

LNG 103: Fundamental English III

Course Title: LNG 103 (Fundamental English III)

Prerequisite: LNG 102 (Fundamental English II)

Course Description

While also covering language and thinking skills, the main focus of this course are to prepare students to be able to fully participate and learn in an English-medium environment. In addition, the course enhances their ability to take control over their future language development through metacognitive strategy training, including their ability to set learning goals, to make realistic and practicable plans to reach their goals and to implement the plan through self-access and other forms of independent learning. To help students benefit most from an English-language environment, the course aims to change their attitudes towards language and learning by building their confidence, enhancing risk-taking attitudes and motivating them to develop further by themselves. The course takes the form of a series of large-scale tasks, including simulations, self-access based tasks, and e-mail and Internet-based interactive writing projects.

Objectives of the Course

1. To prepare students to be able to fully participate and learn in an English –medium environment
2. To enhance students' ability to take control over their future language development
 - to analyse their needs
 - to set learning goals
 - to make realistic and practicable plans to reach their goals
 - to implement the plans through self-access and other forms of independent learning
 - to assess their strengths, weaknesses, and progress
3. To help students benefit most from an English-language environment
4. To change students' attitudes towards language and learning by building their confidence, enhancing risk-taking attitudes and motivating them to develop further by themselves

Teaching Methods

1. Task-based learning Approach
2. Self-access learning Approach
3. Strategy training
4. Feedback/ Consultation

Further Studies

Intratat, C. (2004). *Describing Charts (CD)*. Bangkok: Education Technology Services and Resources Centre, KMUTT.

Intratat, C. (2003). *Tenses (CD)*. Bangkok: Education Technology Services and Resources Centre, KMUTT.

O'Conner, F.H. (1990). *Express Yourself in Written English*. Chicago: National Textbook Company.

Hogue, A. (1996). *First Steps in Academic Writing*. New York: Longman.

Oshima, A. and Hogue, A. (1997). *Introduction to Academic Writing: Second Edition*. New York: Longman.

Oshima, A. and Hogue, A. (1999). *Writing Academic English: Third Edition*. New York: Longman.

R.R.,J. (2002). *Academic Writing Course: Third Edition*. Harlow: Longman.

Swan, M. and Walter, C. (2001). *The Good Grammar Book*. Oxford: Oxford University Press.

Swan, M. and Walter, C.(2002). *How English Works*. Oxford: Oxford University Press.

Evaluation

Task/Exam	Assignment	Score
1. E-mail Task	1. First Assignment (5%) 2. Second Assignment (5%)	10%
2. Thinking Task	Technological Design 1. Poster/ Model Display (5%) 2. Oral Presentation (5%) 3. Written Report (15%)	25%
3. Survey Task	1. Questionnaire Design (5%) 2. Oral Presentation (10%) 3. Written Report (15%)	30%
Final Examination	1. E-mail Task (5%) 2. Thinking Task (10%) 3. Survey Task (15%)	30%
	Attendance	5%
	Total	100%

Tentative Schedule

Week No.	Lesson	Tentative Schedule
1	1	Course Outline E-mail Task (9 lessons) Introduction to E-mail Task
	2	Introduction to Paragraph Writing
2	1	Paragraph Writing: Expressing an Opinion
	2	Paragraph Writing: Expressing an Opinion
3	1	Bulletin Board (1 st assignment): Paragraph Outline and Draft 1
	2	Bulletin Board (1 st assignment): Paragraph Outline and Draft 1
4	1	Consultation: Bulletin Board (1 st assignment): Draft 1
	2	Editing and Revising Bulletin Board (1 st assignment): Draft 1
5	1	Bulletin Board (1 st assignment): Draft 2
	2	Consultation: Bulletin Board (1 st assignment: Draft 2)

Week	Lesson	Tentative Schedule
6	1	Thinking Task (8 lessons) Introduction and 5 Types of Thinking Skills
	2	Creative Thinking: Note-taking and Summary Writing (video/ cassette tape)
7	1	Technological Design (Individual and Group Decision) Planning an Outline and Describing Objects
	2	Consultation: Outline and Describing Objects Describing a Work Process
8	1	Consultation: Describing a Work Process
	2	Giving Reasons: Advantages and Disadvantages of a Technological Design
9	1	Presentation Skills Consultation: Advantages and Disadvantages
	2	Poster/ Model Display and Oral Presentation
10	1	Survey Task (11 lessons) Introduction to Survey Task and Topic Approval
	2	Research Design: Subjects and Instruments
11	1	Designing a Questionnaire
	2	Consultation: Questionnaire Approval and Data Collecting
12	1	Data Collecting Consultation: Data Analysis
	2	Data Interpretation and Discussion
13	1	Consultation: Data Interpretation and Discussion
	2	Writing a Report: Introduction and Conclusion
14	1	Writing an Abstract
	2	Consultation: Writing a Report
15	1	Oral Presentation
	2	Summary and Course Evaluation

Note: The E-mail Task is an adjunct task where students have to work on it throughout the semester. For the first e-mail, the whole process of writing a paragraph is taught and the submission of the first e-mail should be on Week 6. For the second e-mail, students have to take charge of their own work and submit their second e-mails on Week 12.

