

THE RELATIONSHIP BETWEEN THE ACHIEVEMENT OF PREPARATORY YEAR STUDENTS IN ENGLISH LANGUAGE AND THEIR ACHIEVEMENT IN THEIR FUTURE STUDIES AT NAJRAN UNIVERSITY

**Ahmad Alshehri**

*King Khalid University*

Email: ahmedatif333@hotmail.com

---

**ABSTRACT:** *The study aimed at identifying the relationship between the achievement of preparatory year students in English language and their achievement in their future studies at Najran University. The data of 156 students from four different colleges were involved in this study. Statistical methods such as Pearson correlation coefficient, one-way ANOVA, simple linear regression, mean and standard deviation were used to analyse the data. The study findings revealed that there is a significant positive relationship between English language achievement and academic achievement. It has been also found that there are no significant differences in achievement in English language attributed to different genders. Similarly, there were no significant differences in academic achievement attributed to college type. Depending on the findings above, English language learning should be emphasised, especially before involvement in academic programs. Enhancement of English language learning can take place in a preparatory year program or any other pre-session course. The English learning focus within preparatory programs should be given much more emphasis as it is the only way to bridge the gap between weak outcomes from general education and higher education, since it is apparent that English proficiency amongst school leavers is poor.*

**KEYWORDS:** correlation, English achievement, academic achievement, EFL.

---

## INTRODUCTION

English language has become the medium of instruction for the most scientific and medical programs in Saudi universities. For this reason, all undergraduate freshmen have to enroll in the "preparatory year program" (PYP), a year of study that prepares students for the studying skills needed for their academic progress. One of the main purposes of the PYP is to bridge the gap between the outcomes in general education and higher education, especially in terms of English language proficiency.

## PROBLEM OF THE STUDY

After studying English as a foreign language in general education for more than six years, the level of the English language proficiency of graduates of secondary schools is weak (Al-Juhani, 1991; Al-Jumhur, 1999; Qhedh, 2004; Al-Sonei, 2005). As a result, the PYP has been founded to bridge the gap between the outcomes in general education and the requirements for higher education.

One of the main goals of the preparatory year is to improve the proficiency of students in the English language because it is the medium of instruction for most undergraduate programs. Hence, English courses represent a large part of the PYP. The current study tries to discern if there is a link between achievement in the English courses as measured by the average final score for English courses in the PYP and the achievement of students in their undergraduate programs (as measured by their grade point average (GPA) at the end of their first undergraduate year).

According to Padian (2013, p.19) "achievement is used for measuring the amount of success or achievement of any individual in a specific field or area of accomplishment". He further adds "Academic achievement is usually measured by examinations or continuous assessment but there is no general agreement on how it is best tested". In this study, English language achievement is mainly measured by examinations and represented by the final scores in each subject. Similarly, academic achievement is measured by examinations and represented by GPA. In this study, English achievement refers to the average score on the English courses offered at the PYP at Najran University, whereas, Academic achievement refers to GPA obtained by the end of the students' first year in their undergraduate programs.

The study problem is represented in the following questions:

### **Study Questions**

1. What is the relationship between English language achievement in the PYP and academic achievement in the undergraduate programs at Najran University?
2. Are there any differences in English language achievement attributed to gender?
3. Are there any differences in academic achievement attributed to different colleges?
4. Can English language achievement in the PYP be a predictor of academic achievement?

### **Hypotheses:**

1. There is no significant relationship between English language achievement in the PYP and academic achievement in the undergraduate programs at Najran University.
2. There are no significant differences in English language achievement attributed to gender.
3. There are no significant differences in academic achievement attributed to different colleges.

## **RELATED LITERATURE REVIEW**

### **Preparatory Year Program (Objectives and Construction)**

The PYP emerged to bridge the gap between the outcomes in general education and higher education (Alkathiri, 2014). It can be considered an orientation program for undergraduate study. In the PYP, students learn skills that will help them achieve better results in their undergraduate programs. Such skills involve English language, mathematics, computers, self-learning skills and academic study skills. (Mahmoud, 2012).

