



**The Impact of English Language Preparatory Programmes
in a Saudi Arabia University: An Investigation of Students'
Perceptions of their Language Difficulties,
Experiences and Suggestions**

By:

Zainab Mohammad Gaffas

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Chapter Six: Discussion of Findings

6.1 Preview

This chapter discusses the students' perceptions of the language difficulties they encountered in studying pharmacy courses through English-medium instruction and the causes of such difficulties. The chapter also discusses their views of the impact of the English Preparatory Programmes (ELPPs) on their academic experiences and their suggestions about how the ELPPs could be improved to address the students' academic needs. To gain useful insights into the findings of this study and their relation to the outcomes of previous studies in the literature, the discussion is presented according to my responses to the four research questions.

6.2 Response to Research Question 1

In terms of academic English skills, what are the main difficulties experienced by female and male undergraduate pharmacists in studying their degree courses through English-medium instruction?

6.2.1 Reading Difficulties

When the students were asked to provide information about the academic tasks required in their pharmacy courses with regard to reading skill, most responded that reading the lecture handouts (83.8%) was the most common task. This finding supports Yousif et al. (2013), whose student respondents studying pharmacy in different universities across the Kingdom of Saudi Arabia, showed a general tendency to rely on pre-lecture handouts for understanding the main points in the lecture and as a post-lecture learning tool. Yousif et al. (2013) concluded that students would be totally dependent on the handouts, and hence they would not extend their content knowledge by reading research articles or references. The students reported in my study also indicated that they were required to read multiple-choice questions (77.2%) and essay-type questions (75.2%), followed by reading technical vocabulary (72.4%) and pharmacy textbooks (70.5%). Doing library research (38.1%) and reading professional articles (34.3%) were less common.

The results of the students' responses in both groups to questions that focused on reading difficulties (questions 21 to 35) showed that the majority (87.6%) of the students identified understanding the meaning of non-field specific terms as their

greatest difficulty in reading a text. Nevertheless, understanding the meaning of technical vocabulary (34.3%) and the main concepts in the field of pharmacy (23.8%) seemed to be less problematic. These findings contrast with those reported in Hyland (1997), Evans and Green (2007) and Evans and Morrison (2011b), which showed that the student participants responded that understanding the meaning of specialist terms was their greatest difficulty in reading specific texts. In their case study of 28 students from a wide range of academic backgrounds, Evans and Morrison (2011b) found that students experienced considerable difficulty in reading texts in the area study because of their lack of 'a rich technical vocabulary, which prevented them from quickly and fully comprehending unfamiliar disciplinary genres' (p. 392). Hyland's (1997) participants perceived that the lack of technical vocabulary seriously impeded their understanding of reading their disciplinary textbook. This difference in the findings of these previous studies and those reported in the present study can be based on my knowledge of Saudi learners. The students in this study were not advanced English learners, and they were from a learning context that did not provide full exposure to general L2 vocabulary instruction either in school or in the ELPP. This point will be discussed in detail in the answers to RQ2 and RQ3.

Another explanation is that, unlike the context of this study, the previous studies mentioned above included a sample of ESL students who were enrolled in ESL university courses. Although a mixture of their L1 and English was used by their instructors, the instructors in the context of this study seemed to rely on Arabic to deliver their lectures (Hasan & Abdalaziz, 2012) and pay less attention to the adequacy of the students' language performance (Jordan, 1997; Mustafa, 1995; James, 2010). These results supported Chowdhury and Haider (2012) in their study of 40 EFL students of pharmacy at a private university in Bangladesh. Chowdhury and Haider identified students' poor general L2 vocabulary knowledge as their greatest difficulty; over half (57.5%) of their subjects reported that they very often or often found it difficult to guess the meaning of unknown words, whereas around 40% said that they very often and often had problems in understanding specialist terms.

Furthermore, it was found that the lack of variety in general L2 vocabulary blocked the process of these students' reading comprehension and impeded their progress in tackling subject-specific reading tasks, such as understanding the point of a question on the pharmacy examination papers (79%). This corroborates Cobb and Horst (2001), who argued that vocabulary deficiency influenced L2 reading development more than any other linguistic area. Marshall and Gilmour (1993) tested students' knowledge of 45 general terms from a prepared corpus. The results showed that the students performed poorly in reading comprehension because of their lack of knowledge of vocabulary.

Regarding the reading of subject textbooks, the findings also suggested that these students had difficulty in using reading strategies. They reported finding it difficult to distinguish the main ideas from the supporting details (70.5%), understand the structure and organization of a text (69.5%), understand the references used in reading texts, such as ellipsis, conjunction and lexical cohesion (62.9%), and draw inferences and conclusions about the implied message in reading texts (61%). The subjects' perceived difficulties in using some reading sub-skills were congruent with the findings of previous studies that examined the relationship between reading comprehension and the types of reading strategies employed by successful and unsuccessful L2 readers. Li and Munby (1996) and Hijikata et al. (2013) showed that L2 students lacked the appropriate strategies for effective reading and thus had problems in carrying out this task.

Finally, the results of the present study showed that although there was a slight difference between females' and males' reading abilities, understanding the meaning of non-specific terms tended to be perceived as their greatest difficulty; this task received the lowest mean scores by both the female and the male students (item 27, $F=1.15$, $M=1.28$), which was followed by understanding the point of an exam question, which received the second lowest mean scores given by the students (item 34, $F=1.40$, $M=1.23$). These mean scores suggested that most pharmacy students, females and males, had difficulty in reading texts in their subject areas. This finding could indicate that these students also had difficulty in their general reading skills, which would have hindered their performance in reading subject-specific content. The evidence that emerged from this study showed that the strategies used to deal with the

problem of identifying the meaning of unfamiliar words in a text, such as consulting a dictionary, asking classmates or a teacher, or skipping were rarely employed by Saudi students (Baniabdelrahman & Al-Shumaimeri, 2014; Al-Haysony, 2012).

6.2.2 Listening Difficulties

When the students were asked to provide information about the academic tasks required in their pharmacy courses with regard to listening skill, their responses showed that listening to teachers' lectures in English (81%) appeared to be required in pharmacy courses, followed by listening to oral presentations presented in class (58.1%). The students' responses to these items were compared with the data generated in the interviews and focus group discussions. When the data compared, I noticed that the high ranking of listening to the teachers' lectures in English and to oral presentations reflected the students' own notions of what was important to them and the areas that they more lacked confidence in rather than the tasks that were actually required in their course.

The results of the students' responses in both groups to the questions that focused on their difficulties in listening skill (questions 36 to 48) showed that the majority (67.6%) who responded to this item reported that understanding the meaning of the non-specialist terms was their greatest difficulty. This result was similar to the results that showed understanding the meaning of unfamiliar non-specialist terms was their main problematic area in reading skill. Therefore, it would be safe to argue that rich vocabulary knowledge is a vital element in the development of students' second language competence (Saville-Troike, 1984, as cited in Jordan, 1997). Understanding the meaning of the technical terms was not identified as a problematic area; more than half of those who responded to this item (58.1%) said that it was easy to indicate their answer, and only 8.6% said it was difficult. The students' perceived difficulties with understanding the meaning of unknown vocabulary in listening to a lecture are consistent with the perceptions of the ESL students in Evans and Green's (2007) study.

The data analysis also revealed that these students encountered some degree of difficulty in understanding information that was not explicitly stated by their lecturers: 56.2% answered that it was difficult, whereas 48.6% were not able to listen

to long stretches of spoken English, which hindered them from understanding the topic of the lecture or processing the rest of the information in the lecture. These results were in agreement with Al-Moallim et al. (2010), who found that most of the medical students assumed that they did not comprehend what they were supposed to learn by the end of the lectures. They attributed this lack of adequate understanding regarding the lecture content to language barriers. These results are also in line with Chowdhury and Haider (2012), who found that only 65% of the students reported having trouble understanding long stretches of spoken English in lectures.

This result may have been because of the students' poor knowledge of vocabulary, which inhibited their ability to infer the meaning of implicit information and to understand the lectures. This reason supports Kelly's (1991) view that the lack of vocabulary knowledge seemed to be of prime importance in the achievement of effective listening comprehension by EFL students. It also supports Meccarty (2000), who found that lexical knowledge was a major contributing factor in the development of L2 listening comprehension. The effects of unknown vocabulary, complex grammatical structures and listening to long stretches of spoken English were confirmed by Hamouda (2013), who found that limited vocabulary knowledge seriously hindered EFL Saudi students' listening progress and increased their feelings of fatigue, distraction and frustration. Another possible explanation for the students' difficulty in inferring the meaning of implicit information is that these students were not familiar with the methods that their teachers used to organise their lectures. Nevertheless, the students expected them to make everything clear and explain the important points separately and clearly (Johnston, 2001). Another reason could be that the students had not been adequately instructed in listening strategies (Hamouda, 2013),

Interestingly, the high rates of ease expressed by many students in response to questions about listening sub-skills indicate that listening is less difficult: 64.7% of the students reported that they found it easy to recognize intonation in signalling relevant or irrelevant information; 63.7% found it easy to follow different modes of lecturing, namely spoken, audio and visual modes; 60% found that 'identifying the purpose of lecture' was uncomplicated; 51.4% found it easy to distinguish between important and less important points when note-taking; and 42% found it easy to

understand irrelevant topics, jokes and digressions.

This claim is supported by the fact that in dealing with students who had low levels of English proficiency, as was the case in the present study, the subject-matter teachers tended to deliver lectures in Arabic and simplified English words or ‘code switched’ between students’ L1 and English (Ustunel and Seedhouse, 2005; Chang, 2010). This view was more acceptable by the Saudi pharmacist students who indicated a high preference for the use of Arabic and English as the medium of instruction in their pharmacy classes (Al-Osaimi et al., 2013) or the use of a single-medium of language instruction, that is, Arabic (Hasan & Abdalaziz, 2012). The preference for Arabic as the medium of instruction was supported in this study. More than half of the students (52.4%) reported that because both Arabic and English were used as the medium of instruction, understanding the information in the lectures was difficult; 33.3% of them found that it was neither difficult nor easy, whereas only 11.4% felt that it was easy.

In support of this possibility, the results of this study revealed that the second-year pharmacy students generally had confidence in their abilities to take notes in the lecture, as 30.4% of the students who reported to this found it difficult, 41% found that it was neither difficult nor easy, whereas only 26.7% felt that it was easy. This result is understandable because these students relied on reading the lecturers’ handouts during the lecture; thus, the amount of note taking was reduced; or they used L1 (Arabic) when they took notes.

No major differences were observed between the responses of females and males to these sub-skills. The females and males showed relatively similar mean scores to all items except ‘Understanding irrelevant topics, jokes and digressions’ and ‘Taking concise and clear notes’. Although jokes or irrelevant topics during the lecture did not block the males’ listening comprehension, it tended to cause females difficulty (Female = 1.54, Male = 2.49). Similarly, taking clear notes tended to be less difficult for the male students, whereas this was more complicated for the females (Female = 1.91, Male = 2.07).

2.6.3 Writing Difficulties

When the students were asked to provide information about the academic tasks required in their pharmacy courses with regard to writing skill, their responses showed that writing lab reports (61%) was required more often than writing essays (39%) and research papers (31.4%).

The results of the students' responses in both groups to the questions that focused on writing difficulties (questions 49 to 59) showed that the majority of students (79%) identified using the appropriate word as their main problematic area; 7.6% indicated neither difficult nor easy; and 10.5% indicated easy. This result supported that the students' poor lexical knowledge influenced their ability to express ideas in their own words appropriately: 65.7% found that producing idiomatic written expressions was difficult, and 5.7% indicated that it was easy. This result agrees with the findings in Zughoul and Husain (1985), Rabab'ah (2003) and Al-Khairiy (2013b). Al-Khairiy (2013b) found that the use of appropriate vocabulary was the greatest weakness that impeded Saudi students with the writing process, to the extent that it caused writer's block. The result confirms Chowdhury and Haider (2012), who found that most students had difficulty finding the appropriate word when writing their assignments.

The data analysis also showed that the students had difficulty not only in linking between sentences adequately but also in organizing paragraphs in a suitable way: as 60% and 42.8%, respectively, of those who responded to these two writing sub-skills indicated that they were difficult. This finding supports Kaplan's (1966) claim, which showed that Arabic learners of English tended to produce essays that were considered inadequately organized despite their mastery of the English language. This finding also lends support to those presented in Ahmad (2010), whose Egyptian EFL students struggled with writing topic sentences, expressing ideas and organising ideas.

In the present study, an unanticipated finding was that grammatical accuracy caused little difficulty: 40% of the students said that it was difficult for them to present their ideas in an accurate form. This finding does not support some previous studies (e.g., Hashim, 1997; Al-Khairiy, 2013b; Al-Buainain, 2006; Hinkle, 2003; Silva, 1993). Hashim (1997), for example, indicated that the most problematic area in Saudi students' writing was at the sentence level. Hashim divided their writing errors into

seven main categories: verbs, prepositions, relative clauses, conjunctions, adverbial clauses, sentence structure and articles. Similarly, accuracy was the second most problematic area, followed by the 'use of irregular verbs'. The use of 'appropriate prepositions' was ranked fourth in writing difficulty. Al-Buainain (2006) reported similar findings, indicating that students' writing errors included the inappropriate use of verb tenses, subject-verb agreement, omission or addition of the verb *to be* and articles. The students felt that accuracy in writing caused less difficulty, presumably because their subject teachers did not tend to emphasize their writing abilities, including grammar. Instead, they were concerned about their students' ability to retrieve important content knowledge (James, 2010, Evans and Green, 2007; Jordan, 1997).

However, the results of the present study revealed that these students assumed that they did not experience difficulty in writing paragraphs for an assignment: 21% of those who responded chose 'difficult' as the answer. In attempts to explain these findings, it can be argued that these students tended to assess their ability in writing paragraphs for an assignment in terms of what was actually required in their content classes not in terms of what they felt was the most difficult challenge in writing. As it was shown from data generated from the interview, students tended to rely on Arabic in answering exam questions, even though they were produced in English. It was seen as an acceptable practice in their content courses.

Another possible explanation for this finding might be that their L1 writing skills did not necessarily reflect the Arabic students' ability to express their opinions or think critically. This explanation supports Cummings (1989), who maintained that Arab learners tended to apply a knowledge-telling model when writing. Thus, their ability in writing may not include questioning that knowledge or expressing their opinions but instead transmitting existing knowledge. Consequently, these students might have perceived that writing assignments as easy because they tended to present existing knowledge that they had memorised.

In addition, the findings of the present study showed that the use of correct spelling and correct punctuation did not cause much difficulty: 21% of the students who responded to this sub-skill said 'difficult', whereas only 5.7% indicated that using correct punctuation was an easy task. Citing the work of authors did not cause much

difficulty: only 15.2% answered 'difficult' and 36.3% answered 'easy'. This result is understandable because the practice of integrating the ideas of others and documenting the sources are not required of the students in this context compared to English-speaking native cultures that are concerned about plagiarism. In fact, using another's person words and not acknowledging the sources of their work is not seen as stealing or plagiarism, but as acceptable (Shurki, 2104). Therefore, how accurately and appropriately they represent another's works in their own words is not problematic. Instead, these students were more concerned about including an exact copy of the previously published information in their paper.

Although the calculated means suggested that the differences between the responses of the two groups was not large, the females indicated somewhat more difficulty than the males did in finding an appropriate lexical term (Female = 1.27, Male = 1.45). In addition, using an appropriate item was not the only challenge facing females in writing. Grammatical accuracy (item 52) was also a serious challenge (Females = 1.85, Males = 2.31). The females' responses to item 50 had a mean score of 1.85. The males' responses to the same item had a mean score of 2.49, which confirmed that the females claimed to experience more difficulty in writing paragraphs than their male counterparts did.

6.2.4 Speaking Difficulties

When the students were asked to provide information about the academic tasks required in their pharmacy courses with regard to speaking skill, their responses showed that 'Talking to lecturers in English' was chosen by most of the respondents (Yes = 56.2%, To Some Extent = 37.1%), and it was more important than 'Asking and answering questions' (Yes = 53.4%, To Some Extent = 39%) or than 'Expressing your own ideas and opinions' (Yes = 42.9%, To Some Extent = 41%). In contrast, 75.2% (Yes = 27.6%, To Some Extent = 47.6%) indicated that giving individual presentations was demanding. Giving group oral presentations in front of the class was a less common task: almost half (44.8%) of those who responded to this item were only certain to some extent about its being a required skill; only 28.6% were sure that it was required.

The results of the students' responses in both groups to the questions that focused on

speaking difficulty (questions 60-68) showed that in general they experienced more difficulty in expressing ideas accurately: 54.3% reported communicating accurately as their greatest difficulty; 36.2% found that it was 'neither hard nor easy'; only 9.5% said it was 'easy'. They also reported that they were more likely to have difficulty in answering their instructors' questions and asking them for clarification: 56.2% of the subjects revealed that they had difficulty in answering questions; 39% of the students reported that it was difficult to ask for clarification. Fluency was also a serious challenge: around 41% of the students reported having difficulty in expressing their ideas fluently in English; 35.2% said that it was 'neither hard nor easy'; and only 17% said that it was 'easy'. This result is in line with Al-Moallim et al. (2010), who found that 52% of the Saudi medical students reported having difficulty in interacting with their subject matter teachers and peers or in expressing ideas fluently, and 53% felt very shy speaking in English. It also comes with consistent with Evans and Green (2007), who found that although students have the ability to present information in English, 'they lack the language resources to do so in an accurate and fluent manner; perceptions that relate to writing as much as speaking' (p. 12).

In addition, the results of the present study revealed that these students were convinced that they could not participate actively in class discussions: 33.3% of the students felt that speaking in class was difficult; 40% believed that it was neither difficult nor easy; and only 26% said that it was an easy task. This finding is not surprising because of the insufficient proficiency in English (Liu & Jackson, 2009; Hamoud, 2013). The lack of confidence in speaking English and the fear of losing face when making mistakes were considered the main causes of students' decreasing oral ability (Hamoud, 2013; Al-Hmadi, 2014). Nevertheless, the results of the present study showed that clear pronunciation and presenting information from notes caused the students less trouble: 23.8% of the responses that were equally distributed between these two items were associated with the rubric *difficulty*. This finding is understandable because the assessment of good or bad pronunciation is often neglected in content courses. In fact, the general assumption is that there is a greater need to help students learn the content rather than improve their proficiency in speaking English (Evans & Green, 2007; Evans and Morrison, 2011b).

An equally concerning finding was that around 42.9% answered that they had no

difficulty in presenting information from notes when they were required to give a short talk on some aspect of their studies. The students were clearly comfortable with their presentation skills: 44.8% felt able to give oral presentations with ease; and only 18.1% answered that giving oral presentations was difficult. This finding contradicts Chowdhury and Haider (2012), who found that the majority of their pharmacy students (40%) stated that they always had difficulty in giving oral presentations: 32.5% and 27.5%, respectively, indicated that they often and sometimes had the same problem. Finally, 36.2% of the students considered that it was easy to interact with their teachers in English; only 16.2% said that it was difficult. This is perhaps an acceptable result because in contexts where L1 predominates, most interactions and activities might be conducted in the students' L1, whereas English is less frequently used (Evans & Morrison, 2011a; Chazal, 2014).

The differences between the mean scores for all the speaking sub-skills were not significant, indicating that the females and males had very similar abilities in speaking skills. The mean scores showed that the females were more likely than males to report having difficulty participating in class discussions (Females = 1.75, Males = 2.08). The calculated means also showed that the females experienced more difficulty with fluency (item 66) than the males did (Females = 1.68, Males = 2.07). These findings indicate the need to track the factors that contribute to affecting students' L2 speaking abilities, particularly females. These factors will be supplemented by the data collected in the interviews that I conducted with the students.

6.3 Response to Research Question 2

In the students' own views, what are the reasons for these difficulties in this particular context?

The results of the present study showed the students' perceptions of the causes of difficulties discussed in RQ1. The results showed that the females' perceptions did not significantly differ from those reported by their male counterparts. These reasons included English education at school, the lack of contexts for using English and the linguistic differences between Arabic and English. However, they differed in two reasons. The first reason was related to psychological factors, which were associated with the females; i.e., Noor and Kareema, whereas the second reason was related to low family educational knowledge and background regarding the role of English,

which was cited by one male; i.e., Bader. In the following sections, the reasons are discussed according to the frequency of their citation by the participants as main causes, followed by a discussion of the causes that were less frequent.

6.3.1 Reasons Related to School English Education

In the interviews, the students in both groups attributed their difficulties to adjusting to the demands of using English in their content courses to their prior school English education. They indicated that the standard of the English teaching at their schools was unsatisfactory, and they felt that it failed to equip them with the level of English required in their new learning environment, that is, the university. They gave a number of related reasons to support their claims.

All students reported that several inappropriate teaching methods had negatively affected their English competence and contributed to their poor usage of English in their major studies. One cause was related to the use of the traditional teacher-centred approach and the excessive use of Arabic during their English lessons. First, all the students in my study reported dissatisfaction with being exposed to drill-based methods, such as repeating after the teacher, responding to drills and offering short answers to questions, particularly in learning speaking skills. For example, Noor, the first female participant, felt that her schoolteacher failed not only to support the development of essential oral interaction in her class but also to provide opportunities for her to practise speaking in English. Moreover, Kareema expressed that when she was in primary school, no teaching aids were used to promote real communication, such as listening to children's songs in English, role-playing or pair work activities. Instead, several activities required the verbatim reproduction of utterances. This finding aligns with Al-Seghayer (2015), who found that in such speaking situations 'Saudi EFL learners are neither engaged in a real speaking environments, nor are introduced to one' (p. 93).

