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1

An Investigation of the Relationship between Proficiency in Specific English Language Skills and Academic Achievement of Students at Ambo University

BY

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ABSTRACT

The purpose of this study was to investigate the correlation between proficiency in specific English language skills (reading and writing) and academic achievement of students at Ambo University. A total of 100 students, who were on their third year of study at the time of the research, were selected from different departments (social science and natural science) on the basis of their academic achievement (as measured by their cumulative grade point average-CGPA). Students that achieved the highest and students that achieved the lowest from these departments were chosen. The students were from the main campus and from Wolliso campus. An English test was administered and data was calculated and analyzed using statistical package for social sciences (SPSS). Pearson product- moment correlation coefficient (r) was used to see the correlation of academic achievement and Proficiency in Specific English Language skills (as measured by the test). The result showed that there is indeed a significant relationship (positive correlation) between academic achievement and proficiency in specific English language skills. T test for independent samples was also used to compare the means of the two groups' proficiency test performance. It showed that high achievers had significantly higher performance in the proficiency test than those of low achievers. However no significant difference was found between the proficiency test performance of social science students and natural science students.

Key words: English language proficiency, Academic achievement, correlation

2

INTRODUCTION

English language has been the medium of instruction in our country, Ethiopia, for many years. Students are introduced with it at a very early phase and they are taught English as a subject until the level where it becomes the medium of instruction. It is therefore without a doubt that English proficiency is very essential in education in many ways.

In universities, students are required to have a certain level of proficiency to get through their study years. Students with poor proficiency find it very difficult to keep up with lectures, and therefore struggle with their study. Many researchers confirm the importance of English proficiency by saying that one of the most important aspects of university education for English as Foreign Language (EFL) students is a high level of proficiency in English so as the students' academic performance is improved throughout their education life (Ghenghesh 2015, p.2). Moreover, "English prepares students for meaningful instruction and academic performance in other academic subjects taught using the English language in universities" (Kong et al., 2012, p.20). Therefore, an EFL student must be able to read, write, listen and speak effectively since English language in Ethiopia today is the language of text-books and the language of instruction in schools and universities.

Language has been proven to be one of the most important factors in students' academic performance (Chen & Sunned, 2009). Students who have many difficulties with their communication skills in English language may not function effectively, not only in English language but also in their other courses. Even if having students that are academically competent as well as proficient is a desire of every educational institution, it is known that achieving this is a challenge faced by many Universities and educational institutions in general. Existing literature shows that many things affect academic success and English language proficiency, unquestionably, is being one of it.

However, many researches that have been done so far on the relationship of these two variables did not come up with the same result. If we look at the literature, we can find numerous studies that have been conducted on the relationship of the English language proficiency and academic success, and different kinds of results have been reported. Some researchers found that there is no significant relationship (Hwang & Dizney, 1970; Shay, 1975; Stover, 1982; Addow et al, 2013) while many others confirmed the existence of significant relationship (Burgess & Greis, 1970; Heil & Aleamoni, 1974; Ho & Spinks 1985; Graham, 1987; Kong et al, 2012; Sahragard & Baharloo, 2009; Sadeghi et al. 2013; Ghenghesh, 2015). As it can be seen, many researches do not have a consistent result, they report a different level of significance in the relationship of these two factors. Graham (1987) sees this lack of consistency in such studies as an indicator of the presence of other factors other than proficiency.

Therefore, even if English language proficiency is not the sole factor of academic success, it has a part in it. Then, the question is what this case looks like in Ambo University. "Though English proficiency is not the only factor, or just as the sole skill of English language does not guarantee academic success, the lack of sufficient English language proficiency however, certainly affects it, and lack of sufficient proficiency in English contributes significantly to the lack of academic success" (Graham, 1987). It is a commonsense understanding that if anyone who is learning in the language they are poor at, then their academic success is very much in question. Along similar lines, students' achievement in school also depends upon their level of proficiency in the language of instruction (Wilkinson & Silliman, 2008). Even the fact that English courses are given as a common course for all students at first year in university, there is an assumption that every student definitely needs to have certain level of adequate proficiency of English to enable him/her accomplish in other fields and courses as well.

