

	Semester Learning Plan
	English Test-Taking Strategies (ETTS221) English Education Master's Program
Revision 0	Effective from August 2023

UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
Study Program : English Education Master's Program

SEMESTER LESSON PLAN

Course Name : English Test-Taking Strategies
Semester : 2
Course Code : ETTS221
Credits : 2
Study Program : English Education Master's Program
Lecturer : Drs. Concilianus Laos Mbato, M.A., Ed.D.

1. Program Learning Outcomes

PLO 1: Graduates are able to demonstrate skills to design, implement, and evaluate English language learning based on metacognitive theory and applied linguistics.

2. Description of the Course:

In this course, students are going to explore various English test-taking strategies that will help them prepare for international standardized English tests, such as TOEFL. The course is designed as a blended learning mode where students learn both in class and outside class on their own. Students are also expected to report their individual learning progress and are strongly recommended to take independent learning activities seriously and regularly.

3. Learning outcomes:

Upon the completion of the course, the students are expected to be able to:

Competence:

1. Develop various strategies in order to be able to do a standardized English test successfully.
2. Develop critical thinking skills in order to assist them in doing a standardized English test successfully.

Conscience:

1. Gain more awareness on helping each other to learn;
2. Select strategies to learn better, and

3. Improve their responsibility and autonomy in executing various research projects individually and/or in group

Compassion:

1. Work collaboratively to complete the assigned projects.

Commitment:

1. Students are able to develop honesty in doing a test.
2. Students are able to develop a commitment in working individually and/or in groups.

4. Learning Approaches:

The learning methods in this course are informed by current learning theories, i.e., constructivism, metacognition, and self-regulated learning theories, and carried out **interactively, holistically, integratively, scientifically, contextually, thematically, effectively, collaboratively, and centered on the students as explained below:**

a. Interactive

Learning in this course is carried out interactively through various learning activities, for example, student-student, student-lecturer, and lecturer-student activities.

b. Holistic

Holistic learning in this course covers three educational domains, namely cognitive, psychomotor, and affective domains. In every learning activity, the lecturer not only delivers lecture materials that hone students' cognitive abilities but also integrate the basic values of the study program and faculty/University, namely *conscience* (choosing one's conscience), *compassion* (feelings of compassion) and *commitment* (holding firm to commitments), into the lecture material.

c. Integrative

Technology is integrated into every lesson both as a learning tool and as learning media, as well as learning resources, especially in enriching study materials that depend on technological developments, such as access to international journals, whether subscribed or not, e-book access.

d. Scientific

This course aims to produce graduates who are strong and persistent in seeking and discovering academic truths through scientific learning processes. The scientific learning process integrates learning models that enable students to identify problems, and their causes, formulate problems, and find solutions to problems, such as through project-based learning, problem-based learning, inquiry learning, self-regulated learning and metacognition.

e. Contextual

Contextual learning is achieved in this course through its adherence to contextual and learning materials that can be accessed through the campus comprehensive library collections and virtual learning resources both national and international. In addition, this course encourages students to conduct research and publish on contextual and relevant topics in the literature and in society.

f. Thematic

In line with the contextual characteristics of learning, this course is also characterized by its focus on the related themes in understanding major topics in Second language learning and acquisition. The themes cover various learning theories in education ranging from metacognition, self-regulated learning, constructivism, and affectivism.

g. Effective

This course has been planned effectively to last for 16 meetings including mid-term exams and end-of-semester examinations with every meeting discussing pre-determined topics that have been set in the lesson planning.

h. Collaborative

Class lectures are held collaboratively in accordance with one aspect of Ignatian Pedagogy, i.e., *Compassion*, which aims to develop the students' ability to work together to achieve goals, respect differences of opinions, and develop conflict-handling skills.

i. Student-centered

All lectures in this course are student-centered so they are accustomed to actively finding problems, solving problems, developing ideas, conducting collaborative research with lecturers, and presenting research results in seminars.

Student Workload

Learning Activities and Tasks	SW L
Worksheets	13.5
Attendance and active participation	9
Presentation	13.5
Paper Submission (Progress TestI)	22.5
Final Paper	31.5
Total	90