Similarly, Al-Seghayer (2015) highlighted several ineffective vocabulary instructions used by most Saudi EFL teachers in their English lessons, maintaining that teachers 'expect their students to acquire the target vocabulary items on their own without providing much guidance or explicit strategy instruction, provision of opportunities to learn vocabulary through context, or help with learning specific strategies for

acquiring words' (p. 95). This practice could explain why vocabulary was perceived to be the greatest difficulty by all the pharmacy students, which was indicated by the results of the analysis of their self-assessment questionnaires.

Second, the students reported that there was little focus on teaching listening skills. Literature well documented the reasons lying behind ignoring teaching listening skills in English lessons at school. It could be because teachers did not pay much attention to teaching them when they planned their lessons (Al-Seghayer, 2015). Another reason could be that their schools did not have well-equipped listening labs (Al-Seghayer, 2011). Furthermore, it has been suggested that listening skills might be neglected because most Saudi EFL teachers thought that listening skills would be acquired naturally in the process of learning English (Al-Hamouda, 2013).

Third, in the present study, some students indicated that they were engaged in reading tasks that were not helpful to enhance their reading skills to cope with reading complex scientific texts. The most common reading tasks in their English classrooms were reading aloud, asking questions, answering comprehension questions, explaining the meaning of unknown vocabulary and translating some words into Arabic. Thus, students were exposed to traditional methods in teaching reading skills at the expense of teaching them how to employ the cognitive and metacognitive strategies (Al-Samadani, 2012; Al-Rojaie, 2011).

Fourth, some students reported that the focus was on teaching grammatical rules, and they felt that most of the class time was devoted to teaching grammar at the expense of speaking and writing. This finding supports Al-Seghayer (2015), who found that most Saudi EFL classrooms relied on a 'rule-driven dedicative approach' to teach grammar, which appears to be ineffective because it 'strives to encourage grammatical correctness and considers grammatical knowledge as a goal. Additionally, it adopts an overt and explicit presentation of grammatical rules and emphasizes spoon-feeding over exploration' (p. 94).

In addition to their views on the use of traditional teaching methods, some students felt that the excessive dependence on Arabic by their teachers had caused them to lose confidence in their ability to communicate in English and thus decreased their

opportunities to be exposed to English. It could be argued that these students tended to feel that the only way to understand anything the teacher said was when it was in Arabic. The use of the L1 by the teachers may have been because they lacked knowledge and confidence in using English. Another reason might be that their work was easier when they used Arabic (Rababah, 2003). Most English teachers in public schools are Arabs, which could be considered an advantage because they interact with students without any culture or language barriers (Khan, 2011). Al-Nofaie (2010) found that both students and teachers held positive attitudes towards this trend. She also reported that teachers used L1 for certain purposes, such as in explaining grammar rules, introducing new words and helping low-level students. However, the use of the L1 could be a double-edged sword because not only do Saudi English teachers tend to use Arabic more extensively than English but also their students use Arabic in the English classroom (Al-Seghayer, 2011). Mahamoud (2012) observed that any escape to L1 could be linked to one of these reasons, if not all: the 'lack of patience especially while teaching vocabulary, lack of preparation on the part of the teacher or being unable to use the target language' (p. 1735).

In addition to the teachers' reliance on translation as a teaching method, all the students reported that they tended to use translation and rote learning as approaches to learning any materials presented in English. They were encouraged by their teachers to memorise what they were given, such as short paragraphs, grammar rules and vocabulary, without being engaged in critical and creative thinking about the meanings of the materials or their sources. This approach did not help these students to develop critical thinking and creativity. Instead, they viewed it as an ineffective learning strategy (Rajab, 2013). This approach has been a main reason for the 'students' insufficient English skills, and many students find it impossible to come close to the required competence (Al-Rashidi & Phan, 2015, p. 39). Al-Seghayer (2005) maintained that Saudi students are subjected to lengthy assignments involving rote learning; therefore they have been characterised as rote learners (Syed, 2003). It could be suggested that the students who have developed memorisation skills are expected to continue to use them at the university level. Such approaches to learning appear to be unhelpful in meeting the academic demands required in an English-medium university (Johnson, 2001), which was confirmed by the results of the present study.

Furthermore, teachers, family and society tend to believe that students need to focus on getting high grades in order to gain more privileges at school, home and in society. This belief has led Saudi students to view passing examinations as their ultimate goal; therefore, they are driven by the need to score high grades. EFL teachers not only act as the controllers and knowledge providers but also play the role of the assessors of students' rote memory of information that is selected from their textbooks. This may confirm the position of Al-Seghayer (2005), who maintained that the methods used in Saudi public schools to assess students' ability in English 'encourage students to memorise lexical and structural items and, thus, fails to reveal the students' genuine ability in using those items in real-life situations that the students might encounter' (p. 96). Therefore, students achieve excellent results in English because they are instructed to memorise a well-prepared essay for the final written exam (Elyas, 2008). They are provided with summaries of each unit to facilitate surface learning, and they are given the chance to repeat quizzes until they obtain desirable scores (Al-Harbi, 2015). It could thus be inferred that learning English in this competitive learning environment not only reinforces the use of rote memorisation but also prevents the development of creative thinking.

Some students appeared to blame their teachers for being so strict with them that they impeded their progress in developing competence in English. For example, Bader viewed his teacher of English as an imaginary evil creature who frightened him. He felt that he was unable to negotiate or discuss what he said because he was afraid of being negatively evaluated by the teacher and monitored by his classmates. Similarly, Rama expressed that she felt afraid and even panicked because her teacher was 'very tough, hard to please and had a sharp tongue'; thus, she tended to be absent from her English class. The teachers' authoritative, embarrassing and humiliating attitudes towards students, particularly when they make mistakes, have been reported to have several negative consequences for students' willingness to learn and to communicate in English. Thus, it is suggested that teachers' authority and error correction are key factors that promote the students' lack of motivation for learning English (Al-Rashidi & Phan, 2015).

Another interesting finding emerged from the interviews with some students. Because all scientific subjects, such as biology, maths, chemistry and physics, were taught in the Arabic language at the Saudi schools, they found the shift from Arabic-medium instruction to English-medium instruction challenging. Thus, they experienced considerable difficulty in having an adequate understanding of the discipline-specific knowledge that was delivered in English. First, they lacked not only general knowledge but also the technical vocabulary that was required to help them fully and quickly comprehend their subject matter. Second, although their reading of scientific materials at school was normally confined to one Arabic textbook that was explained in Arabic by their teachers, at university, they were required to read a much wider range of scientific genres that were presented in English but not necessarily clarified by their lecturers. Third, because at school, the students were not accustomed to listening to their teachers transmitting long stretches of scientific discourse in English, at university, they found it difficult to comprehend their lectures. Similarly, the students reported that they had no practice in exchanging scientific ideas with their peers or responding to such ideas in a clear manner. These findings are consistent with those of previous studies that showed that English instruction at school did not prepare the students adequately for their studies in an English-medium university (Evans & Morrison, 2011a, 2011b; Taguchi & Naganuma, 2006; Al-Hussenini, 2006; Al-Jarf, 2008).

In addition to the failure to equip students with the English skills needed to survive in a new learning context where English is used as the medium of instruction, some students felt that their schools also failed to offer them a clear picture of university life and its differences from their prior learning context. They felt that they needed to have information about the university departments, the requirements for joining these departments and the university regulations. The lack of academic preparation and clarity about the requirements of their new educational experiences had hindered these students from achieving their academic goals. As reported by many students in this study, particularly the male students, during their school education, they were not aware that English was the preferred language of instruction in all the scientific colleges in Saudi universities, including science, medicine, pharmacy and so on. Therefore, they did not take learning English seriously but viewed it as similar to subjects that required memorising a list of information and recalling what they had

memorised in the examinations, similar to Arabic and religious subjects. Unfortunately, a few of these students did not know that they were required to complete a full-time preparatory year programme (PYP) before commencing their major studies, and many had no information about the placement tests that they were required to take upon their enrolment in the university.

These findings raise some interesting points about the impact of introducing English at the primary level on students' English development as well as the role of the Tatweer Project. The findings indicate that although the KAS has made serious efforts to reform general education, including English education, these efforts appeared to have resulted in little improvement in students' English learning. On one level, there is evidence that the introduction of an English curriculum at the Saudi primary level was based on a rushed implementation and lacked adequate preparation, which resulted in 'initial implementation activities characterised by a serious of hurried and reactive responses to urgent needs' (Wedell and Al-Shumaimeri, 2014, p. 12). On another level, most EFL teachers assigned to teach English at the primary level were neither fully aware of teaching approaches and activities appropriate for young learners of English nor had adequate competence in the English language (Wedell and Al-Shumaimeri, 2014). Consequently, these teachers tended to use textbooks as the sole teaching approach and thus continued to follow traditional teaching methods, such as drills and grammar-based instruction. In addition, all students received the same textbooks, regardless of whether they attended traditional schools or Tatweer schools with little attention paid to their language needs and abilities. Consequently, the teachers might engage students in the same ineffective teaching methods, such as providing them with written models to memorize, as in the case of Kareema.

6.3.2 Reasons Related to the Lack of Contexts for Using English

The setting of the present study was an EFL context where all the participants shared a common L1, Arabic, and had little or no natural exposure to English outside the classroom. Because English is considered a foreign language in KAS, it is not used in daily life (Rababah, 2003; Khan, 2011; Al-Segayer, 2015; Al-Rashidi & Phan, 2015). The second reason cited by most students in this study was the lack of opportunities to speak English in everyday interactions, which contributed to reducing their ability

to achieve a good level of English and increasing their difficulty in using English. Ali, for example, expressed that to communicate in English with others was almost impossible in the city of Makkah in particular, unlike in the other cosmopolitan Saudi cities, such as Jeddah and Riyadh. Ali felt that it was frustrating that in a religious city such as Makkah, where a large community of expatriates who work in Al-Haram (the Holy Mosque), the use of pidginized form of Arabic¹ is more common. Much the same, Nader reported that most language centres in Makkah are not qualified to teach English and are mainly profit-seeking businesses.

Second, It was felt that some instructors in the pharmacy courses were more interested in the content than of the quality of the medium through which it is delivered. Rama, for example, explained that English was not used effectively in her pharmacy classes because some of the lecturers made grammatical mistakes in English and made little effort to correct students' mistakes in the language. This finding corroborates the findings of many previous studies that university teachers not only tended to be lenient with making good use of English in their classes (James, 2010) but also did not place much emphasis on the quality of students' language performance (Hyland, 2009, 2011; Evans & Green, 2007; Dudley-Evans & St Johns, 1998, Jordan, 1997).

Third, the rare use of English in the EFL context led Noor to believe that the use of English in her pharmacy courses was pointless, especially because she was majoring in a medical school. Noor reported that the Arabic medium of instruction should be used at all medical colleges including pharmacy. Her preference for Arabic over the use of English-only or English-Arabic medium of instruction was consistent with previous findings showing that medical education should be delivered in Arabic (Eissa & Mutawa, 1988; Al-Jaralla & Al-Ansari, 1998; Hasan & Abdalaziz, 2012; Yousif et al., 2013). Hasan and Abdalaziz (2012), for example, found that 40 of 90 female pharmacy students (44%) preferred using Arabic only as the main medium of instruction, whereas 33 students (37%) preferred the English- and Arabic- medium of instruction, and only 17 students (19%) preferred English only. Similar trends of

¹ 'A pidgin is a restricted language which arises for the purposes of communication between two social groups of which one is in a more dominant position than the other. The less dominant group is the one which develops the pidgin' (see https://www.uni-due.de/SVE/VARS_PidginsAndCreoles.htm for more information on pidgin).

preference for using Arabic only as a medium of instruction were reported by Yousif et al. (2013), who found 44% of pharmacy students studying in different pharmacy colleges in KSA preferred to use Arabic only, and 32% preferred English only. However, 52% reported that they supported combining both Arabic and English as a medium of instruction. However, Al-Jarf's study (2008) found that the majority (82%) of female students majoring in various medical schools, including medicine, dentistry, pharmacy and others in KAS felt that Arabic was suitable for teaching subjects, such as Islamic studies, Arabic, history and education, whereas English was more appropriate for teaching medicine, science, nursing, pharmacy, science and computer science.

Noor's preference for using Arabic to teach core medical subjects at the tertiary level is supported by her claims that the use of Arabic extends to other workplace contexts, such as hospitals where most non-Arab expatriates tend to speak in Arabic to communicate with patients or with other native-Arabic colleagues who do not speak English fluently. She further supported her preference by highlighting the key advantages of Arabic-medium instruction, such as increasing the students' comprehension of medical knowledge and achieving equality of education for students who would be handicapped because of their poor English proficiency compared to those who would be at an advantage if instructed in English because of their proficiency in English. This view aligns with Hasan and Abdalaziz (2012), who argued that when a language that is not the students' mother tongue was used as a medium of instruction, they would encounter

difficulties in fully understanding and analysing concepts, clarifying doubts, expressing themselves in examinations and participating actively in classroom dynamics. This may lead to poor learning involvement, lack of motivation and low confidence levels (p. 431).

Although several students disclosed the preference to study pharmacy in Arabic, their inclination was not as strong as Noor's was. According to most of the students that I interviewed, the use of English as a medium of instruction in pharmacy was supported because they felt that English was the 'language of science and technology' (Lamees,

Najlaa, Ali, Nader and Bader), of modernity (Rama, Ali and Nader) and of unlimited job opportunities (Bader, Qasim and Kareema).

However, according to Noor, learning and communication in Arabic would be easier because ‘students who graduated from schools lacked English proficiency to study pharmacy in English’. I felt that the reason for Noor’s preference for instruction in Arabic stemmed from a hidden fear of failure in her pharmacy courses that were taught in English. This could be the only reason because during the discussion with her, I did not find that she was against the learning of English or that English would contradict her Islamic values or lead to the loss of her Islamic identity. She was convinced that Arabic was not threatened by extinction because of the dominance of English. She indicated that the Arabic language would not die out because it was ‘the language of the Holy Qur’an’, ‘Allah will protect it’, and because ‘we live in an Arabic-speaking context where Arabic is used in all daily life communication, at home, at school and in workplaces’. She added that ‘learning a second language can improve one’s cognitive skills and it was found that it [learning a second language] would boost the brain power’, which demonstrated her positive attitude towards learning English.

It could be then argued that learning English could not be viewed as a source of threat to Arabic culture or Islamic values as has been widely suggested in the literature (Elyas & Picard, 2010; Mahboob & Elyes; 2014; Al-Sagayer, 2013). The data showed that these students did not tend to resist English; instead, they showed a strong tendency to improve their English. Whether they were able or unable to endure their language difficulties, and whether the drive that pushed them to achieve their goals was intrinsic or extrinsic, they perceived the mastery of English as an important outcome of their tertiary studies and were keen to work hard to improve their English proficiency (Al-Kaff, 2013). Thus, the students’ positive views of English and their worries about success or failure in their major studies seemed to raise one main question: to what extent did the ELPPs equip students with the English skills to handle the academic demands required in their major studies? Further discussion about the impact of the ELPPs on students’ academic experiences will be presented in the answer to the third research question

6.2.3 Reasons Related to Linguistic Differences between Arabic and English

Some students (Noor, Kareema, Lamees and Bader) indicated that the differences between their L1 and L2 contributed to their difficulties in spoken and written English. Noor, for example, pointed out that she wrote endless sentences without separating them with periods or commas. This practice is acceptable in Arabic; however, it is confusing for English readers to read very long sentences. She preferred to use many 'ands' in the body of a sentence instead of full stops because punctuation in general and full stops in particular easily distracted her. This finding agrees with Fakhri (1994), who found that the main transfer from Arabic to English writing was the overuse of the conjunction *and*. Hirvela et al. (2012) found that Arab students did not use or misused punctuation in their English writing. Doushaq (1986) found that Arabic-speaking students often neglected other connectors and relied extensively on *and*, *but*, *while* and *because* when they linked ideas, resulting in the construction of short, vague sentences.

Because Arabic does not use capitalisation, she tended to ignore it when she wrote in English. Similarly, Bader felt that it was not easy for him to understand the difference between the use of two English words ('you are') to convey the same meaning that was produced by using only one Arabic word ('Inta'). Hussein and Mohammad (n.d.) found that regardless of students' English proficiency level, they were more likely to formulate sentences into Arabic and then translate them into English, thereby increasing the likelihood of a negative transfer. This finding supports Watcharapunyawong and Usada's (2013) study, which observed that 'when the syntactic properties of the two languages are very different, L2 students rely on their first language when writing in the second language' (p. 69). Some students revealed that the difference between the sounds in Arabic and English was another reason for their language difficulties. For example, Noor said that a word in Arabic is usually pronounced as it is written, but in English, different words sound the same (e.g., 'two', 'too' and 'to'). Similarly, Lamees and Bader could not easily recognise the difference in pronouncing /p/ and /b/ sounds.

6.3.4 Reasons Related to the Lack of Confidence in Using English

Throughout my study, I asked the students to try and identify what they attributed their difficulties to in adapting to the academic demands of their pharmacy courses. I

did not ask them directly what they considered motivating or demotivating factors simply because I am interested in the reasons they believed affected their ability to use English in their major studies. I also felt that in doing so, I would gain useful insights into different issues, including those related to psychological factors. The first interesting finding is that the factor that most students from both groups felt as having the largest positive in learning English was their high level of motivation to improve their English. This finding contradicts my claim that students' prior English education was not a major factor in decreasing their motivation to use English and to succeed in their university studies. The students believed strongly that a set of personal factors had increased their motivation to improve their English so they could accomplish their tertiary studies. These students strongly expressed their willingness to take responsibility for their studies. They believed that acquiring English was a necessary means to achieving a goal rather than an end in itself. They also felt worried about the need to increase the amount of time they spent studying English because it was a prerequisite for integration into their academic and professional lives. The second interesting finding was that some students reported that their parents encouraged them to study English, helped them with their assignments, and encouraged them to enrol in intensive English courses before starting their undergraduate degree, during their studies or after graduation, whether in the KSA or abroad.

The third interesting finding was that a lack of confidence was not cited by most students in this study. However, Noor and Kareema felt that because of their lack of confidence in their ability in English, they faced various difficulties in adjusting to the demands required in their content courses. Because she lacked confidence in her speaking ability, Noor was fearful, reluctant to express her views and unable to utter a meaningful sentence in class because she was more concerned about not being evaluated or being laughed at by others. Consequently, she stopped participating in class discussions. Kareema was reluctant to answer her teachers' questions because she needed too much time to formulate a response. Therefore, she tended to 'sacrifice my knowledge for the sake of not losing face'. Instead of giving the answer herself, she stayed at the back of the classroom, reluctantly passing the information to her peers. This finding agrees with previous studies that found that the main cause of students' lack of confidence was their low ability in speaking the L2 (He & Chen, 2010; Juhana, 2012; Hui Ni, 2012; Jamila, 2014).

Based on the findings of the data analysis, I wondered why the rest of the students did not report a lack of motivation or lack of confidence as being causes of their language difficulties. There are two possible explanations: one concerns the results obtained by several studies, which indicated that most Arab students were instrumentally motivated to learn English, and they were aware of the importance of knowing English (e.g., Al-Tamimi et al.; 2009; Al-Kaff, 2013; Faruk, 2014). Specifically, Javid et al. (2012) showed that most Saudi male students studying in the medicine department were instrumentally motivated to learn English. They were aware of the importance of English and that it was required for their studies and future careers. Hence, the mastery of English appeared to be imperative. The females, on the other hand, showed higher levels of integrative and instrumental motivation towards learning English as compared to their male counterparts. It is possible, therefore, that most of the students in this study showed a strong willingness to improve their English and called for the need to provide them with more language skills classes in ELPPs.

Another possible explanation is that many pharmacy courses, except microbiology (as shown in the quantitative analysis), placed little or no emphasis on the use of English in any of the skill areas. Hence, students' motivation and self-confidence in using English in these courses seemed to be less affected. Hence, it could be hypothesised that because of the absence of the use of English, most students in this study did not report any psychological factors as strong inner reasons that hindered them from using English in their major studies. I found that although these students did not report negative experiences during their pharmacy courses where their motivation or self-confidence in using English was injured, they made many remarks about encounters with negative circumstances that affected their motivation and confidence in learning English, particularly when they were exposed to a learning environment where English was mandatory, such as ELPPs. This will be discussed in the answer to the third research question.

6.2.5 Reasons Related to the Lack of Awareness about the Role of English

Most of the students in my study regarded their parents' influence as positive; hence, they were more likely to have been given pedagogical and emotional support.

Nevertheless, the results of my study showed that the importance of this influence was more noticeable when it was absent. Bader was the only participant in my study who revealed that because his parents' educational level was poor, they were less likely to be involved in helping him with school assignments or literacy activities in English. Bader indicated his parents' regret, particularly when he reflected on their lack of ability to provide substantial attention to their children's education or to offer a stimulating atmosphere for them to acquire positive attitudes and motivation for pursuing their education in general and learning English in particular. This finding reflects Chambers' (1999) association between parental English knowledge and the level of encouragement their children receive to learn English. According to Chambers, the greater the 'tendency for pupils to feel more encouragement, the higher the level they perceived their parents' English competence to be' (p. 89). Hence, it could be argued that the more educated the parents are, the more academic involvement they could offer their children. Moreover, Bakker et al. (2007) found that 'those parents with a high level of education were perceived by the teachers to have more contact with the teacher, more influence on the school, to participate more and be more involved at home than those parents with a low level of education' (p. 186). The higher academic involvement a child receives from her/his parents, the better her/his educational attainment will be (Castro et al., 2015; Gao, 2012; Jones, 2009). More importantly, parents' academic support would also influence their children's motivation for learning English (Butler, 2015; He et al., 2015).

