



รายวิชาศึกษาทั่วไป

ชื่อรายวิชา ภาษาอังกฤษขั้นสูงเพื่อเตรียมสอบโทเฟล-ไอบีที

รหัสวิชา ศศศศ 286

ระดับปริญญาตรี

คณะศิลปศาสตร์

## Course Specification

### Section 1 General Information

#### 1. Course Code and Title

In Thai	ศศศศ 286 ภาษาอังกฤษขั้นสูงเพื่อเตรียมสอบโทเฟล-ไอบีที
In English	LALA 286 Advanced 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](mailto: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 LAEN105 and LAEN106

#### 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 maximize the students with necessary advanced skills of the TOEFL-IBT examination, namely, listening, speaking, reading, and writing, together with the integrated skills. Provide advanced hands-on workshops for the TOEFL-IBT examination with highest fluency and proficiency equipped with critical and analytical thinking skills and information technology skills for vocabulary enhancement and exams analyses.

### 2. Objectives of Course Development/Revision

#### 2.1 Course Objectives

The students excel at 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 analyze the test components and manage and prepare themselves for the test effectively. They will also have to be able to use information technology for the purposes of vocabulary enhancement and test preparation.

#### 2.2 Course-level Learning Outcomes (CLOs)

By the end of the course, students are able to

1. CLO1 Analyze components-to-test of the exam for the TOEFL-iBT
2. CLO2 Compare and contrast information critically and analytically through various types of written texts effectively in a timed fashion
3. CLO3 Discuss and evaluate information in different types spoken texts fluently, comprehensibly, and accurately in a timed fashion
4. CLO4 Write long essays grammatically, stylistically, and meaningfully in a timed fashion
5. CLO5 Converse fluently, meaningfully and accurately in communicative contexts in a timed fashion
6. CLO6 Use information technology for vocabulary enhancement
7. CLO7 Show participate in assigned classroom activities or tasks



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## Section 3 Course Description and Implementation

### 1. Course Description

องค์ความรู้เพื่อพัฒนาขีดศักยภาพและความสามารถของนักศึกษาในการเตรียมตัวทำข้อสอบโทเฟล (TOE-iBT) ผ่านการพัฒนาทักษะภาษาอังกฤษขั้นสูงไม่ว่าจะเป็นการฟัง การพูด การอ่านและการเขียน รวมถึงการบูรณาการทักษะทั้งสี่ ตลอดจนสามารถวิเคราะห์โจทย์และตีความโจทย์และแนวข้อสอบได้อย่างคล่องแคล่วในกรอบเวลาที่กำหนด นอกจากนี้ยังเปิดโอกาสให้นักศึกษาฝึกใช้เทคโนโลยีคอมพิวเตอร์ในการสืบค้นคำศัพท์และวางแผนการเตรียมตนเองเพื่อการสอบให้มีประสิทธิภาพและประสิทธิผลสูงสุด

Advanced preparatory class for the TOEFL-iBT test; necessary English language skills, namely, listening, speaking, reading, and writing; the integrated skills; empowering the students with greatest precision and highest proficiency; tackling with the exam and enhancing critical and analytical thinking skills; opportunities for advanced information technology skills and exams analysis skills

### 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

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



#### 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 Analyze components-to-test of the exam for the TOEFL-iBT
  2. CLO2 Compare and contrast information critically and analytically through various types of written texts effectively in a timed fashion
  3. CLO3 Discuss and evaluate information in different types spoken texts fluently, comprehensibly, and accurately in a timed fashion
  4. CLO4 Write long essays grammatically, stylistically, and meaningfully in a timed fashion
  5. CLO5 Converse fluently, meaningfully and accurately in communicative contexts in a timed fashion
  6. CLO6 Use information technology for vocabulary enhancement
  7. CLO7 Show participate 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: Analyze components-to-test of the exams	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 effectively in a timed fashion	Individual, pair or group works (to develop reading, speaking, writing and listening skills based on the content of particular lessons)	
CLO3: Discuss and evaluate in-		



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CLO	Teaching and learning experience management	Learning outcome measurements
formation in different types spoken texts fluently, comprehensibly, and accurately in a timed fashion		
<b>CLO4:</b> Write long essays grammatically, stylistically, and meaningfully in a timed fashion		
<b>CLO5:</b> Converse fluently, meaningfully and accurately in communicative contexts in a timed fashion		
<b>CLO6:</b> Use information technology for vocabulary enhancement	Individual or pair works to use information technology to complete tasks and give presentations	
<b>CLO7:</b> Show participate 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
		Classroom sessions	Practice sessions		
1	Diagnostic test	2	0	Lecture/ focus group/ Q&A	Faculty members of the Faculty of Liberal Arts, Mahidol University
2	Reading: Vocabulary, reference, and inference	2	0	Lecture/ brainstorming/ focus group/ Q&A/ Listening practices/ Writing practices/ Reading practices/ Speaking practices	
3	Listening: Comprehension and Pragmatics	2	0		
4	Speaking: Independent and integrated (1)	2	0		
5	Speaking: Independent and integrated (2)	2	0		
6	Writing: Independent and integrated (1)	2	0		
7	Writing: Independent and integrated (2)	2	0		
8	Exams analysis (1)	2	0		
9	Exams analysis (2)	2	0		
10	TOEFL mock practice (1)	2	0		
11	TOEFL mock practice (1) feedback	2	0		
12	TOEFL mock practice (2)	2	0		
13	TOEFL mock practice (2) feedback	2	0		
14	TOEFL final mock	2	0		
15	Review and wrap-up of the course	2	0		
	Total	30	0		



