



FACULTY OF EDUCATION

CURRICULUM STRUCTURE

This **130-credit** B.A.-Education in TESOL program is composed of 31-credit Foundation Year courses, 33-credit Functional and Institutional courses, 33-credit Pre-Major courses, 30-credit Major courses, and 3-credit graduation path of Practicum or Internship in TESOL.

I. FOUNDATION YEAR COURSES (Year I)

No	Course Title	Course Code	Credits	Priority
1	English I: Reading and Composition ⁽¹⁾	ENGL 110	3	Required
2	English II: Reading and Composition	ENGL 120	3	Required
3	Cultural Anthropology	ANTH 102	3	Required
4	Introduction to Computers	COMP 110	4	Required
5	Environmental Science	NATS 102	3	Required
6	Introduction to Political Science	POL 101	3	Required
7	Gender Studies	SOC 110	3	Required
8	Khmer Studies	KHMR 110	3	Required
Oriented Courses by Faculty Requirements				
9	English Grammar in Context I ⁽²⁾	ENGL 150	3	Required
10	English Phonetics and Pronunciation I ⁽³⁾	ENGL 130	3	Required
Total			31	

Note: - ⁽¹⁾ ENGL 110 is pre-requisite for ENGL 120. - ⁽³⁾ ENGL 130 is pre-requisite for ENGL 202.

- ⁽²⁾ ENGL 150 is pre-requisite for ENGL 200.

II. FUNCTIONAL AND INSTITUTIONAL COURSES (Year II)

No	Course Title	Course Code	Credits	Priority
Semester 1				
1	English Grammar in Context II ⁽⁴⁾	ENGL 200	3	Required
2	Academic Research: Information Literacy	ARIL 210	3	Required
3	English Phonetics and Pronunciation II ⁽⁵⁾	ENGL 202	3	Required
4	Listening and Speaking Development ⁽⁶⁾	ENGL 140	3	Required
Semester 2				
5	Logic and Critical Thinking	PHIL 210	3	Elective
6	Reading Development ⁽⁷⁾	ENGL 203	3	Required
7	Personal Growth and Development	PSYC 212	3	Required
8	Writing Development I ⁽⁸⁾	ENGL 201	3	Required
9	Health Education and Fitness	HFT 201	3	Elective
Summer				
10	History of Cambodia	HIST 230	3	Required
11	Writing Development II ⁽⁹⁾	ENGL 204	3	Required
12	English for Effective Communication ⁽¹⁰⁾	ENGL 205	3	Required
Total			33	

- Note:** - ⁽⁴⁾ ENGL 200 is pre-requisite for ENGL 201, ENGL 204, ENGL 300, and ENGL 302.
 - ⁽⁵⁾ ENGL 202 is pre-requisite for ENGL 205, ENGL 308, and ENGL 309.
 - ⁽⁶⁾ ENGL 140 is pre-requisite for ENGL 205, and ENGL 308.
 - ⁽⁷⁾ ENGL 203 is pre-requisite for ENGL 301. - ⁽⁹⁾ ENGL 204 is pre-requisite for ENGL 302.
 - ⁽⁸⁾ ENGL 201 is pre-requisite for ENGL 204. - ⁽¹⁰⁾ ENGL 205 is pre-requisite for ENGL 308.

III. PRE-MAJOR COURSES (Year III)

No	Course Title	Course Code	Credits	Priority
Semester I				
1	Advanced English Grammar in Context ⁽¹¹⁾	ENGL 300	3	Required
2	Advanced Reading	ENGL 301	3	Required
3	Advanced Writing	ENGL 302	3	Required
4	Introduction to Literature ⁽¹²⁾	ENGL 303	3	Required
Semester II				
5	Linguistic Structure of Modern English ⁽¹³⁾	ENGL 309	3	Required
6	Public Speaking	ENGL 308	3	Required
7	Comparative Literature	ENGL 307	3	Required
8	Professional Writing	ENGL 305	3	Required
Summer				
9	Introduction to Second Language Acquisition	ENGL 304	3	Required
10	Interpreting and Translation	ENGL 306	3	Required
11	Foundations of Education	EDUC 300	3	Required
Total			33	

- Note:** - ⁽¹¹⁾ ENGL 300 is pre-requisite for ENGL 302 and ENGL 305.
 - ⁽¹²⁾ ENGL 303 is pre-requisite for ENGL 307. - ⁽¹³⁾ ENGL 309 is pre-requisite for ENGL 304.