Not only parents' lack of the knowledge of English but also their attitudes towards the learning of English played a key role in the development of their children's motivation towards English. In their interviews, the participants in the present study indicated that Bader perceived his parents to have negative views about the utility of learning English. The negative parental influence was reinforced when he discussed his parents' strong focus on learning some subjects such as maths, science and Islamic and Arabic studies, but not English. Unlike Bader, the rest of the students revealed that positive parental attitudes had enhanced their motivation for learning English. It seems reasonable, then, that parents' views of the importance of learning English would play a substantial role in the development of their children's motivation to learn English (i.e., Bader and his parents) (Gardner, 1985; Bartram, 2007).

6.4 Response to Research Question 3

What impact do the English language preparatory programmes (ELPPs) offered by the English Language Centre have upon their academic experiences?

Building on students' interviews, it was found that the ELPPs; i.e., EGP and ESP courses had two types of impacts, negative and positive. The positive impact seemed to be most related to three areas; improving in listening skills, adjusting to the heavy academic demands required in their subsequent field of study and enhancing the students' awareness of the importance of English. The negative impact, on the other hand, appeared to be linked to two areas; namely, the poor quality of learning experience and limited English development achieved (particularly in speaking, writing and reading skills). In what follows, I present the negative impact followed by the positive impact.

6.4.1 Negative Impact (1): Having Poor Learning Experiences

The students' perceptions of how the ELPPs contributed to having poor learning experiences seemed to be related to five factors:

- a. The excessive length and intensity of the ELPPs
- b. The lack of equal educational opportunities
- c. Teachers and their teaching practices
- d. The assessment practices used in the ELPPs
- e. Poorly-equipped teaching and learning classrooms

6.4.1.1 The Excessive Length and Intensity of the ELPPs

As discussed in Chapter 2, the students were required to study two courses; English for General Purposes (EGP), which is held in the first term; and English for Specific Purposes (ESP), which is held in the second term. The EGP course consists of four levels: Beginner, Elementary, Pre-intermediate and Intermediate. The ESP course provides two textbooks, Nursing 1 and Nursing 2. Prior to commencing their ELPPs, the students were required to take a placement test. The students who had low grades were placed in the group of lower levels of English in which they were required to study all four EGP textbooks. Other students were placed in intermediate level groups in which they studied three EGP textbooks. The remaining students were placed in

higher-level groups in which they studied two EGP textbooks. In the second term, regardless of their level of proficiency in English, all students were required to study two ESP textbooks. Because they had achieved high grades in the placement test, Najlaa and Qasim were placed in groups of students with high levels of English and were assigned two EGP textbooks. The rest of the students in this study studied four EGP textbooks.

The data generated in the students' written comments and interviews revealed that all the students in my study expressed their dissatisfaction with the excessive length and the intensive nature of the ELPPs. Regarding their views about the EGP course, all the students in the two groups (females and males) expressed strong dissatisfaction with being exposed to long lectures (from four hours to three hours per day = 16 hours per week), which they experienced as tiresome and boring. Even though Najlaa experienced studying two EGP textbooks, she felt that she devoted much more time to the EGP course and sometimes spent 'an entire day' at the expense of the other courses in the Preparatory Year Programme (PYP).

Because the ESP series consists of two textbooks, it could be expected that students would have more time to study the course. However, the students in my study reported that they still encountered difficulty in balancing the time spent studying for the ESP course and keeping up with the demands of other courses in the PYP. I was surprised that some students were required to study three textbooks although they should have studied only Nursing 1 and Nursing 2 (Male Focus Group Discussion). The problem is that because there was not enough time to teach the fourth EGP textbook (Intermediate), their EGP teacher chose to use it in the second term in addition to the ESP course. Other students reported that they valued the ESP course, but it was difficult and required greater concentration; therefore, they needed to spend more effort and time to understand the medical information and practise the new medical terminology.

The data analysis showed that the length and the intensity of the ELPP had several profound effects on the students' experiences. First, most students complained about the difficulty they encountered in adjusting to the heavy workload in the ELPPs, above all to the excessive amount of time they spent studying at home. This seemed

to be a big challenge, especially for students whose proficiency in English is poor, such as in this context (Al-Seghayer, 2011). They reported that they had made more effort and time because there was a huge amount of material to learn, most of which was beyond their language ability. Moreover, they expressed that the greatest difficulty was having to study an EGP course alongside other courses in the PYP, including keeping up with the assignments, exams and projects. Furthermore, Najlaa, who studied two EGP textbooks, also complained about the heavy workload in the EGP course. However, she seemed to interpret her perception of the heavy workload in relation to her inability to cope with the demands of studying the EGP textbooks and the other courses in the PYP, which were also difficult. In addition, Qasim, who studied two EGP textbooks, seemed to relate his perceptions of heavy workload to his inability to cope with the demands of the many exams required in the EGP course and in the other courses required in PYP. In contrast, when they talked about the ESP course, the students did not tend to report heavy workloads in relation to class hours or the length of the ESP course. However, I noticed that their perceptions of the workload were influenced by their inability to cope with the complexity of the medical topics in the ESP course and the requirements of the other courses in the PYP. It emerged that some variables in the ELPPs led to shaping the students' perceptions of a heavy workload. This finding aligns with Kember (2004), who observed that 'workload should not be interpreted simply by looking at class hours, or independent study time, or a combination of the two' (p. 176). Furthermore, 'the perceptions of workload are influenced by content, difficulty, type of assessment, teacher-student and student-student relationships' (p. 165).

Second, most of the students felt that the EGP course neither equipped them with the language they needed to deal with the study of the other core subjects in the PYP, such as maths, physics and chemistry nor prepared them for the ESP course. They were certain that because the time was limited in their EGP course, the EGP teachers tended to go straight into teaching various language items quickly, and they rarely had the time to carry out revisions or give feedback to students. Consequently, the students felt that they learned English without becoming aware of most of it because, as suggested by Zohrabi (2011), 'the restricted amount of time could damage and decrease the quality and efficiency of the classroom teaching-learning activities' (p. 68). Hence, it could be argued that the exposure to a few weeks of language

instruction had little effect on improving the students' language proficiency (Brinton & Holten, 2001). This finding supports Al-Kaff (2013), who found that most of participants felt that 'they could learn English better if the curricula were spread over a longer period of time because that would give more time to learn' (p. 117).

This finding shows that the EGP course failed in its aim to provide students with a satisfactory grounding in general English in order to enhance their ability to manage the ESP course (see appendix 2.1; for more on EGP course description). This finding reinforces the assumption that most EGP courses were employed without first conducting a needs analysis (Seedhouse, 1995). It also shows that the ESP course was beyond the students' language abilities, which is further evidence that a needs analysis was not conducted before the ESP course was implemented. Zohrabi (2010) stated:

If our students' level is appropriate and high enough to absorb and digest general English, then we can simply expose them to their disciplines' texts and discourse. However, if it was realised that our students already struggle with language for and skills, then we need to present and practice general English (p. 182).

Third, it was felt that because they were exposed to an intensive course in an already heavy learning environment, they relied on surface learning to study the course material. They determined to memorize the information they needed to demonstrate in the assessments without gaining a deep understanding of what they learned. Previous research showed a positive relationship between a heavy workload and students' adoption of surface approaches to learning (Kember, 2004; Ramsden, 1992; Struyven et. al., 2006; Kember & Leung, 1998). This result clearly supports Johnston's (2001) findings in his study of the perceptions of first-year students' regarding approaches to learning. He concluded that the surface learning approach is caused by 'heavy workloads, content that presents too much or too little challenge, a lack of clear guidelines, [and] assessment that tests only recall' (p. 178). The study also supports Entwistle and Tait's (1990) observation of the linkage between 'a surface approach and a heavy workload or the perceived time pressure' (p. 181).

Fifth, it was felt that because of the number of credits offered by the EGP/ESP courses, obtaining lower scores negatively influenced students' overall grade point average (GPA). Lamees, Ali and Nader felt that they were placed to study pharmacy, regardless of their wishes because their overall GPA was reduced by the low grades they achieved in the ELLPs. This indicates that the students tended to view taking ELPPs as a measurable outcome for their ability to enrol in their favourite department rather than a key element in their language development. It would be expected, then, that my pharmacy major students would possess high instrumental motivation, since they have chosen a major which requires them to study through English, presumably because they have a clear future profession in mind. This agrees with Robinson's (1980) views when he argues that students will be more motivated when the English course helps them with their subject course or professional needs and with particular skills related to their course. As Dudley-Evans & St John (1998) say: 'many learners are hungry for material and advice that will help them with their specific course or with particular skills related to their course' (ibid, 10).

6.4.1.2 The Lack of Equality of Educational Opportunity

In addition to the excessively intensive and long courses, the students in my study felt that they did not have equal educational opportunities. No single student in my study explicitly demonstrated this stance, but I was able to infer this perception in the students' descriptions of the ways in which they felt that they were treated unequally. Three cases were identified in which the students felt that they did not have equal educational opportunities.

One example was given by the students who were required to study four EGP textbooks, whereas other students were required to study two EGP textbooks. The number of textbooks that the students were required to study was not arbitrary but based on their language ability and scores obtained in the placement test. However, these students seemed envious of the students who only had two EGP textbooks. Complicating the situation was the fact that they felt that these students (two EGP textbooks) were luckier and notably less stressed because they had plenty of time and energy to study their courses effectively. This finding shows that while taking their ELPPs, the students were unable to move away from 'the small classroom where materials were often structured by the teacher, to an approach that is more

independent of the teacher' (Johnston, 2001, p. 178). At university, they tended to encounter various challenges because they had 'little idea of the requirements of the new learning environment, such as efficient time-management skills; assignment quality expectations, etc. nor do they know the level of support they can get from their faculty or their peers' (Al-Husseini, 2006, p. 39).

It could be safely argued that the students in my study lacked the ability to 'work smart' (Alexander et al., 2008, p. 271). Such students need to develop effective strategies for managing their time to balance the conflicting demands of the PYP. However, they should be encouraged to understand that time management is a personal responsibility. Teachers could contribute by helping these students to develop successful time management skills. Teachers should understand their students' language needs and that their prior learning experiences might influence their current learning experiences (Jordan, 1998). They also could employ tasks and create an appropriate atmosphere to engage students in discussions of placing time limits on class activities and independent study. Such measures might enhance the students' progression from being responsible to manage the spend time on learning language activities to think deeply about effectively facilitating their learning. They also could 'include a study time table as a part of a self-study pack, which is followed up on a tutorial basis' (Alexander et al., 2008, p. 275).

Another example of the students' perceptions of being treated unequally emerged from a group of students who had not given oral presentations (Rama, Lames, Nader, Bader and Qasim). In discussions with them, it appeared that they felt that they were restricted from an ideal activity for practising English and for increasing their self-confidence and fluency (Jordan, 1997). They were likely to characterise this action as unfairness. In addition to the lack of the opportunity to give oral presentations, the students blamed their teachers for excluding them from extensive reading activity, which potentially caused their frustration and condemnation. Their teachers might be aware of the effects of the shortage of time on their teaching quality. However, instead of focusing on covering the course within the time scheduled and pouring large amounts of information into their students' heads, they could distribute the class time carefully to ensure that each course objective was met (Zohrabi, 2011). Some students (female focus group discussion), suggested that teachers should notify

students about this extra-curricular activity as early as possible because students could be more motivated and less preoccupied with heavy academic commitments. In Al-Kaff's (2013) study, some other solutions were suggested by the participants, who proposed to set a special time during their class to read and to conduct 'reading circles' (p. 118) in class in which they could work together on a story, using the teacher as a resource when it was required.

It was commonly agreed that mixed-ability classes might create situations that challenge the students (Salli-Copur, 2005; Ur, 1996). This was exemplified by Bader, who clearly stated that because he was placed in a class of mainly advanced learners of English, he felt like a 'handicapped' person who had to struggle painfully to cope with the level of the advanced students, which he described as people with 'clean brains'. He wanted to learn English but he could not handle linguistic demands above his English ability. Bader added that rather than giving him substantial attention and offering special support, his teacher was more concerned about teaching and satisfying the language needs of the advanced students. This finding indicates that the ELPPs teachers were in need to be trained to accommodate their teaching practices to students of diverse language abilities (Al-Shammakhi & Al-Humaidi, 2015).

The findings of this study support previous findings that having a group of mixed-ability students is a common problem in most EGP contexts (Zohrabi, 2011; Zohrabi et al., 2012; Hessamy & Mohebi, 2014). Zohrabi (2011) has recommended that in order to overcome this problem, it is important that the teacher of mixed ability classes creates an encouraging atmosphere where students with different levels of English feel secure and relaxed about asking questions. They also could use strategies such as personalising tasks, games, group/pair activities, portfolios and encouraging students in their free time to use self-access centres to study (Salli-Copur, 2005). The literature that I read also emphasised that training in teaching mixed ability classes was vital in helping students improve their language learning process (Al-Shammakhi & Al-Humaidi, 2015).

6.4.1.3 Teachers and Teaching Practices

It seemed that the students who participated in my study hold different views about their language teachers and varied from one teacher to another. This was well

articulated by Noor, who said, 'I wanted her [EGP teacher] to be like a sister' and to provide me with 'support, love and respect'. In contrast, her views of the ESP teacher differed because she was like a sister who made Noor feel 'do not worry; I have been a student like you and we are all in the same boat'. Rama's case was worse because both her EGP and ESP teachers treated her in a strict manner. Rama reported that her EGP teacher tended to be more cooperative with the students with higher levels of proficiency in English and marginalised those students whose English was poor, such as herself. Consequently, Rama's motivation for learning English decreased, and she tended to believe that there was no point in devoting much effort to improving her ability in English. Instead, she thought that she needed to put her effort into passing her exams. Qasim reported that unlike his EGP teachers, his ESP teacher was supportive and thus positively influenced his motivation for doing well in the ESP course. The role of the teacher in student motivation has been well-documented (Noels et al., 1990). This finding seems consistent with previous research that found that the teacher's personality was a main demotivating factor in learning English (Javid et al., 2012; Al-Khairy, 2013a; Al-Shumaimeri, 2013). Al-Shumaimeri, (2013), for example, found that the increase in the motivation of Saudi students for learning an intensive English course resulted from 'the character of the teachers of the intensive English language program, and their teaching techniques and their personal ability to motivate learners to learn English' (p. 28). This finding also supports Davoudi-Mobarakeh's (2014) study, which found that Iranian students showed higher levels of motivation in their EGP course than showed by the ESP students in their ESP course because the EGP teachers were found to be more concerned about how to motivate their students.

In the present study, the data analysis also revealed that the majority of the students agreed that the methods used to teach the ELPP courses were not effective. The students indicated that the teachers of both the EGP and ESP courses relied heavily on traditional approaches, such as the use of the grammar-driven teaching model. The activities were teacher-centred and focused on the textbooks, and there was limited use of teaching aids and technology. The students expressed a common concern about the influence of the excessive intensity and length of the EGP course, particularly the way that it was taught. Bader, for example, felt that because of the enormous amount of information to be covered in a limited timeframe, his EGP teacher tended to go too

quickly and only briefly explained some of the most important materials. Some students considered their teachers incompetent to teach English (Noor's teacher), whereas others felt that their teachers were unable to work with students with multi-level abilities, so they were unable to meet the language needs of the weaker students (Rama). This deficiency could be the result of the distinctive nature of EGP teaching contexts, where teachers often have to deal with several problems, such as the pressure of time, the lack of resources and mixed-ability classes (Mohamadi, 2013) Zohrabi, 2011; Zohrabi et al., 2012). Similar problems were reported in ESP teaching contexts (Hessamy & Mohebi, 2014).

The students also expressed that teachers were more concerned about the teaching of grammar at the expense of the other four English skills. Although they acknowledged that teaching grammar is important, most students felt that it was given much more priority than the other L2 skills and that it was taught in isolation from the social use of language. This finding is in line with previous studies (Al-Daihani et al., 2015; Zohrabi, 2011; Zohrabi et al., 2012). Qasim, for example, felt that his experience in studying ELPPs resembled high school because both contexts focused on teaching grammar at the expense of the other English skills. Lamees also complained about being exposed to heavy grammar instruction especially because she thought that she would not need it in her future job, unlike those who would be English teachers. This finding confirms the findings of a study conducted by Zohrabi et al. (2012), which found that the EGP course offered to Iranian students placed much focus on grammar rather on speaking and writing skills.

It was revealed that the accents of the ELPPs teachers had contributed to students' negative perceptions of the quality of the ELPPs. Nader maintained that the difficulty in understanding the teachers' accents not only contributed to his inability to concentrate on the lecture but also demotivated him from continuing to listen. Second, he felt confused and depressed because he thought that he was trying hard to learn not only the English language but also his teachers' accents (Flowerdew, 1994).

In addition to teachers' attitudes and their teaching practices, concerns about the teachers' discipline-specific knowledge tended to emerge in the students' interviews particularly with regard to the ESP course (Nursing 1 and 2). The findings revealed

that most students in my study wanted teachers who had sufficient knowledge in the medical field to teach their ESP course. They felt that their teachers were not able to explain the most important medical concepts or respond knowledgeably to their questions. Rama, for example, reported that the ESP course was difficult because of the many Latin words and unclear medical concepts, of which she had no previous knowledge. Therefore, she hoped to receive sufficient and clear explanations about what was very difficult to understand. Their views reflected Al-Solami's (2014) observation that that most Saudi general English teachers were not prepared to teach ESP courses because of several barriers, such as the lack of adequate training and the limited vocabulary and knowledge of the fields that they were teaching. In contrast, Najlaa's experience of the ESP course was positive and encouraging. She was the only student in my study who was exposed to ESP instruction that was delivered by an ESP teacher who was familiar with the medical field. She felt that it greatly helped her, particularly in understanding the medical materials.

Previous research regarding the ESP teacher's competence in the students' subject areas reveals conflicting views (Bielawska, 2015). Some scholars argued that the ESP teacher 'should not become a teacher of the subject matter, but rather an interested student of the subject matter' (p. 163). Moreover, because the language teachers may often lack confidence and expertise, ESP materials should be taught by the subject teachers (Spack, 1988). Others, including Hyland (2006), Brinton et al. (2003), Dudley-Evans and St John (1997) and Belcher (2006) hold that language teachers should be knowledgeable about their students' areas of specialisation. Alexander et al. (2008) concurred that teachers may be well-trained in general English teaching methods and may 'have a set of general strategies, but may not know which are appropriate in the EAP contexts and consequently can feel unconfident and de-skilled' (p.19). Zohrabi (2010) was convinced that 'if our focus is on language, then we need a language teacher. However, if the focus is on content, then it is a subject teacher who is eligible to teach' (p. 177).

Based on my experience, I think it is important for teachers to have expertise in both the students' field of study and in language teaching. In most ESP contexts, one of the important points to consider before deciding on the subject expertise of the teacher is whether the students are experienced in their speciality, in addition to their needs and

expectations (Jordan, 1997). The students in my study reported that they had limited or no knowledge of the medical field. Therefore, they were expected to draw on their teachers' knowledge to facilitate their understanding of the ESP course. Most students commented on the difficulty they had in understanding the Latin words and the medical concepts. Hence, it seems that in this context, the ESP teacher should have at least basic knowledge of the medical field. I do not imply that the ESP teacher must acquire highly specialised knowledge. Instead, the ESP teacher should 'compensate for the lack of appropriate content knowledge through careful preparation and access to relevant reference materials' (Bielawska, 2015; p. 11). Alternatively, ESP teachers could collaborate with academic experts in the team teaching approach (Dudley-Evans & St John (1997).

6.4.1.4 Assessment Practices Adapted in ELPPs

The interview data analysis revealed that the majority of the students in my study expressed major concerns about the assessment practices used in the ELPP. They expressed dissatisfaction with their midterm and final exams, which were above their actual levels and included difficult questions and topics that had not been taught by their teachers. For example, Lamees explained that most of the questions on her exams were too difficult and were not based on the syllabus. Nader commented that the exam questions were 'from another planet'. Lamees felt that because her teacher wanted to complete all the grammar activities within a very limited time, she moved quickly from ignoring simple language items to focusing on grammatical structures that the students found difficult. Lamees indicated that her teacher's strategy negatively affected her learning, and she tended to rely on memorisation rather on developing a better understanding of the grammatical rules. She felt that being exposed to an excessive amount of grammar increased her confusion and exacerbated her inability to process much of what she wrote in the exams. Therefore, she made silly mistakes unconsciously. She pointed out that it might have been because the questions on the final exam were prepared under the supervision of the male section, and there was a common tendency to include questions about some grammatical areas that the female teachers did not teach or for which they did not prepare their students very well. This finding suggests that in the female section, most teachers tended to aim at covering a wider range of the course content, particularly grammar. This finding reflects the literature on the assessments used in most educational levels in the KAS (Al-Seghayer,

2011, 2015). It was argued that Saudi English teachers did not receive adequate training in developing language tests, thus

They are not in a position to develop tests that accurately measure the language ability of their students, interpret and explain the result of the administered tests, and consequently make the correct decision based on the obtained results (p.52)

According to Jordan (1998), the tests should not be given too frequently because ‘they become an end in themselves, and any pleasure there might be in learning is destroyed’ (p. 87). This was evident in the discussions with the students in my study. They reported that they had to take a test after studying each textbook, which was held along with tests in other courses taught in the PYP. They therefore had to memorize these textbooks to score high grades in order to secure a place in the department where they wished to study. The students reported that most tests they took included multiple-choice questions on grammar and vocabulary and reading comprehension. Brindley and Ross (2001) indicated that the adequacy of multiple-choice questions has been questioned because they ‘do not test normal language processing and are subject to method effects’ (p. 151).

