



TQF. 3

Course Specification

0100012 English for Listening and Speaking

This course is part of B.A.

Revised Program 2022

Faculty of Humanities and Social Sciences

Thaksin University

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## Course Description

Name of higher education institution: Thaksin University

Campus/ Faculty/ Department: Songkhla Campus/ Faculty of Humanities and Social Sciences/ Human Resource Management

### Section 1 General Information

#### 1. Code, Course Title, Pre-requisite, Co-course, Course Description

0100012 English for Listening and Speaking

3(2-2-5)

Pre-requisite: N/A

Co-course: N/A

Course Description: Listening to messages, stories, and conversations; expressing opinions in English; communicating orally in daily life situations, and developing critical thinking skills.

#### 2. Course program and type

Bachelor's degree program:

- General Education
- Specialized Course
- Area Fundamental Course
- Major Course
- Compulsory Major Course
- Elective Major Course
- Minor Course

#### 3. Instructor responsible for the course and instructor(s) teaching the course

Instructors responsible for the course: Mr. Martin James Farrelly

#### 4. Term/ Class Standing

Semester 2, 2022

#### 5. Learning site

At the Faculty of Humanities and Social Sciences, Songkhla Campus

#### 6. Date of latest TQF.3 improvement

November 2022

## Section 2 Purpose and Objectives

### 1. Purpose of the course

For the students to learn/ be able to perform:

- 1.1 To build the student's capacity to listen to, and understand native English in everyday use.
- 1.2 To develop the student's fluency in speaking English.

### 2. Course objective(s)

For the students to listen to and understand authentic English conversations and give appropriate responses.

Students should be able to extract the gist from messages and conversations and understand the main points.

For the students to listen to stories and watch videos, and demonstrate comprehension of the English language used in everyday situations.

Students should expand their speaking skills through practice, using real-life scenarios and situations encountered regularly, to develop confidence and fluency when speaking English in daily life.

Students should be able to express opinions and develop critical thinking skills.

### Section 3 Implementation Character

#### 1. Number of hours spent by term

Lecture	Additional Teaching	Practice/ Fieldwork	Self-Study
Number of hours per week 1.5 x 15 weeks	Number of hours per week 0 x 15 weeks	Number of hours per week 1.5 x 15 weeks	Number of hours per week 5 x 15 weeks

#### 2. Number of hours per week and channels for individual students; academic tutorials.

Three hours per week of lectures and practice in the classroom, plus individual and small group tutoring in the tutor room as required. Online interactive homework assignments and practice, during and after each unit. The ability for student contact via email and/or messenger application for further advice/mentoring or general queries.

Section 4 Development of Students' Expected Learning Outcomes

1. Map of responsibility distribution

Course	1. Ethical Attainment		2. Knowledge		3. Intellectual Skills		4. Interpersonal Relations and Responsibility				5. Skills in Numerical Analysis...	
	1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2	4.3	4.4	5.1	5.2
0115111 Oral Communication in Daily-Life Contexts	●	○	●	●	●	○	●	○			○	●

Expected Learning Outcomes	Teaching Techniques	Methods of Evaluation
<b>1. Ethical Attainment</b>		
<p>● 1.1 To be endowed with ethical attainment with the qualities of discipline, honesty, sacrifice, politeness, humility, diligence, and endurance, and subscribing to self-sufficiency in the conduct of life.</p> <p>○ 1.2 To feel a responsibility toward self and society.</p>	<p>1. Integrate qualities of discipline, honesty, sacrifice, politeness, humility, and diligence into the teaching process deductively and inductively since the introductory section.</p> <p>2. Ensure learners are in accordance with students' code of conduct by enforcing university policies. Provide educational moments through a series of mini discussions when codes or teachers' expectations in the classroom fall short.</p>	<p>1. Punctuality in students' attendance, work submission, and participation in activities.</p> <p>2. Discipline and readiness of students taking part in curricular activities.</p> <p>3. Academic honesty.</p> <p>4. Responsibility for the duties assigned.</p>
<b>2. Knowledge</b>		
<p>● 2.1 To possess the knowledge and understanding of various sciences about nature, life, and society.</p>	<p>1. Listening to audio transcripts of native speakers in conversation in relation to various situations including successful conversational techniques, problem-</p>	<p>1. Instructor evaluates the midterm, final, and quizzes by measuring expected outcomes through course grading rubrics using the expected course learning</p>

