



Course Specification

— (Bachelor)

Course Title: Standardized English Tests Preparation

Course Code: ENG4314-3

Program: Bachelor of Arts in English + Bachelor of Arts in Translation

Department: Department of English and Department of Translation

College: College of Languages and Translation

Institution: King Khalid University

Version: 2

Last Revision Date: February 11, 2026

Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	5
C. Course Content	8
D. Students Assessment Activities	10
E. Learning Resources and Facilities	14
F. Assessment of Course Quality	15
G. Specification Approval	16





A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

- A. ☐ University ☐ College ☒ Department ☒ Track ☐ Others
- B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (Semester 7 – Year 4)

4. Course General Description:

ENG 4314-3 Standardized English Tests Preparation employs the Oxford Test of English C1 Advanced Success Student Book to prepare students for internationally recognized English language proficiency tests. The course integrates reading, grammar, writing, listening, and speaking through nine thematic units. Students develop advanced reading comprehension strategies, accurate application of grammatical structures, essay and summary writing skills, listening comprehension, and structured spoken communication. Grammar is taught through several skills and assessed as a standalone component on examinations. The course positions students to perform confidently on the OTE Advanced, IELTS, TOEFL, and STEP.

5. Pre-requirements for this course (if any):

ENG2361-3 Introduction to Literature

6. Co-requisites for this course (if any):

N/A

7. Course Main Objective(s):

The main objective of ENG 4314-3 is to prepare students for internationally recognized English language proficiency examinations. Using the Oxford Test of English C1 Advanced Success course materials, the course aims to:

- Develop advanced reading comprehension strategies for interpreting complex academic and professional texts.
- Build accurate application of advanced grammatical structures through standalone grammar practice and assessment.
- Develop academic writing skills including essay structure and concise summary writing.
- Strengthen listening comprehension skills across a range of spoken text types.
- Build spoken communication skills through interview practice, diplomatic delivery, oral summarizing, and debate.
- Foster test-taking confidence through continuous practice, strategy development, and authentic task exposure.



2. Teaching mode

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning	-	-
3	Hybrid - Traditional classroom - E-learning	-	-
4	Distance learning	-	-

3. Contact Hours

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify)	-
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	PLO	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize key reading comprehension strategies and identify core grammatical structures — including tense and aspect, relative clauses, participle clauses, and conditionals — as encountered in advanced reading and listening passages	K1	Integrate reading comprehension exercises with grammar awareness activities using OTE Advanced Units 1–4, guiding students to recognize how grammatical structures contribute to text meaning	Reading and Grammar Quiz (10 marks)
1.2	Recognize the essential elements and structure of academic essays and written summaries, including argument organization, paragraph structure, coherence, and appropriate register	K2	Implement structured writing workshops using the OTE essay and summary models from Units 1–4, guiding students through introduction, body paragraph organization, and conclusion techniques Demonstrate the differences between essay and summary task requirements through worked examples and marking criteria analysis	Writing Formative Assessment: Summary Task (5 marks)
1.3	Recognize listening techniques such as listening for gist, identifying specific information, recognizing agreement and disagreement, using signposting language, and identifying attitudes and changing views in extended spoken texts	K2	Utilize a variety of audio materials from the OTE Advanced course and supplementary resources that require students to identify gist, extract details, and recognize speaker attitudes in academic and professional contexts Guide students through signposting language and paraphrase recognition in extended spoken texts	Formative Assessment: Listening Assignment (5 marks)
1.4	Recall strategies for delivering structured spoken responses, including interview techniques, diplomatic	K4	Conduct speaking exercises and simulations that mirror IELTS-style interview formats and OTE Advanced speaking tasks	Speaking Exam: IELTS-Style Interview (10 marks)





