

PROGRAMA DE ASIGNATURA TOEFL iBT Preparation Course

Curso extracurricular
1er semestre 2025

Formación Transversal, Departamento de Pregrado
Vicerrectoría de Asuntos Académicos
Universidad de Chile

1. NOMBRE Y CÓDIGO DEL CURSO

Nombre	<i>TOEFL iBT Preparation Course</i> Curso extracurricular de preparación del examen TOEFL iBT
Código	TOEFL-VA-01
Requisitos	Inglés IV (nivel B1) & Aceptación en el proceso de postulación al curso. Lugar y equipo adecuados para conectarse y participar activamente en las sesiones del curso (remotas), activando cámara y audio.

2. EQUIPO DOCENTE

Docente responsable	Unidad Académica
Gustavo W. Kletzl	Programa de Inglés Transversal, Departamento de Pregrado, Vicerrectoría de Asuntos Académicos

3. MODALIDAD, DÍA Y HORARIO

Modalidad	Remota, con dos clases sincrónicas a la semana a través de Clase Virtual de U-Cursos.
Días	Lunes y Miércoles
Horario	19:00 – 20:30 horas

4. DURACIÓN DEL CURSO Y HORAS DE DEDICACIÓN

Duración total del curso	10 semanas
Nº de horas de trabajo sincrónico semanal	3 horas por semana (2 sesiones)
Nº de horas de trabajo autónomo semanal	2 horas
Nº de créditos SCT	Este curso no tiene créditos (curso extracurricular)

5. COMPETENCIAS SELLO A LAS QUE CONTRIBUYE EL CURSO

	1. Capacidad de investigación, innovación y creación
	2. Capacidad de pensamiento crítico y autocrítico
X	3. Capacidad para comunicarse en contextos académicos, profesionales y sociales
	4. Compromiso ético y responsabilidad social y ciudadana
	5. Compromiso con el desarrollo humano y sustentable
X	6. Compromiso con el respeto por la diversidad y multiculturalidad
	7. Compromiso con la igualdad de género y no discriminación

6. DESCRIPCIÓN GENERAL DEL CURSO

El [Programa de Inglés del Departamento de Pregrado de la Vicerrectoría de Asuntos Académicos](#) ofrece este curso extracurricular, voluntario y gratuito para estudiantes de pregrado de todas las Facultades de la Universidad de Chile. Este curso no tiene créditos SCT y no puede ser homologado por actividades curriculares de ningún programa o carrera de pregrado.

Con el propósito de contribuir a los procesos de internacionalización y movilidad estudiantil de la Universidad de Chile, en la selección de estudiantes que tienen interés en realizar este curso, se prioriza a quienes estén postulando a becas de movilidad internacional, incluyendo quienes estén realizando su tesis de pregrado. Existen además otros requisitos para postular a este curso, relacionados con un nivel de competencia mínimo en el idioma inglés (nivel B1) y con otros aspectos que se detallan en la convocatoria.

El objetivo de este curso es preparar de manera intensiva a los y las estudiantes para realizar el examen internacional TOEFL iBT (Test of English as a Foreign Language, Internet-based Test), el cual evalúa y certifica habilidades de producción oral, producción escrita, comprensión oral y comprensión de lectura en lengua inglesa. TOEFL iBT es una de las certificaciones de competencia en el idioma más valoradas y solicitadas por universidades e instituciones de educación superior en los procesos de movilidad estudiantil y académica.

7. PROPÓSITO FORMATIVO DEL CURSO

This course aims at delivering the necessary skills and strategies for students to succeed when taking the TOEFL iBT exam. This is achieved by enabling students to understand and learn about the way the exam format works and have a clear idea of what is expected of them at each part of the exam.

8. OBJETIVOS DEL CURSO

1. Familiarize the candidates with the overall structure of the TOEFL exam using authentic materials.
2. Introduce the language and strategies needed for each section of the test.
3. Present candidates with a set of linguistic forms and genres used in academic contexts required for the examination.
4. Train for the exam in a friendly and relaxed atmosphere.

