



รายวิชาศึกษาทั่วไป

ชื่อรายวิชา ภาษาอังกฤษเบื้องต้นเพื่อเตรียมสอบโทเฟล-ไอบีที

รหัสวิชา ศศศศ 285

ระดับปริญญาตรี

คณะศิลปศาสตร์

Course Specification

Section 1 General Information

1. Course Code and Title

In Thai	ศศศศ ๒๘๕ ภาษาอังกฤษเบื้องต้นเพื่อเตรียมสอบโทเฟล-ไอบีที
In English	LALA 285 Introduction to English for TOEFL-iBT Preparation

2. Number of Credits

2 (2-0-4) Credits
(Theory 2 hrs. Self-study 0 hrs Practice 4 hrs. / week)

3. Curriculum and Course Type

3.1 Program of Study International Bachelor's Degree (International Program)

3.2 Course Type General Education

3.3 Please Specify Course's Literacy

- MU Literacy (Core Values, SEP, GE for Human Development)
- Health Literacy (Health, Sport)
- Digital Literacy (ICT, Applied Mathematics)
- Social and Humanity Literacy (Social, Humanity, Law, Ethics, Arts)
- Communication Literacy (language, Academic Communication)
- Science and Environmental Literacy (Applied Science for Life, Environmental Responsibility)
- Finance and Management Literacy (Finance, Management, Entrepreneur)

3.4 Please Specify Relationship between course and corporate culture

- M - Mastery รู้แจ้ง รู้จริง สมเหตุ สมผล
- A - Altruism มุ่งผลเพื่อผู้อื่น
- H - Harmony กลมกลืนกับสรรพสิ่ง
- I - Integrity มั่นคงยิ่งในคุณธรรม
- D - Determination แน่วแน่ทำ กล้าตัดสินใจ
- O - Originality สร้างสรรค์สิ่งใหม่
- L - Leadership ใฝ่ใจเป็นผู้นำ



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4. Course Coordinator and Instructor

4.1 Coordinator: Dr.Payungsak Kaenchan
English Program, the Faculty of Liberal Arts, Mahidol University
Tel: +6698-989-2790 Email: payungsak.kae@mahidol.edu

4.2 Instructor Lecturers in the Faculty of Liberal Arts

5. Semester/Class Level

5.1 Semester All semesters/ all undergraduate levels

5.2 Number of Students Allowed Approximately 40 Students

6. Pre-requisite

Complete and pass the courses LAEN103 and LAEN104

7. Co-requisites

None

8. Study Site Location Faculty of Liberal Arts Mahidol University

9. Date of Preparation/Latest Revision

of the Course Specifications Day 22 Month July Year 2019



Section 2 Aims and Objectives

1. Aims of the Course

To educate the students with the principles and fundamental components of the TOEFL-iBT examination as well as necessary English language skills, namely, listening, speaking, reading, and writing, together with the integrated skills. Provide preparatory workshops for the TOEFL examination with greater fluency and higher proficiency. Equipped with opportunities of critical thinking skills and information technology skills for vocabulary enhancement and self-management for the exam.

2. Objectives of Course Development/Revision

2.1 Course Objectives

The students develop necessary English language skills for preparing for the TOEFL-iBT examination, which range from reading, listening, speaking, and writing as well as integrated skills of those. They will have to know about the components of the TOEFL-iBT test and excel at English skills and integrated skills as well as information technology skills to gain better scores.

2.2 Course-level Learning Outcomes (CLOs)

By the end of the course, students are able to

1. CLO1 Identify and explain the details of the TOEFL-iBT components
2. CLO2 Compare and contrast information critically and analytically through various types of written texts
3. CLO3 Analyze information in different types of spoken texts fluently, comprehensibly, and accurately
4. CLO4 Write short paragraphs and essays grammatically, stylistically, and meaningfully
5. CLO5 Converse fluently, meaningfully and accurately in communicative contexts
6. CLO6 Use information technology for vocabulary enhancement
7. CLO7 Show participation in assigned classroom activities or tasks



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Section 3 Course Description and Implementation

1. Course Description

หลักการและองค์ประกอบของข้อสอบโทเฟล (TOEFL-iBT) ตลอดจนองค์ความรู้และการพัฒนาทักษะภาษาอังกฤษด้านต่างๆ ไม่ว่าจะเป็นการฟัง การพูด การอ่านและการเขียนตลอดจนการบูรณาการทักษะทั้งสี่เพื่อทำข้อสอบได้อย่างคล่องแคล่วและแม่นยำในระยะเวลาที่กำหนด อีกทั้งยังเตรียมความพร้อมให้นักศึกษาฝึกฝนทักษะการคิดวิเคราะห์ ตีความและฝึกการใช้เทคโนโลยีคอมพิวเตอร์เพื่อสืบค้นคำศัพท์ภาษาอังกฤษเพื่อการเตรียมตัวสอบ