E-mail Task (Individual Work)

Duration of E-mail Task: 9 Lessons (Week 1-5)

Objectives:

1. To practise writing a paragraph to express an opinion
2. To practise communicating with other people via an e-mail in order to exchange ideas with students in a university and also people throughout the world
3. To practise independent learning
4. To learn how to make a peer or self-correction

Contents:

1. Paragraph Structures
 - Introductory
 - Topic Sentence (Opinion Statement)
 - Major Supporting Details
 - Minor Supporting Details
 - Conclusion + Asking for a Response
2. Paragraph Writing (Expressing an Opinion)

Language Focus:

1. Transition Signals
2. Modal Verbs
3. Facts/ Opinions
4. Types of Sentences
5. Fragments
6. Comma Splices
7. Run-ons

Skill: Writing a paragraph to express an opinion

Learning Strategies:

1. Text Analysis
2. Making an Outline
3. Drafting
4. Reading (Gathering information for writing)
5. Editing & Revising
6. Peer & Self- Correction

Learning Process

1. Introduction to E-mail Task

1.1 Surf KMUTT and other web boards

<http://www.intra.kmutt.ac.th/discuss/bulletin.cfm>

<http://www.eslcafe.com>

<http://members.tripod.com/~towerofenglish/debate.htm>

1.2 Study what people write on the web boards

1.3 Register to an eslcafe forum (www.eslcafe.com) or other web sites

1.4 Study rules of writing an e-mail

1.5 Respond to one topic of interest

2. Text Analysis

- 2.1 Analyse one example of a paragraph of expressing an opinion
- 2.2 Compare the structures of the example paragraph with the paragraph each student has written
- 2.3 Discuss and point out differences
- 2.4 Study the text structures, transition signals, facts/ opinions, modal verbs sentence structures: simple, compound and complex sentences comma splices, fragments and run-ons
- 2.5 Write an outline
- 2.6 Read a newspaper, a magazine, or an article from the Internet to find some facts to support a paragraph and write a paragraph to express an opinion (1st draft)

3. Self-editing, Peer and Self-correction

- 3.1 Edit the 1st draft by using a check list
- 3.2 Peer & Self- correction
- 3.3 Revise & Write the 2nd draft

4. Consultation

- 4.1 Consult the outline
- 4.2 Consult the 1st draft and the 2nd draft

5. **Submit** the final draft to the KMUTT Bulletin Board or www.eslcafe.com

Assignments: 2 e-mails
Each e-mail contains 80-100 words (simple, compound and complex sentences)

Note: The E-mail Task is an adjunct task where students have to work on it throughout the semester. For the first e-mail, the whole process of writing a paragraph is taught and the submission of the first e-mail (the final draft which is printed out from the web) should be on Week 6. For the second e-mail, students have to take charge of their own work and submit their second e-mail (the final draft which is printed out from the web) on Week 12.

Evaluation: 10 % (1st e-mail = 5% and 2nd e-mail = 5%)

Criteria for Marking Students' Work: 10 marks = 5%

- 1. Comprehensibility = 2.5 marks
- 2. Relevant Ideas = 2.5 marks
- 3. Organization = 2.5 marks
- 4. Language Accuracy = 2.5 marks

Thinking Task (Group work and Individual Work)

Duration of the Task: 8 Lessons (Week 6-9)

Objectives:

1. To distinguish types of thinking skills: information processing, logical thinking, problem solving, decision making, critical thinking, and creative thinking
2. To take notes and write a summary about types of creative thinking
3. To practise creative thinking (a technological design)
4. To write a paragraph to describe an object and a work process
5. To practise writing a paragraph to give reasons (advantages & disadvantages)
6. To write a report
7. To practise an oral presentation

Contents:

1. Notes and summary
2. A paragraph to describe an object
 - function/ use
 - components
 - characteristics: materials, shape/ figure, dimensions, property, colour
 - position
 - connection between parts
3. A paragraph to describe a work process
4. A paragraph to give reasons (advantages and disadvantages)

Language Focus:

