



Course Specification

Course Title English for Reflective Thinking

Course Code 1500121

Semester 1 Academic Year 2020

Bachelor of Arts Programme in Hospitality Management

(International Programme)

School of Tourism and Hospitality Management

Suan Dusit University

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Course Specification

Name of institution Suan Dusit University
Campus/faculty/department School of Tourism and Hospitality Management

Section1 General Information

1. Course code and course title

1500121 English for Reflective Thinking

2. Number of credits

4 (4-0-8)

3. Curriculum and type of subject

General Education

4. Responsible faculty members

4.1 course coordinator Chanapa Nicrothanont

4.2 Instructors: Chanapa Nicrothanont Section : L1

5. Semester / year of study

Semester 1 Student year 2 academic year 2020

6. Pre-requisite (if any)

None

7. Co-requisites (if any)

None

8. Venue of study

Suan Dusit University

9. Date of latest revision

June 28, 2020

Section 2 Aims and Objectives

1. Aims of the Course

1.1 Cognitive skills (knowledge gained from studying)

1.1.1 Students require the knowledge and ability to read for comprehension using reading strategies including surveying and guessing the story before reading. Reading to catch the key important, reading specific information, and the ability to guess the meaning of vocabulary from the context

1.1.2 Students require the knowledge and ability to take notes, transcribe, summaries, interpretations, express opinions, and analyse the pros and cons of the story read and listen logically

1.1.3 Students require the knowledge of vocabulary and expressions related to the subject read and listened.

1.1.4 Students are able to write letters, inquire information, notes and summary reports by using the correct expression

1.2 Skills (ability, practice skills, IT usage received from studying)

1.2.1 Students require skills in using English for communication, exchange, and learning of various contents and contexts correctly and appropriately

1.2.2 Students require competency and skills in searching for information from websites and social media that are reliable to work as assigned.

1.2.3 Students are able to use computer programs and mixed media for effective presentation.

1.3 Affiliation (attitude, morality, ethics received from studying)

1.3.1 Students require the ability to see the value of cooperative learning. A positive attitude towards working with others, able to work and learn the responsibilities within the group effectively

1.3.2 Students entering the class on time, self-discipline, able to work on assignments as scheduled

1.3.3 Students realize the moral and ethical, such as being honest, not to fraud in the exam, presenting information with reference to data sources, not copying the work or impersonating other people's ideas.

2. Objectives for developing/improving courses

2.1 To modernize and improve the content of the course.

2.2 To develop teaching activities related to society, course, and learner.

Section 3: Course description and Implementation

1. Course Description

Practice of English listening and speaking skills in providing others with detailed instructions and advice in one's area of expertise, understanding of articles and public announcements, analysis of basic information, and expression of ideas on abstract and concrete matters, as well as ones related to Thai and native- speaking culture, interaction with and provision of information for others with fluency and spontaneity

2. Number of Hours per Semester

Lecture (Hour)	Additional class (Hour)	Laboratory/field trip/internship (Hour)	Self-study (Hour)
60/Semester	Additional class depends upon student's (Individual or Group) requirement. Both class attending and other technology using will be used in order to revise the lessons clearly.	-	120/Semester Students required independent learning from resources and other IT (Information Technology)

3. Number of hours that the lecturer provides individual counseling and guidance

- Lecturer who responsible for the module would be giving advices through the module's website, course, or other social media platforms.
- Advice individually as student's requirement.

Section 4 Development of Students' Learning Outcomes

1. Morality and Ethics

1.1.1 Have good characteristics according to Thai values, ie behaving according to the moral principles and ethics. There is love, patriarchy, faithfulness, discipline, keeping the law, ideology. In good things, having gratitude, having respect, respecting, respecting adults and know how to preserve Thai culture and traditions

1.1.2 Saving in according to the sufficiency economy philosophy

1.1.3 There are public minds including sacrificial mental features. For the sake of public interest, caring for others. .

