



รายละเอียดของรายวิชา

รายวิชาภาษาอังกฤษสำหรับมัคคุเทศก์ 1  
English for Tour Guide 1

รหัสวิชา 3572541

ภาคการศึกษาที่ 2 ปีการศึกษา 2561

หลักสูตรศิลปศาสตรบัณฑิต สาขาวิชาการท่องเที่ยว  
โรงเรียนการท่องเที่ยวและการบริการ  
มหาวิทยาลัยสวนดุสิต

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## Course Specification

<b>University</b>	Suan Dusit University
<b>Campus/Faculty/Program</b>	School of Tourism and Hospitality Management Tourism Program

### 1. General Information

#### 1.1 Course code and title

Course code: 3572541                      Course title: ภาษาอังกฤษสำหรับมัคคุเทศก์ 1  
English for Tour Guide 1

#### 1.2 Number of Credits

3 (2-2-5) credits

#### 1.3 Program and Course Type

- 1) Program : School of Tourism and Hospitality Management
- 2) Course type : Elective course

#### 1.4 Course Coordinator and Course Lecturers

- 1) Course coordinator:
- 2) Course lecturers: Olivia Patricia Laurena

#### 1.5 Semester and Student Year Level

Semester 2 Academic Year 2561 / Year 2

#### 1.6 Prerequisite Courses (if any)

- None -

#### 1.7 Co-requisite Courses (if any)

- None -

#### 1.8 Location (Campus, building and room number)

Suan Dusit University, Main Campus – room number to be determined

#### 1.9 Date of Course Modification

November 2018

## 2. Aims and Objectives

### 2.1 Course Objectives

#### 1) Morals and Ethics

Develop problem-solving skills in order to apply the knowledge learned in a moral and ethical approach; show respect and understanding and exhibit open-mindedness toward other people and the world in order to become well-rounded members of the society

#### 2) Knowledge

Acquire the knowledge on various concepts, theories and principles of the English language relevant to the academic discipline and specialized field of study; devise effective problem-solving skills to achieve self-directedness and lifelong learning skills

#### 3) Cognitive Skills

Develop logical, rational and critical thinking skills to be able to understand apply the knowledge learned for performing professional tasks and adapting to a multicultural professional environment

#### 4) Interpersonal Skills and Responsibilities

Have the initiative to help others, exhibit leadership and cooperative skills to be able to work well with others and collectively solve problems through the use of information and communication technology (ICT) tools

#### 5) Analytical, Communicative and IT Skills

Demonstrate computer and basic mathematical skills; be able to criticize discriminate different types of information obtained from various resources and its veracity and validity; develop lifelong learning skills by using ICT tools available

### 2.2 Purpose for course development and modification

To modify and improve the course through the addition of teaching methods that promote active learning. These methods will help ensure that the aims and objectives of the course will be achieved.

### 3. Course Management

#### 3.1 Course Description

(ภาษาไทย) คำศัพท์สำหรับมัคคุเทศก์และพัฒนาทักษะการสื่อสารภาษาอังกฤษด้านการพูดของมัคคุเทศก์ในการเที่ยววัด วัง การให้ข้อมูลที่เหมาะสมเกี่ยวกับอาหาร ที่พัก ร้านอาหารของที่ระลึก การแลกเปลี่ยนเงินตรา และการช่วยเหลือนักท่องเที่ยว รวมทั้งมีการออกภาคสนามในการฝึกบรรยายข้อมูลเป็นภาษาอังกฤษ

(English) Terminology for tour guide and development of English communication in speaking skill for tour guide about the temples and palaces, giving appropriate information about Thai food, accommodation, souvenir, currency exchange, and helping tourist, including fieldtrip with describing tourist attractions in English.

#### 3.2 Teaching hours per semester

Lecture Hours	Additional Teaching Hours	Training and Fieldwork	Self- study Hours
60 hours	-	-	75 hours

#### 3.3 Consultation hours

- 1) Group and/or individual consultations may be arranged for 3 hours per week.
- 2) Consultations may also be done through email and social media messaging for convenience.

