

## **An Exploration of the English Language Skills in Relation to Overall EFL Proficiency Level of Medical Students in an EAP Course**

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**Abstract.** This study investigated whether English as foreign language (EFL) learners who studied English in an English for Academic Purposes (EAP) course would show significant differences in their overall levels of proficiency in English as determined by an achievement test of the four skills and the English grammar. The study also sought to determine whether there would be significant differences at the level of individual skills; thus, the study examined how strong the correlations between the different English language skills were. The participants of this study were sixty-one EFL undergraduate medical students enrolling in an EAP course at King Khalid University in Saudi Arabia, with the experiment having been conducted during a whole semester. The data collected had been analyzed using appropriate statistical tests and procedures. Study findings revealed that EFL students who studied in that EAP course showed significant differences between their scores in the English language skills; they also bore out significant differences in the subjects' overall English proficiency gains. Pedagogical implications regarding EAP programmes in terms of language acquisition, instruction, and assessments have been appended to this paper. Also, some recommendations have been set out for further investigation in the body of EAP research.

## Introduction

As a college requirement for undergraduate students in some fields at Saudi Universities and colleges, students have to take an introductory course, oftentimes an Intensive Course in English for Academic Purposes (EAP). This intensive course is a prerequisite for students' enrolment, especially in scientific, medical and technological colleges. After taking this introductory course, students have to show a satisfactory level of English proficiency in order for them to be eligible to study at these colleges. Most of these EAP courses aim at helping students gain a substantial level of English proficiency in their specialty which eventually would lead them to be successful in pursuing their academic and scientific endeavours.

In the field of  $L_2$  learning, English for Specific Purposes (ESP) and English for Academic Purposes (EAP) courses have been regarded as essential courses in helping  $L_2$  learners develop their English skills and enrich their knowledge in their fields of study before or during their academic studies. For instance, students in some fields of study such as medicine, engineering and business need to be qualified and familiarized with various instructional and terminological aspects of the English language in these fields before or during their studies. For this, they have to take some EAP courses in order to be well-qualified in terms of mastering the English language skills (i.e., reading, writing, listening and speaking as well as grammar) in their major fields in the long run.

## Review of Related Literature

### English for Academic/Specific Purposes (Eap/Esp)

Several studies have emphasized the importance of using ESP/EAP courses in different aspects of second language ( $L_2$ ) learning such as selecting students for enrolment, placing students into suitable courses and measuring students proficiency in mastering the language skills [1]. Hutchinson and Waters (1987) indicated that EAP courses should help learners gain new information in their specialty. They also regarded students' motivation as an essential factor in the EAP courses and, therefore, EAP materials have to be relevant to the students' fields in this regard [2].

Although EAP courses have been evidenced as having effective impacts on  $L_2$  learners' achievement rates, especially in specialized language knowledge, there is still dubiety as regards the effectiveness of the materials and the pedagogies used in these courses. For example, it has been concluded by several researchers that major defects and deficiencies about such courses may include the following: a) the irrelevance of texts used in ESP/EAP to the real-life contexts of the learners; and b) instructors' lack of the teaching engagement into the specialized language used in these courses [3].

With respect to the pedagogy of ESP/EAP courses, Hinkel (2006) indicates that in order to make  $L_2$  learning more realistic, "integrated instruction has to address a range of  $L_2$  skills simultaneously" [4]. For example, teaching reading can be linked to instruction of writing and vocabulary, and oral skills can be taught by teaching pronunciation, listening, and cross-cultural pragmatics [5]. In terms of massed and distributed language instruction programs in language learning, Collins, *et al.* (1999), for instance, have summarized the available research in this regard as follows:

"None of the language program evaluation research has found an advantage for distributed language instruction. Although the findings thus far lead to the hypothesis that more concentrated exposure to English may lead to better student outcomes, the evidence is not conclusive" [6].

By the same token, Collins and his colleagues (1999) found that learners who have been taught by massed instruction outperformed learners of distributed instruction in most measures of language learning. They justify this finding as those students of massed programs were provided more overall instructional time than those of distributed programmes.

Despite the fact that integrated and multi-skill instruction is often consistent with the principles of the communicative approach, it has been pointed out that there are several models (such as content-based, task-based, discourse-based, project-based, competency-based, and community-based) for integrated teaching with a communicative focus in terms of curricula and instructional models [7]. Richards and Rodgers (2001), for instance, emphasize that the range of models and teaching materials integrated into language teaching is "unlimited" as long as instruction can engage learners to attain the curricular objectives [8]. At present, task-based and content-based instructions are regarded as the most common used integrated models into language teaching [9].

