



รายวิชาศึกษาทั่วไป  
ชื่อรายวิชา ภาษาอังกฤษเบื้องต้นเพื่อเตรียมสอบไอเอล  
รหัสวิชา ศศศศ 287

ระดับปริญญาตรี  
คณะศิลปศาสตร์

## Course Specification

### Section 1 General Information

#### 1. Course Code and Title

In Thai	ศศศศ 287 ภาษาอังกฤษเบื้องต้นเพื่อเตรียมสอบไอเอล
In English	LALA 287 Introduction to English for IELTS 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. Thapanee Musiget  
English Program, Faculty of Liberal Arts  
085-000-8878 thapanee.mus@mahidol.ac.th

**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**

None

**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 of the principles, fundamental components and test specifications of the IELTS examination; to provide the essential English language skills needed for the speaking, listening, reading, writing components; and develop greater fluency and proficiency covering all structures for exam preparation

### 2. Objectives of Course Development/Revision

#### 2.1 Course Objectives

1. Students explain details of the IELTS components.
2. Students speak logically at length on given topics using appropriate language.
3. Students listen to different types of academic settings comprehensibly and analytically.
4. Students read critically and analytically related to a range of academic texts.
5. Students write logically with specification of IELTS examination.
6. Students transfer academic vocabulary to speaking, listening, reading and writing topics effectively.
7. Students use information technology for vocabulary enhancement.

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

By the end of the course, students are able to

1. CLO1 explain details of the IELTS components.
2. CLO2 Ability to speak logically at length on given topics using appropriate language.
3. CLO3 Ability to listen to different types of academic settings comprehensibly and analytically based on time constraints.
4. CLO4 Read and understand a range of academic texts critically and analytically.
5. CLO5 Write logically to achieve fluency and flow with academic writing.
6. CLO6 Transfer academic vocabulary to speaking, listening, reading and writing topics effectively.
7. CLO7 Use information technology for vocabulary enhancement.



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### Section 3 Course Description and Implementation

#### 1. Course Description

หลักการและองค์ประกอบของข้อสอบไอเอล (IELTS) ตลอดจนองค์ความรู้และการพัฒนาทักษะภาษาอังกฤษด้านต่างๆ ทั้งการพูด การฟัง การอ่านและการเขียนตลอดจนการบูรณาการทักษะทั้งสี่เพื่อทำข้อสอบได้อย่างคล่องแคล่วและแม่นยำในระยะเวลาที่กำหนด อีกทั้งยังเตรียมความพร้อมให้นักศึกษาฝึกฝนทักษะการคิดวิเคราะห์ตีความและฝึกการใช้เทคโนโลยีคอมพิวเตอร์เพื่อสืบค้นคำศัพท์ภาษาอังกฤษเพื่อการเตรียมตัวสอบ

Principles and components of the IELTS examination; necessary English language skills for test preparation such as speaking, listening, reading, and writing leading to greater precision, fluency and a higher proficiency; information technology assistance for critical and analytical skill development; language use in different situations and context; vocabulary enhancement and 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

All appointments will be arranged in advance to maximize the benefits between teachers and students. The duration depends on the topics and subject matters and should be less than 1 hour for each appointment.

Any feedback can be obtained both in class and by email if necessary. Students will be encouraged to undertake further development and improvement through activities and outside learning support, which means the students need to show evidence of attendance and assignments if assigned, as well as submit any work on time otherwise marks will be deducted.

Any plagiarism will be counted as a serious offense. So, academic courtesy is required.



#### 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 Explain details of the IELTS components.
2. CLO2 Ability to speak logically at length on given topics using appropriate language.
3. CLO3 Ability to listen to different types of academic settings comprehensibly and analytically based on time constraints.
4. CLO4 Read and understand a range of academic texts critically and analytically.
5. CLO5 Write logically to achieve fluency and flow with academic writing.
6. CLO6 Transfer academic vocabulary to speaking, listening, reading and writing topics effectively.
7. CLO7 Use information technology for vocabulary enhancement.