IV. MAJOR COURSES (Year IV)

No	Course Title	Course Code	Credits	Priority
Semester I				
1	English for the Teacher of TESOL	ENGL 400	3	Required
2	English Proficiency Testing	ENGL 401	3	Required
3	Introduction to TESOL ⁽¹⁴⁾	EDUC 400	3	Required
4	Methodology in TESOL I ⁽¹⁵⁾	EDUC 402	3	Required
Semester II				
5	Education and Character Building	EDUC 302	3	Required
6	Methodology in TESOL II	EDUC 403	3	Required
7	Action Research in ELT	EDUC 406	3	Required
8	Introduction to Classroom Assessment and Evaluation	EDUC 404	3	Required
Summer				
9	Introduction to Curriculum and Materials Design	EDUC 405	3	Required
10	Seminar in TESOL	EDUC 407	3	Required
11	Practicum in TESOL ⁽¹⁶⁾	EDUC 408	3	Elective
12	Internship in TESOL ⁽¹⁷⁾	EDUC 409	3	Elective
			33	

- Note:**
 - ⁽¹⁴⁾ EDUC 400 and ⁽¹⁵⁾ EDUC 402 are pre-requisite for EDUC 403, EDUC 404, EDUC 405, EDUC 406, and EDUC 407.
 - ⁽¹⁶⁾ Either EDUC 408 or ⁽¹⁷⁾ EDUC 409 cannot be taken unless all the required courses are already successfully completed. However, in case there are only three courses left (including EDUC 408 or EDUC 409), the student can consult the Dean or Associate Dean to check if all those three courses can be taken at the same time with EDUC 408 or EDUC 409.
 - All the courses in Years 2, 3 and 4 must be offered in the order as they appear in the table above.

PROGRAM TEACHING APPROACHES

The following are five common teaching approaches with some examples of teaching methods. For the students to achieve the program learning outcomes, an eclectic teaching methodology would be effective for implementing this multi-disciplinary curriculum. However, the student-centered, task-based, and collaborative approaches are highly encouraged for this curriculum; therefore, the teachers have to select appropriate methods with consideration of the learning outcome, the subject matter, and the situation. The following teaching approaches, methods and strategies for this program could be selected and applied by faculty members:

1. **Direct Instruction (Teacher-Centered):** Lecture, Deductive Teaching, Explicit Teaching, Didactic Questions, Demonstrations, Guided Practice, etc.
2. **Indirect Instruction (Student-Centered):** Inquiry-Based Teaching, Inductive Teaching, Problem Solving, Case Studies, Concept Formulation, Drawing Inferences from Data, Forming Hypotheses, etc.
3. **Experiential Learning (Task-based):** Simulations, Focused Imaging, Role Play, Models, Games, Field Trip, Experiment, etc.
4. **Interactive Instruction (Collaborative):** Communicative Approach, Cooperative Learning, Debates, Discussions, Problem Solving, Brainstorming, etc.
5. **Independent Study (Self-Regulated):** Work Assignment, Flipped Approach, Project-Based learning, Question-Directed Learning, Computer-Aided Instruction, Self-Reflection, etc.

PROGRAM ASSESSMENT METHODS

It is also important that the assessment methods correspond to the teaching methods and verify if the learning outcomes are truly achieved. It is suggested that a triangulation method be employed to collect data about the students' performances from multiple sources. This can be done through a mixed assessment methodology (direct and indirect; formative and summative). In this regard, written examinations or tests that often times are memory-based may not be effective assessment techniques because they cannot assess many of the students' skills, performances and attitudinal changes which are the program objectives. The suggested assessment methods for each learning outcome can be found in the tables below.

PUC GRADING SYSTEM

Grade Point Average (GPA)	Percentage Equivalent	Alphabetic Equivalent	Description
4.00	96-100	A+	Exceptional
4.00	93-95	A	Excellent
3.67	90-92	A-	Superior
3.33	86-89	B+	Very Good
3.00	83-85	B	Good
2.67	80-82	B-	Fair
2.33	76-79	C+	Above Average
2.00	73-75	C	Average/Satisfactory
0.00	0-72	F	Failure
		Cr.	No Point is Offered
		P	Pass no Grade
		W	Withdrawal
		WF	Withdrawal with Failure
		I	Incomplete
		AU	Audit Student/No Credit

FACULTY OF EDUCATION'S ASSESSMENT SYSTEM

<i>On-Going Assessments</i>	<i>70%</i>
- Attendance	10%
- In-class activities (e.g. discussions, tests/quizzes, presentations)	20%
- Out-of-class work (e.g. homework, assignments, mini-projects, essays)	20%
- Midterm examination/project/paper	20%
<i>End-of-Term Examination/Project/Paper</i>	<i>30%</i>

Note: Specific assessment results shall be recorded in the E-grade Template and the total grades shall be recorded on the Registrar's Official Grade Sheet and submitted to the Associate Dean for Undergraduate Programs through the Office Assistant.