### English Language Skills

Mastering the English language skills (i.e., reading, writing, listening and speaking as well as grammar) is not an easy task especially in English as a second language learning setting. By and large, most of these skills are functioning simultaneously and integrated with each other to certain degrees. To start with, listening skill is regarded as the most

difficult skill because of the involvement of several complex processes whether they are cognitive or physiological [10]. Hinkel (2006) states that learners have experienced some difficulties when they go along with L2 listening comprehension, whereas speaking is indicated to be a complex process in terms of the fluency, accuracy and ample grammatical features which a speaker should have in order to communicate effectively [11]. Furthermore, reading skill is considered to be a complex process in terms of several factors such as learner proficiency, first language/second language similarities, motivation and cognitive level [12].

With respect to L<sub>2</sub> grammar, it is regarded as a complex process in terms of the grammatical system it involves [13]. It has been claimed that there is a strong relationship between reading and grammar knowledge [14]. For example, Alderson (1993) report strong correlations between reading and grammar of .80 in the development of IELTS study [15]. In L<sub>2</sub> grammar, it has been pointed out, in several studies [16], that instructed learners achieved higher levels of grammatical proficiency than naturalistic learners [17]. Although that the acquisitional processes of instructed and naturalistic learning were the same, it is concluded that L<sub>2</sub> grammar learners have to be taught effectively in a way that is applicable with the natural processes of acquisition [18]. Most of the research on L<sub>2</sub> grammar have focused more on the related effects of massed and distributed language instruction on general language proficiency than on the effects of grammar learning. Finally, writing skills seem to be complex in terms of stating core assessment criteria and they tend to overlap conceptually with each other to the extent that they are not easily analyzed [19]. With regard to second language acquisition (SLA), it has been stated that high motivation, and positive attitudes correlated positively with strong foreign language (FL) achievement and proficiency [20].

#### **Assessment and Testing in ESP/EAP Courses**

Much of the debate amongst researchers in the assessment and testing of ESP/EAP courses have revolved around many issues such as validity and authenticity as well as content and language use [21]. This debate is concerned with how to link between ESP/EAP courses and assessment at the level of content. In terms of the content validity of these tests, ESP/EAP courses have received the greatest attention in the literature. Ebel (1983) argue that:

"The evidence for intrinsic validity will consist of an explicit rationale for the test: a written document that (a) defines the ability to be measured, (b) describes the tasks to be included in the test, and (c) explains the reasons for using such tasks to measure such an ability. The explicit rationale indicates what the test is measuring. If that is what the user intends to measure, the test is a valid test for the user's purposes" [22].

Fulcher (1999), for instance, concludes that considering content validity as a main criterion in test design and evaluation is not worthy to be trusted [23]. He has found that sampling instead in test design is regarded to be a major criterion in assessing the validity. Some certain factors that an ESP/EAP test should take into account have been also concluded in his argument about several studies such as: a) a test should have an academic setting b) the importance of content, authenticity and face validity should not be overlooked, c) students have to answer the test tasks seriously, d) a test has to be relevant to the subject studied and e) new studies should interpret scores meaning according to construct validity rather than test content [24]. Moreover, Messick (1989) argues that the major problem which is concerned with content validity is "focused upon test forms rather than test scores, upon instruments rather than measurements." [25]. Concerning test design for ESP courses, Carroll (1980) explains that a test has three elements: describing the participants, analyzing their "communicative needs", and then specifying test content [26]. It has also been stated that in any ESP context: "assessment takes on a greater importance...because ESP is concerned with the ability to perform a particular communicative task" [27].

With regard to the concept of content validity in ESP/EAP tests, the terms of "authenticity" and "face validity" have been emphasized as important factors in designing such tests. For instance, Bachman (1990) indicate that "face validity is the appearance of real life (and) content relevance is the representation of real life and predictive utility is essentially precluded without authenticity" [28]. Whereas the "authenticity" of testing means "the degree to which the outside world is brought into the testing situation." [29]. Another important issue in ESP/EAP assessment that should be taken into consideration is the issue of "sampling". Sampling in ESP/EAP testing can be regarded as the "real life" approach to test validity where all tests' tasks should represent "a well-defined target domain"[30]. Therefore, it is pointed out that the degree to which sampling in EAP tests is accomplished can be explained as the degree to which the test is "authentic" and "if the test looks authentic, it is then said to have 'face validity'" [31].

#### **Study Questions**

This study was conducted to investigate the following questions:

1) Are there any statistically significant differences between the overall proficiency levels of medical students enrolled the EAP course at King Khalid University and their levels in particular skill areas (i.e., reading, writing, listening and speaking as well as grammar)?