Teacher's email address: [ajarnolivia@gmail.com](mailto:ajarnolivia@gmail.com)

## 4. Student Learning Development

### Teaching and Assessment

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<p><u>Morals and Ethics</u></p> <ol style="list-style-type: none"> <li>1. Exhibit a sense of responsibility towards learning and accomplishing assigned tasks.</li> <li>2. Be able to acquire and apply the knowledge morally and ethically</li> <li>3. Be open-minded and respectful of and able to work harmoniously with others</li> <li>4. Show sympathy and understanding of others and the diverse cultural and societal practices</li> <li>5. <b>Develop problem solving skills with great consideration of moral, ethical and social values</b></li> </ol>	<p>Promote <b>cooperative learning</b> that can help develop problem-solving skills by prioritizing activities that are done by groups to let students learn to share equal responsibility in accomplishing tasks.</p>	<p>Students will be observed for their work behavior by the lecturer and will also be evaluated by their peers</p>	2 – 15	10%
<p><u>Knowledge</u></p> <ol style="list-style-type: none"> <li>1. <b>Be cognizant of the principles and theories involving the English language</b></li> <li>2. Demonstrate metacognitive skills in research and development to achieve self-directed and lifelong learning skills</li> <li>3. <b>Devise effective problem-solving skills through the application of the knowledge of the English language</b></li> </ol>	<p>Employ <b>simulation</b> and <b>interactive demonstrations</b> in presenting theories and principles of correspondence and the practical application of these concepts</p>	<p>Written formative and summative assessments (individual and group speaking exercises, short tests, midterms and final exam) will be given to the students</p>	2 – 16	60%

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
4. Integrate the knowledge of the English language in different fields of study associated with strengthening 21 <sup>st</sup> century skills				
<u>Cognitive Skills</u> <b>1. Have the ability to search for, evaluate, analyze and synthesize information to arrive at logical conclusions that can help in solving problems</b> 2. Have the ability to integrate the English language skills and concepts in performing professional tasks 3. Use innovation to develop communication and lifelong learning skills through the collaborative construction of knowledge 4. Have the ability to apply the knowledge learned to be able to adapt to the society and in a multicultural environment.	Organize activities that use the problem-based learning method to allow students to think logically and learn in a more constructive approach	Students will be observed for their work behaviour by the lecturer as well as their peers and will also be assessed through speaking tests and exercises, individual and group research assignments	2 – 16	10%
<u>Interpersonal Skills and Responsibility</u> <b>1. Have the initiative to help others and work collaboratively to solve problems</b>	Organize activities that employ <b>cooperative learning</b> and <b>problem-based learning</b> to	Behavioural observation and peer evaluation for group work or group assignments	2 - 15	10%

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<ol style="list-style-type: none"> <li>2. Be able to think logically in analyzing and solving issues by employing their knowledge of the English language and technological innovations.</li> <li>3. Show responsibility in learning to achieve personal and professional development</li> <li>4. Possess leadership and cooperative skills appropriate for the profession</li> </ol>	encourage students to work collaboratively			
<p><b><u>Analytical, Communicative and IT Skills</u></b></p> <ol style="list-style-type: none"> <li>1. Demonstrate computer and basic mathematical skills.</li> <li>2. Distinguish various information and communication technologies that can be effectively used in learning and information gathering</li> <li>3. Identify various available information and communication technologies (ICTs) that can develop lifelong learning skills</li> <li>4. Be able to communicate in written and verbal form in both the Thai and the English language</li> <li>5. Be able to criticize the veracity of information as to relevance and suitability of use to achieve self-directed learning</li> </ol>	Assign tasks that involve the <b>use of technology</b> in searching for information and encourage students to utilize a variety of <b>technological resources</b> in accomplishing and presenting tasks.	Students will be evaluated through research assignments, group presentations and projects	2 – 15	10%