COURSE DESCRIPTIONS

YEAR I: FOUNDATION YEAR COURSES

ENGL 110 English I: Reading and Composition (3 credits)

This course is designed to enable students of the foundation year to improve their reading and writing skills at an intermediate level. The students will read a wide range of interesting texts related to real situations. All the texts will enhance students' reading competence through guided and independent reading activities for both academic work and pleasure. In addition to the reading skills, the students will develop their writing skills ranging from writing meaningful paragraphs to composing meaningful short essays which include descriptive essays, narrative essays, cause-effect essays, problem-solution essays, and opinion essays. To make this course more fun and productive, a variety of approaches and interactive practice activities will be employed. Those include student-centered, communicative, cooperative learning, task-based and project-based approaches, and communicative and interactive practice activities. The students are also required to do assignments and projects individually, in pairs, and/or in groups.

ENGL 120 English II: Reading and Composition (3 credits)

Continuing from ENGL 110, this course aims to further enhance students' reading and writing skills at an intermediate level. The students will read various interesting texts on different topics and themes related to real situations. All the texts will enhance students' reading competence through guided and independent reading activities for both academic work and pleasure. In addition to the reading skills, the students will develop skills in writing longer essays which include descriptive essays, narrative essays, cause-effect essays, problem-solution essays, compare and contrast essays, opinion essays, persuasive essays, and summaries of reading texts. To make this course more fun and productive, a variety of approaches and interactive practice activities will be employed in class. Those include student-centered, communicative, cooperative learning, task-based and project-based approaches, and lots of communicative and interactive practice activities. The students are also required to do assignments and projects individually, in pairs, and/or in groups.

ANTH 102 Cultural Anthropology (3 Credits)

This course is designed as part of the general studies that any undergraduate student has to fulfill before going on for a specific major course. This course is designed to investigate the impact of culture on our

everyday living and decision-making, both locally and globally. This course deals with basic concepts of the study of humans, past and present, with emphasis on their differing cultures. The course entails the students not only to learn conceptual information but also to apply it in problem solving, case studies and class debates.

COMP 110 Introduction to Computers (4 Credits)

This course is one of the general education courses in the Foundation Year program required by PUC to familiarize the students to the use of computer as an efficient tool for their study and work. It is designed to provide non-IT students an overview of how computer work, fundamental concepts and basic terminologies of computer system, mobile devices, network system (both hardware and software) and computer security, computer assembly, and troubleshooting. This course also enables students to install basic software such as MS Windows Operating System, to set up printer and scanner, and to use MS Office such as MS Word, Excel, PowerPoint, and OneNote.

NATS 102 Environmental Science (3 Credits)

This is a non-lab science course that is part of the general studies. Any undergraduate student has to complete it in order to go to their specific majors. This course examines the complex interaction between human being and their environment. Some fundamental concepts of environmental science are presented to students in order to make them environmentally aware about vital issues like conservation of natural resources, sustainable use of resources, environmental degradation, and rapid growth of human population coupled with technology causing major environmental problems. Emphasis is given to promote sustainable concepts and to enable students to make informed choices regarding their environment. This course is designed to make students understand theories and integrate them into practical applications through real world situation observations, consequentially allowing them to establish cause and effect relationship through impact assessment projects.

POL 101 Introduction to Political Science (3 Credits)

This course is developed to introduce students the basic academic disciplines of political science, which is one of the common courses in the Foundation Studies Program. The course instruction goes through various conceptual topics in the hope that students will understand the most basic issues of political science. This course also intends to illustrate why general people and students should study political science both inside and outside the classroom, and especially understand their society interaction. To learn this course effectively, students are to participate in the class, distribute community services, and write reports and present assigned topics related to current issues in the framework of political science.

SOC 110 Gender Studies (3 Credits)

This course introduces Gender Studies as general studies for all undergraduate students at PUC. Given the comprehensiveness and diversity of the overall subject area, this course will provide an introduction to and critical engagement with several specific areas of inquiry that make up Gender Studies. The course first examines several fundamental gender concepts necessary for the students to acquire the basic gender perspectives. Then it focuses on the issues of gender-based violence, such as domestic violence and rape, so as to understand how gender interlinks with violence against women. Students will learn by examining substantial incidents on gender by reading relevant materials as well as having several discussions with the guest speakers working to promote gender equity. Through the classes and group discussions, students will be encouraged to engage the issues presented in the class, and to compare assigned readings interdisciplinary. The students are also encouraged to think critically about their implications, apply and synthesize what they are learning, and make connections to their own personal and professional lives.

Note: For TESOL students, this course can be replaced by English Grammar in Context I (ENGL 150)

KHMR 110 Khmer Studies (3 Credits)

Khmer Studies enables students to learn about the origins of culture and civilization of each race, which had settled on our land, and to acquire Austro-Asian culture that is the primitive Khmer culture before the

arrival of foreign cultures. Likewise, we can learn about the evaluation of Khmer culture from one era to another such as Pre-history, Norkor Phnom (Funan) era, Chenla era, Angkor era, Post-Angkor as well as present society. Moreover, Khmer Studies also focuses on the early beliefs, superstitions, and religions in which Khmer believed and practiced in various historical ages. Also, Khmer Studies is about arts, languages, literature, customs, traditions and creativities of the Khmer people. In addition, Khmer Studies enables students to be well aware of the Khmer cultural values and civilization. Consequently, students will love, nurture and defend their country, races, culture and civilization and national identities in order to benefit Cambodian people as a whole.

