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| --- |
| **Course Title**: Preparation for International Tests |
| **Course Code**: ENG425-3 |
| **Program**: Bachelor of Arts in English |
| **Department**: Department of English |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **13 November 2024** |

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# **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 8 - Year 4) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG 425-3 Preparation for International Tests is a comprehensive course tailored to equip students with the skills required for various standardized English language proficiency tests, including the Saudi Standardized Test of English Proficiency (STEP), IELTS, and TOEFL. Instead of focusing on a single exam's specifications, the course offers an amalgamation of reading, writing, listening, speaking, and grammar foundations essential for excelling in all of these tests. By adopting an integrative approach, students are provided with versatile strategies and insights that can be applied across different examination formats. Through continuous practice, critical analysis, and exposure to a blend of skills and techniques, students are positioned to attain success in the global arena of English language proficiency tests. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG218-2 Grammar 4 | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The main objective of ENG 425-3 Preparation for International Tests is to prepare students comprehensively for the challenges of various international English examinations. By offering a well-rounded education that encompasses reading, writing, listening, speaking, and the essential grammar foundations, the course aims to instill a universal understanding that transcends individual test structures. Utilizing a blend of skills required in STEP, IELTS, and TOEFL, the course promotes a harmonized and adaptable approach. The ultimate goal is to cultivate confidence, precision, and critical thinking in students, enabling them to navigate the complex landscape of international testing with ease and proficiency. The course seeks to achieve this through a careful balance of practice, theory, and innovation, reflecting the dynamic nature of language learning. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **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** (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 45 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 45 |

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

| **Code** | **Course Learning Outcomes** | **Code of PLOs aligned with the program** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Recall and identify various strategies for interpreting texts, such as skimming for the main idea, scanning for specific details, and recognizing the author's purpose and tone | K3 | Integrate skimming, scanning, and analytical reading exercises, allowing students to practice and identify main ideas, details, and author's purpose in diverse texts. | Midterm Exam Reading (10) /Grammar (20)  Quiz (10 Marks) |
| 1.2 | Remember the essential elements and structure of an argumentative essay | K2, K3 | Implement structured writing workshops, guiding students to craft argumentative essays by building strong thesis statements, supporting evidence, counter-arguments, and conclusions. | Writing Task 2 Assignment (5 Marks) |
| 1.3 | Recall and comprehend the fundamental principles of English grammar, including sentence structure, verb tenses, punctuation, and conjunctions | K1, K3 | Emphasize hands-on grammar exercises that focus on sentence structure, verb tenses, punctuation, and conjunctions, enabling students to recognize and correct common grammatical errors. | Midterm Exam Reading (10) /Grammar (20) |
| 1.4 | Remember listening techniques such as focusing on keywords, making inferences, and recognizing main ideas in both concrete and abstract spoken texts | K1, K3 | Utilize various audio materials and listening exercises that require students to focus on keywords, make inferences, and recognize main ideas in spoken texts. | Formative Assessment (Listening Assignment) – 5 Marks |
| **2.0** | **Skills** | | | |
| 2.1 | Apply reading strategies to interpret complex texts and identify critical elements such as main ideas, specific details, author's purpose, and tone | S3, S5 | Encourage interactive reading sessions where students apply strategies to interpret complex texts, fostering their ability to extract critical elements. | Final Exam: Reading and Grammar (40 Marks) |