1.1.4 Proud of Thai being.

1.1.5 Attitude to reject corruption Expression of thoughts and behavior.

1.2 Teaching methods

1.2.1 Design learning activities by instructors Moral and ethical by case studies

1.2.2 Focus on student participation in learning activities By taking examples of case studies from various events occurring in society To develop skills in analytical thinking, synthesis and application in real life

1.2.3 Organize special activities that encourage learners to develop moral learning. Ethics as defined in the course continuously

1.2.4 Assign students to produce works that reflect moral and ethical characteristics according to group learning outcomes

1.2.5 The instructor expresses a good model of morality. Ethics and responsibility.

1.3 Evaluation methods

1.3.1 Assessed by attendance and job submissions of students according to the schedule

1.3.2 Assessment during participation in activities and behavioral expressions that occur During working together

1.3.3 Observe the behavior that students express during their studies.

1.3.4 Assess from responsibility and being a public mind

1.3.5 Observe from Moral learners Ethics after completion of teaching and learning in each unit or each semester

2. Knowledge development

2.1 Knowledge learning results

2.1.1 Has extensive knowledge to enhance human integrity.

2.1.2 There is a worldwide view.

2.1.3 Having knowledge and understanding in matters relating to themselves and others, society, arts, culture and nature.

2.2 Teaching Method

2.2.1 Design learning activities by instructors to analyze learning behavior and results Learning in knowledge, covering the map, distributing responsibility, standards, learning outcomes and designing learning activities with learning activities such as lectures in the concept of Organizing active learning activities for students (centered on students) Group discussions Inquiry Based Learning Problem Based Learning and Brainstorming (Brainstorming) from self-study through internet information network and various media.

2.2.2 Use learning methods that focus on learners with a variety of learning activities in accordance with the subject matter in the course, such as using case studies, conversation, brainstorming, large group discussions, subgroups and presentation of knowledge content. Class

2.2.3 Learning from real situations by inviting experts with direct experience to be special speakers to provide specific knowledge. Project activities Including sharing experiences Education from teachers with expertise and from speakers or local wisdom.

2.2.4 Organize activities to promote learning covering content according to the distribution map. Responsibilities, standards, learning outcomes (Curriculum Mapping) in courses by assigning individual tasks and subgroups.

2.2.5 Organize learning activities that encourage learners to study Learn how to seek knowledge and self-study summaries through the information network (internet) and various media

2.3 Teaching methods

2.3.1 Question-answer knowledge learned during learning management

2.3.2 Quiz after learning each week

2.3.3 Answering questions at the end of the lesson

2.3.4 Test before class Mid-term tests and final tests at the end

semester

2.3.5 Assessment from the work piece and the achievement of the work, such as project work report

2.3.6 Assessment of learning outcomes that occurred during the course of learning promotion activities in courses such as discussion of the content in the lesson Small group activities Presentation of class page.

3. Intellectual skills

3.1 Learning results in intellectual skills

3.1.3 Have critical thinking and problem-solving skills

3.1.5 Have the skills necessary in the 21st century

3.2 Teaching methods

3.2.1 Design learning activities by instructors to analyze learning behavior and results learning cognitive skills is covered according to the distribution map, responsibility, standards, results. Creating questions in the classroom continuously, learning activities, participation in brain learning for learners to learn Know the solution

3.2.3 Organize learning that focuses on systematic analytical thinking, including logical thinking

Group discussion and summarize the results with principles Reliable and can be referenced

3.2.4 Delegate tasks related to the use of acquired knowledge to solve problems of hospitality business by Project Based Learning and Segmentation to organize an exhibition summarizing the knowledge gained from learning, analyzing ideas Including learning from real

conditions in the community To train and strengthen citizenship, which is a learning process for learners who must search, search, explore, investigate and research in various ways, allowing students to use case studies (Inquiry Based Learning) Problem Based Learning, Group Discussion.