### Objectives of the PYP

The objectives of the PYP are almost the same for all Saudi universities with some minor differences. In his study concerning the PYP in the universities of King Abdulaziz, King Saud, King Faisal, Taibah, Umm Al-Qura, Qassim, Jazan and Tabouk, Mahmoud (2012) listed the objectives of the PYP in these universities. Additionally, Aloqaili (2014) mentioned some of the objectives. Amongst them are:

1. Developing students' skills in the English language, mathematics, computers, communication, creative thinking, learning, information technology and research.
2. Helping students to choose the right programs for their undergraduate study.
3. Helping students become accustomed to the new academic environment.
4. Enhancing principles and accountability among learners.
5. Improving the outcomes of tertiary education.

In Najran University, where this study takes place, the objectives of the PYP are:

1. Providing students with the necessary skills to complete their undergraduate studies.
2. Providing students with life skills to interact with their community.
3. Providing students with the necessary skills to optimise the use of learning resources and technology.
4. Preparing students who will be able to plan well.
5. Developing the cognitive, psychomotor, affective aspects of students' personalities.
6. Developing right thinking skills.
7. Providing students with necessary self-learning skills.
8. Providing an academic, psychological and social environment which is conducive to innovation, creativity and mastery of skills (<http://www.nu.edu.sa>).

### Construction of the PYP

According to Alkathiri (2014), there is a worldwide view concerning the preparatory year. It can be either an integrated program or an independent program. When integrated, it is considered to be a part of the student undergraduate study. When independent, it is run by an external sector other than the university. It differs from the first type in that completing the program does not necessarily mean acceptance onto a future undergraduate program. Each student should attain the specific conditions for each college or program.

Generally speaking, preparatory year programs in Saudi universities consist of two semesters. Students who fail to finish their study during one year can be given one or two extra semesters as a chance to attain the PYP requirements. In most PYPs, students can select from three main streams.

These streams are usually scientific, medical or humanitarian. In the scientific stream, students are prepared to pursue their future undergraduate courses in the scientific colleges such as engineering, science, computing, information technology, design, administration and finance. In the medical stream, students can pursue their future studies in the medical colleges such as medicine, pharmacy, dentistry and applied medical sciences. In the third stream, students can pursue their undergraduate programs in colleges such as art, education and Islamic law.

The following table shows the construction of the PYP in some Saudi universities as an example. It also shows the PYP in Najran University where this study takes place:

University	Stream	Courses	Credits	University	Stream	Courses	Credits
King Saud University	Medical	English language	16	King Abdulaziz	Scientific	Physics	3
		Introduction to Maths	2			Chemistry	3
		Computer skills	3			Biology	3
		Communication skills	2			Mathematics	3
		Introduction to Chemistry	2			Statistics	3
		Physics	3			Communication skills	3
		Biology	3			English language	8
		Biological statistics	2			Computer skills	3
	Scientific	English language	16		Administrative	Arabic language skills	3
		Introduction to Mathematics	2			Islamic culture	3
		Computer skills	3			Communication skills	3
		Communication skills	2			Elementary mathematics	3
		Learning, thinking, research skills	3			Statistics	3
		Business Entrepreneurship	1			English language	8
		Health and fitness	1			Computer skills	3
		Empty				Empty	
	Humanitarian	English language	16		Empty		
		Mathematics basics	2		Empty		
		Computer skills	3		Empty		
		Communication skills	2		Empty		
		Learning, thinking, research skills	3		Empty		
		Writing skills	2		Empty		
		Health and fitness	1		Empty		
		Introduction to statistics	2		Empty		

University	Stream	Courses	Credits	University	Stream	Courses	Credits
Umm Al-Qura	Scientific	Introduction to Mathematics (1)	4	Najran	N/A	Reading skills	2
		Physics	4			Writing skills	2
		Computer skills	2			Listening and speaking skills	2
		English language	6			Grammar	2
		Introduction to Mathematics (2)	4			Maths (1)	2
		Learning skills	3			Learning, thinking and research skills	2
		Computer programming	3			Computer skills	3
		Empty				Empty	

		skills									
		Technical English	4			General English	3				
Medical		Biological Chemistry basics (1)	2			Writing technical reports	2				
		Genetics basics	2			Professional ethics	1				
		Learning skills	3			Communication skills	2				
		Computer skills	2			Math (2)	4				
		English language	6								
		Biological Chemistry basics (2)	2								
		Cell physiology	3								
		Introduction to Medical Physics	4								
		Computer programming skills	3								
		Medical English	4								
		Administrative				Introduction to Mathematics	4				
						Learning skills	3				
						Computer skills	2				
						English language	6				
Business administration	3										
Statistics principles	3										
Computer programming skills	3										
Admin. English	4										