ENGL 150 English Grammar in Context I (3 credits)

This course is designed to develop the students' language competency in English grammar at an intermediate level. A Communicative Language Teaching Approach is applied to ensure that the grammar is introduced implicitly through various reading texts, and it is practiced interactively in class. The course covers a large range of English language structures which include all English tenses, phrasal verbs, modals, nouns, verbs, adjectives and adverbs, gerunds and infinitives, and articles. In addition, four macro-skills such as speaking, listening, reading and writing are integrated and practiced to enable the students to develop those four skills for their academic and employment purposes.

ENGL 130 English Phonetics and Pronunciation I (3 credits)

This course is designed primarily to enable students of the foundation year to improve their pronunciation of English so that they can acquire a near-native accent and be understood more easily by native speakers in both formal and informal situations. The students are expected to develop a basic understanding of the sound system of English, and to develop phonics, phonemic and phonological awareness by looking into how English sounds operate at word and discourse levels. The main features of English pronunciation, such as the individual sounds of English consonants and vowels, word endings, strong and weak forms, contractions, linking, sentence and word stress, rhythm and intonation are covered in the course.

YEAR II. FUNCTIONAL AND INSTITUTIONAL COURSES

ENGL 200 English Grammar in Context II (3 Credits)

This course aims to develop the students' language competency in English grammar at a high-intermediate level. The grammar is taught through reading texts of various topics such as customs, wedding, sports and exercises, health, science, small businesses, and everyday life. The students will study selected types of English tenses in both active and passive voice, possessive and reflexive pronouns, subject-verb agreements, determiners such as some, any, a lot of, etc., adjectives, adverbs, noun modifiers, pronouns, clauses, modals, gerunds, infinitives, comparison of adjectives and adverbs, articles, etc. In addition, this course integrates speaking and writing activities which require the students to apply their grammar knowledge and understanding.

ARIL 210 Academic Research: Information Literacy (3 Credits)

The goal of the course is to instill students with information literacy (IL) skills. By the end of the course, it is expected that students will be able "to locate, evaluate and use" information of any type, in any media effectively. Moreover, IL will enable students to communicate their work in a scholarly manner within academic ethic principles. They will understand what plagiarism is and will cite their sources properly when they use someone else's ideas or work. The information literacy skills are fundamental skills for learning. They not only provide students with the tools to engage in academic performance proactively and productively, but also inspire students to continue learning throughout their lives. In order to enable students to really earn the IL skills, instructors will walk students through all the necessary steps of research and writing.

ENGL 202 English Phonetics and Pronunciation II (3 credits)

Continuing from ENGL 130, this course reviews the main features of English pronunciation and discusses the differences between spelling and pronunciation. Many different spelling rules, rules for stress placement in words of two or more syllables, and other rules for other pronunciation features are applied so that students will be able to pronounce English clearly and accurately. The pronunciation problems that Khmer learners normally face due to their mother-tongue language sound influence are highlighted and clearly demonstrated to differentiate the sounds between English and Khmer. A variety of classroom practice activities including listening to the tapes is required.

ENGL 140 Listening and Speaking Development (3 credits)

This course is designed to develop oral communication skills of undergraduates at an intermediate level. Grammatical structures and vocabulary of English are presented in contexts and are practiced through real speaking and listening situations and natural settings to get students to be accustomed to natural English language spoken by both native and non-native speakers of English. Students are stimulated to express their opinions by a wide range of pictures, photographs, advertisements, tables and diagrams, drawings and data, with various authentic listening and reading texts. All speaking and listening practice activities are task-based and are much related to various real life contexts and situations to encourage students to be involved in classroom interaction and participation, critically solve problems, describe their real life experiences, exchange ideas and information, and participate in role-plays, simulations and discussions to enhance their communication competence. In order to promote high quality of learning performance and achieve student learning outcomes, many different teaching and learning approaches, such as learner-centered, task-based, communicative, cooperative and participatory approaches are integrated. Although this course focuses on speaking and listening skills, reading and writing skills are also integrated to a certain degree of their necessity.

PHIL 210 Logic and Critical Thinking (3 Credits)

Students will be introduced to the basic methods and principles of logic. Students will study and apply various methods to test arguments, and apply the principles of logic, through various exercises, puzzles, and problem solving, to develop critical thinking skills. Students will study assorted forms of false reasoning and examine possible applications of this study in academic and non-academic life.

