

TQF.3

## **English in Various Situations**

## **Preface**

This course is designed to develop a clear sense of context-appropriate language and learning to use language more appropriately in both social and professional situations. The course content includes conversation in both business and social contexts, application of reading strategies to business reading, writing business letters and e-mails. Students will practice using the four English skills through integrated skill activities in various situations.

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## Course Details

<b>Name of Institution</b>	Suan Dusit Rajabhat University
<b>Campus/Faculty/Division</b>	School of Tourism and Hospitality Management

### Chapter 1 General Information

#### 1. Code and Course

Course Code 1500114 Course Name English in Various Situations

#### 2. Credit Ponds

3(3-0-6)

#### 3. Programme and Type of Course

Bachelor of Arts Programme in Hospitality Management

#### 4. Course Convenor and Lecturers

Thapanee Sinadyodharaks

#### 5. Semester/Year of Study

1<sup>st</sup> Semester/1<sup>st</sup> Year

#### 6. Pre-requisite (if any)

None

#### 7. Co-requisites (if any)

None

#### 8. Location

Suan Dusit Rajabhat University

#### 9. Latest Update of Course Specifications

2013

## **Chapter 2 Aims and Objectives**

### **1. Aims of Subject**

This course is designed to develop a clear sense of context – appropriate language and learning to use language more appropriately in both social and professional situations. The course content includes conversation in both business and social contexts, application of reading strategies to business reading and writing. Students will practice using the Basic English skill through integrated skill activities in various situations.

### **2. Objectives of Development / Improvement**

- 1) To provide students with the knowledge of basic vocabulary / grammar in various situation.
- 2) To provide students with the concept and understanding about using language in both social and professional situations.
- 3) To provide students with Basic English skills by practicing in various situation.

## Chapter 3 Description and Implementation

### 1. Course Description

This course is designed to develop a clear sense of context-appropriate language and learning to use language more appropriately in both social and professional situations. The course content includes conversation in both business and social contexts, application of reading strategies to business reading and writing. Students will practice using the four English Skills through integrated skill activities in various situations.

### 2. Teaching Hours per Semester

Lecture	Additional Lecture	Practice / Field Experience / Internship	Self – directed Learning
45 hours per semester	As requested by students	-	6 hours per week

### 3. Academic Advising Time for Students

- In class
- Course convener will be available for additional academic advice for 2 hours per week

## Chapter 4 Improvement of Student Learning Outcomes

### 1. Morals and Ethics

#### 1) Morals and ethics to be developed

Enable the students to be responsible disciplined honest and able to morally and ethically apply specific skills by learning throughout this course as follows:

- Be aware of morals, ethics, and honesty
- Be punctual, and responsible for oneself and the society
- Be a leader at the same time as a follower, be able to work in a team and be able to provide solutions to conflicts
- Be respectful towards opinions of others as well as societal rules and regulations

#### 2) Teaching methods

- Lecturing alongside with examples of moral and ethical issues
- Organizing a focus group to find relevant examples

#### 3) Evaluation methods

- Frequency of attendance and punctuality of assessment submission
- Correct referencing

### 2. Knowledge

#### 1) Knowledge to be acquired

- To acquire knowledge of Four English communicative skills and conversation in both business and social context.

#### 2) Teaching methods

- Lecture, focus group, group work, academic presentation, analytical studies, academic assessments throughout the semester

#### 3) Evaluation methods

- Midterm and Final exam
- Other writing and verbal assessments throughout the semester

### 3. Cognitive skills

#### 1) Cognitive skills to be developed

Develop the cognitive ability to think in a systematic and analytical manner in order to prevent and remedy problems occurred during the learning process

#### 2) Teaching methods

- Group work and academic presentation
- Group discussion regarding academic writing

#### 3) Evaluation methods

- Exams and assessments that focus on students' critical thinking analysis

### 4. Interpersonal Relationship Skills and Responsibilities

#### 1) Interpersonal relationship skills to be developed

- Interpersonal relationship with other students
- Leadership skills and ability to work as a team member
- Responsibility to submit assessments or complete any required tasks on time

#### 2) Teaching methods

- Delegates group work for group discussions
- Require oral presentations

- 3) Evaluation methods
  - Self evaluation
  - Peer evaluation
5. Numeric and analytical Skill, Communications Skills and Information Technology Skills
  - 1) Numeric analytical skills, communication skills and information technologic skills to be developed
    - Speaking, listening, writing skills for academic purpose
    - Computer skills particularly Microsoft word
    - Internet skills for research purposes
  - 2) Teaching methods
    - Self study by learning from websites
    - Self study by practicing using computer software
    - In class feedback after oral presentation
  - 3) Evaluation methods
    - Reports and presentations using technology
    - Participation and discussions