## 5. Lesson Plan and Evaluation

### 5.1 Lesson Plan

Week No. (Hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
1 (4 Hrs.)	Course and class Introduction	<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>- Explain course syllabus and course requirements</li> <li>- Give a brief introduction of topics that will be covered in the course</li> </ul> <b>Activity / Exercise:</b> Group speaking	<ul style="list-style-type: none"> <li>- PowerPoint slides</li> <li>- Handouts</li> </ul>	N/A	Olivia Patricia Laurena
2 - 3 (8 Hrs.)	Topic 1: Welcoming Guests – Beginning a Tour	<b>Teaching Strategies:</b> <b>Vocabulary presentation</b> <b>Interactive presentation of the following:</b> <ul style="list-style-type: none"> <li>- Greeting, welcoming the guests</li> <li>- Introducing yourself</li> <li>- Explaining the itinerary and the sequence of activities</li> </ul> <b>Grammar topics include:</b> <ul style="list-style-type: none"> <li>- Future Simple Tense</li> <li>- Transitions</li> <li>- Prepositions of Time</li> </ul> <b>Activity / Exercise:</b> Group/Individual speaking activity	<ul style="list-style-type: none"> <li>- PowerPoint slides</li> <li>- Handouts</li> </ul>	Attendance and Participation 10% Speaking activities and Exercises 10% Writing Assignments and Reports 10%	Olivia Patricia Laurena
4 (4 Hrs.)	Speaking Test for Topic 1			Speaking Test 20%	Olivia Patricia Laurena
5 – 6 (8 Hrs.)	Topic 2: Temples and Palaces	<b>Teaching Strategies:</b> <b>Vocabulary presentation</b> <b>Interactive presentation of the following:</b> <ul style="list-style-type: none"> <li>- Describing Thai art and architecture styles</li> </ul>	<ul style="list-style-type: none"> <li>- PowerPoint slides</li> <li>- Handouts</li> </ul>	Attendance and Participation 10%	Olivia Patricia Laurena

Week No. (Hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
		<ul style="list-style-type: none"> <li>- Describing historical sites and cultural places</li> <li>- Explaining the rules and policies when visiting temples and palaces</li> </ul> <p><b>Grammar topics include:</b></p> <ul style="list-style-type: none"> <li>- Adjective Structures</li> <li>- Modal auxiliary verbs</li> </ul> <p><b>Activity / Exercise:</b></p> <p>Group/Individual speaking activity</p>		<p>Speaking activities and Exercises 10%</p> <p>Writing Assignments and Reports 10%</p>	
7 (4 Hrs.)	Speaking Test for Topic 2			Speaking Test 20%	Olivia Patricia Laurena
8 (4 Hrs.)	Topic 3: Thai Food	<p><b>Teaching Strategies:</b></p> <p><b>Vocabulary presentation</b></p> <p><b>Interactive presentation of the following:</b></p> <ul style="list-style-type: none"> <li>- Describing Thai dishes</li> <li>- Describing Thai desserts</li> <li>- Giving instructions</li> </ul> <p><b>Grammar topics include:</b></p> <ul style="list-style-type: none"> <li>- Passive voice</li> <li>- Compound Nouns</li> <li>- Present Perfect Continuous</li> </ul> <p><b>Activity / Exercise:</b></p> <p>Group/Individual speaking activity</p>	<ul style="list-style-type: none"> <li>- PowerPoint slides</li> <li>- Handouts</li> </ul>	<p>Attendance and Participation 10%</p> <p>Speaking activities and Exercises 10%</p> <p>Writing Assignments and Reports 10%</p>	Olivia Patricia Laurena
9 (2 Hrs.)	Speaking Test for Topic 3			Speaking Test 20%	
9 - 10 (6 Hrs.)	Topic 4: Accommodations	<p><b>Teaching Strategies:</b></p> <p><b>Vocabulary presentation</b></p> <p><b>Interactive presentation of the following:</b></p> <ul style="list-style-type: none"> <li>- Types of accommodation</li> <li>- Reading hotel brochures</li> <li>- Explaining and presenting hotel facilities</li> </ul> <p><b>Grammar topics include:</b></p> <ul style="list-style-type: none"> <li>- Present Simple Tense</li> </ul>	<ul style="list-style-type: none"> <li>- PowerPoint slides</li> <li>- Handouts</li> </ul>	<p>Attendance and Participation 10%</p> <p>Speaking activities and Exercises 10%</p> <p>Writing Assignments and Reports</p>	Olivia Patricia Laurena