I argue that ELPP teachers could make a useful start by writing their assessments. It is probably the best solution to ensure the balance of coverage in the assessments because each teacher should know the topics that are taught, and they should adhere to the materials covered in their classes. Instead of using multiple-choice items to assess students, teachers should use various methods of assessment. For example, they could use interviews, observation, projects, questionnaires and portfolios (Brindley & Ross, 2001). as well as peer or self-assessment (Morrison, 2005). Teachers need to update their knowledge about how to use each of these methods. Chazal (201) suggested that the teachers teaching the same materials could collaborate in writing tests. Hence, less experienced teachers would have the opportunity to learn from more experienced teachers.

6.4.1.5 Poorly Equipped Classrooms in ELPPs

Some students expressed that the building conditions were demotivating. Although the male and female students were allocated to study ELPPs in separate buildings,

both groups of students complained about the lack of suitable equipment in the classrooms. For example, Lamees reported that her EGP/ESP classrooms were very poor and the air conditioning system did not work effectively; therefore, the temperature in the classroom was either too hot or too cold, which affected her ability to concentrate during lectures. Second, the classroom door did not close properly, allowing noise to enter the classroom. Nader reported that his classroom had an unacceptable lighting system, and it did not have equipment necessary to teaching listening skills. He added that the teachers relied on only two large wall speakers, and the sound produced was not clear or loud enough to reach all 90 students. Similar concerns were reported by Lamees, who said that her classroom was not suitable for teaching listening skills. Because there were no recorders or speakers on the walls, the teachers tried to solve this issue by using computer speakers when playing the listening CD on their own laptops. Such conditions do not contribute to solving the problem of improving students' competency in English.

The students' concerns about the influence of their learning environments on their learning process seems reasonable, According to Chan (1996, p. 12), 'students in poor learning environments are under many physical constraints. Only a few students with great determination and self-discipline can overcome all the difficulties created by such hazardous environment' (p. 12). The unequipped classrooms were among the various reasons for the students' negative perceptions of the value of the ELPPs and were among the factors that influenced them to make good use of the course. In other words, the poorly equipped classrooms negatively influenced the teaching, which negatively influenced the students' language learning and motivation (Bunting, 2004).

6.4.2 Negative Impact (2): Achieving Limited English Language Development

A major theme that emerged from the students' written comments in the questionnaire and the interview data was that most students in both groups perceived that the ELPPs had limited effects on their language development. Specifically, it was felt that it was not successful because it had limited effects on their vocabulary knowledge and their speaking, writing and reading language development.

6.4.2.1 Vocabulary Knowledge (general vocabulary vs. technical vocabulary)

The findings revealed that the lack of adequate L2 general vocabulary was the main problem confronting the 105 students who participated in the study. Some students reported difficulty in reading the scientific texts because of their limited vocabulary in general English. This finding is consistent with the results of previous studies (Zohrabi et al., 2012; Üstünel & Kaplan, 2015), which found that EGP courses did not help to enrich students' vocabulary in the L2. However, the students did not report any problems in understanding the technical vocabulary (medical terminology). In my study, most students expressed that the ESP course (Nursing 1 and 2) enhanced their knowledge of medical terminology and furthered their mastery of the language needed in their present major study. However, although most students appreciated its value in enriching their knowledge of medical terminology, others said that it did not help them learn the technical terms that are related to the field of pharmacy. Salehi et al. (2015) found that the medical ESP students in their study reported that although the ESP course was relevant to their needs and was helpful in developing their medical knowledge, it did not increase their familiarity with the medical terms related to their field of study, which was medicine.

6.4.2.2 Academic Speaking Skill

In Mohamadi's (2013) study, the main objective of most of the Iranian students who were taking an EGP course was to improve their oral skills. Similarly, the students in my study expected that the ELPPs would be a chance for them to improve their speaking skills. However, most students reported that speaking practice was neglected in their ELPP classes, and they expressed frustration with their inability to ask questions, give answers or participate in class discussions. Some students also indicated that they still had problems in speaking, which discouraged them from interacting with others. Although they felt that they had gained adequate knowledge in their area of study, they lacked the ability to articulate their knowledge in an accurate and fluent manner. Previous research has offered valuable insights into the fact that most medical students placed great importance on improving their speaking skills in order to carry out their undergraduate studies effectively (Javid & Umer, 2013; Basturkmen, 1998). Zohrabi (2011) emphasized that EGP students did not talk in their classes because their EGP teachers dominated the class and controlled the activities; thus, 'it can be observed that in our EGP classes neither the pedagogic not

the natural interaction takes place. The focus is largely on the form and there is barely any focus on meaning interaction and communication' (p. 147). This lack of emphasis on speaking was observed in prior studies conducted in EGP contexts (Zohrabi et al., 2012; Üstünel & Kaplan, 2015) as well as in ESP contexts (Al-Daihani et al., 2015; Akyel & Ozek, 2010; Hessamy & Mohebi, 2014). These studies found that few opportunities to practise speaking were provided to the students in their language courses, which rarely used interactive teaching and mainly employed the teacher-centred model.

6.4.2.3 Academic Writing Skill

In line with the findings of many studies in the EGP contexts (Zohrabi, 2011, Zohrabi et al., 2012; Mohamadi, 2013) and in the ESP contexts (Al-Daihani et al., 2015; Ustunel & Kaplan, 2015), this study revealed that the students' comments about the impact of the ELPPs on the development of their writing skills was discouraging. Some students reported that their difficulty in writing skills stemmed from their poor knowledge of the differences between English and Arabic in terms of lexical, syntactical and organisational aspects of the two languages. This findings suggests that the ELPPs did not help students to overcome these obstacles to achieve higher levels in writing, which reinforces that the writing instruction offered in the ELPPs did not involve students in the actual writing process, such as planning for writing, organising their ideas, revising and editing their drafts (Flowerdew & Peacock, 2001; Jordan, 1997). Some students described their writing style as 'funny' and 'unclear'. Other expressed that they had good ideas and solid knowledge of the subject matter, but they were challenged with regard to expressing their knowledge in clear English. They felt that the course did not help them to develop greater proficiency in writing the English required in their pharmacy courses or in answering questions on examination answers. Jordan (1997) found that students needed 'not only practice in analysing the question and structuring a possible answer, but also practice in writing an answer "against the clock" (p. 219). This can be achieved through providing students with copies of previous exams obtained from specialized departments. Moreover, comments by language teachers would help students develop strategies to organize their answers without spending too much time on any one question (Jordan, 1997).

The findings also showed that the students were not exposed to multiple types of genres that they were expected to produce, such as essays, reports, projects, C.V.s and the answers to questions on examinations. In ESP, the understanding of various academic genres is important because each has specific linguistic features, styles and conventions of which the students should be aware (Hyland, 2006). In order to provide students with better opportunities for exploring the writing required in their disciplines, the use of a genre-based approach to teaching writing is recommended (Swales, 1990). This approach to teaching writing should be introduced gradually to students, starting with developing students' awareness of the key rhetorical features that can be used in a particular genre, and then moving from simple writing activities to more complex genre writing, such as essays and reports (Alexander et al., 2008).

6.4.2.4 Academic Reading Skill

With regard to reading skill, a few students were in favour of the ELPP because of the opportunity it offered in learning new lexical items and practicing reading skill. However, in spite of the students' positive judgments about their gains, the interviews with the students revealed their general agreement that the ELPPs did not help them to overcome the demands of university-level reading. They also felt that the course placed the students at a considerable disadvantage because it failed to provide them with useful practice in reading professional articles and books. This finding supports Al-Daihani (2015), which found that most students felt that their proficiency in reading was enhanced, but they were not positive about its impact on developing the skills of reading the information found in tables and charts. The students of my study felt that the ELPPs did not give them a wide range of the lexical items used in professional articles and discipline-specific books. They felt that they were unable to process most of what they read in their subject although some of the technical words used were familiar to them. They still read slowly, word-by-word instead of reading groups of words. They also felt that they were unable to read texts that were not followed by comprehension activities. They attributed their slowness to their inability to recognise the meaning of unfamiliar words that they encountered or to predict the language used in the text (Bruce, 2011; Alexander et al., 2008).

Teachers are supposed to expose students to reading strategies, such as scanning the headings of a text, skimming for gist, deducing the meaning of unknown words from the context, and understanding different patterns of organization (Jordan, 1997). Being aware of such skills is important in promoting students' reading comprehension (Li & Munby, 1996; Hijikata et al., 2013). Furthermore, the students criticised the course for its lack of formal instruction in how to use the library, which contributed to their difficulties in locating books. Jordan (1997) argued that because the library is an important feature of students' academic life, language courses should include activities designed to familiarise the students with the library.

6.4.3 The Positive Impact of the ELPPs

Most students in my study felt that they had acquired preliminary listening sub-skills; hence, their listening skill had improved. They assumed that they could understand lectures as well as social conversation. This finding lends support to those presented by Javid and Umer (2013) whose Saudi medical students rated themselves highly in listening skills. It, however, does not support those shown in previous studies (Zohrabi et. al., 2012; Zohrabi 2013; Al-Daihani et. al., 2015; Üstünel & Kaplan, 2015).

Furthermore, two participants in my study indicated that the ELPP, particularly the ESP course, helped them to adjust to the heavy academic demands required in their subsequent field of study. They reported that they relinquished old learning habits because they were unhelpful in meeting the demands of English-medium context. For example, Lamees indicated that she moved from being overly dependent on translation to choosing various study skills, which fostered a deeper conceptual understanding and long-term learning. She noted that learning English under the constraints of a limited timeframe and heavy workload helped her to recognise that translation was not useful in saving time or achieving successful outcomes.

In addition to not using translation, she reported that rote learning was an ineffective strategy that resulted in shallow learning. She started to focus on collaborative learning (peer study groups) rather than studying alone. She felt that she could learn more in working with her friends in exploring unclear concepts and practising

English. This finding supports Johnston's (2001) study, which found that students with both a non-English speaking background and an English-speaking background started to value the effectiveness of working with others late in their academic year because 'the level of assistance from academic staff was perceived as less than in their previous year of education. Hence, they were forced into a situation where they had to rely more on their peers' (p. 181).

Similarly, Bader remarked that because he tried to adjust to the demands of the EGP course, which required a mastery of English and the approaches to studying it, he felt that he was lost and uncertain about what to do. However, in the ESP course, he felt that he experienced a positive learning experience that led to his adoption of a deeply active approach to studying and time-management skills. Consequently, he was more likely to enjoy a much easier transition to tackling the academic demands of his subsequent field of study, which was pharmacy. This noticeable difference in Bader's views about the value of the ESP course in enhancing his transition to university life was positively associated with the ESP teacher. He reported that unlike his EGP teacher, who was uncooperative and impatient with him, his ESP teacher was supportive and capable of providing him with the opportunity to be more academically engaged. Based on my experience, teachers and their pedagogical approaches in the classroom shape students' learning processes and cognitive development. This view was supported by Reason et al. (2006), who reported that 'teacher behaviours such as preparation, availability and helpfulness, and rapport with students also produced gains in learning, as well as in critical thinking skills' (p. 155).

Furthermore, there was a highly positive association between the ESP course and the motivation for learning English. Bader, for instance, reported that the EPS course helped him to become more aware of the importance of English and that it was essential for his long-term academic success and professional development. Bader attributed his motivation for learning English to his ESP teacher. He said that this teacher was interested in slow learners and focused on the actual learning of those students, instead of being a competitor who placed himself in a race against the clock to finish the textbooks before the term ended. This finding indicated the profound difference made by a motivated teacher (Etten et al., 1998). Besides his teacher's role in enhancing his motivation towards English, I would argue that because the ESP

course was more related to his specialisation and future professional job than the EGP course Bader was more motivated and interested to learn, hence the motivations to develop his ability in English was increased (Jordan, 1997; Dudley-Evans & St Johns, 1998).

6.5 Response to Research Question 4

4. In the students' views, how might the English Language Centre best address their need to decrease the identified difficulties?

6.5.1 Managing the Excessive Length and Intensity of the EGP Course

The students made various suggestions regarding how to manage the excessive length and intensity of the ELPPs. With respect to their suggestions for the EGP course, most of the students of my study reported that it was too wide ranging to cover most language items adequately, and was too intense for them to handle. In response, the female students suggested that the EGP course should be one year and be taught alone. In contrast, the male students suggested that it would be better for them if the first semester of their first year was allocated to the EGP course and was not accompanied by other courses. These views are in line with the views suggested by the participants in Al-Kaff's (2013) study, which found that it would be more useful for them if the syllabus had been spread over a longer period. These findings support Al-Khairi (2013a) who found that because the English course was intensive, the teachers worked quickly to finish it within the limited time frame, which resulted in demotivating the students to learn English effectively. This finding supports the findings of a study that was conducted in Iran, which showed that a limited time frame restricted the teachers in not only dedicating equal time to teaching each skill but also engaging the students in various tasks. The study concluded that the time allocated to the EGP course should be increased in order to provide students with 'more exposure to the EGP course in order to learn effectively' (Zohrabi et. al., 2012, p. 20). The importance of having a one-year EGP course is consistent with Jordan's (1997) suggestion of balancing the content of the EGP course and the EAP course. He indicated that the students' language level at the beginning of the course determines that balance. In other words, the lower the level of language, the more general the English that is required.

Their suggestions would entail that because only the EGP course is offered in their first year, sufficient periods to study different language components with a greater focus could be achieved. Students could organise their time to balance their projects (e.g., oral presentation) and prepare for exams. Hence, they might feel more confident because they utilized their time efficiently in studying the course material, thus achieving better grades and higher GPA scores. Perhaps more importantly, they would have more time to practise speaking and engage in communicative activities.

I noticed that the students in the present study did not suggest reducing EGP class hours but focused on removing all the courses required in the PYP and assigning a one-year period (females' suggestion) or one semester (males' suggestion) for the EGP course. This suggestion does not imply that they did not want to work for long hours because it would make them feel tired and stressed. However, the findings of my study concur with the conclusions of previous research (Kember, 2004):

Students are prepared to work long hours for courses which are well designed and taught, though there is a limit. Piling the work on will eventually become counter-productive as students resort to short cuts and undesirable study approaches to cope with the excessive demands (p. 182).

6.5.2 Core ESP Course vs. In-sessional ESP Course

The data analysis revealed that the ESP course was limited to the development of students' technical vocabulary and the learning of content-specific texts. The students reported that there was serious need for more ESP courses. Although all the students in the two groups highlighted this need, the suggestions about how to implement the ESP course slightly varied between the female group and the male group. The females emphasised the need for more ESP courses to be taken as core courses that were taught in the later years of their major studies. They also indicated that four important factors need to be considered in planning the ESP course: 1) no more than two textbooks; 2) the content of the ESP course should be related to the medical field in general and to pharmacy in particular; 3) the classes should be no more than two

hours; 4) the course teachers should have some background in the medical field, and they should apply new teaching practices rather using the traditional lecturing style.

The male students indicated the need for the EGP course but emphasised that more ESP courses should be taken in addition their content courses. Unlike the females, who wanted ESP core courses, the males preferred more freedom to choose whether to attend ESP courses or not. In particular, they did not support the idea of adding ESPs as compulsory courses in their departmental programme. They gave two reasons for their suggestions: 1) because the number of their departmental courses was manageable, adding core ESP courses would result in greater pressure and a limited time frame; 2) because they were already studying their major subject, they were more capable of specifying their language needs; therefore, they would only attend the ESP courses that met their specific needs. The view held by the students supports the view held by many scholars (Chazal, 2014; Jordan, 1997; Bruce, 2011; Alexander et al, 2008), who maintain that in-session language programmes could contribute to students' academic language and skills development.

6.5.3 More Freedom to Choose Preferred Topics for Extensive Reading

As discussed earlier in this chapter, during their ELPPs, the students were required to complete an extensive reading activity that required them to read stories chosen by the ELC as a part of an extra-curricular activity in the ELPPs. It emerged from the findings that the students in the two groups had negative attitudes towards their experiences in reading the selected stories. They indicated that the topics in the stories were not interesting, and they wanted them to be replaced by topics that were related to the medical field. This finding is inconsistent with those reported in Al-Homoud and Schmitt's (2009) study, which showed that students in the extensive reading group had positive attitudes towards the programme, which resulted in an improvement in their vocabulary knowledge and reading comprehension. One explanation for this finding may be related to Abdellah's (2013) observation that extensive reading materials selected by the students themselves increased their motivation to read for pleasure and to process different types of texts with good comprehension. Thus, the students in my study were not interested in the graded readers because they were not given the freedom to choose their own topics and were not encouraged to access reference books, journals or periodicals to improve their

reading of scientific texts and enrich their knowledge of their fields. The effectiveness of the graded readers in this context may be restricted to various challenges, such as the students' poor level of English and the limited time frame.

6.5.4 The Need for More Language Skills Classes

Another suggestion that was made by most students in the two groups was the need for more separate classes in each of the following three language skills: speaking, writing and reading. Interestingly, the students did not have any suggestions regarding listening skills, which may indicate that they felt that their listening skills were much better than the other three language skills of speaking, writing and reading.

First, most students in the two groups revealed the serious need for more speaking classes that were taught effectively. Because of the lack of exposure to class discussions and oral presentations, the students declared their need for speaking classes that would provide them with more opportunities to be engaged in various speaking activities, such as asking and answering questions, stating and discussing opinions, and more importantly, giving oral presentations. This perceived need for the improvement of speaking skills was supported by the male students, who indicated that in year 5, they would be required to take an oral examination. They felt that they needed more speaking practice to increase their confidence in presenting their answers to the examiners fluently and accurately. This result is consistent with previous research that called for more emphasis on teaching speaking skills in the context of ESP and EGP courses (Jaivd & Umer, Akyel & Ozek, 2010; Hwang & Lin, 2010; Al-Kaff, 2013).

Second, all the students in both groups emphasised the need to enhance their ability in writing various genres, such as essay-type question answers, research papers and C.V.s. Some female students indicated that because they would be required to submit a research project prior to their graduation, they needed to learn how to write research papers, which would be a required task in the senior years of the pharmacy programme.

Third, the findings showed that the students felt that their ability to read articles and reference books in their fields were ignored in the ELPPs. Therefore, they suggested

that they should be exposed to reading parts of the articles in textbooks.

6.5.5 The Need for More Oral Presentations

The results generated from the data collected in the students' questionnaires suggested that the pharmacy instructors did not require their students to give oral presentations; thus, the students did not identify oral presentations as a problematic area. However, the analysis of the data collected in the students' interviews and focus group discussion revealed that the students who did not give oral presentations during their ELPPs had strongly negative attitudes. Moreover, it was found that the students who were assigned oral presentations had positive perceptions of their benefits.

The students suggested that the ELPP organisers should ensure that all the teachers required their students to give oral presentations. They also suggested that the oral presentation would be a waste of time if prior instruction about how to present a successful presentation was not provided. Another suggestion was the ability to choose the topics of the presentations. The students suggested several topics, such as reading about cosmetic surgery, helping an injured person and treating diseases. They felt that reading about medical topics would develop their understanding of the subject and increase their motivation for reading. However, they emphasized that because of the lack of time and heavy academic workload, they viewed oral presentations as a burden rather than a useful learning activity that would contribute to their confidence in speaking in front of people.

6.5.6 ESP Teacher vs. EGP Teacher

In the focus group discussion, the students also made suggestions related to ELPP teachers and their teaching practices. The female students made the major suggestion that teachers who had adequate medical knowledge should teach the ESP course (Nursing 1 and Nursing 2). They indicated that because their teachers were unfamiliar with their subject matter, they could not gain a deeper understanding of most of the readings in the ESP textbooks. They felt that because the ESP course was related to medical information that had not been covered in their schools, they expected that their ESP teachers could enhance their understanding and learning. However, they clearly did not blame their teachers for not being able to interpret the main areas in the medical field because they were trained as English teachers. This finding confirms

Farooqui's (2010) study of students' perceptions of who should be responsible for the teaching of technical vocabulary in the ESP course. The students thought that the ELPP teachers should not be responsible to teach the meaning of the terms in computer science. However, they felt that grammar, pronunciation and spelling were their main teaching responsibilities. The male students suggested that diverse teaching practices should be employed by ELPP teachers. Because the teachers lectured their ELPP classes, the students felt that they did not have the opportunity to practise speaking English.

6.5.7 Learning Outside the Classroom

The male students indicated that they were keen to hold their language classes in different contexts, such as a hospital or the university library. According to Alexander et al. (2008), the teacher needs to help students to look outside their classrooms to develop their understanding of what they really need to produce in their target community, which is 'more effective than being told what is needed by the teachers' (p. 140). In their needs analysis of pharmacology students, Twain, Holme and Chalauisaeng (2006) used a new approach by making the students walk through the sites of their target academic disciplines and asking senior students to discover the learning targets that they might need in their pharmacy courses. The 'walk', according to the researchers, 'helped cultivate the understanding that the successful acquisition of language and literacy practices could just not occur as the result of quarantined classroom preparation' (p. 413). This integration with the students' target community is not impossible, but the teacher needs to give every opportunity to the students to gain first-hand information about their target academic disciplines, which, as suggested by Kirkgoz (2009), could be carried out through arranging trips to visit sites where their disciplines are practised or inviting experts to give introductory lectures.

6.5.8 ELC's Website

The students suggested that explicit information about the placement test and its marking criteria should be provided to the students before they take examinations. They also suggested having on-line access to the model answers to previous placement tests on the ELC's website or providing an on-line testing service where students could practise online. The male students also asked for more opportunities to

express their views about the course content and the performance of their language teachers.