ENGL 203 Reading Development (3 credits)

This course aims to further enhance students' reading competency at a high-intermediate level. The students will read various interesting texts on different topics and themes related to real situations. All the texts will enhance students' reading competence through guided and independent reading activities for both academic work and pleasure. In addition to the reading skills, the students will be required to practice other skills such as speaking and writing. To make this course more fun and productive, a variety of approaches and interactive practice activities will be employed in class. Those include student-centered, cooperative learning, and task-based approaches, and lots of communicative and interactive practice activities.

PSYC 212 Personal Growth and Development (3 Credits)

This course is designed to teach discipline, good behaviors, positive attitude, self-respect and self-confidence at the university as well as in the society. It will also teach study skills and time management for success in college as well as in life. Buddhist as well as western philosophies and thoughts are essential parts of this course. Students can learn how to value life and develop virtues, molding themselves after great heroes. The way to obtain the "positive mental attitudes" is taught through this course.

ENGL 201 Writing Development I (3 credits)

This course is designed to develop academic writing competency and proficiency of undergraduates at a high-intermediate level. This course enables students, first, to prepare and organize their writing based on some common characteristics such as coherence, cohesion, unity and completeness; then, to understand how

important it is to collect relevant data and information from various sources to write successful essays; finally, to write process essays, expository essays, comparison/contrast essays, argumentative essays, paraphrase and summary effectively.

HFT 201 Health Education and Fitness (3 Credits)

This course will introduce students to basic knowledge on health education, health behavior, reproductive health, tropical diseases, sexual transmitted diseases, chronic disease, alcohol, tobacco, and domestic violence will be imparted. With this knowledge, students will have opportunity to explore the concept of health education, health promotion, and health determinant factors that affect public health.

HIST 230 History of Cambodia (3 Credits)

This is a social science course that students have to fulfill before going on to their specific major course. It will be a discussion of the civil war and its consequences especially the post dark period of year 1975-79 in Cambodia. There will also be a discussion of renovation and reform after the year 1993. The changes in Khmer culture, society and economics will be discussed based on general opinions and public media. Political structure, foreign policy, gender issues, human rights, rural development, and education are also included. In addition, this course is included the community learning program that provide a chance to students to work on community based learning. This project is for students to understand and learn about the community, its historical concept and its needs.

ENGL 204 Writing Development II (3 credits)

Continuing from ENGL 201, this course is designed to develop academic writing competency and proficiency of undergraduates at a high-intermediate level. This course puts great emphasis, first of all, on revision of some basic grammatical structures for academic writing and on revision of all types of essays; and secondly, on expansion of essay writing, especially all types of essays which include process essays, expository essays, comparison/contrast essays, and argumentative essays.

ENGL 205 English for Effective Communication (3 credits)

This high-intermediate level course is specifically designed to improve students' technical English language skills in effective oral communication in business and different work settings. It enables students to use English effectively for a variety of business and working activities, such as conducting meetings, discussions, debates, presentations, negotiations, telephoning, etc. The course consists of a wide range of English language structures and competencies or functions related to different working environments to enhance students' language communication competence. Students are expected to practically work hard through a large number of speaking and listening practice activities related to various real working situations.

YEAR III. PRE-MAJOR COURSES (33 credits)

ENGL 300 Advanced English Grammar in Context (3 credits)

This course is designed to improve language accuracy, fluency and proficiency of advanced learners in both spoken and written forms. The course includes a large range of grammatical structures, such as passive voice, questions, question tags, modal verbs, countable and uncountable nouns, articles, comparative and superlative, and verb patterns (gerunds and infinitives), all types of clauses (noun clauses, adjective clauses, adverb clauses), phrasal verbs, discourse markers (linking words and transitions), ellipsis, modifiers, inversion, hypothesizing, and conditionals. These grammatical structures will be presented and practiced using learner-centered, communicative and participatory approaches. Both, accuracy and fluency are practiced through a variety of activities including controlled, less-controlled and free productive speaking and writing techniques designed and collected by the instructor. These teaching methods, techniques and approaches will make students feel that learning grammar is fun.

ENGL 301 Advanced Reading (3 credits)

This course is designed to develop TESOL students' reading skills to an advanced level. It enhances the students' skimming and scanning skills using a variety of texts related to cultures, education, entertainment, economics, politics, social life styles of countries around the world, biographies of American leaders and other important leaders, short stories and novels, and drama. Students will read more critically to investigate how different pieces of writing have an effect on our daily life, how the authors have used their writing to communicate with readers, and how readers' experience affects their interpretations. This course will also lead students to become more independent readers with critical thinking of various aspects as mentioned above. Moreover, writing skill is integrated into this course. Students will be asked to write their own reviews, reflections, and impressions on some interesting texts or stories.