Code	Course Learning Outcomes	PLO	Teaching Strategies	Assessment Methods
	voice message delivery, oral summarizing, and debate argumentation		Model effective use of discourse markers, hedging, boosting, and complex grammatical structures in spoken responses	
2.0	Skills			
2.1	Apply advanced reading strategies to interpret complex texts and identify critical elements such as main ideas, text purpose, opinion, attitude, implication, cohesive devices, and sequences of ideas	S1	Encourage interactive reading sessions using OTE Reading Parts 1–4, where students apply strategies to interpret complex academic and professional texts Facilitate practice across all four OTE reading task types: short texts, multiple matching, gapped text, and long text comprehension	Midterm Exam (30 marks)
2.2	Apply knowledge of advanced grammatical structures accurately in standalone grammar tasks including fill-in-the-blank, sentence completion, and sentence transformation exercises	S1	Provide targeted grammar practice using the grammar sections from each unit, focusing on accurate application of tense and aspect, relative clauses, conditionals, emphasis, and passive structures Use sentence-level exercises and transformation tasks that mirror the standalone format used on exams	Midterm Exam (30 marks)
2.3	Demonstrate comprehensive reading, grammar, and guided essay writing skills across all nine units by interpreting complex texts, applying grammatical structures accurately, and completing a structured essay task	S3	Implement cumulative practice activities that integrate reading comprehension, standalone grammar exercises, and guided essay writing tasks across all nine units Provide continuous feedback on reading strategies, grammatical accuracy, and essay structure using the OTE marking criteria	Final Exam: Reading (20) / Grammar (15) / Guided Essay Writing (5) — 40 marks
2.4	Deliver coherent and well-structured spoken responses demonstrating appropriate fluency, lexical range,	S3	Conduct IELTS-style interview practice and OTE speaking simulations covering all speaking parts Assist students in employing strategies for hypothesizing,	Speaking Exam: IELTS-Style Interview (10 marks)



Code	Course Learning Outcomes	PLO	Teaching Strategies	Assessment Methods
	grammatical accuracy, and pronunciation in interview, voice message, summary, and debate formats		being diplomatic, taking notes for oral summaries, structuring arguments for debates, and using discourse markers effectively	
3.0	Values, autonomy, and responsibility			
3.1	Take responsibility for independently reviewing and consolidating reading strategies and grammatical structures covered in class, as reflected in preparedness and performance on the midterm examination	V3	Assign self-review tasks and encourage students to use the OTE Strategies for Test Success and Progress to Test Success sections for independent study	Midterm Exam (30 marks)
3.2	Engage attentively and respectfully with listening texts featuring speakers from diverse academic, professional, and cultural backgrounds, as reflected in the ability to accurately interpret speaker attitudes, feelings, and viewpoints on the listening assessment	V1	Expose students to listening materials featuring speakers from diverse cultural and professional contexts throughout the course Draw attention to how cultural background and context influence speaker attitudes and communication styles in listening passages	Formative Assessment: Listening Assignment (5 marks)
3.3	Participate constructively in collaborative writing preparation activities, including peer discussion of summary techniques and group analysis of model texts, as reflected in the quality of individual performance on the writing assessment	V2	Facilitate collaborative pre-writing activities including peer brainstorming, group analysis of model summaries, and structured peer feedback sessions as part of regular classroom instruction Use pair and group activities from the OTE writing sections to build summarizing skills before the individual assessment	Writing Formative Assessment: Summary Task (5 marks)