Therefore, one might ask the importance of this research while so many researches already point to the fact that English proficiency is important for academic achievement. However, as it is mentioned above, the different level of significance between these two variables reported through different researches (the strength of the correlation) as well as the absence of adequate local research in this area made us to be curious about how strong the correlation is in our students in Ambo university, and also convinced us the research would add to similar researches out there by putting light in this case in the case of other universities. Furthermore, there is a commonly held assumption that the need of English proficiency differs from one field of discipline from the other i.e. social science students need more proficiency than natural sciences do, but even if it is possible that the nature of these disciplines might require more proficiency than the other, English proficiency is unquestionably important for all.

4

A major point in this research is that academic achievement was measured at the students' cumulative GPA, and English proficiency is measured by the score of the test, which in turn measures reading and writing skills. Due to time and other constraints, however, we did not include speaking and listening skills. Although this study would have been richer if it included all the four language skills, researches indicate that proficiency in reading and writing are very much related with English language proficiency in general (Kong et.al, 2012). Performance on reading and writing (in English) tests and English language proficiency are expected to be highly related (Garcia-Vazquez, Vazquez, Lopez, & Ward, 1997). (Graham, 1987) also concluded that English proficiency in reading and writing was important to college success

Therefore, the general objective of this study was to see the correlation between proficiency in specific English language skills and academic achievement of Students at Ambo University. Specifically the study aimed to Study the relationship between proficiency in writing and reading skills and the academic achievement of students at Ambo University, to explain the significant of the correlation/ relationship, and to see the differences between proficiency in social science

students and natural science students, and if they do, how significant the difference is. The study focused on examining the correlation between students' English language proficiency on writing and reading and their academic achievement.

MATERIALS AND METHODS

Description of the Study Area

The study was conducted at Ambo University, which is located in West Shewa Zone, Oromia, Ethiopia. It is one of the foremost 32 Ethiopian public higher learning institutions with significant contributions to the country's overall developments through capacity building of development agents in the form of short, medium and long term trainings in various fields since its establishment in 1946. After passing through various developmental stages, it becomes autonomous and upgraded to the status of University in 2009. While this research has been conducted, the University has 5 colleges, 3 institutes, and a school, with a total of 45 undergraduate and 14 post graduate programs in various fields.

Research Design

A correlation research design is useful to researchers who are interested in determining to what degree two variables are related, (Creswell, 2008). In this study, the main purpose was to examine the correlation between two quantifiable variables (English language proficiency and academic achievement). Therefore, this design is considered to be suitable for determining whether and to what degree a relationship/correlation exists between English language proficiency in certain skills and academic achievement.

5

Participants

The population of the study was all third year Ambo University students of the academic year of 2014. 100 samples were taken for this study, 50 social science students, and 50natural science students. First, certain departments were randomly selected from both social science and natural science. Then the social science students were taken from sociology, civics, and accounting department (Woliso campus), whereas the natural science students were taken from mathematics, biology, animal science and statistics. Our ground to select the students was their CGPA, which we got from the registrar office. From each selected department, students who have the relatively top CGPA and students who had the lowest CGPA were chosen. Hence, 52 highest achieving students, as well as the 48 lowest achieving students of those departments were selected. The rationale behind choosing third years is that we believed their CGPA is more reliable indicator of their academic achievement than students of lower years as they were on their senior year of study, and their CGPA shows a more established accumulated academic achievement since they joined university.

Data Collecting Instrument

Test

The English Proficiency for reading and writing was measured by a test known as Cambridge English, also known as the Key English Test (KET). It is an English language examination provided by Cambridge English Language Assessment (previously known as University of Cambridge ESOL examination). Moreover, it is a basic level of qualification and prepared for those who have a basic knowledge of the English language skills.

There are two versions for the test, KET, and KET for schools. Both versions are made up of three exam papers, which incorporate all four language skills (Reading, Writing, Listening and Speaking). As the second has content interest to school age learners, we took KET which is a more advanced and appropriate than the other version. This test was chosen for its easiness as compared to the other advanced tests such as TOEFL and IELTS and we decided on KET test as its contents were for those with basic English language knowledge, in contrast with other exams that required advanced level of English, such as IELTS, which we thought was beyond the level of the students.