3.2.5 Bring students to field trips outside the classroom related to the course content.

3.3 Evaluation methods

3.3.1 Evaluation of the actual situation during the activities that promote intellectual skills

3.3.2 Evaluation of work pieces in various forms, including the project report assigned

3.3.3 Question-Answer during learning management

3.3.4 Sub-test for mid-term and final exams.

4. Interpersonal Skills and Responsibility

4.1 Expected outcome on Interpersonal Skills and Responsibility

4.1.1 Learning results in skills, interpersonal relationships and responsibilities that must be developed

4.1.2 Awareness of rights Their roles and duties as well as understanding, appreciating and respecting the rights of others

4.1.3 Valuable citizenship and responsible for Thai society and the world society.

4.1.4 Having skills in coordinating cooperation in team work Leadership and good followers have good human relations. Have skills in solving social problems such as perceiving problems Understanding the problem

Sorting priority of problems and seek solutions to peaceful problems

4.1.4 Understanding the multicultural society Have the skills to interact with others creatively, realize and understand the culture of society in which they live, and understand cultural differences and can adapt in a multicultural society appropriately.

4.2 Teaching methods

4.2.1 Design learning activities by instructors to analyze learning behavior and results

Learning skills, interpersonal relationships and responsibilities to cover according to the distribution map

Responsibilities, standards, learning outcomes and design for learning activities with learning activities such as organizing participatory teaching activities to create mutual cooperation and responsibility

4.2.2 Teaching and learning management that focuses on group activities in case studies, discussion of teaching by problem solving

4.2.3 Manage teaching by assigning work as a group and use the group work process with sacrifice

4.2.4 Assign project group activities allowing students to use various skills

In the 21st century for use in the pursuit of knowledge researching for answers, solving problems or testing according to their own interests throughout the development of the quality of the work itself in the future including promoting participation in activities that emphasize mutual support in the multicultural society.

4.2.5 Opportunity for students who do not attend classes presenting a new work that is different from the students who enter the class normally

4.3 Evaluation methods

4.3.1 Evaluation of participation in group activities and team work

4.3.2 Observation of behavior, expression, sacrifices and volunteer spirit during participation in group activities

4.3.3 Evaluation of the success of the assigned project that shows the determination Divide roles, responsibilities, volunteerism, sacrifice and mutual support.

5. Numerical Analysis and Information Technology Skills

5.1 Expected outcome on Numerical Analysis and Information Technology Skills

5.1.1 Have knowledge in using media and information knowingly

5.1.3 Have skills in calculating Numerical and logical analysis

5.1.4 Having skills in using computers and various technology media in work and communication

5.2 Teaching methods

5.2.1 Design learning activities by instructors to analyze learning behavior and results

Learn about numerical analysis skills, communication and use of technology to cover maps, distribution of responsibilities, standards, learning outcomes and design of learning activities with learning activities, such as organizing teaching and learning activities to recognize various situation analysis From case studies and examples from various information and media Organize learning activities through online media in order to have computer application and various technology media. In reporting or project assignment

5.2.2 Manage teaching that emphasizes logical thinking based on reason and effect

5.2.3 Focus on using technology in a variety of ways to organize learning activities such as creating communication channels between instructors and learners through online media using e-Learning in the Flipped classroom where students can learn and review lessons. Study and research on their own both before and after lessons that need to be attended by the instructor

5.2.4 Promoting the application of numerical analysis Logical thinking Reasonableness based on facts Data analysis Speaking and writing communication for reporting various contents according to the requirements in the course by using information technology in the preparation of reports or projects that study

5.3 Evaluation methods

5.3.1 Use question-answer related knowledge during learning management.

5.3.2 Sub-test after completion of learning management each week

5.3.3 Evaluate from assigned projects or work pieces assigned to use knowledge and skills in using various technology media. Engage in the creation of works and communications Throughout the presentation with various types of technology media appropriately.

