

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

**Evaluating the Adequacy of the Preparatory English
Language Course for Medical Students**

(A case Study of Jazan University Students, KSA)

تقييم مدي كفاية برنامج اللغة الانجليزية التحضيري لطلاب الطب

دراسة حالة طلاب جامعة جازان - المملكة العربية السعودية

**A Thesis Submitted in Fulfilment of the Requirement for the Degree of
Ph.D. in English Language (Applied Linguistics)**

Submitted by: Osama Khalifa Mohammed Khalifa

Supervised by: Dr Abdallah Yassin

2019

DEDICATION

"Say, Indeed, my prayer, my rites of sacrifice, my living, and my dying are for Allah, Lord of the worlds." (Surah Al-An'am [6:162])

To my loving Children; *Duaa, Dania, Malk, Muzon* and *Awab*

ACKNOWLEDGEMENTS

In fact, the product of a graduate degree is never the result of a single individual's work but rather the culmination of the favour, sacrifice, and support of many people. My appreciation and thanks go to my supervisor, Professor, Abdallah Yassin, whose scholarly insights and academic thoroughness helped me to develop a better understanding of the issues involved in this thesis. I am also grateful to Dr. Mohammed Mahfouz, an associate professor of Biostatistics, college of Applied Medical Science at Jazan University, for his open-handedness and support, particularly during a challenging phase of writing chapter four precisely when the statistical analysis was compiled.

I am very grateful to all the, teachers and students of Jazan University for their patience and the readiness with which they responded the questionnaire during the data collection phase.

I would also like to acknowledge with much appreciation the crucial role of the administration staff of the ELC, Jazan University who gave the permission to use all the required documents and the necessary materials to complete this work.

Finally yet importantly, many thanks go to my brother Dr. Mohammed Khalifa who invested his full effort in providing technical and administrative support.

ABSTRACT

The primary purpose of this study was to investigate the extent to which the Preparatory Year English language course offered in the PYP was adequate and relevant in preparing medical students for academic study in their field of specialisation. The PYEL course in the general studies component of Jazan University aims at equipping the learners with necessary academic English language in order to qualify them to perform in their respective departments. It plays a vibrant role to ensure the students are able to cope with the demand of academic study with adequate English language proficiency. The study adopted a mixed method research design whereby a quantitative survey method was complimented by qualitative interviews and document analysis in obtaining all the data from samples and relevant information. The data collected by the means of the questionnaire and the test were analysed using SPSS 17.0 to produce descriptive statistics whereas data from the interviews were analysed according to theme and categories. 327 students from different medical departments, 37 Language instructors from the English language centre (ELC), and 10 subject area specialists working in different medical departments at Jazan University were involved in this study. Overall findings revealed that the existing English language course is, to a certain extent adequate and relevant in preparing the students for their academic studies. Results also disclosed that the students' and their professors have different viewpoints as to the adequacy and relevancy of the course that the students seemed to have positive attitudes pertaining to the course in contrast to the lecturers that seemed to have negative views. Finally, some recommendations and suggestions for further studies have been given.

Keywords: Adequacy, English for General Purposes (EGP), English for Specific Purposes (ESP), Needs Analysis, Medical students, Preparatory Year English.

ABSTRACT

(Arabic Version)

مستخلص الدراسة

هدفت هذه الدراسة لمعرفة مدى ملاءمة مقرر اللغة الإنجليزية التحضيرية بشكل مناسب في عملية إعداد طلاب التخصصات الطبية للدراسة الأكاديمية في مجال تخصصاتهم. علماً بأن هذا المقرر يهدف إلى تزويد الطلاب باللغة الإنجليزية الأكاديمية الضرورية من أجل تأهيلهم لدراسة مقررات التخصص في أقسامهم. كما ان هذا المقرر يلعب دوراً حيوياً لضمان قدرة الطلاب على التأقلم مع احتياجات الدراسة الأكاديمية بشكل كافٍ. واعتمدت الدراسة المنهج المختلط في البحوث حيث تمت عملية المسح الكمي من خلال المقابلات النوعية وتحليل الوثائق في الحصول على جميع البيانات من مجتمع الدراسة والمعلومات ذات الصلة. تم تحليل البيانات التي تم جمعها بواسطة الاستبيان والاختبار باستخدام البرنامج الإحصائي SPSS 17.0 لإنتاج إحصاءات وصفية بينما تم تحليل بيانات المقابلات وفقاً للموضوع والفئات. يتكون مجتمع هذه الدراسة من 327 طالباً وطالبة من الأقسام الطبية المختلفة و 37 معلماً لغة إنجليزية من مركز اللغة الإنجليزية (ELC) و 10 متخصصين في المجالات الطبية والذين يعملون في الأقسام الطبية المختلفة بجامعة جازان. كشفت النتائج الإجمالية للدراسة بأن مقرر اللغة الإنجليزية المقدم لطلاب التخصصات الطبية في السنة التحضيرية كاف إلى حد ما ، وذات صلة في إعداد الطلاب لدراساتهم الأكاديمية. كما كشفت النتائج أيضاً عن أن الطلاب وأساتذتهم لديهم وجهات نظر مختلفة حول مدى ملاءمة وطبيعة المقرر ، حيث يبدو أن الطلاب لديهم وجهات نظر إيجابية تتعلق بالمقرر على النقيض من المحاضرين الذين ابدوا بعض الآراء السلبية عن المقرر. أخيراً تقدمت الدراسة ببعض التوصيات وبعض المقترحات لمزيد من الدراسات ذات الصلة.

الكلمات الدالة: كفاية، اللغة الإنجليزية للاغراض العامة، ، اللغة الإنجليزية للاغراض الخاصة، تحليل الإحتياجات، اللغة الإنجليزية التحضيرية.

TABLE OF CONTENTS

	Page
Declaration	
Dedication	I
Acknowledgements	II
Abstract “English Version”	III
Abstract “Arabic Version”	IV
Table of Contents	V
List of Tables	VIII
List of Figures	IX
List of Abbreviations	X
CHAPTER ONE – INTRODUCTION	
1.0 Overview	1
1.1 Background of the Study	1
1.1.1 English Language as Medium of Instruction	4
1.1.2 The Preparatory Year English Language “PYEL”	6
1.1.3 The PYEL at Jazan University	7
1.2 Statement of the Problem	9
1.3 The Objectives of the Study	14
1.4 The Study Questions	14
1.5 The Study Hypotheses	15
1.6 Significance of the Study	15
1.7 The Research Methodology	16
1.8 The Limits of the Study	18
1.8 The Organization of the Study Chapters	19

CHAPTER TWO – LITERATURE REVIEW		
2.0	Overview	22
2.1	Conceptual Framework	23
2.1.1	Concept of Curriculum Evaluation	23
2.1.1.1	Language Curriculum Evaluation	26
2.1.1.2	Purpose of Language Curriculum Evaluation	27
2.1.1.3	Formative Evaluation	29
2.1.1.4	Summative Evaluation	30
2.1.1.5	CIPP Model of Curriculum Evaluation	32
2.1.1.6	Product Evaluation	34
2.1.2	Concept of Needs Analysis “NA”	36
2.1.2.1	Types of Needs Analysis	38
2.1.2.2	Learning Needs vs. Target Needs	39
2.1.2.3	Analysing Learning Needs	41
2.1.3	English for Specific Purposes “ESP”	45
2.1.3.1	ESP Categories	47
2.1.3.1.1	English for Academic Purposes	48
2.1.3.1.1.1	English for General Academic Purposes vs. English for Specific Academic Purposes	51
2.1.3.1.2	English for Occupational Purposes “EOP”	53
2.1.3.2	ESP vs. EFL	55
2.1.3.3	English for Medical Purposes “EMP”	57
2.1.4	Content-based Instruction “CBI”	60
2.2	Review of Relevant Literature	62

2.2.1	Evaluation Studies Conducted in PYP Contexts	62
2.3	Summary of the Chapter	68
CHAPTER THREE–RESEACH METHODOLOY		
3.0	Introduction	70
3.1	Research Design	70
3.2	The Study Population and Sample	72
3.2.1	The Study Population	73
3.2.2	The Study Sample	73
3.3	Data Collection Instruments	73
3.3.1	The Questionnaire	74
3.3.1.1	The Pilot Questionnaire	76
3.3.1.2	Final Design of the Questionnaire	77
3.3.1.3	Description of the Variables to be Measured	79
3.3.2	The Interview	80
3.3.2.1	The Interview Sample	85
3.3.2.1.1	EFL Teachers	85
3.3.2.1.2	Subject Area Specialists	85
3.3.3	The Pre/post Test	86
3.3.3.1	Test Participants	87
3.3.4	Documents Analysis	87
3.4	Method of Data Collection	90
3.4.1	Quantitative Research Approach	90
3.4.2	Qualitative Research Approach	91
3.4.3	Mixed Method Approach	93

3.5	Data Procedures and Analysis	95
3.5.1	The Questionnaire Procedures and Analysis	95
3.5.2	The Interview Procedures and Analysis	97
3.5.3	The Test Procedures and Analysis	98
3.6	Validity and Reliability of the Instruments	100
3.7	Ethical Considerations	101
3.8	Summary of the Chapter	103
CHAPTER FOUR– DATA ANALYSIS AND DISCUSSION		
4.0	Introduction	104
4.1	Results of the Questionnaire Analysis	105
4.2	Results of the Interview Analysis	129
4.2.1	Results of EFL Teachers’ Interview	130
4.2.2	Results of Subject Specialists’ Interview	137
4.3	Results of the Pre/post Test	144
4.4	The PYP Course Analysis	145
4.4.1	The presentation of Language Skills in the PYEL Course	148
4.4.1.1	Reading Skills	148
4.4.1.2	Writing Skills	149
4.4.1.3	Listening and Speaking Skills	151
4.4.1.4	Grammar	153
4.4.2	The PYEL Course Assessment and Procedures	155
4.5	Discussion and Verification of the Study Hypotheses	156
4.5.1	Discussion of the Study Results	156
4.5.2	Verification of the Study Hypotheses	160

4.6 Summary of the Chapter	166
CHAPTER FIVE– SUMMARY, FINDINGS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDIES	
5.0 Introduction	167
5.1 Summary of the Study	169
5.2 Findings of the Study	171
5.2.1 Adequacy of the PYEL course	171
5.2.2 The PYEL course’ Strengths and Limitations	172
5.3 Recommendations for Changes in the PYEL course	173
5.4 Suggestions for Further Studies	176
5.5 Summary of the Chapter	177
References	178
Appendices	183
Appendix A1	183
Appendix A2	187
Appendix C	191
Appendix D	193
Appendix E	195
Appendix F	196
Appendix G	203
Appendix H	209

LIST OF TABLES

Table	Title	Page
1.1	Course Requirements for First Year Medical Students	8
4.1	Purpose for Language Learning	108
4.2	Importance of Language Skills for Academic Purposes (Students' Views)	111
4.3	Students' overall Level of Proficiency in English before taking the PYEL Course	113
4.4	Students' Level of Proficiency in Main Language Skills	114
4.5	Students' overall Level of Proficiency in English after taking the PYEL Course	115
4.6	PYEL Course Evaluation (Course Focus)	117
4.7	PYEL Course Evaluation (Course Adequacy)	119
4.8	PYEL Course Evaluation (Different Aspects)	120
4.9	Distribution of Language Instructor by Qualifications	131
4.10	Distribution of Language Instructor by Years of Teaching Experience	131
4.11	Importance of English Language for Medical Studies (EFL Teachers' Views)	132
4.12	PYEL Course Adequacy (EFL Teachers' Views)	133
4.13	Details of Subject Content Participants by Nationality	137
4.14	Paired t-test of the Progress in Test Scores (Skill wise)	144
4.15	Paired Sample Statistics Box	145
4.16	Components of the PYEL Course	146
4.17	Comparison of Students' Level of Proficiency in English language before and after the Course (Impressionistic Assessment)	162
4.18	Importance of Language Skills for Academic Purposes by Gender's Perception	163
4.19	Students and Teachers' Overall Evaluation of the PYEL Course	165

LIST OF FIGURES

Figure	Title	Page
4.1	Distribution of Participants by Gender	106
4.2	Distribution of Participants by Area of Specialisation	106
4.3	Students' Interest in Learning English Language	107
4.4	Language Preference	110
4.5	A comparison of Proficiency Level before and after taking the PYEL Course	115
4.6	The PYEL Course Adequacy (Students' View)	124
4.7	The PYEL Course Adequacy (EFL Teachers' View)	133
4.8	Changes in Mean Scores "Before and After" Course Implementation	161
4.9	Usefulness of the PYEL Course (EFL Teachers and Students' Views)	165

LIST OF ABBREVIATIONS

CIPP	Content, Input, Process, Product
CBI	Content Based Instruction
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EMP	English for Medical Purposes
EOP	English for Occupational Purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
EGP	English for General English
JU	Jazan University
NA	Needs Analysis
PYD	Preparatory Year Deanship
PYEL	Preparatory Year English Language
PYP	Preparatory Year Programme

CHAPTER ONE

INTRODUCTION

1.0 Overview

This introductory chapter provides a review of the thesis. It is organized in nine main sections. First, the background to the study is discussed in some details, followed by the statement of the study problem. The third section describes the purpose of the study and the next section presents the study questions. The fifth section introduces the study hypotheses. The significance of the study is highlighted in the sixth section. In the seventh section, a brief description of the research methodology is given. The eighth section defines the limits of the study and the chapter concludes with the study organisation.

1.1 Background of the Study

Undoubtedly, English language has globally become the main means of communications in science, business, education, and medicine (Hutchinson and Waters, 1987). Moreover, English has also become a major channel for global communication and is now the main language of most printed and online publications. More than two thirds of the world's professionals and scientists read in English; about eighty percent of online information is in English; and about eighty percent of the approximately 40 million of internet users communicate in English (Crystal, 1995; Graddol, 1997).

In order to set the scene for this study, it is important to begin with a brief overview of the situation of English Language in Saudi Arabia in general and in the education

system in particular. Saudi Arabia is one of the countries which have no historic links with English, but which need to access the research literature and gain access to the technology conducted in that language. URahman & Al-Haisoni (2013), in this regard, state that in response to the global demand and being the language of ‘science and technology, business and commerce’ the importance of English language has grown rapidly in the Kingdom.

Moreover, there are clear signs of a shift towards a knowledge-based economy in Saudi Arabia, for example, in 2005 the King Abdullah Sponsorship Programme (KASP) was established as part of a cultural and educational agreement between the government of Saudi Arabia and the US (Saudi Arabia Cultural Mission to the U.S: 2012). This programme allows Saudi students to study in universities in the United States. The mission of the scholarship programme is:

“To prepare and qualify Saudi human resources in an effective manner so that they will be able to compete on an international level in the labour market and the different areas of scientific research”

Furthermore, the status of English language in Saudi Arabia also applies to other aspects of employment. For example, employers in private-sector areas such as, hospitals, industries, and hotels expect applicants to possess a certain level of proficiency in English. According to Mahboob & Elyas (2014), one of the reasons why English is considered so important in the KSA education system is its perceived economic value. For this reason, advertisements for vacancies, the teaching profession’s publications, and national newspaper supplements stress the preference of employers for English-speaking applicants.

In addition, both local and international companies are keen to hire those who have a good command of English to maintain quality control and be competitive. For instance, the Arabian American Oil Company (Aramco), which has had a major impact on the

Saudi Arabia economy, has a considerable number of foreign workers who need to communicate with their local co-workers.

Consequently, university graduates often find themselves at a disadvantage when attempting to secure decent or rewarding jobs if they do not have a sufficient command of English. Hence, competence in and knowledge of English opens doors for Saudi university graduates and gives the rank-and file employees, the cogs of private commerce and industry, greater access to promotion and advancement. Therefore, the students are now becoming more aware of the importance of learning English not only as a compulsory school subject but as an international language of science and technology and communication in business and trades.

In the light of this background, English language currently occupies a considerable position in the educational system in Saudi Arabia where it is used as the main and sole foreign language taught in public schools. As has been mentioned earlier in this chapter, the educational sector in Saudi Arabia has witnessed an unprecedented expansion in all levels especially in the higher education institutions. With this rapid growth, English started to play a central role in the development either of education, where it is now taught in all Saudi universities as an elective subject or as a major field of study (Al-Seghayer, 2012). Moreover, English is now used as the medium of instruction in most Saudi universities especially in colleges such as medicine, engineering, science, allied health, and other technical subjects.

To that end, a tremendous effort has been made by the government of Saudi Arabia to make the students reach a high level of proficiency in English. As a result, English language has been introduced right from class four at primary school level in an attempt to improve its standard in general education. The Ministry of Education has also set ambitious goals for improving teaching English in both general and higher education. The purpose behind this step is to develop student awareness of the importance of

English as a means of international communication, to develop students' positive attitude towards learning English, to enable students to acquire basic language skills, and to enable students to acquire the necessary linguistic competence required in different professions.

1.1.1 English Language as Medium of Instruction

Despite the never-ending global debates on English as the international lingua franca, the adoption of English as the medium of instruction (EMI) has been sweeping across the higher education landscape worldwide (Coetzee, 2004; Coleman, 2006; Crystal, 2004; Flowerdew, 1994; Graddol, 1997; Kirkgöz, 2005; Kurtán, 2004).

More than ten years ago, Graddol (1997: 45) maintained that one of the most growing trends in field of language education worldwide is the teaching of a considerable number of courses in universities through the medium of English.

Although there is no statistical evidence, there is still worldwide recognition of a rising trend towards English-medium instruction in higher education¹ (Coleman, 2006). It is believed that the number of tertiary-level students studying their subject courses through the medium of English as a second/foreign language continues to increase (Coleman, 2006; Crawford Camiciottoli, 2004; Evans & Green, 2007; Flowerdew, 1994; Fortanet & Bellés, 2005).

It could be said that the adoption of English as medium of instruction in higher education has become an issue of universal interest and there is a considerable concern over it in educational research nowadays.

As a result, the need for English as a foreign language has placed a remarkable change in the requirements of many educational systems. That is, some fundamental aspects related to English teaching and learning such as the ones about curriculum,

methodology and evaluation have attracted a great deal of the researchers' attention. Nunan (1992), in this regard, points out that though there is a wide range of variety and sometimes-contradictory viewpoints about the nature of language and language learning, yet curriculum developers need to consider and respond to the feedback coming from learners, teachers, and specialists evaluation.

In Saudi educational milieu, the ministry of high education recognises the importance of internationalisation and its potential impact on modernisation on the quality of the students learning experience. Hence, having a good English Language curriculum is one of the major steps for achieving high quality language instruction. From this standpoint arises the importance of evaluation as a means to judging the success and failures of a programme.

In fact, English became the main medium of instruction in many Saudi Universities and there is an increase demand for graduates with a high level of proficiency in English in the labour market. At present, there are 25 government universities, 27 private universities and colleges as well as a number of other academic institutions in Saudi Arabia; most of which offer an intensive English programme for its freshman students through the Preparatory Year Programme.

1.1.2 The Preparatory Year English Language (PYEL)

The Preparatory Year Programme (PYP) is a global system; and in many countries, it is considered as one of the best practices in higher education. It is however, a relatively new experience in Saudi universities (ALageeli, 2014).

In Egypt, for example, each fall semester, universities across the country whether government or private receive hundreds of freshmen at the Preparatory Year taking module in the first year. The objective of the programme is to help the students develop different perspectives on education that will reflect on their new academic experiences

and on their professional life in the future (Khalil, 2010).

In Turkey, there is a preparatory school in each Turkish university offering foreign language courses. The main aim of the programme is to bring individuals up to an adequate level in foreign language learning. The programme usually lasts one academic year during which students have to prove successful completion of the courses before they move to their major departments. (Ozkanal & Hakan, 2010).

In Saudi Arabia, the PYP has been initiated by the ministry of higher education as an academic programme offered to freshmen. The aim of the programme is to guarantee that the university new entrants be equipped with the necessary skills and knowledge needed for their academic studies and professional life in the future. (<http://www.mohe.gov.sa>).

Additionally, PYP is expected to enable students to have a proficient knowledge of English so that they can follow their major courses in their departments effectively. Owing to its vital role, it is essential that the English curriculum used in PYP, be evaluated to perceive its strengths and weaknesses.

As mentioned before, English has become the medium of instruction in many universities in Saudi Arabia. Since the implementation of this policy, there has been an increasing need for intensive English education at universities. This need is satisfied through Preparatory Year Programmes, which give freshmen a full year (two semesters) of English education as well as other requirements.

1.1.3 The PYEL at Jazan University

Jazan University has made it mandatory for all its newly admitted students to take the English Language Preparatory Year course (PYE). This intensive course is taught along

with other requirement courses such as maths, computer skills, general science subjects, and Islamic studies.

Table 1.1 Course Requirements for First Year Medical Students

**PYP Courses for First Year Medical Students
(First Semester)**

Course Code	Course Name	Credit Hours
101ARB-2	Arabic Language	2
101CSC-3	Introduction to Computer (Theoretical)	3
101CSC-3	Introduction to Computer (Practical)	-
102PRE-3	Medical Biology I(Theoretical)	3
102PRE-3	Medical Biology I(Practical)	-
108PRE-3	Medical Chemistry II(Theoretical)	3
108PRE-3	Medical Chemistry I(Practical)	-
161PRE-3	Medical Physics I(Theoretical)	3
161PRE-3	Medical Physics I(Practical)	-
163PRE-3	English Language I(Theoretical)	3

**PYP Courses for First Year Medical Students
(Second Semester)**

Course Code	Course Name	Credit Hours
101SLM-2	Islamic Culture I (Theoretical)	2
105PRE-1	Study Skills (Theoretical)	1
106PRE-4	Medical Biology II(Theoretical)	4
106PRE-4	Medical Biology II(Practical)	-
109PRE-3	Medical Chemistry II(Theoretical)	3
109PRE-3	Medical Chemistry II(Practical)	-
162PRE-3	Medical Physics II(Theoretical)	3
162PRE-3	Medical Physics II(Practical)	-
164PRE-3	English Language II(Theoretical)	3

According to the ministry of Education in Saudi Arabia (MOHE), the main aim of the PYEL programme is to bring freshmen up to an adequate level of proficiency in English which helps students follow their major courses in English. As has been pointed out earlier, JU has adopted English Language as a medium of instruction in response to the high demand of English as the global language of international communication, business, technology and science. The PYEL programme at JU is intended to prepare the students for their chosen degree courses that are primarily taught through English medium.

1.2 Statement of the Study Problem

Learning a new language is a challenge for any individual and for Arab students, it is no exception. There has been a wider debate amongst the language instructors and the subject specialists within Jazan University concerning the low level of proficiency in English language of the preparatory year students in general and the medical students in particular.

In fact, this issue has provoked controversy about the adequacy of the Preparatory Year English course (PYEL). It is assumed that medical students might achieve good progress in their degree courses like biology and chemistry but the same could not be said to the English language.

As a matter of fact, the various medical departments within Jazan University rely on the Preparatory Year Deanship (PYD) to qualify medical students in terms of their language proficiency. However, customising the English language programme to suit the medical field environment falls short in defining the programme objectives since there is a lack of large-scale studies conducted to evaluate the English Language programme of medical students in terms of its adequacy.

It could be noticed at a glance that the English Language course for First Year medical students is simply introduced through materials that are commercially available along with other materials that are designed for teaching English for general purpose or selected materials in a handout.

Since it has been introduced in 2008, there is no dependable evidence that the existing English language course for medical students has been subjected to any type of evaluation studies to measure its adequacy and efficacy. It is essential to decide whether the language course achieves its goals since this course is significant for the students' success in their degree courses they are supposed to take after the preparatory Year. It is

also important to find out how much the different stakeholders (instructors and students) are satisfied with the course, and to what extent the materials are adequate in achieving the defined aims. The present study attempts to tackle these questions.

In relation to this issue, there are different views as to which approach can better prepares the students for academic study: ESP with its main dimentions, English for Academic Purposes (EAP) and English for Occupationmal Purposes (EOP) or English for general purpose (EGP).

Some teachers, in this regard, argue that the students' performance in English language is inadequate because they enter university with a low level of proficiency in English due to poor learning and teaching at secondary school. Thus they need to be given a pre-sessional intensive course in general English to refresh their language skills and knowledge. Al Shumaimeri (2003) states that Saudi EFL learners finish their schooling stage with a low level of proficiency in English and they are unable to express themselves clearly in English. That is to say, after learning English for many years usually six to eight years at school level, student achieve little in terms of language proficiency. Flowerdew and Peacock (2001: 17) point out that

“If after eight years of secondary school English, a university student has still not mastered third person subject verb agreement or the article system...then EAP curriculum planners are justified in moving on to more discipline-specific fearture..”

On the other hand, there is another group who claims that the English language course taught to PY medical students should strike a balance between general English and English relevant to their fields of study or English for Specific purposes (ESP) rather than just being skill-based focusing on teaching pure general English.

In relation to this point, some language experts (Beard & Hartley, 1984; Robinson, 1980), view study skills as central to ESP while others say that ESP does not necessarily rest on study skills; it is rather based on such things as ‘general academic English

register, incorporating a formal, academic style, with proficiency in the language use' (Jordan, 1997). However, in contexts where it is necessary to address the linguistic needs of specific disciplines, the focus on non-specialised language may not be adequate for students to handle functions and notions of discipline-specific.

From the researcher's practical experience as a language instructor at the Preparatory Year Deanship (PYD), it has been observed that the English language course designed to First Year medical students tends to be a study skills- English-based programme focusing on developing learners' grammar knowledge and language general proficiency. Language learning, based on such methods, is seen as a structured system of grammatical patterns, with a trend for formal and bookish language aiming to allow students producing formally correct sentences. As for skills development, the main emphasis in this method is on the productive skills i.e., reading and writing (Nunan 1988).

In such a way, the main focus of the course is to develop students' general English proficiency rather than providing specialised language that allows students to deal with the specific functions of academic disciplines.

It could also be observed that there is still a lack of awareness about the importance of learner's needs in designing or selecting the appropriate materials for language learning. As a result, many aspects of the existing course are not relevant to the actual needs of students.

Furthermore, the learners' previous experience seems to be abandoned and the school learning outcome is not considered. Hutchinson (1978: 71) views learning as a developmental process in which learners employ their existing educational background to aid their tertiary academic study.

It is assumed that the recent trends in English education tend to encourage teachers to respond positively to the newly established world order by developing and designing adequate materials for better preparation of students to meet the challenges of their academic studies. It is, however, a fervent hope that more attention should be given to the academic and professional needs of the students rather than just focusing on developing general English proficiency.

There is now a growing trend to make language teaching more relevant and meaningful for students by understanding their actual needs. Thus, the PY Language course for medical students should be more directed towards the aim of addressing the learners' real needs. In this way, they could be well equipped for their academic studies and future professions. This will also help them to become an integral part of their academic major communities that uses English as a medium of communication.

It is worth noting that, a considerable amount of time and money is invested in language teaching and learning by Jazan University administration for the purpose of bringing its students to a satisfactory level of proficiency in English Language. However, neither the students nor the instructors seem to be satisfied with the outcomes of the PY programme.

It can be argued that the PY medical students are still suffering from low proficiency in English despite all the efforts made by the university administration. This problem may refer to one major reason is that the students and the instructors have not been given any chance to voice their opinions about the course materials.

With all these in mind, the present study attempts to conduct a thorough course evaluation to provide new insights into the ways that the existing PYEL course for first year medical students can be more effective and satisfactory to all its stakeholders.

1.3 The Objectives of the Study

The purpose of this study is:

1. To evaluate the PYEL course to find out the extent to which it adequately prepares the medical students for academic studies in their field of specialisations.
2. To determine how important it is for medical students to develop the four language skills for academic study.
3. To make a proposal for improving the existing language course based on the information obtained from needs analysis and course evaluation.

1.4 The Study Questions

Considering the objectives of the study, the following questions have been formulated:

1. To what extent is the PYEL course offered at Jazan University adequate in preparing medical students for academic study?
2. How important is it for medical students to develop the four language skills for their academic studies?
3. Is the PYEL course offered to medical students at Jazan University in need of any change?

1.5 The Study Hypotheses

Having set out the objectives and the questions of the study, the hypotheses of the study are formulated as follows:

1. The PYEL course offered to medical students at Jazan University has no significant impact on the students' level of proficiency in English language.
2. The four language skills presented in the PYEL course are of equal importance for students' academic study.
3. The PYEL course offered to medical students at Jazan University is adequate and effective and there is no change needed.

1.6 Significance of the Study

The main purpose of this study is to investigate and evaluate the Preparatory Year Intensive English on the curriculum of Jazan University by exploring the students and the lecturers' perspective on the course adequacy. Hence, the findings of this study could be useful to the English Language Centre (ELC) and policy makers of Jazan University to improve it and to make the right decision as to what the most effective approach to language teaching and what the best materials for instruction to be used.

The findings of the study would also be useful to identify and understand the actual needs of the students that are involved directly in the implementation of the instructional process of the programme. The study also attempts to introduce some criteria to assist the EFL teachers in evaluating textbooks they deem appropriate for medical students. In this way, they would be able to discriminate between the available textbooks in the market and to make a good selection of them or to tailor their own ones.

Furthermore, the study is expected to support the academic development of the medical students by preparing them to be effective language users and active members of their academic communities in the future.

In addition, it argues for selecting or tailoring special materials to contribute to the process of facilitating the language learning at the Preparatory Year by helping both course designers and EFL teachers to develop an effective course catering to students' needs.

By means of this study, the investigator's ultimate aim is to propose relevant adaptations and contribute to the improvement of the preparatory year English language curriculum.

1.7 The Research Methodology

The data-gathering methodology for this study will follow a multi-dimensional methodology, using a variety of independent measures designed to collect both qualitative and quantitative data.

The main thrust of data-gathering process is to analyse the EFL materials used in the PYP, JazanU to find out how accurately they reflect the learners' attitudes and preferences.

As for the venue and the population of the current study, it will be conducted on the campus of the Preparatory Year Programme PYP, Jazan University. The subject students used for the study will be selected from both male and female sections that have already finished the English course. The subject students will represent a rich variety of academic disciplines of medical fields such as medicine and surgery, pharmacy, dentistry, applied medical sciences, tropical medicine and allied sciences.

It is worth mentioning that, these students come from almost similar scholastic background-they successfully passed the secondary school certificate examinations that are conducted and supervised by the ministry of education in KSA.

Another important point to mention is that, although the students at PYP, Jazan University have been admitted in different academic specialisations such as medicine, engineering, science, business, computer science, Arts and Education, the medical students still retain the majority of the PYP seats. That is to say, in the male section only, the total number of medical students estimated at 1,750 out of 7200 enrolled for the programme in the academic year 2015-2016(the subject of the current study). Hence the medical students are seen as the backbone of the PYP.

Data for the current study will be collected by means of a questionnaire, structured interview with the participants as well as the results of the analysis the instructional materials.

The questionnaire will be administered to a sample of 300 hundred freshman students from different medical departments. It contains 45 items, the majority of these are Likert-like items based on a scale from "Strongly Agree" through "Strongly Disagree" and some items will have a different scales ranging from "Not very important" to "Very important". The questionnaire has been developed and piloted before its use in this study. Other questions of the questionnaire ask for factual information, such as age, sex, college and department.

As for the interview, it will be one of the most effective data collection procedures used in this study, because it will generate both qualitative and quantitative data. A structured interview will be administered to a sample of fifty language instructors from ELC and fifteen subject specialists who currently work in different medical departments of Jazan University.

1.8 The Limits of the Study

The major limit of the current study is that it relies mainly on the students' and their teachers' feedback as well as direct observation. In other words, the findings are a measure of how students and teachers perceive the competencies. It may be more preferable to support this data with a variety of measurement tools, such as achievement tests and assessment of learning outcomes.

The second limit is about the absence of an external evaluator. Participation of an external evaluator in this study might be more useful in order to enhance the credibility and objectivity of the evaluation.

Thirdly, data investigator bias may represent a limitation. Since the subject teachers are supposed to conduct the questionnaires to their own students and the students may have been unwilling to express their ideas honestly about the questions.

In addition, in the interview with the teachers, some respondents may not truthfully answer the questions that they find sensitive. More precisely, several interviewees are concerned about the administrators' reactions to their answers. Thus, they may feel hesitant to express their personal opinions or attitudes related to the programme.

Though the results can be insights to other local universities in relation to the encountered problem, the results of this study still cannot be generalised to other contexts in Saudi Arabia

Finally, the study will confine itself to investigating and evaluating the English course taken by the first year medical students (163ENG- 164ENG). Thus, it would be difficult to generalise the results and the findings of the study to the rest of the students at PYP who are majoring in other subjects.

1.9 Organisation of the Study Chapters

The current study is divided into five chapters:

This first chapter provides a background and a detailed description of the study focusing mainly on the purpose of the study, the problem of the study, the study questions and hypotheses as well as the research methodology.

Chapter Two reviews the extant literature pertaining to programme evaluation and approaches to curriculum evaluation in ESP, followed by a review ESP approach with its main dimensions, EAP and EOP. A thorough and detailed discussion of needs analysis theory is also presented, an outline of the classifications of needs and the framework of needs analysis, and a review of some research studies of needs analysis in the ESP context. Some related studies conducted in PYP contexts abroad and in Saudi Arabia are reviewed. The chapter concludes with a summary.

Chapter Three explains the methodological approach adopted to attain the study objectives. In order to collect data for the study, a mixed-method approach was followed. The research design, methods, and tools used to gather and analyse the data are described. There is a detailed description of the study population. Ethics of research writing are also considered in this chapter.