Expected Learning Outcomes	Teaching Techniques	Methods of Evaluation
<p>● 2.2 To be with a broad worldview with the ability to integrate various sciences for application in the interest of self-development and the development of society.</p>	<p>solving techniques, how to engage in meaningful listening, and knowledge of the laws underpinning the culture of native speakers</p> <p>2. Integrate various cultural viewpoints by creating moments for learners to notice similarities and differences found in the weekly lessons.</p>	<p>outcomes.</p> <p>2. Instructor assesses the learners' understanding of knowledge of various sciences by following outcome rubrics when learners give oral presentations or other active learning activities.</p>
<p><b>3. Intellectual Skills</b></p>		
<p>● 3.1 To be able to use the knowledge and understanding of the English language and the cultures of native speakers of English and to apply them for problem-solving in real situations or to train suitably for experience in a workplace.</p>	<p>1. Analysis of English language texts in relation to cultures of native speakers including how to apply the information in the text to problem-solving, how to communicate effectively using sufficient vocabulary and how to apply continuous learning techniques in a work environment. Analysis of the qualities required for success using role-play</p>	<p>1. Formal assessment methods are class quizzes, assignments, presentations, mid-term listening, and oral examinations. Final listening and oral examinations. Speaking examinations are conducted in accordance with a speaking rubric analyzing communication, fluency, and pronunciation skills in the English language. Informal assessment methods are observations of individual work, pair work, and group work.</p>
<p>○ 3.2 To be determined to seek knowledge for lifelong learning with the ability to apply knowledge to local wisdom for the creative treatment of society.</p>	<p>techniques, and pair class discussion of cultures.</p>	
<p><b>4. Interpersonal Relations and Responsibility</b></p>		
<p>● 4.1 To respect social order and to be responsible to self, community, and society</p>	<p>1. Teaching strategies such as collaborative work with others, which aim at the interrelationships between learners</p>	<p>1. Evaluate knowledge and behavior of relationship skills as integrated into discussions, and other speaking activities by learners' ability to complete activities</p>
<p>○ 4.2 To possess good human</p>	<p>and learners, teachers and learners,</p>	

Expected Learning Outcomes	Teaching Techniques	Methods of Evaluation
<p>relations and to respect and recognize value for self and others.</p>	<p>learners and media, and learners and learning resources.</p> <p>2. Conduct integrated teaching activities, pair and group work, in an attempt to encourage learners to work as a team democratically.</p>	<p>appropriately and by continual classroom observations.</p> <p>2. Evaluate students' ability to work as a team through self and group evaluation sheets that outline group work expectations.</p>
<p><b>5. Skills in Numerical Analysis, Communication, and Application of Information Technology</b></p>		
<p>○ 5.1 To possess the ability to search and collect data and to analyze, synthesize, and summarize points for effective presentation and communication through national language and second language.</p>	<p>1. Integrate teaching methods by emphasizing allowing learners to practice skills of fundamental communication between people.</p> <p>2. Integrate cognitive methods by emphasizing analysis into the discussion and activities. Encourage learners to share ideas in groups.</p>	<p>1. Evaluate through learning activities such as assignments, discussion exercises in class and out of class, and short speeches. Focus on communicative skills and tests in listening and speaking courses.</p> <p>2. Evaluate analytical skills from assignments which has systematic processes by providing assessments that reflect learners' ability to understand and apply the expected assignment outcomes.</p>
<p>● 5.2 To have the ability to choose technology and information material appropriately and wisely. Have the ability to use online learning platforms to participate in, and complete tasks, activities, and projects.</p>	<p>3. Give learners assignments that integrate language patterns and analytical works and give presentations using appropriate communication afterward.</p> <p>4. Provide training to use online classroom tools, such as WebEx, Google Classroom, and YouTube, appropriately and wisely through a step-by-step PowerPoint that guides them to do so.</p>	<p>3. Instructor observes the use of technology throughout the learning process and notices whether students are appropriately following through with the course expectations.</p>