C. Course Content

No	List of Topics	Contact Hours
	Unit 1: Psychology	
1.	Listening: Parts: 1 & 4: Short dialogues and monologues (p. 8); Test skill: Listening for gist; Vocabulary: Academic verbs; Word-building: academic word families; Pronunciation: Word stress Reading: Part: 1: Short texts (p. 10); Test skill: Identifying text purpose; Grammar: Tense and aspect Writing: Part: 1: Essay (p. 12); Test skill: Structuring an essay Speaking: Part: 1: Interview (p. 14); Test skill: Hypothesizing and speculating; Useful language: Hypothesizing and speculating	5
	Unit 2: Learning	
2.	Listening: Part: 2: Note completion (p. 18); Test skill: Identifying specific information; Vocabulary: Phrase-building: verb + noun collocations; Phrase-building: phrasal verbs Reading: Part: 2: Multiple matching (p. 20); Test skill: Identifying opinion and attitude; Grammar: Relative clauses Writing: Part: 2: Summary (p. 22); Test skill: Identifying main ideas and supporting details Speaking: Part: 2: Voice message (p. 24); Test skill: Being diplomatic; Useful language: Being diplomatic; Pronunciation: Stress, rhythm and intonation	5
	Unit 3: The Natural World	
3.	Listening: Part: 3: Matching (p. 28); Test skill: Identifying agreement and disagreement; Vocabulary: Academic adjectives; Phrase-building: adverb + adjective collocations Reading: Part: 4: Long text (p. 30); Test skill: Understanding implication; Grammar: Participle clauses Writing: Part: 1: Essay (p. 32); Test skill: Organizing a paragraph; Useful language: Organizing a paragraph Speaking: Part: 3: Summary (p. 34); Test skill: Taking notes; Pronunciation: Sentence stress	5
	Unit 4: Culture	
4.	Listening: Parts: 1 & 4: Short dialogues and monologues (p. 38); Test skill: Identifying attitude and feelings; Grammar: Conditionals: review; Inverted conditionals; Pronunciation: Reduced and weak forms Reading: Part: 3: Gapped text (p. 40); Test skill: Identifying cohesive devices; Vocabulary: Word-building: adjective suffixes Writing: Part: 2: Summary (p. 42); Test skill: Structuring a written summary Speaking: Parts: 4 & 5: Debate & follow-up questions (p. 44); Test skill: Structuring an argument; Test skill: Responding to follow-up questions	5
	Unit 5: Technology	
5.	Listening: Part: 2: Note completion (p. 48); Test skill: Using signposting language; Vocabulary: Phrase-building: adjective + noun collocations; Phrase-building: idioms	5





Reading: Part: 1: Short texts (p. 50); **Test skill:** Dealing with unknown vocabulary; **Grammar:** The future

Writing: Part: 2: Summary (p. 52); **Test skill:** Sequencing main ideas

Speaking: Part: 3: Summary (p. 54); **Test skill:** Organizing an oral summary; **Pronunciation:** Connected speech

Unit 6: The Arts

Listening: Part: 3: Matching (p. 58); **Test skill:** Understanding implication; **Grammar:** Emphasis; **Pronunciation:** Emphasis

6. **Reading: Part:** 2: Multiple matching (p. 60); **Test skill:** Using reporting verbs; **Vocabulary:** Word-building: noun suffixes; Phrase-building: adverb + past participle collocations 5

Writing: Part: 1: Essay (p. 62); **Test skill:** Using pronoun reference, substitution and ellipsis

Speaking: Parts: 4 & 5: Debate & follow-up questions (p. 64); **Test skill:** Using discourse markers; **Useful language:** Discourse markers

Unit 7: Health

Listening: Parts: 1 & 4: Short dialogues and monologues (p. 68); **Test skill:** Identifying purpose; **Grammar:** Passive reporting structures

7. **Reading: Part:** 3: Gapped text (p. 70); **Test skill:** Recognizing sequences of ideas; **Vocabulary:** Academic verbs; Phrase-building: adverb + verb collocations 5

Writing: Part: 1: Essay (p. 72); **Test skill:** Writing in an academic style

Speaking: Part: 2: Voice message (p. 74); **Test skill:** Disagreeing and refusing politely; **Pronunciation:** Consonant clusters; **Useful language:** Disagreeing and refusing politely

Unit 8: Urban Living

Listening: Part: 2: Note completion (p. 78); **Test skill:** Recognizing paraphrase; **Vocabulary:** Phrase-building: prepositional phrases; Phrase-building: phrasal verbs

8. **Reading: Part:** 4: Long text (p. 80); **Test skill:** Understanding rhetorical purpose; **Grammar:** Passive gerund and infinitive forms 5

Writing: Part: 2: Summary (p. 82); **Test skill:** Being concise

Speaking: Part: 3: Summary (p. 84); **Test skill:** Synthesizing: review; **Pronunciation:** Long and short vowel sounds

Unit 9: Business and Work

Listening: Part: 3: Matching (p. 88); **Test skill:** Identifying changing views; **Vocabulary:** Word-building: verb suffixes; Phrase-building: idioms; **Pronunciation:** Diphthongs

9. **Reading: Part:** 2: Multiple matching (p. 90); **Test skill:** Expeditious reading: review; **Grammar:** Modifying comparatives 5

Writing: Part: 1: Essay (p. 92); **Test skill:** Upgrading your lexis

Speaking: Parts: 4 & 5: Debate & follow-up questions (p. 94); **Test skill:** Comparing and evaluating; **Useful language:** Comparing and evaluating