The original version of the KET test which tested reading and writing took 1 hour and 10 minutes, with 50% of total marks. It had nine parts and 56 questions. However, for the sake of this research, we modified and adopted some contents and parts in order to make the test more appropriate and doable for the students, so our version contained seven parts and 35 questions with 40% of total marks, and took 50 minutes. The exam focused on reading and writing skills including underlying knowledge of vocabulary and grammar as well.

Data Analysis Procedures

Data was calculated and analyzed using statistical package for social sciences (SPSS), and Correlation (r) analysis was used to analyze the data to describe the correlation between English language proficiency (in reading and writing) and academic achievement. Pearson product-moment correlation coefficient (r) is one way of expressing the strength of the correlation between two variables. It is a measure of the strength and direction of a linear relationship between two numerical variables denoted by r (Peck, Olsen, Devore, 2016).

Apart from Pearson (r), two sample independent t test was also run to compare the means of the proficiency test performance of the two groups (high achievers and low achievers) and compared if there is a significant difference or not. In Pearson correlation coefficient (r), values range from −1 to 1. Values near −1 or 1 indicate strong negative or strong positive correlation respectively, while 0 indicates no correlation (Jawlik, 2016). 1 indicating an absolute 100% agreement, where -1 indicates an absolute disagreement between the two variables. The strength and weakness of

6

correlation is determined by how close they are to these ranges. So if a value has a Pearson product moment correlation coefficient falling between -1 and -0.5 ($-1.00 \leq r \leq -0.5$), or between 0.5 and 1 ($0.5 \leq r \leq 1.00$), then that is considered a strong correlation (Waller, Lumadue, 2013). Determining for the strength of relationship between variables can be summarized below (Ghanghesh, 2015).

r=.10 to .29 or r= -.10 to -.29 low
r=.30 to .49 or r= -.30 to -.49 medium
r=.50 to 1.0 or r= -.50 to -1.0 high where *r* is a measure of linear relationship.

It simply shows weather two variables are related and to what extent. However, to see if there is significance in the correlation, the P value was checked. P value is the probability of finding something when it is not there. It is the error of observing something when there is nothing (also known as a "False Positive" or a Type I Error, or An Alpha Error) (Jawlik, 2016). Alpha (α) is the highest value of p that we are willing to tolerate and still say that a difference, change, or effect observed in the sample is "Statistically Significant"(Jawlik, 2016). Alpha is called the "Level or Significance" or "Significance Level." It is also known as a cutoff point and is the *alpha level (α), or significance level* for the test (Rumsay, 2011).

We must select a value for Alpha (α), which is the highest probability of an alpha error that we will tolerate. Significance level of .05 was chosen for this study because choosing α= 0.05 (5%) is generally accepted as a good balance for most uses (Jawlik, 2016) while 0.05 is a very popular cutoff value for rejecting Ho or, the null hypothesis (Rumsay, 2011). With a 5% Alpha (Significance Level), we have a 100% – 5% =95% Confidence Level that our finding is right (Jawlik, 2016). Therefore, If P is calculated to be less than or equal to the Significance Level, α, then any observed difference, change, or effect calculated from our Sample data is said to be "Statistically Significant." If p >α, then it is not Statistically Significant (Rumsay, 2011).

7

T test for independent samples was also run to compare the mean proficiency test performance of the two groups. A Test Statistics *(t)* is used in tests involving the difference between two means. It is a measure of how likely it is that a difference in means is statistically significant (Jawlik, 2016). An Independent samples t-test was therefore run to test the means of our two groups to see if the difference in proficiency is significant or not between the high achiever and low achiever students. The null hypothesis is that the two population means are the same; in other words, their difference is equal to 0. The notation for the null hypothesis is Ho: $\mu 1 = \mu 2$, where $\mu 1$ represents the mean of the first population and $\mu 2$ represents the mean of the second population (Rumsay, 2011). We were testing to see if there is no significant difference in proficiency between high achiever students and low achiever students (Ho: $\mu 1 = \mu 2$), or if there is significant difference of proficiency between the two (Ho: $\mu 1 - \mu 2 < 0$). With the difference in averages, you compare the difference in the means of two separate samples to test the difference in the means of two different populations (Rumsay, 2011).