ENGL 302 Advanced Writing (3 credits)

This course is designed to improve English language writing skills of students for their academic writing purposes. It enables students to do the following tasks: Review and effectively write different types of essays at an advanced academic level for their academic studies; quote speeches of references and paraphrase statements to avoid plagiarism; analyze, comment, and reflect on different views of professional writers and scholars in a constructive way; write reaction papers, reflection papers, and position papers through article reviews, book reviews, and other relevant sources; and write term papers on selected topics.

ENGL 303 Introduction to Literature (3 credits)

This course introduces basic concepts of literature studies in which poetry, novels, fiction, drama and plays are focused to improve reading skills and competence of students, and to help them understand and enjoy reading literature in general. The major genres and themes of various types of literature will be explored. This course is a foundation in imaginative and critical reading and writing. Thus, different approaches, techniques and strategies will be used to build a concrete foundation of literature studies for the students so that they can be more motivated to further explore and investigate into other different literatures on their own. Through short stories, novels, poetries, dramas and various plays, students will be able to trace the writers' imagination to their creative perception. The students will then learn some new language unconsciously from the work they read, and from a variety of classroom interaction modes including workshops and discussions. In addition, the students will be encouraged to discover not only the language and the social and cultural contexts of the work for its time but also its implications for our lives today.

ENGL 309 Linguistic Structure of Modern English (3 credits)

This course provides a general introduction to the scientific study of how language is structured, learned and used. Topics include: history of language and applied linguistics; role of language in culture and society; notions of "grammar"; the form (written versus spoken language form), meaning and use of the grammar; the vocabulary and how it is learned and taught; spoken and written discourse analysis, and implications for teaching speaking and writing; pragmatics and its implications for language teaching, learning and use; second language acquisition and second language teaching and learning; psycholinguistics; sociolinguistics and its applications in language teacher education; four language skills and introduction to teaching and learning the four language skills: listening, speaking, reading and writing.

ENGL 308 Public Speaking (3 credits)

This advanced level course emphasizes research, preparation, delivery, and evaluation of public speeches of different types such as informative, persuasive, and argumentative. The students demonstrate listening, speaking, and interpersonal skills that are necessary to be effective communicators in educational settings and in the workplace. They should also be able to use audio-visual aids to support their speech delivery.

ENGL 307 Comparative Literature (3 credits)

This course is designed to improve the students' reading skills to a certain level that enables them to understand genres and themes of various forms of literature, such as fiction and non-fiction novels, plays, drama, and poetry written by different famous writers from different cultural settings with ease. From an understanding of the literature they have read, students are able to identify, analyze, evaluate, interpret and reflect on different ironies, plots, themes and characters of stories and writers' thoughts and imaginations, and to compare different literature and different elements of literature written by American, British, Asian, European, African writers at different times and in different social, cultural settings. They can also compare and reflect on social and cultural values of the work for its time to lives, social values and cultural changes of the 21st century and how lives are improved today. Finally, they are able to improve their writing skills in literature review, self-reflection and character's evaluation in different essay writings. The students who have completed this course will become independent readers and will be able to explore and enjoy other literature by themselves.

ENGL 305 Professional Writing (3 credits)

This course is designed to reinforce undergraduates' writing competency, and to improve their high-level writing proficiency demanded in business and other professions. The course enables students to use effective writing guidelines to write effective informal and formal letters for business at the work place; effective cover letters, CVs or résumés, and applications for successful job seeking; memos, faxes, and e-mails at work; winning proposals and effective short and long reports; advertisements, information leaflets and brochures. The students will also learn to fill up different forms, such as job application forms, visa application forms, and scholarship application forms. Learner-centered, cooperative, participatory and task-based approaches are highly recommended to reinforce and enhance students' learning efficiency and competency.

ENGL304 Introduction to Second Language Acquisition (3 credits)

Introduction to Language Acquisition course is established to introduce students to what language acquisition is and how language is acquired from both, natural and unnatural settings. It enables students to operationally define the two terms 'Language Acquisition' and 'Language Learning' based on theories and their personal experiences of language learning. It also makes them aware of how children and adults acquire and learn any language effectively. The course discusses general issues such as the role of the native language, the effects on the second language on the first, universals, age, input and interaction and processing, as well as characteristics of the acquisition of phonology, lexicon, and syntax in second language learners. The empirical component of the course provides students with experience in designing and carrying out studies in second language acquisition.

ENGL 306 Interpreting and Translation (3 credits)

This course aims to identify and discuss basic concepts and problems of the area of Translation Studies. It provides an opportunity for an in-depth and hands-on study of many areas of applied linguistics (e.g. semantics, pragmatics, sociolinguistics, and others) in the context of inter-lingual and inter-cultural transfer of meaning. Students are introduced to the concept of linguistic sign and other focal issues of semiotics in their relation to Translation Studies. Various modes and types of translation as well as translation strategies and techniques are discussed. Students are familiarized with the role and functions of a translator and an interpreter in the process of inter-cultural communication. They are introduced to some intricacies of translation and interpretation as a profession (for example, standards and ethics of the profession). The course has both theoretical and practical components. Theoretical issues are illustrated by specific examples; practical exercises are built around them.