Chapters Four presents the results of the analysis of the study data with regard to learners' language needs and to language course evaluation respectively. These results were obtained by the means of using a self-reported questionnaire, semi structured interviews as well as documents analysis. The final findings of the study are verified in relation to the research questions and hypotheses. The chapter ends in a summary.

Chapter Five concludes the study by making some recommendations for improving the existing language course for first year medical students focusing on its pedagogical and

research implications and indicating its strengths and weaknesses. Suggestions for future studies are also given. The study ends in a summary.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter is divided into two main parts: conceptual framework and review of previous related studies. The first part establishes the study's conceptual framework, which is divided into four sections: The first section presents the concept of curriculum evaluation precisely the evaluation of language syllabi. It also reviews some approaches and models followed in course evaluation, and provides an evaluation framework for the current study. The second section introduces the concepts of needs analysis in language learning. It also discusses the classifications of NA, provides an NA framework for this study, and reviews some previous studies conducted on NA in Arab world contexts. The third section displays some definitions for the term ESP, discusses its characteristics, highlights its main branches, then continues to discuss some important approaches to curriculum development in ESP. The fourth section deals with the theory of Content-based Instruction (CBI) in relation to ESP approach of language learning and teaching.

The second part reviews the results of other studies closely related to curriculum evaluation in general and language curriculum evaluation in PYP contexts. The researcher attempts to relate the current study to the larger ongoing dialogue in the literature about language curriculum evaluation.

Moreover, abroad overview of findings of some previous studies conducted on language curriculum evaluation in PYP contexts abroad and in Saudi Arabia will be reviewed and reported.

2.1 Conceptual Framework

This section intends to establish a conceptual framework and discuss theoretical issues related to textbook evaluation in general and language textbook evaluation in particular. In the first part of the section, an overview of textbook evaluation theory is presented in

considerable details. The following parts explore key concepts that constitute building blocks of this theory.

As has been stated in chapter one, the main goal of this study is to investigate the adequacy of a language programme offered to first year medical students. It is worth mentioning that, the subject students of this study are non-English language majors. Therefore, they can be described as goal oriented learners who do not desire to learn English for leisure or because they are interested in, but because they need it as a tool that will aid their academic study. Thus, basic theories and researches on ESP, EAP, and Content-Based Instruction (CBI) are discussed as the starting point for general framework.

2.1.1 Concept of Curriculum Evaluation

It could be argued that the term curriculum cannot be given a single definition; however, it can concisely be defined as a discipline of study and an academic area of practice, but still it lacks clean boundaries (Olivia, 2001: 10). Some researchers define the term curriculum as subject matters, while others view it as experiences that a learner develops under school guidance. Ornstein & Hunkins (2004) attempted to narrow the concept of the term curriculum by providing five different characteristics:

1. A curriculum is a plan for action or is a written document that comprises certain strategies to accomplish desired goals.
2. A curriculum can generally be defined as considering the learner's experience.
3. A curriculum can be seen as the way of dealing with people or the procedures of implementing a certain system.
4. A curriculum can be viewed as an area of academic study.
5. Finally, a curriculum can be considered as a subject matter.

Another definition for the term curriculum is provided by Tanner & Tanner (1980: 54), where they described curriculum as the accumulative of knowledge, modes of thoughts, race experience, guided experience, well-planned learning atmosphere, mental content and growth, a learning outcomes, and a technological production. Robert M. Gagne (1970), on the other hand, views the term curriculum differently; he combined subject

matter, the outcomes, chronological order of content, pre-entry assessment of students when beginning the study.

The analysis of practices and contents of any programme seems inevitable for the purpose of improvement and betterment to all stakeholders. Curriculum planning, therefore, plays a major role in modern education system and it is considered as an important tool to satisfy individual's expectations in terms of knowledge, ideas, values and skills that to be developed.

Moreover, evaluation has gained special attention in education research, and a considerable number of evaluation studies have been conducted in a variety of educational settings. Evaluation studies are usually carried out to ensure that institutions have achieved the goals and the objectives at the end of the programme by identifying the perceptions of the different parties involved in the programme such as course instructors and students. (Nam, 2005; Henry & Roseberry, 1999; Yildiz, 2004 ; Tarnapolsky, 2000).

The term programme evaluation is seen by many experts (Lynch, 1996; Brown, 1995; Nam 2005, Peacock, 2009) as an on-going process to undertake quality education in any field, and it is a complex procedure as it undergoes many junctures before applying any amendments or modifications to the existing curriculum. It is worth mentioning that the two terms curriculum evaluation and programme evaluation are interchangeably used in this study.

The effectiveness of the different teaching methods and curriculum planning have always been topics that provoke a considerable debate; here evaluation comes to play a central role in education process to find out whether a programme is functioning as planned or not.

Unfortunately, there is no a narrow definition of the term evaluation, however, the two most commonly used are probably the ones introduced by Lynch (1996: 2) who defines programme evaluation as the systematic endeavours of information gathering to make judgements or decisions. On the other hand, Brown (1995: 18) attempted to give a more precise definition to the term programme evaluation that it is a systematic process, which is conducted by academic institutions to collect and analyse the necessary information for the purpose of programme improvement.

The two definitions given above may overlap with the one given to needs analysis. However, the fundamental difference between the two processes is that needs analysis usually takes place in the early stages of curriculum development using particular tools for data collection such as interviews, questionnaires and observations. Evaluation, however, can be seen as a comprehensive process utilizing the information gathered during the programme, objectives are set or the materials are adapted for teaching.

2.1.1.1 Language Curriculum Evaluation

The domain of evaluation in general and the curriculum evaluation in particular has witnessed a notable change over the past years. With this shift towards school-based curriculum development, measurement and testing have received little attention in language research. More emphasis is now being placed upon a growing number of aspects of curriculum development, reflecting the need to collect information and make judgements about all aspects of curriculum activities from planning to implementation. In fact, teachers are eager to know about the effectiveness of their teaching process and the programmes or they need to be confident that their choices are valid. If they are to make adjustments in the future, they must know why they are changing and the direction in which change should proceed. This point highlights the fact that evaluation is not something, that takes place after a decision has been made, rather, it is the basis for proposing change and its value lies in its ability to help clarify curriculum issues and to enable teachers as well as institutions and systems to make informed decisions.

2.1.1.2 Purpose of Language Curriculum Evaluation

The specific purpose for which language curriculum evaluation is conducted remains controversial topic that has produced different viewpoints of language experts. For example, Peacock (2009: 2) views language programme evaluation as systematic process of information gathering in order to form judgements about a language-learning programme.

Kiely & Red- Dickins (2009: 5), on the other hand, described programme evaluation as the processes and outcomes that display how valuable the programme is. They also claim that there is close associations between the various programme components and the experiences developed by teachers and their students.

It is clear that programme evaluation is a continuing process that ensures quality education. In other words, in any education setting, programme evaluation should be a dynamic process to meet the actual needs of the students. Along the same line, Sullivan

(2006), Hill & Tschudi (2008), and Norris (2008), weight the significant role of programme evaluation to obtain valuable and instant feedback on a foreign language class. They stressed the need for evaluation as a requisite for improving language programmes.

Moreover, programme evaluation plays a significant role in language education and many benefits can be gained from it. For example, programme evaluation can lead to effective results that can help in maintaining the development instructional programme. According to Oliva (2005: 421), the chief principle of curriculum evaluation is to find out whether the programme goals and objectives are being accomplished.

In the light of the review presented above, evaluation can concisely be seen as the process through which data can be obtained to determine whether to make changes, to make modifications, eliminations and/or accept something in the curriculum (Ornstein and Hunkins, 1998). That is to say, programme evaluation should be the cornerstone for any required modifications to the existing language programmes. Systematic and continual evaluation, therefore, is always recommended when developing any instructional programme. According to Kalfazade, Oran, Sekban and Tinaz, (1987) quoted in Brown (1989), this perpetual evaluation necessitates a plan for revision of all of the elements in the curriculum design. They state that

...the ongoing programme evaluation is the glue that connects and holds all of the elements together. Without evaluation, there is no cohesion among the elements and if left in isolation, any of them may become pointless.... , it is essential to evaluate the opinions of the students and the teachers in order to maintain a comprehensive overview of all aspects of the process of learning English within a preparatory school.

From what has been discussed so far, it is clear that programme evaluation is vital to any education programme as it can assist decision-makers to make a judgement about the success or the failure of the programme. Several evaluation studies have been conducted to explore the effectiveness of language programmes in PYP contexts in Saudi universities. Many shortcomings and inadequacies in PYP language programmes still need to be addressed.

Tucker & Cziko (1978: 433) confirmed the two categories of programme evaluation made by Scriven, (1991); formative and summative; and they stressed that evaluation process should highlight the strengths and weaknesses of the various aspects of a programme rather than making a judgement about the programme.

2.1.1.3 Formative Evaluation

It is generally believed that Scriven, (1997) was the first to introduce the concept of Formative and Summative Evaluation. As for formative evaluation, it deals with collecting and sharing information for programme improvement. While a programme is being implemented, the formative evaluator works to provide the programme planners and staff with necessary information to help adjust it to the setting and improve it (Morris and Fitz-Gibbon, 1978). Moreover, formative evaluation is typically conducted during the development or improvement of a programme or product or person and so on and it is conducted often more than once (Scriven, 1991).

According to Weston, Mc Alpine and Bordonaro,(1995) the purpose of formative evaluation is to confirm or ensure that the goals of the programme are being achieved and to improve the instruction if necessary by means of identification and subsequent remediation of problematic aspects. Therefore, it is obvious that formative evaluation provides data to enable on-the-spot modifications to be made where necessary. Students' learning activities can be reformed and redirected and the range and depth of instructional activities of a curriculum can be reviewed in 'mid-stream' (Tunstall and Gipps, 1996).

Although, it applies to both course improvement and students' development, yet some writers tend to concentrate only upon the former (Pryor and Torrance, 1996).

In brief, formative evaluation is conducted during the instruction of a programme to provide programme stakeholders with useful information to improve the programme. For example, during the development of a curriculum package, formative evaluation would involve content review by experts, pilot tests with small numbers of students and

so forth. Each step would lead to immediate feedback to the developers who would then use the information to make necessary amendments.

2.1.1.4 Summative Evaluation

As for summative evaluation, it is conducted at the end of a programme to provide potential clients with judgments about that programme's merits and demerits. For example, after the curriculum package is totally developed, a summative evaluation might be conducted to decide how effective the package is with a national sample of typical schools, teachers and students at the level for which it was designed (Worthen and Sanders, 1998).

The role of summative evaluator is not to work with the staff and advise betterments while the program is running but rather to collect data and write a summary report including what the programme looks like and what has been achieved so far. Summative Evaluation is the final goal of an educational activity. Thus, summative evaluation provides the information from which decisions can be made. It also provides information on the product's efficacy. For example, finding out whether the learners have acquired what they were supposed to learn after using the instructional module. Summative evaluation generally employs numeric scores or letter grades to assess learner achievement.

While formative evaluation guides to decisions about programme development including modification, revision and the like, summative evaluation leads to decisions about programme continuation, cancellation, expansion, adoption and so on.

It is worth mentioning that these two evaluation types also vary according to the audience and usage. In other word, in formative evaluation the audience is programme personnel or those responsible for developing the curriculum. Whereas, summative evaluation audience comprises potential stakeholders such as students, teachers and other professionals, funding sources as well as supervisors.

In fact, both formative and summative evaluations are indispensable because decisions are needed both during the developmental phases of a programme to improve and strengthen it and again when it has adapted to judge its final worth or determine its future. Thus, the current study will employ both types of evaluation: summative and formative to provide insights into the way the PY language programme for first year medical students in Jazan University can be improved.

2.1.1.5 CIPP Model of Evaluation

Stufflebeam Daniel (1960) has made outstanding contributions to the concept of educational evaluation through his well-known approach the *Context, Input, Process* and *Product* (CIPP) model.

According to Stufflebeam (1978) evaluation is the process of describing, gaining and providing useful information for making comprehensive judgement. These processes are implemented through four types of administrative categories each of which represents an independent type of evaluation. These evaluations can be carried out separately or in a cohesive sequence (Gredler, 1996), he also theorised that this approach is grounded on two major assumptions about evaluation:

First, evaluations play a central role in motivating and planning change. Second, evaluation is an integral constituent of an institution's regular programme.

Many curriculum evaluation models have been developed by experts to provide a useful structure for teachers wishing to play an effective role as curriculum evaluators. Due to the rapid changes and development in knowledge, curriculum and language programme should be continuously reviewed and revised in order to cater to the needs of the stakeholders. Hence, curriculum evaluation plays a crucial role in supporting the development of any language programme. Oliva (2005: 421) stated that, the main principle of curriculum evaluation is “...to determine whether the curriculum goals and objectives are being carried out”.

As noted above, the primary purposes of curriculum evaluation are to maintain and sustain the quality, relevancy and adequacy of the respective programmes. It is through curriculum evaluation that the curriculum designers would review and modify the existing curriculum for the improvement of instructional programme and curricular changes.

Following are some Curriculum Evaluation Models commonly applied in the field of education:

1. Tyler’s Objectives Model (1949)
2. Stufflebeam’s CIPP Model (1966)
3. Stake’s Model (1969)
4. Scriven’s Goal-Free Model (1973)
5. Parlett & Hamilton’s Illuminative Model (1977)
6. Kirkpatrick’s Model (1994)

As noted earlier, evaluation is seen as an ongoing process and it comprises three steps: outlining the type of information to be collected, gathering the information and preparing them to respective people. In addition, four types of evaluations have been illustrated in this theory:

1. Context evaluation, that focuses on the general condition of the programme. Moreover, this type of evaluation aims at delineating the necessary information and highlighting the unmet needs of the programme.

2. Input evaluation is used to set a plan to address the defined needs. In other words, it examines the best way to implement it and decides practical strategies and educational policies that will most likely achieve the desired results.
3. Process evaluation that is responsible for the implementation and the management of the programme.
4. Product evaluation deals with the data collection to determine the extent to which the programme objectives are accomplished.

A detailed description of product evaluation models is presented in what follows:

2.1.1.6 Product Evaluation

The main function of product evaluation is “to measure, interpret, and judge the level of educational achievements in a programme” (Stufflebeam and Shinkfeld, 1985, p. 176). Product evaluation, hence, should delineate whether the defined needs were met or not, as well as identify the extensive effects of the programme. The evaluation should also record both intended and unintended effects as well as negative and positive outcomes (Gredler, 1996).

Moreover, the product evaluation is mainly applied to decide whether a programme should be continued, repeated and/or extended to other settings (Stufflebeam, 1980; Stufflebeam and Shinkfeld, 1985). It should also give directions for modifying the programme to meet the needs of the programme participants and to become more cost effective. Finally, product evaluation can be seen as an essential factor of an “accountability report” (Stufflebeam and Shinkfeld, 1985, p. 178).

At this level of evaluation, evaluators try to connect activities of the model to other phases of the whole change process (Ornstein and Hunkins, 2004).

As a rational structure for designing each type of evaluation, Stufflebeam suggested some steps evaluators should follow:

1. Focusing the Evaluation
2. Collection of Information
3. Organization of Information

4. Analysis of Information
5. Reporting of Information
6. Administration of the Evaluation

The current study mainly adopts the Product Evaluation, which focuses on gathering inputs and feedbacks from the senior students, who had completed the English Language course during their freshman at the Deanship of the Preparatory Year and moved on to their academic departments. The language instructors' and the subject matter specialists' viewpoints about the students' performance in the course would also be considered in the current study.

Moreover, it seems that applying the Product Evaluation is the most suitable procedure for achieving the goals of the study.

In Addition, analysis of the textbooks used in instruction will be utilised to make the process of evaluating the course more comprehensive.

2.1.2. Concept of Needs Analysis (NA)

It is assumed that that ESP is primarily designed to meet the specific needs of learners. Certainly, in much of the ESP literature, there is a broad consensus that ESP is driven from the outset by learners' needs (Robinson, 1991; Jordan, 1997; Dudley-Evans and St John, 1998; Master, 1998; Flowerdew and Peacock, 2001a; Johns and Price-Machado, 2001; Hyland, 2006; Harding, 2007, Basturkmen, 2010). Any discussion of learners' needs certainly presupposes an initial understanding of what the term 'needs' refers to, in the context of language learning in general and in ESP in particular.

Robinson (1991: 23), in this regard, suggests a practical description of the term needs as 'a matter for agreement and judgment, not discovery'. This indicates that needs already exist with learners and are merely required to be highlighted. On the other hand, Brindley (1984: 29) expresses an opposing view that 'need is not a thing that exists and might be encountered readymade on the street. It is a thing that is constructed'. This viewpoint is shared by Richterich and Chancerel (1987: 9), who believe that needs 'are built up by individuals or groups of individuals from an actual example of experience'. Needs in this case do not exist prior to a project, but rather appear to be a product of

previous educational background negotiated by those involved in this experience (e.g. language teachers, learners, employers).

Moreover, the term ‘needs’ entails that there is a gap to be bridged between an existing situation and a desired future one, or progress to be made toward a desired goal, or a change to be done (Beatty, 1981; Graves, 2000). In other words, ESP courses aim to bridge this gap or some part of it, to assist learners to improve and/or to effect the preferred change

Although scholars give different definition to what “learners’ needs” is, most of them (e.g. Trim, 1980; Brown 1995; Harding, 2007; Cooke and Simpson, 2008; Reguzzoni, 2008) list some common characteristics of needs:

1. They are manifold;
2. They are amenable to change;
3. They are fixed facts and not constant;
4. They vary from one person to another depending on the interaction between individuals and their environment and on their activities;
5. They are , to some extent, independent;
6. They are constantly constructed;
7. They can be defined and analysed.

It is believed nowadays that in the ESP context, ‘needs’ is a wider term covering learning and linguistic factors (Hyland, 2006: 73). According to Richterich (1983: 3), ‘what is essential is not so much to give an precise definition of the word “needs” rather to measure pragmatically the educational, ideological and political effects, scope and impact in the actual process of teaching and learning, of the methodological issues related to the identification of needs’. Therefore, the vagueness of the term and its various definitions should not be considered as a chief problem.

In the current study, learners’ needs can be defined as the learners’ reasons for studying English language, their existing abilities in the main language skills, English language tasks, functions, and activities that will be used in their academic studies. This is extended to cover the English language proficiency in each main skill required in their

academic studies, methods for learning/teaching English, e.g. methodological and materials preferences, difficulties or problems encountered while learning and using English and information about the circumstances in which English is learnt and will be used.

2.1.2.1 Types of Learners' Needs

Some scholars (e.g. Brindley 1989; Brown, 1995; Tudor, 1996; Van Avermaet and Gysen, 2006) classify learners' needs into two main categories: objective and subjective needs. For example, Brindley (1989: 70) and Van and Gysen (2006: 20) point out that objective needs are those which can be derived from realistic information about learners, their use of language in real-life communicative situations, current language proficiency and language learning difficulties.

On the other hand, objective needs are gathered from objectively observable data (Brown, 1995: 36). In other words, objective needs largely concern with actual linguistic factors. Whereas, subjective needs are those of learners in their learning situation, derived from both cognitive and affective factors (e.g. their self-knowledge, awareness of target situations, attitudes towards learning English, wants and instructional expectations) (Brindley, 1989; Belcher, 2006). To put it differently, subjective needs refer to unobserved data such as desires (Brown, 1995: 37). It can be argued that terms such as 'attitudes', 'wants' and 'expectations' deal with broader concepts within needs and possibly not only linguistic but also non-linguistic factors. That is, the emphasis seems to be on how learners learn language and this can involve encouraging their participation.

Brindley (1989: 70) argues that it would be possible to collect data on both subjective and objective needs, while Graves (1996a: 14) asserts that subjective needs are often as imperative as objective ones in that the latter may not be addressed unless the former are considered.

This discussion suggests that in ESP course design, objective and subjective needs should be identified and balanced. While considering only subjective needs formulated by learners themselves, without paying attention to their objective needs, may not be in their long-term interests, an exclusive focus on objective needs may also not be desirable (Van Avermaet and Gysen, 2006: 21).

2.1.2.2 Learning Needs vs. Target Needs

Another way to categorise learners' needs is in term of the purpose for which it is conducted. Hutchinson and Waters (1987: 54), in this regard, draw a distinction between target needs and learning needs. The former refers to what learners want to do in the target situation, i.e. the knowledge and abilities they must have to be able to perform to the desired level of competence and proficiency in the target situation. Chambers (1980: 30) defines these as real and long-standing needs.

Hutchinson and Waters (1987: 55) classify target needs into three types:

1. Necessities

These refer to the demands of the target situation, in other words, what learners need to learn to function effectively in the target situation (e.g. linguistic features: discourse, functional, structural, lexical). Necessities, in this sense, signify the destination.

2. Lacks

As far as this type is concerned, it deals with matching the target proficiency against the existing proficiency of the learners. The gap between them is what the learner lacks, e.g. in order to read a text in a particular subject area. Lacks are seen as the starting point of a journey towards the above destination.

3. Wants

These refer to the learners' view about their own needs, that is to say, what they feel they are in need of, which might be different from or conflict with the what other people such as course designers, teachers and sponsors see or feel. This is simply what the learners' personal aims for studying English). Moreover, "Wants" are considered as controversy as to what the destination (represented by the necessities) should be.

In the light of the above clarification, it could be argued that all subtypes of target needs are concerned mainly with language use, particularly in the target situation, which as Chambers (1980: 29) stresses, 'has so far been largely ignored' in NA research.

Additionally, language needs seem to be perceived as a matter of compromise between the learners and their society. Another important point about the three subcategories of needs is that both necessities and lacks represent objective needs, whereas wants represent subjective ones, but the perception of particular needs as objective or subjective may differ from one person to another. This may raise the possibility of conflicting needs and wants among the parties involved. For example, Robinson (1991: 8) mentions that students and teachers may be expected to have opposing views of ESP needs. Presenting an example of the potential conflict in the identification of students' needs, Young (2000: 73) writes:

2.1.2.3 Analysing Learners' Needs

According to Boswood (1990: 59), needs analysis initially concentrated on analysis of the target situation, but lately 'it has significantly broadened its scope. Apart from objective information, it now comprises analysis of students' subjective views about their learning and life goals, their preferences for methodology and learning styles, and the views of any other stakeholders in the courses'.

This indicates that the concept of NA was once fairly simple and limited, until the need to expand its scope was considered. While Nunan (2001: 57) relates the appearance of NA in language learning to the development of CLT, Chambers (1980: 33) comments:

The term 'needs analysis' itself is of course not original to EFL; it is one that has been accepted as relevant from other fields. When it was adopted, it bridged a gap, and served its purpose by creating an object from an activity for us to be able to manipulate.

This suggests that NA is closely related to the existence of needs. That is, if needs are not apparent and/or established they can be identified and analysed. This means that in the language-learning environment learners have certain needs that need to be investigated. Analysing them is very important in curriculum and course design. Dornyei (2001a: 140), in this regard, strongly recommends that "to make the curriculum and teaching materials relevant to the students, [you should] use needs analysis techniques to find about your students' needs, goals and interests, and reflect these into your curriculum as much as possible".

It could be said that NA helps to avoid designing courses on expediency, such as by overreliance on published textbooks as a quick solution. There also seems to be a common consensus that the intuition and knowledge of curriculum developers,

materials designers, and teachers concerning specific language and learning needs are insufficient and that identifying and analysing these needs through a careful investigation of learners' needs.

In language pedagogy, NA can briefly be defined as 'a systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions' (Brown 1995: 36). Moreover, Graves (2000: 98) states that NA is not only a systematic practise but also 'an ongoing process of gathering information about students' needs and preferences, interpreting the information, and making course decisions based on the interpretation in order to meet the needs'.

This means that learning preferences that enable learners to acquire particular skills are another aspect of NA that should be considered when carrying out NA.

Furthermore, Richards et al. (1992: 242) adds some more aspects of NA and describes it as the process of identifying the needs for which a learner or group of learners needs a language and ordering the needs according to priorities. Besides, needs analysts gather subjective and objective data about the learner in order to recognise the objectives for which the language is needed, the situation in which the language will be used, with whom the language will be used, and the level of proficiency needed.

This definition is assumed applicable for the current study, since it appears to cover different aspects of learners' needs. Richards (2001: 52) lists some (but not all) of the purposes that NA can serve in language learning and teaching:

1. To explore what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or university student;
2. To help decide if an existing course adequately addresses the needs of potential students;
3. To observe a change of direction that people in a reference group feel is important;
4. To discover a gap between what the students are able to do and what they need to be able to do;
5. To gather information about a particular problem learners are experiencing.

It is worth mentioning that needs are normally variable and can be reshaped by the way they are analysed. That is, identifying the target situation plays an important role in NA. Additionally, the requirements of linguistic competence for communication are important, but not sufficient. There should be a connection in ESP course design between needs and the target community or subculture. Holme (1997: 10), in this regard, confirms that needs are not about a description of a hypothetical future but about the students' relationship to the community with which they want to integrate, which may not have the students' target language as its dominant language. Accordingly, Holme (1997: 10) , mentions that NA should proceed from the conception of a course as an interaction among students and teachers in a context shaped by the target situation. Based on this assumption, NA can be seen as an ongoing process.

To sum up, it is worth mentioning that while NA is seen as 'a defining feature of ESP' (Flowerdew and Peacock, 2001b: 178), the subject of NA, as Kandil (2008: 1) notices, 'has received little attention from researchers and language teaching professionals in the Arab world'. This abandon may be due to lack of awareness of the importance of learners' needs analysis, either by institutions or by learners,. One reason for such unawareness might be cultural. For example, in the KSA, where the case of the current study was chosen, studies on learners' needs investigation are very limited.

2.1.3 English for Specific Purposes (ESP)

According to Robinson, (1991); and Widdowson, (1983), English for specific purposes (ESP) is specially designed for non-native English speakers who need specific knowledge of English in their field of study or profession. ESP focuses mainly on applications of English in specific fields Thus, the learners' language expectations and needs drive the course or curriculum design process (Hutchison & Waters, 1987). The basic principle of ESP is that "all language teaching should be tailored to the specific learning and language use needs of identified groups of students - and it should also be sensitive to the sociocultural contexts in which these students will be using English" (Johns & Price-Machado, 2001, p.43). Robinson (1984) pointed out that ESP is a means for achieving the necessary communicative competence. Therefore, it could be argued that ESP is goal-oriented and is based on needs analysis investigation. According to Flowerdew & Peacock (2001), the rationale for ESP is based upon four claims:

1. Being focused on the learners' needs, it wastes no time.

2. It is relevant to the learner's field.
3. It is effective in imparting learning.
4. It is more operative than General English.

Apart from the above-mentioned factors, “authentic texts, communicative task-based approach, custom-made materials, adult learners, and purposeful courses” are also included (Flowerdew & Peacock, 2001, p.13).

ESP can broadly be divided into two main types: English for academic purposes (EAP) and English for occupational purposes (EOP). However, since there is a diversity of ESP courses offered around the world, and the ESP programs are adapted to the contexts, ESP can be categorised in a number of ways (Johns, 1991). The current study is more concerned with EAP, because the language learners in this study are university students who desire to learn English related to their specific academic areas.

In recent years, there has been a growing demand for ESP courses as thousands of students from non-English speaking backgrounds have joined international universities in USA, UK, Canada, and Australia (Huxur, Mansfield, Nnazor, Schuetze, & Segawa, 1996).

In fact, ESP courses is needed not only in countries where English is the mother language, but also in countries where English is used as the main medium of instruction. Moreover, EAP classes are attended by students in countries which were not under the British colonial power but which need to have access to science and technology (Flowerdew & Peacock, 2005). Most countries nowadays started to adopt English as the medium of instruction policy (Coetzee, 2004; Coleman, 2006; Crystal, 2004; Flowerdew, 1994; Graddol, 1997; Kirkgöz, 2005; Kurtán, 2004).

Graddol (1997: 45) asserted that one of the most substantial educational trends worldwide is the teaching of academic courses in higher education institutions through the medium of English. However, there is no comprehensive statistical to prove this fact, yet there is a universal recognition of a growing trend towards English-medium instruction in higher education¹ (Coleman, 2006).

All the theories and their implications discussed in this section have revolutionised education in the twentieth century and the public perception became the idea that there is no best method appropriate for all teaching situations that eventually led to the models of blended theory of teaching. The term “blended” here refers to introducing the main language skills, reading, and writing, listening and speaking equally and in combination with each other. The massive advantage of this approach is that it enables the learner to master the target language and have a good command in all four-language skills.

2.1.3.1 ESP Categories

Broadly speaking, there are two main types of ESP, namely, EAP (English for Academic Purposes) and EOP (English for Occupational Purposes) (Hutchinson and Waters, 1987; Dudley-Evans and St John, 1998, Flowerdew and Peacock, 2001; Kennedy and Bolitho, 1984; McDonough, 1984; Robinson, 1991; Jordan, 1997; Belcher, 2006; Master, 2007; Kim, 2008; Krzanowski, 2008). That is to say, ESP learners are either engaged in studying a particular subject in English, or are doing a particular profession for which they need English, or both’ (Stevens, 1988b: 39). Hutchinson and Waters (1987: 16) theorised that ‘people can follow in-services courses while they are doing jobs. Accordingly, the main function of ESP courses is either for study or for work.

Robinson (1980), in this regard, views ESP learners as goal-oriented, who do not desire to learn English for leisure or because they are interested in, but because they need it as a tool that will aid their academic study. That is to say, learners should be taught English in a way that enables them to read textbooks written in English relevant to their field of specialism, or to use English in their future profession.

Along the same line, Hyland and Lyons (2002) emphasise that teachers have recognised that teaching those who need English for their studies differs from teaching those who are studying English for general purposes only. Additionally, such students tend to study English not because they are interested in the English Language or English culture as such but because they need English for study or work purposes.

According to Basturkmen (2006: 18), in ESP class, language is learnt not for its own sake or for the sake of gaining a general education, however to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments.

2.1.3.1.1 English for Academic Purposes (EAP)

English for Academic Purposes (EAP) can briefly be defined as ‘the teaching of English with the specific goal that is to help learners to study, conduct research or teach in that language’ (Flowerdew and Peacock, 2001a: 8). Watson Todd (2003: 149) observed that ‘the main aim of EAP is for students to communicate effectively in academic environments’. Moreover, EAP emphasises the development of specific communicative skills that enable learners to participate in these environments (Hyland and Lyons, 2002: 2).

It is worth mentioning that EAP is seen as the academic ‘home’ of scholars whose concern is entirely on academic contexts (Hyland & Lyons, 2002). The innovative field of EAP handles the teaching of English in the academy at all age and proficiency levels, it draws a range of interdisciplinary influences for its research methods, theories and practices. It pursues to provide insights into the structures and meanings of academic texts, into the demands made by academic contexts on communicative behaviours, and into the pedagogic practices by which these behaviours can be developed.

English for Science and Technology (EST) is considered the main branch of EAP (McDonough (1984: 6), Dudley-Evans and St John, (1998: 7) and Jordan (2002: 73). Moreover, EST comprises both occupational and academic uses of English: occupational when it addresses the needs of different professions such as factory workers, engineers, etc.; and academic when it deals with courses for school or college

courses like physics, maths and chemistry specially through the medium of English (Robinson, 1980: 8).

Holme (1996: 2) believes that EAP goes hand in with ESP as one of its main types that is concerned with the specific purpose of following academic courses at tertiary level.

The primary focus of EAP is viewed differently by EAP experts; some believe that study skills as central to EAP (Beard & Hartley, 1984; Robinson, 1980).

On the other hand, others claim that EAP does not totally rest on study skills; however, it rests on such things as 'general academic English register, incorporating a formal, academic style, with proficiency in the language use' (Jordan, 1997) in addition to study skills. However, in contexts where it is necessary to address the linguistic needs of specific disciplines, the focus on non-specialised language may not be adequate for students to handle functions and notions of discipline-specific.

The theory of EAP is now widely used in language programmes for university students. Despite numerous studies of academic discourses and genres, there is still little research focusing on EAP in non-English speaking contexts. The aim of this notion is to highlight specific rhetorical actions such as essays, thesis, and lectures frequently used by community members in a particular context.

EAP is believed to be one of the main branches of the larger field of English for Specific Purposes ESP; the other is known as English for Occupational Purposes EOP. Teachers have only a vague idea of what distinguishes these two disciplines. In attempt to narrow the gap between the two subdivisions of ESP, Flowerdew & Peacock (2005, 8) view a language course taught in academy as a preparation for the professional life that graduates eventually go into when they finish their study. However, one way to distinguish between the two branches of ESP is in terms of the course objectives. That is to say, an English course that designed to help learners read academic textbooks would simply be EAP. Whilst a language course with vocational orientation, and

especially designed to instruct learners how to take the minutes of a business meeting or how to respond to telephone calls, would clearly be EOP.