RESULTS

Correlation of Proficiency Test Performance between High Achievers and Low Achievers

Table 1. Description of the proficiency test performance of the participant students in general.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Proficiency test performance	100	7	35	23.41	6.251
Valid N (list wise)	100				

The results in the above table show that the scores for the proficiency test ranged from a minimum of 7 to maximum of 35, with an average score of 23.41% and standard deviation of 6.251.

Table 2. Group statistics showing the separate proficiency test performance of the two groups

Group Statistics

	Overall academic achievement	N	Mean	Std. Deviation	Std. Error Mean
proficiency test performance	high achiever	52	27.50	3.456	.479
	low achiever	48	18.98	5.549	.801

As can be seen on the above table, the performance on the proficiency test of the high achiever groups (M= 27.50, SD= 3.45) is higher than the low achiever groups (M=18.98, SD=5.54).   In order to calculate weather this difference is significant or not, a Pearson's r data analysis was conducted. The table also shows descriptive statistics for the two groups (high achievers and low achievers) separately. Note that the means of the two groups look different (high achievers M=27.50, SD=3.456, low achievers M=18.98, SD=5.549).

Table 3. Correlation analysis of academic achievement and English proficiency test performance

Correlations

		Overall academic achievement	Proficiency test performance
Overall academic achievement	Pearson Correlation	1	.684[**]
	Sig. (2-tailed)		.000
	N	100	100
Proficiency test performance	Pearson Correlation	.684[**]	1
	Sig. (2-tailed)	.000	
	N	100	100

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

From the r value of .684, we can see that it is a positive number, which indicates a positive correlation between the variables, i.e. as one variable increases, so does the other, and vice versa. It can also be seen that .684 shows a strong positive correlation as ($0.5 \leq r \leq 1.00$). The closer r is to -1 or $+1$, the stronger the Correlation (Jawlik, 2016) as in this case $0.5<.684<1.00$. Therefore, from the r value, we can see that r .684 $>$ .05, which shows not only a positive correlation, but also a strong positive correlation between academic achievement and proficiency test performance.

To see how statistically significant this correlation is, the P value was checked. P was checked to see if it was greater than or less that the level of significance assigned (α= .05). In our case, the P value .000 shows a strong significance as $.0001<P$ or $.0001<.05$ and this reveals that there is a significant positive relationship between academic achievement and English language proficiency (r= .684, p> .0001). In order to compare the mean proficiency test performance of the two groups and to see how significant their difference is, an independent sample t test was conducted.

Table 4. t test analysis of the difference in correlation significance between the two groups and English proficiency test performance

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Proficiency test performance	Equal variances assumed	5.833	.018	9.294	98	.000	8.521	.917	6.701	10.340
	Equal variances not assumed			9.130	77.522	.000	8.521	.933	6.663	10.379

The assumption of homogeneity of variances was tested via Levene's F test, F = 5.833, P= .018. Therefore, the F value for Levene's test is 5.833 with a sig value of .018. As the sig value is less than our alpha of .05 (P<.05), we conclude that there is a significant difference between the two group's variances. So using an alpha level of .05, an independent sample t test was conducted to evaluate weather high achievers (*M*=27.50, SD=3.456) differed significantly on the proficiency test than low achievers (*M*=18.98, SD=5.549). t test revealed that there was significant difference as t(77)=9.13, p<.05. The 95% confidence interval of the difference between group mean ranged from 6.701 to 10.340. We can also see that the sig 2 value was .000, which is significantly lower than .05, which can be put as .000<P, which also confirms the significance of the difference.