Section 5 Teaching and Evaluation Plans

1. Teaching plan

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
1	<p><u>Course introduction and Overview</u></p> <p>1. Course syllabus overview, objectives, method, evaluation, and assessment. 2. Course policy and quality assurance system for teaching and learning.</p> <p><u>Unit 1: Myself and Those Near Me</u></p> <p><u>1.1 My Routines and Schedules</u></p> <p>A: Vocabulary related to; - daily activities, transportation, food, drinks, time, subjects, places</p> <p>B: Grammar - Present simple tense, interrogatives, negative forms, verb to be, have to, must</p> <p>C: Language use</p> <p>1) Talking about learner's routine activities and schedules 2 Adverbs of Frequency: always, often, sometimes 3) Telling time: am/pm/ or 24 hours clock</p>	4	<p><u>Teaching & Learning Activities</u></p> <p>1. Indicate the course syllabus overview, objectives, method, evaluation, and assessment. 2. Indicate the course policy and quality assurance system for teaching and learning.</p> <p>1. Warm-up vocabulary game 2. Controlled practice 3. Practice word pronunciation 4. Free practice 5. Reflective thinking activity; Interviewing your partners about routines and schedule 6. Conclusion and evaluation</p> <p><u>Sources</u></p> <p>1. Textbooks 2. Documents and suggested websites. 3. PowerPoint 4. Online lecturing 5. WBSC 6. Microsoft Team 7. Zoom, Line</p>	Chanapa Nicrothanont

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
2	<p><u>1.2 My Home and Family</u></p> <p>A: Vocabulary related to; Family members, and jobs, types of housing, kinship terms, occupations</p> <p>B: Gramma</p> <ol style="list-style-type: none"> 1) Present simple tense 2) Question forms: Yes-no responses <p>C: Language use</p> <ol style="list-style-type: none"> 1) Talking about learner's home 2) Talking about living in the family 	4	<p><u>Teaching & Learning Activities</u></p> <ol style="list-style-type: none"> 1. Warm-up: Find someone who... 2. Pair work Controlled practice, Class survey activity 3. Practice word pronunciation 4. Reflective thinking activity: Make a small talk discussion or asking questions about one's family <p><u>Sources</u></p> <ol style="list-style-type: none"> 1. Textbooks 2. Documents and suggested websites. 3. PowerPoint 4. Online lecturing 5. WBSC 6. Microsoft Team Zoom, Line 	Chanapa Nicrothanont
3	<p>1.2 My Free Time</p> <p>A: Vocabulary related to hobbies, music and movie genres</p> <p>B: Grammar</p>	4	<p><u>Teaching & Learning Activities</u></p> <ol style="list-style-type: none"> 1. Warm-up: Vocabulary; matching game 2. Practice word pronunciation 3. Controlled practice 	Chanapa Nicrothanont

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
	1) Present simple tense 2) Likes and dislikes 3) Wh-questions 4) Because/ Because of C: Language use 1) Talking about personal preferences and opinions 2) Giving a reason		4. Group survey - Read an article and discuss the article in groups - Collecting opinions - Group members taking turns giving feedback to the class (Some of us think, the majority of us think...,) 5. Reflective thinking activity; - Think and talk about "Nuclear VS Extended family" "Constructive Leisure time" 6. Conclusion and evaluation <u>Sources</u> 1. Textbooks 2. Documents and suggested websites. 3. PowerPoint 4. Online lecturing 5. WBSC 6. Microsoft Team 7. Zoom, Line	
4	<u>2.1 My Places in University</u> A: Vocabulary related to; building, features, facilities B: Grammar 1) Present simple tense 2) Prepositions of place 3 Active and passive voice C: Language use	4	<u>Teaching & Learning Activities</u> 2. Warm-up: Matching pictures with prepositions (team game) Cloze practice: listening gap filling 2. Practice word pronunciation	Chanapa Nicrothanont