Table 1. The construction of the PYP in some Saudi universities

### English Language Focus within the PYP

As mentioned earlier, one of the main objectives of the PYP is to foster English language skills as it is the medium of instruction for most undergraduate programs. This objective is essential in all PYPs in Saudi universities. English language is not only important in being the medium of instruction but also most knowledge published electronically or non-electronically is written in English. So, students should have an acceptable level of proficiency to be able to surf through databases of knowledge.

Table (2) shows how important the English language is in the PYP. It summarises the number of credits and contact hours for English Language courses.

University	Total of credits in general English and ESP.	Total of contact hours in general English and ESP.
King Saud	16	40
King Abdulaziz	8	18
Umm Al-Qura	6	16
Najran	13	32
Taif	6	24 – 30

Table 2. Credits and contact hours for the English language courses

## Related Studies

English is considered an international language. It is the medium of instruction in most of non-English speaking countries. So, the level of proficiency of students in the language of instruction should be reasonable. Wilson and Komba (2012) assert that students' success in school depends upon their being proficient in the language of instruction.

It plays a crucial role in learning. Maleki and Zangani (2007) (as cited in Sahragard et al, 2011, p.1740), think that when students have difficulties understanding the contents and concepts of the course which are presented in the target language, their academic success is affected in a negative way; in other words, less proficient language learners who have a poor degree of capability in language use and its components may be weak with regard to their academic achievement too.

Therefore, their weakness in general English can have a drastic impact on their academic success. Aina et al. (2013, p.355) also support this view. They say "When Students' Proficiency in English Language is high, it will definitely affect and improve the academic performance of such students. Nevertheless, where the proficiency in English is lacking in any academic setting, it will definitely lower the academic performance of such students". Other researchers support this view. (i.e. Ayodele, 1988;Falayajo, 1997 and Jadie et al., 2012 (cited in Wilson & Komba, 2012).

However, the relationship between English proficiency and academic achievement has been of debate for many years. Some studies found a positive relationship while others found no relationship. In the following paragraphs, a review of studies which either supported the correlation or opposed it will be displayed.

Wilson and Komba (2012) studied the link between English language proficiency and academic performance in Tanzanian secondary schools. The data consisted of students' achievement scores in English and general studies and their results in a proficiency test. The study involved 89 students all studying art combination courses. The study found a significant relationship in English and insignificant in other subjects that were investigated.

Aina et al. (2013) investigated the relationship between students' proficiency in English language and academic performance in Science and Technical Education in Nigeria. The study sample consisted of 120 students studying Science and Technical Education at the College of Education. The study findings revealed that there is a correlation between proficiency in English language and academic performance.

Sahragard et al. (2011) looked at the relationship between academic achievement and language proficiency among Iranian English as a foreign language (EFL) students. The participants consisted of 151 students studying English language and literature at Shiraz University in Iran. For measuring students' proficiency, they used a version of the TOEFL test. Students' results in the test were compared to their GPA. The study found that there is a significant positive relationship between language proficiency and academic achievement.

Wille (2006) tried to find a connection between English language proficiency as measured by the Language Assessment Scales (LAS) and academic success measured by GPA. The participants were 29 students studying at North Central Wisconsin School District. The results did not confirm that language proficiency as measured by LAS can be a predictor of good academic achievement.



Chen and Sun (2006) investigated the relationship between language proficiency and academic achievement. The study sample consisted of 712 subjects studying at a large state university in the United States. The study data consisted of students' performance in the TOFEL test or in the ESL program and their GPA. The study found that neither TOFEL takers nor ESL program completers had a higher first-year GPA.