2.1.3.1.2 English for General Academic Purposes vs. English for Specific Academic Purposes

English as a foreign Language (EFL) and EAP are two different approaches of curricula in terms of students' desire, course content, objectives, and instruction Indika & Gray, (2001) cited in (Larklau, 1994). For the purpose of preparing students to cope with academic studies, English curricula need to emphasize what Cummins (1982) labels as 'context-reduced' language which seems to be rather abstract and to rely less heavily for its coherence on an immediate context than does the 'context-embedded' language of everyday interaction, which is the function of general ESL courses. Short & Spanos (1989) view this as the essential difference between EAP and ESL curricula. In addition, since EAP courses are usually designed for advanced students attending college (Grosse, 1988; McDonough, 1984; Schleppegrell & Bowman, 1986; Steinhausen, 1993), their academic curricula presuppose solid literacy abilities as well as a strong academic orientation (Blanton, 1990; Chamot & O'Malley, 1987; Dudley-Evans & St John, 1998; Jordan, 1997). Another point about EAP curriculum is that it usually builds on student awareness that there is a particular language of the academy, and certain ways of talking, reading and writing about ideas and texts. It is targeted to develop what Cummins (1979) refers to as "Cognitive Academic Language Proficiency" (CALP). As far as CALP theory is concerned, it is grounded on the students' acquisition of basic interpersonal communication skills — the verbal fluency needed in a target language for everyday informal situations. In this way, it can be argued that general English proficiency is merely the basis for CALP and is not a promising indicator of success in academic study (Lewelling, 1991).

Today, the demand for English for Academic Purposes (EAP) courses is higher than ever (Jordan, 1997). EAP is required not only for instructional purposes in countries where English is the native language, but also in other countries where English is taught to speakers of other languages and it is adopted as the medium of instruction in the higher education sector (Jordan, 1997). The learners' needs in EAP classes are not similar in these two contexts. In countries where English is introduced as a second or a foreign ESL/EFL language, EAP classes are often attended and needed by almost all the

students of tertiary level. These students are usually from a range of different academic disciplines. In such situations, EAP courses are generally conducted as English for Specific Academic Purposes (ESAP) courses catering for the needs of individual academic departments and their students.

On the other hand, in countries where English is adopted as the official language of the state, EAP courses introduced to cater for students needs are made up of students from a range of disciplines since rarely are the numbers sufficient from particular disciplines to allow for the formation of specific purpose classes. Instead, students are placed in classes properly assigned for English for General Academic Purposes (EGAP). The problems and complexities of EGAP instruction in English-speaking contexts have been given little attention in EAP research. This topic needs to be investigated since most EGAP courses are little more than study-skills ESL courses which do not meet the actual learning needs of students from specific disciplines.

2.1.3.1.2 English for Occupational Purposes (EOP)

English for Occupational Purposes (EOP) refers to the teaching of English for occupational such as English for administration, medicine, law and business, and vocational purposes for non-professionals in work or pre-work situations' (Dudley-Evans and St John, 1998:7). Thus, EOP is often closely related to learners' job or profession, because 'they are most likely required to have a certain level of English proficiency at work which is an indicator of good work performance' (Kim, 2008: 1). That is to say, EOP courses often attempt to develop work-related language skills. Kennedy and Bolitho (1984: 4) asserted that these courses may be different according to whether students are learning English before; during or after the time they are being trained in their work or profession. EOP can be subdivided into English for Professional Purposes (EPP) and English for Vocational Purposes (EVP) or Vocational English (Dudley-Evans and St John, 1998: 6).

In the light of the above mentioned, ESP can refer to any English teaching context where the target language context is identified and can inform the teaching syllabus about the language skills, language context or language types of the necessary teaching tasks. Widdowson (1998: 3), however, claims that the risk is that this might result in a view of all language teaching as a kind of ESP. For this reason, there would be subcategories of EOP such as English for issuing train tickets. The designation then

seems to apply only if one is preparing students for entry into a community of product and discourse, imposing demands on the intake to the ESP course.

At present, it could be assumed that ESP is a rich area of research. Moreover, all categories that can be itemised under ESP could also be expanded. McDonough (1984: 7) lists sixteen ESP course headings and adds that 'the list is almost endless'. There are around sixteen to twenty types in the area of language study can be listed under ESP.

There is often no clear distinction between EAP and EOP (Hutchinson and Waters, 1987; Flowerdew and Peacock, 2001). In other words, these two broad fields often overlap (Belcher, 2004: 179). Consequently, this distinction seems to be ambiguous and unrecognisable. Belcher (2006: 134), in this regard, notes, to the fact that 'the goals of EAP and EOP are not always easily separable'. For example, English for Economics may be for either academic or occupational purposes. That is, 'an English course designed to help students read business textbooks would clearly be EAP, but a course designed to teach learners how to participate in business meetings or respond to phone calls certainly has an EOP dimension to it' (Flowerdew and Peacock, 2001a: 11-12). It could be argued that this intersection between the two fields might contribute to the debate over the nature of ESP itself.

To sum up, it could be argued that current developments in a number of fields that use English has led to more specific needs for the language in certain domains. That is, the more specific the field, the more specific the needs. In this regard, Holme (1997: 2) suggests a pyramid of specific needs whose higher levels represent more specific language needs, resulting in the opportunity for more specific branches to occur within the fields. For instant, EAP is less specific but at successive levels it becomes more specific, reaching the very specific English for an Academic Conference (EAC). Here, Holme (1997: 2) points out that the bottom of the pyramid (e.g. EAP and EOP) might be considered a category for specialisation rather than a specialisation by itself. In this way, EAP is seen as a subdivision of ESP. Some language experts (Hamp-Lyons, 2001; Turner, 2004), however, view EAP as a distinct field and a (study) skills-based specialism, while others perceive ESP as relating types of specialisation within EAP.

Undeniably, many courses in such position; would begin with basic study skills on writing essays, and then narrow the activity within the discipline (writing business studies essays). ESP, therefore, needs to be seen simply as teaching language where

students' needs can be defined within academic or occupational domains of use, or in as Swale (1990) states "where future discourse communities can be identified".

2.1.3.2 ESP vs. EFL

It is important to discuss the difference between ESP and EFL/ESL (General English). ESP, like other language teaching practice, it is based on theories about the nature of language, learning, and teaching, it often contrasts with General English, and so one would expect the EFL community to make a clear distinction between them. However, the boundary between General English teaching and ESP practice remains unclear. Trying to make a distinction between ESP and General English may be inappropriate and not easy task as claimed by Strevens (1977, 10)

".... difficulties of drawing a line between general and special purposes is not easy to overcome..."

This claim supports Hutchinson and Waters' (1987:53) viewpoint about the difference between ESP and EGP: *"in theory nothing, in practice a great deal."*

In fact, the most important difference between the two disciplines lies in the contrasted approaches themselves. That is to say, ESP is seen as a learner-centred approach in which the learner, his needs and objectives are of enormous importance, whilst General English is considered as a language- centred approach emphasises the study of the language from a general perspective covering all skills, target culture, and literature.

Another distinctive feature is that in ESP, it is needs analysis that identifies which language skills are mostly needed by the learners and then the syllabus is designed accordingly. In this regard, Robinson (1980: 6) points out that the general with which specific is contrasted is that General education for life, culture and literature oriented language course in which the language itself is the subject matter and the purpose of the course. The ESP student, however, is learning English designed to the acquisition of some quite different body of knowledge and set of skills.

In addition, General English instruction is provided at beginner levels, i.e. in primary and secondary schools where pupils are taught all areas of the language such as phonology, syntax, and lexis. Furthermore, these young learners are generally not aware of their learning needs or objectives, but their sole aim is to pass examinations and tests. This is opposed to ESP teaching which is taught to adult learners who are aware of their needs to learn a language as explained by Hutchinson & Waters (1987: 5) "What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need." According to Basturkmen (2006) what distinguishes ESP from General English is that the former is basically a practical endeavour; it is goal-

directed and has specific objectives to reach, whereas the latter tends to set out from point A towards an often ... unidentified destinationESP, on the other hand, leads learners to a final destination. (Basturkmen, 2006: 9)

To summarise, English as a foreign Language EFL and English for Specific Purposes ESP are two different approaches to language teaching. In preparing the students to cope with the demands of academic study, English courses should pay little attention to language of everyday interaction, which should be the focus of general English courses (Cummins, 1982, Short & Spanos, 1989).

2.1.3.3 English for Medical Purposes (EMP)

English Language is now much in demand for those who plan to join the medical field (Kourilova; 1979: 431). Moreover, using English in medical fields is not limited to countries where it is spoken as a native language; it is also used in regions where English is used as a second or a foreign language. English is always the lingua franca between health care workers in non-English-speaking countries. In Saudi Arabia for example, and the with the advancement in science and technology in medical field, doctors would communicate in English with their fellows in a hospital in Germany while performing a surgery, exchanging ideas or consulting in order to have a successful operation.

EMP historically appeared in 1960 (Maher, 1986: 114) as a branch of English for Specific Purposes (ESP) (McDonough, 1984; Maher, 1986b; Dudley-Evans and St John, 1998; Hull, 2006; Antic, 2007). According to Maher (1986b: 112) English for Medical Purposes is ‘the teaching of English for doctors, nurses, and other personnel involved in the medical professions. He further elaborated that

1. EMP is especially designed to address the specific language needs of the medical learner (e.g. physician, therapist, nurses);
2. It focuses specific subjects and topics for medical purposes;
3. It stresses a limited range of skills that may be required by the medical learners (e.g. for writing a medical report, talking in conferences in medical fields).

In the light of the definition given above, it could be argued that the language needs of medical learners are not easy to define. However, there are many intersections of language needs for medical learners; still there are some differences between the needs

of these groups of learners. For example, the language needs of pharmacologists certainly differ from that of dentists. Adams-Smith (1980) investigated the language needs of paramedical students in Kuwait, and arrived to a conclusion that they had very different needs from medical students. Another important point about EMP is that the needs of learners taking EMP in a non-English-speaking country might be different from those studying it in an English-speaking country. Munby (1978: 2), in this regard, asserts that ‘there should be important differences in the English course for a non-native requiring English in order to study medicine in his own country as opposed to England’. Maher (1986b: 115) states that there are two main types of EMP; English for Medicine for Educational Purposes (EM-EP) or what Dudley- Evans and St John (1998: 49) call Medical English for Academic Purposes and English for Medicine for Occupational Purposes (EM-OP) or what Dudley-Evans and St John (1998: 49) label as Medical English for Occupational Purposes.

In EM-EP, comprises special language training as part of primary medical or healthcare studies (Maher, 1986b: 115). Students need to read textbooks and articles as well as write essays and short clinical reports (Dudley-Evans and St John, 1998: 49).

As for EM-OP, it is associated with practical professional requirements (e.g. diagnosis skills, participation in conference) (Maher, 1986b: 115). Moreover, in EM-OP, practicing doctors, for example, read specialist articles, prepare papers, and slide presentations for conferences (Dudley-Evans and St John, 1998: 49).

In addition, Maher (1986b:115) stated that while EM-EP and EM-OP develop the same skills (e.g. reading medical reports) and share content (e.g. contagious diseases), the teaching procedures, levels of knowledge and specific purposes may be different for doctors and students. It could be said that EM-EP students’ needs may be different from those of EM-OP students. Most EMP courses, as Maher (1986: 116) describes, are designed in accordance with two essential frames: the type of learners involved, the main groups being nurses and doctors, and the main purpose of the courses (e.g. to teach professional test preparation, practice in reading, writing, etc., or doctor-nurse interaction). Here Needs analysis can play a vital role in shaping and identifying these two basic frames. However, in situations where English is used as a foreign language, as in the current study, ‘EMP is usually restricted exclusively to the needs of doctors’ and ‘much less attention is given to medical students, nurses and paramedical staff’ (Maher, 1986b: 123).

To conclude this discussion, Maher (1986b: 138) observed that in such situations there is no description of the language needs of medical students and the ‘the EMP result remains incomplete in operation overseas – specifically in medical education’.

2.1.4. Content-Based Instruction (CBI)

According to Brinton (1989), CBI encourages language syllabus designers to consider the uses the learners will make of the target language in order to achieve successful language learning. In other words, stressing the language forms and functions that will best aid the learner in their future language use. Moreover, the use of so-called “informational content”, which is perceived as relevant by the learner, can improve motivation in language learning that leads to learning effectiveness.

Moreover, CBI approach is grounded on the previous experience of the learner, as they “take into account the learner’s existing knowledge of the subject matter” and apply appropriate pedagogical methods that target at overall development of cognitive and academic skills, as well as linguistic skills. This approach also provides a larger framework and “context for language” development, in which the focus is not only on isolated examples of “correct” language forms, but also on “interaction and discourse patterns.”

Peter (1997), views ESP as a branch of ELT (English Language Teaching), the other being EGP (English for General Purposes). CBI, on the other hand, is a syllabus like the grammatical, notional/ functional /situational, rhetorical, and task based syllabi.

Robinson (1991) cites Breen (1987), who labels content as a base for a language syllabus, while Eskey Wilkins (1976) defined two basic kinds of syllabus, synthetic and analytic, and claimed that all syllabi lay somewhere between these two areas. The grammatical syllabus is synthetic (Wilkins1976): “The learner's duty is to combine the language that has been broken down into a large number of small pieces”(p.2). The notional/ functional syllabus is analytic.

Several studies have been conducted on CBI approach, Mostafa and Azar (2014), for example, examined the effect of Content-based Instruction (CBI) on students’ English

language learning. The CBI method and the Grammar Translation Method (GTM) were compared with regard to the students' achievement in their final examination and language learning orientation. The study subjects consisted of 82 freshmen who were randomly selected and grouped into two teams at Gonabad University of Medical Sciences. Three instruments were employed to collect data: the Nelson test of achievement form 050 C, the Language Learning Orientation Scale (LLOS) questionnaire, and a final achievement test. The data were statistically analysed using t-test and some correlational analyses.

The results showed that there was no significant difference between the groups regarding the Nelson test and LLOS at the beginning of the study, but there was a significant difference between the groups' performance regarding the method of teaching English. In other words, the group taught through the CBI outperformed the one taught through the GTM.

2.2 Review of Relevant Literature

This section reports the results of some related studies conducted on PYEL programme evaluation, abroad and in Saudi Arabia.

2.2.1 Evaluation Studies Conducted in PYP Contexts

Since evaluation plays a prominent role in language teaching and learning, a considerable number of studies have been conducted to evaluate the effectiveness of different aspects of the Preparatory Year language programmes in Saudi Arabia and abroad (Selou, G. 1988, Alseweed and Daif-Allah, 2012, Feroze Kaliyadan, Nazer, Srinivas, Tarek, Magdy and Waleed, 2015). The major findings of these studies have revealed many inadequacies that need to be tackled and improved for a more effective language programme. Hence, carrying out a thorough evaluation of the Preparatory Year English language course is, in many ways, crucial to guarantee that the goals of the programme are successfully achieved.

To that end, A number of studies on PYP English language and its related issues have been conducted. Some investigated the EFL learners' multiple intelligences in preparatory year contexts (Tawalbeh, 2016), some discussed the instructional materials

(Mullick, 2013), others looked at the prospects and challenges encountered Arab EFL Learners (Mahib& Alhaisoni, 2013), while others investigated the learning strategies of PY students (McMullen, 2014). Still, many other related topics of interest are currently under research.

Toker (1999), for example, conducted an investigation into the students' attitudes towards the English Preparatory Programme at Gaziantep University. 120 Turkish freshman students and 35 language instructors participated in his study. Tools for data collection included two questionnaires and the questions were in two format either Yes-No or open-ended. One of the main recommendations in the study was to re-evaluate the programme in terms of the students' needs, the programme objectives, and the design of the materials as well as the teaching methods.

In a similar study, Ozkanal (2009) evaluated the English Preparatory Programme at Eskisehir Osmangazi University. The main aim his study was to find out the extent to which the programme was successful and to suggest a new English Preparatory model. Two questionnaires and interviews were used to gather data from the participants. The subjects of the study included 354 students randomly selected who either enrolled in the programme or finished the programme as well as 27 instructors from English Department. The results of the study revealed that some deficiencies in the programme, and, more precisely in the technical English. Accordingly, he suggested a comprehensive revision to improve the programme.

On the other hand, several studies have been conducted in the Preparatory Year contexts in Saudi Arabia and many in-depth studies have investigated the effectiveness of the programme.

For example, Al Qahtani (2013) in his study entitled "*An Analysis of the Effectiveness of Preparatory Year Programme in Learning English Among Saudi Student*" he tried to explore the perceptions of the skills-based Intensive English Programme (IEP) among PYP students at Salman Bin Abdulaziz University. The study aimed to further advance the English proficiency of Saudi students moving to tertiary level as well as the existing academics that aim to improve their level of English comprehension and spoken ability. Specifically, the study attempted to measure the effectiveness of the programme in terms of developing students' English language skills; English as a Foreign Language (EFL) courses; appropriateness of the teaching materials provided by the average EFL curricula and the need to modify or change them. It also explores the perceived

strengths and weaknesses of the programme, and the most noticeable difficulties that students encountered.

The results of the study revealed that the students had an overall positive perception, which means that most of students perceive the programme as effective and beneficial. In particular, various aspects of teacher performance were evaluated more positively by students than other aspects of the programme, such as the effectiveness of the teaching material and academic advising.

Al Asmari (2013) has conducted a comprehensive investigation into the attitudes of PYP students at Taif University to explore their attitudes towards various dynamics of English language teaching/learning process.

The findings of the study showed that the subjects of this study expressed positive attitudes towards English language, native speakers and the culture of English speaking countries indicating that they bear intrinsic motivational orientations along with strong extrinsic ones. The study also came out with the fact that the participants preferred to have intensive practice of the target language instead of simple memorization and do not like the idea that Arabic is used in their ELT classes.

Finally, the study recommended that greater emphasis should be given to audio-visual teaching aids, interactive activities, pair/group work, online resources etc. Learners' attitudes play a significant role in students language learning success: positive attitudes towards various dynamics of the target language and its learning/teaching process are instrumental in enhancing their motivation whereas decreased motivation due to negative attitudes tends to make this process more difficult (Gürsoy, 2011). It could be argued that attitudinal studies are an integral component of second/foreign language learning pedagogy. Weinburgh (1998), in this regard, stated that it is unavoidable to investigate learners' attitudes because they influence their behaviours towards learning a language and responsible for increased motivation.

In addition, there exists a positive relationship between learners' attitudes towards language learning and their performance. It has been reported that positive attitudes enhance proficiency rather than high achievement shapes positive attitudes towards language learning (Weinburgh, 1998).

McMullen (2014) has carried out an empirical study on the effects of gender and geographical location on the perceptions of Saudi university students regarding the

value of preparatory English programmes and their attributes. The results of the study suggested that Saudi university students do understand the value of a preparatory year English programme. In most cases, they share common perceptions about which attributes are needed to insure the success of any such programme. In some cases, there are significant differences based on gender and geographical location.

A group of researchers from different Saudi universities, (Feroze Kaliyadan, Nazer Thalamkandathil,¹ Srinivas Rao Parupalli,² Tarek Tawfik Amin, Magdy Hassan Balaha,⁴ and Waleed Hamad Al Bu Ali, 2015) investigated the English language proficiency and academic performance of a medical preparatory year programme in Saudi Arabia. The study aimed to correlate English language proficiency with academic performance among medical students in their preparatory year. They introduced the PYP as an introduction to the medicine module and a complete English language module. The medicine module is introduced during the last quarter of the preparatory year and includes didactic lectures, problem based learning in small groups and practical workshops as the main teaching-learning methods.

Moreover, they tried to describe the final assessment of the programme, which included a final summative written examination in the form of multiple-choice questions (MCQs) with a weightage of 40% and an oral examination with a weightage of 15% (55% as summative assessment). The formative assessment included – student portfolios, which in turn include performance in small groups (20%), student assignments (15%) and student presentations related to the content of the small group problem based learning cases (10%).

They also found that the English course in the preparatory year was designed as a standardized course covering all aspects of medical English including – medical terminology, reading, writing, speaking and comprehension. The final assessment was out of 400 marks (100 marks each for reading, writing, speaking and comprehension with both summative and formative components).

As for the medical students taking the PY English language course, they come from a background of Saudi high school education, which is delivered almost entirely in Arabic. The English courses taught in high school are of a very basic level and they are insufficient for professional courses. It is worth mentioning that English proficiency is considered as an important entry requirement, which governs admission to Medical schools. The study found no evidence of specific cut-off score or a minimal

standardised English language proficiency requirement on the lines of standardized tests like IELTS or TOEFL, for entry into the medical school. Discussions with focus group were held with previous PY students. These discussions have revealed that most students have general difficulty in all aspects of English language usage in the context of their medical content.

Another study conducted in the PYP at Umm Alqura University, KSA has shown that a low level of proficiency in English language was one of the main difficulties faced by medical students during their 1st year of the course. (Almoallim H, Aldahlawi S, Alqahtani E, Alqurashi S, Munshi A. 2012).

The researchers also observed that some of the students have a good command in English; by exploring this case, it was found that these students studied in English medium schools in Saudi Arabia or in other countries. In addition, these students perform better in terms of medical academic proficiency. The researchers argued that theoretically, proficiency in English language would play an important role in each component of the medical assessment. One of the main finding of the study was that the training in medical English, though limited, might help students perform significantly better in formative assessment components like student assignments, as they have more time for preparation.

In the light of this literature, it could be argued that the need for a curriculum evaluation has become one of the most important processes to weigh up the merit of a language programme; to find out its strengths and weaknesses; to carry out improvements; to give recommendations on revision and modifications, or even a total change of the programme.

2.3 Summary of the Chapter

This chapter reviews the concept of curriculum evaluation in general and ESP course evaluation in particular. It has also examined the concepts of needs analysis and its relation to course evaluation. It also provides ESP definition, its distinctive features, and categories. The objective of this review was to provide a theoretical grounding for the design of the NA and course evaluation used in the current study.

In the following chapter, the research methodology and the major approaches adopted in the present study will be thoroughly introduced and discussed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter introduces and explains the methodology and the research design followed to accomplish the objectives of the study. It is divided into seven main parts:

The first part introduces the overall research design and restatement of the main purpose and the questions of the study. The second part provides a detailed description of the study population and sample. The third part explains the method that the researcher employed for data collection. The fourth part displays the instruments used for data collection, the procedures for data collection, and the method used for analysing the collected data. The sixth part discusses the validity and reliability of the study tools. The last part (seventh) deals with the ethical issues that the researcher considered at data collection stage. Finally, the chapter concludes with a brief summary.

3.1 Research Design

According to Polit and Hungler (1999:155) the research design can be defined as a research plan, or outline to have control over factors that could affect the validity of the research results. Moreover, Burns and Grove (2001:223) noted that a research design could allow researchers to framework and implement the study to obtain the desired results. Additionally, it is believed that the research design is the researcher's overall plan for obtaining answers to the research questions guiding the study.

This study employed the mixed method design, which is a combination of quantitative and qualitative research methods to provide significant findings and better understanding of the research problem. To that end, the exploratory design method was used to explore and understand the students and the instructors' perception of the adequacy of the language course designed for medical students attending the PYP. Saunders, Lewis & Thornhill, (2012), in this regard, state that exploratory research helps researchers to develop a better understanding of the research problem.

Moreover, three different instruments were used for the purpose of data collections consisting of questionnaires, structured interview and documents analysis.

Since the purpose of this study is to examine the adequacy of the English language course for Medical Students at the PYP and to determine the extent to which it provides the necessary competencies for success in academic studies, the following questions were emphasised:

4. To what extent is the PYEL course offered at Jazan University adequate in preparing medical students for academic study?
5. How important is it for medical students to develop the four language skills for their academic studies?
6. Is the PYEL course offered to medical students at Jazan University in need of any change?

To achieve the study objectives and to answer the questions raised in this study, four different tools were used.

1. A self-reported Questionnaire
2. Two Structured Interviews
3. A Test
4. Documentation

Each of these tools will be discussed in more details in separate sections of this chapter.

3.2 The Study Population and Sample

In the current study, three groups were engaged in the data collection:

1. The first group included the medical students who have completed the English Language course of the PYP and proceeded to their major departments.
2. The second group was the English language instructors who implemented the English language course for first year medical students during the academic year 2017 in the PYD.
3. The third group represented the subject matter specialists who teach the subject area courses in different medical departments across Jazan University.

As for the first group, a number of 195 male students and 32 female students from different medical departments were selected for the study based on the criteria of completing the PYEL course during the academic year 2017.

As for the second group, 37 English language instructors from the male campus were selected to provide feedback on the investigated course. They were selected based on

the criteria of having more than four years of experiences in teaching English for Medical students in the PYD at Jazan University.

The third group included 10 subject area specialists participated in the survey to voice their views about the learning outcome of the course.

3.2.1 The Study Population

The population to whom the researcher intends to generalise the results of this study is the students of medical specialisations enrolled for the academic year 2017 at the PYD, Jazan University. The reason why this group of students was selected for the present study is that a new academic curriculum was implemented and the approach to language instruction shifted from ESP to general English.

3.2.2 The Study Sample

The study sample of the present study comprises 227 students from male and female campuses. In order to define the sample, a list of the sections and levels was obtained from the students' affairs unit at the PYD. Details of the student subjects will be discussed in more detail in chapter 4.

3.3 Data Collection Instruments

After a broad study on the literature, the data collection instrument was developed by the researcher himself. The researcher made a comprehensive examination about the questioned points through the analysis of the related articles, books, journals, and theses conducted both in Saudi Arabia and abroad. Based on the review of the related studies, a questionnaire was developed as the main tool for gathering data for the present study. Besides, two structured interviews were developed to obtain in-depth opinions regarding the researched topic. Additionally, a thorough analysis and description of the instructional materials was carried out to provide detailed information about the

language course taught to First Year Medical students. Following is the main instruments for gathering data for the study:

1. A self-reported questionnaire for students (see Appendix A).
2. Structured interview with language instructors who are responsible for implementing the programme at the Deanship of the Preparatory Year at Jazan University (Appendix C).
3. Structured interview conducted with subject specialists in a number of medical departments within Jazan University (Appendix D).
4. Pre/post test conducted with the student subjects. (Appendix F).
5. Documentation which includes analysis of the instructional materials used in the course as well as the analysis of the final English exam paper.

3.3.1 The Questionnaire

It seems difficult to give a precise definition to questionnaires (Dornyei,2007: 102). According to Brown, (2001: 6) questionnaires can simply be defined as any written instruments that allow people to respond to a series of questions or statements by either writing out their responses or selecting from among given answers. Moreover, questionnaires enable researchers to collect a variety of information about learners' beliefs about learning, their motivations to learn and their attitudes and reactions to learning, to classroom activities and to instruction (Mackey and Gass, 2005: 93). Richards (2001: 60) adds that questionnaires allow investigators to gather data on language use and communication difficulties.

In comparison with interviews, questionnaires are more flexible and time-saving, since respondents can 'complete a questionnaire in their own time, at their own pace, and adapt it into their schedule (Brown, 2001: 77). When filling out a questionnaire, individuals usually feel free from the stress and anxiety generally associated with face-

to-face interviews. Lack of face-to-face contact between the investigator and the respondents in a questionnaire might smooth responses to sensitive materials (Cohen et al. (2007: 333).

However, there are usually some difficulties associated with the use of the questionnaire as a data collection tool. One distinctive problem is that questionnaire items must be satisfactorily simple to be understood by the respondents (Dornyei, 2007: 115). Hence, poor designed questionnaires may produce vague and unreliable data. Another problem associated with questionnaire use is that it is often assumed that researchers can control bias by using questionnaires (Mackey and Gass, 2005: 96), yet it is likely to have bias in them in terms of how questions are prepared and how they are formulated. This supports the need to use interviews as a preliminary stage in designing the questionnaire, in order to work out what questions to ask and how to formulate their items to be incorporated in the questionnaire (Richards, 2001; Brown and Rodgers, 2002).

This point was considered in the current study where the questionnaire was mainly used to investigate students' attitudes towards the adequateness and effectiveness of the English language course for first year medical students. Explicitly, the questionnaire was employed to measure the participants' satisfaction with the course in terms of the programme adequacy and to highlight areas that need to be improved.

Along with gathering students' demographic information, the questionnaire served for the purpose to find out the students' perceived competencies in four skills (reading, writing, speaking, listening), their perceptions on content, materials, teaching methods. Other items in the questionnaire investigated the students' level of proficiency in English before and after completing the programme.

3.3.1.1 The Pilot Questionnaire

A pilot study was conducted prior the administration of the final form of the questionnaire. The main reason behind conducting the pilot study was to determine the extent to which the different items of the questionnaire were appropriate. The pilot stage of the questionnaire was very useful in the present study in a number of ways:

1. It increased the practicability, reliability, and validity of the study (Cohen et al., 2007: 341).
2. It was vital to ensure that the questionnaires covered all aspects required to answer the research questions.
3. It was helpful in evaluating the clarity, readability and comprehensibility of the items so that any errors or ambiguities could be corrected.
4. It provided useful information as to how long respondents would take to complete the questionnaire.
5. It allowed the researcher to conduct the statistical and analytical procedures that would be employed in the final questionnaire.

After the researcher developed the first draft of the questionnaire, it was examined and evaluated by three professors from English language department at Jazan University using a special form for validation test. The form included the following questions:

- 1- Is the goal of the questionnaire clear understandable?
- 2- Are the instructions given in the questionnaire clear?
- 3- Is it easy to understand and answer the questions in each section?
- 4- In case you have noticed any ambiguous questions, please identify their numbers.

Finally, the participants were requested to provide their comments and suggestions on the last page of the questionnaire.

Mackey and Gass (2005: 96) suggest that questionnaires should be conducted in respondents' native language. Consequently, the English versions of the questionnaire were translated into Arabic by the researcher. The Arabic version was then revised by a professor from Arabic language department at Jazan University. Some changes were suggested, such as rewording some items, correcting a few grammatical mistakes, and simplifying some questions to ensure that the respondents could understand it well.

In addition, an expert in statistics from the college of biomedical Science at Jazan University was invited to conduct a validation test so as to ensure its content and face validity. Having made all necessary rewritings on the questionnaire, a pilot testing was carried out with 20 students which would not be included in the sampling. The reason behind conducting the pilot study was to see whether the instrument was in appropriate length, the items were understandable, and the wording was appropriate.

After implementing the pilot study, some items were found irrelevant and did not serve any of the study questions. These items were removed from the questionnaire. Afterwards, and based on the results obtained from the pilot study and the relevant literature, the researcher designed the final form of the questionnaire.

3.3.1.2 Final Design of the Questionnaire

As indicated earlier, the students' questionnaire was written in English and then translated into Arabic (the native language of the respondents), in order to avoid any misinterpretation of the items and to make it easier and less time-consuming for the respondents, especially those who might have low English proficiency. This procedure would help to ensure valid responses.

The questionnaire began with an introductory paragraph seeking consent for participation. This appealed to the students to participate in the survey by clarifying that their participation would highly be important and useful for the study. They were also requested to be honest in their responses. The introductory part described the purpose of the study, stated that there were no right or wrong answers, assured confidentiality and anonymity, and expressed gratitude and respect. Additionally, it contained the researcher's contact for further information.

A wide range of questions was used in the questionnaire. The questionnaire consisted of 37 items, 29 closed and 3 open-ended. In order to avoid the tendency of some participants to choose the middle option rather than declaring a definite position, an even number of options (4-point scale) was used (Brown, 2001; Lynch, 2003). This was also an attempt to avoid the 'don't know' option, because 'many people do not like to confess their ignorance' (Davies, 2007: 73). The closed questions sought to elicit the respondents' reasons for studying English, their attitudes towards the language course and its components, their levels of proficiency in English skills. It included a list of skills that were extracted from descriptions in the language course curriculum.

On the last page of the questionnaire, there were 3 main specific open-ended questions. The first asked respondents to describe any problems or difficulties they encountered in learning/teaching language, while the second inquired about the strength and weaknesses of the existing language course. The third was the most open, inviting respondents to add any comment they would like to make on any aspect of the PY language programme. These three open-ended questions were intended to elicit some qualitative data.

3.3.1.3 Description of the Variables to be Measured:

The items of the questionnaire were grouped into six categories. These had been labelled as follows:

1. Demographic Information.
2. Purpose of language Learning.
3. Students' perceived competencies in language skills.
4. Level of Proficiency in English Language.
5. Students' perceptions of the Language Programme.
6. Students' perception of improvement to the programme.

Part I: Demographic Information

This part of the questionnaire aimed to obtain information on the students' gender, department enrolled, purpose for language learning.

Part II: Purpose of Language Learning

In this part of the questionnaire, the researcher asks the question the respondents why they want to learn English? The aim of this question is to see if the students are aware of their learning needs. There is another question regarding the students language learning preference; what the preferable language to follow their major courses: English or Arabic or both.

Part III: Perception of Competencies in Language Skills

This part was designed in order to find out the students' perceptions on the frequency of emphasis put on four language skills as well as grammar and vocabulary. It comprised seven items. It consisted of five point scale; very important, quite important, not very

Part IV: Level of Proficiency in Language Skills

This part was designed to investigate the respondents' general level of proficiency as well as the ability in each of the language skills. It included eight items in total with 4 alternative responses. The values ranged in a table as follows: very good, good, satisfactory, and poor.

Part V: Students' Perceptions of the PYEL Course

The purpose of this section was to obtain information about the students' perceptions of sufficiency of the materials used throughout teaching-learning process. This part consisted of 14 items with 4 alternative responses presented in a table for each item with a value ranging from strongly agree, agree, disagree, strongly disagree. For other items, different scales were used to measure different responses such as very helpful, quite helpful, not very helpful, not helpful at all for question 10; Very adequate, quite adequate, not very adequate, and not adequate at all for question 11; Very successful and effective, successful and effective in most of its aspects, successful and effective in few of its aspects, and not successful and not effective at all for question 13.