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
	1) Talking about locations 2) Describing a building		3. Free practice: Guessing game - Describing places in the university and guessing the name of the buildings. (Mill drill) e.g. "I'm in the building opposite Dusit Poll. Where am I?" 4. Reflective thinking activity; Make a discussion on "What should be improved in our university?" 5. Conclusion and evaluation <u>Sources</u> 1. Textbooks 2. Documents and suggested websites. 3. PowerPoint 4. Online lecturing 5. WBSC 6. Microsoft Team 7. Zoom, Line	
5	<u>7.2 Asking the Ways in the University</u> A: Vocabulary related to; maps, features, direction phrases B: Grammar 1) Present simple tense 2) Prepositions	4	<u>Teaching & Learning Activities</u> 1. Warm-up: Matching words with pictures 2. Practice word pronunciation 3. Controlled practice for giving directions	Chanapa Nicrothanont

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
	<p>C: Language use</p> <p>1) Giving directions</p>		<p>4. Semi-controlled practice: information gap map filling</p> <p>5. Free practice: "Where am I going?" (Drawing names of places and giving directions and letting others guess the name of places)</p> <p>6. Reflective thinking activity: Make a small talk about ways to Learner's house.</p> <p>7. Conclusion and evaluation</p> <p>Sources</p> <ol style="list-style-type: none"> 1. Textbooks 2. Documents and suggested websites. 3. PowerPoint 4. Online lecturing 5. WBSC 6. Microsoft Team Zoom, Line 	
6	<p><u>1.3 Activities in the University</u></p> <p>A: Vocabulary related to; Students activities</p> <p>B: Grammar</p> <p>1) Conjunction phrases</p> <p>C: Language use</p> <p>1) Giving opinions</p>	4	<p><u>Teaching & Learning Activities</u></p> <ol style="list-style-type: none"> 1. Warm-up: Match the activities with pictures 2. Practice word pronunciation 3. Controlled practice: models for giving opinions 4. Semi-controlled practice: opinions of own activities 	Chanapa Microthanont

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			<p>5. Free practice:</p> <ul style="list-style-type: none"> - Read an article and discuss the article in groups - Collecting opinions - Group members taking turns giving feedback to the class <p>(Some of us think the majority of us think....)</p> <p>6. Reflective thinking activity: Think and talk on "The pros and cons of extra-curricular activities".</p> <p>7. Conclusion and evaluation</p> <p><u>Sources</u></p> <ol style="list-style-type: none"> 1. Textbooks 2. Documents and suggested websites. 3. PowerPoint 4. Online lecturing 5. WBSC 6. Microsoft Team 7. Zoom, Line 	
7	<p>Unit 3 Living in Bangkok</p> <p>3.1 Getting Around A: Vocabulary related to; Transportation, attractions</p> <p>B: Grammar</p> <ol style="list-style-type: none"> 1) Present simple tense 2) Conditional sentences 	4	<p><u>Teaching & Learning Activities</u></p> <ol style="list-style-type: none"> 1. Warm-up: matching transportation pictures with words 2. Practice word pronunciation 	Chanapa Nicrothanont

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
	3) Imperatives 4) Modal auxiliaries C: Language use 1) Giving instructions for buying a BTS ticket 2) Giving advice 3) Recommending places to go		3. Controlled practice: listening gap filling and practice 4. Semi-controlled practice: pair Work-conversation 5. Free practice: Recommending a route to somewhere in Bangkok 6. Reflective thinking activity: Discuss on traffic in Bangkok 7. Conclusion and evaluation Sources 1. Textbooks 2. Documents and suggested websites. 3. PowerPoint 4. Online lecturing 5. WBSC 6. Microsoft Team 7. Zoom, Line	
8	<u>3.2 Eating out</u> A: Vocabulary related to; Food, tastes, ingredients B: Grammar 1) Present simple tense 2) Present continuous tense 3) Comparatives and superlatives 4) Modal auxiliary C: Language use	4	<u>Teaching & Learning Activities</u> 1. Warm-up: Line-up game e.g. tallest to shortest, oldest to youngest 2. Practice word pronunciation 3. Controlled practice: listening with gap filling 4. Semi-controlled practice: pair Work e.g. comparing the descriptions of two restaurants	Chanapa Nicrothanont