In a similar study to Sahragard et al. (2011), Fakeye (2014) discussed language proficiency as a predictor of academic achievement among Nigerian EFL students. A total of 400 students from 8 secondary schools participated in the study. Language proficiency was measured by an English language proficiency test (ELPT) and academic achievement was measured using annual scores in core school subjects (Mathematics, Biology and English). The study findings revealed that English language proficiency has a significant positive relationship to overall academic achievement and that there is a significant impact of English language proficiency on students' overall academic achievement.

Maleki and Zangani (2008) carried out research similar to that of Sahragard et al. (2011). They investigated the correlation between language proficiency and academic achievement amongst Iranian EFL students. The sample consisted of 50 students studying at Islamic Azad University. Language proficiency was measured by a TOEFL test while academic achievement was measured using students' GPAs. The study findings showed that there is a significant connection between proficiency and GPAs for academic achievement.

Addow et al. (2013) investigated the relationship between English language proficiency (as measured by the English language GPA the student obtained from his/her secondary school) and academic achievement (as measured by the student's GPA from the examination in the first semester) amongst undergraduate students in Somalia. The participants numbered 100 and they were all studying at SIMAD University. The study results revealed that there is an insignificant relationship between language proficiency and academic achievement.

Hasan and Akhand (2014) investigated the connection between the language proficiency of Bangladeshi EFL students and their academic achievement. For this purpose of investigating this, they selected 90 students from United International University. For measuring the students' proficiency, they used a proficiency test, and for measuring the academic achievement, they depended on the students' GPAs. The study found that there is a significant connection between students' proficiency and their academic success.

## **Methodology**

### **Participants**

The sample for this study consisted of 156 students who successfully finished their PYP by the end of the academic year 2012/2013 and finished their first undergraduate year by the end of the academic year 2013/2014 in the colleges of Computer Sciences, Medicine, Business Administration and Applied Medical Sciences.

The following table summarises the sample data:

College	male	female	%
Computer Sciences	10	22	20.5
Medicine	22	16	24.4
Business Administration	6	46	33.3
Applied Medical Sciences	13	21	21.8
Total	51	105	100

Table 3. Sample Data

## Procedures

Official permission was sought to obtain the necessary data for the study from the Department of Admission and Registration at Najran University. The data obtained consisted of:

- The students' final scores in the English language courses that were studied in the PYP during the academic year 2012/2013.
- The students' GPA by the end of the academic year (2013/2014) which is the first year of their undergraduate programs at different colleges.

The English language courses are offered at two levels in the PYP. The details of their content are as follow:

S. No.	Course Title	Course Code	Credit Hours	Contact Hours	Learning Objectives
1	Reading Skills	140	2	4	By the end of the course, students will be able to: recognise reading structure; recognise main ideas; identify supporting details; get meaning from context; recognise titles and paragraph topics; use skimming for topics and main ideas.
2	Writing Skills	141	2	4	By the end of the course, students will be able to: write simple sentences; start composing after effective pre-writing activities; write a simple paragraph with a reasonable topic sentence; support a topic sentence with supporting details; form different types of complex and compound sentences independently; work with fellow students to achieve any given task.



3	Listening & Speaking Skills	142	2	4	By the end of the course, students will be able to: hold short and meaningful conversations amongst themselves; express themselves at an intelligible and acceptable level of spoken English; identify the main ideas in a text (audio); identify fine details in a text; use the acquired vocabulary; eliminate the use of the first language (Arabic) inside the classroom.
4	Grammar & Vocabulary	143	2	4	By the end of the course, students will be able to: produce effective and grammatically correct sentences; use articles, phrases and clauses correctly; use several kinds of verb tense, modal verbs and word formation correctly and appropriately; use different verbal forms (gerunds, infinitives and participles); produce simple and compound sentences correctly.

Table 4 Courses offered at level 1

S. No.	Course Title	Course Code	Credit Hours	Contact Hours	Learning Objectives
1	General English	150	2	10	By the end of the course, students will be able to: read various kinds of texts (interviews, reports, magazine articles etc.) to practice strategies such as inference, scanning, skimming and identifying functional and notional elements; compose grammatically correct sentences, write a paragraph with an effective topic sentence and supportive detail; use words and grammar appropriately in order to render correct nuances; effectively and appropriately use conversational devices such as 'so' and 'right'; initiate, continue and end conversations in novel and varied situations. listen to understand main points and note down detailed information.

