



General Education course

Elementary Thai I

ICGL 161

Undergraduate Program

University International College

Division Humanities and Language

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### TQF 3 Course Specifications

#### Section 1 General Information

1. Course code and course title

ICGL 161      ภาษาไทยพื้นฐาน ๑

ICGL 161      Elementary Thai I

2. Number of credits 4(4-0-8)

3. Program and type of subject

3.1 Program              Undergraduate Degree (International Program)

3.2 Type of Subject    General Education

4. Course Coordinator and Course Lecturer

4.1 Course Coordinator    Arpaporn Iemubol

Thai Program Coordinator, HLD

028003574 ext. 215 [arpaporn.iem@mahidol.ac.th](mailto:arpaporn.iem@mahidol.ac.th)

4.2 Course Lecturer    Arpaporn Iemubol & Wimonsiri Hemtanon

5. Trimester/ Year of Study

5.1 Trimester    T1/T2/T3

5.2 Course Capacity Maximum 25 students per section

6. Pre-requisite            N/A

7. Co-requisites            N/A

8. Venue of Study        MUIC

9. Date of Latest Revision 21/12/2017



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## Section 2 Goals and Objectives

### 1. Course Goals

- 1.1. Develop abilities to conduct basic communication exchanges about personal topics in Thai considering the culture and pragmatics of the target language.
- 1.2. Develop skills to understand Thai basic grammar concepts (sentence structures, classifiers, and word order).
- 1.3. Develop ability to write Thai consonants and vowels.
- 1.4. Develop ability to classify consonant classes.

### 2. Objectives of Course Development/Revision

#### 2.1 Course Objectives

- 2.1.1. Understand basic pragmatics and culture conventions to produce basic communication exchanges in the target language.
- 2.1.2. Comprehend grammar structures to create conversation about personal topics.
- 2.1.3. Develop interdisciplinary skills to compare their own culture to the target culture.

#### 2.2 Course-level Learning Outcomes: CLOs

By the end of the course, students will be able to (CLOs)

- CLO1: Identify consonant classes, vowels, types of syllable, and tones
- CLO2: Identify basic sentence structures, classifiers, question words, and word order.
- CLO3: Conduct simple communication exchanges about basic and personal everyday topics.
- CLO4: Read, write, and correctly pronounce one-syllable words.



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### Section 3 Course Management

#### 1. Course Description

ทักษะการฟังและพูดเกี่ยวกับหัวข้อต่อไปนี้ การแนะนำตัว การสั่งอาหารและเครื่องดื่มเบื้องต้น สถานที่ ทิศทาง ยานพาหนะ การซื้อตั๋ว เสื้อผ้า สี ขนาด การต่อรองราคา การนับเลขและใช้ลักษณนาม การอ่านและการเขียน พยัญชนะไทย สระที่เขียนตามหลัง ก่อนหน้า เหนือ หรือใต้พยัญชนะ เลขไทย คำเป็นและคำตาย

English

Listening and speaking skills on the following topics: introducing oneself one's friend and family, basic food and drink ordering, places, directions, transportation, buying tickets, clothing items, colours, and sizes, bargaining, counting and using classifiers, reading and writing Thai consonants, vowels placed after, before, above, and below the consonants, Thai numbers, live and dead syllables

#### 2. Credit hours per trimester

Lecture (Hour(s))	Laboratory/field trip/internship (Hour(s))	Self-study (Hour(s))
48		96

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

4 hours a week (Specific schedule depends on the Lecturer's timetable each trimester)



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### Section 4 Development of Students' Learning Outcome

1. Short summary on the knowledge or skills that the course intends to develop in students (CLOs)

By the end of the course, students will be able to

CLO1: Identify consonant classes, vowels, types of syllable, and tones

CLO2: Identify basic sentence structures, classifiers, question words, and word order.

CLO3: Conduct simple communication exchanges about basic and personal everyday topics

CLO4: Read, write, and correctly pronounce one-syllable words.