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
	1) Giving advice for somewhere to eat 2) Talking a plan 3) Making an appointment 4) Giving suggestions		and practice recommending each one using the expressions learned. 5. Reflective thinking activity recommending a restaurant to eat out at. (or recommending a dish) 6. Conclusion and evaluation <u>Sources</u> <ol style="list-style-type: none"> 1. Textbooks 2. Documents and suggested websites. 3. PowerPoint 4. Online lecturing 5. WBSC 6. Microsoft Team 7. Zoom, Line 	
9	<u>3.3 Shopping</u> A: Vocabulary related to; Clothes and accessories, adjectives for describing a dress B: Grammar 1) Past simple tense 2) Present simple tense 3) Present perfect tense C: Language use 1) Recommending shops 2) Talking about clothes and fashions	4	<u>Teaching & Learning Activities</u> 1. Warm-up: Line-up game - Vocabulary jumble 2. Practice word pronunciation 3. Controlled practice: Listening with gap filling 4. Semi-controlled practice: Before this class, ask students to bring their own clothing items to the class so that they can talk about them. 5. Free practice:	Chanapa Microthanont

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			<ul style="list-style-type: none"> - Read an article and discuss the article in groups - Collecting opinions - Group members taking turns giving feedback to the class (Some of us think..., the majority of us think.....) 6. Reflective thinking activity: Think and talk "Online shopping" 7. Conclusion and evaluation <p><u>Sources</u></p> <ol style="list-style-type: none"> 1. Textbooks 2. Documents and suggested websites. 3. PowerPoint 4. Online lecturing 5. WBSC 6. Microsoft Team 7. Zoom, Line 	
10	<p><u>Unit 4 The World around me</u></p> <p>4.1 Technology</p> <p>A: Vocabulary related to; IT and internet relevant</p> <p>B: Grammar</p> <ol style="list-style-type: none"> 1) Future simple tense 2) Conditional sentences <p>C: Language use</p> <ol style="list-style-type: none"> 1) Making predictions about technology. 	4	<p><u>Teaching & Learning Activities</u></p> <ol style="list-style-type: none"> 1. Warm-up: Match the pictures of technological devices and appliances with the correct vocabulary from the box 2. Practice word pronunciation and complete the survey. 	Chanapa Microthanont

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
	2) Talking about the usefulness of technology		<p>3. Controlled practice: Listen to the lecture about the use of technologies in our daily life. Fill in the gaps with the missing words.</p> <p>4. Semi-controlled practice: discuss how we can use each technological device to help in our study. Then, share ideas with the whole class.</p> <p>5. Reflective thinking activity: Make predictions of what future technology can do for us. Then, share your ideas with your classmates.</p> <p>6. Conclusion and evaluation</p> <p><u>Sources</u></p> <ol style="list-style-type: none"> 1. Textbooks 2. Documents and suggested websites. 3. PowerPoint 4. Online lecturing 5. WBSC 6. Microsoft Team 7. Zoom, Line 	
	Term Presentation Project		Term Presentation Teacher assigns the group work for presentation. (See appendix in textbook)	

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
11	<p>4.2 Entertainment</p> <p>A: Vocabulary related to; Types of entertainment</p> <p>B: Grammar</p> <p>1) ever and never 2) already and yet</p> <p>C: Language use</p> <p>1) Talking about their entertainment experiences 2) Giving opinions and giving reasons to support their opinions</p>	4	<p>Teaching & Learning Activities</p> <ol style="list-style-type: none"> 1. Warm-up: Find the words related to different types of entertainment and match them with their definitions. 2. Practice word pronunciation 3. Controlled practice: Listen to people talking about their entertainment experience and answer questions. 4. Semi-controlled practice: Ask your partner about his/her entertainment experience. 5. Free practice: Search the Internet and write down other types of entertainment NOT mentioning in this lesson. 6. Reflective thinking activity: Listen to a conversation about influences of movies and discuss which side that you agree more. 7. Conclusion and evaluation <p>Sources</p> <ol style="list-style-type: none"> 1. Textbooks 2. Documents and suggested websites. 3. PowerPoint 4. Online lecturing 5. WBSC 	Chanapa Microthanont

