verbs (Group 2) 8.10 Simple Past Tense: Irregular Verbs (Group 3) 8.11 Simple Past Tense: Irregular Verbs (Group 4)	2	Lecture Worksheet PowerPoint Projector	
11	UNIT 9: EXPRESSING PAST TIME II 9.1 Simple Past Tense: Using <i>Where</i> , <i>Why</i> , <i>When</i> , and <i>What Time</i> 9.2 Questions with <i>What</i> 9.3 Questions with <i>Who</i> and <i>Whom</i> 9.4 Simple Past Tense: Irregular Verbs (Group 5) 9.5 Simple Past Tense: Irregular Verbs (Group 6) 9.6 Simple Past Tense: Irregular Verbs (Group 7) 9.7 <i>Before</i> and <i>After</i> in Time Clauses 9.8 <i>When</i> in Time Clauses 9.9 Present Progressive and Past Progressive 9.10 Using <i>While</i> with the Past Progressive	2	Lecture Worksheet PowerPoint Projector	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
	9.11 Simple Past Tense vs. Past Progressive			
12	UNIT 10: EXPRESSING FUTURE TIME I 10.1 Future Time: Using <i>Be Going To</i> 10.2 Using the Present Progressive to Express Future Time 10.3 Words Used for Past Time and Future Time 10.4 Using <i>A Couple Of</i> or <i>A Few</i> with <i>Ago</i> (Past) and <i>In</i> (Future) 10.5 Using <i>Today, Tonight, and This + Morning, Afternoon,...</i> 10.6 Future Time: Using <i>Will</i> 10.7 Asking Questions with <i>Will</i> 10.8 Verb Summary: Present, Past, and Future 10.9 Verb Summary: Forms of <i>Be</i>	2	Lecture Worksheet PowerPoint Projector	
13	UNIT 11: EXPRESSING FUTURE TIME II 11.1 <i>May / Might</i> vs. <i>Will</i> 11.2 <i>Maybe</i> (One Word) vs. <i>May Be</i> (Two Words) 11.3 Future Time Clauses with <i>Before, After, and When</i> 11.4 Clauses with <i>If</i> 11.5 Expressing Future and Habitual Present with Time 11.6 Clauses and <i>If</i> -Clauses 11.7 Using <i>What + a Form of Do</i>	2	Lecture Worksheet PowerPoint Projector	
14	UNIT 12: MODALS I – EXPRESSING ABILITY 12.1 Using <i>Can</i> 12.2 Pronunciation of <i>Can</i> and <i>Can't</i> 12.3 Using <i>Can</i> : Questions 12.4 Using <i>Know How To</i> 12.5 Using <i>Could</i> : Past of <i>Can</i> 12.6 Using <i>Be Able To</i>	2	Lecture Worksheet PowerPoint Projector	

Serial Week	Course Outline	Teaching Hours	Activities and Teaching media	Instructor
	12.7 Using <i>Very</i> and <i>Too</i> + Adjective			
15	UNIT 13: MODALS II – ADVICE, NECESSITY, REQUESTS AND SUGGESTIONS 13.1 Using <i>Should</i> 13.2 Using <i>Have</i> + Infinitive ( <i>Have To/Has To/Had To</i> ) 13.3 Using <i>Must</i> , <i>Have To/Has To</i> , and <i>Should</i> 13.4 Polite Questions: <i>May I</i> , <i>Could I</i> , and <i>Can I</i> 13.5 Polite Questions: <i>Could You</i> and <i>Would You</i> 13.6 Imperative Sentences 13.7 Modal Auxiliaries 13.8 Summary Chart: Modal Auxiliaries and Similar Expressions 13.9 Using <i>Let's</i>	2	Lecture Worksheet PowerPoint Projector	
16	UNIT 14: MAKING COMPARISONS 14.1 The Comparative: Using <i>-er</i> and <i>More</i> 14.2 The Superlative: Using <i>-est</i> and <i>Most</i> 14.3 Using <i>One Of</i> + Superlative + Plural Noun 14.4 Making Comparisons with Adverbs 14.5 Comparisons: Using <i>The Same (As)</i> , <i>Similar (To)</i> , ... 14.6 Comparisons: Using <i>Like</i> and <i>Alike</i> 14.7 Using <i>But</i> 14.8 Using Verbs after <i>But</i>	2	Lecture Worksheet PowerPoint Projector	
17	FINAL EXAMINATION	2		