EDUC 300 Foundations of Education (3 credits)

This course, both as a way of life and an academic discipline, examines and understands the fundamental questions about the world and human life, seeks answers to these questions, and applies the answers to daily living. It also examines the basis upon which beliefs are held, and explores possible interconnections among various fields of knowledge. This course explores the philosophical, sociological, and psychological foundations of education, professionalism, role of technology, and trends and issues in education. It introduces students to the ideas of some of the world's greatest educational philosophers, who have shaped the way in which human beings think and live and enables them to examine personal reasons for wanting to teach and will create a personal philosophy of education. Key topics include: (1) professionalism, (2) history of education in Cambodia and ASEAN, (3) governance, (4) philosophies of education, (5) issues and trends in education, (6) roles of education in social change, (7) human growth and development, and (8) technology in education.

YEAR IV. MAJOR COURSES (33 credits)

ENGL 400 English for the Teacher of TESOL (3 credits)

English Language Development for the Teacher of TESOL is designed to improve English language skills and competency of English teachers whose first language is not English. It focuses particularly on the language skills, specific classroom language instructions and competence that teachers need for use in the classroom, for their teaching career, for their further teacher development studies and teacher-training in English, and for making work-related contacts. All content, topics, issues and classroom practice activities are highly relevant to real teaching and learning contexts so that teachers will be able to learn both English language competencies for teaching as well as other skills related to teaching and learning English language. This course focuses on improving all the four skills: Reading, Speaking, Listening and Writing.

ENGL 401 English Proficiency Testing (3 credits)

This workshop-like course aims primarily at upgrading students' English proficiency and at teaching them how to do TOEFL/IELTS tests. This course is divided into two parts. The first part is the revision of the English syntax, semantics, phonology, and stylistics, covering the four macro skills of English learning: reading, listening, speaking, and writing. The second part is a more practical process. The teacher provides instructions and guides the students in doing various TOEFL/IELTS tests that are selected and organized in order of degrees of difficulty and interest. The test results will be kept in a portfolio that will be used as the basis for assessing the student learning outcomes.

EDUC 400 Introduction to TESOL (3 credits)

Introduction to TESOL is designed to prepare students of the B.A. in TESOL program for their Methodology in TESOL courses and their future English language teaching career. This course *focuses on two main components: practical classroom training input and real classroom observation*. Practical classroom training input makes those pre-service students partly aware of what a professional language teaching career is like. Specifically it deals with real classroom situations such as teacher and students' behaviors, teaching and learning problems, and other issues. Those pre-service students will learn a range of skills such as how to create an effective learning environment, how to motivate students, how to manage the classroom effectively, how to handle heterogeneous classes, how to tackle misbehaviors and discipline problems of students with free of both physical and emotional harms, how to give effective instructions for classroom practices, how to continue developing their teaching skills after the end of their training and how to act as a role model for their students. In order to see how those theories and skills of teaching and learning are applied in the real world of English language teaching, those pre-service students will be required to conduct real English language classroom observations. Students will write observation reports and present them before the class at the end of the course.

EDUC 402 Methodology in TESOL I (3 credits)

This course is designed to practically train students to teach English grammar and vocabulary communicatively. That means the new grammatical structures and vocabulary are presented through real-life contexts. Various presentation and practice techniques, with very clear procedures, for teaching and practice grammatical structures and vocabulary are demonstrated for and practiced by students. Different sample lesson plans for teaching new grammatical items and new vocabulary items are provided. A variety of workshops in lesson planning, peer teaching and feedback sessions are included to enable the students, first, be able to demonstrate those presentation and practice techniques for introducing and practicing new grammatical structures and vocabulary by following the correct procedures in an efficient manner; second, to plan effective lessons for teaching new grammatical structures and new vocabulary using the learner-centered and communicative language teaching approaches; then, to further understand the importance of and practice accuracy and fluency during the grammatical structure or vocabulary lessons; and finally, to demonstrate their planned lessons and share constructive feedback among their peers during peer teaching workshops.

EDUC 302 Education and Character Building (3 credits)

This course discusses basic concepts of character and related terms, why character building is important in the society, and how a person's character develops. The students will further discuss the trends in Cambodian character development and its relationships with the society and culture. The following specific topics will be explored: roles of family, school, religion, and media in character building.

EDUC 403 Methodology in TESOL II (3 credits)

This course is designed to train students how to effectively teach the four language skills, namely speaking, writing, reading and listening. A large number of techniques for those four skills will be demonstrated by the trainer and practiced by all students in the class. As this course is highly practical and hands-on, the class will be asked to practice making lesson plans, to demonstrate those planned lessons and to give constructive feedback during lesson planning workshops and peer teaching sessions. Integrated skills are also introduced and practiced in each main language skill-focused lesson. In addition, the course will help students to develop weekly and monthly teaching plans in which the skill-focused lessons should be well-balanced so that the students are able to have equal access to learn and practice each skill.