Total

45





D. Students Assessment Activities

No	Assessment Activities	Assessment timing (in week no)	Percentage of Total Assessment Score
Quizzes and Formative Assessments			
1.	Reading and Grammar Quiz (10 Marks) Mapped to Learning Outcome 1.1, this quiz evaluates students' ability to recognize reading comprehension strategies and identify core grammatical structures covered in Units 1–4. The quiz is designed as a 30-minute assessment and serves as a preparatory exercise for the midterm exam. The Reading section (5 marks) consists of short text comprehension questions modeled after OTE Advanced Reading Part 1, assessing skills such as identifying text purpose, opinion, attitude, and specific details. The Grammar section (5 marks) consists of standalone objective-format items — including fill-in-the-blank and sentence completion — covering the grammatical structures taught within the reading and listening sections of Units 1–4: tense and aspect, relative clauses, participle clauses, and conditionals.	Flexible (around Week 7)	10%
2.	Writing Formative Assessment: Summary Task (5 Marks) Mapped to Learning Outcome 1.2, this formative assessment evaluates students' ability to recognize and apply the essential elements of a written summary. The assessment is designed as a 30-minute task administered after the midterm exam. Modeled after OTE Advanced Writing Part 2, students read two short input texts and produce a concise written summary that synthesizes the main ideas from both sources. The task reflects the summarizing skills developed in Units 2 and 4, assessing students' proficiency in identifying	Flexible (around Week 10)	5%





No	Assessment Activities	Assessment timing (in week no)	Percentage of Total Assessment Score
	main ideas and supporting details, paraphrasing effectively, organizing ideas logically, and maintaining conciseness and appropriate academic register.		
3.	Formative Assessment: Listening Assignment (5 Marks) Mapped to Learning Outcome 1.3, this formative assessment evaluates students' listening comprehension skills. Students answer questions that require identifying specific information, recognizing paraphrase, understanding attitudes, and extracting key details from extended spoken texts. Each instructor prepares their own audio materials and handouts. The audio is played twice.	Flexible (around Week 12)	5%
Midterm Exam			
4.	Midterm Exam: Reading (20) / Grammar (10) — 30 Marks While aligned with specific CLOs for measurement purposes, this comprehensive assessment covers all course materials from Units 1–4. The exam is administered in one hour. The Reading section (20 marks) consists of passages accompanied by a variety of question types. Mapped to Learning Outcome 2.1, it evaluates students' comprehension and application of advanced text interpretation strategies including identifying text purpose, opinion, attitude, implication, and cohesive devices. All questions are objective format. The Grammar section (10 marks) consists of standalone objective-format items — including fill-in-the-blank, sentence completion, and sentence transformation — covering the grammatical structures taught within Units 1–4: tense and aspect (Unit 1), relative clauses (Unit 2), participle clauses (Unit 3), and conditionals	Flexible (around Week 8)	30%





No	Assessment Activities	Assessment timing (in week no)	Percentage of Total Assessment Score
	(Unit 4). Mapped to Learning Outcome 2.2, this section assesses students' ability to apply advanced grammatical knowledge accurately in decontextualized exercises. Grammar items are standalone and are not embedded within reading passages. Suggested time allocation: approximately 40 minutes for Reading and 20 minutes for Grammar.		
Speaking Assessment			
5.	Speaking Exam: IELTS-Style Interview (10 Marks) While aligned with specific CLOs for measurement purposes, this comprehensive speaking assessment covers all course materials and assesses the speaking-related knowledge, understanding, and skills developed throughout the course. Mapped to Learning Outcomes 1.4 and 2.4, the exam follows an IELTS-style interview format. Each student participates in a structured one-on-one interview with the instructor covering familiar and abstract topics. Students are assessed on fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. Students must demonstrate the ability to express themselves spontaneously with a smooth flow, maintain a high level of grammatical control, and use a broad lexical repertoire relevant to the topics.	Flexible (around Week 15)	10%
Final Exam			
6.	Final Exam: Reading (20) / Grammar (15) / Guided Essay Writing (5) — 40 Marks Although aligned with certain CLOs for measurement purposes, this comprehensive final exam evaluates the reading, grammar, and writing knowledge, understanding, and skills	As scheduled in Academia	40%