## Chapter 5 Teaching and Evaluation Plans

### 1. Lesson Plan

Week	Topic	No. of hours	Teaching & Learning Activities, Instructional Media (if any)	Faculty Member
1	Course orientation	3	Introduction the course <ul style="list-style-type: none"> <li>• Explain the rule for class</li> </ul>	Thapanee S.
2	Unit 1 : Talking about the weather	3	<ul style="list-style-type: none"> <li>• Situation</li> <li>• Expression</li> <li>• Exercise</li> <li>• Grammar Review</li> </ul>	Thapanee S.
3	Unit 2 : An Afternoon in the kitchen	3	<ul style="list-style-type: none"> <li>• Situation</li> <li>• Expression</li> <li>• Exercise</li> <li>• Grammar Review</li> </ul>	Thapanee S.
4	Unit 3: Telephone conversation	3	<ul style="list-style-type: none"> <li>• Situation</li> <li>• Expression</li> <li>• Exercise</li> <li>• Grammar Review</li> </ul>	Thapanee S.
5	Unit 4 : An Afternoon in the park	3	<ul style="list-style-type: none"> <li>• Situation</li> <li>• Expression</li> <li>• Exercise</li> <li>• Grammar Review</li> </ul>	Thapanee S.
6	Unit 5 : Weekend plans	3	<ul style="list-style-type: none"> <li>• Situation</li> <li>• Expression</li> <li>• Exercise</li> <li>• Grammar Review</li> </ul>	Thapanee S.
7	Unit 6 : Going to the market	3	<ul style="list-style-type: none"> <li>• Situation</li> <li>• Expression</li> <li>• Exercise</li> <li>• Grammar Review</li> </ul>	
8	Midterm			
9	Unit 7 : Formal Conversation	3	<ul style="list-style-type: none"> <li>• Situation</li> <li>• Expression</li> <li>• Exercise</li> <li>• Grammar Review</li> </ul>	
10	Unit 8 : First day at work	3	<ul style="list-style-type: none"> <li>• Situation</li> <li>• Expression</li> <li>• Exercise</li> <li>• Grammar Review</li> </ul>	
11	Unit 9 : Meeting people	3	<ul style="list-style-type: none"> <li>• Situation</li> <li>• Expression</li> <li>• Exercise</li> <li>• Grammar Review</li> </ul>	
12	Unit 10 : Giving a speech	3	<ul style="list-style-type: none"> <li>• Situation</li> <li>• Expression</li> <li>• Exercise</li> <li>• Grammar Review</li> </ul>	

13	Unit 11 : Studying for a test	3	<ul style="list-style-type: none"> <li>• Situation</li> <li>• Expression</li> <li>• Exercise</li> <li>• Grammar Review</li> </ul>	
14	Unit 12 : Graduation	3	<ul style="list-style-type: none"> <li>• Situation</li> <li>• Expression</li> <li>• Exercise</li> <li>• Grammar Review</li> </ul>	
15	Unit 13 : Holiday-Halloween	3	<ul style="list-style-type: none"> <li>• Situation</li> <li>• Expression</li> <li>• Exercise</li> <li>• Grammar Review</li> </ul>	
16	Final			

## 2. Evaluation Plan

Learning outcomes	Evaluation Methods	Week	Proportion of Evaluation (%)
1	Class Attendance and Participation	1-15	20
2	Group Exercise	2-15	20
3	Midterm exam	8	30
4	Final exam	15	30

## **Chapter 6 Teaching Materials**

1. Main texts and teaching materials
2. Essential Teaching Resources
3. Recommended Teaching Resources

## **Chapter 7 Evaluation and Improvement of Course Management**

### **1. Strategies for Course Effectiveness Evaluation by Students**

Effectiveness evaluation for this course is as follows:

- Interviews with students
- Observations of students' responses during class
- Survey on lecturer evaluation

### **2. Strategies for Teaching Evaluation**

The strategies for collection data for teaching evaluation are as follows:

- Exam results
- Revision of learning outcomes

### **3. Improvement of Teaching**

- Seminar for course and teaching improvement
- Research for course and teaching improvement

### **4. Verification of Student Achievement in Class**

- Revision of assessment evaluations by external lecturers or experts

### **5. Course Review and Improvement Plan for Course Effectiveness**

- Improvement of course every 3 years or as recommended by experts
- Change of lecturers to provide students with different perspectives for the course