6.6 Summary

In this chapter I discussed the results of this study in relation to evidence presented in the context and literature review chapters. First, I discussed students' views of their difficulties in academic reading, writing, speaking and listening skills. I presented the reasons that led students to encounter language difficulties. I also assessed the impact of the ELPPs on students' academic experiences followed by students' suggestions of improvement.

Chapter Seven: Conclusion, Recommendations and Reflection

7.1 Preview

In this chapter I discuss the potential implications of the research findings, which might be useful for stakeholders in the Saudi education system. I start by presenting the theoretical and pedagogical implications. I present research recommendations that could inform the Ministry of Education in Saudi Arabia in relation to the English instruction in schools, the ELC, language teacher education, and language teacher training programmes. Research limitations are presented after the contributions to knowledge that the current study offers. I then propose suggestions for further research and close the chapter with my own reflection on my PhD journey.

7.2 Implications of the Study

Theoretical and pedagogical implications can be drawn from the findings of the current research study.

7.2.1 Theoretical Implications

At the theoretical level students' language difficulties, as researched in this study, include inadequate receptive and productive L2 vocabulary knowledge as the main problematic area confronting all 105 student respondents who answered the questionnaire, and this negatively influenced their performance in all four English skills: reading, speaking, writing, and listening. This finding emphasises the ongoing theoretical discussions in the literature that the knowledge of vocabulary is an important area in the development of second language competence (Evans & Green, 2007; Evans & Morrison, 2011b; Jordan, 1997).

Secondly, as this research aimed to explore what factors impeded EFL Saudi students studying pharmacy from making good use of English in their major studies, a group of crucial factors was found to influence the learning of English. Previous research in second language acquisition (SLA) has made numerous attempts to classify the factors that contribute to or affect language learning, and I found that some of the SLA classifications were more critical and relevant to the context of this study than others. This does not mean that the other factors that contribute to SLA are not crucial; however, those that were found in the results of this study are the most

important ones that language teachers, policymakers, and course designers should be aware of. The first factor that was discussed by most of my study respondents as impeding them from making good use of English was the type of language input they were exposed to, whether they were exposed to language input in controlled English learning contexts (i.e., classrooms) or natural English learning environments (i.e., outside classrooms). Although some criticisms have been directed towards the role that language input or, as termed by Krashen (1985/1987), the *input hypothesis* plays in language learning, particularly around the insufficient information about the type of language input needed for SLA, many theorists in language learning have supported the importance of language input in enhancing SLA (Ellis, 2008). Although this study did not advocate or criticise Krashen's (1985/1987) language input hypothesis, it did, however, offer initial data that language input is important and required for SLA. It was evidently clear from the findings of the current study that most pharmacy students were exposed to inadequate language instruction at school, which placed them at serious disadvantage by being unprepared for the demands of English-medium higher education. In addition to inadequate language instruction at school, they suffered from a lack of context for using English with native speakers, which prevented them from a necessary practice (i.e., learning from native English-speaking people). Consequently, many EFL learners suffered from a lack of fluency.

The next important factor in SLA cited in this study as one of the main issues that impeded the students from making good use of English was lack of self-confidence or anxiety. Some of the students reported that because they had lower language ability, they had a lower level of self-confidence to speak English in front of others. The students, females in particular, felt that they lacked the courage to answer or ask their lecturers' questions in English. They were afraid of making linguistic mistakes in general when speaking in front of their classmates and pronunciation mistakes in particular. They, therefore, tended to speak in Arabic with their classmates when they wanted to review information or clarify unclear points. They were more likely to rely on those students whose levels of proficiency in English were advanced to ask and answer for them. Such lack of confidence leads to a perception that mastery of English is an impossible mission, and hence, English is avoided. This finding exhibits what previous literature has said about the influence of affective domains in learning English (Arnold, 2000; Dornyei & Schmidt, 2001; Krashen, 1987).

Furthermore, the present study emphasised the role of first language (L1) interference as another factor that either supports or impedes the learning of a second language (L2). The presence of L1 interference is linked to the extent of the difference and similarity between learners' L1 and L2. When two languages share similar linguistic characteristics, learning L2 is enhanced, and hence, the correct production of L2 is expected. When there are few or no common characteristics between the L1 and L2, learning L2 is impeded and language errors are expected to occur in the production of the target language (Abu-Rabia, 2002; Fender, 2003; Saigh & Schmitt, 2012). The findings of the present study confirmed the various assertions in the previous literature that Arabic and English do not share many common linguistic characteristics, and thus, learning English is impeded and committing language errors is expected to occur. It has been found that NSs of Arabic, as in this study, experienced some difficulties in the English orthography, pronunciation, grammar, and style of writing (Baloch, 2013; Fakhri, 1994; Hassan, 2014; Hirvela et al., 2012; Khan, 2011; Saigh & Schmitt, 2012).

The findings of Chapter 5, in the investigation of the third research question, built in particular upon the work of some of the researchers reviewed in Chapter 3 about language programmes offered in EFL settings. Many of these studies (Al-Daihani et al., 2015; Üstünel & Kaplan, 2015; Zohrabi et al., 2012; Mohamadi, 2013) indicated that EGP courses suffer from a variety of factors that result in decreased quality. These factors include shortness of time to effectively study a course characterised by excessive length and high intensity, mixed-ability students in one class, teacher-centred approaches, and lack of diverse teaching practices. In respect to ESP courses, the findings of this study seem to back up the various assertions in the literature (Aldaihani, 2015; Dudley-Evans & St John, 1998; Hessamy & Mohebi, 2014; Jordan, 1997): that students often put a high level of importance on ESP courses, particularly in enhancing their knowledge of the target settings, thus promoting their motivation more than EGP courses do.

Teachers and their personal behaviours tend to play a key role in enhancing students' motivation to learn English and, thus, in shaping their perceptions of the value of the course (Corham & Christophel, 1992; Davoudi-Mobarakeh's, 2014; Dornyei, 2002;

Javid et al., 2012; Noels et al., 1999). As shown in the findings of my study, some students felt their ELPP teachers were not supportive. Consequently, these students experienced a lower level of motivation to learn English, which resulted in perceiving the course as pointless. Other students, on the other hand, reported that their motivation to learn English was enhanced due to the encouraging attitudes of their ELLP teachers, and they valued the experience of being taught by such teachers. Another important aspect in relation to the role of teachers, particularly those who teach ESP courses, is their competence in their students' subject-matter areas. The views held by several specialists in ESP provision (e.g., Belcher, 2006; Brinton et al., 2003; Dudley-Evans & St John, 1997; Hyland, 2006) about the need for teachers who have familiarity with the content knowledge of the discipline to which their students aim to study rang true in the analysis of the data from this study: the data gathered from this study indicated that those students who were exposed to ESP instruction delivered by teachers who were believed to have some background in the medical and health care fields reported having more gains than those students who were not.

7.2.2 Pedagogical Implications

The findings of this study indicated the infrequency and simplicity of the academic demands the pharmacy department placed on students' receptive and productive skills. There was evidence from both the interviews and focus group discussions that the use of English as a medium of instruction was less likely to be employed in pharmacy courses, and the subject-matter lecturers tended to focus less attention on the quality of students' English performance. This is perhaps not surprising because the use of L1 (Arabic) or code switching from L1 to L2 (English) resulted from lecturers' awareness of students' low levels of English proficiency (Chen, 2010; Tamtam et al., 2013); thus, teachers preferred to use L1 incorporation when teaching low-proficiency students (Al-Nofaie, 2010). During their pharmacy classes, students claimed that they did not communicate in English with their lecturers or peers during or after lectures. They memorised technical content in English, but they actually switched to their mother tongue (Arabic) when collaboratively discussing their learning. Arabic was allowed in answering their lecturers' questions, although the content was in English and the handouts were written in English. Arabic was used in lectures except when lecturers were non-Arabic native speakers.

Such findings have several important implications for stakeholders in higher education in the KSA. If English is chosen as a medium of instruction in a number of departments in Saudi universities, attention should be paid to classify the sort of academic activities in which English is to be used. It should be made clear for these departments that code switching should be ceased or at least decreased as much as possible. Furthermore, subject teachers in general, and pharmacy lecturers in particular, should be informed that it is necessary to make greater use of English through asking students to achieve a variety of different academic activities in English. For example, conversations between subject teachers and students, whether they share the same L1 or not, should be done in English. Assignments, presentations, and in-class discussions should be conducted in English too. My argument rests on my belief—which aligns with Al-Nassar and Dow's (2013) view—that major improvements in English can be gained within students' major studies. They, therefore, should not see mastery of English as the responsibility of English teachers, regardless of whether those teachers teach in schools or in a PYP English course, but rather as a process in which everybody is involved; it is a process in which everyone needs to participate to achieve successful outcomes.

Focussing on students' perceptions of their language difficulties, it was found that a lack of rich general vocabulary knowledge was their greatest difficulty. This vocabulary deficiency appeared to block their reading comprehension of recommended textbooks in pharmacy as well as of the main points of the questions on their examination papers. In reading a textbook, they reported having difficulty recognising the main ideas, identifying supporting details, understanding text organisation, and drawing conclusions to get the implied message from a text. In terms of speaking skills, students experienced difficulty expressing ideas accurately and fluently, answering their lecturers' questions, and asking for further explanations. In listening skills the students reported facing difficulty understanding the meaning of unfamiliar L2 words, inferring the meaning of information not explicitly clarified by their lecturers, listening to long stretches of English speech, and identifying the main topic of the lecture. In writing in English they reported it was difficult to identify the appropriate words, express complex ideas, and link between them in writing. These concerns expressed by the students should not, of course, be seen as a plea for more studies on the type of difficulties encountered by NSs of Arabic. Rather, they should

be constructed as a plea for an instant change in the way English is taught in schools and universities in the KSA. Hence, it would be fair to suggest that the need for studies, like this one, aiming to explore what impact a preparatory language programme has on students' academic experiences is justified and needed in the KSA.

The findings from this study, as exemplified by students' perceptions, touched on some of the crucial inadequacies that seem to be linked to the way in which the programme was implemented. From their perspectives the excessive nature and length of the programme was a key factor for experiencing heavy workloads and unendurable pressure, which seemed to be magnified by their inability to keep up with other demands required in other subjects in the PYP. The study also exposed students' beliefs that they were not exposed to equal teaching opportunities. Some students felt that it was not fair to disregard oral presentations from their classes simply because the teachers felt that students' poor English and their limited time frame to give presentations were impractical. Although having mixed-ability students is a common issue in most EFL classes, students assumed that being in such classes affected their learning process and decreased their self-confidence.

The teaching practices used by the teachers in the ELLP classes were teacher-centred and lacked diversity. The explanation of the rules of grammar dominated ELPP classes. The students reported that most of their teachers controlled the classes with the majority of explanation to cover a large amount of materials before they ran out of time. Speaking skills were almost neglected and reduced to reading from text and answering their teachers' questions. Writing skills were not adequately practised and were restricted to reformulating short writing activities selected from their workbooks. They were not exposed to the practice of writing the most important tasks required in their content courses (i.e., writing essay-type answers to questions). The teaching of listening comprehension was totally underestimated in ELPP classes, as it was not taught in labs but rather in poorly equipped classrooms. It was also found that the frequency of assessments was high, and students' abilities in writing and speaking skills were not targeted. It was found that taking ELLPs in poorly equipped classrooms and a lack of teaching aids, such as listening labs, were also problems affecting the quality of the ELLPs.

In connection to students' improvement in the use of the four English skills, students reported that they lacked the adequate vocabulary knowledge to comprehensively process the reading of their subject-specific texts. They felt that being exposed to reading a limited amount of genres in the ELLPs contributed to their inability to read references and research articles. They also reported that they encountered problems in speaking English, resulting in the feeling of being discouraged to participate in class discussion, though they felt they were empowered with adequate subject-matter knowledge. As for writing skills, they felt they were not exposed to adequate instruction on writing skills or to sufficient practice of different writing genres such as examination answers, lab reports, and research projects. They were unable to express their ideas or transfer their understanding of their subject matter accurately, particularly when answering essay-type questions on tests.

Another conclusion that can be drawn based on the results discussed above is that students' voices, though rarely considered in the context of this study, can portray an important image of the current English programmes implemented in the Saudi higher education and another image of the main course aspects that need to be modified. It is hoped that studies like this one will raise educational stakeholders' awareness of the importance of polling the students and considering their needs, views, and attitudes towards teaching and learning a PYP English course to expose a clearer picture of what is going on in the teaching and learning and why. Learners' involvement can play a key role in shaping a strong baseline for educational reform that is built on the needs and views of some of the most influential participants in the Saudi education system (i.e., Saudi students).

Another important implication that can be drawn from these findings is the need for EGP instruction, followed by EAP and then ESP (see Chapter 3, section 3.3). To be more specific, English programmes at universities in the KSA should not only offer students EGP instruction or aim primarily to produce students with general English proficiency, as they do now, but also incorporate English for academic purposes (EAP) instruction. Combining a programme that focuses on teaching general skills (i.e., EGP) with another that focuses on teaching key academic skills (i.e., EAP) is

needed. Apparently, as suggested by the students in the current study, EGP instruction is important, and its duration needs to be extended to one year. However, it is equally important to offer an academic-orientated programme that focuses on teaching them writing examination skills, writing research papers, and reading academic articles or references. These EGP and EAP courses can help the students deal with their general English language and the academic demands required in their major studies (Evans & Green, 2007; Jordan, 1997). Furthermore, there is evidence in the literature that EAP instruction often contributes to students' academic skill development (Dooey, 2010; Fox et al., 2006; Terraschke & Wahid, 2011; see Chapter 3, section 3.3).

My study also revealed that because students were exposed to teaching of all the scientific subjects (i.e., maths, biology, chemistry, and physics) in Arabic when they were at school, they lacked the ability to easily internalise the scientific knowledge delivered through the medium of English and struggled to process that with critical reflection and comprehensive application. The idea of using English as the medium of instruction (henceforth EMI) for teaching the scientific subjects taught in schools seems to be promising since most of the scientific departments in universities choose to use EMI. This study points to the avenues for further research in this area. More on this point will be indicated in section 7.6.

Furthermore, students felt that they were neither exposed to post-secondary education in health sciences nor to Latin medical terminology. Consequently, they tended to rely on their ESP teachers to simplify concepts and terminology in the field of medicine for them. As a result, they studied ESP courses while they were not aware of most of its content. Therefore, it does not seem feasible to introduce the students to ESP unless (a) their proficiency in general English permits the understanding of the language used in the ESP course (Zohrabi, 2010), and (b) qualified language teachers acquainted with good linguistic competence in the language used in the students' target field of study and who have familiarity with the content of their subject matter teach the ESP course.

Recent nationwide moves promoted by the KSA government to reform its education system have been implemented. One of the key reforms has been introducing English

as a core subject taught from the early stages in primary schools (i.e., from the age of 10–11 years old). The aim of this bold move is to produce a next generation of Saudi citizens who can effectively use English at both academic and professional levels. The findings, as exemplified in the students' perceptions of the causes contributing to their language difficulties, have not provided full support for the beneficial effect of this reform on students' communicative English ability. Bearing that in mind, English school education should be modified in a way that will prepare students for classes wherein the content is taught in English.

Due to differences between the nature of Arabic and English, particularly in the sound system, grammar, articles, spelling, and use of punctuation, students tended to rely on their L1 when producing L2, thus resulting in errors. This finding can have important implications for curriculum planners and instructors of the English language. Curriculum planners should incorporate lessons that aim at providing students with keys differences between Arabic and English and also the possible errors that often occur as a result of their L1 interference. In addition, language teachers can motivate their students to be aware of their errors and how their L1 interference causes them.

The present study revealed that parents' academic background in general and in English in particular played a vital role in the success of the English learning process (Bartram, 2006; Gardner, 1985). Some students perceived their parents' influences as positive because they were aware of the role of English in the academic life; thus, they supported their children in the process of learning it, sent them to take intensive English courses in local or international language centres, or assigned them private tutors to help them learn English. In contrast, only one student regarded his parents' influence as not encouraging because they did not raise his awareness of the important role of English or support him in learning it. Consequently, the parents' lack of English knowledge and awareness of the utility of learning it contributed to a decline in their child's motivation for English, and this lack of motivation led to limiting the chances to use English.

This finding can provide valuable insights into the key role parents play in their children's education. Their language knowledge and attitudes towards English may

construct their children's understanding of the importance of English and its status in both their academic and professional lives. As they are viewed as important actors who may contribute to or affect their children's language achievement, educational stakeholders should create a climate that enhances more positive views towards language learning. Schools, for example, can organise ongoing teacher–parent meetings and conferences in which parents can be invited and introduced to valuable information on how to help their children's language improvement.

7.3 Research Recommendations

Several recommendations are identified from the findings of this current study that could inform the Ministry of Education (MoE) in Saudi Arabia in relation to English instruction at schools, at English Language Centres (ELC), language teacher education, and language teacher training programmes.

7.3.1 Recommendations for Stakeholders in General Education

This study revealed that the difficulties facing students in making good use of English in their content courses stemmed from their previous experiences studying English at their schools. The Ministry of Education should modify its policy to implement more firm requirements for the English competency and the teaching ability of Saudi English teachers. Additionally, prospective teachers should be encouraged to take courses that enhance their language proficiency and teaching practices for teaching English at schools. In-service teachers should be encouraged to modify their teaching practices and adapt alternative and more beneficial teaching practices, and they should be required to pursue self-development and professional growth to be acquainted with the recent techniques involved in teaching English. As English was introduced as a compulsory subject taught at the primary level, Saudi language teachers, whether in-service or prospective, should be required to take courses on how best to teach younger learners and what teaching practices should be implemented to go with their ages, needs, cognitive abilities, and psychological backgrounds

7.3.2 Recommendation for the English Language Centre (ELC)

For the ELPPs to yield their fruits, the process of needs analysis must be taken into account. The ELC policymakers must incorporate the students as a main part of this process for obtaining a clearer idea of their needs, wants, and lacks to accommodate

language courses that are in harmony with what has been identified. Moreover, current ELLPs should be exposed to ongoing evaluation to gather information required for instant changes and to highlight deficient needs to be amended. Students must also be a part of this process because they have first-hand knowledge of how they perceive their competence in English in relation to ELPPs' instruction.

To obtain the best learning outcomes from the ELLPs, the emphasis on grammar should be replaced with vocabulary. Teachers should approach useful practices for teaching L2 vocabulary, such as grids, word networks, inferring meaning from context, and concordance (Jordan, 1997). It is also important to expose them to vocabulary learning strategies instruction (Nation, 1990; Oxford, 2006). In addition to general vocabulary, students should be exposed to technical vocabulary expected in their target fields of study (Coxhead, 2000, 2011, 2014; Coxhead & Nation, 2001). Specifically, since students have not come across Latin words, more time should be allocated to explaining their meanings and practicing their pronunciations (Gatehouse, 2001).

Academic-oriented materials should be incorporated within the EGP to prepare students for the academic skills needed in their content courses. In this EAP course, students should be exposed to process, product, and genre-based approaches to academic writing. It is necessary for the students to be aware of the processes involved in improving their own writing: planning, writing first drafts, rewriting, and self-/peer evaluations (process approach). It is also important for them to be well informed about the main language functions and grammatical aspects used in their writing (product approach). They should also be exposed to genre-based approaches to practice the type of genres used in their disciplines, such as writing answers to subjective questions (Jordan, 1997).

Since students' learning experiences in the schools are different from those in higher education, they probably have little information about the requirements for learning in ELPPs and about academic life. Therefore, the ELC should be required to not only offer students the type of English needed to pursue their major studies but also to enhance their understanding of what demands they will be required to do during their

ELPPs and in their future academic studies. While they are in the ELPPs, the ELC should have a student handbook, providing details about course content, teaching materials, assessments, course outcomes, teaching staff, and course hours.

Following the students' suggestions, the ELC should also provide students with online access that they can retrieve while they are at home or have free time. This will help them to find any needed information before and after commencing their ELPPs and also give them plenty of time to prepare themselves for the courses. More importantly, the ELC's website should be amended and exposed to ongoing update processes to be seen as a key resource for providing students with vital information. It should have access to large corpora, such as the British National Corpus. It also should give the teachers access to assemble a corpus of written texts taken from students' textbooks, assignments, and articles from all the departments at UQU to uncover the language most relevant to their students.

As it might take time to issue a student handbook or to integrate online access for the students to collect information about the ELPPs, the ELC can start by organising induction sessions or transition workshops (Peat et al., 2001). The induction would involve a series of sessions in which newly registered students would be introduced to the PYP English course, the administrative and teaching staff, and their fellow classmates. Senior students could also volunteer to reflect on their personal experiences in the ELPPs, what type of practical challenges they faced, and what solutions they applied. These induction classes would help students to smoothly transition into university life, as they would contribute to enhancing their awareness of the community to which they will be a part.

There is also a need to open multimedia self-access centres in the ELC. These self-access centres should be open to all the students studying at UQU, whether they are from ELPPs or are in their major studies. In the self-access centres students would have the freedom to practise various learning activities. They could search the Internet for information for their assignments; consult electronic dictionary websites; visit websites recommended by their teachers; watch different authentic academic genres such as lectures, oral presentations, and seminars; and select a book or story to read.

They could also get help from a language teacher working in the self-access centre to promote their understanding of the task at hand.

Finally, the ELC needs to work together with the Ministry of Education in examining students' English ability and the causes of their struggles in English to come up with alternative solutions to improve students' future literacy. The ELC could also arrange visits to schools, illuminating for the secondary students the importance of English for them to pursue their tertiary studies as well as the type of English proficiency necessary to secure a place in the department in which they most wish to study. This would enhance their awareness of their future learning contexts and promote their interests to redouble their efforts to improve their English proficiency.