Part VI: Open-ended Questions

This section gives the respondents a chance to voice their ideas about the language programme freely. The researcher invited the respondents to propose any ideas for the purpose of the programme improvement.

3.3.2 The Interviews

One of the main tools used for collecting qualitative data for the current study was to interview the research participants. Silverman, (2000: 51), describes the interview as “the gold standard of qualitative research”. It can briefly be defined as a ‘conversation with a purpose and it offers different ways of exploring people’s experience and views’ (Burgess, 1984: 102). According to Boyce and Neale (2006: 3) interviews can precisely be defined as a qualitative research method which encompasses conducting thorough individual interviews with a small group of respondents to explore their perspectives on a particular issue, programme or situation.

Moreover, interview allows the researcher to investigate beyond the surface of issues in order to see them from each participant’s perspective (Richards, 2009: 183). In addition, interview is often seen as a common evaluation tool (McDonough, 1984).

The interview can be employed in research projects for different purposes, such as that of an important tool for data collection to deal with the research questions and that of a validating instrument, confirming, and attesting data gathered by other research methods (Cohen et al., 2007: 351).

Moreover, interviews are often seen as useful tools for exploring issues and questions that should be raised or highlighted in questionnaires (Brown, 2001, Richards 2001; Brown and Rodgers, 2002).

In fact, the decision to use interviews in some parts of this study was taken after careful consideration of their advantages, especially when compared with other data collection methods. Undoubtedly, each data collection method has its own disadvantages, interviews are no exception (Richards, 2009: 195). For instance, in the current study, the interview was employed instead of observation, because some important factors cannot be observed and monitored such as feelings, thoughts, and intentions. Patton, (2002:

341) states that some behaviour cannot be observed like that which took place in sometimes in the past. Therefore, detailed investigation is needed about respondents about such things. To that end, interviews can allow the researcher to collect data from participants about their perceptions, feelings, attitudes, and needs.

Generally speaking, there are three main formats of interviews: structured, semi-structured and unstructured.

1. Structured interviews encompass a series of pre-defined questions that all participants respond to following the same order. In comparison to other forms of interviews, data analysis in structured interviews usually tends to be more straightforward, that is because the researcher can compare and contrast different responses given to the same questions.

2. Unstructured interviews are usually seen as the least reliable form of interviews from research perspective, because no prior questions are set to the interview but the interview is conducted in an informal way. The shortcoming of the this form is that it can have a high level of bias. Another issue linked with this form of interviews is that comparing the different responses tends to be challenging due to the differences in formulation of questions.

3. Semi-structured interviews usually comprise components of both, structured and unstructured interviews. In semi-structured interviews, interview designer plans a set of similar questions to be answered by all interviewees, however, the interviewer might probe intensely into interviewees experience to clarify or further investigate certain issues.

It is worth mentioning that merits of interviews may comprise opportunities of gathering detailed information about research questions. Moreover, an interviewer should have some control over the flow of primary data collection process and should

invest this chance to clarify certain issues during the process if needed. As for demerits of interviews, they can be seen as time-consuming process compared to other data collection methods such as questionnaires and observations. The difficulties of conducting interviews usually associated with arranging an appropriate time with perspective individuals of the sample group to conduct interviews.

When conducting interviews one should accept interviewees' ideas and opinions and should be open-minded and refrain from revealing disagreements in any forms when interviewees express their own views. Another important aspect of interviews is timing and environment of conducting interviews. These elements need to be scheduled effectively. In other words, interviews need to be conducted in a comfortable environment, a way of any forms of pressure for interviewees.

Experts advise researchers to be cautious when conducting an interview; they should attempt to make a friendly and non-threatening atmosphere. This can be done through a cover letter in which the interviewer gives a brief, casual introduction to the study; emphasise the importance of the individual's participation; and assure confidentiality (Connaway and Powell, 2010, p.170). Moreover, Engel and Schutt (2009) caution against possible interviewees bias during the primary data collection process. They further claim that interviewee bias would seriously influence the validity of the research findings. Other scholars (Connaway and Powell, 201: 172), on the other hand, endorse the idea that "factors that could have biased the results can be avoided by ensuring that the interviewer does not overreact to responses of the interviewee.

With all that in mind, the researcher made a statement on the purpose of conducting interviews in the current study that they were used for three main purposes:

1. To collect data in order to address the research questions.
2. To understand, interpret and validate data collected by other instruments used in the research (questionnaires and document analysis)

3. to support the questionnaire design and formulation.

The interview schedule can be effective in different ways:

1. It ensures that the topic is covered and nothing important is left behind;
2. It provides a template for the open-ended statements;
3. It offers appropriate wording of questions;
4. It helps listing some probe questions to follow if needed; and
5. It allows a list of comments. (Dornyei, 2007: 137).

In the current study, the interview was scheduled and conducted to obtain in-depth data about the instructors' perceptions on the current programme implemented at the PYD. The interview schedule comprised of open-ended questions related to the programme, as they offer valued information in gathering more detailed data in the sense that they give the respondents chances to express their viewpoints freely.

Moreover, interviews were used in the current study as a complementary instrument to examine more details, some related aspects and issues that could not be investigated by means of the questionnaire survey. These included instructors point of view about the challenges and difficulties students encountered in understanding the course, the students' motivations and attitudes towards learning English for academic purposes and the constructive and positive suggestions to improve the examined course.

Furthermore, the researcher made use of the interview schedule to serve as a guide to the researcher and to enable the participants to provide clear answers. Specifically, the structured interview was chosen as a supportive tool in the present study for several considerations over the other two types. These could be summarised as follows:

1. It is commonly employed in Evaluation studies.

2. It was used to gather information about the participants' perceptions, views, attitudes, about the English Language course for First Year Medical Students.
3. Finally, it helped in designing the students' questionnaire.

3.3.2.1 The Interview Sample

It is required to use multiple viewpoints that express all stakeholders in order for the process of an effective course evaluation (Ross, 2003: 4). Therefore, in selecting the sample for the interviews in the current study, multiple sources of information were sought from all stakeholders.

Purposive sampling was applied to select forty six interviewees whose knowledge and experience were considered to be typical with regard to the study purpose. The interview participants were categorised into two main groups as follows: 37 EFL teachers from the ELC at the PYP, and 10 subject area specialists from the six major medical discipline of the university; Medicine, Pharmacy, Dentistry, Applied Medical Sciences, and Public Health and tropical medicine and nursing.

3.3.2.1.1 EFL Teachers

The sample of EFL teachers comprised 37 males currently teaching the PYEL course to medical students, ranging in age from 30 to 55 years. Six were native speakers of Arabic from three different Arab countries namely; Sudan, Jordan and Egypt and one was a native speaker of English from UK and eight were near native speakers of English from Pakistan, India and Bangladesh. They had from 6 to 10 years of teaching experience, at the PYP, at Jazan University.

3.3.2.1.2 Subject Specialists

The subject specialists in the sample of the present study are male whom currently working at Jazan University, ranging in qualifications from assistant to full professors. Two were from Pakistani, one was British, two were Bangladeshi two Sudanese, and three Indian professors. They had a number of different L1s but all had a good command of English. All had worked for Jazan University for more than five years.

3.3.3 The pre/post Test

It is assumed that effective assessment methods and strategies are important components of successful educational programmes. In fact, " the apparently ever growing emphasis on evidence of learners' achievements in tests and examinations proves that assessment is seen outside as well as within the educational context as crucial in judging both learners' and teachers' performance" (Hunt, Neill, & Barnes, 2007, p. 195).

Moreover, It could be argued that one of the main advantages of pre-test/post-test designs is that the related repeated-measures statistical analyses tend to be more reliable, and thus require considerably smaller sample sizes, than other types of analyses.

Nowadays, greater emphasis has been placed on transparency in education; language assessment must outspread beyond the classroom to provide evidence of instructor, course, and programme effectiveness. Pre/post-testing is considered one measure that, combined with other assessments such as peer evaluation and programme review, can provide authentic and holistic data that more accurately echoes the truth of the educational practise.

One method to this new reality is a focus on weighing for learning rather than old-fashioned assessments of learning. Evaluating for learning incorporates growing trends in language assessment practice including assessing performance against stated benchmarks instead of learner-to- learner comparisons grounding assumptions on multiple sources of information over particular methods, and shifting from the concept of decisive assessment to constant assessment (Phillips, 2006).

The test was used in the present study to find out to the extent to which the participants' proficiency in English significantly changes from before the course (the pre-test) to after the course (the post-test). In addition, The pre/post-test included written and oral questions designed to measure the course competencies that were stated by the ELC (Appendix F).

Item difficulty in the test ranged from Intermediate through Upper Intermediate students, which, is approximately equivalent to the B1-B2 levels as measured by the Common European Framework of Reference for Languages (Council of Europe, 2001).

3.3.3.1 Test Participants

Participants for the pre/post-test consisted of 33 medical students who enrolled in the PYP in the first semester of the academic year 2017. They were randomly selected for this study and all of them were from the male section, and their age ranged from 18 to 20. They all registered in a two-level course of English language as part of their freshman requirements. The primary goal of the language course was to develop their reading and communication skills in English by introducing them to appropriate reading strategies and techniques and by preparing them for the needs of undergraduate university academic study or even a postgraduate programme.

It is worth mentioning that, the pre/post intervention test was applied on the same sample from a population undergoing an intervention. That means the same students were tested in both pre and post-tests.

3.3.4 Documents Analysis

Document analysis was employed in the present study as a supplementary data collection method. Patton (1987: 90) and Lynch (1996: 139) suggest, it enabled the researcher to obtain basic information regarding the processes of the English language course, its defined objectives, content, and methodology, thus enabling the identification of some issues that would be followed in the interviews and questionnaires.

The term ‘document’ can generally be defined as ‘any object which has been shaped or manufactured by human activity’ (Pole and Lampard, 2002: 151). This object can take the form of written language such as books, letters and web pages, or it can be spoken, such as audio or video recordings (Robson, 1993; Pole and Lampard, 2002).

In educational studies, documents might include written curricula, course plans, and other literature (Robson, 1993: 274). along the same line, Pole and Lampard (2002: 152) emphasise that documents can provide researchers, at an early stage of their research process, with insight into a topic or a setting, can stimulate theorising and can contribute to aspects of the research. This infers that documents can play a significant role in deepening researchers’ knowledge in terms of the topic being investigated.

In educational research, the types of documents that are usually analysed include the English Language course description and curriculum, statements of goals, objectives and syllabus, and course books. These documents are seen as ‘natural’ form of evaluation data (Weiss, 1972: 54). There may seem to be more than necessary, but as Richards (2001: 297) recommends that ‘the more documentation that is available about a course, the easier it is to arrive at decisions about it’.

It was very useful for the present study to obtain some of the vital data from the range of documents available as these documents ‘may sometimes speak louder than participating in an interview question, or convey a lot about something we were not in a position to observe’ (Robson, 1993: 187). In addition, documents often form part of a wider research design and they can be triangulated with other forms of data such as those of semi-structured interviews for crosschecking validity (Pole and Lampard, 2002: 152).

In the present study, before designing the final forms of the questionnaire and the interview schedules, a number of relevant documents were collected and examined in order to identify and understand some of the key issues to be addressed in the interview questions and the questionnaire items.

Moreover, document analysis was employed in this study as an additional method for data collection. As Patton (1987: 90) and Lynch (1996: 139) suggest, it enabled the researcher to acquire basic information concerning the processes of the language course, its stated objectives, content, and methodology, thus facilitating the identification of some issues that would be followed in the interviews and questionnaires.

The documents analysed included the PYEL course description and curriculum, statements of aims, objectives and syllabus, course textbooks, tests, final grades. (Appendix G).

In needs analysis studies, Hyland (2006: 78) asserts that ‘collecting and analysing authentic texts is now regarded as a key source of information about target situations’.

Though documents are seen as a valuable source of data, they are nevertheless likely to be unrepresentative and biased because they are designed by the setting in which they are produced (Robson, 1993; Pole and Lampard, 2002). Pole and Lampard (2002: 157)

also added that ‘documents lack authenticity if they are not what they implicitly or explicitly claim to be’.

In the light of this discussion, it could be said that all the documents collected within the PYEL course were selected for the authenticity and truthfulness of the information, which they provided, in that they were not produced for the purpose of the present study.

3.4 Method of Data Collection

Broadly speaking, there are three major methods or approaches through which data can be collected namely; mixed methods approach, quantitative research approach, and qualitative research methodology.

The present study employed the mixed method design which is a combination of both quantitative and qualitative research methods. The strategy behind adopting this particular method was to provide significant findings and better understanding of students and instructors’ perception of the adequacy of the English language programme for first year medical students based on the programme objectives. A brief description of each approach is discussed in the the following section.

3.4.1 Quantitative Research Approach

It is believed that quantitative approach is the one in which the researcher mainly follows scientific claims for developing knowledge, employs strategies of investigation, such as experiments and surveys, and collects data on predetermined tools to obtain statistical data. This approach depends primarily on the collection of quantitative data.

Moreover, in quantitative research, variables are considered the cornerstone of the whole process. Variables can be seen as the opposite of constants. Variables can be classified according to the method of measurement, the degree or amount, type or kind.

Another way to categorise variables is based upon the role that they assume in quantitative research. For example, independent variables are the presumed cause of another variable whereas dependent variables are the presumed effect or outcome. They are influenced by one or more independent variables. Furthermore, this method is used to measure the problem by means of generating numerical data or data that can be transformed into practical statistics. It is also used to quantify variables such as attitudes, opinions, and behaviours. In addition, quantitative research usually employs quantifiable data to formulate facts and reveal patterns in research. Moreover, Creswell (2003: 153) states that

“A quantitative research design provides a numeric description of trends, attitudes, or opinions of population by studying a sample of that population”

As for the quantitative data in the current study, it includes a self-reported questionnaire consisting of 43 items categorised under six main sections which were developed to collect data from the subject students. Descriptive and inferential statistics were used to analyse the data obtained from the questionnaire.

3.4.2 Qualitative Methodology Approach

Although there is abroad consensus that it is not easy to give a precise definition of the term qualitative research since the results of the data collected through this approach cannot be statistically analysed (Dornyei, 2007: 35). This assumes that qualitative research tends to be interpretive rather than statistical and descriptive rather than predictive (Mackey and Gass, 2005: 2, Vanderstoep and Johnston, 2009: 167).

Douglas (2000: 256) believes that qualitative research focuses more on the individual rather than on groups. In other words qualitative research primarily focuses on understanding the particular and the distinctive, and pays little attention to generalise findings to other contexts’ (Croker, 2009: 9).

In a general sense, the goal of qualitative research is to provide a deeper understanding of the subjective views, experiences, and attitudes of participants (Strauss and Corbin, 1990; Dornyei, 2007; Croker, 2009). According to Croker (2009: 5) the emphasis of qualitative research is on understanding processes going on in ordinary settings such as classrooms and workplaces. For example, everyday interaction with students in college settings would yield deeper explanations from their perspectives of their English learning process, their attitudes and motivations, what difficulties they encountered in learning English, what precisely they needed to improve their English and how the pedagogical setting influenced their learning. Likewise, natural interaction with senior medical students in their colleges would provide deeper and thorough first-hand accounts of their linguistic problems.

Lynch (2003: 26) notes that the qualitative research approach is ‘very thorough in terms of the amount of information that it provides information about programme process and the experiences of the programme participants’.

Furthermore this approach allows an investigator to employ different methods of data collection, for example Leedy and Ormrod (2001) list five methods as the most famous: Case studies, grounded theory, ethnography, content analysis, and phenomenological.

According to Creswell (2003: 15) case study is “researcher explores in depth a programme, an event, an activity, a process, or one or more individuals”.

As for the structure of a case study Creswell (1998) theorised that it could be the problem, the context, the issues, and the lessons learned. The data collection for a case study can be extensive and draws from a number of sources such as direct observations, interviews, archival records or documents, and audiovisual materials. Creswell (1998) suggests that the researcher should spend time on-site interacting with the selected

subjects of the case and the final report would include lessons learned or patterns found that connect with theories.

Since the main objective of this study is to understand the medical students' perception of adequacy of the PYEL course, the case study method was found the most appropriate of the five methods mentioned earlier.

In the light of this background, both qualitative and quantitative data were collected in this evaluation study. As indicated earlier, quantitative research is one of the research methodologies main focus on figures and statistics in reporting results, sampling and provision of estimated instrument, reliability and validity.

As for the qualitative source of data in the current study, it comprises two structured interviews one with the language instructors who were teaching the PYEL course and the other with the some subject-area professors working in different medical departments. This purpose of conducting the interviews was to understand the teachers' perceptions on the adequateness of the language programme offered to first year medical students. Another source from which qualitative data were gathered was the analysis of the course book used in the instruction as well as the analysis of the final English exam paper for the course.

As Nunan (1993: 139) states that can be "differences between what teachers believe happens in class and what actually happens there". Therefore, in such investigation, teachers and learners' perceptions should be compared.

As noted before, both quantitative and qualitative data were used as method of data collection in this present study. The researcher followed the quantitative approach as the main tool of data collection. Whilst, the qualitative approach was used in the current study to obtain further qualitative facts about the English Language course offered to First Year Medical Students in the PYD.

3.4.3 Mixed Methods Approach

The mixed methods approach to research is considered an extension of rather than a replacement for the quantitative and qualitative approaches that continue to be useful and important (Johnson & Onwuegbuzie, 2004). Creswell, (2009) defines the Mixed Methods as both a method and methodology for conducting research that involves collecting, analysing, and integrating quantitative and qualitative research in a single study or a longitudinal programme of inquiry. The strategy behind this combination is that the results of qualitative and quantitative research can provide a better understanding of a research inquiry or problem than each research approach alone.

The rationale for using this approach is to provide sufficient and reliable results, in other words, either quantitative or qualitative may not be able to provide satisfactory results by either.

Moreover, this approach is also used to draw from the strengths and minimise the weaknesses of the quantitative and qualitative research approaches (Johnson & Onwuegbuzie). Undoubtedly, the strengths and weaknesses associated with the various research approaches are not absolute but rather relative to the context and the manner in which researchers seek to address the phenomenon under investigation. For example, if the investigator purports to provide in-depth insight into a problem, he/she might select a small but informative sample, which is typical of qualitative research. The researcher might need to apply inferential statistics to quantify the results, which is typical of quantitative research, as strengths worthy of combining into a single research study.

In the present study, adopting the mixed method approach will enable the researcher to employ deductive and inductive analysis in the same research study. Besides, this method was chosen to help answering the study questions and understanding the relationship between measurable variables.

Furthermore, applying the mixed methodology in the present study, would be beneficial for the overall research leading to valid results that would not be achieved with only a qualitative approach. this method would also help reduce researcher bias, thereby increasing the credibility of the findings.

3.5 Data Procedures and Analysis

3.5.1 The Questionnaire Procedures and Analysis

After the questionnaire was developed and designed,

1. It was published on online using google Form. The survey link was shared with participants through e-mail and some social media inviting them to take part in the survey. At the pilot study stage, the questionnaire was distributed in a hard copy form. Four hundred out of seven hundred responded to the survey represents 25% of the study population.
2. The researcher requested permission to conduct the study prior to final administration of the questionnaire. The researcher clarified the purpose of the study to respective deans of medical colleges. Afterward, the questionnaire was administered to 450 students during the academic year 2017.
3. The questionnaire was sent to 450 first year medical students towards the end of the second semester in the academic year 2017. That was allocated as a suitable time of the year as students were asked to reflect on what they had already studied and to base their responses and comments on real experiences. It was also appropriate, especially for the teaching staff, because it was towards the end of the academic year, when most were usually concluding their syllabuses or just giving revision for final exams. Written instructions included what the study was about, why it was important or socially useful, emphasizing that there are not right or wrong answers, requesting sincere answers, promising confidentiality and

expressing appreciation. Instructions The participants were told that the survey would take around 20 minutes to complete it.

4. Before publishing and e-mailing the questionnaires, the researcher requested the coordinators of the English courses at the PYP to encourage the students in each class and to participate in the survey. Here, the researcher acknowledge the effort and support of the coordinators as well as the teaching staff, who were very helpful and cooperative in encouraging the students to complete the questionnaires as honestly as possible.

As far as the questionnaire analysis is concerned, the data gathered through the questionnaire were compiled and the Statistical Package for the Social Sciences [SPSS] 16.0 software was used to analyse the data. The students' responses in the questionnaire were tested for abnormalities and missing data. Incomplete information from participants would not be excluded from the analysis. Subsequently, the data would be analysed through both descriptive and inferential statistics.

To begin with, the researcher would employ descriptive statistics to describe the identified features of the data in the study. The frequencies, means, percentages, and standard deviations for the items would be demonstrated. In order to calculate descriptive statistics, questionnaire items were categorised in accordance with independent variables, and descriptive groups were developed from the data itself for the sections.

The researcher would also employed inferential statistics to find out if any significant differences among dependent variables across independent variables occurred. The analysis involved the use of Multivariate Analysis of Variances [MANOVA] with Pillai's Trace test. Pillai's Trace test was favoured because it is, as Olson (1976) described, sturdy than the other three multivariate tests: Wilks's lambda, Hotelling's trace, and Roy's largest root (cited in Liu, 2003, p.54). It was also highlighted by Bray and Maxwell (1985) that as compared to the other tests, its sturdiness is the most when

the assumptions are violated (cited in Field, 2005, p. 594). When any effect was found to be statistically significant at the .05 alpha levels, univariate analysis of variance would be conducted to find the factor(s) contributing to the multivariate significance. If more than two categories (as in the case of students' class levels) regarding an independent variable occurred, the Bonferroni test would be done to decide which of the subgroups' mean scores on the dependent variables differed significantly.

3.5.2. The Interview Procedures and Analysis

As for the interview procedures, in designing the interview questions, one expert in statistics field and two professors in language teaching were consulted. Prior to the administration of the interviews, three language instructors were invited to answer the interview questions to find out whether the questions were logical and clear. Before sending the interviews to the respondents, some modifications and adaptations related to the wording of the questions were done based on the pilot study feedback. The participants were asked to respond to questions about the objectives of the programme and the extent to which those objectives were addressed along with their views concerning the teaching methods, materials, and assessment dimensions of the programme.

After the planning for the interview, the researcher selected a sample of the population to conduct the interviews by requesting volunteer instructors. The chief goal was to explore the instructors' points of view regarding the programme and to support the questionnaire results.

Each interview schedule consisted of four demographic information questions and 14 open-ended questions (See Appendices C & D).

It is worth mentioning that structured interviews were found the most suitable format for the present study than either the unstructured or the semi-structured alternatives.

Cohen et al. (2007: 354) clarify that the major distinction among these three types lies in the degree of structure in the process of the interview, which reflects its purpose.

As for the analysis of the interviews, it involved descriptive data, as well. All responses of the interviewees were analysed by sorting the points that came out from the statements for each question. In addition, thematic analysis and grouping of the answers from different interviewees to similar questions were employed for the analysis of interviews. The content analysis was carried out. Responses from different interviewees to common questions or perspectives on central issues would be categorised under four sub-headings. These subheadings would be made with regard to objectives, content, methods and materials, and assessment dimensions of the examined programme.

First, the statements to the interview would be categorised under each related sub-heading. The statements that presented a different point would be grouped one by one. The similar statements would be listed below the related sub-heading and the frequencies for the repeating ideas were obtained.

3.5.3 The Test Procedure and Analysis

The questions for the test were prepared by the researcher and reviewed by two Language teachers from the ELC; both of them are PhD holders in Applied Linguistics. The test covered all the topics and the grammar rules of the prescribed syllabus of the course. The students were given 50 minutes to finish the 40 items. All the items were scored in the same procedure; right answers were counted as one point each, while wrong answers received no points. Thus, the perfect score for the test was 40 points.

The test divided into four sections: Reading, Writing, listening and Grammar. Each section holds 10 marks. The reading section comprises of 10 questions of one mark each. The writing section also comprises of 10 questions of one mark each and at the end of this section, the students were asked to write a short paragraph about “the

difference between doing to school and going to college”. This particular question carries five marks. Like the other sections, the grammar section comprises of 10 questions of one mark each.

As for the types of questions in each section, the reading questions were mainly true or false statements, multiple choice items, main idea, and details questions.

The items in the writing sections included: paragraph completion, multiple choice, word-class, sentence type identification, and e-mail writing.

As far as the grammar questions are concerned, they appeared in different forms such as following directions, MCQ, sentence structure, and sentence completion.

An oral test was also given to assess the students’ ability to comprehend the spoken English. It was out 10 marks. The listening section consisted of two sections, each with a short conversation. The materials for the listening test were authentic adapted from various sources in the internet.

Students received credit for completing the pre-test, though the actual score was not recorded in the mark sheet. Students were not provided with the correct answers after they finished the test because the same test was administered as a post-test a week before the final exam started. The same procedure followed in the pre-test was applied in the post-test that students received credit for completing the post-test, though the obtained scores did not affect their final grades. The post-test was utilized as formative evaluation, and the results were provided to students so they could make use of them in their studies on concepts they still needed to master before sitting for the final exam.

The paired sample t-test statistical procedure was employed in the present study to determine the mean difference between the pre-test and the post-test. To that end, each test was measured twice, resulting in pairs of analysis. The data obtained in the pre/post-test was examined in terms of descriptive statistics.

A p-value is used to determine the significance of the test results.

To test the validity of the test, two pre-post data will be included in this study; the process of validating the instruments began earlier before the beginning of the semester. The researcher reviewed and revised the test questions based on the results of annual item analysis reports prepared by the ELC, at Jazan University.

3.6 Validity and Reliability of the Instruments

Normally, validity deals with “whether the study instruments are really measuring what they are supposed to measure” (Vanderstoep & Johnston 2009: 59-65). One of the most common practices to verify the trustworthiness of a study is simply to refer the instrument(s) to some colleagues who are experts in the field (Dornyei, 2007; Rallis and Rossman, 2009).

To guarantee the content validity of the measurements in the present study, both the questionnaires and the interview schedules were referred to two PhD holders, experts in Educational Research Methods respectively. The questionnaires and the interview schedules were modified and developed in accordance with their handy feedback. In addition, all items of the students’ questionnaire and the interview questions were first reviewed by a panel of experts, as well as the research supervisor’s, who are knowledgeable and reputable in the field.

After the approval of the English version of the questionnaire by the reviewers, it was translated into Arabic language by the researcher. For verification, the translated version of the questionnaire was given to some professors and experts from Arabic Language department who are familiar with English language teaching.

Another important factor in increasing the validity and reliability of this study was to pilot the questionnaires and interviews on a sample group who were similar to the target

sample of the current study, to check the ability of these methods to gather the required data and to check questions for clarity and ambiguity (Dornyei, 2007: 75). Vanderstoep & Johnston (2009: 62), define the reliability of a measuring instrument as the degree of consistency with which it measures whatever it is measuring. Face validity was established by administering a field test.

Since the instrument should be valid in the eyes of the respondents; 20 medical students who took the English course at the PYD during the academic year (2017), and 10 language instructors who taught them English in the same year participated in the pilot study.

In addition, Cronbach Alpha in SPSS statistics was also used to measure the reliability of the questionnaire. In order to test the reliability of the questionnaire, reliability coefficient was calculated for each section separately after the data were collected. The reliability of the questionnaire was set up using Cronbach Alpha in SPSS 16.0 and stood at (0.898)

3.7 Ethical Considerations

There are some ethical issues that researchers need to consider as they collect data for research. For example, Creswell, (2003: 65) suggests two main principles researchers should follow in order to meet the ethical standards:

1. Participants should feel that there is no risk to participate in the study and they have the right to participate voluntarily.
2. Gaining the permission of authorities to allow access to selected participants at research setting.

Dornyei (2007: 63) stated that there are some central ethical issues are involved in any social study, including that into education, which concern with the beliefs, values and

lives of people. These issues may appear at any phase of the research process, including data collection, data analysis and interpretation and publication of the study findings (McDonough and McDonough, 1997: 67). Therefore, the researcher was very careful about some ethics considerations and tried to avoid harm to any of the participants as far as possible.

In the present study, the researcher paid attention to the following ethical issues noted by a number of scholars (McDonough and McDonough, 1997; Pole and Lampard, 2002; Cohen et al., 2007; Dornyei, 2007; Rallis and Rossman, 2009):

First, it was important to obtain informed permission from the participants prior to the beginning of the survey.

Second, the purpose of the research and the nature of the study were clearly explained to the participants.

Third, the participants were assured that their participation in the interviews and the questionnaire would be completely voluntary and that the information they provided would be used only to accomplish the goals of the study.

Fourth, they were informed of their full right to withdraw from the interviews or the questionnaire at any time without giving any reason.

Finally, the questions prepared for the interviews were structured ones in order to allow participants to express their ideas freely.

3.8 Summary of the Chapter

This chapter presents the theoretical and methodological perspectives that informed the design of the current study. It also describes the research design and clarifies the research procedures used in detail. A mixed methods research design was used, taking a triangulated approach to data collection on the basis of methods (questionnaires,

interviews, test and documents analysis), sources (Medical students, EFL teachers and subject specialists and sites (PYP male campus, PYP female campus and some medical colleges) to allow a broad analysis of the research questions, and constructing reliability and validity. Finally, considerable efforts were made to guarantee the incorporation of ethical considerations into the research process.

The following chapter presents the analysis and the discussion of the results of the quantitative and qualitative research (questionnaire, interviews)

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter reports and analyses the data related to the English language needs of the first year medical students and the data obtained from the course evaluation to identify to what extent these needs are addressed in the current course. The reason behind this dual analysis is to synthesize the data collected according to the process of the curriculum development.

The chapter is based on data obtained from 227 male and female students; 37 EFL teachers, and 9 subject-area specialists.

Frequency and percentage were used to analyse the quantitative data collected by means of the closed-ended questions in the questionnaire. Level of significance was taken as .05 for the statistical analysis performed in the research; meaning that the finding has a 5% (.05) chance of not being true, which is the converse of a 95% chance of being true.

SPSS 16.0 (the Statistical Packet for Social Sciences) was employed for data analysis. To avoid unfounded conclusions, statistical tests using Chi-square statistic (χ^2) were used to verify whether the relationships between variables were statistically significant.

The responses given by language instructors and subject-area specialists in the structured interview were analysed through descriptive analysis technique and the responses for each question were keyed in. Descriptive analysis involves summarising the data obtained according to the themes determined beforehand and then interpreting them. In descriptive analysis, the respondents' opinions are quoted directly so that their

ideas are reflected objectively and accurately. Finally, the results of the analysis are presented and interpreted in forms of tables and graphs.

4.1 Results of the Questionnaire Analysis

To start with, the students' questionnaire is divided into six parts:

Part one introduces the demographic characteristics of respondents. In part two, students' purpose of learning language is investigated. In part three, the researcher attempts to explore the extent to which students recognise the importance of language skills for academic studies. Part four enquires about the level of proficiency in English that student think they have achieved. Part V is intended to elicit information from the students as to the adequateness and the effectiveness of the course. In the last part of the questionnaire, (Part five) invites comments from the students about the course. Respondents are also requested to provide any suggestions to improve the existing course.

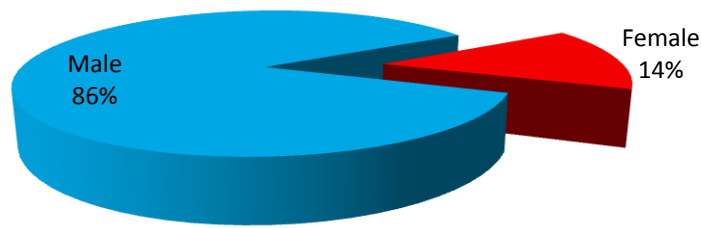
Part I: Background Characteristics of the Study Participants

The first part of the student's questionnaire provides background characteristics of the study participants. This includes the participants' gender and academic disciplines:

A. Gender

227 students responded to the questionnaire's questions; 195 students from male campus representing 85.9 % of the total respondents and 32 students from female campus representing 14.1% of the total number of the student subjects (Figure 4.1).

Figure4.1: Distribution of Participants by Gender

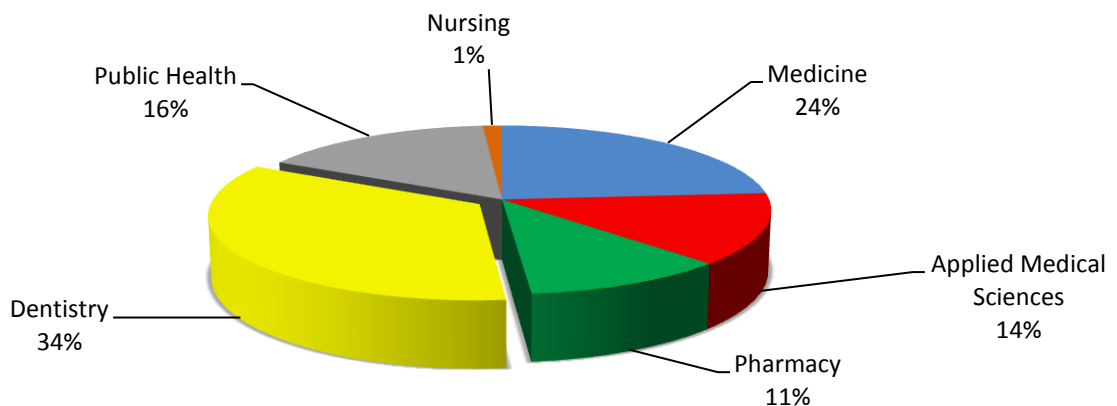


It is apparent that the number of female students who participated in the study is very small comparing to their male counterparts. This could partly be due to local cultural traditions; where it is strictly prohibited for men to enter places specially assigned for women. For this reason, the researcher found it not easy to gain access to female campuses.