2. Teaching methods for developing the knowledge or skills specified in item 1 and evaluation methods of the course learning outcomes

Course Code	Teaching methods	Evaluation Methods
CLO1	Lecture, Inductive teaching Pair work Exercise and homework	- In class feedback - Quiz 1, Quiz 2, and Quiz 3 (written and oral) - Final examination
CLO2	Lecture, Inductive teaching Pair work Exercise and homework	- In class feedback - Quiz 1, Quiz 2, and Quiz 3 (written and oral) - Final examination
CLO3	Lecture, Inductive teaching Pair work Exercise and homework	- In class feedback - Quiz 1, Quiz 2, and Quiz 3 (written and oral) - Final examination
CLO4	Lecture, Inductive teaching Pair work Exercise and homework	- In class feedback - Quiz 1, Quiz 2, and Quiz 3 (written and oral) - Final examination

### Section 5 Teaching and Evaluation Plans



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1. Teaching plan

Week	Topic	Number of Hours		Teaching Activities/ Media	Lecturer
		Lecture Hours	Lab/Field Trip/Internship Hours		
1	Vocabulary and structures on introducing oneself, one's friend, and family Basic sentence structures Mid class consonants Vowels placed after consonants	4		Explanation of basic greetings and introduction Presentation of vocabulary and structures on introducing oneself Pair work, presentation of basic personal information in class. Reading and writing mid class consonants and vowels placed after consonants, live and dead syllables Media: PPT presentation, audio files, exercises from Small and Private Online Class (SPOC) <a href="https://mux.mahidol.ac.th/">https://mux.mahidol.ac.th/</a>	Arpaporn Iemubol or Wimon Siri Herntanon
2	Long vowels placed after the consonant and corresponding short vowels Live and dead syllables	4		Pair work in order to create basic dialogues. Practice on mid class consonants in live and dead syllables	



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	Mid class consonants in the final position Live and dead syllables			Media: PPT presentation, audio files, Small and Private Online Class (SPOC) <a href="https://mux.mahidol.ac.th/">https://mux.mahidol.ac.th/</a>
3	Revision and preparation for Quiz I	4		Review activities Quiz I- 10%
4	Vocabulary and structures on ordering drinks and making special requests Numbers 0 – 999 and the use of classifiers High class consonants Vowels placed before consonants	4		Presentation of vocabulary on ordering drinks Counting in Thai Pair work on ordering drinks Reading and writing high class consonants and vowels placed before consonants, live and dead syllables Media: PPT presentation, audio files, Small and Private Online Class (SPOC) <a href="https://mux.mahidol.ac.th/">https://mux.mahidol.ac.th/</a>
5	Ordering one-plate meals Special requests High class consonants in final position Live and dead syllables	4		Explanation of basic Thai food culture Presentation of vocabulary on dishes and basic ingredients Pair work on ordering dishes



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				Practice on high class consonants in live and dead syllables Media: PPT presentation, audio files, Small and Private Online Class (SPOC) <a href="https://mux.mahidol.ac.th/">https://mux.mahidol.ac.th/</a>
6	Revision and preparation for Quiz II	4		Review activities Quiz II – 15%
7	Vocabulary and structures on place names and street directions Using a map Paired low class consonants and vowels placed below and above the consonants	4		Presentation of vocabulary on place names and directions Reading and writing low class paired consonants and vowels placed below and above the consonants, live and dead syllables Media: PPT presentation, audio files, Small and Private Online Class (SPOC) <a href="https://mux.mahidol.ac.th/">https://mux.mahidol.ac.th/</a>
8	More vocabulary and structures on place names and street directions Transportation Paired low class consonants in final position Live and dead syllables	4		Presentation of vocabulary on transportation and fares Practice on low class paired consonants in live and dead syllables Media: PPT presentation, audio files, Small and



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				Private Online Class (SPOC) <a href="https://mux.mahidol.ac.th/">https://mux.mahidol.ac.th/</a>
9	Vocabulary and structures on buying tickets Revision and preparation for Quiz III	4		Presentation of vocabulary on buying tickets and classifiers Pair work Review activities
10	Quiz III – 20% Vocabulary and structures on different sections in a department store and clothing items Classifiers for clothing items Low consonants unpaired and vowels placed around consonants	4		Quiz II – 15% Presentation of vocabulary on sections in a department store, clothing items, and classifiers Reading and writing low class unpaired consonants and vowels placed around consonants, live and dead syllables Media: PPT presentation, audio files, Small and Private Online Class (SPOC) <a href="https://mux.mahidol.ac.th/">https://mux.mahidol.ac.th/</a>
11	Asking for the price, sizes and colours Bargaining Low consonants unpaired in final position Reading real words and short sentences	4		Practice on low class unpaired consonants in live and dead syllables Media: PPT presentation, audio files, Small and Private Online Class (SPOC) <a href="https://mux.mahidol.ac.th/">https://mux.mahidol.ac.th/</a>





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12	Revision for final examination Oral test	4		Various activities to review all the content presented during the trimester Oral test
13	Final Examination	4		
	Total	Lecture 48 hours Self study 96 hours	-	

## 2. Plan for Assessing Course Learning Outcomes

### 2.1 Assessing and Evaluating Learning Achievement

#### a. Formative Assessment

In class discussion to identify students' strengths and weaknesses. Lecturer's feedback.