EDUC 406 Action Research in ELT (3 credits)

This course is designed to enable students to learn how to write and conduct small scale research projects on the field of education, particularly on English language teaching and learning in the real classroom. Two main components are focused on: *the Introduction to Basic Research Paper and Research Paper Writing Process*, and *Classroom Action Research Projects*. With the first component, students will learn how to write basic research problem statement, to determine research purpose and objective, to write research hypotheses, to collect primary and secondary data, to write basic literature review, to develop instruments for basic research data collection, to analyze data and to interpret results. As far as the Classroom Action Research Projects are concerned, they are basically simple, practical and manageable. This component enables students, first, to identify specific areas, problems and issues related to teaching and learning process, classroom management, and teaching and learning assessment; then, to develop basic research problem statement, to develop simple and clear instruments for collecting data, to analyze the data, to interpret the results, to write conclusion, and to make some recommendations for future development; and finally, to develop further practical action plans for improving the quality of their teaching and student's learning.

EDUC 404 Introduction to Classroom Assessment and Evaluation (3 credits)

This course is designed to enable students to develop different types of effective classroom English language tests and to use those tests and other ongoing assessment methods and approaches to evaluate their

student learning achievements appropriately, fairly and effectively. This course covers the following topics: The role of assessment in English language teaching; current trends of English classroom assessment; differences between evaluation, test, assessment and teaching, and the relationship between assessment and teaching instructions; principles of language assessment; establishing high-quality English classroom assessments; language assessment before instruction; assessing students' progress during instruction; and assessment after instruction; different assessment methods and approaches, such as selected-response, constructive-response (in which performance-based assessment is included), teacher observation, and student self-assessment; designing language tests for testing vocabulary, grammar, and the four macro-skills; and performance assessment.

EDUC 405 Introduction to Curriculum and Materials Design (3 credits)

This course is designed for four main purposes: first, to introduce TESOL pre-service teacher trainees to basic TESOL curriculum and syllabuses, to curriculum of English for Specific Purposes (ESP), and to various printed English language teaching and learning materials; second, to design and develop course syllabuses, and teaching plans or scheme of work for teaching General English Language (GEL) and ESP programs based on the real business needs, cultural norms, different classroom settings, and different ages and levels of different groups of learners, such as private business people, NGO's staff; then, to evaluate different printed English language teaching and learning materials available in Cambodian markets so that the best and most appropriate materials can be selected to serve the well-designed curriculum, to meet interests, needs and levels of those different groups of learners; and finally, to adapt teaching and learning materials, and to create and develop additional materials, teaching aids and practice activities to supplement the selected printed materials, and also to fulfill sufficient instructional needs so that productive learning outcomes of learners will be achieved.

EDUC 407 Seminar in TESOL (3 credits)

This integrated course combines multi-disciplinary skills and is composed of three major parts which are very practical and empirical. The first part is review of the English language skills in order to improve the students' accuracy as well as fluency in speaking and writing. The second part is review of the teaching methodology, classroom management, and student motivation. The last part is review of the soft skills in order to prepare the students for successful career and life.

EDUC 408 Practicum in TESOL (3 credits)

This course is designed for TESOL students who have already completed all in-classroom courses related to methodology in TESOL or teaching English as a second language, to primarily gain experiential knowledge of real teaching through the application of teaching and learning theories and skills learned from the training. The Practicum consists of four phases: Practicum Orientation, Classroom Observation, Real Teaching Practice, and Writing Practicum Report. The students who observe their peers or home-classroom teachers will give some constructive feedback at an appropriate time to improve their teaching skills. Each student will be asked to conduct several lessons, a few of which will be observed and assessed by a home-classroom teacher and a practicum supervisor. The details of this course are provided in the Practicum Guide manual.

EDUC 409 Internship in TESOL (3 credits)

This TESOL internship program is designed for TESOL students who have successfully completed all Years 1, 2, and 3 courses and at least four courses in Year 4, including Introduction to TESOL (EDUC 400), Methodology in TESOL I (EDUC 402), Methodology in TESOL II (EDUC 403), and Introduction to Classroom Assessment and Evaluation (EDUC 404). This internship program consists of four phases: Internship Program Orientation, Classroom Observation, Real Teaching Practice, and Internship Program Portfolio. The internship in TESOL is an effective way for interns to build their teaching competencies through teaching in a real English language classroom context. It also provides interns with an opportunity to prepare themselves for a life-long teaching profession. The interns are assigned to work with the homeroom teachers within the entire term of any English language program at a partner institution.