Table 1 Course Learning Plan

Week	Learning goals	Course Materials	Learning Strategies	SWL (hrs)	Achievement indicators	References
(1)	(2)	(3)	(4)		(5)	(7)
1	By the end of the class, students are able to: (a) develop a broad view of what this class aims to and (b) understand the goals, assessments, and learning strategies/materials to be used in the class.	Pretest (TOEFL-like Diagnostic Test): Reading and Structure. Course Orientation. Discussion of the test result.	Brief lectures, short question and answer sessions, pre-test, and discussion of the results.	2.77	Students are able to understand the goals of the class and at what level they are in a standardized test	Compulsory Reading: <ul style="list-style-type: none"> ● Deborah, P. (2001) ● Sharpe, P.J. (2020) Supplementary Readings: Internet Learning Resources (YouTube Videos, Podcasts, and Reading Materials) (see reference list)
2	By the end of the class, students are able to master reading (1-5) and structure (1-14) strategies of TOEFL and improve their overall listening skills.	TOEFL strategies on reading (1-5) and structure (1-14) strategies.	Individual work on TOEFL exercises. Group discussion: students discuss their answers together in small groups.	2.77	Students are able to improve their score on reading, structure, and listening of a standardized test (TOEFL).	Compulsory Reading: <ul style="list-style-type: none"> ● Deborah, P. (2001) ● Sharpe, P.J. (2020) Supplementary Readings: Internet Learning Resources (YouTube Videos, Podcasts, and Reading Materials)

3	By the end of the class, students are to master reading (6-9) and structure (15-26) strategies of TOEFL and improve their overall listening skills.	TOEFL strategies on reading (6-9) and structure (15-26) strategies. Podcasts on various topics.	Individual work on TOEFL exercises. Group discussion: student discuss their answers together in small groups.	2.77	Students are able to improve their score on reading, structure, and listening of a standardized test (TOEFL).	<p>Compulsory Reading:</p> <ul style="list-style-type: none"> • Deborah, P. (2001) • Trivette, W. (2020) <p>Supplementary Readings:</p> <p>Internet Learning Resources (YouTube Videos, Podcasts, and Reading Materials)</p>
4	By the end of the class, students are able to master reading (10-12) and structure (27-45) strategies of TOEFL and improve their overall listening skills.	TOEFL strategies on reading (10-12) and structure (27-45) strategies. Podcasts on various topics.	Individual work on TOEFL exercises. Group discussion: student discuss their answers together in small groups.	2.77	Students are able to improve their score on reading, structure, and listening of a standardized test (TOEFL).	<p>Compulsory Reading:</p> <ul style="list-style-type: none"> • Deborah, P. (2001) <p>Supplementary Readings:</p> <p>Internet Learning Resources (YouTube Videos, Podcasts, and Reading Materials)</p>
5	By the end of the class, students are able to master reading (13-15) and strategies of TOEFL and improve their overall listening skills.	TOEFL strategies on reading (13-15) and structure (46-51) strategies.	Individual work on TOEFL exercises. Group discussion: student discuss their answers together in small groups.	2.77	Students are able to improve their score on reading, structure, and listening of a standardized test (TOEFL).	<p>Compulsory Reading:</p> <ul style="list-style-type: none"> • Deborah, P. (2001) <p>Supplementary Readings:</p> <p>Internet Learning Resources (YouTube Videos, Podcasts, and Reading Materials)</p>

		Podcasts on various topics.				
6	By the end of the class, students are able to master reading (1-15) and structure (52-60) strategies of TOEFL and improve their overall listening skills.	TOEFL strategies on reading (1-15) and structure (52-60) strategies. Podcasts on various topics.	Individual work on TOEFL exercises. Group discussion: student discuss their answers together in small groups.	2.77	Students are able to improve their score on reading, structure, and listening of a standardized test (TOEFL).	Compulsory Reading: <ul style="list-style-type: none"> Deborah, P. (2001) Trivette, W. (2020) Supplementary Readings: Internet Learning Resources (YouTube Videos, Podcasts, and Reading Materials)
7	Progress Test 1			22.5		
8	Progress Test 1					
9	By the end of the class, students are able to master listening (1-6), overall writing strategies of TOEFL and overall reading skills.	TOEFL strategies on listening (1-6) and overall writing strategies. Various texts and podcasts.	Individual work on TOEFL exercises. Group discussion: student discuss their answers together in small groups.	2.77	Students are able to improve their score on listening, writing, and reading of a standardized test (TOEFL).	Compulsory Reading: <ul style="list-style-type: none"> Deborah, P. (2001) Supplementary Readings: Internet Learning Resources (YouTube Videos, Podcasts, and Reading Materials)
10	By the end of the class, students are able to master listening (7-10)	TOEFL strategies on listening (7-10) and	Individual work on TOEFL exercises.	2.77	Students are able to improve their score on listening, writing, and	Compulsory Reading: <ul style="list-style-type: none"> Deborah, P. (2001)