2	Technical Writing	151	3	6	By the end of the course, students will be able to: write a simple and technical paragraph with an effective topic sentence; support the topic sentence with appropriate details; take effective notes and write concise summaries; write a covering letter and CV tailored for a particular job; write a formal letter for different situations; write memos and reports for various contexts; comprehend and use English for special purposes (ESP) vocabulary for different professional fields.
---	-------------------	-----	---	---	--

Table 5. Courses offered at level 2

After obtaining the required data, the statistical analysis took place. The Pearson correlation coefficient was used to identify the relationship between English language achievement and academic achievement. A one-way ANOVA was used to check if there were differences between English language achievement or academic achievement attributed to different colleges or genders. Furthermore, a simple linear regression was used to discover if English language achievement can be a predictor of academic achievement. Mean and standard deviation were used for some descriptive data.

## Findings

### Descriptive Data

In the following section, there will be an overview of some descriptive data that might give an initial idea about the achievements of the male and female participants in English courses and how the mean values for achievement appear according to college type. The following table summarises this descriptive data:

Gender	N	Mean	Std Deviation
Male	51	80.94	10.3
Female	105	78.3	8.1

Table 6. Mean value for English achievement according to gender

It can be seen in Table (6) that male students performed slightly better than females with a mean score of 80.94 compared to 78.3 amongst females. If we take the college type into account, it seems that medical students achieved much higher results than students from the other four colleges, with a mean score of 88.66. Computer Sciences students came in second place with a mean score of 80.83. In third place, Applied Medical Sciences students scored an average of 77.79. Business Administration students scored the lowest mean (72.11) (see Table: 7).

College	N	Mean	Std Deviation
Computer Sciences	32	80.83	8.38
Medicine	38	88.66	4.78
Business Administration	52	72.12	6.38
Applied Medical Sciences	34	77.79	5.82

Table 7. Mean score for English achievement according to college type

With regard to academic achievement, and unlike for English achievement, female students earned better grades than males for academic achievement with a mean score of 71.88 compared to 64.86 for their male counterparts. With regard to academic achievement according to college type, Computer Sciences and Business Administration students gained almost the same average in their academic achievements (about 71). Medical students achieved slightly better than either Computer Sciences students or Business Administration students. Applied Medical sciences students had the lowest mean score for academic achievement of 65.2.

Gender	N	Mean	Std Deviation
Male	51	64.86	10.89275
Female	105	71.88	10.72120

Table 8. Mean score for academic achievement according to gender

College	N	Mean	Std Deviation
Computer Sciences	32	71.06	16.15
Medicine	38	70.19	9.5
Business Administration	52	71.09	9.93
Applied Medical Sciences	34	65.21	8.3

Table 9. Mean score for academic achievement according to college type

## Correlation

To answer the question: ‘What is the relationship between English achievement and academic achievement?’ The Pearson correlation coefficient was used. As can be seen in Table 10, the statistical analysis shows that there is a significant positive relationship between English language achievement and academic achievement. The correlation coefficient was 0.429 at the 0.01 level.

		English achievement	Academic achievement
English achievement	Pearson correlation	1	.429**
	Sig. (2-tailed)		.000
	N	156	156
Academic achievement	Pearson correlation	.429**	1
	Sig. (2-tailed)	.000	
	N	156	156

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

Table 10. Correlation coefficient

## Differences in Achievements

Are there significant differences in English language achievement attributed to different genders?

To answer this question, a one-way ANOVA was used. The statistical analysis shows that there is no significant difference between the English achievement of male and female students.

English Achievement					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	238.917	1	238.917	3.029	.084
Within Groups	12146.495	154	78.873		
Total	12385.412	155			

Table 11. One-way ANOVA

Are there significant differences in academic achievement attributed to college type?

As mentioned earlier, the participants in this study numbered 156 and were male and female students from four different colleges (Computer Sciences, Medicine, Business Administration and Applied Medical Sciences). A one-way ANOVA was used to answer this question. As can be seen in Table 12, there is no significant difference between different colleges.