9. METODOLOGÍA Y EVALUACIÓN: PLAN DE TRABAJO

A) Descripción general de la metodología y la evaluación del curso:

The course develops throughout 10 weeks on the basis of 2 1.5-hour sessions per week.

Three 10-hour cycles have been considered, and each covers the four skills assessed by TOEFL iBT: writing, speaking, listening, and reading. Different tasks and aspects of assessment of those skills are dealt with in each cycle. They also include a recycling section for students to refresh and consolidate the contents of sessions up to then.

The sessions have been planned so as to give students the chance to learn about the different sections of TOEFL iBT, their particular features, and the strategies to deal with them successfully.

Classroom dynamics favor interaction among students, mediated by the teacher, with the purpose of encouraging them to discover new knowledge on the test and English in general and be aware of their own strengths and weaknesses. These aspects will then inform the personalized guidance students will receive from their teacher, who will provide them with any extra support they need in terms of follow-up consultations and activities or materials.

The course implies the ongoing analysis of features of academic English. Students are expected to use academic English throughout the practical instances of the course.

Assessment

The course involves continuous assessment through regular personalized feedback provided by the teacher face-to-face or by means of written reports suggesting courses of action students may follow to increase their chances of success. Peer assessment is also promoted and practiced at some points in the course. There are no graded tests.

B) Planificación de contenidos y cronograma preliminar del curso:

We ek	Session	Activities and contents per class	Aims	Autonomous work
1	Session 1 Apr-14	· Introduction · TOEFL overview · Writing section: integrated task & writing-for-an-academic-discussion task · Practice	To understand the general format of TOEFL IBT To have a first approach to the Writing section of the exam	
	Session 2 Apr-16	· Speaking section: types of tasks; rationale for assessment · Practice · Listening section: types of listening materials (conversations & lectures); question types · Practice	To have a first approach to the Speaking section of the exam To understand the criteria used to assess their spoken production and the rubric used To learn about the types of passages included in the listening section and identify register To analyze different types of questions included in the listening tasks	Written practice
2	Session 3 Apr-21	· Reading section: text types; question types; subskills for efficient reading (skimming, scanning, etc.) · Practice	To learn about the different types of text to be expected in the exam To recognize and analyze the types of questions To identify subskills to be developed in order to read efficiently	Reading practice
	Session 4 Apr-23	· Recycling: different sections and tasks in TOEFL; tips and strategies · Practice	To review and refresh ideas and concepts seen and learnt so far To put tips and strategies related to different sections into practice	Written practice

3	Session 5 Apr-28	Writing section: integrated task analysis; tips and strategies; assessment rubric; timing	To analyze and understand the workings of the integrated task in the writing section To learn about useful tips and strategies to deal with this type of task successfully	Audio recording
	Session 6 Apr-30	- Writing section: integrated task analysis; tips and strategies; assessment rubric; timing - Practice	To learn about the criteria used for assessment To raise awareness on the importance of timing when dealing with tasks	Written practice
4	Session 7 May-05	Speaking section: independent speaking task; tips and strategies; timing	To analyze the independent speaking task To learn about useful tips and strategies to deal with this type of task successfully	Listening practice
	Session 8 May-07	- Speaking section: independent speaking task; tips and strategies; timing - Practice	To raise awareness on the importance of timing when dealing with tasks	Written practice
5	Session 9 May-12	- Listening section: analysis of types of conversations; identification of key features of language; subskills for listening efficiently (listening for gist, listening for attitude, etc.) - Practice	To analyze the types of conversations included in the listening section of the exam and the features of language to be expected	Reading practice
	Session 10 May-14	- Listening section: analysis of types of conversations; identification of key features of language; subskills for listening efficiently (listening for gist, listening for attitude, etc.) - Practice	To identify subskills to be developed in order to efficiently deal with listening tasks	Written practice
6	May-19	SEMANA DE PAUSA TRANSVERSAL U. DE CHILE		
7	Session 11 May-26	Reading section: exposition vs argumentation; identifying author's purpose and intention; subskills for reading efficiently; timing	To analyze and identify features of exposition and argumentation texts To identify the author's intention based on text organization	Audio recording