#### b. Summative Assessment

##### (1) Tools and Percentage Weight in Assessment and Evaluation

Learning Outcomes	Assessment Methods	Assessment Ratio (Percentage)	
CLO1: Identify consonant classes, vowels, types of syllable, and tones	Final examination (oral and written)	10	25
	Quiz 1 (oral and written)	4	
	Quiz 2 (oral and written)	5	



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	Quiz 3 (oral and written)	6	
CLO2: Identify basic sentence structures, classifiers, question words, and word order.	Final examination (oral and written)	10	25
	Quiz 1 (oral and written)	4	
	Quiz 2 (oral and written)	5	
	Quiz 3 (oral and written)	6	
CLO3: Conduct simple communication exchanges about basic and personal everyday topics	Final examination (oral and written)	10	25
	Quiz 1 (oral and written)	4	
	Quiz 2 (oral and written)	5	
	Quiz 3 (oral and written)	6	
CLO4: Read, write, and correctly pronounce one-syllable words.	Final examination (oral and written)	10	25
	Quiz 1 (oral and written)	4	
	Quiz 2 (oral and written)	5	
	Quiz 3 (oral and written)	6	
Total		100	100



(2) Grading System

Grade	Achievement	Final Score (% Range)	GPA
A	Excellent	90-100	4.0
B+	Very good	85-89	3.5
B	Good	80-84	3.0
C+	Fairly good	75-79	2.5
C	Fair	70-74	2.0
D+	Poor	65-69	1.5
D	Very poor	60-64	1.0
F	Fail	Less than 60	0.0

(3) Re-examination (If course lecturer allows to have re-examination)

N/A - (Not applicable with MUIC)

3. Student Appeals

In case of appeal follow OAA procedures



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## Section 6 Teaching Materials and Resources

### 1. Textbooks and/or other documents/materials

1) Fouquet, G., Pongpun, A., Lemubol, A. (2008). Sabai Sabai an Elementary Thai Course Book. Thailand.

2) Thai Small and Private Online Classroom (SPOC) available on <https://mux.mahidol.ac.th/>

### 2. Recommended textbooks and/or other documents/materials

1. Yakorn, S. (2017). I Can Speak Thai Book I and II. Thailand.
2. Hoonchamlong, Y. (2007). Thai Language and Culture for Beginners I. Thailand.
3. Hoonchamlong, Y. (2007). Thai Language and Culture for Beginners II. Thailand.
4. Kanchanawan, N. & Eynon, M. J. (2005) Learning Thai (A Unique and Practical Approach). Bangkok: Odeon Store.
5. Ponmanee, S. (2003). Speaking Thai I. Chiang Mai: Tippanetr Press.
6. Ponmanee, S. (2003). Speaking Thai II. Chiang Mai: Tippanetr Press.

### 3. Other Resources (If any)



## Section 7 Evaluation and Improvement of Course Management

1. Strategies for evaluating course effectiveness by students
  - Formal MUIC students' evaluation on course effectiveness at the end of each trimester
  - Reflective data analysis obtained in the previous mentioned evaluations
  - During the Trimester, distribution of informal questionnaires to assess the course effectiveness
2. Strategies for evaluating teaching methods
  - Peer observation
  - Informal Thai Program Meeting to share new strategies and assess them
3. Improvement of teaching methods
  - Attending workshops about innovation in teaching foreign languages
  - Participating in international conferences related to teaching foreign languages to find out new trends in foreign language education, to apply them
  - Conducting empirical research to assess the quality of the current teaching methods
  - Formal meetings with peer lecturers to share teaching experiences
4. Verification process for evaluating students' standard achievement outcomes in the course
  - Comments from students on learning outcomes and evaluation criteria
  - Comments from students' MUIC formal evaluations
5. Review and plan for improving the effectiveness of the course
  - Include ICTs in the teaching and learning process to improve the 4 skills



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Appendix

**Alignment between Courses and General Education courses**

Table 1 The relationship between CLOs and MU-GE Module LOs (Number in table = Sub LOs)

	Learning Outcomes in General Education (MU-GE LOs)								
	MLO	MLO	MLO	MLO	MLO	MLO	MLO	MLO	MLO
	1	2	3	4	5	6	7	8	9
CLO1: Identify consonant classes, vowels, types of syllable, and tones								8.1 8.2 8.3	
CLO2: Identify basic sentence structures, classifiers, question words, and word order.								8.1 8.2 8.3	
CLO3: Conduct simple communication exchanges about basic and personal everyday topics					5.1			8.1 8.2 8.3	9.1 9.2
CLO4: Read, write, and correctly pronounce one-syllable words.								8.1 8.2 8.3	