1. Transition signals: for giving reasons and for giving examples
2. Language for describing an object
3. Language for describing a work process: Passive forms

Skills:

1. Note-taking and summary writing
2. Writing a paragraph to describe an object
3. Writing a paragraph to describe a work process
4. Writing a paragraph to give reasons (advantages and disadvantages)
5. Discussion Skill
6. Presentation Skill

Strategies:

1. Text Analysis
2. Writing an outline
3. Self-editing
4. Peer & Self-correction

Learning Process:

1. Introduction to thinking skills (individual work)

- 1.1 Design a new picture from a normal figure of a circle
- 1.2 Write 2-3 sentences to give reasons for designing the picture
- 1.3 Present the new picture
- 1.4 Give feedback (peer)

2. Types of Thinking Skills: study and analyse types of thinking skills

3. Note-taking and Summary Writing (Group work: 3 students)

- 3.1 Watch a video / listen to a cassette tape about types of creative thinking
- 3.2 Take notes
- 3.3 Compare notes and discuss types of creative thinking
- 3.4 Write a summary

4. Technological Design (Group work: 3 students)

- 4.1 By using types of creative thinking, students design a device (technological design) which is creative and practicable , write a short paragraph to describe the device and write advantages and disadvantages of the design (individual work).
- 4.2 Form groups of 3 people
- 4.3 Each member of a group presents their design to the group
- 4.4 Each group discusses and makes a decision to develop one device as their group work by writing the description of the device, the work process, the advantages and disadvantages.

5. Describing an Object

- 5.1 Analyse an example of a paragraph of describing an object
- 5.2 Compare students' work with the example paragraph
- 5.3 Write an outline of the technological design
- 5.4 Develop a paragraph to describe the design

6. Describing a Work Process

- 6.1 Study how to describe a work process
- 6.2 Write a paragraph to describe the work process of their technological design

7. Giving Reasons

- 7.1 Text Analysis : Analyse one example of a paragraph of giving reasons
- 7.2 Study the text structures of a paragraph of giving reasons
- 7.3 Study transition signals
- 7.4 Write two paragraphs of giving reasons (advantages & disadvantages)

8. **Editing & Revising** (Peer & Self- correction)

- 8.1 Study how to correct their work by using “coding device”
- 8.2 Edit the four paragraphs (describing an object, a work process, advantages and disadvantages)
- 8.3 Peer & Self- correction
- 8.4 Revise & Write the 2nd draft
- 8.5 Review Presentation Skill by using a checklist

9. **Consultation**

- 9.1 Consult: the outline
- 9.2 Consult: describing an object
- 9.3 Consult: describing a work process
- 9.4 Consult: giving reasons (Advantages and Disadvantages)
- 9.5 Consult: the whole report

10. **Poster/ Model Display and Oral Presentation**

11. **Submitting a Written Report**

Assignments:

1. A report of Technological Design
 - A picture of the technological design (group work)
 - A report (4 paragraphs : Describing an object, a work process, advantages and disadvantages)
 - 1st student takes responsible for the final draft of a paragraph of describing an object
 - 2nd student take responsible for the final draft of a paragraph of describing a work process
 - 3rd student takes responsible for the final draft of a paragraph of giving reasons (advantages and disadvantages)
2. A Poster/ Model
3. Oral Presentation

Evaluation (25%):

1. Poster / Model 5 %
2. Oral Presentation 5 %
3. A Report 15 %

Criteria for Marking Students' Work:

1. Poster/ Model: Group Work (5%)

- Attractiveness = 2 %
- Creative Design = 3 %

2. Oral Presentation: Group Work (5 %) evaluated by the teacher and students

10 marks = 5%

- 1.1 Comprehensibility = 2.5 marks
- 1.2 Creativity = 2.5 marks
- 1.3 Interesting = 2.5 marks
- 1.4 Cooperation and Answering Questions = 2.5 marks

3. A Report (15 %)

3.1 Criteria for Individual Work (10%) : 1st paragraph (Describing an Object)
2nd paragraph (Describing a Work Process)
3rd & 4th Paragraphs (Giving Reasons:
Advantages& Disadvantages)

- Comprehensibility 2 %
- Language Accuracy 4 %
- Organization 4 %

3.2 Criteria for Group Work (5 %)

- Practicable 1 %
- Justified Reasons 2 %
- High Level of Creative Thinking 2 %

Survey Task (Group Work and Individual Work)

Duration of Survey Task: 11 Lessons (Week 10-15)

Objectives:

1. To practise how to write a survey report
2. To learn the components of survey report
3. To learn and to practise how to write a questionnaire which will be used as a research instrument
4. To learn and practise how to interpret and present the data obtained from the questionnaires