| 2.2 | Compose a well-structured argumentative essay that includes a thesis statement, supporting evidence, counter-arguments, and conclusion | S4, S5 | Facilitate writing practice sessions, supporting students in composing well-structured argumentative essays, and providing continuous feedback. | Writing Task 2 Assignment (5 Marks) |
| 2.3 | Utilize grammatical principles to accurately identify and correct grammatical errors in various written expressions | S5 | Incorporate grammar drills tailored structure and written Expression requirements, promoting practical identification and correction of grammatical errors. | Final Exam: Reading and Grammar (40 Marks) |
| 2.4 | Employ strategies for delivering a coherent and engaging personal speech, demonstrating appropriate use of vocabulary, tone, and non-verbal cues | S1, S2, S9 | Conduct speaking exercises and simulations that mimic real-life scenarios, assisting students in employing strategies for coherent and engaging personal speeches. | IELTS Part 2 Speaking Exam (10 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Demonstrate an ability to think critically about a question, situation, or problem down to its most basic parts | V1 | Ask and encourage open-ended questions  Help students develop their own ideas  Encourage students to think in new ways  Encourage understanding and respect | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Communicate appropriately, accurately, and effectively while writing IELTS essays or speaking on a topic | V2 | Understanding that different audiences require differing types of language  How to adjust the formality, tone, and vocabulary  Understanding that differing topics require differing styles of speech and writing  Understanding the purpose of their writing or speech | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Complete the test tasks within the required time limits while working individually or in a group | V3 | Test Taking Strategies | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | Introduction to the Course | 3 |
|  | STEP -Standardized Test of English Proficiency- An Overview | 3 |
| **3.** | Advanced Grammar of International English proficiency exams (Structure and Written Expression in TOEFL Exam) | 6 |
| **4.** | Introduction to the Reading Module of IELTS | 3 |
| **5.** | Deeper into IELTS Reading | 6 |
| **6.** | Introduction to the Writing Module of IELTS | 3 |
| **7.** | IELTS Writing Task 2 | 6 |
| **8.** | Introduction to the Listening Module of IELTS | 3 |
| **9.** | Deeper into IELTS Listening | 3 |
| **10.** | Introduction to the Speaking Module of IELTS | 3 |
| **11.** | Revision | 6 |
| **Total** | | **45** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **Assignments/Quizzes** | | | |
|  | **Reading Quiz**  Mapped to Learning Outcome 1.1, this quiz is designed to evaluate students' capacity to recall and identify a range of strategies for text interpretation, such as skimming for the main idea, scanning for specific details, and recognizing the author's purpose and tone. | Mentioned in the new Course Syllabus | 10% |
|  | **Formative Assessment (Listening Assignment)**  Mapped to Learning Outcome 1.4, this assessment is intended to gauge students' proficiency in applying listening techniques, including focusing on keywords, making inferences, and identifying main ideas in both concrete and abstract spoken texts. | Mentioned in the new Course Syllabus | 5% |
| **Midterm Exam and Writing Task 2 Assignment Held Separately** | | | |
|  | **Midterm Exam Reading (10) /Grammar (20)**  **While aligned with specific CLOs for measurement purposes, this comprehensive reading/grammar assessment covers all course materials and assesses the reading/grammar related knowledge, understanding, and skills up until this point in time.**  Mapped to Learning Outcomes 1.1 and 1.3, this test serves to evaluate students' comprehension and application of various text interpretation strategies, as well as their understanding of fundamental English grammar principles. | Mentioned in the new Course Syllabus | 30% |
| **4.** | **Writing Task 2 Assignment**  Closely modeled after the format of IELTS Writing Task 2, this exam is mapped to Learning Outcomes 1.2 and 2.2. It aims to assess students' proficiency in composing a well-structured argumentative essay, including key components such as a thesis statement, supporting evidence, counter-arguments, and conclusion. | Mentioned in the new Course Syllabus | 5% |
| **Speaking Assessment** | | | |
