Degree ☑ Bachelor's ☐ Master's ☐ Doctoral

Course Specification

EEC3318 English Language Learning Management in Bilingual Schools

English Major Program, Faculty of Education, Suan Sunandha Rajabhat University

Semester 2, Academic Year 2024

Section One: General Information

1. Code and Course Title:

    EEC3318 English Language Learning Management in Bilingual Schools

2. Credits: 3(2-2-5)

3. Curriculum and Course Category:

    3.1 Curriculum: Bachelor of Education, English Major

    3.2 Course Category: Major Elective

4. Lecturer: Yu Mon Kyaw

5. Contact Location: Faculty of Education / E-Mail yumon.ky@ssru.ac.th

6. Year / Semester:

    Semester: 2/2024

    Section 1: 29 Students

    Section 2: 26 Students

7. Pre-requisite: None

8. Co-requisites: None

9. Learning Location: Faculty of Education Building (Building 11), Room 1135

10. Last Date for Preparing and Revising this Course: 25th November 2024

Section 2 Objectives and Purposes

1. Course Objectives

    Upon successful completion of this course, the students should be able to:

1.1. develop critical thinking skills of English language learning Management in Bilingual Schools;

1.2. demonstrate the ability to understand, evaluate and appropriately adapt the types of bilingual programs

1.3. use speaking and listening skills to communicate in English for a variety of classroom tasks as well as in daily life;

1.4. use the presentation skill appropriately for this level to present orally in English;

1.5. use suitable approach of teaching English language in Bilingual school

1.6. gain practical skills to successfully manage classroom tasks such as lesson planning, teaching vocabulary in Bilingual classrooms, teaching grammar in Bilingual classrooms

2. Purposes for Developing / Revising Course (content / learning process / assessment / etc.)

-The lecturer of this course considered a course description and the test blueprint of the teachers' council and students' qualities stated in TQF 1 and 2 for a bachelor of education degree curriculum for determining content, teaching methods, and outcomes.

Section 3 Course Structure

1. Course Description

Bilingual program models and English language instruction in bilingual schools. Discuss related research on English language instruction and English language learning evaluation in bilingual schools. Design English language learning activities corresponding to bilingual education.

2. Time Length per Semester (Lecture – hours / Practice – hours / Self Study – hours)

Lecture	Supplementary Classes	Practice/ Field Work	Self-Study hours

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30 hours	-	30 hours	75 hours

3. Time Length per Week for Individual Academic Consulting and Guidance

(The lecturer provides one hour for individual consultation per week.)

3.1**.** Individual Academic Consulting and Guidance: Room 1145, Faculty of Education

3.2. Mobile phone: 0631926890 Line: Yu Mon

3.3. E-Mail: yumon.ky@ssru.ac.th

Section 4 Developing Students' Learning Outcomes

1. Ethics and Morals

1.1. Ethics and Morals students need to develop

○ (1) Expressing love, faith, and pride in teaching profession; possessing teacher spirituality; following professionial codes of conduct

● (2) Developing a public spirited mindset and personal qualities such as patience, altruism, responsibility, and honesty while completing tasks.

○ (3) Possessing democratic values and characteristics (respecting others'rights and dignity; gaining skills to work together in harmony with others; developing decision making abilities based on objective facts and humanitarian values)

○ (4) Having moral courage; employing reason based on established social values, norms and public interests to appropriately analyze, handle, and solve unethical issues that might come up in unexpected circumstances; withholding transparency and anti-corruption policies; avoiding making use of fake, falsified, and plagiarized information

1.2. Method of Teaching

- (1) The lecturer explains virtue, ethics, morals, and teachers' code of conduct.
- (2) The lecturer and the students set up the rules, regulations, and evaluation criteria together.
- (3) Discussion to ensure that learners are aware of the value of rules, that rules are not restrictions, but can help groups of people to be safe or things to be fair.
- (4) Discussion to create a sense of appreciation, a sense of connectedness, a sense of competence and a sense of commitment

1.3. Method of Evaluation

- (1) Observation of students' learning behavior.
- (2) Evaluation of discipline, honesty, personal responsibility, punctuality, cooperation, and respect for others during class activities.
- (3) Summative evaluation on students' learning behavior at the end of academic year.

