



Course Specification

EEI 1301 listening and speaking for Teachers of English

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

Semester 1, Academic Year 2025

Section One: General Information

1. Code and Course Title:
2. EEI 1301 listening and speaking for Teachers of English
3. Credits: 3(2-2-5)
4. Curriculum and Course Category:
 - 4.1 Curriculum: Bachelor of Education, English Major
 - 4.2 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: 1/2025
 - Section 1: 29 Students
 - Section 2: 32 Students
7. Pre-requisite: None
8. Co-requisites: None
9. Learning Location: Faculty of Education Building (Building 11), Room 1152
10. Last Date for Preparing and Revising this Course: 25th June 2025

Section 2 Objectives and Purposes

1. Course Objectives

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

- 1.1. analyze different listening strategies and their effectiveness in various contexts.
- 1.2. distinguish between factual information, opinions, and biases in spoken discourse.
- 1.3. infer meaning from context, including non-verbal cues and intonation.
- 1.4. use speaking and listening skills to communicate in English for a variety of classroom tasks as well as in daily life;
- 1.5. use the presentation skill appropriately for this level to present orally in English;
- 1.6. express ideas clearly, coherently, and confidently in various spoken contexts and develop fluency in spoken English while maintaining a reasonable level of accuracy.

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

This course is designed to equip English language teachers with the essential listening and speaking skills necessary for effective communication in diverse professional and social contexts. The course emphasizes the development of both receptive and productive oral communication skills, focusing on understanding and analyzing spoken discourse, as well as

expressing ideas clearly, coherently, and confidently.

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

<i>Lecture</i>	<i>Supplementary Classes</i>	<i>Practice/ Field Work</i>	<i>Self-Study hours</i>
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 professional 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 listening and speaking activities.
- (2) Students review and explore audio recordings such as news broadcasts, TED Talks, or podcasts with clear, natural speech for listening skills and imitating Native Speech Patterns
- (3) Students participate in interactive Listening Activities.
- (4) Students engage in small talks, role play, discussion, storytelling and debate to improve speaking skills.
- (5) Students select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- (6) Students organize their thoughts in a meaningful and logical sequence.
- (7) Students take part in summative comprehension tests.

2.3. Method of Evaluation

- (1) Evaluation of the participation in the discussion.
- (2) Evaluation of individual and pair small talks, role play and debate
- (3) Evaluation of the assignment and tests.
- (4) Evaluation through final examination.

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 (small talks, role play and debate)
- (3) Team research in classroom

3.3. Method of Evaluation

- (1) Evaluation of the assigned tasks
- (2) Discussion, Small Talk, Role Play, Debate.
- (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 role play and debate.
- (3) Evaluation of communication and collaboration for department project.

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 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 problem-solving 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 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.

Section 5 Lesson Plan and Assessment

1. Teaching plan/Lesson Plan

Week	Topic/Content	Teaching Mode	Program	Teaching Activities	Assessment
1 17 th July 2025	Activity: Course Orientation Learning Guideline: -Introduction to the course and learning approaches Chapter 1: Language Function: Greeting and farewell Activity 1 Setting the classroom Rules	Onsite	Google classroom -Power point Slide	1. An introductory to the course 2. Ice Breaking activities 3. Introducing themselves in English Introduce listening to Podcast (extra listening)	1. From attendance 2. From responding 3. Observation notes From introducing themselves
#2 24 th July 2025	Chapter 2: The Importance of Listening and speaking skills Strategies for listening with purpose (Learning Mode: Self-directed learning)	Onsite	- Google classroom -Power point Slide -YouTube	<i>Teaching and Learning Activities:</i> • Lecture through instructional videos Interactive Lecture. <i>Learning Materials:</i> • Canva Summary of activities and discussion.	1. From responding to the podcast listening. 2. From attendance 3. From participating in the activity 4. From discussion and