7.3.3 Recommendation for Pre-service Language Teachers Education

The data generated from the current study indicated that ELPP teachers need to be acquainted with specific content knowledge and prepared for their new responsibilities in teaching an ESP course. Thus, teacher education programmes should focus on preparing future language teachers for ESP by exposing them to courses that could familiarise them with the needed competence to be translated into effective teaching required in different teaching contexts in general and ESP in particular. One crucial element of the ESP teaching practice that should be targeted in teacher education courses is to be aware of how to conduct a needs analysis. The rationale for raising the prospective teachers' awareness of this process stems from the fact that ESP (Jordan, 1997) and EGP courses (Seedhouse, 1995; Zohrabi, 2011) must satisfy the needs of a specific group of learners. It is also important to enhance teachers' knowledge of all the activities that should be done after conducting a needs analysis, including designing a course, teaching/learning materials, and course evaluations.

These courses should increase the awareness of the basic rules of how to choose, adapt, and create the main types of language materials that address students' needs in the academic contexts they aim to study (Dudley-Evans & St John, 1998). For example, one finding of the current study was related to the pressure placed on students' ability to write academic essays for test questions. Building on this, future

language teachers need to be familiarised with the rhetorical structure of essay test questions, what type of questions the students are going to deal with in their subject matter, and what types of exam answer activities would most benefit the students (Jordan, 1997).

Additionally, teacher education programmes could focus on enhancing teachers' analytical skills through the process of text analysis, informed by theories such as genre theory. This knowledge is important for the teachers to select authentic materials derived from the academic disciplines for which students are aiming. They can carry out text analysis to present how the language is used in the students' disciplines, organising courses, lessons, or activities in a way that develops students' awareness of the spoken and written texts required in their future academic contexts (Dudley-Evans & St John, 1998).

Student autonomy is not something that needs to be taught by teachers; however, "it comes through changing the role of the teacher as responsibility for learning is gradually handed over to students" (Alexander et al., 2008, p. 282). Thus, teacher education programmes should also focus on promoting teachers' understanding of the importance of student autonomy and of teaching practices that enable their students to work effectively and independently (Alexander et al., 2008).

Finally, teacher education programmes could also focus on enhancing teachers' awareness of mixed-ability classes and how to contain their difficulties and accommodate language activities that suit their students' different levels (Al-Shammakhi & AL-Humaidi, 2015; Salli-Copur, 2005).

7.3.4 Recommendation for the Language Teachers' Professional Bodies

It has been argued that teachers may be well trained in general English teaching methods and may "have a set of general strategies, but may not know which are appropriate in the EAP contexts and consequently can feel unconfident and de-skilled" (Alexander et al., 2008, p. 19). This is worth indicating for any professional bodies to have input in ESP teaching, such as how to conduct a needs analysis and design courses, assessments, and course evaluations. This would increase in-service

teachers' awareness of the main pedagogical backgrounds in teaching English for specific purposes.

Conducting on-going in-service training sessions offered by ELC at UQU or by any other English language centre at other local universities across the KSA would be a useful opportunity for the teachers to enhance their specific/general pedagogical background. The ELC could organise workshops or conferences led by experts in EAP/ESP provisions or experienced teachers. Formal and informal meetings in which experienced teachers share ideas and experiences with less experienced teachers could also be useful for the teachers (Chazal, 2014).

Finally, I think it is important for ELPP language teachers to not restrict exchanging expertise to within the ELC boundaries but rather to extend their pedagogical background to involve subject-matter teachers, such as pharmacy instructors, as in the case of this study. Collaboration with pharmacy instructors would increase language teachers' awareness of the specific content knowledge and of the spoken and written genres required in the academic disciplines of their students.

7.3.5 Recommendation for Subject-matter Teachers

Providing learning/teaching environments wherein both students and instructors use English is something that should not be overlooked. Subject-matter teachers should ensure their students are exposed to lectures delivered through the medium of English and to academic tasks for which English is required.

7.4 Research Contribution

Although a growing body of research has documented EFL students' language development to better understand how their language is improved due to exposure to EGP/ESP instruction, this type of research is still in the infancy stage in the Kingdom of Saudi Arabia. Therefore, the current study aimed not only to expand the knowledge on PYP English course teaching in the KSA but also to better understand its appropriateness for the students' target needs (i.e., pharmacy). This awareness will permit ELC staff to assess their current teaching practices to meet students' lacks, needs, and wants and also to make informed decisions regarding what aspects should

be modified in the next PYP English course. As none of the previous studies had neither targeted the experiences of students who had completed a PYP English course and started their degree courses in general nor looked specifically at the perceptions held by pharmacy students, this research study hoped to fill this gap.

Another contribution of this study is the insight it offers that although EGP instruction has long been the core approach used in English education in the KSA, it has turned out to be unsatisfactory. Although it might have been small and limited in scope, this research should offer an indication of the necessity of combining EGP courses with academic-oriented courses followed by an ESP course, which might lead to a new century of foreign language education reform in the KSA.

In addition, this study shed light on the main inadequacies in the ELLPs and how they can be modified, as exemplified by the students' views of the ELLPs. Thus, this study provided information about students' needs as well as their evaluations of the programmes. For example, this study presented how to manage the excessive length and intense nature of the EGP course. As was suggested by the students, the time allocated for the course should be increased to cover one semester or a full year. This would give teachers plenty of time to promote the use of effective teaching practices and balance coverage of the course activities, including giving oral presentations. This would also promote the implementation of a variety of communicative activities and the free use of language, such as pair/group work, role play, and games. Students also proclaimed that the EGP course needed to be taught alone, not with any other subjects. This could provide the students with sufficient time to study different language components with greater focus.

This study also signified the importance of employing a constructivist mode of inquiry in obtaining a deeper understanding of students' views, feelings, and expectations. Students' assessments of their own difficulties compared with their experiences in the PYP English course provided useful insights into how this course helped them to acquire the linguistic skills required for successful academic life as well as the appropriate skills for after their graduation. As was discussed previously, students who were not required to give oral presentations felt that it was not fair to be

excluded from such an ideal activity for practising the academic spoken language. Therefore, they called for the need to be exposed to more practice giving oral presentations.

7.5 Research Limitations

The limitations of the current study are characterised below.

First, it should be remarked that the findings and analysis of the current research were based on a limited number of students. Only nine interviews were conducted, and 105 respondents completed the questionnaire. This study was also limited to students in one select department in one local university. To this end, the findings of my study were based on a small sample and, hence, not subject to generalisation across a wider population. However, it is safe to point out that the aim of this study was to develop a deeper understanding of students' views about the impact of ELLPs on their academic experiences.

It could also be seen as a limitation that none of the language teachers who taught the ELLPs, the leaders of the ELC, or the pharmacy instructors were included in this study.

It should be noted that the conclusions of the current research study were constructed through students' experiences learning English along with their views, values, and priorities; therefore, their understanding of their English difficulties and the quality of the preparatory English programmes may have been constructed differently. Yet, it should be noted that the beliefs articulated by the students of this study might not have provided the absolute truth (Guba & Lincoln, 1989). Besides, the conclusions of this study were constructed through my understanding of the students' own words and meanings coloured with my background, emotions, and views. However, this research study contributed to the emergence of a range of views and further details, adding more depth to the data gained and, thus, allowing for multiple meaning constructions.

It should be remarked that I read quite widely in an attempt to determine how the findings of this study are relevant to what had been found in the previous literature. However, I am limited in being able to adequately point out one part of the picture.

One vivid example of this limitation is the insufficient way I reviewed studies conducted on parental influence on their children's English development. This limitation, however, presents an important need to examine students' forging language development in relation to the role of their parents. Finally, in being a native Arabic-speaking student, I was limited in being able to read and interpret English language research studies on the topic at hand.

7.6 Suggestions for Future Research

My study involved working with students in one department at UQU in terms of their perceptions of the language problems facing them when tackling the tasks required in their content studies, as well as their views on the value of the academic preparation provided by the PYP English course to effectively handle these academic tasks. My study showed that students' limited vocabulary knowledge, limited ability to express complex content ideas in accurate and clear English expressions, and lack of fluency in class discussions were the main language problems confronting these students. It was also shown that students held discouraging views about the value of the course in equipping them with the language abilities needed to overcome their own difficulties as well as to handle tasks required in their content courses. It might be worth expanding the current study to include a larger student population from different departments at UQU and from other Saudi universities across the KSA to provide a more detailed picture of students' perceptions of the value of English courses and their relations to language improvement. Such a targeted investigation would enhance the awareness of the differences in students' language problems, the reasons lying behind these difficulties, and the adequacy of the courses in relation to the tasks required in students' disciplines.

The language teachers who teach the PYP English course, including female and male teachers, and the ELC leaders need to be approached qualitatively to get a better understanding of their version of the story about the appropriateness of the course and its strengths and weaknesses and compare their accounts with those of the students. This could provide a wider perspective of many other aspects of the PYP English course that are assumed to support or impede the teaching or learning processes and

suggest solutions that would serve the students' needs as well as the teachers' expectations.

It might also be useful to explore the value of the PYP English course from the subject-matter teachers' point of view. This would enhance the understanding of the extent to which the course addresses the content course requirements and pharmacy instructors' expectations. It also would provide a wider viewpoint of the language problems facing these students, the factors causing these difficulties, and what academic tasks or practical solutions could be implemented in the next PYP English course.

7.7 Reflection on my PhD Journey

Compared to other academic studies I have undertaken throughout my life (i.e., the BA and MA degrees), I consider my PhD journey a standpoint in my own personal life. It was a challenging journey filled with difficult events and unexpected tragedy. I found myself alone, taking responsibility for four children, two of whom were under the age of 5. Taking the role of mother and father and a PhD student pushed me on several occasions to consider quitting the programme. There were nights when I broke down in tears due to fear of failure and depression. I decided I had to stop that and make my choice whether to be a dedicated mother who could not finish her PhD degree because she had to take care of four children or a super-mum who could find a way through any difficulty and make the right choices. If I did not push past the discomfort zone, I would have to be just a normal mother, but I knew this choice would impact my future life. I decided not to quit because I did not want to regret my choice 10 years later. I did not want my children to think of me as a passive person who surrendered at the first difficult time in her life.

Now, and particularly at this stage of my PhD journey, I realise that I made the right choice and am strongly convinced that I would have lived the rest of my life in constant lament if I had not chosen to continue my PhD programme. There are many tremendous benefits I have learned in my PhD programme. One important element has been the self-knowledge. I learned how to organise my time to accomplish certain targets and to manage multiple family duties at the same time.

Another important element that my PhD journey helped me to acquire was the philosophical assumptions underpinning knowledge. When I looked back on the methodology chapter in my confirmation paper, I felt it lacked a deeper foundation and intellectual reflection. Reading widely about these assumptions broadened my understanding of the world and helped me to accept others and their views as they are. As a constructivist, I have come to acknowledge that each of us could be exposed to the same context but may react differently according to the shaped understandings we have developed from our differing backgrounds. I am now more aware why people think the way they do and why I view the world differently. Throughout the study I also developed a great deal of knowledge and research skills, such as interviewing, transcribing, translating, and interpreting data. As a result, my reflective and analytical skills developed.

Furthermore, I have learned important information about the topic under investigation. In the course of the investigation and while writing the literature review, I learned a great deal about students' difficulties in English and the possible causes contributing to them. I realised that there is more to learn about students and their views on their language abilities. I also realised that there is more to learn about how teachers can best teach English. As a faculty member at the ELC teaching the English programme, I learned a lot about what exactly students need and what they expect to receive from me. Their views and feelings about the way they experienced the programme opened doors of self-reflection and self-criticism. I started to acquire new teaching practices and to dig for more ways to accommodate for their struggle with English and increase their motivation. I have been influenced by their views to the extent that I have changed my own views, from what improvements students can achieve to how students could be helped to improve further.

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Appendix 2.1

Preparatory Year Programme (PYP)- English for General Purposes, Course Description

Umm Al-Qura university
Deanship Of Preliminary Year



جامعة أم القرى
عمادة السنة التحضيرية

Umm Al-Qura University
Foundation Year Deanship

Preparatory Year Program (PYP) – English for General Purposes

Course Description for English Language
2011/2012

Course Information

English for General Purposes for the Preparatory Year Program (PYP)

Textbooks – New Headway Plus Beginner (Special Edition series), Elementary (Special Edition series), Pre-Intermediate (Special Edition series), and Intermediate by Oxford University Press

Introduction

This is an English for General Purposes (EGP) course which runs in the first semester of every year beginning in September. We use the New Headway Plus (Special Edition series) curriculum provided by Oxford University Press consisting of four levels: Beginner, Elementary, Pre-Intermediate, and Intermediate. The goal of these EGP levels is to prepare Medicine and Health College students to advance to the ESP levels so they may develop the English language skills necessary for success in their university core courses. Overall, the EGP course revises the students' fundamental knowledge of the English language in the following areas: grammar, reading, writing, listening, and speaking. All students are required to successfully pass the EGP courses in the first semester in order to continue to the English for Specific Purposes (ESP) program in the second semester. After successful completion of this course, the students should be prepared to continue in our disciplined ESP program in the second semester.

Course Details

Course Code:	4800170-6
Course Duration:	1 Semester (16 weeks)
Contact Hours:	16 hours per week (256 hours per semester)
Credit Hours:	6.0

Appendix 2.2

Core English Elements in the EGP course

Prerequisite

English Language Proficiency Placement Test

Course Objectives

1. To provide English Language instruction to enhance students' proficiency and enable them to understand and use all four language skills.
2. To prepare students to sit for assessments and evaluations such as tests and quizzes in order to test proper acquisition of the English language.
3. To build students' confidence and motivation through exposure to the four language skills. These in turn help students become exposed to a wide range of universal topics selected from a wide variety of materials.
4. To enhance the use of everyday English – this enables our students to practice their functional language skills and social interaction.

Course Description

This is an EGP course for students studying in Umm Al-Qura University, especially in the Engineering College. Key features are language skills development focus, a task-based approach, twelve to fourteen units per level covering a wide range of authoritative integrated syllabi. These integrated levels are adopted for the Middle East and includes an Interactive Practice CD-ROM, an audio-CD, and a teacher's book which provides opportunities for further listening in the class in dealing with oral and written instructions. The following core language elements have all been integrated into a single curriculum by Oxford University Press.

Core English Elements

1. Grammar – Students will learn basic forms of English grammar including simple and progressive verb tenses, parts of speech, and prepositions. Students will practice these structures through communicative and functional activities.
2. Oral Communication – Through listening comprehension and oral performances, students will practice their communication skills. Students will learn to comprehend the main ideas in short passages, listen for specific details, engage in short conversations, report personal information, and express opinions.
3. Reading Skills – Emphasis will be on vocabulary growth, comprehension and expression of the main idea. Students will develop study and reading skills such as pre-reading.
4. Writing Skills – Emphasis will be on the development of sentence structure and sentence variety to the paragraph level. Students will also be introduced to the paragraph form, including expression of the main idea in general sentences.

Appendix 2.3

EGP Assessment Tools

Exam Committee

The Exam Committee at the English Language Centre (ELC) organizes and coordinates all mid-term and final exams. Faculty and students can turn to the Exam Committee regarding the execution of the rules and regulations as stipulated in the official rules and regulations put forward by the ELC.

Learning Strategies

- ✓ Lectures
- ✓ Discussions
- ✓ Group Interaction
- ✓ Self-Learning

Assessment Tools

- ✓ Class participation
- ✓ Short quizzes
- ✓ Midterm Exam
- ✓ Final Exam
- ✓ Presentations

Assessment and Evaluation

The final course mark will be based on the following three major assessments. The assignments for the course are included within the course work.

Course Work	(20%)
First Midterm Test	20%
Second Midterm Test	20%
Final Exam	(40%)

Total Mark	100%

Course Materials and Resources

Texts

- Soars, L. & Soars, (2007). New Headway Plus – Beginner (Special Edition series). Oxford University Press. Oxford, UK.

Appendix 2.4

Preparatory year programme (PYP)- English for Specific Purposes, Course Description for English language

Umm Al-Qura university



Deanship Of Preliminary Year

جامعة أم القرى

عمادة السنة التحضيرية

Course Description for Medical English – Preparatory Year Program (PYP)

2011/2012

English for Specific Purposes (ESP)

Introduction

This is an English for Specific Purposes (ESP) course which runs in the second semester of every year beginning in February. We use a professional careers curriculum provided by Oxford University Press consisting of two textbooks: Nursing 1 and Nursing 2. The main goal of these ESP levels is to focus on the functional language needed for success in a specific program of choice. Overall, this ESP course provides students the language, information, and skills needed for their studies and careers in the area of health services. It presents them with English from a variety of nursing-specific topics and situations, and develops their communication skills with patients.

Course Details

Course Code: 4800173-4
Course Duration: 1 Semester (16 weeks)
Contact Hours: 16 hours per week (256 hours per semester)
Credit Hours: 4.0

Prerequisite

English for General Purposes (EGP) 4800170-6

Course Objectives

1. To provide ESP instruction to enhance students' reading and writing in order to provide practice and interest in the language.
2. To prepare students to sit for assessments and evaluations such as tests and quizzes in order to test and revise proper acquisition of the English language.

Appendix 2.5

ESP Course Details

Umm Al-Qura university



Deanship Of Preliminary Year

جامعة أم القرى
عمادة السنة التحضيرية

Course Description for Medical English – Preparatory Year Program (PYP)

2011/2012

English for Specific Purposes (ESP)

Introduction

This is an English for Specific Purposes (ESP) course which runs in the second semester of every year beginning in February. We use a professional careers curriculum provided by Oxford University Press consisting of two textbooks: Nursing 1 and Nursing 2. The main goal of these ESP levels is to focus on the functional language needed for success in a specific program of choice. Overall, this ESP course provides students the language, information, and skills needed for their studies and careers in the area of health services. It presents them with English from a variety of nursing-specific topics and situations, and develops their communication skills with patients.

Course Details

Course Code: 4800173-4
Course Duration: 1 Semester (16 weeks)
Contact Hours: 16 hours per week (256 hours per semester)
Credit Hours: 4.0

Prerequisite

English for General Purposes (EGP) 4800170-6

Course Objectives

1. To provide ESP instruction to enhance students' reading and writing in order to provide practice and interest in the language.
2. To prepare students to sit for assessments and evaluations such as tests and quizzes in order to test and revise proper acquisition of the English language.

Appendix 2.6

ESP Course Description and Teaching Facility

3. Build students' confidence and motivation through exposure to facts, figures, quotations, and the latest technological innovations to generate interest in the language from an ESP perspective.
4. Provide students the reading and writing practice using a variety of clinical texts to develop skills in patient care.
5. To help students to gain key strategies and expressions for communicating with professionals and non-specialists in a clear and effective manner.
6. Provide students with facts, figures, and quotations which generate interest for further discussion in the English language.

Course Description

This is an ESP course for students studying in Umm Al-Qura University, specifically for students in the Medical and Health Colleges. Key features are a skills development focus, a task-based approach, fifteen units each in Nursing 1 and Nursing 2 covering a wide range of authoritative integrated syllabus. These integrated levels are adopted for the Middle East and includes an audio-CD and a teacher's book. The following core language elements have all been integrated into a single curriculum by Oxford University Press.

Core English Elements

1. Grammar – Students will learn basic forms of English Grammar including simple and progressive verb tenses, parts of speech, and prepositions. Students will practice these structures through communicative and functional activities.
2. Oral Communication – Through listening comprehension and oral performances, students will practice their communication skills. Students will learn to comprehend the main ideas in short passages, listen for specific details, engage in short conversations, report personal information and express opinions.
3. Reading Skills – Emphasis will be on professional vocabulary growth, comprehension and expression of the main idea. Students will develop study and reading skills such as pre-reading.
4. Writing Skills – Emphasis will be on the development of sentence structure and sentence variety to the paragraph level. Students will also be introduced to the paragraph form, including expression of the main idea in technical sentences.

Teaching Facility

The Preparatory Year (PY) at Umm Al-Qura University uses a number of language laboratories enhanced with audio-visual systems used as aids in learning the four language skills. Each student in a lab has access to a flat screen monitor, desk-top computer set and a set of

Appendix 2.7

ESP Assessment Tools

microphones. The teachers' position is electronically connected to the student's carrels, containing a student headset with a microphone to ensure proper communication between the instructor and the students. The purpose of these labs is to benefit the students with their study of the English language and to build their confidence in using the language in order to prepare them for their professional studies and for competitive assessments and evaluations.

Exam Committee

The Exam Committee at the English Language Centre (ELC) organizes and coordinates all mid-term and final exams. Faculty and students can turn to the Exam Committee regarding the execution of the rules and regulations as stipulated in the official rules and regulations put forward by the ELC.

Learning Strategies

- ✓ Lectures
- ✓ Discussions
- ✓ Group Interaction
- ✓ Self-Learning

Assessment Tools

- ✓ Short quizzes
- ✓ Midterm Exam
- ✓ Final Exam
- ✓ Presentations

Assessment and Evaluation

The final course mark will be based on the following three major assessments. The assignments for the course are included within the course work.

Course Work	20%
Mid-Term Test	30%
Final Exam	50%

Total Mark	100%

Unit Titles for Nursing 1 and Nursing 2

Nursing 1 includes the following units:

Unit 1: The Hospital Team

Academic English Skills Questionnaire

Dear Participant

I am a doctoral research student at University of Sheffield, UK. As part of my study, I am carrying out a research project to explore the language-related challenges students face when adapting to the demands of English-medium teaching and learning and to evaluate the degree to which English Language Preparatory Program is meeting their language needs. To this end I kindly request that you complete the following questionnaire regarding your views about the impact of the programs on your academic experiences during your tertiary study. Your response is of the utmost importance to me. This questionnaire should take no longer than 20 minutes of your time.

