COURSE SPECIFICATION (OBE)
Department of English | Faculty of Education | Buriram Rajabhat University
Semester: 1 Academic Year: 2026

Section 1: General Information

Course Code	1131201
Course Title (English)	**Listening and Speaking for English Teachers**
Course Title (Thai)	การฟังและการพูดสำหรับครูภาษาอังกฤษ
Credits	3 (2-2-5)
Program	English Education Program / General Education
Faculty	Bachelor of Arts in Education
Instructor(s)	Mr. Charlie E. Saballa, LPT / MaEd-ED
Semester / Year of Study	1/2026
Prerequisites	None
Co-requisites	None
Place of Study	Faculty of Education, Buriram Rajabhat University Building 151205
Target Learners	First-Year Thai Bachelor of Education (English Major) Students

Quality Assurance Information

- Appropriate teaching and learning activities are selected in alignment with the educational philosophy and expected learning outcomes, using feedback from stakeholders and student performance data.
- Teaching and learning activities promote lifelong learning and enable students to achieve the expected course learning outcomes.
- Teaching and learning quality is monitored, evaluated, and improved using student evaluations, peer observations, and expert assessments.
- Teaching and learning activities are continuously improved to achieve the expected learning outcomes.
- Teaching and learning approaches in this course have been newly developed or revised from previous offerings, including updates to instructional methods, content organization, or assessment.

Section 2: Course Implementation

2.1 Course Description

English	Practicing communicative English for teaching professions in complex contexts, focusing on the understanding of varieties of spoken discourse through performing tasks: interactive expressions of opinions, role plays, skits, interviews, and oral reports. Emphasis is placed on distinguishing a range of English accents, comprehending spoken language, and responding accurately in accordance with the pronunciation norms of native speakers.
Thai	ฝึกภาษาอังกฤษเพื่อการสื่อสารโดยใช้บทสนทนา การแสดงบทบาทสมมติ และสัมพันธสารต่างๆ ที่ปรากฏในชีวิตประจำวัน เน้นความสามารถในการแยกสำเนียงภาษาอังกฤษที่หลากหลาย เข้าใจและโต้ตอบได้อย่างถูกต้องตามหลักการออกเสียงของเจ้าของภาษา

2.2 Course Objectives

1. Apply fundamental principles of listening and speaking in English.
2. Develop listening competency across a variety of English spoken text types.
3. Communicate verbally in English with confidence and appropriateness in both formal and informal contexts.
4. Demonstrate awareness of phonological norms and cultural contexts in oral communication.

2.3 Contact Hours per Semester

Lecture (hrs)	Laboratory (hrs)	Self-Study (hrs)	Additional Activities
30 hrs (2 hrs/week)	30 hrs (2 hrs/week)	75 hrs (5 hrs/week)	—
Mode: Lecture + Laboratory			
Grading System: A–F (Letter Grade)			

2.4 Academic Advising Hours

• A minimum of 1 hour per week for in-person academic consultation.
• Additional consultation available via online communication channels.

2.5 Course Learning Outcomes (CLOs) with Bloom's Taxonomy

Bloom's Taxonomy levels: Remember (L1) | Understand (L2) | Apply (L3) | Analyze (L4) | Evaluate (L5) | Create (L6)

CLO	Bloom's Level	Domain	Learning Outcome Statement	Verbs Used
CLO 1	Apply (L3)	Cognitive	Apply fundamental principles of listening and speaking in English to real communicative situations.	apply, use, demonstrate, perform
CLO 2	Analyze (L4)	Cognitive / Psychomotor	Analyze and comprehend a variety of English spoken text types (conversations, interviews, reports, skits) for meaning and speaker intent.	analyze, distinguish, differentiate, interpret
CLO 3	Evaluate (L5)	Cognitive / Psychomotor	Evaluate and produce spoken English with confidence and appropriateness across formal and informal contexts, applying accurate pronunciation norms.	evaluate, judge, produce, construct, present

2.6 Program Learning Outcomes (PLOs) — Bloom's Taxonomy Alignment

PLO	Bloom's Level	Domain	Outcome Statement	Related CLOs
PLO 2	Apply (L3)	Cognitive / Psychomotor	Communicate in Thai and English for learning and daily use, and apply language skills in instructional management.	CLO 1, CLO 2, CLO 3
PLO 8	Apply (L3)	Psychomotor / Cognitive	Apply knowledge of English, linguistics, and literature to listening, speaking, reading, writing, and translation in the teaching profession accurately.	CLO 1, CLO 2, CLO 3

2.7 Alignment: PLOs ↔ CLOs

PLO	CLO 1	CLO 2	CLO 3
PLO 2: Communicate in Thai and English; apply in instructional management	✓	✓	✓
PLO 8: Apply English / linguistics / literature skills in teaching profession	✓	✓	✓

2.8 Alignment: TQF (Thai Qualifications Framework) ↔ CLOs

TQF Learning Outcome Domain	CLO 1	CLO 2	CLO 3
1. Knowledge	✓		
2. Skills		✓	
3. Ethics			✓
4. Character (University Identity & Program-Specific)			✓