This shows that high achiever students scored significantly higher than low achiever students did on the proficiency test.
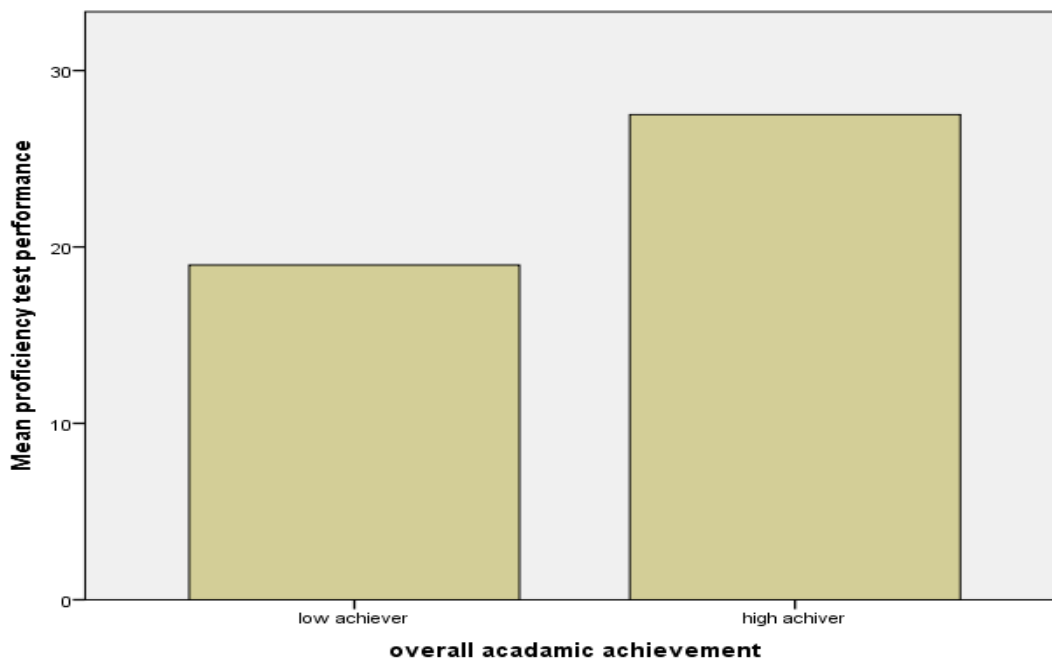

Fig 1. Bar graph of the correlation between academic achievement of students and proficiency test performance

10

The above bar graph summarizes the findings by clearly showing the difference in the mean proficiency test performance of high achiever students and low achiever students. As it can be seen, the mean proficiency test performance of high achievers is noticeably and significantly higher than the other group.

The Correlation of Proficiency Test Performance with Different Field Of Disciplines
 Table 5. correlation analysis of students' field of discipline and English proficiency test performance
Correlations

		Proficiency test performance	Field of discipline
Proficiency test performance	Pearson Correlation	1	.137
	Sig. (2-tailed)		.175
	N	100	100
Field of discipline	Sig. (2-tailed)	.175	
	N	100	100

From the *r* value of .137, it can be seen that *r* is a positive number, but shows a very weak positive correlation as (0.5 $\geq r \leq 1.00$), as in this case 0.5>.137<1.00. or, *r*<0.5. This shows a very

weak correlation between field of discipline and proficiency test performance as *r* is significantly lower than 0.5, which is used as a cut point for the strength of a correlation.

To check how statistically significant this correlation is, the P value was checked. P was seen to see if it was greater than or less than the significance level of .05. In this case, .175 is significantly greater than .05 which can also be put as.175>P or .175>.05. This in turn reveals that there is no significant association between field of discipline and English language proficiency, (r= .137, P<.175). In another word, being natural science or social science student did not have much to do with the English proficiency test performance.

