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LCIC
Language Center,
International College, Siam University

Siam University, Thailand
International College
Language Center International College (LCIC)
Course Syllabus

1. General Information

Course Code: - **Course Name:** Basic English Language Skills
Type of Subject: Non-credit
Credit: 0
Semester:
Prerequisite: A2+- B1 level
Lecturer:
Email:

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2. Course Description:

Students will be able to practice EFL four skills using a communicative approach and sources. The ultimate goal of the course using this approach is to enhance students' interaction both in classroom setting and outside of the classroom. Thus, activities and tasks are designed to practice language successfully through having to communicate real meaning. The students are expected to be able to interact with each other and the instructor will be considered as a facilitator.

3. Course Objectives:

In this course, students are able to communicate in English; however, they have many mistakes in expressing themselves and understanding others. Therefore, students will focus on their English skills including listening, speaking, reading, and writing as they are very limited users of English. Hopefully, the course can improve their proficiency especially in speaking and encourage them to incorporate their personal experiences.

4. Course Learning Outcome:

It is expected that, on completion of this course, the students will be able to:

1. speak fluently and demonstrate some grammatical accuracies in familiar situations, and handle basic communication
2. read and listen independently and copy the overall meaning in familiar and basic topics
3. write about familiar topics using proper vocabulary

Expected level: CEFR B1+ (Is able to understand the main points of clear texts in standard language if they are about topics with which they are familiar, whether in work, study or leisure contexts. Can cope with most of the situations that might arise on a trip to areas where the language is used. Is able to produce simple, coherent texts about topics with which they

are familiar or in which they have a personal interest. Can describe experiences, events, wishes and aspirations, as well as briefly justifying opinions or explaining plans.)

5. Course outline and lesson learning outcome:

Session	Lesson Topic	Lesson learning outcome	Assessment Methods
1	**Course Introduction**	- Pretest 1. Getting familiar the course and peers with ice breaking activities 2. Sharing experiences about a college student's life	- EF SET: efset.org (15 minutes) - Discussion - Group work/ pair work
2	**Talk about communication**	1. Talking about friendship and communication 2. Describing experiences in the present	- Discussion - Group work/ pair work - Assignment
3	**Talk about communication**	1. Giving and responding to opinions 2. Learning how to write a paragraph: parts of a paragraph and opinion writing strategy	- Discussion - Group work/ pair work - Assignment
4	**Modern Life**	- Progressive test 1. Talking about experiences of work/ study and training 2. Talking about technology	- EF SET: efset.org (15 minutes) - Discussion - Group work/ pair work - Assignment
5	**Modern Life**	1. Making and responding to suggestions 2. Writing an email	- Discussion - Group work/ pair work - Assignment
6	**Relationship**	1. Talking about a friendship 2. Talking about families	- Discussion - Group work/ pair work - Assignment
7	**Relationship**	1. Telling a story 2. Writing about someone's life- Descriptive writing strategy	- Discussion - Group work/ pair work - Assignment
8	**Midterm Exam**	- Closed book written exam - Oral exam	
9	**Personality**	1. Describing people and their abilities 2. Describing feeling	- Discussion - Group work/ pair work - Assignment
10	**Personality**	1. Offering and asking for help 2. Writing an informal online ad- organizing	- Discussion - Group work/ pair work - Assignment

Session	Lesson Topic	Lesson learning outcome	Assessment Methods
11	**The Natural World**	- Progressive test 1. Talking about future 2. Talking about if and when	- EF SET: efset.org (15 minutes) - Discussion - Group work/ pair work - Assignment
12	**The Natural World**	1. Giving reasons, results and examples 2. Narrative writing- organizing ideas in a paragraph and providing support	- Discussion - Group work/ pair work - Assignment
13	**Different Cultures**	1. Talking about advice and rules 2. Describing food	- Discussion - Group work/ pair work - Assignment
14	**Different Cultures**	- Post-test 1. Asking for and giving recommendations 2. Writing a review: narrative writing strategy	EF SET: efset.org (50 minutes) - Discussion - Group work/ pair work - Assignment
15	**Final Exam**		- Closed book written exam

6. Learning Resources:

1. Doff, A., Thaine, C., Puchta, H., Stranks, J., & Lewis-Jones, P. (2022). *Empower. B1+*. Cambridge University Press.
2. Savage, A., & Patricia, M. (2012). *Effective academic writing 2* (2nd ed.). Oxford University Press.
3. Azar, B. S., Hagen, S. A., & Tesh, G. (2020). *Fundamentals of English grammar. workbook*. Pearson Education.
4. Redman, S. (2011). *English vocabulary in use* (2nd ed.). Cambridge.
5. Lecturer's slides
6. YouTube
7. TED Talks

7.Teaching and Learning Methods:

1. Lectures and classroom discussions: students are provided with lecture presentations via Moodle and the *course syllabus* at the beginning of the course.

2. Visual/ audio aids: Video clips or audio tracks illustrating the course topics will be presented in the class.

8. Assignment and assignment presentation:

Students learn to conduct teamwork or pair work assignments. They are asked to use active learning as a part of their learning process in class.