No	Assessment Activities	Assessment timing (in week no)	Percentage of Total Assessment Score
	developed across all nine units of the course. The exam is administered in two hours. The Reading section (20 marks) consists of passages accompanied by a comprehensive range of question types. The Grammar section (15 marks) consists of standalone objective-format items — including fill-in-the-blank, sentence completion, and sentence transformation — covering the grammatical structures taught across all nine units: tense and aspect, relative clauses, participle clauses, conditionals, the future, emphasis, passive reporting structures, passive gerund and infinitive forms, and modifying comparatives. Grammar items are standalone and are not embedded within reading passages. The Guided Essay Writing section (5 marks) presents students with a partially completed essay and requires them to complete the essay by writing the remaining sections. This guided format scaffolds students by providing the essay's structure, tone, and register, while still assessing their ability to produce coherent, well-organized academic writing. The essay prompt is modeled after OTE Advanced Writing Part 1. Mapped to Learning Outcome 2.3, this exam comprehensively assesses students' ability to interpret complex texts, apply grammatical structures accurately, and produce guided academic writing. Suggested time allocation: approximately 50 minutes for Reading, 30 minutes for Grammar, and 40 minutes for Guided Essay Writing.		
Overall Total			100%



E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Savery, J. (2026). Oxford Test of English C1 Advanced Success Student Book. Oxford University Press. ISBN: 978 0 19 427481 4
Essential References	Cambridge University Press. (2020). IELTS Academic Student's Book with Answers with Audio with Resource Bank Sorrenson, M. (2017). McGraw-Hill Education IELTS. McGraw-Hill Education. Wyatt, R. (2017). Check your English vocabulary for IELTS. Bloomsbury Academic.
Electronic Materials	Official Websites and Resources: 1. Oxford Test of English Official Website – http://www.oxfordtestofenglish.com/advanced – Official test information, format details, and preparation resources. 2. IELTS Official Website – http://www.ielts.org – Practice tests, examiner-approved tips, and FAQs. 3. IELTS Liz – ieltsliz.com – Listening lessons, speaking tips, and free resources from a certified IELTS teacher. 4. British Council LearnEnglish – learnenglish.britishcouncil.org – IELTS preparation materials and listening practice. 5. BBC Learning English – bbc.co.uk/learningenglish – Listening and speaking practice materials. 6. ETS TOEFL – https://www.ets.org/toefl.html – Practice tests and test-taking strategies.
Other Learning Materials	MERLOT – Multimedia Educational Resource for Learning and Online Teaching – https://www.merlot.org/merlot/materials.htm – Open-access learning materials suitable for language testing preparation.

2. Required Facilities and equipment

Items	Resources
FACILITIES	• STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS) • ADEQUATE LIGHTING AND VENTILATION • SUITABLE SEATING ARRANGEMENTS • WHITEBOARD
TECHNOLOGY EQUIPMENT	• COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR • DATA PROJECTOR • SPEAKERS • OPTIONAL: SMART BOARD
OTHER EQUIPMENT	• MARKERS AND ERASERS • NOTICE BOARD
ADDITIONAL RESOURCES	• OPTIONAL: LANGUAGE LAB FACILITIES • OPTIONAL: AUDIO EQUIPMENT • OPTIONAL: MOBILE CHARGING STATION

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
EFFECTIVENESS OF TEACHING	• Students • Peer Reviewers • Program Leaders	• Direct: Classroom observations • Indirect: Student course evaluation surveys • Indirect: Faculty self-evaluation reports
EFFECTIVENESS OF STUDENT ASSESSMENT	• Faculty • Program Leaders • External Reviewers	• Direct: Analysis of grade distributions • Direct: Review of assessment tools • Indirect: Student feedback surveys
QUALITY OF LEARNING RESOURCES	• Students • Faculty • Library Staff	• Direct: Resource utilization reports • Indirect: Student satisfaction surveys • Indirect: Faculty feedback on resource adequacy
THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED	• Course Instructor • Department Head • Quality Committee	• Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam) • Indirect: End-of-course student surveys



G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2
DATE	FEBRUARY 25, 2026