How to complete this questionnaire

1. Please do not enter your name or contact details on the questionnaire.
2. If you are not clear about what to do, please ask myself for help.
3. Please answer the following questions by crossing (X) the relevant block or writing your answer in the space provided.
4. If you make a mistake, you can delete the (X) and put another one. Make sure that it does not look like that you have two marks for one statement.
5. Please answer all the questions

Part 1: Personal Information

1. Year of Study *(Please circle one)*

1st 2nd 3rd 4th 5th and above

2. Gender *(Please circle one)*

Male Female

3. How long have you been studying English?

4. Have you studied English beyond formal education?

(Please circle one) YES NO

If yes, please explain what kind of study and how long

5. Have you studied in any other country where English is the first spoken language?

(Please circle one) YES NO

If yes, please explain where, when and for how long, and for what purpose

Part 2: The Required Academic English Skills

6. Please indicate a subject course that you are currently studying and relying mostly on English for studying it. *(Please write your answer in the space provided)*

7. Referring to the same course you indicated in Part B question (6). Indicate whether or not you are required to use any of the following English skills in this course?

(Please mark an (X) in the corresponding column of each skill in this section)

Items	NO	TO SOME EXTENT	YES
1. Reading text book related to your specialist area of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Reading lecture handouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Reading a range of professional articles related to your specialist area of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Reading a wide range of technical and key vocabulary related to your specialist area of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Reading examination questions (essay questions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Reading examination questions (multiple choice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Listening to the teacher's instruction/lecturing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Listening to classmates giving oral presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Listening to recorded speeches on digital recording	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Asking and answering questions during the lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Expressing your own ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Giving individual oral presentations in front of the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Giving group oral presentations in front of the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Talking to classmates in English in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Talking to lecturers in English in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Taking clear notes on lectures in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Writing essays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Writing research papers on a topic using ideas from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Writing reports e.g. lab reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Doing Library research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Are there other uses of English that I have not mentioned above (please describe and rate)

Part 3: Difficulties in Academic English Skills

9. Referring to the same course you indicated in Part B, question (7). How easy or difficult have you found the following English skills in this course?

(Please mark an (X) in the corresponding column of each skill in this section)

Reading Skills	Very difficult	Difficult	Neither difficult nor easy	Easy	Very easy	Not needed
21. Reading quickly for the main ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Reading quickly for a specific piece of information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Distinguishing the main ideas from supporting details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Distinguishing between ideas, examples and opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Identifying the writer's point of view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Understanding the meaning of discipline terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Understanding the meaning of unfamiliar words other than discipline terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Understanding technical concepts related to your specialist area of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Understanding text structure/organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Understanding punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Understanding references in the text, ellipsis, conjunction and lexical cohesion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Making inferences to get implied message in the texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Understanding graphic presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Understanding the point of an exam question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Taking relevant and clear notes from the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Listening Skills	Very difficult	Difficult	Neither difficult nor easy	Easy	Very easy	Not needed
36. Identifying the purpose of the lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Identifying the topic of the lecture and following the topic development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Understanding specialist terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Understanding the meaning of unfamiliar words other than specialist terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Understanding information not explicitly stated by the lecturer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Recognising function of intonation to signal relevant or important information (e.g. volume, stress, pace, pauses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Following different modes of lecturing, spoken, audio, and audio-visual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43 Understanding lectures despite shift in the language of instruction from English to Arabic and vice versa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Understanding irrelevant topics, jokes and digressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Understanding classroom conventions, turn taking, questions, requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Distinguishing between important and less important points in the lecture when note-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Taking concise and clear notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Understanding your notes at a later date to recall the most important points in the lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Writing Skills	Very difficult	Difficult	Neither difficult nor easy	Easy	Very easy	Not needed
49. Writing an outline for a paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Writing paragraphs for an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Using appropriate and key words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Using accurate grammar in sentence writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Using correct spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Using correct punctuations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Linking sentences adequately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Expressing ideas in idiomatic written English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Linking paragraphs adequately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Referring to sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Writing mathematical or statistical data in a report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Speaking Skills	Very difficult	Difficult	Neither difficult nor easy	Easy	Very easy	Not needed
60. Asking for more information or clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Answering questions and stating a point of view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Participating actively in class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Organizing and giving an individual oral presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Expressing ideas in idiomatic spoken English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. Expressing ideas with clear pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. Expressing ideas fluently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Interacting confidently with professors in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Presenting information from notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 4: Information about the English language course in the preparatory year program

1. Do you feel that English language course you took in the preparatory year prepared you for the skills required in your content course?

(Please circle one) **Yes** **No**

Please explain your answer

2. Are there any other academic skills that you wish had learned in the English language course you studied in the preparatory year program?

(Please circle one) **Yes** **No**

Please explain your answer

3. Is there anything else you would like to tell me about English in this preparatory course?

Thank you for your co-operation in completing this questionnaire.

Appendix 4.2 The Arabic Version of the Questionnaire (A-ver.)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

استبيان حول ماهية الصعوبات اللغوية التي تواجه الطلبة السعوديين أثناء دراسة المقررات التخصصية بقسم الصيدلية باللغة الإنجليزية وأثر دراسة برنامج اللغة الانجليزية في السنة التحضيرية في مواجهة تلك الصعوبات

الأخوة المشاركون / الأخوات المشاركات

انا، زينب قفاص، طالبة ادرس في مرحلة الدكتوراه في جامعة شافليد بالمملكة المتحدة. ومشروع بحثي يكمن في معرفة ماهية الصعوبات اللغوية التي تواجه الطلاب والطالبات الدارسين في كلية الصيدلية عند دراسة مقررات التخصص باللغة الإنجليزية. وبما أن هذا الاستبيان يعتبر جزء رئيسي في مسار تحقيق دراستي لاهدافها وفي نيل درجة الدكتوراه، أرجو منكم التكرم بمشاركتي من خلال الإجابة على أسئلة هذا الاستبيان الذي يهدف إلى معرفة وجهات نظركم حول الصعوبات التي قد تواجهكم في استخدام مهارات اللغة الانجليزية الأربعة (القراءة، التحدث، الاستماع، الكتابة) عند دراسة مقررات تخصصكم.

هذا الاستبيان مكون من ثلاثة أقسام، هي:

القسم الأول: معلومات عامة عن المشارك / المشاركة

القسم الثاني: مهارات اللغة الإنجليزية الأكاديمية والمطلوب إتقانها من أجل دراسة مقرر ما من مقررات التخصص.

القسم الثالث: الصعوبات التي تواجه الطلاب في استخدام مهارات اللغة الإنجليزية الأربعة)

القسم الرابع: تقييم مدى فاعلية "برنامج اللغة الإنجليزية " الذي يدرس في السنة التحضيرية في مواجهة تلك الصعوبات.

ملاحظات:

1. من فضلك لا تكتب اي معلومات شخصية خاصة بك على هذا الاستبيان.
2. من فضلك أجب على الأسئلة التالية اما بوضع علامة (√) أمام الإجابة المناسبة أو كتابة اجابتك في المكان المخصص لذلك.
3. من فضلك أجب عن كل الاسئلة الموجودة في هذا الاستبيان. وفي حالة عدم وضوح أي سؤال، أرجو الاستفسار عنه.
4. في حالة رغبتك في تغيير الإجابة، من فضلك تأكد ان تزيل علامه (√) بشكل واضح وضع اخرى في المكان الذي تريده. بحيث لا يظهر انك وضعت علامتين لفقرة واحدة.

القسم الأول : معلومات عامة عن المشارك / المشاركة

(اختر إجابة واحدة وضع علامة (✓) أمام الإجابة المناسبة)

١. السنة الدراسية

- السنة الأولى
 السنة الثانية
 السنة الثالثة
 السنة الرابعة
 السنة الخامسة و ما فوق

٢. نوع الجنس

- ذكر
 أنثى

٣. منذ متى وأنت تدرس اللغة الإنجليزية؟

.....
.....

٤. هل أخذت دورات في اللغة الإنجليزية قبل التحاقك بالجامعة؟

نعم لا (اختر إجابة واحدة)

(إذا نعم، اذكر ما نوع الدورة والمدة التي درست فيها)

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.....

٥. هل درست اللغة الإنجليزية في دول تكون فيها اللغة الإنجليزية هي اللغة الأساسية لهذه الدول؟

نعم لا (اختر إجابة واحدة)

(إذا نعم، اذكر أين، ومتى، والمدة التي درستها والغرض من هذه الدراسة)

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القسم الثاني: مهارات اللغة الإنجليزية الأكاديمية المطلوب إتقانها لدراسة مقرر ما من مقررات التخصص

٦. اكتب اسم المقرر الذي تدرسه حالياً والذي تعتمد في الغالب لدرسته على اللغة الإنجليزية

اسم المقرر:

٧. من خلال دراستك لنفس المقرر الذي ذكرته في القسم الثاني الفقرة رقم (٦) من هذا الاستبيان، حدد ما إذا كانت أي من المهارات الآتية يُطلب منك أن تؤديها لدراسة ذلك المقرر؟
(اختر إجابة واحدة وضع علامة (✓) أمام الإجابة المناسبة)

لا	نوعاً ما	نعم	مهارات اللغة الإنجليزية المطلوبة لدراسة مقرّر ما من مقرّرات التخصص
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١. قراءة كتب مقرّرات التخصص باللغة الإنجليزية
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٢. قراءة ملزّمت المحاضرات والتي تكون مكتوبه باللغة الإنجليزية
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٣. قراءة مواضيع تتعلّق بتخصصك من مقالات متخصصة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٤. قراءة مجموعة متنوّعة من الكلمات والمصطلحات الخاصّة بتخصص الصيدليّة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٥. قراءة أسئلة الاختبارات (الأسئلة المقاليّة)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٦. قراءة أسئلة الاختبارات (الاختيار من متعدّد)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٧. الاستماع الي تعليمات و شرح الأستاذ خلال المحاضرة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٨. الاستماع الي زملائك حين يقدمون عرضاً امام طلبة آخرين في القاعة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٩. الاستماع الي حوارات معدة في تسجيلات صوتيه ومقدمة باللغه الإنجليزية
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١٠. المشاركة في طرح الأسئلة واعطاء الاجوبه اثناء المحاضرة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١١. المشاركة في النقاش مع بقية الطلبة والتعبير عن رأيك الخاص اثناء المحاضرة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١٢. تقديم عرض فردي امام طلبة آخرين في القاعة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١٣. تقديم عرض مشترك مع عدد من زملاء امام طلبة آخرين في القاعة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١٤. التحدّث مع زملائك في القاعة باللغه الإنجليزية
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١٥. التحدّث مع الأساتذة باللغة الإنجليزية
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١٦. تدوين ملاحظات واضحة ومفهومة اثناء الاستماع للمحاضرات
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١٧. كتابة مقالات تتعلّق بمواضيع تتعلّق بتخصص الصيدليّة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١٨. كتابة البحوث باللغة الإنجليزية واستخدام مصادر اخرى لكتابة هذه البحوث
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١٩. كتابة التقارير المعملية مثل "تقارير المختبر"
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٢٠. البحث والإطلاع عن مقالات وكتب في المكتبة

٨. هل هنالك مهارات اخرى يُطلب منك ان تؤديها اثناء دراسة ذلك المقرر ولم تُذكر في السؤال السابق؟
(أذكر ماهي)

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القسم الثالث : الصعوبات اللغوية في ممارسة مهارات اللغة الإنجليزية الأكاديمية

٩. من خلال دراستك لنفس المقرر الذي ذكرته في القسم الثاني الفقرة رقم (٧) من هذا الاستبيان، حدد مدى سهولة أو صعوبة ممارسة المهارات الآتية أثناء دراستك ذلك المقرر.

(اختر إجابة واحدة وضع علامة (✓) أمام الإجابة المناسبة)

لا احتاج هذه المهارة	سهل جدا	سهل	ليس بصعب أو سهلا	صعب	صعب جداً	مهارة القراءة
<input type="checkbox"/>	٢١. القدرة على القراءة السريعة لإستخلاص الافكار الرئيسية					
<input type="checkbox"/>	٢٢. القدرة على القراءة السريعة لإستخراج معلومات محددة					
<input type="checkbox"/>	٢٣. القدرة على التمييز بين الجمل التي تحتوي على الأفكار الرئيسية والجمل الفرعية التي تشرح تلك الأفكار الرئيسية					
<input type="checkbox"/>	٢٤. القدرة على التمييز بين الجمل واستخدامتها مثلا إذا كانت الجملة تعني فكرة أو مثال أو رأي					
<input type="checkbox"/>	٢٥. القدرة على فهم وتحديد وجهة نظر الكاتب					
<input type="checkbox"/>	٢٦. القدرة على فهم المصطلحات المستخدمة في الصيدلة					
<input type="checkbox"/>	٢٧. القدرة على فهم معاني كلمات جديدة غير تلك المصطلحات المستخدمة في علم الصيدلة					
<input type="checkbox"/>	٢٨. القدرة على استيعاب معاني المفاهيم المستخدمة في الصيدلية					
<input type="checkbox"/>	٢٩. القدرة على فهم بنية وتنظيم النص					
<input type="checkbox"/>	٣٠. القدرة على فهم وظيفة علامات الترقيم في النص					
<input type="checkbox"/>	٣١. القدرة على فهم المعاني من حيث الضمانر والاختصارات وترابط الكلمات في النص					
<input type="checkbox"/>	٣٢. القدرة على صنع استدلالات من الجمل الضمنية والغير مباشرة لفهم النص					
<input type="checkbox"/>	٣٣. القدرة على فهم واستيعاب الجمل المستخدمة في توضيح الرسم البياني					
<input type="checkbox"/>	٣٤. القدرة على فهم ما هو المطلوب من اسئلة الاختبارات					
<input type="checkbox"/>	٣٥. كتابة ملاحظات واضحة بعد قراءة النص					

احتياج هذه المهارة	ليس صعباً أو سهلاً		صعب جداً		مهارة الاستماع
	سهل جداً	سهل	صعب	صعب جداً	
<input type="checkbox"/>	٣٦. القدرة على تحديد الموضوع الرئيسي في المحاضرة				
<input type="checkbox"/>	٣٧. القدرة على متابعة تطور الموضوع أثناء الشرح واستيعاب محتوى المحاضرة بشكل عام				
<input type="checkbox"/>	٣٨. القدرة على فهم المصطلحات المستخدمة في علم الصيدلة أثناء الشرح				
<input type="checkbox"/>	٣٩. القدرة على فهم معنى الكلمات الجديدة والتي يستخدمها الأستاذ في شرح موضوع المحاضرة غير المصطلحات الرئيسية في علم الصيدلة				
<input type="checkbox"/>	٤٠. القدرة على فهم المعاني التي لم تذكر بطريقة مباشرة من قبل الأستاذ أثناء الشرح				
<input type="checkbox"/>	٤١. ادراك الغرض من الرموز الغير لفظية التي يستخدمها الأستاذ للتبني عن معلومة ما مثل التغيير في نبرة الصوت، أو الترخيم في لفظ كلمة ماء، أو التوقف المؤقت				
<input type="checkbox"/>	٤٢. القدرة على المتابعة و التركيز في المحاضرة عند استخدام مزيج متنوع من طرق التدريس الحديثة لتوصيل المعلومة مثل الشرح اللفظي، أو المحاضرات الصوتية أو المرئية (عرض بوربوينت)				
<input type="checkbox"/>	٤٣. القدرة على فهم المحاضرة بالرغم من تغيير لغة الشرح فمثلا من اللغة العربية الي اللغة الإنجليزية أو العكس				
<input type="checkbox"/>	٤٤. القدرة على فهم الموضوع الرئيسي حتى حين يستطرد الأستاذ في الشرح أو حين يشير الي موضوعات غير ذات صلة كاستخدام الطرائف				
<input type="checkbox"/>	٤٥. القدرة على فهم أسلوب المناقشة والحوار بين الطلاب داخل المحاضرة وتتأوب الأدوار بينهم والتمييز بين طرح السؤال والطلب				
<input type="checkbox"/>	٤٦. القدرة على التمييز بين المعلومة المهمة والغير مهمة عند تدوين الملاحظات أثناء المحاضرة				
<input type="checkbox"/>	٤٧. تدوين ملاحظات واضحة ومفهومة وذات صلة بالدروس أثناء المحاضرة				
<input type="checkbox"/>	٤٨. القدرة على فهم ما دوتت من ملاحظات في وقت لاحق				

مهاراة الكتابة	لا احتاج هذه المهارة				
	صعب جداً	صعب	ليس صعباً أو سهلاً	سهل	سهل جداً
٤٩. كتابة مسودة أو مخطط أولي لورقة بحث	<input type="checkbox"/>				
٥٠. كتابة القطع المكونة للنص ككتابة قطعة المقدمة، أو الخاتمة	<input type="checkbox"/>				
٥١. استخدام كلمات رئيسية وملانمة عند الكتابة	<input type="checkbox"/>				
٥٢. اجادة استخدام القواعد الصحيحة في كتابة الجمل	<input type="checkbox"/>				
٥٣. املاء الكلمة بشكل صحيح	<input type="checkbox"/>				
٥٤. استخدام علامات الترقيم في مكانها المناسب	<input type="checkbox"/>				
٥٥. ربط الجمل فيما بينها بطريقة واضحة ومنسقة	<input type="checkbox"/>				
٥٦. التعبير عن الافكار بطريقة مفهومة	<input type="checkbox"/>				
٥٧. الربط بين قطع النص بشكل واضح	<input type="checkbox"/>				
٥٨. الاستشهاد بمراجع متنوعة وذلك لدعم المصادقية في كتابتك للنص.	<input type="checkbox"/>				
٥٩. كتابة الجمل التي تعبر عن الرسم البياني او الحسابات الاحصائية	<input type="checkbox"/>				
مهاراة التحدث	لا احتاج هذه المهارة				
صعب جداً	صعب	ليس صعباً أو سهلاً	سهل	سهل جداً	
٦٠. طرح الأسئلة لمعرفة المزيد من المعلومات أو لطلب المزيد من التوضيحات	<input type="checkbox"/>				
٦١. الإجابة على الأسئلة المطروحة والتعبير عن وجهة نظرك	<input type="checkbox"/>				
٦٢. المشاركة في المناقشات أثناء المحاضرة	<input type="checkbox"/>				
٦٣. تنظيم وإلقاء عرض فردي	<input type="checkbox"/>				
٦٤. التعبير عن الأفكار بطريقة مفهومة	<input type="checkbox"/>				
٦٥. النطق الصحيح للكلمات حين التعبير عن الأفكار	<input type="checkbox"/>				
٦٦. طلاقة اللسان حين التعبير عن الأفكار	<input type="checkbox"/>				
٦٧. التحدث بثقة مع استذنتك او زملائك الناطقين باللغة الإنجليزية	<input type="checkbox"/>				
٦٨. قراءة المعلومات المدونة مسبقا عند إلقاء عرض .	<input type="checkbox"/>				

القسم (الرابع): معلومات عن منهج "اللغة الإنجليزية لأغراض أكاديمية" المقدم في برنامج السنة التحضيرية

١. هل تشعر بأن منهج اللغة الإنجليزية الذي درسته في برنامج السنة التحضيرية زودك بالمهارات اللغوية المطلوب إتقانها في تخصصك

(أجب بوضع دائرة على أحد الخيارين) نعم لا
ثم اذكر السبب:

٢. هل هناك أي من المهارات الأكاديمية الأخرى التي تتمنى أنك تعلمتها في منهج اللغة الإنجليزية الذي درسته في برنامج السنة التحضيرية؟

(أجب بوضع دائرة على أحد الخيارين) نعم لا
ثم اذكر السبب:

٣. هل هناك أي شيء آخر تود أن يضاف عن منهج اللغة الإنجليزية؟

(أجب بوضع دائرة على أحد الخيارين) نعم لا
ثم اذكره:

أشكركم على تعاونكم في ملء هذا الاستبيان.

Appendix 4.3

Student Informants' Interview Schedule (English Version)

1. Why did you choose to study in this department and what do you enjoy about it?
2. Have you experienced any difficulties when studying content courses through the medium of English?
3. If yes, could you identify any particular language problems you have faced and how did you feel?
4. What do you think are the reasons for your having (whatever problems you mentioned) now in the subject classes?
5. What differences are you aware of between the Saudi culture and the English culture?
6. How might these influences affect your learning of English language in Saudi Arabia?
7. What differences are you aware of between the Arabic and English language?
8. How might these differences affect language learning of Saudi students?
9. Did you like English at school? Can you share with me your past English learning experience?
10. Are there any incidents that affect your learning motivation? Please tell me about your experience and how did you feel?
11. Do you think the English classes in high schools had prepared you for the kind of English skills required in your department? Why – why not
12. In what ways do learning habits you developed in the past help you now with studying your content courses through the medium of English? Please elaborate?
13. Did you study that English language course offered in the preparatory year prior to commencing your subsequent field of study?
14. If yes, how would describe the purpose of studying that course?
15. Was it relevant to the English you need in 1st year in your subject classes?
16. How would you describe the relevance of the English language skills you studied in that course to your specialist area of study?
17. How much time do you put in learning English in the preparatory year?
18. Are there any changes in your attitudes toward English at the preparatory year in comparison with the past?
19. What did you expect to learn from that course?
20. Which skills that you wish had learned in that course?
21. What English skills do you feel that you have developed as a result of that course? {or Do you feel confident about (speaking English with other speakers, writing in English, reading in English, listening in English) why? Why not? }
22. Have they facilitated your academic study? Why – why not?
23. Were there any problems you encountered with the way of teaching and assessing that course?
24. What types of exam did you take? How often were exams scheduled? Do you think the exams focused on testing skills that were actually relevant for your academic study? Why-why not?
25. Did you have a favourite teacher in your EAP course? If yes, what did that teacher do to make you feel that way?
26. Do you think materials (such as textbooks, handouts, any online resources) used in your EAP course helped you to meet your academic needs? What makes you say that?
27. In what ways do you think EAP materials could improve to meet your current academic needs?
28. Do you have relatives who know more English or connection with your discipline?
29. How would your family educational background affect your English problems/lack of them in your 1st year?
30. If you are given the chance to change something in that course, what would you change and why? (cooperation between EAP and subject teachers ,continuation of EAP or terminology classes in 1st, 2nd, 3rd years..., topics related to the subject field of study, authentic texts, classroom atmosphere, type of support they want to gain from the teachers form the centre, more formal instruction in specialist academic genres...etc)
31. Would you like to make any other comments?