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Table 2 The description of MU-GE LOs and Sub LOs of the course

MU-GE LOs	Sub LOs
MLO5 Explore and situate oneself in a new physical environment and intellectual perspectives	5.1 demonstrate cultural competencies and adaptabilities in different working environments
MLO8 Use a variety of means/ technologies to communicate effectively and purposefully e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	8.1 communicate/present ideas effectively both oral & written forms, proper to a range of audience groups, such as verbal discussion with peers, project report. 8.2 prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. 8.3 prepare written documents to express ideas/solutions using different writing
MLO9 Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	9.1 collaborate effectively with others as a responsible team member to achieve team goals in time



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**MU-GE Module LOs:** At the end of studying MU-GE Module, successful students will be able to

Competences	LOs:	Sub LOs:
1. <b>Critical thinking &amp; Analysis:</b> Use various sources and methods to collect and manage data & information and make a logical judgment and decision to arrive at solution or problem solving relevant to real-world issues/problems	1. create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	<ol style="list-style-type: none"> <li>1. identify concepts related to the context of learned issues/topics</li> <li>2. demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically use information</li> <li>3. collect, analyse, synthesize data, &amp; evaluate information and ideas from multiple sources relevant to issues/problems</li> <li>4. synthesize information to arrive at logical reasoning</li> </ol>
	2. select & use techniques and methods to solve open-ended, ill-defined and multistep problems	<ol style="list-style-type: none"> <li>1. apply simple mathematical methods to the solution of 'real-world' problems</li> <li>2. make judgment &amp; decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives</li> <li>3. apply concept of process management to solve problems</li> </ol>
2. <b>Creativity &amp; Innovation:</b> Shows capability to initiate alternative/new ways of thinking, doing things or solving problems to improve his/her or team solutions/results by applying the evidence-based process management concepts	3. acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	<ol style="list-style-type: none"> <li>1. connect, synthesize and/or transform ideas or solutions within a particular framework</li> <li>2. integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question</li> </ol>
	4. create a novel or unique ideas, question, format, or product within a particular framework	<ol style="list-style-type: none"> <li>1. Create an original explanation or solution to the issues/problems</li> <li>2. articulate the rationale for &amp; consequences of his/her solution- identify opportunities &amp; risk</li> <li>3. implement innovation through process management approach</li> </ol>
	5. explore and situate oneself in a new physical environment and intellectual perspectives	<ol style="list-style-type: none"> <li>1. demonstrate cultural competencies and adaptabilities in different working environments</li> <li>2. resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problem or situation at hand</li> </ol>
3. <b>Global perspectives &amp; Ethics:</b> Express one's own ideas, interact with others, guide or lead team, as proper, as an ethically- engaged and responsible member of the society	6. act autonomously within context of relationships to others, law, rules, codes, and values	<ol style="list-style-type: none"> <li>1. demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built</li> <li>2. identify the national &amp; global challenges associated with current economic, political, and social systems</li> <li>3. exhibit characteristics of responsible citizenship</li> <li>4. work effectively in diverse team (and multi-cultural settings)</li> </ol>
	7. apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	<ol style="list-style-type: none"> <li>1. identify ethical issues and recognize different viewpoint and ideologies</li> <li>2. guide &amp; lead others</li> <li>3. apply principle of ethical leadership, collaborative engagement, and respect diversity</li> </ol>
4. <b>Communication:</b> communicate effectively and confidently using oral, visual, and written language	8. use a variety of means/ technologies to communicate effectively and purposefully- e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	<ol style="list-style-type: none"> <li>1. communicate/present ideas effectively both oral &amp; written forms, proper to a range of audience groups, such as verbal discussion with peers, project report.</li> <li>2. prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.</li> <li>3. prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images.</li> <li>4. demonstrate competence in a second or additional language</li> </ol>
5. <b>Collaboration and Working with team:</b> collaborate and work effectively with team to arrive at team goals	9. collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	<ol style="list-style-type: none"> <li>1. collaborate effectively with others as a responsible team member to achieve team goals in time</li> <li>2. interact with others respectfully, whether as a team member or leader, to create a productive teamwork</li> </ol>

**\*\*When applying MU-GE module, please identify only LOs and Sub LOs. No need to mention the 5 competences. \*\***