9. Time Distribution and Study Load:

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Lecture and classroom discussion	45	hours
Assignments	20	hours
Consultation sessions (if needed)	5	hours
Student self-study	45	hours
Preparation for mid-term, final exam or final presentation	10	hours

10. Evaluation Scheme:

Midterm (Closed book)	20
Class participation	15
Assignments	20
Final Exam (Closed book)	30
Class attendance	15

*** Instructor(s) will have the right to conduct additional viva sessions if student(s) show or suspect copying from others.
** Students are not allowed to bring any notes, electronic devices, or books to the exam hall

11. Rubrics

The course uses various types of adopted rubrics to assess student's performance. The rubric provides a structured evaluation framework for assessing students and each criterion is assessed on a scale from Excellent (5) to Poor (1). This will allow students to know their assessment procedure and give them detailed feedback to make improvement during the semester or in the future. Scan the QR to see the details:

12. Expected Course Learning Outcome

Lesson Learning Outcomes with Course Learning Outcome

Lesson Learning Outcome (LLO)	Course Learning Outcome (CLO)
Session No. 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14	speak fluently and demonstrate some grammatical accuracies in familiar situations, and handle basic communication
Session No. 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14	read and listen independently and copy the overall meaning in familiar and basic topics
Session No. 3, 5, 7, 10, 12, 14	write about familiar topics using proper vocabulary

Course Assessment Plan

Assessment	CLO1	CLO2	CLO3
Class Activities	- Group discussion - Group/ pair work	- Reading reading passages - Answering various types of questions	- Writing assignments
Presentation	Presentation rubric	-	-
Midterm Exam	-	- Reading reading passages - Answering various types of questions	Writing a short paragraph
Final Exam	-	- Reading reading passages - Answering various types of questions	Writing a short paragraph

Measuring Achievement of CLOs

Assessment	CLO1	CLO2	CLO3	Total
Class Activities	10%	-	10%	**20%**
Assignement	-	20%	-	**20%**
Presentation	10%	-	-	**10%**
Midterm Exam	-	15%	15%	**20%**
Final Exam	-	15%	15%	**30%**

13. Expected CEFR Level: B1+

	B1+	Description	Lessons (Session No.)	Assessment Method
Understanding	**Listening**	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main points of videos or audio resources on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. I can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14	- Class videos and audios - EF SET pre-, post, and progressive test -Midterm and final exam
	Reading	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings, and wishes in personal letters. I can read straightforward factual texts on subjects related to their field and interests with a satisfactory level of comprehension. I can find and understand relevant information in everyday material, such as letters, brochures, and short official documents.	2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14	- Class reading activities - EF SET pre-, post, and progressive test -Midterm and final exam
Speaking	**Spoken Interaction**	I can deal with most situations likely to arise whilst traveling in an area where the language is spoken. I can produce simple connected text on topics that are familiar or of personal interest. I can enter unprepared into a conversation on topics that are familiar, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel, and current events).	2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14	- Class discussion - Class group work/ pair work
	Spoken	I can narrate a story or relate the plot of a book or film and	2, 3, 4, 5, 6, 7, 9,	

	Production	describe reactions. I can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.	10, 11, 12, 13, 14	
Writing	**Writing**	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. I can produce simple texts, such as short paragraphs on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence. I can write straightforward connected text on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.	3, 5, 7, 10, 12, 14	- Writing Assignments - Midterm and final exam

14. Final Exam Question Structure:

The exam paper is composed of multiple-choice questions, gap filling, matching, identification, writing a paragraph, and short questions and answers.

15. Grading Policy:

Following the final examination, final grades of the course will be submitted to the examination grading committee for evaluation. Based on their evaluation, the final grade distribution (to maintain the normal distribution) might be changed. However, the final marks will not be affected even if the grade range is changed. For instance, depending on the grade range set by the exam committee, an *A could become a B+ or vice versa*.

16. Grading range

This course will follow the following grading structure:

Grade *	Marks	Definition
A	90 – 100	Excellent
B+	80 – 89	Very good
B	70 – 79	Good
C+	60 – 69	Fairly good
C	50 – 59	Fair
D+	45 - 49	Poor
D	40 – 44	Very Poor
F	0 – 39	Fail
I		Incomplete
P		In Progress
W		Withdrawal

*** This is the standard grading range; however, the grade range can be changed depending on the final exam evaluation committee.*

17. Student's Appeal Policy for Grading

a. Request to recheck the marks: Students will get the final marks within 1 week after the final examination. It will be displayed via Moodle or you will be emailed individually to your email (**ID-based email only).** If students have any doubts about their exam marks, it is the student's duty to contact the teacher within 1 week of the marks release date. Grades will not be changed after this period, as the final grading committee will evaluate all results within the provided period.

b. Grade "I": If students miss assignments, quizzes, projects, or reports, their final grade will be "I" or incomplete. Thus, students must communicate with the course instructor. Otherwise, their grade will be automatically converted to "F", and students cannot appeal for any grade change or submit assignments.

18. Attendance/Participation

Attendance will be taken during the class and will have an effect on the grade. Students must attend 80% of the class. Students must have to sign the attendance sheet for the record. If the student is ill or has any family emergency, and is unable to attend the class, the student must have to send an email to the lecturer before the class about the absence and the expected time of return. Furthermore, it is expected that the students will participate in class by discussing and showing his/her own ideas and opinions relating to the topics. Class discussion and in-class activities will be noted and reflected in final course grades.

19.Instructor(s) Signature:

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Date Submitted to the committee:

Curriculum Committee Recommendations to instructor(s): _____

Program Level (Dean/Director) Approval: _____

Date: …./……./…….