Section 5 Teaching Plan and Evaluation

1. Teaching Plan

Week	Topic/ Detail	No. hours		Instructional activities/ Media used	Instructor
		Lecture	Practice		
1	<p>Course introduction and expectations</p> <p>Get acquainted with students</p> <p>Introduction to the course.</p> <p>Listening &amp; speaking activities (ice-breakers, conversations).</p>	1.5	1.5	<ul style="list-style-type: none"> <li>- PowerPoint</li> <li>- Textbooks</li> <li>- Worksheet</li> <li>- Discussion</li> <li>- Audio/video recording</li> <li>- Pair work</li> <li>- Group work</li> </ul>	Martin James Farrelly
2	<p><b>Topic 1: Sociology</b></p> <p>Listening to a lecture on twins.</p> <p>Listening skill: Listening for main ideas.</p> <p>Speaking: Making small talk.</p> <p style="padding-left: 40px;">Interview a classmate.</p> <p>Critical thinking focus: Activating prior knowledge</p>	1.5	1.5	<ul style="list-style-type: none"> <li>- PowerPoint</li> <li>- Textbooks</li> <li>- Worksheet</li> <li>- Discussion</li> <li>- Audio/video recording</li> <li>- Pair work</li> <li>- Group work</li> </ul>	Martin James Farrelly
3	<p><b>Topic 1: Sociology</b></p> <p>Listening to a conversation about the teenage brain.</p> <p>Speaking skill: Give a presentation about yourself.</p> <p>Critical thinking focus: Activating prior knowledge.</p> <p>Video: Coming of Age.</p>	1.5	1.5	<ul style="list-style-type: none"> <li>- PowerPoint</li> <li>- Textbooks</li> <li>- Worksheet</li> <li>- Discussion</li> <li>- Audio/video recording</li> <li>- Pair work</li> <li>- Group work</li> </ul>	Martin James Farrelly

Week	Topic/ Detail	No. hours		Instructional activities/ Media used	Instructor
		Lecture	Practice		
4	<p><b>Topic 2: Career Studies</b></p> <p>Listen to a lecture: Who's happy at work?</p> <p>Listening for signposts.</p> <p>Speaking skill: Using listing words.</p> <p>Closing a presentation.</p> <p>Critical thinking focus: Categorizing information.</p>	1.5	1.5	<ul style="list-style-type: none"> <li>- PowerPoint</li> <li>- Textbooks</li> <li>- Worksheet</li> <li>- Discussion</li> <li>- Audio/video recording</li> <li>- Pair work</li> <li>- Group work</li> </ul>	Martin James Farrelly
5	<p><b>Topic 2: Career Studies</b></p> <p>Listening to an interview about 21st-century jobs</p> <p>Speaking about different types of jobs.</p> <p>Present about students' dream jobs.</p> <p>Critical thinking focus: Categorizing information.</p> <p>Video: Wanted-Adventure Storyteller.</p>	1.5	1.5	<ul style="list-style-type: none"> <li>- PowerPoint</li> <li>- Textbooks</li> <li>- Worksheet</li> <li>- Discussion</li> <li>- Audio/video recording</li> <li>- Pair work</li> <li>- Group work</li> </ul>	Martin James Farrelly
	<p><b>Topic 3: Geography/Tourism</b></p> <p>Listening for details: Presentation about South-East Asia</p> <p>Speaking skill: Agreeing and disagreeing.</p> <p>Critical thinking focus: About pros and cons.</p>	1.5	1.5	<ul style="list-style-type: none"> <li>- PowerPoint</li> <li>- Textbooks</li> <li>- Worksheet</li> <li>- Discussion</li> <li>- Audio/video recording</li> <li>- Pair work</li> <li>- Group work</li> </ul>	Martin James Farrelly
7	<p><b>Topic 3: Geography/Tourism</b></p> <p>Listening; Using a <i>Wh-</i> question.</p> <p>Listening to a conversation about a vacation.</p> <p>Critical thinking focus: About pros and cons.</p> <p>Video: Monkey City.</p>	1.5	1.5	<ul style="list-style-type: none"> <li>- PowerPoint</li> <li>- Textbooks</li> <li>- Worksheet</li> <li>- Discussion</li> <li>- Audio/video recording</li> <li>- Pair work</li> </ul>	Martin James Farrelly