Academic Achievement					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	851.191	3	283.730	2.303	.079
Within Groups	18724.086	152	123.185		
Total	19575.277	155			

Table 12. Academic Achievement

### Prediction

Can English language achievement in the preparatory year be a predictor of academic achievement?

Correlation studies can give insights into the relationship between one factor and another and whether this relationship is strong or weak, positive or negative. For such relationships, a correlation coefficient such as Pearson and Spearman are sufficient to calculate correlation. To determine the level of prediction of a certain factor, however, we need to use slightly more complex statistical analysis.

For this kind of analysis, the most common statistical method is regression analysis. To answer the above question, a simple linear regression was used. This method, unlike a multiple linear regression, is used to measure how an independent variable can be predictive of a dependent variable. In our case, the independent variable is English language achievement whereas the dependent variable is academic achievement.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.429a	.184	.179	10.18370
a. Predictors: (Constant), Engachieve				

Table 13. Model Summary

The Model Summary table shows that the Pearson coefficient value is (0.429). R square shows that 18% of the change in the dependent variable (academic achievement) can be explained by the independent variable (English achievement).

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3604.273	1	3604.273	34.754	.000a
	Residual	15971.004	154	103.708		
	Total	19575.277	155			
a. Predictors: (Constant), Engachieve						
b. Dependent Variable: GPA						

Table 14. ANOVA

The analysis in Table 14 shows that the ANOVA was used to test the significance of regression. It can be seen that there is a significant regression and, therefore, there is a significant relationship between English language achievement and academic achievement.

Coefficients <sup>a</sup>						
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.874	7.290		3.686	.000
	Engachieve	.539	.092	.429	5.895	.000
a. Dependent Variable: GPA						

Table 15. Coefficients

The data in Table 15 help us to form the regression equation (prediction equation) which can be expressed as follows:

$X = 26.87 + (0.54)Y$ , where X is the achievement score, 0.54 is a fixed regression figure and Y refers to English achievement score.

## DISCUSSION

The findings of the study show that there is a significant positive link between English achievement and academic achievement. This result supports the idea that proficiency in English can enhance students' learning. This idea was proved by some studies such as those by Wilson and Komba (2012), Aina et al. (2013), Sahragard et al. (2011), Fakeye (2014), Maleki and Zangani (2008), Addow et al. (2013) and Hasan and Akhand (2014).

From a different perspective, this result supports the need to prepare students for academic learning, especially in the field of English language learning. Although many studies emphasise the role of English language proficiency in students' learning in some subjects, and for academic success in general, some studies did not find any connection between achievement or proficiency in English and academic achievement. Examples of such studies are Wille (2006) and Chen and Sun (2006).

Concerning the ability to predict students' academic success by identifying their achievement in English language, the regression analysis shows that we can attribute 18% of the change in academic achievement to achievement in the English language. Although there is a

significant connection between both achievements, the prediction percentage is quite low. The academic achievement score can be calculated using the following regression equation:

$$X = 26.87 + (0.54)Y$$

It seems that there are factors other than achievement in the English language which can affect academic achievement since, as explained by the regression analysis, 82% of the change in the dependent variable (academic achievement) can be attributed to other variables. Further investigation needs to be carried out to identify the possibility that other variables may predict academic achievement. Economic, social and demographic factors might be relevant. Some studies, such as that by Wille (2006), revealed that English proficiency failed to be a predictor of good academic achievement.

The study findings also showed that there are no significant differences in English achievement between males and females. This result can be explained by the fact that students in the preparatory year, both males and females, are exposed to the same preparatory programs. Similarly, there are no significant differences in the academic achievement which can be attributed to college type.

## RECOMMENDATIONS

The current study, along with other studies, proved that proficiency in English can enhance students' current or future learning. It has been found that English proficiency has a positive link with academic achievement. Therefore, English language learning should be emphasised, especially before involvement in academic programs. Enhancement of English language learning can take place in a preparatory year program or any other pre-session course. The English learning focus within preparatory programs should be given much more emphasis as it is the only way to bridge the gap between weak outcomes from general education and higher education, since it is apparent that English proficiency amongst school leavers is poor.