B. Distribution of Participants by Disciplinary Fields

Details of the academic disciplines of subject students who returned valid questionnaires are shown in (Figure 4.2) below.

Figure 4.2: Distribution of Participants by Area of Specialisations



The student subjects in the current study come from the university's six major medical disciplines—Medicine, Applied Medical Sciences, Pharmacy, Dentistry, Public Health, and Nursing. However, the majority of the responses came from the college of Dentistry 34.4%. It is also clear that a few students (only 3 students) from college of nursing participated in the study. One possible explanation for this small percentage of participation is that the student enrolment in this particular discipline during the academic year 2017 was confined to female students.

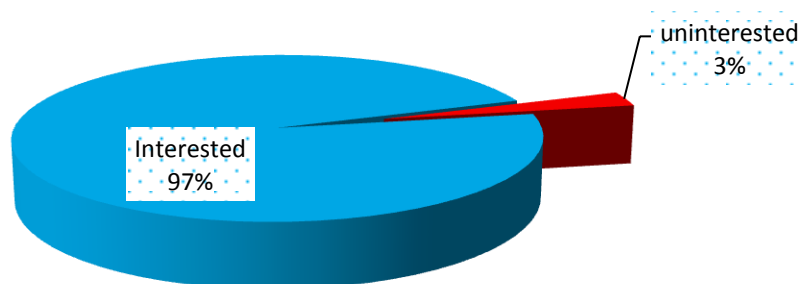
It is worth noting that at the time of the administration of the questionnaire, all the student subjects had already finished their freshman during the academic year 2017 and completed both English I and English II courses at the PYD.

Part II: Students 'Attitude towards Language Learning

Q3: Are you interested in learning English?

In question three, students were asked to express whether they were interested in language learning or not, a high proportion of the students 97.2% responded positively and showed interest in language learning. Only a very few students about 2.8% said they were uninterested in learning English language.

Figure 4.3: Students' Interest in Learning English Language



Based on this result, it could be observed that the subject students of the present study showed a very positive attitude to learning English and most of them 205 (97.2%) did feel that being good at English is an important element for academic success and in their future careers.

Q.4: Learners' Language Needs

In Question four students were asked about the reason why they study English to identify their real language needs. It was imperative to find out how students were aware of the importance of studying English in their life (Table 4.1).

Table 4.1: Purpose for Language Learning

Domains	Male		Female		Total		P. Value
	Yes F %	No F %	Yes F %	No F %	Yes F %	No F %	
I need it for degree requirement.	135(69.2)	60(30.8)	22(68.8)	10(31.2)	157(69.2)	70(30.8)	0.976
I need it for my career in medical field.	157(81.8)	35(18.2)	18(56.2)	14(43.8)	175(78.1)	49(21.9)	0.001
It is an international language.	138(72.3)	53(27.7)	17(53.1)	15(46.9)	155(68.3)	68(30.5)	0.030
I need it when I travel abroad.	109(57.1)	82(42.9)	15(48.4)	16(51.6)	124(55.9)	98(44.1)	0.367
I need it for everyday communication.	86(44.8)	106(55.2)	12(38.7)	19(61.3)	98(43.9)	125(56.1)	0.527
It is the language of science technology.	101(52.6)	91(47.4)	9(28.1)	23(71.9)	110(49.1)	114(50.9)	0.10
I need it for social purposes.	57(29.5)	136(70.5)	16(50.0)	16(50.0)	73(32.4)	152(67.6)	0.022

According to their feedback, 78.1 per cent of the total responses (157 male students 81.8% and 18 female; 56.2 %) reported that they were learning English because it

would help them in their career in the medical field, and 68.3 per cent of the respondents needed to study English because it is a degree requirement.

From this result, it is clear that “studying English for career in medical field” received the highest rating 175 (78.1%), followed by “for degree requirement” 157 (69.2) with P. value of 0.976 and “because it is an international language” 155 (68.3%) and P. value of 0.030 respectively.

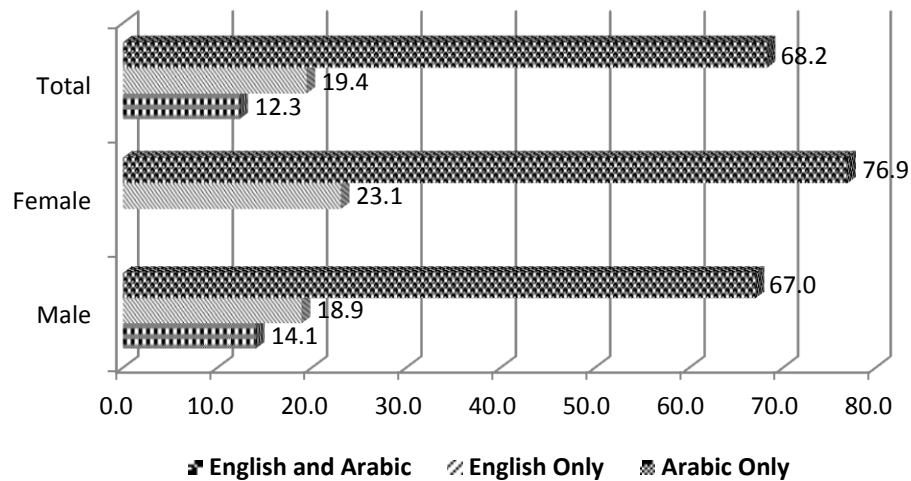
Comparatively speaking, 157(81.8%) of male students said they need English for future career in medical field, while 18(56.2%) out of the total female 32 (14.1%) need it for future career. On the other hand, female gave high rating to “degree requirements” more than their male counterparts did. That means male students considered learning the language for their future career rather than for academic studies, while “study English for degree requirement” is a high priority for female students.

This result suggests that a majority of the students 157(81.8%) wanted to learn English for academic studies and future profession in the medical field. This result is statistically significant (P. value 0.001). The results also indicate that the students recognised the importance of English to their academic success and for their medical career.

Q.5: What language do you prefer to study your major courses?

When the respondents were asked to express a preference as to the language they want to use in studying their major courses (Question 5), among the total respondents, 68.2 per cent of them preferred to follow their major courses through English and Arabic medium of instruction. Only 19.4 per cent wanted to use English as a language of teaching for their academic study, and a small number of students (12.3 %) said they want to study their major courses through Arabic medium.

Figure 4.4: Language Preference



This result infers that although the students were aware of the importance of English language for their academic studies, their native language interference is still affecting their foreign language learning.

As has been mentioned earlier in chapter one, Jazan University adopts English as the primary official medium of instruction in all medical colleges. It is worth mentioning that most students entering the undergraduate medical course come from a background of Saudi high school education, which is delivered almost entirely in Arabic language; and hence the transition to an English based learning environment tends to be difficult for some students.

Part III: Learners' Language Needs for Academic Studies.

Q.6: In your opinion, how important it is to gain competence in these Language skills for your academic studies?

The respondents rated the importance of each of the four English language skills for their academic studies (Q.6) in Students' Questionnaire, (Appendix A). The rating was on a four-point Likert scale with the following values: "very important," "important," "so so" and "less important." The aim of this particular question was to explore the

extent to which the students realised the importance of the four main English language skills for academic studies.

Table 4.2 Importance of Language Skills for Academic Purposes (Students' Views)

Skills	Very important N%	Important N%	So So N%	Less Important N%	Mode
Reading	154 (67.8)	54 (23.8)	12(5.3)	7(3.1)	VP
Listening	127 (55.9)	61 (26.9)	25(11.0)	13 (5.7)	VP
Writing	137(60.4)	58 (25.6)	23(10.1)	5 (2.2)	VP
Speaking	171(75.3)	31 (13.7)	12 (5.3)	11 (4.8)	VP
Vocabulary	136 (59.9)	51 (22.5)	27 (11.9)	7 (3.1)	VP
Grammar	118 (52.0)	70 (30.8)	29 (12.8)	8 (3.5)	VP
Med. Terminology	146 (64.3)	40 (17.6)	26 (11.5)	10 (4.4)	VIP

It is observed that the reading skill obtained the highest percentage of rating 208 (91.5%) “Very important” and “Important,” followed by the speaking skill 202 (88.9%), the writing skill 195(85.9%), the listening skill and grammar received the same percentage 188(82.8%), vocabulary 187(82.3) and medical terminology 186 (81.9). The result suggests that English was not only very important for students’ academic success but also indispensable to it. According to Mauranen (2010: 184) that recent studies have shown, that English language proficiency plays a role in academic success. Of the English language skills, reading was considered the most important in the students’ academic studies, ahead of writing, listening and speaking. This finding is consistent with Jordan’s claim (1997: 50) that reading academic texts is the principal requirement for students in EFL contexts. Flowerdew and Peacock (2001b: 185) agree, noting that

‘reading is probably the skill needed by the greatest number of EAP students throughout the world’.

As noted before, the Kruskal-Wallis test was used to decide whether there were any statistically significant differences between the perceptions of the students’ subjects with respect to the importance of each skill. The significance level used was 0.05. Accordingly, if the p-value was less than or equal to 0.05, there would be a significant difference among the respondents.

In general, this result shows that a strong majority of the students in this study believed that all four skills of English and the other language aspects (vocabulary, grammar, and medical terminology) to be ‘important’ for their academic studies with mode very important or important (P. Value less than 0.05= 0.000) for almost all skills. Accordingly, No statistically significant differences were found between the male and male subjects. This suggests that there was considerable agreement between the students subject that all skills were equally important. However, they highly considered the importance of developing the reading and speaking as well as the vocabulary and the medical terminology.

This result is in line with Jordan’s (1997: 50) who believes that reading academic texts is an essential requirement for students in EFL contexts. Flowerdew and Peacock (2001b: 185) confirm that ‘reading is probably the skill needed by the greatest number of EAP students throughout the world’. It could be argued that the students might have also felt that being good at reading skills would help them to consult reference books and understand lecturer notes given by their professors.

It is worth noting that the importance of speaking skill is also highly rated by the respondents 202(88.9%). One possible explanation for this result is that the students might have felt that they need to communicate effectively to their English-speaking

professors. It is worth mentioning that, a considerable number of native and semi native professors have been recruited to teach in medical colleges within the university.

Another possible explanation about this result is that the students might have felt that their ability to read was much stronger than their ability to listen and write, making them think that reading and speaking are more important skills than listening and writing.

The result also indicates that students in this study recognised how important it is to expand their vocabulary and medical terminology for academic studies (82.8%) and (81.9%) respectively.

Part IV: Level of Proficiency in English Language

Q.7: How would you rate your level of proficiency in English before you joined college?

In question seven, the students were asked to rate their proficiency in English before taking the PYEL course. Their ratings were on four scale values: “very good,” “good,” “satisfactory,” and “poor.”

Out of 227 respondents, 71 (32.3%) believed that they were good at English before taking the PYEL course. While 63 (28.6%) said that their level of proficiency is satisfactory, and 61 (27.7%) rated their proficiency level as poor. A small proportion of the respondents 25 (11%) tends to be more confident in their language knowledge and rated their level of proficiency in English as very good.

Table 4.3 Students’ Overall Level of Proficiency before taking the PYEL Course

Level of Proficiency	F	%
Very Good	25	11.4
Good	71	32.3
Satisfactory	63	28.6
Poor	61	27.7

These results revealed a big difference in students’ level of proficiency in English. Such results may pose a challenge to ELC to narrow the gap between these different levels.

Q.8: How do you describe your ability in each of these skills after completing the PYEL course?

In question eight, respondents were asked to evaluate their level of proficiency in the main language skills. The responses illustrated in table 4.8 show considerable differences in students’ level of proficiency in the four skills of language. It is clear that the highest rating recorded was only 97(42.7%) out 227 (100%) which is considered a quite small number.

These students considered themselves as “very good” at reading skill and another quite similar number 94 (41.4) of students rated themselves as “very good” at vocabulary.

Table 4.4 Students Level of Proficiency in Main Language Skills

Skills	Very good	Good	Satisfactory	Poor	Mode
	F %	F %	F %	F %	
Reading	97 (42.7)	72 (31.7)	45 (19.8)	10 (4.4)	VG
Listening	67 (29.5)	80 (35.2)	54 (23.8)	24 (10.6)	G

Writing	80 (35.2)	70 (30.8)	57 (25.1)	17 (7.5)	VG
Speaking	48 (21.1)	84 (37.0)	64 (28.2)	25 (11.0)	G
Vocabulary	64 (28.2)	86 (37.9)	58 (25.6)	16 (7.0)	G
Grammar	94 (41.4)	74 (32.6)	43 (18.9)	12 (5.3)	VG
Medical terminology	37 (16.3)	53 (23.3)	6 (27.3)	67 (29.5)	P

From this result, it appears that third and more than a third of students (37.9% vocabulary, 37% speaking skills, 35.2 listening skills, 32.6% grammar, 31.7% reading, and 30.8 writing) tend to be confident “good” in their language skills.

Q.9: How would you rate your level of proficiency in English after completing the PYEL course?

The students were asked to appraise their level of proficiency in English after they completed the PYEL course (Question 9). It is worth noting that the rating scales used in this question were similar to the ones applied to assess their proficiency before taking the course (“very good,” “good”, “satisfactory”, and “poor”). Table 4.9 summarises the students’ responses as to this question.

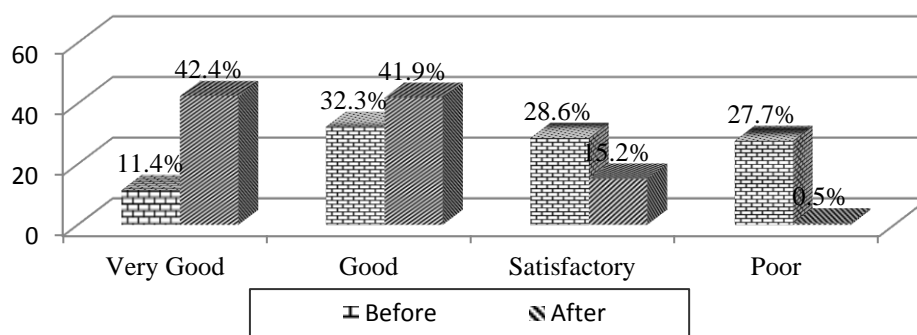
Table 4.5 Students’ overall Level of Proficiency after taking the PYEL Course

Level of Proficiency	F	%
Very Good	89	42.4
Good	88	41.9
Satisfactory	32	15.2
Poor	1	0.5

Based on these results, it is clear that more than a quarter of students 89 (42.4%) and 88 (41.9) said that their level of proficiency in English was very good after finishing the PYEL course. More than a third considered their level after completing the course as “satisfactory,” and only one student (0.5%) thought that his level of proficiency was still “poor.”

Comparatively speaking, the students’ responses to question nine revealed a significant improvement in level of proficiency after taking the PYEL course (table 4.9). For example, the number of students who rated their proficiency in English as “very good” has substantially increased from 25 (11.4%) before taking the course to 89 (42.4%) after completing the course. As for those who considered their level of proficiency as “satisfactory” before the course 63(28.6%), this number has notably decreased to 32(15.2%). The most important observation to be made about these results is that the number of students who felt that they was not proficient (poor) before taking the course has significantly decreased from 61(27.7) to only one student (0.5%) after finishing the course.

Figure 4.5: A Comparison of Proficiency Level before and after taking the Course



According to these results, it could be said that there has been a considerable improvement in students’ level of proficiency after taking the PYEL course. The results suggest that English is not only very important for students’ academic success but also indeed indispensable part of it. This finding is consistent with the observation made by

Mauranen et al. (2010: 184) that recent studies show that English language proficiency plays a major role in academic success.

Part V: The PYEL Course Evaluation

Question 10 is intended to investigate some of the constituent parts of the PYEL course and its processes. The strategy behind this step is to find deficiencies with the course, if any, and to come up with effective solutions, as well as to highlight its strengths.

To that end, this question is divided into three sub questions each covers a specific area of the course. The information collected by this question focused on the specified aspects of the course (approach focus, appropriateness, and relevancy, content adequateness, teaching, and learning materials, methodologies, motivation, and assessment procedures.

Responses to this question are tabulated and descriptive statistics such as the means and standard deviations are used to obtain accurate and valid results. A four-point scale was used to elicit data from the students: “Strongly disagree,” “Disagree,” “Undecided,” “Agree” and “Strongly agree.” The responses in this question were compared statistically to identify any significant differences. The mean and standard deviation of the whole scale related to students' perceptions were computed. For the sake of clarity, the statistical results are presented separately for each item, and then a summary of these results is provided.

Q. 10.1A: The PYEL course for medical students should mainly focus on English for Medical purposes

In the survey, the students were asked to respond as to which approach the PYEL course should follow, General for English purposes (EGP) or English for Medical Purposes (EMP). One quarter plus one of the respondents 93 (41%) and more than a third of the respondents 74 (32.6%) “Strongly agreed” and “agreed” that the course instruction

should focus on EMP. A few students 18 (7.9%) and 38 (16.7%) disapproved that it should focus on EMP.

Q.10B: The PYEL course for medical students should mainly focus on English for General purposes

Responses to this question shows that a small number of students 52 (22.9%) strongly believed that General English is required at this level, and 93 (41%) of the students also agreed that it should be GE rather than EMP.

Table 4.6: The PYEL Course Evaluation (Course Focus)

NO	Statements	Strongly disagree F %	Disagree F %	Not decided F %	Agree F %	Strongly Agree F %	Mean & SD	Mode
A	The PYEL course for medical students should mainly focus on English for Medical purposes.	18 (7.9)	38 (16.7)	4 (1.8)	74(32.6)	93 (41)	3.82 1.34	SA
B	The PYEL course for medical students should mainly focus on General English.	16 (7)	60 (26.4)	6 (2.6)	93 (41)	52(22.9)	3.46 1.29	A

These results suggest that there was still perceived to be many students who needed to improve their GE proficiency, which was thus seen as being too low, although the majority of them preferred to study English for medical purposes rather than for general purposes(M=3.82, SD=1.34). It was observed that many students failed to construct a

correct grammatical sentence when answering the open-ended question in the questionnaire.

Q.10.2A: The English course in the PYP has met my Academic language needs.

In response to statement 10.3, the students were asked to express how far the course met their general language needs to function satisfactorily in their academic study. More than a quarter of the students 100 (44.1%) agreed that the course met their language needs to understand their major courses. A small proportion of the students 23 (10.1%) thought that the course was unsuccessful to address their linguistic needs.

Q.10.2B: Language instruction was relevant to my field of study.

Question 10.4 asked the students to express their opinions as to how far the English instruction given to them was relevant to their field of study. It is assumed that, in this regard, the stated objectives of any course serve to set its scope and limits. What is crucial is that these objectives should be relevant, and appropriate to students' needs. Thus, the focus of investigation in this item is mainly on measuring to what extent the stated instructional objectives of the PYEL course components are relevant to the students' needs.

Nearly half of the students 108 (47.6%) agreed that the language instruction of the course was relevant to their field of study. About a quarter of the respondents 54 (23.8%) disagreed with the idea that the course was relevant to their field of study. A considerable number of students 36 (15.9) strongly agreed that the course instruction was relevant to their field if study. A few students 22 (9.7) seems to have negative attitude "Strongly disagree" to this statement.

Table 4.7 PYEL Course Evaluation (Course Adequacy)

NO	Statements	Strongly disagree F %	Disagree F %	Not decided F %	Agree F %	Strongly Agree F %	Mean & SD	Mode
A	The PYEL course has met my academic language needs.	23 (10.1)	47 (20.7)	8 (3.5)	100 (44.1)	49 (21.6)	3.46 1.31	A
B	The PYEL course was relevant to my field of study.	22 (9.7)	54 (23.8)	7 (3.1)	108(47.6)	36 (15.9)	3.36 1.27	A

These results infer that although the majority of the students tended to have positive attitudes towards the course (M=3.46, SD= 1.31), it appears that a considerable number of students 47 (20.7%) felt dissatisfied with the course adequacy. The finding may suggest some deficiencies in some aspects of the course that need to be addressed and improved.

It could also be noted that the mean ranks of the students were significantly high for this question (M=3.36, SD=1.27). The majority of the students 108(47.6) tended to have a positive attitude to the course instruction in terms of its relevance. Based on the result, it could be argued that there was a considerable degree of correspondence between the planned curriculum of the course and the students' needs. However, this does not mean that what was planned was necessarily have been implemented in full.

Q.10.3 As mentioned earlier in this section, this particular question covers six areas of the PYEL course: time, content, methodology, motivation, helpfulness, and the assessment procedures.

Table 4.8 PYEL Course Evaluation (Different Aspects)

NO	Statements	Strongly disagree	Disagree	Not decided	Agree	Strongly Agree	Mean & SD	Mode
		F %	F %	F %	F %	F %		
A	The time assigned for completing the PYEL course was insufficient to prepare me for my academic studies.	21 (9.3)	82 (36.1)	7 (3.1)	66 (29.1)	51 (22.5)	3.19 1.38	DA
B	The content of the course textbooks was appropriate to address my academic needs.	29 (12.8)	57 (25.1)	9 (4.0)	98 (43.2)	34 (15)	3.22 1.32	A
C	The teaching methodology used by the language instructors was effective.	22 (9.7)	37 (16.3)	10 (4.4)	108(47)	50 (22)	3.56 1.27	A
D	Language Instructors motivated me in English classes.	25 (11)	40 (17.6)	13 (5.7)	99 (43.6)	50 (22)	3.48 1.31	A
E	Language Instructors were helpful in teaching the course.	22 (9.7)	41 (18.1)	7 (3.1)	110(48.5)	47 (20.7)	3.52 1.27	A
F	The assessment procedures used in the programme were appropriate.	17 (7.5)	50 (22)	9 (4.0)	113 (49.8)	38 (16.7)	3.46 1.22	A

The above table (4.8) shows the results of the PYEL course evaluation in terms of assigned time, content, methodology, motivation, teachers' cooperation, and the assessment procedures.

Q.10.3A: The time assigned for completing the PYEL Course was insufficient to prepare me for my academic studies.

The primary focus of question 10.5 was on the course duration. The students were asked to rate the extent to which they agree that the time assigned to finish the course was insufficient and that more time should be given to language instruction. More than a third 82 (36.1) of the respondents disagreed that the time allotted was insufficient. Whereas almost one-third 66 (29.1) of the students agreed to that time assigned to cover the course was insufficient. A considerable proportion 51 (22.5) of the students strongly agreed that time allocated to finish the course was inadequate. A very small number 21 (9.3) of the students were in favour that the duration of the course was sufficient.

Based on this result, although the majority 82 (36.1) of the students felt that the course duration is adequate, there is a significant group 66 (29.1) who were in favour of increasing the number of course contact hours (details of credit and contact hours were presented in chapter one of the current study in table 1.1). It could be argued that this result is in line with the claims made by McDonough (1984: 91), Robinson (1991: 3) and Basturkmen (2006: 18) that students in ESP classrooms often have limited time to learn English.

Q.10.3B: The content of the textbooks was appropriate to address my academic needs.

As for the appropriateness of the textbooks used in the course, this item was addressed in statement (10.6) and the responses revealed that more than a half of the student subjects (58.1%) agreed or strongly agreed that the content of the textbook was suitable

for their level of proficiency in English. On the other hand, only (37.9 %) who disagreed or strongly disagreed that they were adequate.

Although this result shows a degree of students satisfaction with the textbooks used in the course instruction, there is a considerable number of students who still believe that these textbooks could not help them to reach the desired level of proficiency. As mentioned earlier in chapter one (introduction) in the current study, these textbooks were not designed or selected based on needs analysis process, and they were commercially available in the market for everyone to use.

Q.10.3C: The teaching methodology used by the instructors was effective.

By posing this question, the researcher tries to evaluate the teaching methodology employed by the language teachers. It was important for this study to investigate to what extent the adopted method of teaching was effective to attain the course objectives.

The questionnaire respondents were asked to judge how far they agreed or disagreed with the claim that the teaching methodology used by language teachers was appropriate and effective (Q.10.7). The results show that a high percentage of respondents (over 57%) agreed or strongly agreed that the teaching methodology used by language teachers was effective and appropriate, whereas only 26% thought the contrary.

The result infers that a majority of them (158 of 227) were satisfied with these materials. These results could account for differences in evaluation criteria used by students. It is worth noting that the term teaching methodology here refers to ‘the practice that teachers actually do in the classroom in order to attain the stated or unstated teaching objectives’ (Kumaravadivelu, 2006: 84).

According to the course specification provided by the ELC, the main teaching method employed in teaching the course components is the communicative methodology. It is

assumed that students with specific academic orientation such as medical and business need more ESP based themes to overcome their language and communication issues.

There is a consensus among language teachers that there is no best method appropriate for all teaching situations. Hence, it could be argued that the integrated teaching of four main skills might be fruitful for ESP students. The distinct advantage of such an approach is that it enables the learner to be proficient in the target language with all four skills with meaningful tasks and activities.

Q.10.3D: Language instructors motivated me in English classes.

It is assumed that a good teacher has to be able to motivate his/her students. Based on this argument, the students were asked to provide responses about how far they felt motivated in English classes (Q.10.8). About 149 students out of 227, (66%) said that their teachers motivated them in language classes. Whereas, only 65 (29%) disapproved this claim.

This result indicates that an overwhelming majority of the students (66%) were in favour of the idea that they were motivated by their language teachers. On the other hand, a small proportion of the respondents (29%) expressed a low level of motivation in language classes.

It is suggested that good teachers can compensate for any deficiencies in the curriculum or the materials they use in their teaching (Richards, 2001: 209) and that their 'skills in motivating learners should be seen as central to teaching effectiveness' (Dornyei, 2001b: 116).

Since actual classroom observations were not conducted to investigate the above categories or subcategories, it would be difficult to present a clearer picture of them. However, the above findings suggest that the motivation level was acceptable; however, they needed some improvement. These results may confirm Waters' claim (1993: 16)

that ESP is usually “taught to large classes of poorly motivated learners by inexperienced teachers with very limited resources.”

Q.10.3E: Language Instructors were helpful in teaching the course.

The student subjects of the study were asked whether they agreed or not to the statement, that “their EFL teachers were helpful in their teaching.” The results of this question are summarised as follows: the majority of respondents 157 (69.2%) agreed or strongly agreed that language teachers were helpful. Only (27%) of the total disapproved that their English language teachers were helping them in the course.

This result gives a good indication that the students are favourably impressed by their teachers’ performance. It is worth mentioning that the ELC succeeded in recruiting enough qualified staff from different countries (USA, UK, Hungary, India, Pakistan, Bangladesh, Sudan, and Egypt) to implement the course.

Q.10.3F: The assessment procedures used in the course were appropriate.

The questionnaire participants were asked to provide information on how far the assessment procedures currently used in the course are appropriate (Q10.10). A detailed description of the assessment procedures and the marks description were provided in chapter one of this study.

Responses to this question show that more than two-thirds (66.5%) of the respondents agreed or strongly agreed that the course assessment procedures are appropriate, whereas less than a third (29.5%) disagreed or strongly disagreed.

Broadly speaking, these results indicate that the students had a positive attitude towards the system of assessment used in the course. It could be argued that it is the assessment procedures and nothing else that verifies the validity of any instructional programme. Moreover, the assessment procedures constitute an integral part of the course. Gaffney

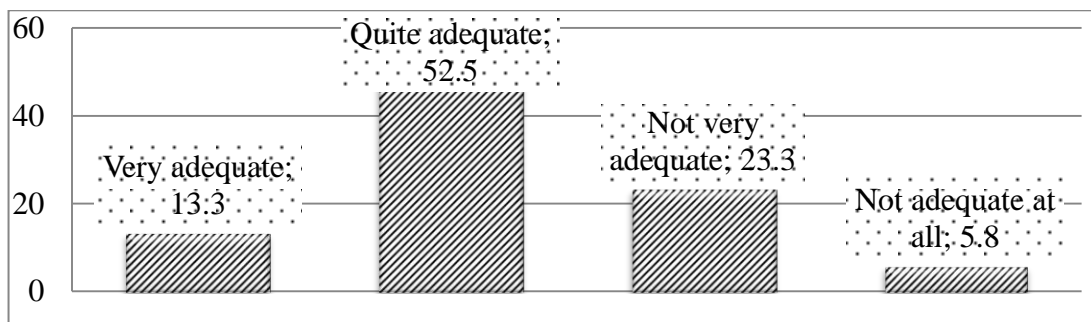
and Mason (1983: 98), in this regard, assert that inappropriate assessment procedures ‘tend seriously to undermine programme effectiveness’.

Q.11: Based on your learning experience, to what extent was the PYEL course adequate to prepare you for academic study?

This question is intended to investigate the extent to which the PYEL course has been adequate in preparing the students for academic study in their field of specialisations and in providing them with the necessary skills required in order to communicate effectively in the target situation. In answering this question, the focus is mainly on the achievement of course objectives, learning outcomes (students’ language achievement) and the course responsiveness to students’ needs.

The results of this question is summarised in Figure (4.6). The results show that more than a half (52.5%) of the students thought that the course was quite adequate compared to (23.3%) who said it was not very adequate. Whereas, a small proportion (13.3%) thought it was very adequate and a very small percentage of the respondents (5.8%) disapproved that the course was not adequate at all.

Figure 4.6: The PYEL Course Adequacy (Students’ View)



To sum up, the statistical analysis of this particular question indicates that the percentage of respondents who agreed that the course had been adequate in respect of their academic studies was considerably higher than those who opposed to respond positively to its adequacy. These results tend to suggest that a considerable number of

students were satisfied with the present course and believed that it adequately prepared them to communicate effectively in the target situation.

Part VI, Open-ended Questions

This section was design to allow student subjects to express their own ideas and feeling about the course. It was observed that this particular part of the questionnaire was left unanswered by many students. This section also revealed the students' poor ability in writing. In other words, the students who responded to this part noticeably failed to provide meaningful and grammatically correct sentences. Moreover, they expressed themselves in Arabic Language, and their answers were subsequently translated into English after a thorough review by the researcher.

The results in this section were qualitatively analysed. Some of the students' responses were selected and reported in what follows:

Q.12: Please feel free to write about any problems or difficulties you had encountered while learning English Language in the PYP.

In question 12, the respondents were asked to feel free to express any difficulties encountered them during the course. For example, one Student stated, *“What was taught to us in the course was irrelevant to my field of specialisation.”*

Another student added, *“It was easy to obtain high marks to pass the course, but it didn't help to have good academic backgrounds.”*

A third student expressed concern about the class size by saying that *“The number of students in class is very big where more than 30 students are seated in one room.”*

The same student added that *“There is a problem associated with some teachers who come from countries where English is not the native language; I could not understand what they say when they explained the lesson because their speech was unintelligible”*.

Similarly, another student admitted: *“To be honest, it was not easy to understand what the teacher was talking about, particularly in listening and speaking classes, because the way he was speaking was not clear.” “Some of the faculty members were non-native speakers of English...some did not speak English fluently... They sometimes mispronounced the English words.”*

The difficulty of not comprehending the speech of language teachers was also expressed by a considerable numbers of the respondents. In fact, several students commented that the course lacked the medical terminology, which is considered as integral to medical specialisations.

This finding tells us that in order to guarantee successful English learning to medical students; the focus should not only be on improving students’ proficiency in English, but also that of the language instructors who are responsible for the implementation of the course. The university administration along with the ELC may need to give more attention to teacher training programme.

The result also indicates that the class size ranged from 25 to 30 students, with an average of 27 students per class. It can be uncertainly suggested that such class sizes do not usually allow for very active participation in group or pair work. This is supported by Ferris (1998: 300), who states that larger classes are less likely to allow small group work than are smaller classes. According to Richards (2001: 208), ‘class size affects the quality of instruction’. Oladejo, on the other hand (1993: 11) notes that in developing countries, large class size is a well-known problem for ESP learning.

The students were also allowed to express their opinions about the strengths and weaknesses that the PYEL course had in general (Q 15). It was found that, the course orientation was widely criticised for being General English (GE) oriented rather than being English for specific purposes (ESP). There is another weakness in the course expressed by a considerable number of students. For example, one of the students

complained, *“there is no actual practice in listening and speaking classes; the teacher just gives instructions and then asks us to do the exercises.”*

The textbook used for teaching reading and writing was positively described by some respondents, for example, one student said, *“I think the reading and writing textbook is the most effective although it does not provide specialist English.”*

According to some responses, the textbook used for teaching grammar was also highly praised by students. It is worth noting that the absence of medical terminology instruction attracted heavy criticism from the respondents.

Q.13: In your opinion, what were the major strengths and weaknesses of the course?

As for the strengths and weaknesses of the course, many of those who responded to this particular question admitted that the great strength of the course lies in the reading and the writing syllabus. Few students thought that the textbook used in grammar was the source of the course’s strength.

On the contrary, the respondents highlighted many weaknesses in the course. For example, one student strongly criticised the way listening skill was taught by arguing, *“teachers did not allow enough practice of listening and speaking in class.”*

Another student complained about the content of the course that *“it was English for general purposes and for academic purposes, and the language which was introduced in the course was only slang language and not medical language.”*

In fact, several students in the present study have complained about the absence of the medical terminology component in the course.