	Session 12 May-28	· Reading section: exposition vs argumentation; identifying author's purpose and intention; subskills for reading efficiently; timing · Practice	To raise awareness on the importance of timing when dealing with tasks	Written practice
8	Session 13 Jun-02	· Recycling: different sections and tasks in TOEFL; tips and strategies	To review and refresh ideas and concepts seen and learnt so far To put tips and strategies related to different sections into practice	Listening practice
	Session 14 Jun-04	· Writing section: independent task analysis; tips and strategies; assessment rubric; timing · Practice	To analyze and understand the workings of the integrated task in the writing section To learn about useful tips and strategies to deal with this type of task successfully To learn about the criteria used for assessment To raise awareness on the importance of timing when dealing with tasks	Written practice
9	Session 15 Jun-9	· Speaking section: types of integrated tasks; analysis of their features; tips and strategies; timing	To analyze and recognize the features of the different types of integrated tasks To learn about and apply different tips and strategies to deal with them successfully	Reading practice
	Session 16 Jun-11	· Speaking section: types of integrated tasks; analysis of their features; tips and strategies; timing · Practice	To raise awareness on the importance of timing when dealing with tasks	Written practice
10	Session 17 Jun-16	· Listening section: analysis of types of lectures; identification of key features of language; subskills for listening efficiently, tips and strategies	To analyze the types of lectures included in the listening section of the exam and the features of language to be expected	Audio recording
	Session 18 Jun-18	· Listening section: analysis of types of lectures; identification of key features of language; subskills for listening efficiently, tips and strategies	To identify subskills to be developed in order to deal efficiently with listening tasks To learn about and apply different tips and strategies to deal with listening tasks successfully	Written practice

11	Session 19 Jun-23	Reading section: challenging inferencing questions; inferencing vs reading-to-learn questions; tips and strategies; timing	To pay attention to the more challenging types of inferencing questions To analyze reading-to-learn questions and their expected answers vs basic information or inferencing answers To learn about and apply different tips and strategies to deal with these types of questions successfully To raise awareness on the importance of timing when dealing with tasks	Listening practice
	Session 20 Jun-25	Final considerations and practice: reading and writing sections; last-minute doubts and questions	To put tips and strategies related to different sections into practice To clarify any doubts or questions that may have arisen at the last minute	Written practice

10. REQUISITOS DE PERMANENCIA EN EL CURSO

- Asistencia regular a las dos clases semanales contempladas (el docente responsable del curso registrará la asistencia a cada sesión en U-Cursos).
- Conectarse desde un lugar tranquilo y con un equipo adecuado que permita la participación plena y activa en el curso (con cámara y audio).
- Cumplir con todas las actividades y tareas solicitadas por el docente responsable del curso.

Si un/a estudiante no cumple con alguno de los requisitos anteriores, el Programa de Inglés podrá eliminarlo/a del curso, liberando su cupo para que otra persona pueda ocuparlo.

11. RECURSOS DE APRENDIZAJE O BIBLIOGRAFÍA BÁSICA

The materials used in the course will be prepared by the teacher and shared digitally with students (Material Docente, U-Cursos). They will include extracts from TOEFL IBT preparation books and mock-type TOEFL IBT sections at the end of the course for students to have a chance to practice in 'real life' conditions.

12. RECURSOS ADICIONALES

Webs recomendadas para estudio autónomo y práctica extra:

TOEFL test: <https://www.ets.org/toefl.html>

Dictionary: <https://www.merriam-webster.com/>

Vocabulary: <https://www.vocabulary.com/lists/4yen74si/toefl-exam-essential-english-vocabulary>