Principles and components of the TOEFL-iBT examination as well as necessary English language skills which are listening, speaking, reading, and writing, together with the integrated skills; workshops to prepare for the TOEFL-iBT examination with precision, fluency and proficiency; opportunities for critical thinking skills and information technology skills for vocabulary enhancement for examination preparation

2. Number of Hours Per Semester

Theory (hours)	Practice (hours)	Self-study (hours)
30 hours (2 hours x 15 weeks)	-	60 hours (4 hours x 15 weeks)

3. Number of Hours per Week for Individual Advice

1. The instructors will provide feedback and comments during classes, via emails, or via discussion forums of the course.

2. The instructors will provide guidance and suggestions during classes and via emails or via discussion forums of the course hosted on a website. These guidance and suggestions will concern individual, pair- or group-works and other related assignments. Each student will receive approximately 15 minutes per person for a consultation per week



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Section 4: Development of the expected learning outcomes

1. A brief summary of the knowledge or skills expected to develop in students; the course-level expected learning outcomes (CLOs)
By the end of the course, students who successfully complete the course will be able to:
 1. CLO1 Identify and explain the details of the TOEFL-iBT components
 2. CLO2 Compare and contrast information critically and analytically through various types of written texts
 3. CLO3 Analyze information in different types spoken texts fluently, comprehensibly, and accurately
 4. CLO4 Write short paragraphs and essays grammatically, stylistically, and meaningfully
 5. CLO5 Converse fluently, meaningfully and accurately in communicative contexts
 6. CLO6 Use information technology for vocabulary enhancement
 7. CLO7 Show participation in assigned classroom activities or tasks
2. How to organize learning experiences to develop the knowledge or skills stated in number 1 and how to measure the learning outcomes

CLO	Teaching and learning experience management	Learning outcome measurements
CLO1: Identify and explain the details of the TOEFL-iBT components	Lecture, presentation (teacher-student interactions, brainstorming and focus group)	Group discussion, classroom assignments and activities as well as small quizzes Final exam
CLO2: Compare and contrast information critically and analytically through various types of written texts	Individual, pair or group works (to develop reading, speaking, writing and listening skills based on the content of particular lessons)	
CLO3: Analyze information in different types spoken texts fluently, comprehensibly, and accurately		
CLO4: Write short paragraphs and essays grammatically, stylistically, and meaningfully		



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CLO	Teaching and learning experience management	Learning outcome measurements
CLO5: Converse fluently, meaningfully and accurately in communicative contexts		
CLO6: Use information technology for vocabulary enhancement	Individual or pair works to use information technology to complete tasks and give presentations	
CLO7: Show participation in assigned classroom activities or tasks	Teacher's observations and assignments	



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SECTION 5 LESSON PLAN AND EVALUATION

1. Lesson Plan

Week	Topic/Details	Number of hours		Teaching activities/ media	Instructors
		Class- room sessions	Practice sessions		
1	Introduction to TOEFL-iBT Examination: Components	2	0	Lecture/ brainstorming/ focus group/ Q&A	Faculty members of the Faculty of Liberal Arts, Mahi- dol University
2	Diagnostic test	2	0	Individual test	
3	Reading: Vocabulary and reference	2	0	Lecture/ brainstorming/ focus group/ Q&A	
4	Reading: Detail and inference	2	0		
5	Listening: Comprehension	2	0	Listening practice/ pair or group works/ lecture	
6	Listening: Pragmatics and connect- ing information	2	0		
7	Speaking: Independent task (1)	2	0	Speaking practice/ pair or group works/ lecture	
8	Speaking: Independent task (2)	2	0		
9	Speaking: Integrated task (1)	2	0		
10	Speaking: Integrated task (2)	2	0	Writing practice/ indi- vidual or pair works / lecture	
11	Writing: Integrated Task (1)	2	0		
12	Writing: Integrated Task (2)	2	0		
13	Writing: Independent Task (1)	2	0		
14	Writing: Independent Task (2)	2	0	Review and wrap-up of the course	
15	Review and wrap-up of the course	2	0		
	Total	30	0		