It is worth noting that teaching of medical terminology was an integral part of the PYEL course for years. The course was constructed as a standardized course covering all aspects of English language including – medical terminology, reading, writing,

listening, speaking and grammar. Unfortunately, it was unexpectedly decided to stop teaching terminology for no valid reasons.

Q.14: What recommendations would you provide to improve the existing course?

Finally, the respondents were invited to make recommendations to help improving the existing course. Unlike the previous question, it was observed that the respondents actively responded to this question. After a thorough review of students' feedback, some recommendations were selected and highlighted in what follows:

For example, one of the respondents recommended,

“The course lacks specificity because medical terminology was not introduced in the course.”

Another student advised,

“It's better to search for standard courses with international recognition and to be adaptable to local needs of students.”

A third student listed some points to be taken into account when evaluating the existing course:

- *Number of students in class should not exceed 15 students,*
- *It is important to recruit native English teachers to teach the course from countries such as UK and USA,*
- *General English should only be introduced in the first semester of the programme whereas the second semester should be assigned for teaching specialised English with a focus on medical terminology.*
- *Exam Marks distribution should be reconsidered to be more flexible.*

One of the students called for an urgent need to improve the existing course, “*the course is not as effective as it should be.*”

From these results, it seems that there is a broad consensus among the respondents that the existing course remains less effective than expected and its outcome is still unsatisfactory. Additionally, they stressed the importance of including the medical terminology component in the course.

4.2 Results of the Interviews Analysis

As mentioned in chapter three, two interview schedules were performed in the present study: one for the EFL teachers who were members of the ELC and responsible for implementing the course. The other was designed to elicit responses from the subject specialists who were working in different medical departments of Jazan University.

The process of analysing the interview data had three stages: preparation, analysis, and summary (Drever, 2003: 60). The preparation stage aimed to ‘make the material manageable, while at the same time retaining as much of the original information as possible and avoiding any distortion’ (Drever, 2003: 60). As for the analysis, the data obtained by the means of the interview were qualitatively analysed and described.

4.2.1 The Results of the EFL Teachers’ Interview

The tool used to collect data from EFL teachers for the present study was a structured qualitative interview consisting of eight items: six close-ended questions as well as two open-ended questions. As mentioned before, the strategy behind conducting this interview was to increase the reliability and credibility of the research data. The interview results were presented following quantitative and qualitative methods. Additionally, the interview findings were displayed in tables in terms of percentages and frequencies.

Q.1: Characteristics of Interview Participants Background

Thirty-Seven male teachers from the ELC at Jazan University with different qualifications participated in the present study through structured interview. Twenty-four teachers (64.9%) were master holders and 13 (35.1%) with Ph.D. degree. The frequencies and percentages of the EFL teachers who took part in the study are illustrated in (Table 4.9)

Table 4.9 Distribution of Language Instructor by Qualifications

Qualification Degree	F	%
MA	24	64.9
PhD	13	35.1
Total	37	100

Q.2: How long have you been teaching English language at the Preparatory Year Deanship, JU?

All interviewees have considerable experience of university teaching, an overwhelming majority of them (30 out of 37) have been teaching English at the PYD for more than three years. It is assumed that experienced teachers support greater learning for their colleagues and the school as a whole, as well as for their own students. It could be argued that teaching experience is positively associated with student achievements throughout a teacher's career.

Table 4.10: Distribution of Language Instructor by Years of Teaching Experience

Years of Experience	F	%
1-2	4	10.9
3-5	12	32.5
6-10	18	48.7
10+	1	2.8

Q.3: How important is English to medical students’ academic study?

It is important for the present study to understand the EFL teachers’ perception of the importance of learning English for academic study. Responses to questions 3, 4, and 5 are summarised in table 4.2.3. A majority of the interviewees 29(78.4%) believed that English is important of the students’ academic studies. This result is consistent with the findings of the students’ questionnaire in which the students confirmed that English is important to succeed in academic studies.

Q.4: How important is it for medical students to study medical terminology?

As far as the importance of studying medical terminology is concerned, no single teacher (0%) said it is not important at all. On the contrary, a large proportion (70.3%) of the interviewees believed that studying medical terminology is very important or important for students majoring in medical fields. These results suggest that it is necessary for medical students to take a course in medical terminology as part of academic requirements in their freshman.

Q.5 How important is it for students to have a fluent command of oral and written English to be successful medical professionals.

More than a half 20 (54.1%) of the interviewed teachers expressed that a good command of English is essential for students’ academic study and future profession in the medical fields. Only a very few (7 out of 37) teachers rejected the idea that it is

necessary to be fluent in English to succeed in academic study. It seems that these results are also consistent with the students' hopes and aspiration to study medical terminology before they move to their respective medical departments.

Table 4.11 Importance of English Language for Medical Studies

Statement	Very Important	Important	Less Important	Not important at all	Mode
	F %	F %	F %	F %	
How important is English Language to medical students' academic study?	29 (78.4)	0 (0)	0 (0)	8 (21.6)	VI
How important is it for your students to study medical terminology for academic study?	26 (70.3)	8 (21.6)	3 (8.1)	0 (0)	VI
How important is it for students to have a fluent command of oral and written English to be successful medical professionals?	20(54.1)	7 (18.9)	1 (2.7)	7 (18.9)	VI

Q.6: The existing PYEL course for medical students is helpful in preparing the students' for academic study.

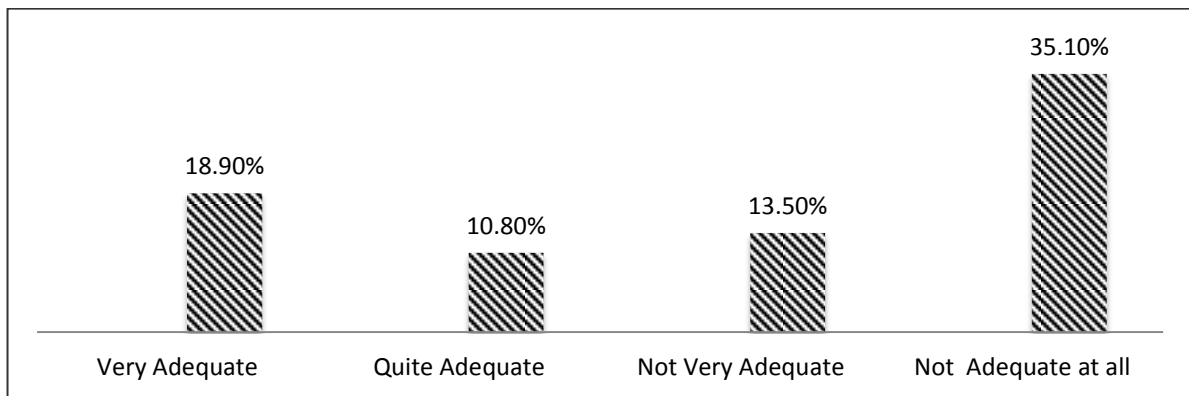
The interviewed teachers were asked to express how far they agree or disagree to the statement that the existing PYEL course was helpful for medical students in preparing them for academic study. Responses to this question are summarised in (table 4.12) below:

Table 4.12 The PYEL Course Adequacy (EFL Teacher’s View)

Statement	Very Adequate F %	Quite Adequate F %	Neutral F %	Not Very Adequate F %	Not Adequate at all F %	Mode
To what extent is the existing course for medical specialisation adequate in preparing the students for academic study?	7 (18.9)	4 (10.8)	8 (21.6)	5 (13.5)	13 (35.1)	V.AD

As shown in table 4.12 responses were varied in this item, that more than a third of the respondents 13 (35.1%) strongly agreed that the course was adequate in preparing the students for academic study, and five (13.5%) agreed that it was adequate. While eleven (29.7%) of the interviewees strongly disagreed or disagreed that the course was adequate in preparing the medical students for academic study. Eight of the interviewed teachers remained neutral and gave no responses to this question.

Figure 4.7: The PYEL Course Adequacy (EFL Teachers’ View)



It could be argued that responses from the interviewed teachers were positive as to the PYEL course adequacy. These results suggest that the language instructors interviewed were to some extent satisfied with the PYEL course. Moreover, a considerable

percentage (21.6%) of interviewees remained neutral and more than a quarter (18.9) of the interviewed strongly opposed it was adequate. These results may give the impression that the current course still needs to be reviewed so that the students could be better prepared to meet the needs of their studies, as the complaint that frequently made by subject area specialists that the students were lacking communication skills in English language as well as knowledge of medical terminology.

Q.7: Do you encounter any problems while teaching the PY English language course for First Year medical students?

The EFL teachers were asked whether they have encountered any problems while they were teaching the course. In fact, this question provoked a strong response from the interviewees, for example, one lecturer angrily criticised the situation by saying that

“The PYEL course for medical students should be changed after two semesters. Medical Terminology helps medical students to build not only the medical vocabulary but also helps them to understand human anatomy and physiology. To me, medical terminology must be included in the syllabus of first year medical students.”

The same teacher added,

“Good listener is a good speaker. How can we develop accuracy, fluency, knowledge, and skill if we completely neglect of speaking skills? So please include oral skill in your course.”

Another language instructor commented,

“The students need to exposure to a large volume and variety of language experiences, learning in authentic clinical settings and have more teaching hours to master the basics of learning English.”

A third teacher attacked the ELC’s decision to stop teaching the medical terminology component in the course:

“The big problem is that, the ELC deleted the ESP generally, and especially the medical terminologies for medical students. They did this without consulting the specialized faculty members who teach medical programs.”

One teacher expressed a different point of view in which he criticised the assessment system of the course:

“Fewer English exams should be given, there are 16 quizzes, 2 progress tests, one listening final and one final examination. It is too much for them.”

Another interviewee briefly noted,

“The average level of the students is not satisfactory.”

In the light of these responses, the course seems to have some deficiencies in the existing course that need to be tackled.

Q.8: What suggestions would you like to make for the improvement of the existing course to be more relevant and adequate?

Finally, the interviewed teachers were invited to make any suggestions that could help improving the language course for medical students. In response to this question, many suggestions have been made to increase the adequacy of the course. All the responses were sorted out and given numbers in order to report them easily. Some of these suggestions are summarised in what follows:

Teacher 1 expressed his dissatisfaction with the syllabus by saying that *“The syllabus should be enlarged.”*

Teacher 2 suggested, *“The students as well as the teacher should speak English language in the campus”*

Teacher 3 commented, *“A placement test should be given to categorize the students based on their language capabilities, and supplementary materials should be provided specially for the low performance students in order to bridge the gap between the targeted syllabus and students’ performance”.*

Teacher 4 proposed, *“Designing high quality lessons for language development may be helpful for the students.”*

Teacher 5 thought, *“Medical education research is vital for the continuing development and enhancement of the educational experience”*

Teacher 6 strongly asserted, *“The speaking skill should be assessed”*

Teacher 7 believed that *“giving fewer exams and more teaching would be helpful.”*

Teacher 8 claimed that using *“integrated books that focus on medical terms and contexts” would give positive results.”*

Teacher 9 called for some changes in the course by saying *“More reading, writing, and medical terminology contents to be included in the course.”*

Teacher 10 thought, *“There is an urgent need for Medical Terminology course”*

Teacher 11 expressed his opinion by saying *“The present syllabus is suitable for their level”*

Teacher 12 suggested, *“The medical terminologies should be included in the coming years and even the different skills like listening, speaking, reading, writing, vocabulary and grammar should be related to medical students.”*

Teacher 13 said, *“We need motivate students to developing their English language through design a good English syllabus”*

Teacher 14 stated, *“We need to teach them English that is relevant to their field”*

Teacher 15 requested to *“reintroduce the component of medical terminology.”*

Teacher 16 agreed with teacher 15 that *“Courses such as English for Medical Studies may be introduced, and teaching of Speaking Skill can also be introduced.”*

Teacher 17 complained about the class size *“Less number of students should be placed in classroom (20-25)” he added “special syllabus and guidance for medical students and separate testing (now it is unified for all colleges)”*

Teacher 18 admitted, *“Some teachers need more training on language teaching especially those with literature background and there should be weekly seminars to update staff members’ knowledge”*

Teacher 19 suggested, *“We should focus on ESP teaching”*

Teacher 20 thought, *“The course lacks medical terminologies. If added, the course would be more useful.”*

4.2.2 Results of the Subject Specialists' Interview

It is vitally important for the present study to understand subject specialists' opinions of the students' level of proficiency in English and to what extent they were able or unable to understand their major courses in English. The subject specialists' interview was made up 13 items including the background characteristics of the participants (Name, Gender, departments, and Nationality).

It was optional for the interviewees to give their names. As mentioned before, all those who participated in the interview schedule were male professors working in different medical departments namely; medical biology, Health Education, Epidemiology, biophysics, medicine, dentistry and pharmacy.

Table 4.13 Details of Subject Content Participants by Nationality

Nationality	No. of Participants
Pakistani	2
British	1
Bangladeshi	2
Sudanese	1
Indian	3
Turkish	1
Total	10

The subject specialists participants in the present study come from arrange of different medical departments within Jazan University. The study also tries to take account of the ethnic diversity of the participants (table 4.13).

Q1: How long have you been teaching medical students at JU?

The majority of the subject area specialists who interviewed in this study have been teaching specialised courses for more than five years at JU; five professors spent 5 years, one completed 6 years and another one seven years and one professor has recently joined for only two years. Bearing in mind that English is used as the main medium of instruction in teaching all medical courses.

Q.2: Do you think that English is important in the medical field?

Responses to this question show that all subject specialists interviewed in this study collectively agreed that having a good knowledge of English could help to be a successful medical practitioner. For example, one professor stated,

“In my opinion, English language may become very important when it comes to communicate with co-workers and patients in a hospital or other medical setting...”

Another interviewee commented, *“English became the medium of Education in most part of the world”*

A professor from College of Public Health said, *“Well, it is necessary and should be mandatory to develop students to international level”*

Q.3: How often is English used in medical field and with whom it is used?

In answering this question, responses from the interviewees assured that English language is frequently used by medical staff in various settings such as in academia, in hospitals, when attending international conferences...etc. For example, one professor from biophysics department mentioned,

“As far as the medical field is concerned, the language of medicine offers some intriguing challenges both for patients as well as doctors”

Another interviewee added by saying, “Yes, *English language is needed most of the time when dealing with students and sometimes with patients*”

Q.4: do you think English has a role in the quality of medical education?

This question received a highly positive response from the interviewees, in which they recognised the key role of English in promoting medical education. One professor, with this regard, stressed, “*Having a good command in English is vital in medical field*”

A specialist from Health Education department believed that “*there is no effective communication in medical field without English language*”

Another professor added, “*English is needed in all stage of the medical studies from undergraduate to postgraduate studies, however, students did not understand this*”

Q.5: Do you think that it is necessary to have a fluent command of oral and written English to be a successful English professional?

Almost all the interviewees except two of them (8 out of 10) strongly believed that a good command of both oral and written English is essential for everyone in the medical field. For example, a lecturer from college of dentistry stated that “*Yes of course, English can help one career in the medical field*”

Another professor argued, “*English is the cut-off language for medical purposes and it should be a compulsory subject along with other subjects such as anatomy, biochemistry ...etc.*”

One interviewee added, “*Developing good English communication is especially important for those who plan to go abroad for further studies*”

It is worth noting that two of the interviewees, in this regard, expressed different views than that of their peers; one of them said, “*No, fluency is not mandatory but*

understanding what is said to them is more important” and the other thought that “oral English is not necessary but written English is a must”

Q.6: To what extent are you satisfied with the level of your students in English after they had undergone the PYEL course?

Responses to the question mentioned above revealed that the majority (9 out of 10 interviewees) expressed dissatisfaction with the students’ level of proficiency in English after completing the course. One professor, for instance, stated, *“Their level should be improved”*

Another was not satisfied at all said *“their level needs a big improvement in both oral and written English”*

According to one Indian professor from the college of Public Health, “the performance of some students was well in class but they still need to be motivated” he added, *“Improvement to the PYEL course is required.”* Another professor from the same department was in agreement with his colleague when he said, *“Well, it depends on the students, some of them were good and others were not”*

One lecturer frankly answered, *“The level was very poor”*

The rest provided various responses like *“highly unsatisfied”*, *“not at all satisfied,”* and *“only 10% satisfied”*

Q.7: How do you see their language skills and the other aspects of language (grammar, vocabulary, and medical terminology)?

In an attempt to understand the subject specialists’ perception of the students’ language skills as well as some other aspects of language, they were asked to evaluate the students’ linguistic competence. From the responses provided by the interviewees, it could be said that there is a general agreement among the specialists that the students failed to reach the desired level. Their responses are summarised in what follows:

A lecturer from the college of dentistry stated, *“Only 20% of students have developed their language skills”*

Another from the college of pharmacy mentioned, *“The students’ language skill is very poor, they cannot even write their names correctly”*

One professor said, *“In reading skill, they are good but they are very poor at other skills and they need to be improved”*

A professor from biophysics department commented, *“They need to develop language skills in speaking and listening”*

The rest responses were: *“very poor only few students could perform satisfactorily,” “their language skills are very poor,” “they are very weak”, and “they are poor”*

Q.8: In your opinion, what language skills were medical students able and unable to develop during the freshman at the PYD?

The interviewees were asked their opinions on the language skills that students could develop during their freshman. Their responses varied concerning this matter. For example, one professor *“... some students find it difficult to read material in English”*

Another interviewee responded, *“Some of them are good in spoken English.”*

A third interviewee thought, *“They could understand the spoken English and they could also built good vocabulary”*

One lecturer mentioned, *“Their grammar is grammar”*

Q.9: Do you think it is difficult to communicate with you students in English in class?

In response to this question, the subject area specialists admitted that they encountered serious difficulties when communicating with students. One professor, in this regard, *“yes, most of the time”*, another added by saying *“Yes, great difficulty”*

One lecturer complained, *“Very difficult to communicate with them, only few students could understand what you say”*

Another faculty said, *“Yes, for some students, it was really difficult to communicate with them”*

One professor expressed his view by saying *“Yes, and sometimes we had to provide translation to make them understand.”* Another professor from Epidemiology department criticised the situation by arguing, *“Yes, great difficulty and sometimes we need to speak slowly and use certain selected words to express the idea”*

Q.10: To what extent do you think that their level of proficiency in English prepares them for academic study?

Responses by the lecturers pertaining the level of proficiency in English and how far it helps them to understand their academic studies also was negative. The responses showed that the subject area specialists were unsatisfied with their students’ level in English. One professor, in this regard, stated,

“They have to work hard to improve their English language.”

Another lecturer added

“To be honest, I am not satisfied at all.”

One more comment regarding this issue was expressed by a lecturer from college of medicine

“They are struggling to develop their level but they need to try harder.”

Q.11: What can the ELC at Jazan University do to prepare the medical students better for the kind of English required for their academic studies?

In the last question of the interview, the subject specialists were requested to put forward any helpful suggestions as to how to improve the existing PYEL course for

medical students. It was observed that the interviewees responded actively to this item, here are some of their responses:

- *“The ELC may need to structure more specialised courses and introduce some standardised courses such as IELTS and TOFEL”*
- *“..by introducing a very strict system of assessment, try to make it not easy for the students to pass the course unless they show a real progress in their performance”*
- *“Active practice of the language should be allowed inside and outside class”*

To sum up, as mentioned earlier, Interviews were used in the present study as a complementary instrument to examine some related aspects and topics that could not be explored by means of the questionnaire survey. They were also employed to verify and confirm data collected by other research methods (students’ questionnaire and the test).

Responses from the interview revealed that subject area specialists recognised the importance of English language for students’ academic studies. They also strongly believed that English plays a major role in the quality of medical education.

Nevertheless, responses revealed that they were unsatisfied with the level of students in English. Moreover, they mentioned that they encountered many problems when teaching the content subjects, for example, they found it very difficult to communicate with students in English. They sometimes had to translate what they say into Arabic to make them understand.

On the other hand, as reported earlier several students complained that the reason why they were unable to develop good comprehension of their English lectures was that most of their professors were not English native speakers and some of them did not speak English well. This point stands as a cautionary reminder to ELC administration that a careful selection of qualified teachers is required. Moreover, the ELC should

provide their faculty members with better training and support. Apart from various teaching strategies, special training programmes in oral English presentation skills should also be offered.

4.3 Results of the Pre/Post-Test

As noted in chapter 3, a paired t-test was applied to evaluate how much progress the sample students had achieved from the pre-test to the post-test by analysing the scores gained in both.

A paired t-test was run on a sample of 30 students from different medical specialisations enrolled for the intensive English course at the PYD, Jazan University to determine whether there was a statistically significant mean difference between the language proficiency before and after taking the course.

Table 4.14 Paired t-test of the Progress in Test Scores (Skill wise)

Testing scores difference (Pre/Post-test)	Mean difference	p-value
Reading	4.600	.000
Writing	-3.167	.000
Grammar	1.083	.080
Listening	0.650	.090

Table 4.14 shows the mean difference and the p-value between the pre/post-test in all language skills as follows: reading, writing, grammar, and listening and the total score with a mean difference of 4.600, -3.167, 1.083, and 0.650 (with their corresponding p-values being, 0.000, 0.000, 0.080, and 0.090, respectively).

The results revealed a significant progress for all the sample students in almost all skills. A significant regressive in writing practice with -3.167 was noted.

Table 4.15: Paired Sample Statistics Box

Test	N	Mean	SD	P. value
pre	30	27.9	7.15	0.001
post	30	36.6	2.15	

Table 4.15 shows the students' scores in the test before and after taking the PYEL course. In the first stage, the mean was 27.9 for the sample group of students, for the same group it increased to 36.6 with a percentage increase of 31.2% between the two tests. This increase is statistically significant ($P < 0.001$).

This result is consistent with the result shown in table (4.9) of the students' questionnaire in which the responses were highly significant as to the level of proficiency in English language after taking the PYEL course.

4.4 The PYEL Course Analysis

According to Jazan University's academic policy, all students attending medical colleges are required to study English for two semesters of their tenth- or twelfth-semester programme. The curriculum of the Intensive English language course for first year medical students is planned and implemented by the English Language Centre of Jazan University (ELC). The course is considered to be an extensive two-semester course (30 weeks in total) with 6 credit hours; (3 hours in each semester), that is 15 contact hours per week = 450 hours per semester = 900 contact hours in total. While the other courses (5 courses) taught along with English constitute 14 contact hours per week in the first semester = 420 contact hours in total and 13 contact hours per week in the

second semester= 390 contact hours in total. This means that the Intensive English Language course constitutes around 51% of the first year syllabus (Appendix G)

Table 4.16 Components of the PYEL Course

ENG-163 (First Semester)					ENG-164 (Second Semester)				
SL No.	Title	Author(s)	Publisher	ISBN	SL No.	Title	Author(s)	Publisher	ISBN
1	Basic English Grammar	Azar, B et al	Pearson Longman	978-0131957343	1	Basic English Grammar	Azar, B et al	Pearson Longman	978-0131957343
2	Interactions Access: Reading & Writing (Diamond Edition)	Hartmann, P et al	Mcgraw-Hill	978-0077146986	2	Interactions Access: Reading & Writing (Diamond Edition)	Hartmann, P et al	Mcgraw-Hill	978-0077146986
3	Interactions Access: Listening & Speaking (Diamond Edition)	Thrush, E et al	Mcgraw-Hill	978-0077147013	3	Interactions Access: Listening & Speaking (Diamond Edition)	Thrush, E et al	Mcgraw-Hill	978-0077147013
4	Ready to Write 1	Blanchard, K et al	Pearson Education	978-0131363304	4	Ready to Write 1	Blanchard, K et al	Pearson Education	978-0131363304

As shown in (Table 1.16) the course comprises four major components: Reading & Writing, Grammar, and Listening & Speaking. A description of each component is given in what follows:

The goal of the English Language Programme (PYELP) at Jazan University is to provide the first year medical students who enrol in the PYP with a supportive educational environment in which they can develop all of their language skills to complete their undergraduate programmes successfully and help accomplish the PYELP mission. This can primarily be attained through the quality delivery of language courses

provided to students in order to assist them to reach the desired levels of linguistic proficiency stipulated by the university academic departments.

English Language I with the code (ENG-163) and English Language II coded (ENG-164) are the two courses offered to first year medical students during their freshman. It is worth mentioning that ENG 163 is a prerequisite for the course ENG 164, that is the student will not be able to take the ENG 164 unless he/she successfully completes ENG 163.

The two courses; English I (ENG 163) and English II (ENG-164) are designed to help the students to develop basic principles of the four language skills; writing, reading, grammar, and listening to help them in their academic study. The ELC hopes that the PYEL course helps to develop the language proficiency necessary for students to understand the university courses, where English is the medium of instruction. To that end, the medical students have to take and pass the two-semester PYEL course, prior to their undergraduate studies.

According to the ELC, the main objectives of the PYEL course fall into two specific categories:

1. To develop the students English language proficiency to a level that enables them to begin their university studies.
2. To form the individual students study habits and promotes autonomy.

Moreover, the course comprises four major components: Reading & Writing, Grammar, and Listening & Speaking as illustrated in Table 1.2.

Interactions/ Mosaic series which is written by a team of authors; (Pamela Hartmann, James Mentel and Ahmed Motala) and published by Mc Graw-Hill ESL/ELT Company

is used in the syllabus of the programme. A detailed description of each component is given in what follows:

4.4.1 The Presentation of Language Skills in the Course

4.4.1.1 Reading Skills

The reading component lasts two semesters and consists of 390 contact hours (195 Con. Hours per semester). The textbook used in this component is *Interactions/Access-Reading and Writing (Diamond Edition)*, by Pamela Hartmann, James Mentel and Ahmed Motala (2012). It is designed to prepare students for university studies by integrating aspects of college life. It provides students with the structures and tools necessary to understand vocabulary. It is also intended to help students develop their ability to synthesize, analyse, and apply information from different resources in a variety of contexts. Additionally, the course prepares the students for the type of work they will encounter in real- world academic situations. (Mc Graw Hill, 2012).

The book is divided into ten topic-based chapters, and each chapter has four main parts:

A. Reading Skills and Strategies

Each chapter begins with some reading skills and strategies, which include a selected text or article, which deals with a certain academic topic.

B. Main Ideas and Details

In this section, the students are given a second text or article to practice some reading skills such as skimming for main ideas and scanning for details.

C. Practical English

This section provides some topics that prepare the students for success in everyday life communication.

D. Vocabulary Practice

Each chapter concludes with a vocabulary review of what the students have learned throughout the chapter.

Having completed the course, the students should be able to:

- a. Develop reading skills and strategies by making prediction, understanding new vocabulary, and identifying the main ideas and details in a reading.
- b. Develop critical- thinking skills through synthesizing and discussing ideas from a reading
- c. Expand their vocabulary by understanding new words in contexts
- d. Develop language skills through active practice of some activities such as interviewing other students, discussing ideas from the reading, understanding inclusive language etc.

The first four chapters of the book are introduced in the first semester: These include:

Chapter One: Neighbourhoods, Cities, and Towns

Chapter Two: Shopping and E-Commerce

Chapter Three: Friends and Families

Chapter Four: Health Care

The rest of the book (from chapter five to chapter) is taught in level II (the second semester).

4.4.1.2 Writing Skills

This is a two-semester component. It consists of 104 contact hours (52 hours for each semester). Ready to Write 1 (Third Edition) by [Blanchard](#) and [Christine Root](#) (2010) is used in the writing component of the PY English course for medical students. The book is planned to teach beginners the writing skills they need to be successful writers in and out of the classroom. It provides model paragraphs organizing elements such as topic sentences, supporting details, and signal words. There are varied, contextualised writing

tasks that help students with real-life tasks. The book has activities to help students editing and proofreading exercises to refine students' writing skills. There is a Grammar Guide section important grammar points are presented.

According to [Blanchard](#) and [Christine](#) (2010) the book is intended to encourage ESL/EFL students to write early in their second language acquisition experience. It provides a wide variety of interesting topics to write on and activities that go beyond sentence manipulation drills. Students are also encouraged to give their own ideas and talent to the writing process. The writing activities are integrated through paragraph development so that students learn, systematically, the organizational principles that will aid them to express themselves effectively in English. Moreover, the activities are designed to encourage students to think individually and provide an opportunity for class interaction to create a more dynamic learning environment.

To that end, collaborative writing and peer feedback activities are included in all chapters. In addition, the course gives special attention to maintain an appropriate level of vocabulary and complexity of sentence structure for high-beginning and low-intermediate students.

The ELC listed a number of learning outcomes students must be able to do at the conclusion of the course (Appendix H) these include:

- Introducing and writing about themselves,
- Using simple tense and capital letters,
- Writing a paragraph and the processes it needs,
- Writing about their classmates,
- Understanding the proper use of pronouns,
- Filling in forms,

- Writing about their families and relatives,
- Writing a title of a paragraph,
- Learning the use of pronouns and possessive adjectives,
- Learning the use of “AND” & “BUT”,
- Writing an E-mail message,
- Using simple present tense,
- understanding the parts of a paragraph,
- Writing about their activities,
- Correcting mistakes in E-mails,
- Using count nouns and non -count nouns,
- Learning time -order signal words,
- Using of imperative sentences, and
- Writing on different topics such as recipe card

4.4.1.3 Listening & Speaking Skills

Interactions Access, Listening & Speaking is used for the listening and speaking component of the course: The book is intended for intermediate-level students. It presents relevant conversations and focuses on the rhythm and intonation of natural language through stress and reduction activities. The course also attempts to lay solid foundations for the higher level. It aims to provide learners with both extensive and intensive practice in the effective listening & speaking practice. It helps the students with use of the actual classroom situations for the specific listening and speaking skills related to the content of the course books.

Some of the important features of this course book are listening for main ideas, listening for specific information, identifying stressed words and reductions, getting meaning from the context. Materials and tasks based on academic content and experiences give learning real purpose. Students explore real world issues, discuss academic and social issues, and study content-based materials.

There are ten chapters in the book; each chapter is divided into four parts (Thrush, Baldwin & Blass, 2012):

Part one in each chapter begins with conversations related to modern academic life. The section that follows deals with Practical Critical Thinking activity which mainly focuses on a few key strategies for academic and social communication to support language learning and encourage independence in student thinking.

In part two, students are given the opportunity to practice conversation and learn some functional language for a wide-range of conversational settings such as listening to directions, listening for reasons, listening to description of people, listening for instructions, complaints etc.

Part 3 allows students to practice getting meaning from contexts through corresponding audio and impactful exercises. There is a careful recycled vocabulary-learning strategy in each chapter.

Part four presents graphic organisers and tips assist students recall words, language functions and conversational tools such as asking and giving contact information, giving directions, giving reasons, describing people, talking about body parts, describing dreams, talking about job interviews, etc.

The primary goal of the listening component is to enable the students to: listen to main ideas, listen for specific information, identify stressed words and reductions, get

meaning from context, drawing inferences, understanding expressions and statements of location, taking notes on causes and effects.

On completion of the speaking component, students are expected to be able to

- show interest,
- accept and refuse invitations,
- ask for repetition,
- Open and close conversations,
- express frustration,
- request and give directions,
- request and give advice,
- accept and reject advice,
- apologise reconcile,
- answer affirmative tag questions,
- ask for help or favour,
- Express and opinion, agree and disagree,
- interrupt an action or speaker politely,
- generalise, contradict politely, and guess meaning.

4.4.1.4 Grammar

The grammar course is meant to help students enhance language acquisition in all skill areas. It also helps them understand English grammar and develop the ability to further

their knowledge of English grammar by self-study after the course completion. Moreover, it furthers students' knowledge about the types of grammatical problems that ESL/EFL learners tend to encounter.

The textbook used for the grammar course is “Basic English Grammar” by Azar Betty & Hagen Stacy (2005). The book is a 500-page book that primarily focuses on grammar as opposed to other aspects of language such as speaking or writing. The book is designed as a beginning level ESL/EFL developmental skill text in which grammar functions as the foundation stone for expanding students' abilities in speaking, writing, listening, and reading.

The book follows a grammar-based approach integrated with communicative methodologies. It embodies variety of exercises and activities that cover rudimentary grammar points and useful expressions that will give beginner level students a good foundation in the language. These include activities like fill-in-the-blank, matching, and oral group work as well as writing activities. In addition, some beautiful drawn images and easy-to-use verb charts are seen in every chapter to illustrate the book.

The course covers a variety of grammar topics, with a focus on those aspects of English grammar that are known to be fundamentals to ESL/EFL learners. Grammar topics typically covered in this course include (but are not limited to):

1. Verb to be and verb to have
2. Tense and aspect
3. Nouns and pronouns
4. Modals
5. Nouns and Modifiers
6. Possessive
7. Making Comparison

In the book, each chapter begins with an explanatory section in which the lesson's main topic is presented, followed by a verb table or chart, and then some simple exercises and a speaking activity.

Moreover, each chapter is divided into 6-9 sub-chapters which provide different language points. The book gives opportunity to practice different language activities such as error analysis, matching, fill-in-the-blanks, true/false, and partner activities. Though each chapter follows a special structure still it retains a variety of activities. This helps the students absorb the information, without losing their attention.

Furthermore, the book consists of 15 units organised in grammatical categories (e.g. Present and Past, Articles and Nouns). The first eight chapters are taught during the first semester and from chapter nine to sixteen are taught during the second semester.

4.4.2 The PYEL Course Assessment Procedures

The assessment procedures followed in the PYEL course constitutes the last part of the course evaluation, which comprises four components (Writing & Grammar, Listening, and Reading) in each of its two semesters. Every component is graded out of 100 marks in each semester.