	and writing (1-2) strategies of TOEFL and overall reading skills.	writing (1-2) strategies. Various texts and podcasts.	Group discussion: student discuss their answers together in small groups.		reading of a standardized test (TOEFL).	Supplementary Readings: Internet Learning Resources (YouTube Videos, Podcasts, and Reading Materials)
11	By the end of the class, students are able to master listening (11-15) and writing (3-4) strategies of TOEFL, and overall reading skills	TOEFL strategies on listening (11-15) and writing (3-4) strategies. Various texts and podcasts.	Individual work on TOEFL exercises. Group discussion: student discuss their answers together in small groups.	2.77	Students are able to improve their score on listening, writing, and reading of a standardized test (TOEFL).	Compulsory Reading: <ul style="list-style-type: none"> Deborah, P. (2001) Trivette, W. (2020) Supplementary Readings: Internet Learning Resources (YouTube Videos, Podcasts, and Reading Materials)
12	By the end of the class, students are able to master listening (16-24) and writing (5-6) strategies of TOEFL, and overall reading skills.	TOEFL strategies on listening (16-24) and writing (5-6) strategies. Various texts and podcasts.	Individual work on TOEFL exercises. Group discussion: student discuss their answers together in small groups.	2.77	Students are able to improve their score on listening, writing, and reading of a standardized test (TOEFL).	Compulsory Reading: <ul style="list-style-type: none"> Deborah, P. (2001) Supplementary Readings: Internet Learning Resources (YouTube Videos, Podcasts, and Reading Materials)
13	By the end of the class, students are able to master listening (25-34) and writing (7-8) strategies of TOEFL, and	TOEFL strategies on listening (25-34) and writing (7-8) strategies.	Individual work on TOEFL exercises. Group discussion: student discuss their answers together in small groups.	2.77	Students are able to improve their score on listening, writing, and reading of a standardized test (TOEFL)	Compulsory Reading: <ul style="list-style-type: none"> Deborah, P. (2001) Supplementary Readings:

	overall reading skills.	Various texts and podcasts.				Internet Learning Resources (YouTube Videos, Podcasts, and Reading Materials) (see reference list)
14	By the end of the class, students are able to enhance their skills and overall TOEFL review test.	TOEFL test-set	Individual work on TOEFL exercises. Group discussion: student discuss their answers together in small groups.	2.77	Students are able to improve their score on listening, writing, and reading of a standardized test (TOEFL)	Compulsory Reading: <ul style="list-style-type: none"> Deborah, P. (2001) Sharpe, P.J. (2020) Supplementary Readings: Internet Learning Resources (YouTube Videos, Podcasts, and Reading Materials)
15	By the end of the class, students are able to enhance their skills on overall TOEFL review test.	TOEFL test-set	Individual work on TOEFL exercises. Group discussion: student discuss their answers together in small groups.	2.77	Students are able to improve their score on listening, writing, and reading of a standardized test (TOEFL)	Compulsory Reading: <ul style="list-style-type: none"> Deborah, P. (2001) Supplementary Readings: Internet Learning Resources (YouTube Videos, Podcasts, and Reading Materials)
16	Final Test (TOEFL)			31.5		
17						
Total				90		

References

Annunziata, M.A., Chesla, E., Dermott, B., Muirhead, M., Mulrane, P., Starkey, L., Reed, C. (2004). *501 Critical Reading Questions*. New York: Learning Express.

Deborah, P. (2001). *Longman complete course for the TOEFL test: Preparation for the computer and paper tests*. White Plain, NY: Addison-Wesley Longman.

Gear, J., & Gear, R. *Cambridge preparation for the TOEFL test* (4th Ed.).

Sharpe, P.J. (2020). *Baron's: The trusted name in test prep* (7th ed.). Kaplan North America, LLC, d/b/a Barron's Education Series.

Trivette, W. (2020). *50 powerful vocabulary terms for IELTS, TOEFL, and TOEIC success*. Winn Trivette II, MA.

Internet Learning Resources (YouTube Videos, Podcasts, and Reading Materials)

Conceptual frameworks for learning activities

C.F. 01. The learning activities in the class are geared to establish a habit of criticality on the parts of all course participants. The course is established upon an ideological belief that every single human being is a highly prized, independent figure, who has the capacity to know what is morally right and correct. Thus, he/she is subject to demonstrate his/her accountability by being responsive and responsible for all the actions he/she has done. In particular, the class is established upon the spiritual exercises of St. Ignatius, where three basic core actions are regularly conducted. The three simple, reflective acts are gratitude, regrets, and follow-up. Accordingly, it is the belief that everybody seeks to nurture that course participants are to prepare the assigned readings and play a contributive role in creating a vibrant community of learners.