2. Evaluation of the CLOs

2.1 Measurement and Evaluation of learning achievement

a. Formative assessment

1. Teacher observation
2. Discussions
3. Q&A



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b. Summative assessment

(1) Tool and weight for measurement and evaluation

1. Classroom participation and attendance	10%
2. Assignments	5%
3. Listening practices	15%
4. Writing practices	15%
5. Speaking practices	15%
6. Reading practices	15%
7. Final exam	25%

Learning Outcomes	Measurement Method	Weight (Percentage)	
CLO1 Identify and explain the details of the TOEFL-iBT components	Assignments	2	2
CLO2 Compare and contrast information critically and analytically through various types of written texts	Reading practices	15	22
	Final exam	7	
CLO3 Analyze information in different types spoken texts fluently, comprehensibly, and accurately	Listening practices	15	21
	Final exam	6	
CLO4 Write short paragraphs and essays grammatically, stylistically, and meaningfully	Writing practices	15	22
	Final exam	7	
CLO5 Converse fluently, meaningfully and accurately in communicative contexts	Speaking practices	15	20
	Final exam	5	
CLO6 Use information technology for vocabulary enhancement	Assignments	3	3
CLO7 CLO7 Show participation in assigned classroom activities or tasks	Classroom participation and attendance	10	10
TOTAL		100	100



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(2) Measurement and evaluation

Judgment of the learning outcomes in the general education courses

Score (percent)	Symbols	Meaning
80-100	O	Outstanding
60-79	S	Satisfactory
0-59	U	Unsatisfactory

(3) Re-examination (if the course allows any)

None

3. Students' Appeal

Students can make an appeal against any judgements by contacting the staff of the Faculty of Liberal Arts on the first floor of Sirividya Building. There they will be required to fill in an Appeal Form. Once obtaining the form, the Faculty will hold a meeting to investigate the case and inform the student of the progress and results if applicable at this stage.

Section 6 Teaching Resources

1. Required Texts

1. Educational Testing Service (2015). *Official Guide to the TOEFL Test*. McGraw-Hill Education; 5 edition.

2. Suggested Materials

1. www.ets.org

2. www.chompchomp.com

3. Other Resources (if any)

None



Section 7 Evaluation and Improvement of Course Implementation

1. Strategy for Course Effectiveness Evaluation by Students

- 1.1 Student evaluation of the course through course evaluation questionnaire
 - 1.1.1 course contents
 - 1.1.2 course management and delivery
 - 1.1.3 suggestions for course improvement
 - 1.1.4 overall points of view about the course

2. Strategy for Teaching Evaluation

- 2.1 Students answer the questionnaire at the end of the course
- 2.2 Qualitative/oral feedback from focus groups, Q&A during classes, group or pair works
- 2.3 Classroom observations

3. Teaching Improvement

- 3.1 Brainstorm for ideas for improvement from the cohort of teaching faculty
- 3.2 Use the student feedback to render a plan for improvement
- 3.3 Update the teaching and learning contents based on research-based evidence

4. Verification of Standard of Learning Outcome for the Course

Verify from the overall scores of the students' group works, pair works, and individual works

5. Revision Process and Improvement Plan for Course Effectiveness

5.1 The course coordinator conducts a meeting to brainstorm ideas for the course improvement. This will concern the teaching and learning activities, time management, problems found, suggestions, and other related matters. Ways for improvements shall be discussed and problems shall be investigated for solutions.



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Appendix

Relations between the course and the General Education

Table 1 Relations between CLOs and MU-GE Module LOs (numbers in the table = Sub LOs)

(Course Code) LALA 285	MU-GE LOs								
	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6	MLO7	MLO8	MLO9
CLO1 Identify and explain the details of the TOEFL-iBT components	1.1								
CLO2 Compare and contrast information critically and analytically through various types of written texts		2.2	3.1, 3.2					8.1, 8.2, 8.3	
CLO3 Analyze information in different types spoken texts fluently, comprehensibly, and accurately		2.2	3.1, 3.2					8.1, 8.2, 8.3	
CLO4 Write short paragraphs and essays grammatically, stylistically, and meaningfully		2.2	3.1, 3.2					8.1, 8.2, 8.3	
CLO5 Converse fluently, meaningfully and accurately in communicative contexts		2.2			5.1	6.3, 6.4		8.1, 8.2, 8.3	9.1, 9.2
CLO6 Use information technology for vocabulary enhancement	1.2								
CLO7 CLO7 Show participation in assigned classroom activities or tasks							7.1, 7.2, 7.3	8.1, 8.2, 8.3	9.1, 9.2