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			6. Microsoft Team 7. Zoom, Line	
12	<p>1.3 Traveling</p> <p>A: Vocabulary related to; Airport announcements and travel tips</p> <p>B: Grammar</p> <ol style="list-style-type: none"> 1) Imperatives 2) Modal verbs <p>C: Language use</p> <ol style="list-style-type: none"> 1) Do's and don'ts for traveling around the world 2) Listening to announcement 3) Making suggestions 	4	<p><u>Teaching & Learning Activities</u></p> <ol style="list-style-type: none"> 1. Warm-up: Choose what they need to do when traveling abroad. 2. Unscramble words, study their meanings, and practice word pronunciation 3. Controlled practice: Listen to six short conversations and match them to the right heading e.g. checking-in, security check, and immigration and passport control. Then, practice in pairs. 4. Controlled practice: Listen to an announcement and fill in the information board. 5. Reflective thinking activity: Listen to the tips for travelling abroad add other useful tips for travelling abroad. 6. Conclusion and evaluation <p><u>Sources</u></p> <ol style="list-style-type: none"> 1. Textbooks 2. Documents and suggested websites. 3. PowerPoint 4. Online lecturing 	Chanapa Microthanont

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
			5. WBSC 6. Microsoft Team 7. Zoom, Line	
13	<p><u>Unit 5 Presenting ideas</u></p> <p>5.1 Brainstorming</p> <p>A: Vocabulary related to; Conjunctions, Sign post phrases, Language for explaining graphs, charts, and tables</p> <p>B: Grammar</p> <p>1) Present simple tense 2) Conditional sentences 3) Future simple tense</p> <p>C: Language use</p> <p>1) Introducing a topic 2) Staging a talk 3) Referring to visual aids</p>	4	<p><u>Teaching & Learning Activities</u></p> <p>1. Warm-up: Mind mapping 2. Practice word pronunciation 3. Controlled practice: Listen to two talks and underline different signpost features and references to visual aids. 4. Semi-control practice: Give the students a topic in class and ask them to practice giving a talk in pairs. 5. Reflective thinking activity; - Group members taking turns giving feedback to the class (Some of us think....., the majority of us think.....,) 6. Conclusion and evaluation</p> <p><u>Sources</u></p> <p>1. Textbooks 2. Documents and suggested websites. 3. PowerPoint 4. Online lecturing 5. WBSC 6. Microsoft Team 7. Zoom, Line</p>	Chanapa Nicrothanont

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
14	<p>5.2 O&A</p> <p>A: Vocabulary related to; Sign posting for ending a talk</p> <p>B: Grammar</p> <p>1) Present simple tense 2) Present perfect and past simple tenses for closing and summing up</p> <p>C: Language use</p> <p>1) Responding to questions 2) Recalling information 3) Making conclusions</p>	4	<p>Teaching & Learning Activities</p> <p>1. Match questions with the answers</p> <p>2. Practice word pronunciation</p> <p>3. Controlled practice: Listen to the Q&A session of a talk and fill in the gaps.</p> <p>4. Controlled practice: Listen to the conclusion of the presentation and reorganize the sentences.</p> <p>5. Free Practice: Prepare group presentations for the following class</p> <p>6. Reflective thinking activity: Group members taking turns giving feedback to the class (Some of us think.....,the majority of us think....</p> <p>7. Conclusion and evaluation</p> <p>Sources</p> <p>1. Textbooks</p> <p>2. Documents and suggested websites.</p> <p>3. PowerPoint</p> <p>4. Online lecturing</p> <p>5. WBSC</p> <p>6. Microsoft Team</p> <p>7. Zoom, Line</p>	Chanapa Microthanont