Week No. (Hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
		- Comparative and Superlative Adjectives <b>Activity / Exercise:</b> Group/Individual speaking activity		10%	
10 (4 Hrs.)	Speaking Test for Topic 4			Speaking Test 20%	Olivia Patricia Laurena
11 - 12 (8 Hrs.)	Topic 5: Souvenirs	<b>Teaching Strategies:</b> <b>Vocabulary presentation</b> <b>Interactive presentation and discussion of the following:</b> - Describing Thai handicrafts - Describing antique Thai artefacts - Talking about money <b>Grammar topics include:</b> - First Conditional - Past Simple Tense <b>Activity / Exercise:</b> - Speaking activity	- PowerPoint slides - Handouts	Attendance and Participation 10% Speaking activities and Exercises 10% Writing Assignments and Reports 10%	Olivia Patricia Laurena
13 (4 Hrs.)	Speaking Test for Topic 5			Speaking Test 20%	Olivia Patricia Laurena
14 -15 (8 Hrs.)	Topic 6: Suggestions and Recommendations	<b>Teaching Strategies:</b> <b>Vocabulary presentation</b> <b>Interactive presentation and discussion of the following:</b> - Suggesting places to visit - Recommending food - Handling complaints <b>Grammar topics include:</b> - Conditionals - Expressions of apology <b>Activity / Exercise:</b> - Speaking activity	- PowerPoint slides - Textbook - Handouts	Attendance and Participation 10% Speaking activities and Exercises 10% Writing Assignments and Reports 10%	Olivia Patricia Laurena

Week No. (Hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
16 (3 Hrs.)		Final Examination		Final Examination 30%	Olivia Patricia Laurena

## 5.2 Assessment and Evaluation

### 1) Grading Breakdown:

Attendance and Participation	10%
Speaking activities and Exercises	10%
Writing Assignments and Reports	10%
Speaking tests	20%
Group Project	20%
Final Exam	30%

2) Grade Evaluation:  Norm-Referenced  Criterion-Referenced

### Grading Criteria

Score	Grade
90-100	A
85-89	B <sup>+</sup>
75-84	B
70-74	C <sup>+</sup>
60-69	C
55-59	D <sup>+</sup>
50-54	D
0-49	F

## 6. Learning Resources

### 6.1 Primary Textbook / Documents

Lesson Handouts

### 6.2 Essential References

- Lertporn Parasakul. English for Tourist Guides. Chulalongkorn University Press, 2012
- Jones, L. English for the Travel and Tourism Industry. Cambridge University Press, 2005.

### 6.3 Recommended Books and Reference Material

- Hotel and tour brochures and factsheets (available online)

## 7. Course Evaluation and Improvement

### 7.1 Student course evaluation strategies

- 1) Confidential teacher evaluation done by the students

2) Evaluation of each learning domain done by the students

## 7.2 Teaching evaluation strategies

- 1) Confidential Teacher Evaluation Form
- 2) Student self-evaluation form

## 7.3 Teaching Improvement Process

Course and teaching evaluation results will determine appropriate improvements for the course and the teaching strategies

## 7.4 Standard verification of student achievement

Verification of student learning outcome is done through behavioral observation, test scores, activities and presentations.

Learning Outcome	Evaluation Methods		
	Behavioral Observation	Tests / Exams	Speaking & Writing Activities
Morals and ethics	✓	✓	✓
Knowledge		✓	✓
Cognitive Skills	✓	✓	✓
Interpersonal skills and responsibility	✓	✓	✓
Analytical, Communicative and IT skills		✓	✓

## 7.5 Action plan for verifying and improving course effectiveness

- 1) Verification is done following the standards in 7.4.
- 2) In the event that the student scores do not verify the effectiveness of the course, students are allowed to improve their scores as deemed necessary.