Week	Topic/Content	Teaching Mode	Program	Teaching Activities	Assessment
	Analyze listening strategies such as pay attention, show that listening, respond appropriately, and providing feedback				showing their opinion
#3 31 st July 2025	Chapter 3: Asking for giving and refusing permission and suggestions	Onsite	-Power point Slide -YouTube - Listening from different resources	<i>Teaching and Learning Activities:</i> <ul style="list-style-type: none"> Lecture through instructional videos Interactive online activities supporting active self-study in English <i>Learning Materials:</i> <ul style="list-style-type: none"> Canva Mentimeter 	3.From responding to the podcast listening. 4.From attendance 3.From participating in the activity 4.From discussion and showing their opinion
#4 7 th Aug, 2025	Chapter 3 : Asking for giving and refusing permission and suggestions	Onsite	-Power point Slide -YouTube	<i>Teaching and Learning Activities:</i> 1.Watch/Discuss on a video clip on giving and refusing permission and	1.From responding to the podcast listening. 2.From attendance

Week	Topic/Content	Teaching Mode	Program	Teaching Activities	Assessment
	Activity 2: TOEIC listening test practice Listening from different resources			suggestions 2. Lecture through instructional videos <i>Learning Materials:</i> • Canva • TOEIC Audio 3. Summary of activities and discuss on role-play	3. From TOEIC Mock Test 4. From discussion and showing their opinion
#5 (14 th Aug, 2025)	Chapter 4: Agreeing, disagreeing and apologizing (Learning Mode: Self-directed learning)	Onsite	-Power point Slide -YouTube -different resources -PDF files - Lecture notes	<i>Teaching and Learning Activities:</i> • Lecture through instructional videos • Interactive online activities supporting active self-study in English 1. Watch/Discuss on a video clip on giving and refusing 2. Analyze listening strategies such as pay attention, show that listening, respond appropriately, and providing feedback. permission and	1. From responding to the podcast listening. 2. From attendance 3. From performing role-play 4. From discussion and showing their opinion.

Week	Topic/Content	Teaching Mode	Program	Teaching Activities	Assessment
				<p>suggestions</p> <p>3.Role-play: different situation</p> <p>4.Summary of activities and discussion</p>	
#6 (15 th Aug, 2025)	Chapter 4: Agreeing, disagreeing and apologizing	Onsite	-Power point Slide -YouTube -different resources	<p>1.Watch/Discuss on a video clip on agreeing, disagreeing and apologizing.</p> <p>2.Role-play: different situation</p> <p>Summary of activities and discuss on role-play</p> <p>3.Analyze listening strategies such as pay attention, show that listening, respond appropriately, and providing feedback.</p> <p>permission and suggestions and</p>	<p>1.From responding to the podcast listening.</p> <p>4.From attendance</p> <p>5.From performing role-play</p> <p>4.From discussion and showing their opinion.</p>

Week	Topic/Content	Teaching Mode	Program	Teaching Activities	Assessment
				analyze listening strategies	
#7 (21 st Aug, 2025)	Activity 3: Knowledge Summary of Chapters 1–4 Chapter 5: Asking for help, obligation and clarification	onsite	-Power point Slide -YouTube -different resources	<i>Teaching and Learning Activities:</i> <ul style="list-style-type: none"> • Integrated learning activities face-to-face lectures • Role Play • Scenario-based activities combined with skill practice through role-play • Comparative activities on the use of formal and informal language • Idea exchange and reflection on acquired skills 	Post-learning exercise summary Discussion
#8 28 th Aug, 2025)	Midterm Examination Coverage: TOEIC Listening Test and speaking test describing (people, place and thing) Number of Items: Listening - 25 questions + Speaking Points: 25 + 5 = 30 points				
#9 4 th Sep, 2025)	Chapter 5: Exploring the world of debating (Learning Mode:	Onsite	<i>Learning Materials:</i> Canva Audio clip	<i>Teaching and Learning Activities:</i> <ul style="list-style-type: none"> • Lecture through instructional videos 	1.From attendance 2. From discussion and