A student's final grade in each language component is the subtotal of the final test mark out of 60 plus another 40 marks for the continuous assessment element throughout the course, including marks for quizzes and midterm tests, oral presentations, participation and class behaviour. More specifically, the distribution of marks for each component in each semester was as follows: 10 marks for four quizzes (2.5 each), 20 marks for two progress tests (10 each), 10 marks for participation and class behaviour, and 60 marks for the final examination.

A student's final percentage mark for the whole course is then calculated by adding the four marks together and dividing the total by four. Each student needs at least 60 marks

to pass the course at the end of each semester. The approved grading system is less than 60 = fail; 60-69 = pass; 70-79 = good; 80-89 = very good; 90-100 = excellent.

In the light of this description, the present study attempts to highlight the major inadequacies of the PYEL programme for medical students through carrying out a proper evaluation. The study also calls for a radical reform in teaching methodology and the syllabus design by conducting a thorough revision in order to achieve the defined goals of the programme.

4.5 Discussion and Verification of the Study Hypotheses

As stated earlier, the aim of the present study is to examine the adequacy of the PYEL course offered to medical students at Jazan University to find out the extent to which it adequately prepares the students for academic study in their fields of specialisations. The study attempts to achieve these objectives through the following research questions:

7. To what extent is the PYEL course offered at Jazan University adequate in preparing medical students for academic study?
8. How important is it for medical students to develop the four language skills for their academic studies?
9. Is the PYEL course offered to medical students at Jazan University in need of any change?

4.5.1 Discussion of the Study Results

To provide answers to the research questions, four tools were used; a self-reported questionnaire, two interviews, a test and documents analysis. However, the questionnaire was considered the main instrument for data collection. It was divided into five parts plus an open-ended section:

The initial part of the students' survey aimed at obtaining some personal information about the study participants. To that end, the effects of gender and department enrolled were considered and examined. The results showed that there was no significant difference between male and female students regarding their perceived competencies in four skills (P.value= 0.001). As Lai (2003) points out that gender, difference is an important factor in linguistic education because it influences the design of curriculum, teaching method, instructional strategy, and students' learning styles.

In the questionnaire, the respondents were asked about why they want to study English and what medium of instruction they prefer to use for academic study. The results of these questions revealed that both boys and girls sample recognise the importance of English language for their career in medical field and for degree requirements (78.1%) and (69.2%) respectively. From the result, it is clear that they also acknowledge the importance of English language for social interaction (67.6). These results infer that the students are well motivated to study English language regardless of level of proficiency they have.

The majority of the three groups seemed to recognise the value of the PYEL course and that students' success in both academic studies and medical careers was likely to be partially dependent upon their ability to use English perfectly.

Q.1 To what extent is the PYEL course, offered at Jazan University, adequate in preparing medical students for academic study?

As for the overall evaluation of the PYEL course (Table 4.1.11, and 4.2.4), the results suggest that the students and their instructors felt that the PYEL course was, to a certain extent, adequate in terms of its methodology, course books, duration, and the assessment procedures. On the other hand, they criticised the course orientation, that is to say, it mainly focused on developing basic language skills and paid little attention to language needed to communicate in target situation.

These results infer that students and their teachers were likely to be satisfied with the existing course regarding its adequacy to the language required for academic studies. This also appears to imply that the stated objective of the course, i.e. to meet students' academic and career English language needs, had not actually been fully met by the teaching and learning taking place on the course under investigation.

As far as the course focus is concerned, the results suggest that the perceptions of the EFL teachers the subject specialists and were relatively close to each other, with the majority in favour of balancing the course focus between General English (GE) and English for specific purposes (ESP). On the other hand, the student expressed a different view that is; the primary focus of the course should be on improving medical English precisely the medical terminology. Based on this result, the course focus is one of the weaknesses that the PYEL course might have in general.

As for the time assigned to cover the course, the students thought that, time allocated to the course was sufficient (Table 4.11). However, as it was generally felt that adequate time was devoted to the course, it can be concluded that there was no lack of time to finish the course.

The result concerning the assessment procedures followed in the course showed that the students were satisfied with it. On the contrary, their instructors had different viewpoints as to the way exams were conducted. Some teachers, in this regard, thought that the English department was not very strict with the students when assessing their academic achievement. They claimed that marks are easily given to make student pass the course.

Based on the above results, it seems rational to suggest that according to the students' responses, the PYEL course might lead to a satisfactory level of proficiency in English. However, based on the instructors' feedback, it did not achieve its objectives or 'target performance' in preparing the students for academic studies in their fields of

specialisations. That is to say, what was planned seemed to have been poorly implemented and attained. This is in line with the viewpoint of Nunan (1989: 185) that ‘teachers do not always teach what has been planned’. This perhaps, due to such factors such as the unsuitable textbooks used, the teaching styles, and methodologies followed inadequate time devoted to achieving the objectives and class size (see section 4.3).

The nature of some of these objectives might also be in question, in particular whether they were unrealistic, over-ambitious or invalid because they were not primarily obtained from an analysis of students’ needs. Xenodohidis (2002: 8) points out that students will be demotivated if the goals and objectives of the the English language curriculum are unrealistic.

This suggests that teachers generally tended to be more positive in their evaluation of course adequacy than the students were. The same could also be said about the interview findings.

Q.2 Are the four language skills equally important for Students Academic studies?

Regarding the importance of the English language skills as well as the other aspects of language such as grammar and vocabulary in the PYEL course for academic studies, the results of the student questionnaire, the interviews and, the pre/post-test revealed that all skills (speaking, reading, writing, and listening) were “often” emphasised. However, speaking was emphasised as the most frequently 171 (75.3%).

Perhaps, due to the loaded programme of the preparatory year it was difficult to assign enough time for communicative activities. By looking at the PYEL course description (see 4.4.1.3); it is obvious that it lacks enough focus on speaking skills. Morris (1956) asserted that although too much focus on grammar increases one’s knowledge of the target language, it might prevent listening and speaking skills from improving. Moreover, the students expressed their dissatisfaction with the way of teaching speaking in the PYEL course, for example many students in the survey complaint (see Q.12 of

the open-ended questions) that some teachers specially those whose native language is not English frequently fail to express themselves in English very clearly.

The results of the perceived importance of language skills for academic studies reported in table 4.6 tend to suggest that the existing course can be helpful to a certain extent in improving the receptive and the productive skills. However, according to the participants' responses, it can be cautiously suggested that the course was likely not to be very helpful in improving skills such as speaking, reading and medical terminology, which were received high rating as very important for academic study. These suggestions are supported by the result reported in table 4.11 (see Qs. 10.4 and 10.5), showing that the number of those who were generally unsatisfied with the course was markedly greater than the number of those who felt that it was sufficient.

Q.3. Is the PYEL course, offered to medical students at Jazan University, in need of any change?

In general, the results obtained from the questionnaires, interviews, the test, as well as document analysis; suggest that the PYEL course offered at Jazan University was, to some extent, helpful in improving medical students' level of proficiency in English language. The majority of the sample students and their EFL teachers agreed that it adequately prepared students' for their academic studies. However, the majority of the subject content teachers expressed dissatisfaction with the students' level of proficiency in English. They claimed that the course inadequately prepared the students' for their target careers.

4.5.2 Verification of the Study Hypotheses

All the hypotheses assumed in the present study are both statistical hypotheses, and research hypotheses. In other words, they use statistical tests based on variables and on observations. That is, they are sometimes the possible outcomes, not necessarily being statistically defined. Moreover, the statistical hypotheses made in this study were tested

by using simple quantitative methods like mean, average, and percentages. In addition, some statistical tests were applied to confirm the significance and reliability, namely chi-square test and paired t-tests, both at 5% level of significance or 95% confidence level.

1. The PYEL course offered to medical students at Jazan University has no significant impact on the students' level of proficiency in English language.

To begin with, the null hypothesis and the alternative hypothesis are formulated for the first hypothesis in this study as follows:

The null hypothesis H_0 : the PYEL course offered to medical students at Jazan University has no significant effect on the students' level of proficiency in English language.

The alternative hypothesis (H_A) the PYEL course offered to medical students at Jazan University has significant effect on the students' level of proficiency in English language.

The first study hypothesis was measured through the students' perception and the results of the pre/post-test. As the purpose was to test the effect using before and after data, a chi-square and a paired t-test were conducted to check out the significance. This hypothesis was statistically defined at 95% confidence level as below,

$H_0: P\text{-value} > 0.05$

$H_a: P\text{-value} < 0.05$

If the P-value in (H_0) is greater than 0.05, it indicates that there is no significant effect of the PYEL course on students. On the other hand, if the P-value in (H_a) is less than or equal to 0.05 it indicates that there is a significant effect of the PYEL course on students.

In order to test the level of significance in the difference between the variables i.e. level of proficiency in English among medical students before and after taking the PYEL course, a chi-square test was used. In this test, if the P-value is less than 0.05, it indicates a significant difference and if the P-value is more than 0.05, it indicates no significance difference.

Table 4.17 compares the students' level of proficiency in English language before and after taking the PYEL course. The rating scales to measure the degree of proficiency were; very good, good, satisfactory, and poor. The participants' perceived responses for "before" were as follows: Very good=25(11.4%), good=71(32.3), satisfactory=63(28.6), and poor=61(27.7) respectively.

As for the responses of "after," they were as follows: Very good= 89(42.4%), good= 88(41.9%), satisfactory= 32(15.2%), and poor= only one (.5%) respectively.

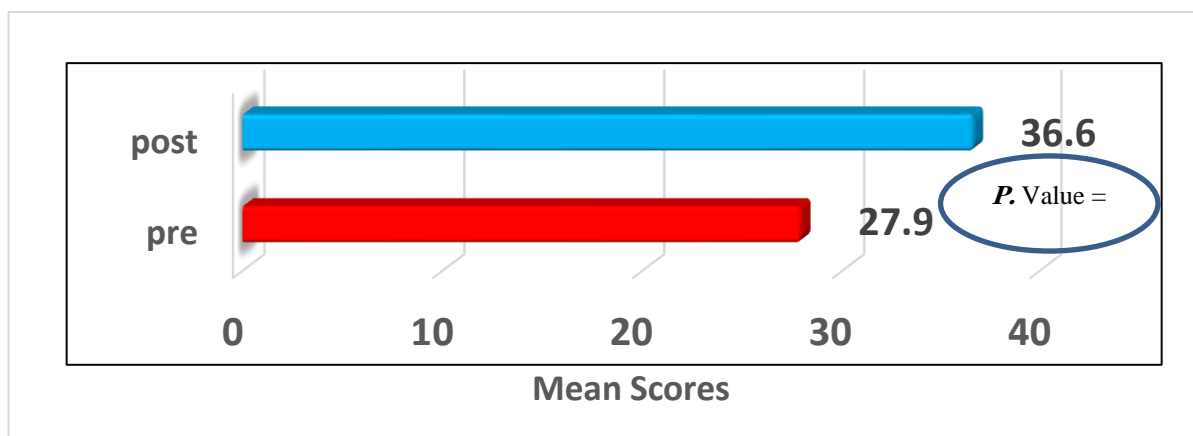
Table 4.17: Comparison of Students' Level of Proficiency in English language before and after taking the Course

Rating	Before		After		P. value
	F	%	F	%	
Very Good	25	11.4	89	42.4	0.0001
Good	71	32.3	88	41.9	
Satisfactory	63	28.6	32	15.2	
Poor	61	27.7	1	.5	
Total	220		210		

These results infer a significant increase in the students' perceived level of proficiency after taking the PYEL course. This result is highly significant with P-value ≤ 0.001 .

Accordingly, it indicates a significant difference between the two variables (before and after).

Figure 4.8: Changes in Mean Scores Pre/Post the Course Implementation



Moreover, the results obtained from the students' perception of their level of proficiency were reinforced by the results of the pre/post-test supported (Figure 4.3.1). The results indicate strong evidence against the null hypothesis; hence, the study rejects the null hypothesis (**H₀**) and accepts the alternative hypothesis (**H_A**) stating that there is a significant effect of MOVE on students' level of proficiency in English language.

2. The four language skills presented in the PYEL course are of equal importance for students' academic study.

This hypothesis assumes that the four language skills presented in the PYEL course are of equal importance for the students' academic study. The null hypothesis and the alternative hypothesis were formulated as follows:

The null hypothesis (H₀): the four language skills presented in the PYEL course are of equal importance for students' academic study.

The alternative hypothesis (H_A): the four language skills presented in the PYEL course are not of equal importance for students' academic study.

The above hypothesis was tested on the sample students posing the questions on their perception towards the importance of the four language skills for academic study in the medical field. The data collected for this hypothesis was through the students' survey in

which the Likert scale was used. The respondents were requested to give feedback for each item mentioned with options as strongly disagree, disagree, neutral, agree, and strongly agree. The following tables (4.18) shows the data collected from the respondents.

Table 4.18: Importance of Language Skills by Gender's Perception

Skills	Gender	Very important N%	Important N%	So so N%	Less important N%	Mode	P. Value
Reading	Male	134 (68.7)	47 (24.1)	9 (4.6)	5 (2.6)	V. Imp	0.457
	Female	20 (62.5)	7 (21.9)	3 (9.4)	2 (6.2)	V. Imp	
Listening	Male	119 (61.3)	44 (22.7)	19 (9.8)	12 (6.2)	VI. Imp	0.000
	Female	8 (25.0)	17 (53.1)	6 (18.8)	1 (3.1)	Imp.	
Writing	Male	127 (66.1)	50 (26.0)	11 (5.7)	4 (2.1)	VI. Imp	0.000
	Female	10 (32.3)	8 (25.8)	12 (38.7)	1 (3.2)	So.	
Speaking	Male	160 (82.5)	25 (12.9)	6 (3.1)	3 (1.5)	VI. Imp	0.000
	Female	11 (35.5)	6 (19.4)	6 (19.4)	8 (25.8)	VI. Imp	
Vocabulary	Male	130 (25.8)	40 (20.9)	19 (9.9)	2 (1.0)	VI. Imp	0.000
	Female	6 (20.0)	11 (36.7)	8 (26.7)	5 (16.7)	Imp	
Grammar	Male	110 (56.7)	59 (30.4)	21 (10.8)	4 (2.1)	VI. Imp	0.000
	Female	8 (25.8)	11 (35.5)	8 (25.8)	4 (12.9)	Imp	

Medical terminology	Male	136 (71.2)	34 (17.8)	16 (8.4)	5 (2.6)	VI. Imp	0.000
	Female	10 (32.3)	6 (19.4)	10 (32.3)	5(16.1)	VI. Imp	

This hypothesis aims to explore the level of agreement among student groups on the importance of English skills for students' academic studies. Regarding the questionnaire data, the chi-square test was used to determine whether there were any statistically significant differences between the perceptions of the sample students with respect to the importance of each skill. The significance level used was 0.05. Accordingly, if the p-value was less than or equal to 0.05, there would be a significant difference among the groups.

The results of the test indicate a statistically significant difference between the perceptions of the groups on the importance of the four language skills as well as grammar, vocabulary and medical terminology for students' academic studies. However, speaking received the highest rating of all skills with 82.5% for the male group and 35.5% of the female (P= 0.000), followed by medical terminology with 71.2% for male and 32.3% of the female group (P= 0.000).

The result suggests that there is a common perception among the participant groups as to the importance of speaking to students' academic studies. This is consistent with the interview findings, which indicate that the interviewees tended to consider speaking important to the students' academic studies as they compliant that they always found it difficult to communicate with students in English and the students themselves were unsatisfied with their speaking performance. Vocabulary and grammar received the less rating with 25.8% and 20%, 56.7% and 25.8% respectively.

From this result, it could be concluded that students as well as teachers participated in the present study thought that the language skills presented in the PYEL course are not

of equal importance. That is the main emphasis of the PYEL course should be given to speaking and medical terminology instruction. Hence, the study rejects the null hypothesis (**H₀**) that the four language skills are equally important and accepts the alternative hypothesis (**H_A**) that the language skills are not equally important for students' academic study.

3. The PYEL course offered to medical students at Jazan University is adequate and effective and there is no change needed.

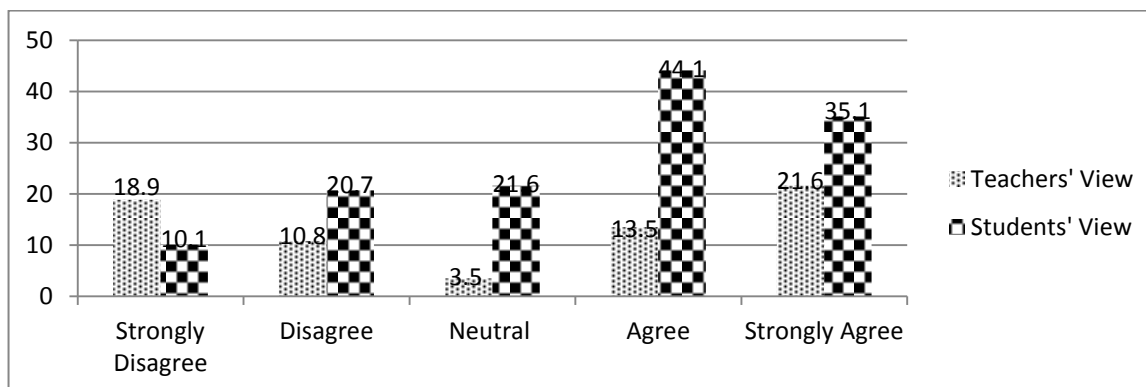
Table 4.19 Students and Teachers' Overall Evaluation of the PYEL Course

Statement		Strongly Disagree F (%)	Disagree F (%)	Neutral F (%)	Agree F (%)	Strongly Agree F (%)	Chi Square/ P. value
Teacher's Views	The existing PYEL course for medical students is helpful in preparing the students for academic study.	7 (19)	4 (11)	8 (22)	5 (13)	13 (35)	$\chi^2 = 41.6$ $p < 0.00001$
Student's Views	The English course in the PYP has met my language needs to function satisfactorily in my academic study.	23 (10.1)	47 (20.7)	8 (21.6)	100 (44.1)	49 (21.6)	

The above table (4.19) presents the overall evaluation of the PYEL according to teachers and students views. It is clear that less than a half of the sample teachers (48%) had a positive attitude to the course; this was compared to (66%) which can be considered as a number of the students who approved that the course helped them to cope with the courses of their majors. As shown in the last column of the table (4.19),

the Differences between the students' views and the teacher's opinions were statistically significant (p. value < 0.000)

Figure 4.9: The PYEL course is helpful in preparing the students for academic study.



The results presented in table (4.9) and figure (4.9) show that the significance level (last column of the table) is less than 0.05 indicating that there exists a significant difference between the students and their EFL teachers' view as to the overall evaluation of the PYEL course.

On the other hand, the interview results with subject content teachers revealed a very different view; that is, this group tends to be unsatisfied with the course outcome. They severely criticised the students' performance in the subject courses. Moreover, they call for a major reform of the PYEL course.

According to the above results, the study rejects the null hypothesis (H₀) and accepts the alternative hypothesis (H_A), stating that there is a significant impact of MOVE on effectiveness and helpfulness of the PYEL course (P-value ≤ 0.001) as perceived by the students and their language teachers.

4.6 Summary of the Chapter

This chapter dealt with the analysis of the study obtained data. It started with analysing the qualitative and quantitative data gathered from stakeholders and relevant documents

on specified aspects of the course then analysed those on the students' language achievement.

The obtained data indicate that the course is, to some extent, adequate to prepare the students for academic studies. However, this claim of adequacy does not necessarily entail the absolute appropriateness of all aspects of the course. The assumption underlying the analysis of data gathered from the study participants has been that the general organization of the course was not designed according to a thorough investigation of its context or of the learners' specific needs. Consequently, the course duration, focus, and orientation, the course components, the materials, the methodology as well as the assessment procedures are likely in need of some improvements.

The following chapter (Chapter 5), draws conclusions, examines the implications of the results, and makes recommendations for further studies.

CHAPTER FIVE

SUMMARY, FINDINGS, RECOMMENDATIONS & SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter presents a summary of the study and its main findings, followed by some suggestions for the improvement of the PYEL course, as well as recommendations for further studies. The limitations of the study are then considered and the chapter concludes with a brief summary.

5.1 Summary of the Study

The main objective of this study was to examine the adequacy of the English language course ,offered to medical students at the Preparatory Year Deanship, at Jazan University, through needs analysis and course evaluation. Therefore, the course evaluation process started with identifying the language needs of the students. Then, the existing English language course was evaluated in order to explore the extent to which it was adequate and relevant to students' needs. Finally, the findings from the needs analysis and course evaluation were analysed in order to suggest improvements so that language needs could be integrated, thus enhancing students' academic performance.

There is a consensus among teachers that most Arab students, who finish the secondary school level, join university with a low level of communicative English proficiency. Hence, a primary goal of the English language course at the preparatory level should be to improve their language ability in general and to provide them with the necessary skills they need to communicate efficiently in their field of specialisation.

As pointed out before in chapter 1, subject content departments claim that the preparatory English language course frequently fails to provide their students with

optimum English skills to facilitate their academic studies and to allow them to function efficiently in their areas of study.

The main weaknesses of the PYEL course can generally be attributed to two essential areas in its development, namely needs analysis and course evaluation. It was found that the course had never been subject to any of these processes since its launch in 2008. Thus, the present study is considered a serious attempt to react to these important requirements.

To achieve its objective, the study attempted to address the following questions:

10. To what extent is the PYEL course, offered at Jazan University, adequate in preparing medical students for academic study?

11. How important is it for medical students to develop the four language skills for their academic studies?

12. Is the PYEL course offered to medical students at Jazan University in need of any change?

To provide answers to the above questions, four qualitative and quantitative research tools were used: a questionnaire, two interviews, a test, and analysis of documents. The research methodology was based on the statement of the problem and the research questions, as well as the theoretical discussion of needs analysis and course evaluation. Triangulation was followed in the present study in terms of data collection instruments, and sources of information. Three groups of participants (first year students, language instructors, and subject content teachers) participated in the study. The obtained data were analysed qualitatively and quantitatively. The study has arrived to a number of findings, created a profile of learners' needs, and provided some suggestions, which

together help to provide satisfactory answer to the research questions and accomplish the main objectives of the study.

5.2 Findings of the Study

The findings of the present study are divided into three major themes drawn from the research questions:

1. Examining the adequacy of the PYEL course based on the language needs of students.
2. Identifying the strengths and the limitations of the PYEL course through needs analysis and course evaluation.
3. Improving the existing English language course based on the results obtained from needs analysis and the course evaluation.

5.2.1 Adequacy of the PYEL Course

The obtained data assumed that the majority of the participants recognised the importance of English language for academic study. Data from both the students' questionnaire and the teachers' interviews indicated that all the four English language skills are considered important for academic studies, amongst which speaking was seen as the most important, followed by medical terminology, reading, and writing, and listening skill respectively. In addition, the statistical analysis revealed significant differences between the different groups, mainly in relation to perceptions of the importance of language skills.

Moreover, the results of the questionnaires and the interviews indicated that the medical students needed an English language course that can help them to understand specialised courses in their fields of study rather than to develop the basic skills of language.

Following are examples of the language skills mostly needed for academic study as expressed by the subject students and their teachers:

- Asking and answering questions during lectures;
- Coping with medical terminologies and recognising their definitions;
- Reading lecture handouts and notes, subject course textbooks and other specialised materials in the students' own field of study;
- Making notes during lectures and from academic texts;
- understanding academic lectures and discussions;
- Comprehending spoken instructions in a range of natural pronunciation;

5.2.2 The PYEL Course' Strengths and Limitations

Generally speaking, the results of the quantitative and the qualitative survey suggest that the PYEL course was to some extent effective and helpful in improving students' language ability. The majority of the course stakeholders agreed that it adequately prepared students' for their academic studies. However, a considerable number of EFL teachers disagreed that the course satisfactorily prepares students' for their academic study. In fact, a language course can hardly be implemented without some deficiencies. Following are some major limitations based on the students and teachers' responses in the questionnaire and the interviews:

1. The PYEL course presents inauthentic language as the texts and other aspects of content are specially written to incorporate teaching points which are often not representative of real language needed by students,
2. The course presents an equal coverage of the four language skills and grammar rules that may not actually be needed for academic studies.

3. The course books used in instruction do not, to a large extent, reflect the needs of students as they are commercially published and written for global markets, hence they may require adaptation.
4. Although the participants in this study had positive attitudes toward the existing course, yet there is a need to improve the course in the light of skills competencies needed for medical students. Thus, the ELC administrators should place greater emphasis on defining objectives for the total programme to serve as guidelines for designing the curriculum as well as the skills and knowledge needed for academic studies.

5.3 Recommendations for Changes in the PYEL Course

Since this study is highly context specific, some wider implications can be drawn from it. The major implications of the present study is to understand the students' learning needs, so that course developers can observe how the content, skills, and tasks on which they want to base the course are actually used by students in the target situation. Henceforth, a thorough language learning needs of students should include these kinds of target needs. Moreover, collecting multiple types of data from various sources in needs analysis and course evaluation is of vital importance to gain a deeper understanding of learning and target needs.

In the light of the above-mentioned implications, some recommendations for the development of the PYEL course are presented in what follows:

1. The objectives of the PYEL course seem to lack clarity, specificity and do not adequately indicate the commutative skills that students need in their academic studies. Therefore, modifications and renewals in formulation should be done for clarification purposes based on the findings obtained from needs analysis and course evaluation.

2. It is strongly recommended to conduct a summative evaluation regularly, to sustain the course adequacy and effectiveness. Accordingly, the information and insights gained from course evaluation and needs analysis can be used for different purposes that would lead to the desired learning outcomes such as setting the course objectives, defining the approach to course teaching, designing or selecting the instructional materials and determining the proper assessment procedures.
3. The weight given to each language skill should be revised and decided according to its perceived importance. That is, the course should focus on developing students' abilities and knowledge relevant to their academic studies in their field of specialisation. Both the literacy and fluency skills of Medical English should be included in the overall objective of the course. According to Dudley-Evans and St John (1998: 49), medical students 'have to read textbooks and articles, and write essays and short clinical reports'.
4. A diagnostic test should be administered at the beginning of the course to ensure that the course meets the real needs of students. There is a clear need to decide the students' proficiency level at entry and the importance of presenting the language components in a more realistic and integrated way similar to that found in the target language. If necessary, those who obtain high score in the test can be exempted from taking parts of the course that would be too easy for them or not beneficial at all.
5. The PYEL course should narrow the gap between the students' low level of proficiency in general English ability and the specialised English proficiency needed in the target situation. Consequently, the objectives of the course should be to improve the students' language ability in general and to provide the literacy

and fluency skills of Medical English that the students need to communicate and function effectively in their field of specialisations.

6. The course assessment procedure was severely criticised by the subject content teachers. For them, the big issue is giving equal weight in the assessment to each of the four language skills. Besides, all tests and quizzes should professionally be designed and administered to maintain validity and reliability of the course.
7. Staff development and training should also be given emphasis to ensure that the course objectives are achieved as planned. Most of the ELC teachers, who are responsible for implementing the PYEL course, lack the proper training on how to teach specialised English courses, as these teachers were more familiar with teaching general English. Perhaps, this was the reason that, some students complained that they were unable to comprehend the lectures delivered to them in English because some of their lecturers did not speak good English. This point stands as a reminder to the ELC administration that in addition to careful selection of qualified teachers to teach, it is important to provide faculty members involved in English-medium instruction with better resources and support.
8. The ELC should develop collaboration with the subject content departments. That is, the English language instructors should work hand in hand with subject content teachers to facilitate language learning to medical students at different level of the course implementation such as material design, teaching, and assessment.

5.4 Suggestions for Further Studies

As stated earlier, the purpose of this study was to evaluate the adequacy of the PYEL course offered to medical students based on students and instructors' perspectives. To

that end, the researcher gathered data only from the current students and instructors. The researcher did not endeavour to collect data from those who have already undertaken the PYEL course. Consequently, future studies may focus on a comparative analysis between the two groups. For example, a study based on the graduates' perceptions in comparison to the current ones might be conducted.

Since there is no evidence for any in-depth studies investigating the needs of the students attending the PYEL course so far, accordingly, a large-scale study might be pure needs analysis. In other words, it could be carried out to identify the needs of the students as well as the subject content departments. Particularly, the students' needs regarding medical English could be emphasised to make relevant adaptations and contribute to the improvement of the course.

This study made use of questionnaires, interviews, and tests as the main data collection tools. Students' skills competencies were identified through a self-reported questionnaire so the results were a measure of how students perceived their own skills. Students' perceived competencies might not be accurate when compared to actual competencies. That is, they may undervalue or overrate their skills. For this reason, a further study could employ different measures in determining skills competencies. For instance, achievement tests analysis or observations can be used to make the evaluation more inclusive.

Based on Brown's curriculum development model (1989: 235), the curriculum development process consists of six components: needs analysis, objectives, testing, materials, teaching, and evaluation of the curriculum being developed. Brown (1989: 236) characterises his model as a systematic approach to designing and maintaining a language curriculum. That means this model can be adopted for the maintenance of an existing language course such as the PYEL course under investigation.

In sum, adopting a systematic approach to curriculum development like the one exposed above ensures a direct connection between needs, course objectives, materials, assessment, and instruction.

To sum up, it could be argued that the rational first step in developing any language programme is to identify the learners' actual needs.

5.3 Summary of the Chapter

This chapter concludes the present study in which the main objectives have been restated and the findings of the data collected have been discussed in some details. It has been concluded that the PYEL course was found, to a certain extent, adequate in preparing the students for academic study in their fields of specialisations. The existing course is still in need of some improvement despite the fact that the students had positive attitudes towards it.

REFERENCES

- Al-Seghayer Khalild, (2012) “Status and Function of English in Saudi Arabia”, Saudi Gazette issue, DEC, 11, 2012.
- Al-Shumaimeri, Y. A. N. (2003). A study of Classroom Exposure to Oral Pedagogic Tasks in Relation to the Motivation and Performance of Saudi Secondary learners of English in a context of potential curriculum reform. Unpublished Ph.D. Thesis, University of Leeds, Leeds.
- Beard, R. and Hartley, J. (1984) Teaching and Learning in Higher Education, 4th edn, London: Harper & Row.
- Blue, G, (1988) Self-assessment: The Limits of Learner Independence. In Individualism and Autonomy in Language Learning, Brookes and Grundy (Eds.), 100-118. ELT Documents 131. Oxford: Modern English Publications/ British Council.
- Boyce, C. and Neale, P. (2006) Conducting In-Depth Interview: A Guide for Designing and Conducting In-Depth Interviews for Evaluation Input. Pathfinder International Tool Series, Monitoring and Evaluation
http://www.pathfind.org/site/DocServer/m_e_tool_series_indepth_interviews.pdf?docID=6301
- Brinton, D.M., M.A.SNOW, and M. B. Wesche. 1989. Content-based Second

Language Instruction. New York: Newbury House.

Brown, J. D. & Rodgers, T. S. (2002) *Doing Second Language Research*.
Oxford: Oxford University Press.

Brown, J. D. (1995), *The elements of language Curriculum*. Boston: Heinle and
Heinle

Brown, J.D. (2001), *Using Surveys in Language Programs*. Cambridge:
Cambridge University Press.

Burgess, R. G. (1984) *In the Field*. London: Allen & Unwin.

Burns, N. & Grove, S.K., (2001), *Essentials of Nursing Research Practice*,
W.B Saunders, USA

Cohen, L., Manion, L. & Morrison, K. (2007), *Research Methods in
Education*. New York: Routledge.

Cohen, L., Manion, L. and Morrison, K. (2011), *Research Methods in
Education*, 7th edn. London: Routledge. See especially Chapter 1 on Paradigms
of Social Research.

Connaway, LS & Powell, RP, (2010), *Basic Research Methods for Librarians*,
ABC-CLIO.

Creswell, J. (2003). *Research design: Qualitative, quantitative and mixed
methods approaches* (2nd ed.). Thousand Oaks, CA: SAGE Publications.

Creswell, J. W. (2009), *Research Design: Qualitative, Quantitative, and Mixed*

Methods Approaches. California: SAGE.

Croker, R. (2009) 'An Introduction to Qualitative Research' In Heigham, J. & Croker, R., (Eds.) Qualitative Research in Applied Linguistics: A Practical Introduction. Basingstoke: Palgrave Macmillan, 3-24.

<http://www.mohe.gov.sa>, (14 June 2016) Ministry of Higher Education, KSA

<http://www.sacm.org/default.aspx>, (14 June 2016) Saudi Arabian Cultural Mission to the U.S.

Nunan, D. (1988), Syllabus Design. Oxford: Oxford University Press.

Davies, M. B. (2007) Doing a Successful Research Project: Using Qualitative or Quantitative Methods. Basingstoke: Palgrave Macmillan. Educational.

Dillon, G. (1991), Contending Rhetorics. Bloomington: University of Indiana Press.

Dörnyei, Z. (2007), Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies. Oxford: Oxford University Press.

Douglas, D. (2000), Assessing Languages for Specific Purposes. Cambridge: Cambridge University Press.

Dudley E. T.(1994), Variations in the discourse patterns favoured by different disciplines and their pedagogical implications. In Academic Listening: Research Perspectives, J. Flowerdew (Ed.). Cambridge: Cambridge University Press.