2) Is there a positive correlation between medical students' overall proficiency levels and their performances on particular skill areas?

3) What is the skill which seems to be the most difficult one for students?

It is anticipated in this study that there will be significant differences between the students' overall proficiency levels and their performances in particular English language skills.

### Study Methodology

#### Participants

A convenience sample of participants was selected in order to test the aforementioned questions. Participants were sixty one EFL Saudi male medical students who were enrolled in an EAP course at King Khalid University, Saudi Arabia. Students were all native speakers of Arabic and their ages ranged from eighteen to twenty-five years old. Moreover, their level of English proficiency was intermediate according to their English grades in their secondary school certificates and their English college placement tests.

#### Materials

The EAP course textbooks which have been assigned for a whole academic semester (twelve weeks) were four components related to medical science, the students' field of study. This course material, (*Academic Textbooks for Health Professions*) were: 1) Listening/speaking (integrated in one component by Mazyad (2003) [32], 2) Reading by Mazyad (2003) [33], 3) Grammar by Fuchs & Bonner (2001) [34], and 4) Writing by Mazyad (2003) [35]. The course components were instructed by two EFL Saudi teachers (one taught writing and grammar and the other taught listening, speaking and reading during the whole semester).

Three tests were developed for students' assessment in order to measure their proficiency in this course: a) First Midterm Test, b) Second Midterm Test and c) Final Test. It should be mentioned here that designing these language tests in terms of their *validity* and *reliability* was not overlooked in this study. Therefore, we attempted to take into consideration the four important factors in designing students' EAP tests which have been pointed out by some researchers [36]. These factors are:

##### a) A test should have an academic setting

The tests, which have been administrated to the students in this study, were designed according to the Saudi students' medicine language learning context. The tests were targeting the students' language learning needs of English for academic purposes in their medical profession.

##### b) The importance of content, authenticity and face validity should not be overlooked

The content of the tests administrated to the students were representative of the *real-life* situations of the students' academic needs in their medical profession. Consequently, this *representation* or *sampling* of the students' *real-life* situations in the EAP tests being designed in this study can be regarded as an approach to the *tests' authenticity*. So, once these tests are *authentic*, then we may have no doubt that these tests are *valid* [37]. (see appendix D for test examples).

##### c) Students have to answer the test tasks seriously

Most of the students in this study did their best to answer the EAP tests' tasks and questions because they had to show satisfactory results in their EAP course in order to be promoted to the next semester and to be eligible for future study in the College of Medicine.

##### d) A test has to be relevant to the subject studied

It should be noted that in order to measure the students' achievement in this EAP course, EAP tests in this study were designed in line with the students' EAP subjects being studied. That is, students' real achievements in a course being studied can not be obtained explicitly unless tests being designed are so relevant to the students' subjects or materials being learnt. Thus, all the EAP tests designed for the purpose of this study were relevant and so-close to the students' EAP subjects and materials.

#### Procedures

The present study emphasized the following steps:

1. Instructions about the objectives, syllabus and assessments of the EAP course were offered to the students at the beginning of the course.
2. Each component was taught in two lectures (two hours each) during the week.
3. Three tests were administered to the students; two midterms during the semester and one final at the end of the semester. These tests were:

a) First Midterm Test which was worth twenty five points and was given after the fourth week of the semester and measured the skills being taught during that period of the course. (see a sample in appendix A).

b) Second Midterm Test which was also worth twenty five points and was administered after the eighth week of the semester and measured the skills being taught during that period of the course. (see a sample in appendix B).

These tests (a and b) were similar in terms of structure and number of items. They consisted of four sections each measuring the components being studied: 1) Listening/speaking test was worth twenty-five points with a total of fifteen multiple choice questions in listening and ten points were for speaking assessment which was conducted through a presentation given during the lecture time. 2) Reading test which was worth twenty-five points and consisted of fifteen multiple choice, and ten open-ended questions. 3) Grammar test which was worth twenty-five points with a total of fifteen multiple choice, and ten fill in the blank and open-ended questions. 4) Writing test which was worth twenty-five points and was divided into fifteen open-ended questions and ten points were given for writing a good essay. The average of twenty five points was calculated for every midterm test.

c) Final examination test (given at the end of the course namely after the twelfth week of the semester and measured the skills of listening/speaking, reading, grammar and writing which were studied in the course). It was worth fifty points. (see a samples in appendix C and D).

The final test had the same methodology of conducting the aforementioned midterm tests but the numbers of items and points given for each component were increased to fifty instead of twenty-five.