2. Knowledge

2.1. Knowledge students need to master

- (1) Understanding theoretical content of teaching profession which includes teacher values, teacher morals, code of conduct, teaching philosophies, and psychology for learning support and development; understanding knowledge of curriculum, instruction, innovation, technology, communication principles in education; understanding knowledge of assessment, learning, research, innovation development, language use for teachers, supervision, coaching, skills for ICT, cooperation, creativity, and the 21st century skills; understanding relationship between theories and practices, and integration across disciplines together with being able to apply them to teaching

  ○ (2) Understanding theoretical content of courses; being able to analyze content of courses in detail; keeping updated about progress of knowledge and applying it to develop students' skills to meet learning standards

  ○ (3) Understanding life, community, and coexistence through key concepts like cultural diversity; understanding and adapting to social change; being able to apply the sufficiency economy philosophy to life, self-development, work improvement and teaching

  ○ (4) Understanding language use and being able to use Thai and English to communicate appropriately

  ○ (5) Realizing values and importance of the king's philosophies for sustainable development; being able to apply the king's philosophies to develop students, work, and community

2.2. Method of Teaching

- (1) Students discuss and engage in types of bilingual programs from other countries.
- (2) Students review and investigate the research article of bilingual education.
- (3) Students study various teaching techniques in bilingual classroom.
- (4) Students engage in planning a course and teaching and learning materials for bilingual program.

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- (5) Students present a teaching demonstration for teaching vocabulary in bilingual classroom.
- (5) Students give individual presentations.
- (6) Students take part in summative comprehention tests
- (7) Students test and evaluate their teaching knowledge for bilingual school via fill in the blank sheets and mock exams.

2.3. Method of Evaluation
- (1) Evaluation of the participation in the discussion.
- (2) Evaluation of individual and pair presentation.
- (3) Evaluation of the assignment and tests.
- (4) Evaluation through final examination.
- **(5) Evaluation on teaching demonstration**

3.Cognitive Skills

3.1. Cognitive skills students need to develop
○ (1) Being able to investigate and analyze facts accurately; being able to evaluate information, media, and sources in multi-dimensional aspects; possessing active citizenship quality by keeping up with changes in the digital era, technological platforms, and futuristic dynamism; applying areas of knowledge and hands-on experiences to work and tackle problems creatively and strategically as well as meeting policies, national strategies, social norms, and potential impact

○ (2) Being able to launch an initiative and creative ideas for development; possessing academic and profession leadership; being able to teach and share knowledge to students and community creatively

● (3) Constructing knowledge and applying knowledge from research; creating innovation for learning development; teaching students to be innovators and enabling them to share knowledge to a community and society

3.2. Method of Teaching
- (1) Interactive lecture
- (2) Speaking presentation
- (3) Team research in classroom

3.3. Method of Evaluation
- (1) Evaluation of the assigned tasks

- (2) Presentation.
- (3) Test

4. Interpersonal Skills and Responsibilities

4.1. Interpersonal Skills and Responsibilities students need to develop

○ (1) Understanding other people's feelings; having positive thinking; being mature and able to manage emotions

● (2) Working in team as a good leader and a supportive associate; maintaining good human relationship to students, colleagues, parents, and people in a community; being responsible for public in economic, society, and environment aspects

○ (3) Being responsible for self-discipline, students, colleagues, and public; providing assistance to others to solve problems creatively

● (4) Having academic and profession leadership; having moral courage; being able to teach and share human relationship values to a community and society creatively

4.2. Method of Teaching

- (1) Group learning and presentation in order to develop interpersonal relationships and responsibility.

4.3. Method of Evaluation

- (1) Observation in group discussion
- (2) Evaluation from the achievement of the tasks.
- (3) Evaluation of oral presentation.

5. Numeral Analysis, Communication, and Information Technology Skills

5.1. Numeral Analysis, Communication, and Information Technology Skills students need to develop

○ (1) Analyzing numerical data and relevant information for accurate understanding

●(2) Using technology and innovation to communicate effectively with a variety of speaking, writing and presenting techniques

○ (3) Using technology and a computer program to support learning, classroom management, work efficiency, meeting, and task manipulating; using critical thinking to check

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credibility of information while searching and screening; having awareness of unethical issues in copyright infringement and plagiarism

5.2. Method of Teaching

- (1) Lecture on research articles
- (2) Discussion
- (3) Students use technology in presentation and collecting data.
- (4) Presentation of pair conversation.