Week	Topic/ Detail	No. hours		Instructional activities/ Media used	Instructor
		Lecture	Practice		
				- Group work	
8	Oral midterm examination	1.5	1.5		Martin James Farrelly
9	<b>Midterm Examination</b>				
10	<p><b>Topic 4: Technology</b></p> <p>Listening for steps in a process.</p> <p>Speaking skill: Giving reasons.</p> <p style="padding-left: 40px;">Getting people's attention.</p> <p>Present a new tech device.</p> <p>Critical thinking focus: Interpreting a bar graph.</p>	1.5	1.5	<ul style="list-style-type: none"> <li>- PowerPoint</li> <li>- Textbooks</li> <li>- Worksheet</li> <li>- Discussion</li> <li>- Audio/video recording</li> <li>- Pair work</li> <li>- Group work</li> </ul>	Martin James Farrelly
11	<p><b>Topic 4: Technology</b></p> <p>Listening to a class discussion about taking a tech break.</p> <p>Listening: Using a spider map.</p> <p>Speaking: Present about a new App.</p> <p>Critical thinking focus: Interpreting a bar graph.</p> <p>Video: High tech, or no tech?</p>	1.5	1.5	<ul style="list-style-type: none"> <li>- PowerPoint</li> <li>- Textbooks</li> <li>- Worksheet</li> <li>- Discussion</li> <li>- Audio/video recording</li> <li>- Pair work</li> <li>- Group work</li> <li>- Role-play</li> </ul>	Martin James Farrelly
12	<p><b>Topic 5: Psychology</b></p> <p>Listen to a podcast about an adventurer of the year.</p> <p>Listen for examples.</p> <p>Speaking skill: Giving examples</p> <p style="padding-left: 40px;">Asking for questions.</p> <p>Critical thinking focus: Paraphrasing.</p>	1.5	1.5	<ul style="list-style-type: none"> <li>- PowerPoint</li> <li>- Textbooks</li> <li>- Worksheet</li> <li>- Discussion</li> <li>- Audio/video recording</li> <li>- Pair work</li> <li>- Group work</li> </ul>	Martin James Farrelly
13	<p><b>Topic 5: Psychology</b></p> <p>Listen to a conversation about Emma Stokes.</p> <p>Speaking task: Telling a story.</p> <p style="padding-left: 40px;">Presenting a personal plan.</p>	1.5	1.5	<ul style="list-style-type: none"> <li>- PowerPoint</li> <li>- Textbooks</li> <li>- Worksheet</li> <li>- Discussion</li> </ul>	Martin James Farrelly