4. After calculating the points for the two midterms and the final, the total score of each component at the end of the course was worth one-hundred points. It was calculated by adding the first midterm score (twenty-five points), second midterm score (twenty-five points) and the final exam score (fifty points) together in order to compute the total score which students eventually achieved.

5. The investigation was conducted on students' total scores being achieved at the end of the course by administering some analytical and statistical procedures.

6. The results were analyzed and reported by the researchers.

### Study Results

As stated earlier, this study was carried out to see how significant the relationship between the students' overall scores in the four English language skills and their scores on these particular skills, and to determine which skill is the most difficult. Table (1) below shows that students' achievement rates in listening/speaking were the highest of their language skills ( $M= 76.92$ ,  $SD= 11.516$ ) and the grammar scores were the lowest of the four skills ( $M= 70.39$ ,  $SD= 15.145$ ). This indicates that grammar seemed to be the most difficult skill for students compared to other skills in this EAP course. On the other hand, students performance in reading and writing was relatively similar ( $M= 75.39$ ,  $SD= 9.175$ ) and ( $M= 75.84$ ,  $SD= 11.327$ ) respectively.

**Table (1). Mean scores for the language skills.**

Language Skills	N	M	SD
Listening/Speaking	61	76.92	11.516
Reading	61	75.39	9.175
Grammar	61	70.39	15.145
Writing	61	75.84	11.327

Concerning the first research question whether there would be significant differences between students' overall proficiency level as determined by the overall scores in all language skills and particular skill area, *Pearson* product correlations were conducted in order to check this relationship. The correlation coefficients between students' scores in the language skills were significant at the level of  $p<.001$  and, therefore, the study anticipation that there would be significant differences between students' scores in the language skills was confirmed, see table 2 below.

As for the second research question tapping into the correlation between overall proficiency level and particular skill area performance, table (2) shows that students' writing scores correlated highly with grammar ( $r = .854$ ,  $p<.001$ ) and listening/speaking ( $r = .802$ ,  $p<.001$ ). Table (2) also shows that there was a relatively high correlation between listening/speaking and grammar scores ( $r = .756$ ,  $p<.001$ ) whereas students reading scores had low correlation with grammar ( $r = .630$ ,  $p<.001$ ) and writing ( $r = .645$ ,  $p<.001$ ).

**Table (2). Pearson Product Correlations For Language Skills.**

Language Skills	N	Correlation	Sig.
<b>Listening/Speaking &amp; Grammar</b>	61	.756**	.000
Listening/Speaking & Reading	61	.657**	.000
<b>Listening/Speaking &amp; Writing</b>	61	.802**	.000
Grammar & Reading	61	.630**	.000
Grammar & Writing	61	.854**	.000
Reading & Writing	61	.645**	.000

\*\*Correlation is significant at the 0.01 level (2-tailed).

To answer research question no. 3 which aimed at discovering which skill that seemed to be the most difficult for students in this course (EAP), a dependent *t*-test was conducted to compare the means of the four skills and see if they differed significantly from one another. As can be shown in table (3) below, a paired samples *t*-test revealed that students grammar scores differed significantly from other skills scores at a level of  $p < .001$ . This indicates that grammar seemed to be the most difficult skill for students compared to other skills in this EAP course.

**Table (3). Paired Samples T-Test For The Language Skills.**

Language Skills	M	SD	t – value	df	Sig.
<b>Listening/Speaking &amp; Grammar</b>	6.525	9.921	5.137	60	.000
Listening/Speaking & Reading	1.525	8.831	1.348	60	.183
<b>Listening/Speaking &amp; Writing</b>	1.082	7.198	1.174	60	.245
Grammar & Reading	-5.000	11.771	-3.317	60	.002
Grammar & Writing	-5.443	8.036	-5.289	60	.000
Reading & Writing	-.443	8.850	-.391	60	.697

## Discussion

It has been anticipated earlier in this study that there would be significant differences between students' scores in the English language skills in this (EAP) course. The findings of this study revealed that this anticipation was true and students' scores differed significantly in the English language skills being measured in this study, and there is a significant relationship between these skills. According to the second research question which aimed at exploring the degree of coefficient between the language skills, it can be concluded that the four skills correlated significantly with each other. Writing had strong correlation with grammar ( $r = .854$ ) and with listening/speaking ( $r = .802$ ). This indicates that there is a positive correlation in this study between writing and grammar, as well as between writing and listening/speaking in the students' proficiency. This finding points out an interpretation which indicates that learners who are effective in mastering grammar in terms of the precise use of sentence structures and rules might show high and effective level of grammar use in writing and listening and speaking.