5.3. Method of Evaluation

- (1) Evaluation of the assigned tasks according to the criteria.
- (2) Observation of students' analytical, communicative, and technological skills.

6. Learning Management Skills

6.1 Learning Management Skills students need to develop

○ (1) Possessing expertise in learning management with a variety of student-centeredness methods; designing and developing a course and a curriculum; planning and designing content and activities; managing classroom with the use of technology and media; using appropriate and creative assessment methods

● (2) Applying psychological knowledge to analyze students and design suitable learning management for greater support concerning diversity of students' actual performance, interests, and learning needs.

○ (3) Holding activities and designing learning conditions to help students learn from experiences; developing thinking, working, managing, and problemsolving skills; organizing experiential learning as well as nurturing thinking intelligence with integration between working, learning, and morals; applying knowledge to prevent and solve problems, and develop students with an attitude of honesty, discipline, responsibility

○ (4) Creating a good learning atmosphere and using media, materials, technology, resources, cultural contexts, the university's wisdom, and community wisdom to teach; coordinating with parents and community for commitment, learning convenience, and student

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development to their full performance in knowledge, cognition, and life-long learning dimensions

○ (5) Applying the 21st century skills and technology to teach students and do self-improvement in several aspects (e.g. learning skills, life skills, and literacy skills); applying the sufficiency economy philosophy to daily life

6.2. Method of Teaching

- (1) Lecture on search engine to study and download research articles and academic articles.
- (2) Students are invited to use self-study resources to improve their English language learning management in Bilingual schools and read the research articles.
- (3) Students display their time management skills through presentations.

6.3. Method of Evaluation

- (1) Evaluation of individual and conversation in pair presentations.
- (2) Observation of students' time management skills.
- (3) Evaluation on assigned task.

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Section 5 Lesson Plan and Assessment

1. Teaching plan/Lesson Plan

Week	Topic/Content	Teaching Mode	Program	Teaching Activities	Assessment
1 6th Dec 2024	• Course orientation • Introduction to the course. Getting to know the purposes of the course. • Setting up the rules together. • Important Key terms (ESL,EFL) • Pre-test	Onsite	Google classroom -Power point Slide -PDF file -Teaching and Learning Resources for Week 1	-Lecture -Discussing the rules of the course together. -Classroom research and discussion about the English speaking world. -Context and appropriate language -Introduce important key terms in English Language Learning	1. From attendance 2.From responding 3. Observation notes 4.From introducing themselves 5.Pre-Test
#2 13th Dec 2024	Unit1: -Bilingual Education -Types of Bilingual Programs	Onsite	-Google classroom -Power point Slide -PDF file -Teaching and Learning Resources for Week 2	1. Lecture on the definition of Bilingual Education.	1.From responding to the lecture. 2.From attendance 3.From participating in the discussion 4.Observation notes and feedback 5.Pair work

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Week	Topic/Content	Teaching Mode	Program	Teaching Activities	Assessment
#3 20th Dec 2024	Unit2: Bilingualism, ESL, EFL, ESOL -Presentation Techniques	Onsite	1.Google classroom 2. Power Point 3. PDF file 4. Teaching and Learning Resources for Week 3	1.Lecture and discussion 2.Summary of activities and discuss on the topics	1.From responding to the lecture 2.From attendance 3.From participating in the discussion 4.Observation notes and feedback 5.Pair work
#4 27th Dec, 2024	Unit3: Planning for a course Planning for teaching and learning	Onsite	1.Google classroom 2. Power Point 3. PDF file 4. Teaching and Learning Resources for Week 4	1.Discuss on planning for a course and planning for teaching and learning Summary of activities and discuss	1.From responding to the lecture. 2.From attendance 3. From participating in the discussion 4.From presentation 5.Observation notes and feedback
#5 (3rd Jan, 2025)	Unit3: Choosing the right course book	Onsite	1.Google classroom 2. Power Point 3. PDF file 4. Teaching and Learning Resources for Week 5	1. Discuss on choosing the right course book. 2.Discussion on different situation 3.Summary of activities and discussion	1.From assignment. 2.From attendance 3. From participating in the discussion 4.From presentation 5.Observation notes and feedback

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Week	Topic/Content	Teaching Mode	Program	Teaching Activities	Assessment
#6 (10th Jan, 2025)	Unit3: Designing your own materials	Onsite	1.Google classroom 2. Power Point 3. PDF file 4. Teaching and Learning Resources for Week 6	1.Discuss on designing your own materials 2.Summary of activities and discussion	1. From responding to the lecture. 2.From attendance 3.From participating in the discussion 4. From presentation 5.Observation notes and feedback
#7 (17th Jan, 2025)	Revision Week	onsite	1.Google classroom 2. Google form	-Going over the content of the previous 3 units Mock test	Evaluation notes and feedback
#8 (24th Jan, 2025)	Unit4: Learning Style	Onsite	1.Google classroom 2. Power Point 3. PDF file 4. Teaching and Learning Resources for Week 8	1.Discuss on different learning style 2.Summary of activities and discussion	1.From responding to the lecture. 2.From attendance 3.From discussion and showing their opinion 4. From presentation 5.Observation notes and feedback
#9 (31st Jan, 2025)	Unit4: Learners' Need	Onsite	1.Google classroom 2. Power Point 3. PDF file 4. Teaching and Learning	1.Discuss on meeting learners' Need 2.Lecture on "Responding to Learning Needs	1. From responding to the lecture. 2.From attendance 3.From participating in the discussion 4. From presentation

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Week	Topic/Content	Teaching Mode	Program	Teaching Activities	Assessment
			Resources for Week 9	in the classroom" 3.Summary of activities and discussion	5.Observation notes and feedback
#10 (7th Feb, 2025)	Midterm Test	Onsite	1.MCQ	1.Google form 2.Written	1.Assignment 2. From Google Form
#11 (14th Feb, 2025)	Unit5: Classroom Management in bilingual schools	Onsite	1.Google classroom 2. Power Point 3. PDF file 4. Teaching and Learning Resources for Week 11	1.Discuss on classroom Management 2.Lecture on "Effective classroom management strategies" 3.Summary of activities and discussion	1. From responding to the lecture. 2.From attendance 3.From participating in the discussion 4. From presentation 5.Observation notes and feedback
#12 (21st Feb, 2025)	Unit5: Using Pair and Group work	Onsite	1.Google classroom 2. Power Point 3. PDF file 4. Teaching and Learning Resources for	1.Discuss on Managing Pair Work 2.Lecture on "Managing group work" 3.Summary of	1. From responding to the lecture. 2.From attendance 3.From participating in the discussion 4. From presentation 5.Observation notes

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Week	Topic/Content	Teaching Mode	Program	Teaching Activities	Assessment
			Week 12	activities and discussion	and feedback opinion
#13 (28th Feb, 2025)	Unit5: Working with large Class	Onsite	1.Google classroom 2. Power Point 3. PDF file 4. Teaching and Learning Resources for Week 13	1.Discuss on Managing large Class 2. Summary of activities and discussion	1. From assignment. 2.From attendance 3.From participating in the discussion 4. From presentation 5.Observation notes and feedback opinion
#14 (7th March, 2025)	Unit6: How to keep your class in good order Unit 7: Lesson Planning	Onsite	1.Google classroom 2. Power Point 3. PDF file 4. Teaching and Learning Resources for Week 14	1. Discuss on how to keep your class in good order. 2.Lecture on "Lesson Planning" 3.Summary of activities and discussion	1.From assignment 2.From attendance 3.From participating in the discussion 4. From presentation 5.Observation notes and feedback opinion
#15 (14thMarch,2025)	Unit 8: Language Work in the classroom 8.1 Teaching Vocabulary	Onsite	1.Google classroom 2. Power Point 3. PDF file 4. Teaching and Learning Resources for	1.Discuss on Language work in the classroom 2.Discuss on "Lesson Planning" 3.Discuss on	1.From responding to the lecture 2.From attendance 3.From participating in the discussion 4. From presentation 5.Observation notes

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Week	Topic/Content	Teaching Mode	Program	Teaching Activities	Assessment
			Week 15	Teaching Vocabulary 4. Summary of activities and discussion	and feedback opinion 6. Assignment planning lesson on teaching vocabulary
#16 (21st March, 2025)	Unit 8: Teaching Grammar Revision	Onsite	1.Google classroom 2. Power Point 3. PDF file 4. Teaching and Learning Resources for Week 16	1.Discuss on Teaching Grammar 2.Discuss on "Lesson Planning on teaching Grammar" 3.Summary of activities and discussion Mock test	1. Assignment planning lesson on teaching grammar 2.From attendance 3.From participating in the discussion 4. From presentation 5.Observation notes and feedback opinion 6. Evaluation notes and feedback
#17 28/3/25	Final test	Onsite	1.Google Form 2. Lesson Planning	1. MCQ 2. Written	1.Assignment 2. From Google Form 3. Marked