| **5.** | **IELTS Part 2 Speaking Exam**  **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 up until this point in time.**  Mapped to Learning Outcome 2.4 and designed to emulate the IELTS Speaking Part 2 format, this assessment aims to rigorously evaluate students' skills in delivering a coherent and compelling personal speech. Consistent with the IELTS band descriptors, students are assessed on their fluency and coherence, ability to employ an effective range of vocabulary (lexical resource), utilization of a mix of simple and complex sentence structures for grammatical range, and the accuracy of their grammatical constructions. Additionally, the assessment considers the tone and appropriate use of non-verbal cues such as eye contact and gestures. Students are required to speak on a topic provided on a task card for a duration of 1-2 minutes, embodying the structure and evaluation criteria set forth in the IELTS Speaking Part 2 guidelines. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Final Exam: Reading and Grammar**  **Although aligned with certain CLOs for measurement purposes, this comprehensive reading/grammar final exam evaluates the reading/grammar related knowledge, understanding, and skills across all topics covered throughout the course.**  Mapped to Learning Outcomes 2.1 and 2.3, this exam is structured to provide an objective assessment in two principal domains. The Reading section consists of four longer passages, accompanied by a total of 20 questions. These passages, chosen for their applicability to a wide range of international English proficiency exams, span various genres including academic discourse, literary reviews, and analytical reports. The Grammar section, titled "Structure and Written Expression," features 20 questions specifically designed to gauge students' grasp of grammatical principles. Students are tasked with identifying errors in sentence structure, selecting the most suitable word forms to complete sentences, and applying various grammatical constructs to ensure accurate written expression. The question types are analogous to those commonly found in well-known English proficiency exams | Mentioned in the new Course Syllabus | 40% |
| **Overall Total** | | | **100%** |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | Due to the nature of the course and the development of English proficiency tests, the course will use updated materials every semester. The materials will be adapted from updated published learning textbooks and websites such as:  National Center for Assessment in Higher Education. (2012). STEP (Standardized Test of English Proficiency) \*[Book](https://rqeem.net/up/STEP%20BOOK.pdf) + [Audio](http://rqeem.net/up/step%20audio.zip)\*  Lougheed, L. (2016). Writing for the IELTS. Barron's Educational Series, Inc.  Sorrenson, M. (2017). McGraw-Hill Education IELTS. McGraw-Hill Education.  McGraw-Hill Education. (2017). The Official Guide to the TOEFL test. |
| **Essential References** | Cambridge University Press. (2020). IELTS 15 Academic Student's Book with Answers with Audio with Resource Bank  Wyatt, R. (2017). Check your English vocabulary for IELTS: Essential words and phrases to help you maximise Your IELTS Score. Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc. |
| **Electronic Materials** | Official Websites and Blogs:   1. **IELTS Official Website**    * The official IELTS website offers a plethora of resources, including practice tests, examiner-approved tips, and FAQs.    * [Visit IELTS Official Website](https://www.ielts.org/) 2. **IELTS Simon**    * This blog provides valuable insights, tips, and practice materials authored by an experienced IELTS examiner.    * [Visit IELTS Simon](https://ielts-simon.study/) 3. **IELTS Buddy**    * The site offers a range of practice questions, sample essays, and tips to improve specific skills needed for the IELTS test.    * [Visit IELTS Buddy](https://www.ieltsbuddy.com/) 4. **IELTS Liz**    * Created by a British Council certified IELTS teacher, the site offers in-depth tips and free resources.    * [Visit IELTS Liz](https://ieltsliz.com/) 5. **GrammarBank**    * Focusing on the grammatical aspect of English language tests, this resource offers exercises and quizzes applicable for both IELTS and TOEFL.    * [Visit GrammarBank](https://www.grammarbank.com/) 6. **ETS TOEFL**    * This is the official TOEFL website by Educational Testing Service (ETS) that offers practice tests, test-taking strategies, and other study materials.    * [Visit ETS TOEFL](https://www.ets.org/toefl) 7. **Magoosh TOEFL Blog**    * This blog provides various study guides, practice questions, and test-taking tips to help prepare for the TOEFL exam.   [Visit Magoosh TOEFL Blog](https://magoosh.com/toefl/) |
| **Other Learning Materials** | **MERLOT - Multimedia Educational Resource for Learning and Online Teaching**   * This platform offers a range of open-access learning materials suitable for language testing preparation.   [Visit MERLOT](https://www.merlot.org/merlot/index.htm) |

**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** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |