TEMPLATE REVISED COURSE CONTENT

Academic Year	2023-2024	**Semester**	1
Course Coordinator	Dr Sureenate Jaratjarungkiat		
Course Code	LT5004		
Course Title	Thai Language Level 4		
Pre-requisites	Thai Language Level 3 (LT5003/LT9003) or Placement Test		
No of AUs	3		
Contact Hours	48 (4 tutorial hours per week, conducted over 12 teaching weeks)		
Proposal Date	1 March 2023		

Course Aims

This course is a continuation of Thai Language Level 3 (LT5003/LT9003). It aims to improve and enhance your communicative competence using theme-based and communicative activities. You will be able to strengthen your knowledge of Thai language and culture, as well as language learning strategies in order to be effective language learners and apply the newfound skills in real-life situations through a variety of selected topics in relevant contexts and authentic communicative tasks. You are expected to write and read Thai texts using the Thai script with minimal guidance from phonetic symbols during the course.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. Express yourself more accurately and naturally using more polyfunctional words and complex sentence structures.
2. Converse fluently in Thai through a variety of situations/topics and engage in more detailed conversations on specific topics, such as describing and discussing feelings, giving an opinion, asking for or offering some advice on the relevant topics, etc.
3. Analyse and apply the vocabulary used in an informal context.
4. Listen, read and interpret the authentic spoken, written and multimedia content on topics relevant to daily life contexts.
5. Write essays using the Thai script about yourself from the learned grammar and vocabulary.

Course Content

List of Topics Covered:

Speaking & Listening
- **Themes**
  - Describing and discussing feelings
  - Giving an opinion
  - Asking for or offering some advice on the relevant topics
  - Describing the sequences of events
- **Grammar**

- Polyfunctional words
- Nominalization in Thai
- Embedded sentences
- Informal Personal Pronouns
- Informal Final particles
- Conjunctions (temporal, causal, purposive, resultative, etc.)
- Colloquial words/expressions (auxiliaries, question words, etc.)

Writing & Reading
- Rules and exceptions of Thai writing
- Loanwords in Thai (Pali and Sanskrit)
- Thai Script (Modern font VS standard font)

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. CA1: Written Assignments	LO 1 - 5	Cognitive agility, Character, and Competence	10%	Individual	Listening, Writing, and learnt grammar (Appendix 1)
2. CA2: In-class activities (Reading comprehension, Composition, Quiz, etc.)	LO 1 - 5	Cognitive agility, Character, and Competence	10%	Individual	Reading, Writing, and learnt grammar (Appendix 1) Speaking - content and creativity/ fluency/ pronunciation/ learnt grammar (Appendix 2)
3. CA3: Test 1	LO 1 - 5	Cognitive agility, Character, and Competence	25%	Individual	Listening, Writing, and learnt grammar (Appendix 1)
4. CA4: Test 2	LO 1 - 5	Cognitive agility, Character, and Competence	25%	Individual	Listening, reading, Writing, and learnt grammar (Appendix 1)
5. CA5: Oral test	LO 1 - 4	Cognitive agility, Character, and Competence	10%	Individual	Speaking - content and creativity/ fluency/ pronunciation/ learnt grammar (Appendix 2)

6. CA6: Group presentation	LO 1 - 5	Cognitive agility, Character, and Competence	10%	Individual (5%) and Team (5%)	Writing, and learnt grammar (Appendix 1) Speaking - content and creativity/ fluency/ pronunciation/ learnt grammar / teamwork (Appendix 2 and 3)
7. CA7: Participation	LO 1 - 5	Cognitive agility, Character, and Competence	10%	Individual	Active participation in class activities, regular attendance, submission of class work (Appendix 4)
Total			100%		

For CA6: Group presentation: To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group project.

Formative feedback

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both students and instructors. All assessments in the course, even formal testing like CAs, must be formative. The feedback will be given in a prompt and informative manner with specific reference to the Intended Learning Outcomes as soon as possible during or after the learning activity.

Tools used for formative assessment and learning activity implemented in this course are:

- **Written Assignment:** Individual written feedback/comments regarding vocabulary, grammar, structure and content are to be given to each of you for each non-summative writing assessment.
- **Classroom Tasks:** Oral or written feedback for the tasks performed by group or individual during each class session is given to individuals/groups.
- **Review Exercises**: Review exercises comprising vocabulary, grammar and comprehension exercises are given at the end of each unit. Written feedback and corrections are given individually for each exercise.
- **Oral Interviews:** Individual/group oral feedback on the fluency, pronunciation, contents, structure and communication skills will be given to each of you after the summative oral assessment.
- **Discussion Board**: the discussion board is used to develop and guide you with your writing skills thorough the course. You will receive feedback on your accuracy level of coherence and cohesion using the language. It also facilitates learning by allowing you to view and to respond to the work of others.

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Tutorial	Prior to the class, you will have to prepare the activity of the day using the course book and web links in addition to flipped classroom materials posted on NTULearn. The instructor will conduct tutorials to provide more information on the topics and will facilitate the in-class discussions.
Think-pair-share activities	You will be encouraged to participate in role-plays and debates during the tutorial to understand the topics taught. Topics will vary depending on the lesson: describing and discussing feelings, giving an opinion, asking for or offering some advice on the relevant topics, etc. You will be using documents or audiovisual materials posted on NTULearn for the flipped classroom to get prepared for the interactive activities in class.

Reading and References

- Higbie and Thinsan. 2008. **Thai Reference Grammar**. Bangkok: Orchid Press
- Iwasaki and Ingkaphirom. 2009. **A reference grammar of Thai**. Cambridge: Cambridge University Press

Course Policies and Student Responsibilities

(1) General
You are expected to complete all assigned pre-class readings, viewings and activities, attend all tutorial classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for tutorial sessions you have missed. You are expected to participate in all tutorial discussions and activities.

(2) Absenteeism
Flipped classroom requires you to be in class to contribute to pair/team work. In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

If you miss a tutorial session, you must inform your instructor via email prior to the start of the class.

(3) Online Discussion Board
You are required to submit online compulsory assignments on due dates.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors

Instructor	Office Location	Phone	Email
Dr Sureenate Jaratjarungkiat	CML (HSS-02-06)	6592 2706	sureenate@ntu.edu.sg

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	**Speaking & Listening** • LT5003 Thai Speaking (Revision) **Writing & Reading** • LT5003 Thai Writing (Revision) • Quiz 1	LO 1 - 5	• Post-class Activity (e-learning) - You will listen to a long conversation/dialogue and answer questions based on the story.
2	**Speaking & Listening** • Describing and discussing feelings (Part 1) **Writing & Reading** • Rules and exceptions of Thai writing (Part 1)	LO 1 - 5	• Post-class Activity (e-learning)
3	**Speaking & Listening** • Describing and discussing feelings (Part 2) **Writing & Reading** • Rules and exceptions of Thai writing (Part 2) • Composition 1	LO 1 - 5	• Assign WA1 • Post-class Activity (e-learning)
4	**Speaking & Listening** • Giving an opinion **Writing & Reading** • Rules and exceptions of Thai writing (Part 3) • Quiz 2	LO 1 - 5	• Feedback WA 1 • Assign WA2 • Post-class Activity (e-learning) • Create role-plays
5	**Speaking & Listening** • Roleplaying and giving the feedback **Writing & Reading** • Reading Comprehension 1	LO 1 - 5	• Feedback WA 2 • Assign WA3 • Post-class Activity (e-learning)

	• Composition 2		
6	**LT5004 Revision** **Cultural activity** **Test 1**	LO 1 - 5	• Assign WA3 • Post-class Activity (e-learning) • Assign group presentation
7	**Speaking & Listening** • Asking for or offering some advice (Part 1) **Writing & Reading** • Thai Script (Modern font VS standard font • Quiz 3	LO 1 - 5	• Assign WA4 • Post-class Activity (e-learning) • Feedback test 1 + Q&A
8	**Speaking & Listening** • Asking for or offering some advice (Part 2) **Writing & Reading** • Special Lesson: The wide use of *mai-pen-rai* and *kreeng-jai* • Reading Comprehension 2	LO 1 - 5	• Feedback WA 4 • Assign WA5 (optional homework) • Post-class Activity (e-learning) • Script checking and consultation for group presentation
9	**Speaking & Listening** • Describing the sequences of events **Writing & Reading** • Composition 3	LO 1 - 5	• Assign WA6 (optional homework) • Post-class Activity (e-learning) • Create role-plays
10	**Speaking & Listening** • Roleplaying and giving the feedback **Writing & Reading** • Reading Comprehension 3 • LT5004 Thai Writing (Revision)	LO 1 - 5	• Feedback WA 5 and WA6 • Script checking and consultation for group presentation
11	**Final oral test and Feedback**	LO 1 - 4	• Script checking and consultation for group presentation
12	**Test 2 and Feedback** **Cultural activity** **Group presentation and Feedback**	LO 1 - 5	

Appendix 1: Assessment Rubric for Written Expression in Written Assignments, In-class activities, Test 1, and Test 2