Engel, R., & Schutt, R. (2009), Fundamentals of Social Work

Research. Thousand Oaks: SAGE. *Evaluation' Language Learning*, 53(1): 1-33.

Ferris, D., and T. Tagg. (1996), *Academic listening/speaking tasks for students: Problems, suggestions, and implications*. *TESOL Quarterly*, 30: 297-320.

Flowerdew, J. and Peacock, M. (200), *Research Perspectives on English for Academic Purposes*. Cambridge: Cambridge University Press.

Fraenkel, R., and Wallen, N. E. (1990), *How to Design and Evaluate Research in Education*. New York: McGraw-Hill.

Gagne, Robert M. (1970): , "Some new views of learning and instruction." *The Phi Delta Kappan* 51.9 468-472.

Gass, S., Mackey, A. and Ross-Feldman, L. (2005), *Task-Based Interactions in Classroom and Laboratory Settings*. *Language Learning*, 55: 575–611.
doi:10.1111

Hutchinson, T., and A. Waters (1987), *English for Specific Purposes*. Cambridge: Cambridge University Press.

Jordan, B. (1998) *English for academic purposes*. Cambridge: CUP

Lynch, B. K. (1996). *Language program evaluation. Theory and practice*. New York: Cambridge University Press

Lynch, B. K. (2003) *Language Assessment and Programme Evaluation*. Edinburgh: Edinburgh University Press.

Mackey, A. & Gass, S. M. (2005), *Second Language Research: Methodology*

and Design. New Jersey: Lawrence Erlbaum Associates Inc.

Mahboob.A. & Elyas.T. (2014), English in the Kingdom of Saudi Arabia.

World Englishes (we) Vol.33.No.1 pp.128-142.

McDonough, J. & McDonough, S. (1997) Research Methods for English Language Teachers. London: Arnold.

McDonough, J. (1984) ESP in Perspective: A Practical Guide. London: Collins

Mede, Enisa, and Serkan Uygun. (2014). Evaluation of a language preparatory program: A case study. *ELT Research Journal* 3.4 201-221.

Nam, J. M. N. (2005). Perceptions of Korean language students and teachers about communication-based English instruction: Evaluation of a college EFL curriculum in South Korea (Unpublished doctoral thesis). Ohio State University, Columbus.

Nunan, D. (1993), Task-Based Syllabus Design: Selecting, Grading and Sequencing tasks. In G. Crookes and S.M. Gass (Eds.). *Tasks in a pedagogical context*. Cleveland, UK: Multilingual Matters.

Patton, M. Q. (2002), *Qualitative Research & Evaluation Methods*. California: SAGE.

Peacock, M. (2009), The evaluation of foreign-language-teacher education programmes. *Language Teaching Research*, 13(3), 259-78.

Polit, D.F., Hungler, B.P. (1999), *Nursing Research: Principles and Methods*

(6th edn). Philadelphia: J.B. Lippincott.

Richards, J. (2001), *Curriculum Development in Language Teaching*.

Cambridge: Cambridge University Press.

Richards, K. (2009), 'Interviews' In Heigham, J. & Croker, R., (Eds.)

Qualitative Research in Applied Linguistics: A Practical Introduction.

Basingstoke: Palgrave Macmillan, 182-199.

Ross, S. J. (2003), 'A Diachronic Coherence Model for Language Programme

Saunders, M., Lewis, P. and Thornhill, A. (2009), *Research Methods for*

Business Students, Pearson Education, London.

Silverman, D. (2000), *Doing Qualitative Research*. London: SAGE.

Tucker, R., & Cziko, A. (1978), *The Role of Evaluation in Bilingual*

Education. In J. E. Alatis (Ed.), *International Dimensions of Bilingual*

Education (pp. 111-124). Washington.

Ur Rahman, M. M., & Alhaisoni, E. (2013), *Teaching English in Saudi*

Arabia: Prospects and challenges. *Academic Research International*, 4(1), 112.

Vanderstoep S.W. & Johnston D.D. (2009), *Research Methods for Everyday*

Life. San Francisco:CA: Jossey-Bass.

APPENDICES

Appendix (A1)

Students' Questionnaire

Evaluating the Adequacy of PY English Programme for Medical Students

تقييم مدي كفاية برنامج اللغة الانجليزية التحضيرية لطلاب التخصصات الطبية

Dear Student,

I am conducting a research entitled “*Evaluating the Adequacy of the English Language Programme for Medical Students in the Preparatory Year Deanship*” The purpose of this questionnaire is to understand students' perception about the English Language programme for First Year Medical students in terms of its adequacy and relevancy. Your responses will be used to make the English Language course more effective in the future. If you choose to complete the questionnaire, all the information you supply will be held in the strictest confidence. No individual will be identified, and all responses will be reported in a summarised format. Your decision to answer these questions will in no way affect your relationship with your teachers. For more information about your rights as a participant in this research, please do not hesitate to contact me via my E-mail abuduua74@yahoo.com.

Thank you in advance for taking time to complete this questionnaire.

عزيزي الطالب

يسرني بان ابليكم بانني اقوم باجراء دراسة بعنوان " تقييم مدي كفاية برنامج اللغة الانجليزية لطلاب التخصصات الطبية في مرحلة السنة التحضيرية" والغرض من هذه الدراسة هو فهم تصور الطلاب عن برنامج اللغة الانجليزية لطلاب التخصصات الطبية في مرحلة السنة التحضيرية من حيث الكفاية والملاءمة. رائك سيسهم في تحسين البرنامج في المستقبل. في حالة الموافقة علي المشاركة في هذه الاستبانة فان جميع ماتقدمه من معلومات وبيانات شخصية سيتم التعامل معها بغاية السرية: لن يتم الكشف عن هويتك وجميع الاراء سيتم تلخيصها في صيغة تقرير، اعلم تماما ان قرار المشاركة في هذه الاستبانة لن يؤثر في العلاقة بينك وبين اساتذتك، ولمزيد من المعلومات عن سرية المعلومات وحقوق المشاركة في الاستبانة يرجى التواصل معي عبر البريد الالكتروني

abuduua74@yahoo.com

الشكر مقدماً لمنحنا جزء من وقت للمشاركة في الاستبانة

Part I: Background Characteristics of Participants

بيانات شخصية

1. College: الكلية

1. Medicine الطب 2. Pharmacy الصيدلة 3. Nursing
4. Dentistry الاسنان 5. Applied Medical Sciences العلوم الطبية التطبيقية
6. Public Health and Tropical Medicine الصحة العامة وطب المناطق الحارة

2. Gender: النوع

1. Male ذكر 2. Female انثى

Part II: Purpose of Language Learning: الغرض من تعلم اللغة الانجليزية

3. Are you interested in learning English? هل انت راغب في تعلم اللغة الانجليزية ؟ Yes No

4. Why do you learn English? لماذا تدرس اللغة الانجليزية ؟

Tick (✓) more than one option if applicable يمكنك اختيار اكثر من اجابة واحدة

- 4.1 For degree requirement. متطلبات دراسية
- 4.2 For my career in medical field. من اجل الوظيفة في المجال الطبي
- 4.3 Because it is an international language. لانها لغة عالمية
- 4.4 I need it when I travel abroad. احتاجها عند السفر للخارج
- 4.5 I need it for everyday life communication. احتاجها في حياتي اليومية
- 4.6 Because it is the language of science and technology. لانها لغة العلوم والتكنولوجيا
- 4.7 For social and prestigious purposes. لاغراض اجتماعية
- 4.8 Other, please specify.....(حدددها)

5. What language do you prefer to study your major courses? ماهي اللغة التي تفضلها في دراسة مواد التخصص

Please tick (✓) your answer يمكنك اختيار اكثر من اجابة واحدة

- Arabic only اللغة العربية فقط
- English only اللغة الانجليزية فقط
- English & Arabic اللغة العربية والانجليزية معاً

Part III: Importance of Language Skills for Academic Purposes

اهمية مهارات اللغة الانجليزية للدراسة الاكاديمية

6. In your opinion, how important it is to gain competence in these Language skills for your academic studies? راتك مامدي في اهمية اتقان هذه المهارات اللغوية لدراساتك الاكاديمية

Tick (✓) your response. ضع علامة (✓) امام اجابتك

المهارات Skills	Very important	Important	Not Important	Not important at all
-----------------	----------------	-----------	---------------	----------------------

	مهم جداً	مهم	ليس مهماً جداً	ليس مهم أبداً
Reading القراءة				
Listening الاستماع				
Writing الكتابة				
Speaking التحدث				
Vocabulary المفردات				
Grammar القواعد				
Medical terminology المصطلحات الطبية				

Part IV: Level of Proficiency in English

7. How would you rate your level of proficiency in English before you joined college?

كيف تقييم مستواك في اللغة الانجليزية قبل الإلتحاق ببرنامج السنة التحضيرية

Very good جيد جداً Good جيد satisfactory مرضي Poor ضعيف

8. How do you describe your ability in each of these skills after completing the PYEL course?

كيف تصف مقدرتك علي اجادة هذه المهارات بعد اتمام برنامج اللغة الانجليزية التحضيرية

المهارات Skills	Very good جيد جداً	Good جيد	Satisfactory مرضي	Poor ضعيف
Reading القراءة				
Listening الاستماع				
Writing الكتابة				
Speaking التحدث				
Vocabulary المفردات				
Grammar القواعد				

9. How would you rate your level of proficiency in English after completing the PYEL course? كيف تقييم مستواك في اللغة الانجليزية بعد اتمامك لبرنامج اللغة الانجليزية في السنة التحضيرية

Very good جيد جداً Good جيد satisfactory مرضي Poor ضعيف

Part V: PYEL Course Evaluation

10. Based on your experience, to what extent do you agree or disagree with the following statements:

بناءً على خبراتك السابقة، الي اي مدى توافق او لا توافق علي العبارات التالية:

Statements	Strongly disagree لا اوافق بشدة	Disagree لا اوافق	undecided لا اعرف	Agree اوافق	Strongly Agree اوافق بشدة
1. Language instruction for Medical students should mainly focus on English for Medical purposes. تدريس اللغة الانجليزية لطلاب التخصصات الطبية ينبغي ان يركز علي اللغة للاغراض الطبية					
2. Language instruction for Medical students should mainly focus on General English. تدريس اللغة الانجليزية لطلاب التخصصات الطبية ينبغي ان يركز علي اللغة للاغراض العامة					
3. The English course in the PYP has met my language needs to function satisfactorily in my academic study. برنامج اللغة الانجليزية التحضيري لبي احتياجات اللغة لدي للتعامل مع دراستي الاكاديمية بشكل مرضي					
4. Language instruction was relevant to my field of study. دروس اللغة التي تلتقتها من خلال برنامج اللغة الانجليزية التحضيري كانت ذات صلة وثيقة بطبيعة الدراسة الاكاديمية.					
5. The time assigned for completing the PY language programme was insufficient to prepare me for my academic studies. المدة المحدده لاكمال برنامج اللغة الانجليزية التحضيري غير كافي للإعداد للدراسة الاكاديمية					
6. The content of the course textbooks was appropriate to address my academic needs. محتوي المقررات الدراسية مناسباً لتلبية احتياجاتي الاكاديمية.					
7. The teaching methodology used by the language instructors was effective. طريقة التدريس المتبعة من قبل اساتذة اللغة كان فعال					
8. Language Instructors motivated me in English classes. مدرسي اللغة كانوا يحفزوني في دروس اللغة					
9. Language Instructors were helpful in their teaching during the programme. مدرسي اللغة كانوا داعمين لي في تدريس المقرر					
10. The assessment procedures used in the course were appropriate. اسلوب التقييم المتبع في البرنامج كان مناسباً					

11. Based on your experience, to what extent the PY English programme was adequate for your academic study.

بناءً على خبراتك السابقة، الي اي مدى كان برنامج اللغة كافي لدراستك الاكاديمية

- Very helpful مفيد جداً
- Quite helpful مفيد لحد ما
- Not very helpful ليس مفيد جداً
- Not helpful at all ليس مفيداً ابداً

Part VI: Open-ended Questions

12. Please feel free to write about any problems or difficulties you had encountered while learning English Language in the PYP.

يمكنك التعبير عن اي مشاكل او صعوبات واجهتها اثناء دراستك لمقرر اللغة الانجليزية بعمادة السنة التحضيرية

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

13. In your opinion, what are the major strengths and weaknesses in the existing language course?

في رائك ماهي اهم نقاط القوة والضعف في مقرر اللغة الحالي الذي يدرس لطلاب التخصصات الطبية؟

.....
.....

14. What recommendations would you provide to improve the existing course?

في رائك كيف بالامكان تطوير برنامج اللغة الحالي؟

.....
.....

Thank you for you valuable time

Appendix (A2)

Students' Pilot Questionnaire

Evaluating the Adequacy of PY English Programme for Medical Students

تقييم مدي كفاية برنامج اللغة الانجليزية التحضيرية لطلاب التخصصات الطبية

Part I: Background Characteristics of Participants

بيانات شخصية

1. College: الكلية

1. Medicine الطب

2. Pharmacy الصيدلة

3. Nursing

4. Dentistry الاسنان

5. Applied Medical Sciences العلوم الطبية التطبيقية

172

6. Public Health and Tropical Medicine الصحة العامة وطب المناطق الحارة

2. Gender: النوع

1. Male ذكر 2. Female انثى

Part II: Purpose of Language Learning: القسم الثاني : الغرض من تعلم اللغة الانجليزية

3. Are you interested in learning English? هل انت راغب في تعلم اللغة الانجليزية ؟ Yes No

4. Why do you learn English? لماذا تدرس اللغة الانجليزية ؟

Tick (✓) more than one option if applicable يمكنك اختيار اكثر من اجابة واحدة

- 4.2 For degree requirement. متطلبات دراسية
- 4.2 For my career in medical field. من اجل الوظيفة في المجال الطبي.
- 4.3 Because it is an international language. لانها لغة عالمية.
- 4.4 I need it when I travel abroad. احتاجها عند السفر للخارج.
- 4.5 I need it for everyday life communication. احتاجها في حياتي اليومية.
- 4.6 Because it is the language of science and technology. لانها لغة العلوم والتكنولوجيا.
- 4.7 For social and prestigious purposes. لاغراض اجتماعية.
- 4.8 Other, please specify.....(حدددها)

5. What language do you prefer to study your major courses? ماهي اللغة التي تفضلها في دراسة مواد التخصص

Please tick (✓) your answer يمكنك اختيار اكثر من اجابة واحدة

- Arabic only اللغة العربية فقط
- English only اللغة الانجليزية فقط
- English & Arabic اللغة العربية والانجليزية معاً

Part III: Importance of Language Skills for Academic Purposes

اهمية مهارات اللغة الانجليزية للدراسة الاكاديمية

6. In your opinion, how important it is to gain competence in these Language skills for your academic studies? راتك مامدي في اهمية اتقان هذه المهارات اللغوية لدراستك الاكاديمية

Tick (✓) your response. ضع علامة (✓) امام اجابتك.

Skills المهارات	Very important مهم جداً	Important مهم	Not Important ليس مهماً جداً	Not important at all ليس مهم ابداً
Reading القراءة				
Listening الاستماع				
Writing الكتابة				
Speaking التحدث				
Vocabulary المفردات				
Grammar القواعد				
Medical terminology المصطلحات الطبية				

Part IV: Level of Proficiency in English

7. How would you rate your level of proficiency in English before you joined college?

كيف تقييم مستواك في اللغة الانجليزية قبل الالتحاق ببرنامج السنة التحضيرية

Very good جيد جداً Good جيد satisfactory مرضي Poor ضعيف

8. How do you describe your ability in each of these skills after completing the PYEL course?

كيف تصف مقدرتك علي اجادة هذه المهارات بعد اتمام برنامج اللغة الانجليزية التحضيرية

Skills المهارات	Very good جيد جداً	Good جيد	Satisfactory مرضي	Poor ضعيف
Reading القراءة				
Listening الاستماع				
Writing الكتابة				
Speaking التحدث				
Vocabulary المفردات				
Grammar القواعد				
Medical terminology المصطلحات الطبية				

9. How would you rate your level of proficiency in English after completing the PYEL course? كيف تقييم مستواك في اللغة الانجليزية بعد اتمامك لبرنامج اللغة الانجليزية في السنة التحضيرية

Very good جيد جداً Good جيد satisfactory مرضي Poor ضعيف

Part V: PYEL Course Evaluation

10. Based on your experience, to what extent do you agree or disagree with the following statements:

بناءً على خبراتك السابقة، الي اي مدى توافق او لا توافق على العبارات التالية:

Statements	Strongly disagree لا اوافق بشدة	Disagree لا اوافق	undecided لا اعرف	Agree اوافق	Strongly Agree اوافق بشدة
1. Language instruction for Medical students should mainly focus on English for Medical purposes. تدريس اللغة الانجليزية لطلاب التخصصات الطبية ينبغي ان يركز على اللغة للاغراض الطبية					
2. Language instruction for Medical students should mainly focus on General English. تدريس اللغة الانجليزية لطلاب التخصصات الطبية ينبغي ان يركز على اللغة للاغراض العامة					
3. The English course in the PYP has met my language needs to function satisfactorily in my academic study. برنامج اللغة الانجليزية التحضيري لبي احتياجات اللغة لدي للتعامل مع دراستي الاكاديمية بشكل مرضي					
4. Language instruction was relevant to my field of study. دروس اللغة التي تلقتها من خلال برنامج اللغة الانجليزية التحضيري كانت ذات صلة وثيقة بطبيعة الدراسة الاكاديمية.					
5. The time assigned for completing the PY language programme was insufficient to prepare me for my academic studies. المدة المحدده لاكمال برنامج اللغة الانجليزية التحضيري غير كافي للإعداد للدراسة الاكاديمية					
6. The content of the course textbooks was appropriate to address my academic needs. محتوي المقررات الدراسية مناسباً لتلبية احتياجاتي الاكاديمية.					
7. The teaching methodology used by the language instructors was effective. طريقة التدريس المتبعة من قبل اساتذة اللغة كان فعال					
8. Language Instructors motivated me in English classes. مدرسي اللغة كانوا يحفزوني في دروس اللغة					
9. Language Instructors were helpful in their teaching during the programme. مدرسي اللغة كانوا داعمين لي في تدريس المقرر					
10. The assessment procedures used in the course were appropriate. اسلوب التقييم المتبع في البرنامج كان مناسباً					

11. Based on your experience, to what extent the PY English programme was useful for your academic study.

بناءً على خبراتك السابقة، الي اي مدى كان برنامج اللغة مفيد لدراستك الاكاديمية

- Very helpful مفيد جداً
- Quite helpful مفيد لحد ما
- Not very helpful ليس مفيد جداً
- Not helpful at all ليس مفيداً ابداً

Part VI: Open-ended Questions

15. Please feel free to write about any problems or difficulties you had encountered while learning English Language in the PYP.

يمكنك التعبير عن اي مشاكل او صعوبات واجهتها اثناء دراستك لمقرر اللغة الانجليزية بعمادة السنة التحضيرية

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

16. In your opinion, what are the major strengths and weaknesses in the existing language course?

في رائك ماهي اهم نقاط القوة والضعف في مقرر اللغة الحالي الذي يدرس لطلاب التخصصات الطبية؟

.....
.....

17. What recommendations would you provide to improve the existing course?

في رائك كيف بالامكان تطوير برنامج اللغة الحالي؟

.....
.....

Thank you for you valuable time

Appendix (C)

EFL Teachers' Interview

1. How many years have you been teaching at the PYD?
.....
.....
2. Have you ever attended a teacher training course, in either general or medical English?
.....
.....
3. Do you think that English is important to medical students in their academic study?
.....
.....
4. What do you perceive as the needs of your students for their academic studies?
.....
.....
5. What do you need to satisfy your medical students' needs?
.....
.....
6. How helpful is the existing English language course offered to medical students at the PYD in improving their overall level of English, language skills, grammar and vocabulary and medical terminology?
.....
.....
7. To what extent do you think the four main skills are important in your students' academic studies?

.....
.....

8. Do you think that it is necessary to have a fluent command of oral and written English for your students to be a successful medical professional?

.....
.....

9. What do you like and do not like about the existing English language course for first year medical students?

.....
.....

10. Do you encounter any problems while teaching English to medical students at the PYD?

.....
.....

11. In your opinion, do your students encounter any problem in learning English?

.....
.....

12. What suggestions would you like to make for the improvement of the existing English course for first year medical students in order to make it more adequate and relevant to students' needs?

.....
.....

13. If you would like to comment or add anything you are very welcome.

.....
.....

Thank you very much for your time and participation.

Appendix (D)

Subject Specialists' Interviews

Name: (Optional)

Gender: Female Male

Nationality:

1. How long have you been teaching medical students at JU?

.....

2. Do you think English language is important in the medical field?

.....
.....

3. How often is English used in medical field and with whom it is used?

.....
.....

4. Do you think English has a role in the quality of medical education? If so, please give examples.

.....
.....
5. Do you think that it is necessary to have a fluent command of oral and written English to be a successful medical professional?

.....
.....
6. To what extent are you satisfied with the level of English of your students who completed the English language programme at the PYD?

.....
.....
7. How do you see their language skills (reading, listening, writing, speaking), their grammar and vocabulary and medical terminology?

.....
.....
8. In your opinion, what language skills were medical students able and not able to develop during their freshman at the PYD?

.....
.....
9. Do you think it is difficult to communicate with your students in English during the medical classes?

.....
.....
10. To what extent do you think the language skills (reading, listening, writing, and speaking) are important to the medical students' academic studies?

11. To what extent do you think that their level of English prepares them for their academic studies?

.....
.....

12. What can the ELC (English Language Centre) at Jazan University do to prepare the medical students better for the kind of English required for their academic studies?

.....
.....

13. Would you like to comment or add anything?

.....
.....

Thank You

Appendix (E)

Students Enrolled in the PYEL Course

Semester	20171
Course	PRE163-3
Enrolled Count	755
Total	755

Appendix (F)

PRE TEST

I. READING – 10 Marks

Read the following passage carefully and follow the instructions below.

Social networking sites, such as Facebook, allow users to create profiles, become friends with other users, and post updates, photos, videos, or news stories that their friends can see. Social networking sites also provide opportunities for users to join groups, such as learning language groups, and communication groups. These sites also allow users an easy way to organize events. Face-book was established in 2004 as a way for college students to see photos of their classmates. When it became available to the general public in 2006, its number of users skyrocketed. Currently over 600 million users worldwide have Face-book accounts. People over age 55 are the fastest growing users of the network.

Some groups have attempted to establish senior-only sites, but older people rejected them. People over age 55 prefer using websites where they can interact with people of all generations. Many grandparents use it to keep in touch with their grandchildren who live far away. Others use Face-book to reconnect with high-school classmates, network professionally, or organize family reunions. For people who live a long way from family or who have difficulty traveling, social networking has opened up a new avenue for staying connected. These tools can be particularly beneficial for the many older people living alone, who might otherwise become isolated. In addition to Face-book, other social networking sites exist and new social networking sites are continuously being developed. Twitter, with 200 million users, is a social networking and micro blogging service that allows users to send short messages, otherwise known as tweets, to members of their social network. Another useful social networking site is LinkedIn.

A. Answer the following questions.

1x3=3

1. What kind of opportunities are provided by social networking sites?

2. How many users have Face-book accounts these days?

3. Was Facebook established for college students to see photos of their classmates?

B. Match column A with column B.

4×1=4

A	B	Answers	
1. Social networking sites	a. teenager	1	
2. Isolated	b. Line, Facebook, Imo, etc.	2	
3. a person between 13 and 19 years old	c. writing online journal	3	
4. blog	d. alone	4	

C. Circle 'T' for true and 'F' for false statements.

1×3=3

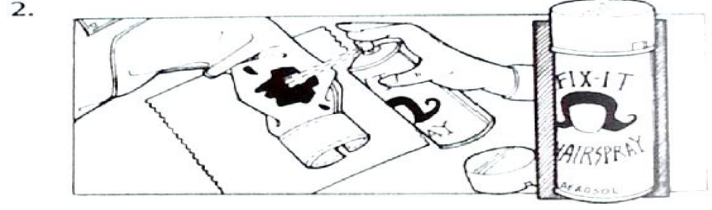
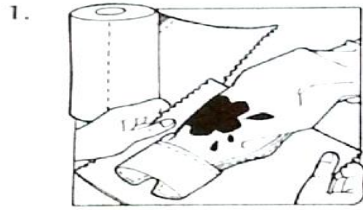
1. Twitter has 300 million users. **T F**
2. Social networking sites allow users an easy way to organize events. **T F**
3. People over age 55 are the fastest growing users of the Facebook. **T F**

II. WRITING 10 Marks

A. Number the steps in time order.

0.5×5=2.5

How to Remove an Ink Stain



_____ Finally, wash the piece of clothing as usual.

_____ Continue rubbing until the stain is completely gone.

_____ First, put a paper towel under the stain.

_____ After that, rub the stain gently with a clean cloth.

_____ Then spray the stain with hair spray.

B. Write a paragraph about: How do you enjoy your free time (5 marks)

C. Fill out the form below with information about yourself. 0.5x5=2.5

1. Name: _____
 Last First Middle
2. Email: _____
3. Gender: _____
4. Nationality: _____
5. First Language: _____

III. GRAMMAR 10 Mark

A. Choose the correct option.

4 x4=4

1. I _____ football every weekend with my friends.

- a. played b. Play c. playing d. am not playing

2. My family _____ happy when we are together.

- a. was b. were c. wasn't d. is

3. My friend Ali _____ football with us last weekend. He was too tired.

- a. didn't play b. Played c. didn't played d. was played

4. I _____ to eat a four cheese sauce pasta tonight.

- a. would b. would like c. like d. liked

B. Underline the correct preposition.

3x3=3

1. My English class begins **in / at / on** half an hour. I have to hurry.
2. I really like the taste of sawarma **under / above / at** Abu Hassam.
3. My friends are all **at / near / in** my class. I am really lucky.

C. Change the verb to the past time.

0.5x6=3

1. It _____ (**rain**) yesterday.
2. She _____ (**teach**) English class last month.
3. Where _____ (**be**) you ten minutes ago?
4. I _____ (**sit**) in the front row last week.
5. The police _____ (**catch**) the thief last week
6. Someone _____ (**call**) me few minutes ago

IV. LISTENING 10 Marks



IA_LS_ME_2_10.mp3

A. Circle (T) for true and (F) for false statements.

1×4=4

- | | | |
|--|----------|----------|
| 1. Mona had an argument with her mother Sarah. | T | F |
| 2. Sarah is not angry with Mona right now. | T | F |
| 3. Mother advised Mona to call her many times. | T | F |
| 4. Sarah says at the end that`s good advice Mom. | T | F |



IA_LS_ME_1_39.mp3

B. Listen to the conversation and circle the correct answer.

1×4=4

1. Ali is on Facebook to _____.
a. like posts
b. read posts
c. upload posts
d. comment on posts
2. Who often posts pictures of her baby on Facebook?
a. Ali`s aunt
b. Ali`s mother
c. Ali`s sister
d. Ali`s friends
3. Ali can see _____ online when he calls.
a. his sister
b. the baby
c. his parents
d. his friends
4. Dan thinks that technology is _____.
a. amazing
b. fascinating
c. boring
d. exciting

C. Listen and complete the description with the correct option.

0.5×4=2



IA_LS_ME_1_51.mp3

Anthony is typical college student. Where do I (**link/ begin/ think**)? He is not too heavy, and he is not too thin. He is not too short, and he is not too (**small/ tall/ toll**). He wears

comfortable, casual clothes for fall. His (**here/ ear/ hair**) is not too dark, and it is not too light. He's a friendly and medium-sized guy_____ just (**light/ right/ tight**).

Appendix (G)

POST TEST

I.READING - Marks 10

Read the passage carefully and follow the directions below.

Walking is one of the easiest forms of exercise. It's really simple, right? Just get up and walk around. It's an underrated and often overlooked form of exercise, but it most certainly is. Let's look at the benefits of walking.

Walking is a low-impact exercise. Anyone at any fitness level can walk. If you can't run, because of hip or knee pain, you can still usually walk. So why not walk a bit?

Walking and some light exercise for thirty minutes a day, according to the American Heart Association, has many benefits. It can reduce your risk of heart disease and heart attacks. It can help keep your blood healthy, reducing unhealthy fats and excess sugars in your blood. It can help with body weight, diabetes, weak bones, and **it** may help to prevent certain types of cancer. Additionally, it has been proven to improve mood!

Another cool thing about walking is that you can talk while you are doing it. If you're running, lifting weights, or playing team sports, you might not be able to catch your breath long enough to talk. Walking is gentle activity, so you can easily talk while you do it. Walk with your dog, a friend, or your family. You can talk about your day or get something off your mind. You can also enjoy looking at nature as you walk, letting your worries disappear!

So, get out there and get walking! Put on shoes and walk a few minutes every day. It's especially helpful in the morning to get your blood pumping and your mind clear, or after meals, to help digestion.

A. Answer the following questions. 1x3=3

1. Which is a low-impact exercise?

2. What can you enjoy as you walk?

3. When is walking helpful to get your blood pumping?

B. Choose the correct answer. 1x4=4

1. Walking can reduce _____ .
a. body weight b. heart beat c. eye sight d. none of them
2. If you have knee pain, you can still _____ .
a. run b. fight c. walk d. play football
3. “**It** may help to prevent certain types of cancer”. Here ‘**It**’ refers to _____ .
a. walking b. heart c. diabetes d. body
4. The word ‘**disappear**’ means _____ .
a. come b. go away c. happen d. arrive

C. Circle ‘T’ for true or ‘F’ for false statements. 1x3=3

1. Walking has lots of benefits for body. **T** **F**
2. Walking reduces risk of heart attacks. **T** **F**
3. If you are running, you can catch your breath long enough. **T** **F**

II. WRITING Marks 10

1. Correct the mistakes and rewrite the sentences. 1x3=3

1. We plays tennis every weekend.
-

2. The book have ten chapters.

3. He drinks a lot of waters every day.

B. Rewrite the paragraph. Change I to Fatima. Change the verbs and pronouns if necessary. 0.5x8=4

I like to spend my free time outdoors. My favorite outdoor activity is gardening. I also enjoy taking long walk in the park. On sunny days, I go to the beach with friends.

C. Use correct words from the brackets to complete the sentences. 1x3=3

1. Sami _____ come here every day. (do / doesn't / did / don't)

2. He usually _____ soccer at the weekend. (play / playing / plays / is playing)

3. He never _____. (smoke / smokes / smoking / is smoking)

III. GRAMMAR Marks 10

A. Choose the correct option.

0.5x6 = 3

1. I was born _____ April 12, 1985.

a. at

b. on

c. of

d. in

2. There _____ two windows in this room

- a. be b. am c. is d. are

3. Ahmed _____ make a telephone call.

- a. need b. needs to c. need to d. needs

4. Omar _____ TV last night.

- a. watch b. watches c. is watching d. watched

5. Did Ali _____ for shopping last week?

- a. go b. went c. goes d. going

6. The door is _____ to the window.

- a. near b. next c. beside d. between

B. Rewrite the sentences with correction.

1x4=4

1. I hear an interesting story yesterday.

2. How many students there are in the class?

3. I would like go to the market.

4. John played with his children last evening.

C. Do as directed.

1x3=3

1. Fatima wants to take a glass of water

(use **would like**)

2. Is there any juice in the refrigerator?

(Answer with 'No')

3. _____ (Make question)

12 pens. (There are 12 pens in this box)

IV. LISTENING -Marks 10

A. Listen to the conversation and circle the letter of the correct answer. 1×5 = 5

1. Ali is on Facebook to _____ .

- a. read posts b. upload posts c. comment on posts d. like posts

2. Who often posts pictures of her/his baby?

- a. Ali's brother b. Ali's parents c. Ali's friend d. Ali's sister

3. How does Ali stay in touch with his parents?

- a. by email b. by texting c. both a and b d. by Facebook

4. How can Ali call his parents for free?

- a. by cell phone b. by Skype c. by international calling d. by Tango

5. Dan thinks that technology is _____ .

- a. alarming b. annoying c. amusing d. amazing.

B. Circle 'T' for true and 'F' for false statements.

1×5=5

1. Ali says that he has no fever. **T** **F**

2. The doctor asks Ali to take 4 aspirin. **T** **F**

- | | | |
|---|----------|----------|
| 3. Ali should drink plenty of fluids. | T | F |
| 4. The cough medicine is available in any drug store. | T | F |
| 5. Ali should take his medicine before his meals | T | F |

Appendix (H)

The PYEL Course Details

Credit and Contact Hours of PYEL course for First Year Medical Students

First Semester	Course	Credit Hours	Contact Hours	Total per semester	Total
	ENG-163	3	15	450	
	ENG-164	3	15	450	
	Total of Other PY Courses	14	14	420	

Second Semester	Course	Credit Hours	Contact Hours	Total per semester	Total
	ENG-163	3	15	450	
	ENG-164	3	15	450	
	Total of Other PY Courses	13	13	390	

COURSE CODE: PRE 163

SL No.	Title	Author(s)	Publisher	ISBN
1	Basic English Grammar	Azar, B et al	Pearson Longman	978-0131957343
2	Interactions Access: Reading & Writing (Diamond Edition)	Hartmann, P et al	Mcgraw-Hill	978-0077146986
3	Interactions Access: Listening & Speaking (Diamond Edition)	Thrush, E et al	Mcgraw-Hill	978-0077147013
4	Ready to Write 1	Blanchard, K et al	Pearson Education	978-0131363304