Despite the fact that there is a strong correlation between reading and grammar which has been claimed in several studies (e.g., Alderson, 1993; Grabe, 2004), the findings of this study revealed that there was a low correlation of .630 between reading and grammar. Furthermore, the study findings showed that students had difficulty in mastering grammar compared to the other skills in this course. With respect to the means of the four components of this course, students' performance seemed to be reasonably good in terms of mastering the use of the language skills in this course in general. Therefore, one might not underestimate the effectiveness of EAP courses in helping L<sub>2</sub> learners to master the language skills effectively and adequately.

### **Pedagogical implications for the body of EAP research and for Saudi context**

Based on the above findings of this study, there are some implications that have to be taken into account for teaching and learning EAP/ESP courses. First of all, second language acquisition (SLA) is playing a major role in helping and enhancing L<sub>2</sub> learners to master the language proficiency effectively in terms of language exposure, learners' motivation, aptitude and attitudes. For example, Gardner (1990) and, Sparks and Ganschow (2001) conclude that high motivation and positive attitudes correlate positively with strong EFL achievement and proficiency. In spite of the fact that the acquisitional processes of instructed and naturalistic learning can be seen similarly, focusing on instructed programs in language learning can result in effective and efficient outcomes in enhancing L<sub>2</sub> learning if it is

facilitated appropriately by L2 EAP/ESP instructors and practitioners (e.g., Collins et al., 1999; Ellis, 2006). Therefore, these individual differences among L2 learners can affect their EFL achievement and proficiency in EAP/ESP courses.

Another consideration is related to the pedagogy and assessment of EAP/ESP courses. Generally speaking, the pedagogy of EAP courses has great impacts on the learners' achievements and proficiency in terms of the instructor role and the materials used in these courses. More interestingly in this study, the instructor role in EAP/ESP courses is shown to have an impact on the students' proficiency in the language skills. More specifically, the correlation between writing and grammar of the students' proficiency - writing and grammar were instructed by one instructor which might be seen as an intervening variable in this study - was found to be high. Therefore, one might assume that instructing more than one skill in any EAP/ESP course may enhance students' learning skills effectively. With respect to the materials used in EAP/ESP courses, some EAP courses should focus on integrated or multi-skill materials that are consistent with each other in terms of the course objectives and language usages. As a result, teaching EAP courses that use inconsistent materials which do not take into account the effectiveness of integrating such materials with each other might eventually not help learners to have desirable achievement and high proficiency. Another concern is attributed to the integrated instruction in teaching L2 skills simultaneously. For instance, instructors can find it useful to integrate the instruction of L2 skills simultaneously such as to instruct reading and writing as well as listening and speaking (e.g., Hinkel, 2001; Lazaraton, 2001; McCarthy & O'Keefe, 2004). They can also apply different integrated models to their teaching such as task-based and content-based instructions which have been shown as the most common used integrated models into language teaching (e.g., Hinkel, 2006).

With respect to the assessment and testing of EAP/ESP courses, some issues might have substantial impacts on the learners' achievement and proficiency. These issues (i.e., test's content validity, authenticity, face validity and sampling) are dealing with the effectiveness of designing valid and reliable tests for measuring learners' performance efficiently and precisely in EAP/ESP courses (e.g., Alderson, 1981; Fulcher, 1999; Hutchinson & Waters, 1987; Messick, 1989). One major problematic issue in testing is that some EAP/ESP testers or assessors focus on the students' scores only and underestimating the design of EAP/ESP tests, in terms of the tasks included, instruments used and the content being measured, which can lead to inappropriate and inefficient evaluation of the students' proficiency (e.g., Ebel, 1983). In terms of the test sampling and face validity, any test also has to take into consideration the relevance of the test content being designed to the students' academic setting and specifications being measured which eventually can strengthen the undertaken tests in EAP/ESP courses (e.g., Bachman, 1990).

Overall, it would be worthwhile and efficient if the testers or assessors in EAP/ESP courses can take the above crucial issues into account. For example, in order to come up with valid and reliable tests when attempting to measure the students' proficiency, a) the rationale of tests being made to measure students' proficiency can be set out clearly by analyzing the students' "communicative needs", describing the tasks that tests may represent along with the students' academic setting, and then specifying tests content (Carroll, 1980; Ebel, 1983), b) testers in EAP/ESP courses can maintain the "face validity" in their tests by focusing more on the tests' relevancies and representations of real-life of the students' academic setting (Bachman, 1990), and c) students in EAP/ESP courses can be encouraged to take tests more seriously by their instructors to better obtain a clear-cut of their performance and proficiency (Fulcher, 1999).