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## 2. Evaluation of the CLOs

### 2.1 Measurement and Evaluation of learning achievement

#### a. Formative assessment

1. Teacher observation
2. Discussions
3. Q&A
4. Mock practices

#### b. Summative assessment

(1) Tool and weight for measurement and evaluation

- |   |     |
|---|-----|
| 1. Classroom participation and attendance | 5%  |
| 2. Assignments                            | 20% |
| 3. Listening practices                    | 15% |
| 4. Writing practices                      | 15% |
| 5. Speaking practices                     | 15% |
| 6. Reading practices                      | 15% |
| 7. TOEFL Final exam                       | 15% |

Learning Outcomes	Measurement Method	Weight (Percentage)	
CLO1: Analyze components-to-test of the exams	Assignments	3	3
CLO2: Analyze and identify information critically and analytically through various types of written texts effectively in a timed fashion	Reading practices	15	21
	Assignments	3	
	Final exam	3	
CLO3: Analyze and identify information in different types spoken texts fluently, comprehensibly, and accurately in a timed fashion	Listening practices	15	21
	Assignments	3	
	Final exam	3	





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Learning Outcomes	Measurement Method	Weight (Percentage)	
CLO4: Write long essays grammatically, stylistically, and meaningfully in a timed fashion	Writing practices	15	27
	Assignments	6	
	Final exam	6	
CLO5: Converse fluently, meaningfully and accurately in communicative contexts in a timed fashion	Speaking practices	15	21
	Assignments	3	
	Final exam	3	
CLO6: Use information technology for vocabulary enhancement	Assignments	2	2
CLO7 Show participation in assigned classroom activities or tasks	Classroom participation and attendance	5	5
TOTAL		100	100

(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.



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## Section 6 Teaching Resources

### 1. Required Texts

1. Educational Testing Service (2015). *Official TOEFL IBT Tests Volume 1*, 3<sup>rd</sup> edition. McGraw-Hill Education
2. Educational Testing Service (2015). *Official TOEFL IBT Tests Volume 2*, 3<sup>rd</sup> edition. McGraw-Hill Education

### 2. Suggested Materials

1. [www.ets.org](http://www.ets.org)
2. [www.chompchomp.com](http://www.chompchomp.com)

### 3. Other Resources (if any)

*No*



## 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 286	MU-GE LOs								
	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6	MLO7	MLO8	MLO9
<b>CLO1:</b> Analyze components-to-test of the exams		2.2							
<b>CLO2:</b> Compare and contrast information critically and analytically through various types of written texts effectively in a timed fashion		2.2	3.1, 3.2					8.1, 8.2, 8.3	
<b>CLO3:</b> Discuss and evaluate information in different types spoken texts fluently, comprehensibly, and accurately in a timed fashion		2.2	3.1, 3.2					8.1, 8.2, 8.3	
<b>CLO4:</b> Write long essays grammatically, stylistically, and meaningfully in a timed fashion		2.2	3.1, 3.2					8.1, 8.2, 8.3	
<b>CLO5:</b> Converse fluently, meaningfully and accurately in communicative contexts in a timed fashion		2.2			5.1	6.3, 6.4		8.1, 8.2, 8.3	9.1, 9.2
<b>CLO6:</b> Use information technology for vocabulary enhancement	1.2								
<b>CLO7:</b> 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	1.2 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 individual &	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



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MU-GE LOs	Sub LOs
group product, etc.	increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.  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. <b>Critical thinking &amp; Analysis:</b> 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 multi-	1. Apply simple mathematical methods to the solution of 'real-world' problems 2. Make judgement & decision through correct



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Competences	LOs:	Sub LOs:
	step problems	analysis, inferences, and evaluations on quantitative basis and multiple perspectives 3. Apply concept of process management to solve problems
<b>2. Creativity &amp; Innovation:</b> Show capability to initiate alternative/ new ways of thinking, doing things or solving problems to improve his/her or team solutions/ results by applying the evidence-based process management concepts	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
	4. Create a novel or unique ideas, question, format, or product within a particular framework	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	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
<b>3. Global perspectives &amp; Ethics:</b> Express one's own ideas, interact with others, guide or lead team, as proper, as an ethically- en-	6. act autonomously within context of relationships to others, law, rules, codes, and values	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,



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Competences	LOs:	Sub LOs:
gaged and responsible member of the society		and social systems 3. Exhibit characteristics of responsible citizenship 4. Work effectively in diverse team (and multicultural settings)
	7. Apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	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
<b>4. Communication:</b> 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 create individual & group product, etc.	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 different writing technologies, and mixing texts, data, and images. 4. Demonstrate competence in a second or additional language
<b>5. Collaboration and Working with team:</b> Collaborate and work effectively with	9. Collaborate and work effectively as part of a student group/team member	1. Collaborate effectively with others as a responsible team member to achieve team goals in time





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Competences	LOs:	Sub LOs:
team to arrive at team goals	to arrive at the team shared-goals in time	2. Interact with others respectfully, either as a team member or leader, to create a productive teamwork