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
<b>CLO1:</b> Explain details of the IELTS components	Lecture	Assignments
<b>CLO2:</b> Ability to speak logically at length on given topics using appropriate language	Lecture Individual, pair and group works	Assignments and tests
<b>CLO3:</b> Ability to listen to different types of academic settings comprehensibly and analytically based on time constraints		
<b>CLO4:</b> Read and understand a range of academic texts critically and analytically		



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CLO	Teaching and learning experience management	Learning outcome measurements
<b>CLO5:</b> Write logically to achieve fluency and flow with academic writing		
<b>CLO6:</b> Transfer academic vocabulary to speaking, listening, reading and writing topics effectively	Individual and pair works	Assignments and tests
<b>CL07:</b> Use information technology for vocabulary enhancement	Observation	Observation



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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	Class introduction Pre-Test Components and scoring of IELTS examination	2	0	Lecture Focus group	English Lecturers
2	Speaking <ul style="list-style-type: none"> <li>▪ Task 1: communicate opinions and information on everyday topics and common experiences</li> <li>▪ Task 2: organise your ideas coherently</li> </ul>	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
3	Speaking <ul style="list-style-type: none"> <li>▪ Task 3: express and justify your opinions / analyse, discuss and speculate about issues</li> </ul>	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
4	Speaking Workshop	2	0	Focus group Practices and Q&A	English Lecturers
5	Listening <ul style="list-style-type: none"> <li>▪ Recording 1: a conversation between two people set in an everyday social context.</li> <li>▪ Recording 2: a monologue set in an everyday social context, e.g. a speech about local facilities</li> </ul>	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
6	Listening <ul style="list-style-type: none"> <li>▪ Recording 3: a conversation between up to</li> </ul>	2	0	Lecture, Focus group Practices and Q&A	English Lecturers



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Week	Topic/Details	Number of hours		Teaching activities/ media	Instructors
	four people set in an educational or training context, e.g. a university tutor and a student discussing an assignment <input type="checkbox"/> Recording 4: a monologue on an academic subject, e.g. a university lecture				
7	Listening Test	2	0	Practices and Q&A	English Lecturers
8	Writing <input type="checkbox"/> Task 1: describe, summarise or explain the information	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
9	Writing <input type="checkbox"/> Task 2: essay composition	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
10	Writing <input type="checkbox"/> Task 2: write an essay in response to question types	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
11	Writing workshop	2	0	Focus group Practices and Q&A	English Lecturers
12	Reading <input type="checkbox"/> Read for the general sense of a passage <input type="checkbox"/> Read for the main ideas <input type="checkbox"/> Read for detail	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
13	Reading <input type="checkbox"/> Understand inferences and implied meaning <input type="checkbox"/> Recognise a writer's opinions, attitudes and purpose <input type="checkbox"/> Follow the development of an argument	2	0	Lecture, Focus group Practices and Q&A	English Lecturers
14	Practice Tests	2	0	Practices and Q&A	English Lecturers
15	Practice Tests	2	0	Practices and Q&A	English Lecturers





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Week	Topic/Details	Number of hours		Teaching activities/ media	Instructors
	Total	30	0		

## 2. Evaluation of the CLOs

### 2.1 Measurement and Evaluation of learning achievement

#### a. Formative assessment

Class assignments, practices, and participations

#### b. Summative assessment

(1) Tool and weight for measurement and evaluation

Learning Outcomes	Measurement Method	Weight (Percentage)	
CLO1: Explain details of the IELTS components	Assignments	2	2
CLO2: Ability to speak logically at length on given topics using appropriate language	Assignments and tests	20	20
CLO3: Ability to listen to different types of academic settings comprehensibly and analytically based on time constraints		20	20
CLO4: Read and understand a range of academic texts critically and analytically		20	20
CLO5: Write logically to achieve fluency and flow with academic writing		20	20
CLO6: Transfer academic vocabulary to speaking, listening, reading and writing topics effectively	Assignments and tests	15	15
CLO7: Use information technology for vocabulary enhancement	Observations	3	3
<b>Total</b>		100	100

(2) Measurement and evaluation

#### *Judgment of the learning outcomes in the general education courses*

Score (percent)	Symbol	Meaning
80-100	O	Outstanding



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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

Boyd, E. (2017), Expert IELTS 5 Coursebook, Pearson.