## REFERENCES

- Addow, A. M., Abubakar, A. H. & Abukar, M. S. (2013), English language proficiency and academic achievement for undergraduate students in Somalia. *Educational Research International*, 2 (2), 59-66.
- Aina, J. K., Ogundele, A. G. & Olanipekun, S. S. (2013), Students' proficiency in English language relation with academic performance in Science and Technical Education, *American Journal of Educational Research*, 1 (9), 355-358.
- Al-Juhani, S. O. (1991), *The Effectiveness of Computer Assisted Instruction in Teaching English as a Foreign Language in Saudi Secondary School*. (Unpublish doctoral dissertation), The University of Denver, USA.
- Al-Jumhur, A. A. (19-21 April, 1999), *The effectiveness of computer in teaching English language to 1st year secondary students*. A paper presented at the Forum of Educational Technology and Information, King Saud University, KSA.
- Al-Katheiri, S. N. (2014). *The role of preparatory year and its importance in the tertiary level: King Saud University as a model*. *Saudi Higher Education Journal*, (11), 65-70.



- Al-Oqaili, A. S. (2014), Preparatory year: the international perspective and the local practice, Saudi Higher Education Journal, (11), 43-64.
- Al-Sonei, D. A. (2005), The Effectiveness of Using Computer in Teaching a Unit of English Structures Course (110) on the Achievement of Female Students at Level One in the Department of English at Umm UI-Qura University.(Unpublished MA thesis), Umm UI-Qura University, KSA.
- Alsouqi, S. D. (2001), The Effect of Using computers in Teaching of L2 Composition on the Writing Performance of Tenth Grade Students in Amman Private Schools. (Unpublished MA thesis), University of Jordan, Jordan
- Chen, Y. & Sun, Chen (2006), Language proficiency and academic performance. A paper presented at the eleventh conference of Pan-Pacific Association of Applied Linguistics, 58-72.
- Fakeye, D. O. (2014), English language proficiency as a predictor of academic achievement among EFL students in Nigeria. *Journal of Education and Practice*, 5 (9), 38-41.
- Hasan, M. K. & Akhand, M. M. (2014), EFL students' English language proficiency and their academic achievement'. *ABAC Journal*, 34 (2), 64-70.
- King Abdul-Aziz University. [Online] available from: [www.kau.edu.sa](http://www.kau.edu.sa). (Accessed 3.2.2015).
- King Saud University. [Online] available from: [www.ksu.edu.sa](http://www.ksu.edu.sa). (Accessed 3.2.2015).
- Mahmoud, A. A. (2002), Problems of preparatory year male and female students at some Saudi universities. A worksheet presented at the meeting of Saudi university deputy presidents, The Islamic University, KSA.
- Maleki, A. & Zangani, E. (2008), A survey on the relationship between English language proficiency and the academic achievement of Iranian EFL students. *The Iranian EFL Journal*, 1, 146-155.
- Najran University. [Online] available from: [www.nu.edu.sa](http://www.nu.edu.sa). (Accessed 3.2.2015).
- Pandian, U. (2013 ), A study of high school students' attitude towards computer and their academic achievement in Pondicherry region. *GRA – Global Research Analysis*, 2 (10).
- Qhedh, A. M. (2004) The Effectiveness of CALL in Learning English Grammar for 2nd Year Secondary Students at Makkah Schools. (Unpublished MA thesis), Umm UI-Qura University, KSA.
- Sahragard, R., Baharloo, A. & Soozandehfar, S. M. (2011), A Closer look at the relationship between academic achievement and language proficiency among Iranian EFL students. *Theory and practice in language studies*, 1 (12), 1740-1748.
- Taif University. [Online] available from: [www.tu.edu.sa](http://www.tu.edu.sa). (Accessed 3.2.2015).
- Umm Al-Qura University. [Online] available from: [www.uqu.edu.sa](http://www.uqu.edu.sa). (Accessed 3.2.2015).
- Wille, J. R. (2006), Measuring The Academic Achievement and English Language Proficiency of Students at the Secondary Level (Doctoral dissertation), University of Wisconsin, USA.
- Wilson, J. & Komba, S. C. (2012), The link between English language proficiency and academic performance: A pedagogical perspective in Tanzanian Secondary schools. *World Journal of English Language*, 2 (4).