Learning Outcome	Assessment Activities	Week	Proportion for Assessment (%)
1. Ethics and Morals	Evaluated from general attitude towards learning Attendance and Class participation	1-17	10%
2. Knowledge 3.Cognitive Skills	Assignment (presentation) Planning a course Group presentation End of term exams	3-7	30%
4 Interpersonal Skills	Assignment Lesson Planning and teaching practice Evaluated from learning behavior and attitude towards peers	1-16	30%
5 Numeral Analysis	Assignment from research paper	13-14	10%
6 learning management skill	End of term exams Assessed from completed tasks at home	1-17	20%

The Social engineer characteristics

✓ 1. Logical thinking skill

✓ 2. Communication skill

✓ 3. Collaborative teamwork skill

4. Innovation creating skill

The social engineer 17 Competencies of Rajabhat graduates

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✓ 1. Professional Teacher

✓ 2. Leadership & Community Engagement

✓ 3. Classroom Management

✓ 4. Teamwork & Collaboration

✓ 5. Digital Capability

   6. Strategic Communication

✓ 7. Personality & Mindset: Adaptability

✓ 8. Volunteer spirit & Public mind

   9. Instructional media mastery

✓ 10. Facilitating & Coaching

✓ 11. Assessment and Evaluation

   12. Sufficiency Economy Philosophy application

✓ 13. Curriculum design & development

✓ 14. Good Citizen

   15. Integrated science for teaching

   16. Educational innovator

✓ 17. Teacher's spirit

Section 6: Learning and teaching resources

1. **Textbooks and Main Documents**

   -Bilingual Education and English as a second Language (ESL) programs

   TCISD Bilingual Programs Guidelines and procedures Handbook

   Psychology of classroom learning

   -Bilingualism

   -Bilingual Education

   Maryland TESOL Handbook for Educators of English Learners

   https://www.researchgate.net/publication/351287246_Maryland_TESOL_Handbook_for_Educators_of_English_Learners

   -TESOL guidebook

   https://www.tesolau.com/international-tesol-diploma-learning-resources/TESOL-GUIDEBOOK-V0019.pdf

2. Important Documents for Extra Study

https://www.researchgate.net/publication/312266687_Bilingual_Education_What_the_Research_Tells_Us

3. **Suggestion Information (Printing Materials/Website/CD/Others)**

The practice of English Language Teaching by Geremy Harmer (fifth edition)

Effective Teaching Methods by Gary D. Borich (eighth edition)

https://dictionary.cambridge.org/

http://www.google.com

ResearchGate

GoogleScholar

ERIC

Section 7 Course Evaluation and Revising

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

Students evaluate the effectiveness of the course, the appropriateness of teaching and learning activities, learning content, and the lecturer's learning management of the course.

2. **Strategies for Course Evaluation by Lecturers**

The students' feedback is considered for teaching adaptation and development.

3. **Teaching Improvement**

A meeting in the department is made for further discussion or a teacher keeps updating content and activity arrangement.

4. **Feedback for Achievement Standards**

The teacher announce score results to the students before sending their grades and hold a meeting with all the department members and a verification committee to double check the grade results.

5. **Methodology and Planning for Course Review and Improvement**

The teacher analyzes the students' feedback and verification committee' advice and apply them to course planning, teaching, and assessment.

5. Curriculum Mapping

คุณลักษณะบัณฑิต รายวิชา	1. คุณธรรม จริยธรรม				2. ความรู้					3. ทักษะทางปัญญา			4. ทักษะความสัมพันธ์ระหว่างบุคคล และความรับผิดชอบ				5 ทักษะการวิเคราะห์เชิงตัวเลข การสื่อสารและการใช้เทคโนโลยี			6. วิธีวิทยาการจัดการเรียนรู้				
	1	2	3	4	1	2	3	4	5	1	2	3	1	2	3	4	1	2	3	1	2	3	4	5
EEC3318 การจัดการเรียนรู้ภาษาอังกฤษในโรงเรียนสองภาษา	○	●	○	○	●	○	○	○	○	○	○	●	○	●	○	●	○	●	○	○	●	○	○	○

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