## Conclusion

This study attempted to investigate if there would be significant differences between students' proficiency in an EAP course and explore the degree of the relationship between language skills in terms of the strength and the significance of this relationship. The study showed that EFL students enrolled in an EAP course had significant differences between their proficiency in the language skills. It has been shown in this study that language skills correlated significantly and showed different levels of relationship with each others. This study demonstrated that a strong correlation between language skills may indicate the effective impacts of this relationship on the students' performance or achievements.

## Limitations and Recommendations

There are some issues that need to be taken into account for further research which this study did not investigate. First, the homogeneity of the sample in this study in terms of the age, the level of proficiency and the students' field of study which may affect the validity of observed results. It would be interesting to conduct this study on a sample that has various characteristics which might lead the study to hold reliable and generalizable results and make the findings more trust worthy. Second, despite the fact that the findings of this study were significant, some other variables or factors were not considered in the investigation such as teacher's experience, students' gender, other native languages and the language learning exposure of the students. Third, the assessment of students' proficiency in this study was

conducted at the end of the course by calculating the total score of the three tests scores together. That is, there was no use of any analytical procedures in order to investigate the differences between the three tests (first-midterm, second-midterm and final-exam) and to see how significant they were. The findings of this study also direct L2 instructors' and teachers' attention to some important principles for measuring L2 students' proficiency and achievement in EAP/ESP courses of different specialties. For instance, EAP/ESP materials, pedagogies and assessments have to be designed adequately and effectively according to the students' needs and the academic setting. Overall, these limitations and recommendations leave room for replications and alterations in the design of this study for further EAP/ESP research.

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**APPENDICES**

**APPENDIX (A)**

**WRITING MIDTERM TEST**

**1) Read the following paragraph carefully and then answer the related questions:**

*Controlling bleeding is not difficult if you follow these simple instructions. First, you should apply pressure to the wound, preferably with a sterile dressing held against its surface. Second, hold pressure firmly in the wound for 10 to 30 minutes. Next, when bleeding is controlled, secure the dressing in place with a bandage. Finally, never remove the dressing after it is in place.*

**A) Write a title to the above paragraph.**

.....

**B) Write an outline to this paragraph.**

- 1- .....
- 2- .....
- 3- .....
- 4- .....

**C) What is the main idea sentence of this paragraph?**

.....  
.....

**D) What is the purpose of the above paragraph?**

.....

**E) This paragraph has transition words that show chronological order and help the reader see the relationship between the parts. Underline these transitions then write them down.**

- 1- .....
- 2- .....
- 3- .....
- 4- .....

**2) Circle the best main idea sentence of the following paragraphs.**

- A) a. Covering the child with a wet towel will bring his temperature down.
- b. Fever in children can be very dangerous.
- c. A child s fever can be controlled in this way.

*First, you should remove the child s clothing. Second, cover the child with a towel soaked in water. This will cool the child quickly. After that, give the child fluids by mouth...*

- B) a. On 13 June 1999, EMT students were practicing patient lifting in practical Room 4.
- b. Patient lifting is a practical subject for EMT students.
- c. On 13 June 1999 during a patient lifting exercise in practical Room 4, Sami felt dizzy and his pulse and blood pressure were checked.

*At 10:3 a.m. on 13 June 1999, EMT students were practicing patient lifting in practical Room 4 when Sami felt dizzy. A minute later, he fainted. His friend, Talal, tried to help him...*

**3) Place the following sentences in proper chronological order by numbering them.**

*You can treat nasal bleeding yourself by following these simple instructions.*

- Ask the person to breath through the mouth.
- Apply cold compresses if bleeding continues.
- Ask the person to pinch the nostrils by one hand, using the thumb and index finger.
- Put a piece of tissue paper loosely into the relevant nostril.

**4) Combine the following sentences using the words in brackets.**

**Clean the wound.**  
**Apply a sterile gauze. ( When )**

- .....1-
- .....2-

**5) Punctuate the below sentences correctly.**

- 1) There are different kinds of antibiotics such as penicillin amoxycillin and augmentin.
- 2) Vitamin D is found in several ways such as sunlight food and pills.
- 3) Before you touch the patient put on gloves.

**6) The following report contains some imprecise information. Read it carefully and underline these information.**

Sometime last week, Dr. Khalid went to see his patients in his surgery clinic. While he was reading his patients records someone came to him. She asked him about a medicine she used. Then Dr. Khalid wrote her a new prescription of antibiotics.