Criteria	9 - 10 points A+, A, A-	6 - 8 points B+, B, B-	3 - 5 points C+, C, D+	1 - 2 points D, F
Content and accuracy	The text is clear and accurate and fulfills all the requisites. It answers efficiently the proposed communicative situation.	The text is clear and accurate but occasionally it does not refer to the proposed communicative situation.	The text is simple but fulfills all the requisites. It answers efficiently the proposed communicative situation.	The text is basic, and it does not fulfill some of the requisites (introduces irrelevant information, it does not respond to the objective, etc.).
Structure and Coherency	The text is coherent, and it is well structured: it demonstrates an appropriate control of the necessary elements to organize and connect ideas.	The text is coherent, and it is well structured: it demonstrates a limited, but appropriate, control of connecting elements. Discourse is well planned.	The text presents some structural problems: in some parts, exposition and order of the ideas are confusing; there is bad use of pronouns and some ideas are not well connected.	Structure is slightly confusing and re-reading of some paragraphs is required. There are problems with the distribution and order of ideas. There are some problems with the connection between the parts of the text.
Grammar	The text shows a very good grammatical control. The syntactic and orthographic mistakes correspond to those of an advanced level.	The text shows a good grammatical control and, although it shows some syntactic and orthographic mistakes, they are not serious, nor do they affect comprehension.	The text shows simple grammatical structures. Basic errors happen frequently or in a systematic manner, although it does not affect comprehension.	The text shows serious grammatical errors, which affect comprehension, and re-reading some parts of the text is required.
Vocabulary	The text includes correct and accurate vocabulary of a certain variety and richness.	The text includes some inaccuracies in the use of vocabulary, although they do not affect comprehension.	There are some inaccuracies in the use of vocabulary, which can affect comprehension or necessitate a re-reading of some parts of the text. There are some literal translations.	There are some inaccuracies in the use of vocabulary, which affect comprehension and necessitate a continuous re-reading of the text. There are constantly literal translations and the vocabulary is redundant and poor.

Appendix 2: Assessment Criteria for Oral Assignment and Oral Test (Individual)

LEVEL	BAND SCORE	CRITERIA				
		CLARITY OF CONTENT	PRONUNCIATION	GRAMMAR	VOCABULARY	FLUENCY
Adept	10 A+, A	presents information clearly and logically	pronunciation is very clear and easy to understand	able to express their ideas and responses with ease in proper sentence structure	uses a variety of vocabulary and expressions, which appropriate to the contexts	speaks with ease
Competent	8-9 A-, B+	communicates most required information clearly	pronunciation is good and does not interfere with communication	able to express their ideas and responses adequately with minimal inconsistencies in their sentence structure	uses a variety of vocabulary and expressions, but makes some errors in word choice	speaks fluently, flexibly and with a degree of ease
Competent but Limited	6-7 B, B-	communicates information adequately but with noticeable effort	slightly unclear with pronunciation at times, but generally is fair	uses a variety of grammar structures, but makes some errors	uses limited vocabulary and expressions	speaks with some fluency but without flexibility
Limited	4-5 C+, C, D+	manages to communicate some information	slightly unclear with pronunciation at times, but generally is fair	uses a variety of structures with frequent errors, or uses basic structures with only occasional errors	uses only basic vocabulary and expressions	speaks with some difficulty, hesitations or false starts
Very Limited	1-3 D, F	manages to communicate some information	mispronounces many words	difficult to understand and has a hard time communicating their ideas and responses because of grammar mistakes	uses only basic vocabulary and expressions	speaks with great difficulty and many long pauses

Appendix 3: Assessment Rubric for Group Presentation (Team)

To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group project.

Criteria	8 - 10 points A+, A, A-	5 - 7 points B+, B, B-	3 - 4 points C+, C, D+	0 – 2 points D, F
Preparedness/ Participation/ Group Dynamics	All presenters know the information, participate equally, and help each other as needed. Extremely prepared and well-rehearsed.	Slight domination of one presenter. Members help each other. Very well prepared.	Significant domination by some members with one minimally contributing. Primarily prepared but with some dependence on just reading off slides.	Significantly unbalanced presentation or tension resulting from overhelping. Multiple group members not participating. Evident lack of preparation/rehearsal. Heavy dependence on reading off slides.
Visual Appeal	There are no errors in spelling, grammar and punctuation. Information is clear and concise on each slide. Presentation materials (e.g. slides, props, etc.) are visually appealing/engaging.	There are some errors in spelling, grammar and punctuation. Too much information on two or more slides. Significant visual appeal.	There are many errors in spelling, grammar and punctuation. Too much information is contained on many slides. Minimal effort made to make slides appealing or too much going on.	There are many errors in spelling, grammar and punctuation. The slides are difficult to read and too much information is contained on all/most slides. No visual appeal.
Content	Comprehensive and complete coverage of information pertaining to the presentation topic.	Most important information covered; little irrelevant information.	Much of the information irrelevant; only some major points covered.	Majority of information irrelevant and significant points left out.
Engagingness	All/most of audiences are engaged, and presenters held the audience's attention.	More than half of the audience are engaged by the presentation.	More than half of the audience are distracted.	The audience was not engaged.

Appendix 4: Assessment Criteria for Participation

Students are expected to participate actively in all classroom activities. Participation marks are awarded as follows:

Score	Requirement
8 - 10 points A+, A, A-	Extremely active participation in almost every class. Fully active during team tasks and activities. Proactively asks and answers questions raised by lecturer and other students. Always comes to class prepared.
5 - 7 points B+, B, B-	Regular participation in class. Active during team tasks and activities. Offers answers mostly after being called upon. Usually comes to class prepared.
3 - 4 points C+, C, D+	Adequate participation. Moderately active in team tasks and activities. Offers answers only when being called upon. Comes to class unprepared sometimes.
0 - 2 points, D, F	No active participation. Does not contribute during team tasks and activities. Comes to class unprepared often.