Week	Topic/ Detail	No. hours		Instructional activities/ Media used	Instructor
		Lecture	Practice		
	Critical thinking focus: Paraphrasing. Video: Highlining Yosemite Falls.			- Audio/video recording - Pair work - Group work	
14	<b>Topic 6: Environmental Science</b> Listen to a student podcast about oceans of plastic. Listening for emotion. Speaking skill: Giving sources of information. Using photos for emphasis and Effect. Critical thinking focus: Understanding bias.	1.5	1.5	- PowerPoint - Textbooks - Worksheet - Discussion - Audio/video recording - Pair work - Group work	Martin James Farrelly
15	<b>Topic 6: Environmental Science</b> Listen to a conversation about Nalini Nadkarni. Speaking task: Present a project using images. Critical thinking focus: Understanding bias. Video: Choices.	1.5	1.5	- PowerPoint - Textbooks - Worksheet - Discussion - Audio/video recording - Pair work - Group work	Martin James Farrelly
16	<b>Oral final examination</b>	1.5	1.5		Martin James Farrelly
17	<b>Final Examination</b>				
18					
<b>Total</b>		<b>22.5</b>	<b>22.5</b>	<b>= 45 hours</b>	

2. Plan of Evaluation of Expected Learning Outcomes

No.	Expected Learning Outcomes	Method/ Type of Assessment	Week	Proportion of Assessment
1	1.1, 1.2, 4.1, 4.2	Attendance and participation	Whole semester	5%
2	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	Assignments and Quizzes	2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15	30%
4	1.1, 1.2, 2.1, 2.2, 3.1, 4.2, 5.1, 5.2	Midterm examination	9	30%
5	1.1, 1.2, 2.1, 2.2, 3.1, 4.2, 5.1, 5.2	Final examination	17	35%
Total				100 %

A = 80-100   B+ = 75-79   B = 70-74   C+ = 65-69

C = 60-64   D+ = 55-59   D = 50-54   F = 0-49

## Section 6 Instructional Resources

### 1. Textbooks, Principal Documents, and Vital Data

Chase, B.T. (2018). *Pathways Foundations: Listening, Speaking, and Critical Thinking*. Boston, MA. National Geographic Learning, a part of Cengage Learning.

### 2. Recommended Documents and Data

Anderson, A., & Lynch, T. (1988). *Listening*. Oxford: O.U.P.

Brownell, J. (2006). *Listening: Attitudes, principles, and skills*. (3rd ed.), Boston: Pearson/Allyn& Bacon.

Hardman, E. (2012). *Active Listening*. E-book.

Kenny, T. *Nice Talking with You* (2011). Cambridge: Cambridge University Press.

Logan, S, and Thaine, C. (2008). *Real Listening and Speaking 2*. Cambridge: Cambridge University Press.

Richards, J.C. (2005). *Tactics for listening*. (2nd ed.). Oxford: O.U.P.

Yükselci, S. (2003). *Teachers' practices and perceptions regarding listening strategies, and perceptions of difficulties likely to arise in English listening comprehension lessons*. Master's thesis, Bilkent University, Ankara.

## Section 7 Evaluation and Improvement of Course Operation

### 1. Tactic of Evaluation of Course Effectiveness by Student

Lessons and activities will be examined thoroughly after obtaining evaluation results from students at the end of each term. Moreover, students' outcomes and integration through activities conducted in the classroom can be observed and adjusted appropriately.

### 2. Tactic of Evaluation of Teaching

There is a teaching evaluation form issued by the University requiring the evaluation of the teaching instructor by students every term. Other teacher evaluation strategies include department observations, reviewing results from the students' outcomes, and discussions in departmental meetings.

### 3. Improvement of Teaching

Improvement from the student's perspective will take place after the evaluation of the course and student outcomes. This will be examined thoroughly after each term. Improvement from the university's perspective will take place after the evaluation from teaching observations, reviewing results from student outcomes, and discussions in departmental meetings.

### 4. Verification of the Student's Standard of Course Achievement

Assigned committees from the academic department and other external committees will review students' grades, examinations, course plans, etc. that verify the Student's Standard of Course Achievement.

### 5. Operations to Revise and Plan the Improvement of Course Effectiveness

The plan to improve the course's effectiveness will be in relation to the feedback from students, departments, and external committees. Using the feedback from those various sources, the plan would be to review and adjust the course where necessary (e.g., students' grades, examinations, teaching methods, course plan, etc.)