Week	Topic/Content	Teaching Mode	Program	Teaching Activities	Assessment
	Self-directed learning)				sharing their opinion
#10 (11 th Sep, 2025)	Chapter 5 : Exploring the world of debating (Learning Mode: Self-directed learning)	Onsite	<i>Learning Materials:</i> Canva Audio clip -Power point Slide -YouTube -different resources	<i>Teaching and Learning Activities:</i> • Lecture through instructional videos 1.Watch/Discuss on a video clip on Debate. Summary of activities and discuss on role- play	1.From responding to the watching debate video 2.From attendance 3.From discussion and sharing their opinion
#11 (18 th Sep, 2025)	Activity-4 Student's Debating	Onsite	-Power point Slide -Canva	Observation Giving Feedback	1.From performing Debate 2.From attendance 3. From discussion and giving feedback and their opinion
#12 (25 th Sep, 2025)	Chapter 6: Language Functions (Learning Mode: Self-directed learning)	Onsite	<i>Learning Materials:</i> Canva Audio clip -Power point Slide	<i>Teaching and Learning Activities:</i> • Lecture through instructional videos	1.From responding to the watching debate video 2.From attendance

Week	Topic/Content	Teaching Mode	Program	Teaching Activities	Assessment
			-YouTube -different resources	1. Watch/Discuss on a video clip on Debate. Summary of activities lecture	3. From discussion and sharing their opinion
#13 (2 nd Oct, 2025)	Activity 5 Student's Debating	Onsite	-Power point Slide -Canva	Observation Giving Feedback	2. From performing Debate 2. From attendance 3. From discussion and giving feedback and their opinion
#14 (9 th Oct, 2025)	Activity-6 Student's Debating	Onsite	-Power point Slide -Canva	Observation Giving Feedback	3. From performing Debate 2. From attendance 3. From discussion 1. and giving feedback and their opinion
#15 (16 th Oct, 2025)	Chapter 7: Expressing Sympathy and forbidding Chapter 8: Giving feedback, comment and suggestions	Onsite	<i>Learning Materials:</i> Canva Audio clip -Power point Slide -YouTube -different resources	<i>Teaching and Learning Activities:</i> • Lecture through instructional videos 1. Watch/Discuss on a video clip on Debate.	1. From responding to the watching debate video 2. From attendance 4.3. From discussion and sharing their opinion

Week	Topic/Content	Teaching Mode	Program	Teaching Activities	Assessment
				Summary of activities lecture	
#16 (30 th Oct, 2025)	Final Exam			Final Examination Coverage: Knowledge from Chapters 5–8 + IELTS Listening 30 items Number of Items: 30 questions	

Learning Outcome	Assessment Activities	Week	Proportion for Assessment (%)
1. Ethics and Morals	Evaluated from general attitude towards learning Attendance and Class participation	1-15	10%
2. Knowledge 3. Cognitive Skills	Assignment (Group Debating) Planning for a debate End of term exams	1-15	30%
4 Interpersonal Skills	Assignment (Individual podcast retelling) Group Discussion End of term exams	1-15	30%

5 Numeral Analysis	Collecting Data from Research for Debating	11-15	10%
6 learning management skill	End of term exams Assessed from completed tasks at home	1-15	20%

Section Six: Learning and teaching resources

1. Textbooks and Main Documents

-YouTube, Podcast

-Conversation files of unit 1-8

-handout for listening and speaking dialogues

2. Suggestion Information (Printing Materials/Website/CD/Others)

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

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

<https://dictionary.cambridge.org/>

<http://www.google.com>

[ResearchGate](#)

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.

6. Curriculum Mapping

คุณลักษณะบัณฑิต รายวิชา	1. คุณธรรม จริยธรรม				2. ความรู้					3. ทักษะทาง ปัญญา			4. ทักษะความสัมพันธ์ ระหว่างบุคคล และความ รับผิดชอบ				5 ทักษะการวิเคราะห์ เชิงตัวเลข การสื่อสาร และการใช้เทคโนโลยี			6. วิถีวิทยา การจัดการเรียนรู้				
	1	2	3	4	1	2	3	4	5	1	2	3	1	2	3	4	1	2	3	1	2	3	4	5
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