**END OF EXAM**  
**GOODLUCK TO ALL STUDENTS**

**APPENDIX (B)****GRAMMAR MIDTERM TEST (sample)****1) Do as shown between brackets in the following items:**

1. I have ( **a / an** ) hour left to finish my assignment. ( **choose** )
  2. Sami has too ( **many / much** ) work this evening. ( **choose** )
  3. Medicine campus is ( **the / -----** ) bigger than the old one. ( **choose** )
  4. This man has really good newses about economics. ( **circle the wrong noun form** )
  5. We need this night to test ( **themselves / ourselves** ) in writing. ( **choose** )
  6. Ahmed looked at ( **myself / himself** ) in the mirror. ( **choose** )
  7. These days, I am ( **do / doing** ) midterm exams. ( **choose** )
  8. Teachers are recommending their students to study hard. ( **use always** )
  - .....
  9. Saleh usually ( **comes / came** ) late to the class. ( **choose** )
  10. Does Dr. Saud ( **work / works** ) in this hospital? ( **choose** )
- 

**2) Read the following sentences and questions carefully. Then follow the instructions written in front of them.**

- 1) Saudi Arabia is establishing several schools nowadays. ( **make Yes/No question** )
  - .....
  - 2) ..... ? ( **What / he / read** )
  - Saleh is reading more about medicinal errors these days.
  - 3) Does Saudi Arabia export oil? ( **answer** )
  - .....
  - 4) What does Sami has in the next Wednesday? ( **correct the main verb** )
  - .....
  - 5) Some students sometimes do their homework by themselves. ( **use not** )
  - .....
  - 6) Children eat a lot of sweets. ( **use used to** )
  - .....
  - 7) He was in Damman last year. ( **ask** )
  - Where ..... ?
  - 8) Students visited the library last night. ( **ask** )
  - When..... ?
  - 9) The boy broke the window. ( **change into passive** )
  - 10) ( **many / years / ago / discovered / nations / petrol** ). ( **reorder the sentence** )
- 

**END OF EXAM**  
**GOODLUCK TO ALL STUDENTS**

**APPENDIX (C)**

**GRAMMAR FINAL TEST (sample)**

**1) Do as shown between brackets in the following items.**

1. We have ( a / an ) beautiful house in this area. ( choose )
2. This man has really good newses about economics. ( circle the wrong noun form )
3. Sami has too ( many / much ) time to study hard. ( choose )
4. Teachers are recommending their students to study hard. ( use always )
- .....
5. Those students have studied English ( since / for ) they were young. ( choose )
6. When is Sami ( goes ) \_\_\_\_\_ to leave tomorrow? ( correct the verb )
7. Does Dr. Saud ( work / works ) in this hospital? ( choose )
8. These days, I am ( do ) \_\_\_\_\_ final exams. ( choose )
9. Ahmed needs to test ( myself / himself ) in reading comprehension. ( choose )
10. I am used to ( live ) \_\_\_\_\_ in this country. ( correct the verb )

**2) Make Yes / No and Wh- questions in the following items.**

- 1) Saudi Arabia is establishing several schools nowadays. ( Yes / No question )  
..... ?
- 2) He was in Dammam last year. ( ask )  
When..... ?
- 3) Students learnt more about nervous system. ( ask )  
What..... ?
- 4) People have built traditional houses for many years ago. ( ask )  
How long..... ?
- 5) This town will be visited by many foreign companies next year. ( ask )  
Will..... ?

**3) Do as shown between brackets in the following items.**

- 1) We sleep early when we had no electricity. ( use used to )  
.....
- 2) The man phoned the police. ( change into passive )  
.....
- 3) Could you please close the window? ( answer )  
.....
- 4) The boy is playing football. ( change into passive )  
.....
- 5) This program works proficiently in Win 2000. ( use Not )  
.....

**4) Match A with B in the following table: -**

A	B
1- He can run fast.	( ) Advice.
2- Will you answer the phone?	( ) Ability.
3- I have to study hard.	( ) Request.
	( ) Necessity.

**5) Reorder the following sentences.**

- 1) ( have / since / studied / I / computer / last / week ).  
.....
- 2) ( going to / an / next / attend / invitation / month / is / Dr. Hammad ).  
.....

END OF EXAM

GOODLUCK TO ALL STUDENTS

**APPENDIX (D)**

**WRITING FINAL TEST (sample)**

**1) Read the following direction carefully. Then answer the related questions.**

*Imagine that you are a 2<sup>nd</sup> year student of the college of Medical Sciences and asked to give some instructions to your class about how to control external bleeding. The below pictures may help you.*



**A) Write the instructions.**

- 1- .....
- 2- .....
- 3- .....
- 4- .....

**B) Write the main idea sentence.**

.....  
 .....

**C) Write a short paragraph about ( how to control external bleeding ) using the transition words.**

.....  
 .....  
 .....  
 .....