Appendix 4.4 Student Informants' Interview Schedule (Arabic Version)

- لماذا اخترت الدراسة في هذا القسم وما هو الشيء الذي يشدك فيه لدراسته
- هل واجهتك اي صعوبات وانت تحاول دراسة مقررات التخصص باللغة الإنجليزية
- هل يمكنك ان تحدد اي مشاكل لغوية واجهتك، وهل يمكنك ان تشرح كيف كان شعورك حيال هذه المشاكل؟
- في رأيك ماهي الأسباب التي ادت الي ظهور هذه المشاكل؟
- هل تعتقد ان تعلم اللغة الإنجليزية يتأثر بثقافة المجتمع السعودي بما يشمله ذلك من معتقدات وعادات وتقاليده وقيم؟ هل يمكنك ان تذكر مثالاً؟
- هل يمكنك ان تشرح كيف يمكن ان يكون تأثير مثل هذه الاختلافات على تعلم اللغة الإنجليزية في المملكة العربية السعودية؟
- في رأيك ماهي الاختلافات اللغوية بين اللغة العربية واللغة الإنجليزية
- هل هذه الاختلافات تؤثر على عملية تعلم اللغة الإنجليزية بالنسبة للطلبة السعوديين؟
- هل كنت تحب مادة اللغة الإنجليزية في المدرسة؟ اذكر لي تجربتك في تعلمها خلال تلك المرحلة؟
- هل يمكنك أن تذكر لنا موقف معين أثر في رغبتك في تعلم اللغة الانجليزية؟ وما هو شعورك حيال ذلك الموقف؟
- هل تظن ان حصص مادة اللغة الانجليزية التي درستها بالمرحلة المتوسطة والثانوية زودتك بمهارات اللغة الانجليزية التي تحتاجها لدراسة مواد التخصص التي تدرسها حالياً؟
- هل يمكنك ان تشرح اكثر الي اي مدى ساعدتك سلوكيات الاستذكار او عادات التعلم التي طورتها في المراحل الدراسية الماضية لدراسة مواد التخصص التي تدرسها حالياً باللغة الانجليزية؟
- هل درست منهج اللغة الإنجليزية المقدم لك في السنة التحضيرية؟
- هل يمكنك ان تخبرني ما الهدف من دراسته ذلك المنهج
- هل كان ذلك المنهج يعتمد على تعليمك مهارات اللغة الانجليزية التي تحتاجها في تخصصك الحالي او هل ما تعلمته في ذلك المنهج كان ذو صلة بتخصصك؟
- هل يمكنك ان تشرح الي اي مدى كان ما تعلمته من ذلك المنهج من مهارات لغوية ذات صلة بدراستك الحالية؟
- كم تستغرق من الوقت لدراسة منهج اللغة الانجليزية المقدم لك في السنة التحضيرية؟
- هل هناك أي تغييرات في موقفك تجاه تعلم اللغة الانجليزية في السنة التحضيرية مقارنة بتعلمها بالمدرسة؟ هل يمكن أن توضح أكثر؟
- ماذا كنت تتوقعك ان تتعلم من هذا المنهج ؟
- ماهي المهارات اللغوية في اللغة الانجليزية التي كنت ترغب ان يركز عليها ذلك المنهج؟

ماهي المهارات التي تشعر بانك اتقنتها بسبب دراستك لذلك المنهج؟

هل تظن بان هذه المهارات سهلت دراسة مواد تخصصك؟ لماذا؟

هل تعرضت لأي مشاكل من ناحية طريقة تدريس ذلك المنهج او من طريقة التقييم؟

ماهو نوع الاختبارات التي اديتها، وكيف كانت مواعيدها وعددها؟ وهل كانت الاسئلة تركز على تقييم مستوى اداءك في مهارات اللغة الانجليزية التي تحتاجها لدراسة مواد تخصصك الحالي؟ لماذا؟

هل هناك مدرس مفضل لديك قام بتدريسك اللغة الانجليزية في السنة التحضيرية؟ ان كانت اجابتك بنعم، مالسبب الذي جعله مميذا في نظرك؟

هل تظن ان المواد الدراسية المستخدمة لتدريس منهج اللغة الإنجليزية من كتب او ملزمات او مواضيع مقتبسة من الانترنت زودتك بالمهارات التي تحتاجها الآن؟ هل يمكنك ان تشرح السبب الذي دعاك لهذه الاجابة؟

هل لديك افكار يمكن ان تساعدنا في تحسين تلك المواد التدريسية لتصبح اكثر ملائمة للمهارات اللغوية التي تحتاجها الان لدراسة مواد التخصص؟

هل هنالك احد من افراد عائلتك او اقاربك درس اللغة الانجليزية او درس نفس تخصصك الحالي؟

هل يمكنك ان تشرح كيف لهذه الميزة ان تؤثر على وجود من انعدام المشاكل اللغوية التي يواجهها معظم الطلبة؟

اذا اعطيت الفرصة لتغيير اي شي في هذا المنهج، ماهو الشيء الذي تبدا به ولماذا؟

هل تريد ان تضيف اي معلومة تظن انها مفيدة و مهمة؟

Appendix 4.5
A pre-interview Questionnaire Covering Students' Demographic Details

Interview No. ()

Name	Pseudonym	Date of interview	Time	place
Contact address				

Interesting points found in this interview	Follow up questions	Notes

Appendix 4.6 + Appendix 4.7
Focus Group Discussion Guide (in English and Arabic)

1- What do think are the main factors that have led to you having some problems with English currently in your pharmacology classes?

ماهي في رأيك اهم الأسباب التي ادت الي مواجهة مشاكل في استخدام اللغة الانجليزية لدراسة مواد تخصصك؟

2- What did you find was useful in the English language course you took in the preparatory year for studying pharmacology classes through English?

من خلال دراستك لمنهج اللغة الإنجليزية في السنة التحضيرية ماهي اهم النقاط التي تعلمتها من ذلك المنهج والتي احسست بانها افادتك وساعدتك كثيرا لدراسة مواد تخصصك الحالية باللغة الإنجليزية؟

3- What did you find was not useful in the English language course you took in the preparatory year for studying pharmacology classes through English?

من خلال دراستك لمنهج اللغة الإنجليزية في السنة التحضيرية ماهي اهم النقاط التي تعلمتها من ذلك المنهج والتي احسست بانها لم تفيدك او تساعدك لدراسة مواد تخصصك الحالية باللغة الإنجليزية؟

4- What suggestions could you offer the English language centre to improve that course according to your academic needs?

هل لديك اقتراحات ممكن ان تقدمها لمركز اللغة الإنجليزية والتي يمكن ان تساعد في تطوير ذلك المنهج بما يتوافق مع احتياجاتك اللغوية؟

5- Why do you think covering those areas would be useful for you?

بناءا على اجابتك للسؤال الاول، لماذا تظن ان تطبيق مثل هذه النقاط ممكن ان تكون مفيدة لك لدراسة مواد تخصصك الحالية؟

6- Would you like to make any other comments?

هل لديك اي ملاحظات اخرى؟

Appendix 4.8
Research Ethics Approval Letter



**The
School
Of
Education.**

Zainab Gaffas
110268330

Head of School
Professor Cathy Nutbrown

School of Education
388 Glossop Road
Sheffield
S10 2JA

26 July 2013

Telephone: +44 (0)114 222 8180
Email: MPhil-PhD@sheffield.ac.uk

Dear Zainab

ETHICAL APPROVAL LETTER:

"English for Academic Purposes: Challenges Perceived by Saudi EFL Female Undergraduates at an English-medium Institution, and the Impact of EAP Study on Their Academic Experiences."

Thank you for submitting your ethics application. I am writing to confirm that your application has now been approved, and you can proceed with your research.

This letter is evidence that your application has been approved and should be included as an Appendix in your final submission.

Good luck with your research.

Yours sincerely



Professor Dan Goodley
Chair of the School of Education Ethics Review Panel

cc Andrey Rosowsky

Appendix 4.9 Participant Information Sheet

Participant Information Sheet (Interviews)

Dear students,

You are being invited to take part in this research project. Before you decide to take part in this study, it is important for you to understand why the research is being done and what it will involve. Please take your time to read the following information carefully. Ask the researcher if anything is not clear or if you need more information.

Thank you for reading this.

1. What is the title of the research project:

English for Academic Purposes: Challenges Perceived by Saudi EFL Undergraduates at an English-medium Institution, and the Impact of EAP Study on Their Academic Experiences.

2. What is the purpose of the research project?

Recent research has indicated that English for Academic Purposes (EAP) course is seen as a valuable provider of language-related skills. EAP course has gained this reputation because it usually aims not to improve students' level of English but also to convey useful academic skills and introduce students to the common genres of their field of study. Yet, few studies have explored the extent of its impact on students' academic experiences during their tertiary study. This study aims to find out what perceptions the students have about the effectiveness of EAP course in preparing them for their study, in order to explore how EAP course could be developed in a way that allows them to improve their English language skills in the most efficient way possible.

3. Who is doing this research?

This study will be conducted by me, Zainab Gaffas. I am a PhD research student at the University of Sheffield in the United Kingdom. I am supervised by Senior Lecturer in the School of Education Dr Andrey Rosowsky. This study is conducting for my doctoral thesis and I would like to invite you to take part in the interview.

4. What would be involved in the interview?

If you choose to participate I would like to discuss your views on your academic experiences when adapting to the demands of English-medium teaching and learning. I would like to talk to you about your strength and weakness in academic writing, reading, speaking and writing and to talk about your impressions of the EAP course and its effectiveness in preparing you for your tertiary study.

5. Why have I been chosen?

You have been chosen to take part in this research project because you completed English for Academic Purposes course in the preparatory year and you had entered a college where the medium of teaching of content subjects is English. You have spent a year in the university and thus you are familiar to the central challenges you have when studying your content courses in English and can critically evaluate whether English for Academic Purposes course prepared you for your study or not.

6. Do I have to take part?

No. Your participation is voluntary. I would like you to consent to participate in this study as I believe that you can make an important contribution to the research. If you do not wish to participate you do not have to do anything in response to this request. Please be assured that your decision whether you agree to participate in this study or not will have no impact on your marks.

7. What will I do if I take part?

If you are happy to participate in the research I will ask you to read this information sheet and be asked to sign a Consent Form. Then, you will be interviewed individually about your strengths and weakness in academic writing, reading, speaking and listening. You will be asked to comment on the efficacy of the EAP course and to suggest how it could be developed in a way that allows you to improve your English language skills in the most efficient way possible. The interview will last between 1 hour and it will be carried out in my office. The interview will be audio recorded

8. What will I do with the information?

I will transcribe the interview and if you are interested I will give you a copy of the transcript. The transcript will be read and used by me. The information from the interview will be used for my PhD thesis which will be assessed in order for me to gain the PhD degree. The transcripts might also be used to write and publish articles in academic journals. You are welcome to see the final thesis and/ or a copy of the articles once they are published

9. What are the possible disadvantages and risk of taking part?

This research is not anticipated to cause any disadvantage or risks. However, if you experience some upset from participating in this study, it is strongly advised that you withdraw from the session at any time.

10. What are the possible benefits of taking part?

This research aims to inform the English language Centre at Umm Al-Qura University about what perceptions students have about the quality of the English for Academic Purposes course for preparing students to handle the requirements of their course. By your contributing your academic experiences and your personal views to the study, you are helping to potentially reveal those areas where EAP helps students and those areas where EAP could be improved more to equip students with valuable academic skills. If you accept to take part in this study, you will be entitled to get a copy of my research results once my thesis is published.

11. What about my privacy and confidentiality?

I will audio record your responses to the questions in the interview. Your responses will be stored on my laptop for analysis. No one will be allowed access to the original recordings or to the data stored in my laptop except me. No identification data will be collected. I will use pseudonyms rather your real name. Also, any information you report will never be attributed to your real identity and any quotes will be anonymised. No one at the university will be informed about your participation. The data will be used for my doctoral thesis and will be destroyed once the thesis is published.

This study project will also be presented in a number of forms, both within Umm Al-Qura University and to the international research community. The presentations will be done by me. You will not be able to be identified in any reports or publications unless you choose to be. If you would like to be kept

informed about the research presentations/publications arising from this research please contact me on Tel: 050555317 or e-mail me on z.gaffas@sheffield.ac.uk and I will let you know in due course.

12. What will happen to the results of the research project?

Results obtained from this research will be used for my doctoral thesis and for future academic publications and presentations.

13. Who is supporting and authorising this research?

This research project has been sponsored and funded by Umm Al-Qura University.

14. Who has ethically reviewed the study?

This research is supervised and has been reviewed by my research supervisor Dr Andrey Rosowsky, and the study has been ethically reviewed and approved by the University of Sheffield Research Ethics Review Committee.

15. What if something goes wrong?

If you are not happy about how the research is conducted or if something serious occurred during or after your participation in this study and you would like to raise a complaint, please feel free to contact me at Tel: 0505553178 or email me on z.gaffas@sheffield.ac.uk . If you feel your complaint has not been handled to your satisfaction, please feel to contact my supervisor Dr Andrey Rosowsky on a.rosowsky@Sheffield.ac.uk.

16. More information?

If you would like more information about this research please contact me by phone on 0505553178 or email me on z.gaffas@sheffield.ac.uk. I would be happy to answer any questions and would like forward to meeting you. Further information could be obtained from the research supervisor, Andrey Rosowsky on a.rosowsky@Sheffield.ac.uk.

Participant Information Sheet (Focus Groups)

Dear students,

You are being invited to take part in this research project. Before you decide to take part in this study, it is important for you to understand why the research is being done and what it will involve. Please take your time to read the following information carefully. Ask the researcher if anything is not clear or if you need more information.

Thank you for reading this.

17. What is the title of the research project:

English for Academic Purposes: Challenges Perceived by Saudi EFL Undergraduates at an English-medium Institution, and the Impact of EAP Study on Their Academic Experiences.

18. What is the purpose of the research project?

Recent research has indicated that English for Academic Purposes (EAP) course is seen as a valuable provider of language-related skills. EAP course has gained this reputation because it usually aims not to improve students' level of English but also to convey useful academic skills and introduce students to the common genres of their field of study. Yet, few studies have explored the extent of its impact on students' academic experiences during their tertiary study. This study aims to find out what perceptions the students have about the effectiveness of EAP course in preparing them for their study, in order to explore how EAP course could be developed in a way that allows them to improve their English language skills in the most efficient way possible.

19. Who is doing this research?

This study will be conducted by me, Zainab Gaffas. I am a PhD research student at the University of Sheffield in the United Kingdom. I am supervised by Senior Lecturer in the School of Education Dr Andrey Rosowsky. This study is conducting for my doctoral thesis and I would like to invite you to take part in this focus group discussion.

20. What would be involved in the focus group discussion?

I will raise some questions to stimulate you to speak openly about your academic experiences when adapting to the demands of English-medium teaching and learning and to talk about your impressions of the EAP course and its effectiveness in preparing you for your tertiary study.

21. Why have I been chosen?

You have been chosen to take part in this research project because you completed English for Academic Purposes course in the preparatory year and you had entered a college where the medium of teaching of content subjects is English. You have spent a year in the university and thus you are familiar to the central challenges you have when studying your content courses in English and can critically evaluate whether English for Academic Purposes course prepared you for your study or not.

22. Do I have to take part?

No. Your participation is voluntary. I would like you to consent to participate in this study as I believe that you can make an important contribution to the research. If you do not wish to participate you do not have to do anything in response to this request. Please be assured that your decision whether you agree to participate in this study or not will have no impact on your marks.

23. What will I do if I take part?

If you are happy to participate in the research I will ask you to read this information sheet and be asked to sign a Consent Form. Then, you will be invited to take part in a focus group discussion. I will invite 5 people, who you might know already to the group to discuss your views about your academic experiences when adapting to the demands of English-medium teaching and learning, what type of challenges that confront you and what are the root causes of these challenges. I would like also to know your impression about the effectiveness of EAP course in preparing you for your study, and how it could be developed in a way that allows you to improve your English language skills in the most efficient way possible. The focus group will be carried out in my office or in your classroom. It will last about 1 hour and will be recorded. You have chance to interact with other participants in the same group, share your experiences and express your opinions. The focus group discussion will be recorded.

24. What will I do with the information?

I will transcribe the focus group discussion and if you are interested I will give you a copy of the transcript. The transcript will be read and used by me. The information from these discussions will be used for my PhD thesis which will be assessed in order for me to gain the PhD degree. The transcripts might also be used to write and publish articles in academic journals. You are welcome to see the final thesis and/ or a copy of the articles once they are published.

25. What are the possible disadvantages and risk of taking part?

This research is not anticipated to cause any disadvantage or risks. However, if you experience some upset from participating in this study, it is strongly advised that you withdraw from the session at any time.

26. What are the possible benefits of taking part?

This research aims to inform the English language Centre at Umm Al-Qura University about what perceptions students have about the quality of the English for Academic Purposes course in preparing students for the complexity of the demands that their departments place on their English skills. By your contributing your academic experiences and your personal views to the study, you are helping to potentially reveal those areas where EAP helps students and those areas where EAP could be improved more to equip students with valuable academic skills. If you accept to take part in this study, you will be entitled to get a copy of my research results once my thesis is published.

27. What about my privacy and confidentiality?

I will ask everyone attending the focus group to keep everything that was said during the discussion confidential. I will only audio record your responses to the questions in focus group sessions. Your responses will be stored on my laptop for analysis. No one will be allowed access to the original recordings or to the data stored in my laptop except me. No identification data will be collected. I will use pseudonyms rather your real name. Any information you report will never be attributed to your real identity and any quotes will be anonymised. No one at the university will be informed about your participation. The data will be used for my doctoral thesis and will be destroyed once the thesis is published.

This study project will also be presented in a number of forms, both within Umm Al-Qura University and to the international research community. The presentations will be done by me. You will not be able

to be identified in any reports or publications unless you choose to be. If you would like to be kept informed about the research presentations/publications arising from this research please contact me on Tel: 050555317 or e-mail me on z.gaffas@sheffield.ac.uk and I will let you know in due course.

28. What will happen to the results of the research project?

Results obtained from this research will be used for my doctoral thesis and for future academic publications and presentations.

29. Who is supporting and authorising this research?

This research project has been sponsored and funded by Umm Al-Qura University.

30. Who has ethically reviewed the study?

This research is supervised and has been reviewed by my research supervisor Dr Andrey Rosowsky, and the study has been ethically reviewed and approved by the University of Sheffield Research Ethics Review Committee.

31. What if something goes wrong?

If you are not happy about how the research is conducted or if something serious occurred during or after your participation in this study and you would like to raise a complaint, please feel free to contact me at Tel: 0505553178 or email me on z.gaffas@sheffield.ac.uk . If you feel your complaint has not been handled to your satisfaction, please feel to contact my supervisor Dr Andrey Rosowsky on a.rosowsky@Sheffield.ac.uk.

32. More information?

If you would like more information about this research please contact me by phone on 0505553178 or email me on z.gaffas@sheffield.ac.uk. I would be happy to answer any questions and would like forward to meeting you. Further information could be obtained from the research supervisor, Andrey Rosowsky on a.rosowsky@Sheffield.ac.uk.

Thank you

Appendix 4.10
The Consent Form



University of Sheffield

FORM OF CONSENT TO TAKE PART IN A RESEARCH PROJECT

Title of Research Project:

English for Academic Purposes: Challenges Perceived by Saudi EFL Female Undergraduates at an English-medium Institution, and the Impact of EAP Study on Their Academic Experiences.

Dear Participant,

I am a PhD student in the University of Sheffield in the United Kingdom and I am conducting a study of the impact of completing English for Academic Purposes course on students' English language proficiency. The objective of this research project is to evaluate the degree to which this course is meeting students' language needs. Through your participation, I eventually hope to understand how best it could be developed to satisfy the needs of students.

Your participation is voluntary and you are free to withdraw at any time, without giving your reasons for doing so. The interview will last for about 20 minutes and will be recorded. The audio recorded data will be transcribed in text and the transcribed data will be stored on my laptop for analysis. No one will be allowed access to the original recordings or to the data stored in my laptop except me. The anonymised data will be used for my doctoral thesis. All the recorded data will be destroyed at the completion of the project. No one at the university will be informed about your participation. The data and the analysis of the data will also be used to produce articles, books, conference papers, as well as presented in conferences and lectures. In any of these formats I reassure you that your identity and anonymity will be protected.

If you have any questions, please feel free to call me at xxxxxx or contact me on z.gaffas@sheffield.ac.uk

I.....agree to take part in the above named project, the details of which have been fully explained to me and described in writing.

Signed Date.....
I, Zainab Mohammad Gaffas certify that the details of this project have been fully explained and described in writing to the subject named above and have been understood by her.

Signed Date.....