2.9 Teaching Plan and Assessment Schedule

Week	Topic / Content	CLOs	Hrs	Teaching & Learning Activities / Materials	Assessment Methods	Weight (%)
1	**Course Introduction**	CLO 1	4	• Explain course syllabus, assessment policy, and learning outcomes • Overview of Listening & Speaking for English Teachers • Materials: Course syllabus / Slides	—	
2–3	Unit 1. Food and Cooking	CLO 1 CLO 2 CLO 3	8	• Lecture & Q&A discussion • Pronunciation & vocabulary practice • Worksheets • Role-play activities • Materials: Handouts / Slides	1. Attendance & class participation 2. Worksheet / assignment	**5%**
4–5	Unit 2. Fashion and Style	CLO 1 CLO 2 CLO 3	8	• Lecture • Vocabulary & pronunciation practice • Worksheet • Group assignment • Materials: Handouts / Slides	1. Attendance & class participation 2. Worksheet 3. Quiz	**5%**
6–7	Unit 3. Energy and Resources	CLO 1 CLO 2 CLO 3	8	• Lecture • Worksheets • Pair conversation practice • Role-play activities • Materials: Handouts / Slides	1. Attendance & class participation 2. Worksheets	**5%**
MIDTERM EXAMINATION — Week 8 — 20%						
9–10	Unit 4. Education and Training	CLO 1 CLO 2 CLO 3	8	• Lecture • Discussion • Group role-play assignment • Information presentation activity • Materials: Handouts / Slides / Video clips	1. Attendance & participation 2. Worksheets / assignment	**5%**

11-12	Unit 5. Discoveries and Inventions	CLO 1 CLO 2 CLO 3	8	• Lecture • Reading & note-taking practice (various formats) • Peer discussion of notes • Materials: Handouts / Slides	1. Attendance & participation 2. Worksheet 3. Quiz	**5%**
13-14	Unit 6. Health and Medicine	CLO 1 CLO 2 CLO 3	8	• Lecture • Discussion • Group & individual assignments • Simulated presentation practice • Materials: Handouts / Slides	1. Attendance & participation 2. Oral presentation assessment	**5%**
15	Course Review	CLO 1 CLO 2 CLO 3	8	• Lecture • Discussion • Group & individual assignments • Simulated presentation practice • Materials: Handouts / Slides	1. Attendance & participation 2. Oral presentation assessment	**5%**
FINAL EXAMINATION — Week 16 — 30%						

2.10 Grading Criteria

Criterion-referenced grading using an 8-level letter grade system (total 100 marks):

Grade	Meaning	Score Range (%)	GPA
A	Excellent	80 – 100	4.00
B+	Very Good	75 – 79	3.50
B	Good	70 – 74	3.00
C+	Fairly Good	65 – 69	2.50
C	Average	60 – 64	2.00
D+	Poor	55 – 59	1.50
D	Very Poor	50 – 54	1.00
F	Fail	0 – 49	0.00

Section 3: Student Development According to Expected Learning Outcomes

3.1 Teaching Strategies and Learning Outcome Measurement (by CLO)

CLO	Teaching / Learning Experience	Assessment Method
CLO 1 *Apply principles of listening and speaking* (Bloom's: Apply – L3)	• Students read passages about education, answer comprehension questions, and share opinions verbally. • Students apply pronunciation norms in practical speaking tasks. • Students write suggestions or reflections on topics they have listened to or read.	• Written tests / quizzes • Worksheets and assignments
CLO 2 *Analyze varieties of spoken texts* (Bloom's: Analyze – L4)	• Simulated classroom scenarios where students practice giving instructions, grouping learners, praising, and correcting errors. • Listening activities with diverse speakers to distinguish accents and identify main ideas and details.	• Observation & Q&A • Role-play performance assessment

CLO 3 *Evaluate and produce effective spoken English* (Bloom's: Evaluate – L5)	• Students research and present educational issues in English. • Students read about education topics (e.g., school lunch programs worldwide) and compare, evaluate, and make recommendations. • Students choose appropriate vocabulary and expressions for different communicative contexts, considering cultural factors.	• Written tests / quizzes • Worksheets and projects • Observation and oral response assessment

3.2 Assessment Plan by CLO

CLO(s)	Assessment Activity	Week(s)	Weight (%)
CLO 1, 2, 3	Worksheets, assignments, projects, and oral presentations	3, 5, 7, 11, 13, 16	**50%**
CLO 1, 2, 3	Midterm Examination	8	**20%**
CLO 1, 2, 3	Final Examination	16	**30%**
	TOTAL		**100%**

Section 4: Teaching and Learning Resources

Main Textbook:

Brown, H. D. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy. Pearson Education.

Supplementary Resources:

- Nunan, D. (2011). Teaching Speaking and Listening in the Language Classroom. Cambridge University Press.
- TED Talks and educational podcasts (BBC, NPR, YouTube).
- Self-reflection and peer feedback forms.
- Digital listening and pronunciation tools.

Section 5: Evaluation and Course Improvement

- Student Feedback: Mid-semester and end-of-course evaluations.
- Instructor Evaluation: Peer observation, departmental review, and reflection.
- Improvement Mechanisms:
- Annual syllabus and assessment review.
- Incorporation of authentic materials and new teaching technologies.
- Professional development workshops for instructors.

Prepared by Course Instructor	Approved by Department Head
Signature: _____ Name: Mr. Charlie Enario Saballa Date: _____	Signature: _____ Name: _____ Date: _____