**2) Place the following sentences in proper chronological order by numbering them.**

**You can treat nasal bleeding by following these simple instructions.**

- Ask the person to breath through the mouth.
- Apply cold compresses if bleeding continues.
- Ask the person to pinch the nostrils by one hand, using the thumb and index finger.
- Put a piece of tissue paper loosely into the relevant nostril.

**3) Circle the best main idea sentence of the following paragraphs..**

- A) **a. Anemia can result from a lack of iron in the body.**  
**b. There are several causes of anemia.**  
**c. All age groups suffer from anemia.**

*First of all, the diet may lack iron. This occurs most frequently in children under 2 or in people on vegetarian diets. Furthermore, one cannot be certain that simply by eating foods containing iron, the iron will be absorbed.-----*

- B) **a. Gas and liquid are different from each other in several ways.**  
**b. A liquid cannot be compressed.**  
**c. The molecules of gas are relatively far apart.**

*Gases have no definite shape or volume. The shape and volume of gas depend on its container. Compared with solids and liquids, the molecules of a gas are relatively far apart, hence they can be compressed or forced into a smaller space.-----*

**4) Combine the following sentences using the words in brackets.**

1) **Clean the site.**  
**Give the injection. ( Before )**  
 .....a-  
 .....b-

2) **Measles is a viral disease.**  
**Rubella is a viral disease. ( both )**  
 .....

3) **Diabetes is not an infectious disease.**  
**Cancer is not an infectious disease. ( neither ... .. nor )**  
 .....

4) **A microscope is an optical instrument.**  
**A telescope is an optical instrument. ( so )**  
 .....

5) **Smoking cigarettes is unhealthy.**  
**Many people smoke. ( however )**  
 .....

**5) Look at the below pictures and write the comparison between the two items.**



computer



typewriter

<i>Similarities</i>	<i>Differences</i>

**6) Punctuate the below sentences correctly**

- 1) *There are different kinds of antibiotics such as penicillin amoxycillin and augmentin.*
- 2) *Vitamin D is found in several ways such as sunlight food and pills.*
- 3) *Before you touch the patient put on gloves.*
- 4) *In 1590 the microscope was invented.*
- 5) *Thousands of years ago people used herbs to relieve pain.*
- 7) **Write a composition in one of the following topics : -**

1) *Why Young People Smoke*

2) *Twins Separated in Saudi Arabia*

---

.....

.....

.....

.....

.....

.....

**END OF EXAM**  
**GOODLUCK TO ALL STUDENTS**



## العلاقة بين مهارات اللغة الإنجليزية والمستوى العام للكفاءة في اللغة الإنجليزية كلغة أجنبية في برنامج الإعداد اللغوي لطلاب الطب: دراسة استقصائية

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**ملخص البحث.** تستقصي الدراسة الحالية العلاقة بين مهارات اللغة الإنجليزية والمستوى العام للكفاءة في اللغة الإنجليزية كلغة أجنبية في برنامج الإعداد اللغوي لطلاب الطب، وعليه، بحثت فيما إذا كان الطلاب الذين درسوا اللغة لأغراض أكاديمية من الممكن أن يتحسن مستوى كفاءتهم اللغوية بفروق دالة إحصائياً على اختبار الكفاية اللغوية كما تتحدد نتائجه بقياس مهارات اللغة الأربع، وقواعدها. كما بحثت الدراسة أيضاً في تبيان ما إذا كانت هناك فروق دالة إحصائياً عند مستوى المهارات فرادى، ومن ثم، بحثت الدراسة في مدى قوة معاملات الارتباط بين مهارات الطلاب في اللغة على اختلافها فرادى، ومجمعة. شارك في الدراسة واحد وستون طالباً في كلية الطب في المستوى الجامعي الأول ممن يدرسون الإنجليزية كلغة أجنبية ضمن مقرر الإعداد اللغوي في جامعة الملك خالد بالمملكة العربية السعودية. وقد استمرت التجربة مدة فصل دراسي كامل، واستخدم في جمع البيانات وتحليلها الأساليب الإحصائية المناسبة. أسفرت النتائج عن وجود فروق دالة إحصائياً لدى الذين درسوا مقرر الإعداد اللغوي على نحو فارق عن نظرائهم في المجموعة الضابطة. كما كشفت عن وجود تحسن في معدل الكسب للكفاءة اللغوية العامة في اللغة الإنجليزية. اختتمت الدراسة بجملة من التضمنات التربوية تناولت اكتساب اللغة، والتدريس، والقياس والتقويم، كما وضعت التوصيات الملائمة، وكذا مقترحات لبحوث مستقبلية في مجال تدريس الإنجليزية للأغراض الأكاديمية.