Week	Topic	Hour	Teaching & Learning Activities, Instructional Media (if any)	Instructor
15	<u>5.3 Presentation</u> 1) Group presentation 2) Q&A 3) Giving feedback and evaluation	4	<u>Teaching & Learning Activities</u> Group presentations week <u>Sources</u> 1. Textbooks 2. Documents and suggested websites. 3. PowerPoint 4. Online lecturing 5. WBSC 6. Microsoft Team, Zoom, Line	Chanapa Nicrothanont

2. Evaluation plan

Activities	Results	Methods	Week	Percentage
1.- Attendance - Participation	1.1.1 1.1.2 1.1.6 4.1.2	Studying behavior	1-15	10%
2. Oral test 2.1 Dialogue 2.2 Monologue	2.1.2 2.1.3 3.1.5 3.2.1	Test during the class	2-14	20%
3. Self-study (English Discovery)	5.3.1 3.1.5 3.2.1	Self-studying through English Discoveries online (Program)	2-15	10%
4. Course book	4.1.4	Assess the work	15	10%

2. Group presentation	1.1.1 2.2.2 2.1.3 3.3.1 3.1.3 3.1.5 4.4.4 5.1.2	Group presentation	15	20%
3. - Final examination	2.1.3 2.1.4 3.1.2	Examination	16	30%

Section 6 Teaching Materials and Resources

1. Texts and main documents

Module documents (English for Reflective Thinking)

2. Documents and important information

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3. Documents and recommended information

Brooks, M. (2011). Q: Skills for success: Listening and speaking 2. New York Oxford University Press.

Maurer, J. & Schoenberg, I. E. (1998). True colors: An EFL course for real communication 1. White Plains, NY: Longman.

McVeigh, J.& Bixby, J. (2011). Q Skills for success: Reading and writing 2. New York Oxford University Press.

Richards, J. C., Hull, J. & Proctor, S. (2005). Interchange third edition. Cambridge: Cambridge University Press

Sweeney, 5. (2003). English for business communication: Student's book. Cambridge: Cambridge University Press.

Vaughan, A. & Zemach, D.E. (2013). Get ready for international business: English for the workplace. Oxford: Macmillan.

Section 7 Evaluation and Improvement of Course Management

1. Strategies for effective course evaluation by students

- Conversation between instructors and students (Formal and informal) .
- Instructor assessment form and course evaluation form (Via education management system)

2. Evaluation strategies in teaching methods

- Observing students' participation in learning activities
- Student results (From assignments and tests)
- Questionnaire

3. Improvement of teaching methods

- Take a questionnaire from the assessment of the student's teaching as a guideline for improvement
- Organize a meeting with other instructors in order to exchange opinions
- Conduct a research in class

4. Evaluation of students' learning outcome

- Verification of ratings from Randomly inspect student's work.
- Appointing the Audit Committee of Student Learning assessment results by checking the test form, methods, and criteria.

5. Review and improvement for better outcome

- Update the course every 5 year by the recommendation and results of standard verification in accordance with the course
- Invite lecturers or instructors in charge to give students a perspective on the apply knowledge

Appendix

1. The instruction of using multimedia English program (English Discovery Online)

For student code from 63

Username: student ID (13 digits)
 Password: dd/mm/yyyy (Buddhist era)

2. Criteria of accessing English Discoveries Online Multimedia Program in General Education English Major

Criteria Point(s)	3 Points	2 Points	1 Point	0 Point
1. Course Completion (3 Points)	100-80%	79-60%	59-40%	39-0%
2. Test Score (2 Points)	-	100-80%	79-50 scores	49-0%
3. Time on task (2 Points)	-	Over 10 hrs	6-9 hrs.	Less than 6 hrs.
4. Total number of units (3 Points)	9-10 Units	8-6 units	5-3 units	Less than 3 units
Total Score = 10 points				

- In case of student facing difficulty on logging on to the University's username, please contact self-study center at language center arts and culture building 1 floor 2