Language Focus:

1. How to write questions
2. Describing graphs and tables
3. Language used for writing a survey report
4. Useful conjunctions
5. Useful and specific expressions and vocabulary for a survey report

Contents:

1. Components of a survey report
2. How to write a good questionnaire
3. Explaining and interpreting data
4. Survey report presentation
5. An abstract

Writing Strategies

1. Making an outline: Make a list that shows the main ideas and the structure of something that you plan to write
2. Narrowing down the topic: Reduce the number of possible contents or details.
3. Ordering ideas logically: Organise the ideas in steps.
4. Making headings, sub-headings, etc.: Divide the contents of your work into sections and make sure that you put a clear heading and sub-heading for them. It helps readers to follow your work.
5. Describing tables, charts and diagrams: Study how to explain these visual aids. You need to learn some specific words and patterns to describe them.
6. Writing an introduction: Provide the guideline for readers before they will start reading your work.
7. Writing a conclusion: Make sure that you have written a summary of the main points, show opinions or give some suggestions to audience/ readers
8. Constructing a bibliography: Learn how to keep records of the reading materials that students use as references.
9. Proof-reading: Read your work to find the mistakes that needed to be correct before submitting to teachers.
10. Keeping the audience in mind: Know who your audience/ readers are.
11. Being concise: Make sure that you produce a short but condensed work.

12. Sticking to the point: Remember your topic and do not put or add anything which is irrelevant.
13. Being clear: Try to make your work easy to understand.
14. Quoting: Cite or refer to the reading sources because it might support your work.
15. Summarising: Write only the main points but not the details.
16. Paraphrasing: Do not copy everything from the book. Learn to write by using your own words but keep the same meaning as the original source.
17. Spelling correctly: Never make mistakes on spelling. Check with a dictionary if you are not sure.
18. Using appropriate words: Use words suitable to the context of the written work.
19. Using correct grammar: Never make grammar mistakes i.e. tense, subject-verb agreement, word order etc.
20. Punctuating Correctly: Use Mechanics i.e. commas, periods, colons.

Learning Process

1. Introduction to a Survey Task

- a. Learn the concept of conducting simple research
- b. Learn how to get information by conducting a survey
- c. Study different types of questionnaires
- d. Work in a group of 4 – 5 students and choose the topic
- e. Write a mini-proposal
- f. Topic Approval

2. Research Design & Questionnaire Writing

- a. Set subjects (20-30 people) and design a questionnaire based on the topic
- b. Submit the first draft of the questionnaire to the teacher for comments and revision
- c. Edit the questionnaire
- d. Type and submit the final draft of the questionnaire

3. Data Collecting

- a. Distribute the questionnaires to the subjects
- b. Compile all the data together and start doing data analysis

4. Data Interpretation

- a. Learn how to present the data in terms of graphics and figures
- b. Learn how to interpret the data and how to describe it

5. Components of a Survey Report

- a. Learn the components of the survey report: introduction, graphics/ figures, interpretation, discussion, conclusion, and appendixes (questionnaire, proposal, and data etc.)
- b. Write their drafts.

6. Abstract: Learn how to write an abstract

7. Presentation Skills

- a. Review the presentation skills students have learnt in LNG 102
- b. Check themselves by using the presentation checklist.

8. Assignments:

1. Questionnaire
2. A Survey Report
3. Oral Presentation

Evaluation (30%):

1. Questionnaire 5%
2. A Survey Report 15 %
3. Oral Presentation 10%

Criteria for Marking Students' Work:

1. Questionnaire: Group Work (5%)

- Language Accuracy 2 %
- Good features of a questionnaire 2 %
- Organisation 1 %

2. Oral Presentation: Group and Individual Work (10 %) evaluated by the teacher and students

- 60 marks = 5 % (from the teacher)
- 60 marks = 5 % (from students)

1.1 Criteria for Group Assessment (35 marks)

- Interesting and Relevant Content
- Clear Organization (intro, body, and conclusion)
- Amount of information
- Visual aids
- Answering questions
- Cooperative work
- Time Management

1.2 Criteria for Individual Assessment (25 marks)

- Body Language (eye -contact, gestures)
- Comprehensibility
- Language Accuracy
- Language Fluency
- Language used in delivery (signpost expressions)

2. A Report (15%)

2.1 Criteria for Individual Work: Graphs, Interpretation and Discussion (6%)

- Graphs 1 %
- Organization 1 %
- Language Accuracy 2 %
- Comprehensibility 2 %

2.2 Criteria for Group Work (9 %) : Abstract Introduction Conclusion

- Comprehensibility 2%
- Organization 3%
- Language Accuracy 4 %