C.F. 02. To enhance critical thinking, students are encouraged to generate as many questions as possible. Course participants are encouraged to engage in Socratic questioning skills. Therefore, much of the class encounters are established upon dynamic conversations on core issues at hand. Drawing upon Habermas' (1971) emancipatory learning goals, critical thinking skills are nurtured through critique of knowledge and critique of ideology. It is through a growing awareness of the distorted life experiences of self that each course participant is going to help him-/herself to empower learning for personal liberation. The knowledge critique is intended to equip course participants to heal self and increase a high degree of self-knowledge. In addition, course participants are also engaged in a broader scope of critique, which centers on the ideological beliefs maintained by bureaucracies or some sorts of establishments or status quo.

C.F. 03. The class is also built upon the basic beliefs that humans grow and develop in encounters with other human beings. The presence of a nurturing community – where relational trust, personal mastery, free experimentation of ideas, and a sense of high expectation on each other – is believed to play a substantive role to create a vibrant learning community. Communicative acts to nurture a positive relational trust are maintained. Each course participant is expected to engage in respectful communication, where appreciation of any single person is of paramount importance. Degrading acts in the forms of verbally humiliating and/or attacking expressions, sensitive statements, and inappropriate deeds to harass others are unacceptable and subject to scrutiny, and therefore lead to sanctions. Victims of harassment are encouraged to vent their concerns off to confidants and campus authorities.

C.F. 04. Teaching and learning activities in the study program are established upon both axiologically and epistemologically sound principles. Sanata Dharma University holds four core values (i.e. seeking truth, maintaining diversity, raising human dignity, and pursuing justice), which serve as an axiological foundation. Meanwhile, the epistemological foundation rests upon scientific knowledge pursuit, in which the knowledge construction is done through appropriately crediting the cited sources, avoiding plagiarism, and maintaining public accountability.

Grading System

No	Assignment	Grade components
1.	Weekly progress assignments on individual paper	20%
2.	Class participation	15%
3.	Test 1 (Structure & Reading)	30%
4.	Final Test (TOEFL)	35%
		100%

Criteria of Assessment

The assessment for the task completion is based on the value provided from:

No		Score	Grade	Scale 1-4
1	85	85-100	A	3,4
2	80	80-84	A-	3,2
3	75	75-79	B+	3
4	70	70-74	B	2,8
5	65	65-69	B-	2,6
6	60	60-64	C+	2,4
7	56	56-59	C	2,24
8	50	50-55	D	2
9	0	0-49	E	0

Assessment Aspects	Form	Percentage	SWL
Worksheets	Written	15%	13.5
Attendance and active participation	Written	10%	9
Presentation	Written	15%	13.5
Paper Submission (Progress Test I)	Written	25%	22.5
Final Paper	Written	35%	31.5
Total		100%	90



UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
Program : EEMP

ASSESSMENT PLAN

Course Identity

1. Course Code/Course Name : ETTS221/English Test-Taking Strategies
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2023-2024
5. Lecturer(s) : Drs. Concilianus Laos Mbato, M.A, Ed.D.

Assessment plan 1: Weekly progress assignments on individual paper

Assignment Goals	Students are to report their progress on their individual research paper (research proposal).
Elaboration of Assignments	Students need to report how far they have progressed in their paper writing. Weekly, they are required to make a short report of what they have done throughout the week in relation to the course. In addition, they are to reflect on their progress in order to do better the following week.
Things to do and limitations	While personal accountability is of great value in a graduate program, students are also encouraged to work with other colleagues to help each other. Each individual student, however, is required to demonstrate own work.
Methods and how to accomplish the assignment	The report and reflection are submitted online in the LMS. It is done weekly. Timely submission is deemed to have played a significant role in forming a habit formation.
Description of the assignment outcomes	The students will improve their self-regulation in doing their research proposal. They are also encouraged to always progress each week and be responsible for their own learning.



UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
Program : EEMP

ASSESSMENT RUBRIC

Course Identity

1. Course Code/Course Name : ETTS221/English Test-Taking Strategies
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2023-2024
5. Lecturer(s) : Drs. Concilianus Laos Mbato, M.A, Ed.D.

Assessment plan 3 and 4: Submission of individual paper (research proposal)

Assessment Goals	Students are able to do well on a standardized test (TOEFL) with a minimum score of 550.
Elaboration of Assessment	For assessment plan 3 (mid-term test): the students are to take a TOEFL test on structure and reading section in approximately 80 minutes. For assessment plan 4 (final test): the students are to take a complete TOEFL test.
Things to do and limitations	Students are also encouraged to work with other colleagues to help each other on the preparation phase. Each individual student, however, is required to demonstrate own work during the test.
Methods and how to accomplish the assignment	Students are to take paper based TOEFL test.
Description of the assignment outcomes	The students will get minimum 550 TOEFL score.

References

The TOEFL ITP Assessment Series:

<https://www.ets.org/toefl/itp/scoring.html#accordion-d5f026058d-item-bca03d239f>