### 2. Suggested Materials

Aish, F. and Tomlinson, J. (2012), Grammar for IELTS, Collins.

### 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 content
- 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 fill in a questionnaire at the end of the course
- 2.2 Qualitative/oral feedback from focus groups, Q&A during classes, group or pair work
- 2.3 Classroom observations

### 3. Teaching Improvement

- 3.1 Brainstorm ideas for improvement by the course coordinators
- 3.2 Use the student feedback to render a plan for improvement
- 3.3 Update the teaching and learning content based on research-based evidence

### 4. Verification of the Standard of Learning Outcome for the Course

- 4.1 Verification from the overall scores of the students' group work, pair work, and individual work

### 5. Revision Process and Improvement Plan for Course Effectiveness



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5.1 The course coordinator conducts a meeting to brainstorm ideas for 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.



## 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 287	MU-GE LOs								
	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6	MLO7	MLO8	MLO9
<b>CLO1:</b> Explain details of the IELTS components	1.1								
<b>CLO2:</b> Ability to speak logically at length on given topics using appropriate language	1.1	2.2						8.1 8.2 8.4	9.1 9.2
<b>CLO3:</b> Ability to listen to different types of academic settings comprehensibly and analytically based on time constraints	1.1	2.2						8.1 8.2 8.4	9.1 9.2
<b>CLO4:</b> Read and understand a range of academic texts critically and analytically	1.1	2.2						8.1 8.4	9.1 9.2
<b>CLO5:</b> Write logically to achieve fluency and flow with academic writing	1.3	2.2						8.1	9.1 9.2
<b>CLO6:</b> Transfer academic vocabulary to speaking, listening, reading and writing topics effectively	1.3	2.2				6.4		8.1	9.1 9.2
<b>CLO7:</b> Use information technology for vocabulary enhancement		2.2						8.3	



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 1.3 collect, analyse, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems
MLO2 select& use techniques and methods to solve open-ended ill-defined and multi-step problems	2.2 make judgement & decision through correct analysis, interferences, and evaluations on quantitative basis and multiple perspectives
MLO6 act autonomously within context of relationships to others, law, rules, codes, and values	6.4 work effectively in diverse team (and multi-cultural settings)
MLO8 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.	8.1 communicate/present idea effectively both oral & written forms, proper to a range of audience groups, such as verbal discussion with peers, project report 8.2prepare a purposeful oral presentation designed to 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. 8.4 demonstrate competence in a second or additional language
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	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:
<b>1. 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-step 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
<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	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 ap-



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Competences	LOs:	Sub LOs:
process management concepts		proach
	5. Explore and situate oneself in a new physical environment and intellectual perspectives	<ol style="list-style-type: none"> <li>1. Demonstrate cultural competencies and adaptabilities in different working environments</li> <li>2. Resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problems or situation at hand</li> </ol>
<b>3. Global perspectives &amp; Ethics:</b> 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"> <li>1. Demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built</li> <li>2. Identify the national &amp; global challenges associated with current economic, political, and social systems</li> <li>3. Exhibit characteristics of responsible citizenship</li> <li>4. Work effectively in diverse team (and multi-cultural settings)</li> </ol>
	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"> <li>1. Identify ethical issues and recognize different viewpoint and ideologies</li> <li>2. Guide &amp; lead others</li> <li>3. Apply principles of ethical leadership, collaborative engagement, and respect diversity</li> </ol>
<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	<ol style="list-style-type: none"> <li>1. Communicate/present ideas effectively both oral &amp; written forms to appropriate audience, such as verbal discussion with peers, and written project reports.</li> <li>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.</li> <li>3. Prepare written documents to express ideas/solutions</li> </ol>





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Competences	LOs:	Sub LOs:
	create individual & group product, etc.	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 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