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Table 2 LOs that the course is responsible for

MU-GE LOs	Sub LOs
MLO1 create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1.1 identify concepts related to the context of learned issues/topics 1.2 demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically use information
MLO2 select & use techniques and methods to solve open-ended, ill-defined and multi-step problems	2.2 make judgement & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives
MLO3 acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	3.1 connect, synthesize and/or transform ideas or solutions within a particular framework 3.2 integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question
MLO5 explore and situate oneself in a new physical environment and intellectual perspectives	5.1 demonstrate cultural competencies and adaptabilities in different working environments
MLO6 act autonomously within context of relationships to others, law, rules, codes, and values	6.3 exhibit characteristics of responsible citizenship 6.4 work effectively in diverse team (and multi-cultural settings)
MLO7 apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	7.1 identify ethical issues and recognize different viewpoint and ideologies 7.2 guide & lead others 7.3 apply principle of ethical leadership, collaborative engagement, and respect diversity
MLO8 use a variety of means/ technologies to communicate effectively and purposefully- e.g., share information/ knowledge, express ideas, demonstrate or create individ-	8.1 communicate/present ideas effectively both oral & written forms, proper to a range of audience groups, such as verbal discussion with peers, project report. 8.2 prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.



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MU-GE LOs	Sub LOs
ual & group product, etc.	8.3 prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images.
MLO9 collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	9.1 collaborate effectively with others as a responsible team member to achieve team goals in time 9.2 interact with others respectfully, whether as a team member or leader, to create a productive teamwork

MU-GE Module LOs: At the end of studying MU-GE Module, successful students will be able to

Competences	LOs:	Sub LOs:
1. Critical thinking & Analysis: Use various sources and methods to collect and manage data & information and make a logical judgement and decision to arrive at a solution or problem solving relevant to real-world issues/problems	1. Create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1. Identify concepts related to the context of learned issues/topics 2. Demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically used information 3. Collect, analyze, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 4. Synthesize information to arrive at logical reasoning
	2. Select & use techniques and methods to solve open-ended, ill-defined and multistep problems	1. Apply simple mathematical methods to the solution of 'real-world' problems 2. Make judgement & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 3. Apply concept of process management to solve problems
2. Creativity & Innovation: Show capability to initiate alternative/ new ways of thinking, doing things	3. Acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	1. Connect, synthesize and/or transform ideas or solutions within a particular framework 2. Integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question



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Competences	LOs:	Sub LOs:
or solving problems to improve his/her or team solutions/ re-sults by applying the evidence-based process management concepts	4. Create a novel or unique ideas, question, format, or product within a particular framework	<ol style="list-style-type: none"> 1. Create an original explanation or solution to the issues/problems 2. Articulate the rationale for & consequences of his/her solution- identify opportunities & risk 3. Implement innovation through process management approach
	5. Explore and situate oneself in a new physical environment and intellectual perspectives	<ol style="list-style-type: none"> 1. Demonstrate cultural competencies and adaptabilities in different working environments 2. Resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problems or situation at hand
3. Global perspectives & Ethics: Express one's own ideas, interact with others, guide or lead team, as proper, as an ethically-engaged and responsible member of the society	6. act autonomously within context of relationships to others, law, rules, codes, and values	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built 2. Identify the national & global challenges associated with current economic, political, and social systems 3. Exhibit characteristics of responsible citizenship 4. Work effectively in diverse team (and multi-cultural settings)
	7. Apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	<ol style="list-style-type: none"> 1. Identify ethical issues and recognize different viewpoint and ideologies 2. Guide & lead others 3. Apply principles of ethical leadership, collaborative engagement, and respect diversity
4. Communication: Communicate effectively and confidently using oral, visual, and written language	8. Use a variety of means/ technologies to communicate effectively and purposefully; e.g., share information/ knowledge, express ideas, demonstrate or	<ol style="list-style-type: none"> 1. Communicate/present ideas effectively both oral & written forms to appropriate audience, such as verbal discussion with peers, and written project reports. 2. Prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. 3. Prepare written documents to express ideas/solutions using



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Competences	LOs:	Sub LOs:
	create individual & group product, etc.	different writing technologies, and mixing texts, data, and images. 4. Demonstrate competence in a second or additional language
5. Collaboration and Working with team: Collaborate and work effectively with team to arrive at team goals	9. Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	1. Collaborate effectively with others as a responsible team member to achieve team goals in time 2. Interact with others respectfully, either as a team member or leader, to create a productive teamwork