## 2. Evaluation Plan of knowledge acquisition

No	Evaluation Method	Test Week	Percent
1	Mid-term test	8	20%
	Final examination	17	50%
2	Assignment	Throughout the course	20%
3	Class attendance Class participation	Throughout the course	10%

## Unit 6 Instructional Resources

<p>1. Coursebook</p> <p>Mahachulalongkornrajavidyalaya, <i>Basic English</i>, The third edition, Phranakhonsriayutthaya: Mahachulalongkornrajavidyalaya University Press, 2559.</p>
<p>2. Recommended Grammar Books</p> <p>กลม สุทธิพิชัย. <i>Progressive English Grammar</i>. กรุงเทพมหานคร : สมเจตน์การพิมพ์, 2533.</p> <p>จรรยา อินอ้อง. <i>Modern English Grammar Part I</i>. กรุงเทพมหานคร: ศูนย์ภาษา I.O.U., กรุงเทพมหานคร, 2544.</p> <p>_____ . <i>Modern English Grammar Part II</i>. กรุงเทพมหานคร : ศูนย์ภาษา I.O.U., กรุงเทพมหานคร, 2544.</p> <p>_____ . <i>Modern English Grammar Part III</i>. กรุงเทพมหานคร : ศูนย์ภาษา I.O.U., กรุงเทพมหานคร, 2542.</p> <p>_____ . <i>Modern English Grammar Part IV</i>. กรุงเทพมหานคร : ศูนย์ภาษา I.O.U., กรุงเทพมหานคร, 2542.</p> <p>เชาวน์ เสงวนเดช. <i>English Grammar II</i>, : สำนักพิมพ์สยามสปอร์ต ซินดิเคท จำกัด กรุงเทพมหานคร, 2537. Preechar Svalai., <i>English Essentials</i>, กรุงเทพมหานคร : สำนักพิมพ์โอเดียนสโตร์, 2537.</p> <p>Howard Sergeant, <i>Basic English Grammar, for English Language Learners</i>. Saddleback Educational Publishing, USA, 2007.</p>
<p>3. Recommended Online Resources/Websites</p> <p><a href="https://www.tonamorn.com/เรียนภาษาอังกฤษ/พื้นฐาน-ภาษาอังกฤษ/">https://www.tonamorn.com/เรียนภาษาอังกฤษ/พื้นฐาน-ภาษาอังกฤษ/</a></p> <p><a href="https://www.talkenglish.com/grammar/grammar.aspx">https://www.talkenglish.com/grammar/grammar.aspx</a></p> <p><a href="https://www.easypacelearning.com/all-lessons/learning-basic-english-free-online">https://www.easypacelearning.com/all-lessons/learning-basic-english-free-online</a></p> <p><a href="https://basicenglishspeaking.com/family/">https://basicenglishspeaking.com/family/</a></p> <p><a href="https://learnenglish.britishcouncil.org/en/basic-grammar">https://learnenglish.britishcouncil.org/en/basic-grammar</a></p> <p><a href="http://www.learn-englishonline.org/Lesson1/Lesson1.htm">http://www.learn-englishonline.org/Lesson1/Lesson1.htm</a></p> <p><a href="https://sydney.edu.au/stuser/v/documents/learning_centre/BEGRAM1A.pdf">https://sydney.edu.au/stuser/v/documents/learning_centre/BEGRAM1A.pdf</a></p> <p><a href="https://www.youtube.com/watch?v=QONzSMqxZWU">https://www.youtube.com/watch?v=QONzSMqxZWU</a></p> <p><a href="http://www.learnex.in/basic-english-conversation-questions-improve-your-english/">http://www.learnex.in/basic-english-conversation-questions-improve-your-english/</a></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