Table 6. Group statistics showing the separate proficiency test performance of the two groups

Group Statistics

	Field of discipline	N	Mean	Std. Deviation	Std. Error Mean
proficiency test performance	Social Science	50	24.26	5.364	.759
	Natural Science	50	22.56	6.979	.987

The above table (group statistics) sows descriptive statistics for the social science students and natural science students separately. It is seen from the table that there was a difference between the means of the two groups. Social science students have higher mean (M=24.26, SD= 5.364) than natural science students (M=22.56, SD=6.979). However, as a difference in means does not always guarantee the existence of a meaningful and real difference (Garth 2008), a *t* test was run in the next table. 11

Table 7. t test analysis of the difference in correlation significance between the two groups and English proficiency test performance

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Proficiency test performance	Equal variances assumed	2.360	.128	1.366	98	.175	1.700	1.245	-.770	4.170
	Equal variances not assumed			1.366	91.915	.175	1.700	1.245	-.772	4.172

The assumption of homogeneity of variances was tested via Levene's F test, with the value of F = 2.360, P= .128. The F value for Levene's test is 2.360 with a sig value of .128. As the sig value is greater than our alpha of .05 (P>.05), it can be concluded that there is no significant difference between the two group's variances, or as .128> .05, there is no real difference between the two group variance. So using an alpha level of .05, an independent sample t test was conducted to

evaluate weather social science students (*M*=24.26, SD= 5.364) differed significantly on the proficiency test than natural science students (M=22.56, SD=6.979). *t* test revealed that there was no significant difference as t(98)=1.37, P>.05.

If we see the sig, two tailed sig value as well, .175 is greater than significance level, .175>.05 indicating the absence of real, significant difference between the mean proficiency score of the two groups. Although there was some difference between the means, it is not significant and strong enough for us to draw a conclusion of socials science students performed better on the proficiency test than their natural science counterparts. Note that, the t test finding is the same with the finding from Pearson's *r* correlation, which also is confirmed by the bar graph below that summarizes it all.
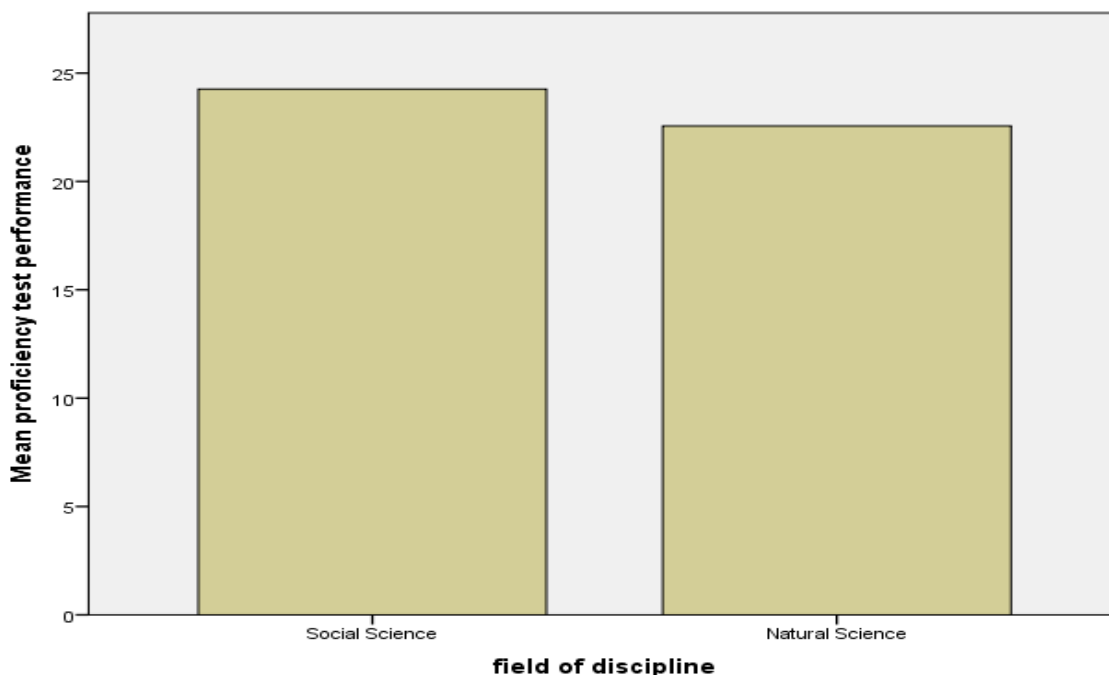
Fig 2. Bar graph of the correlation between students' field of discipline and proficiency test performance

It is clearly shown on the graph that there is no significant difference between the mean proficiency test performance of social science students (*M*=24.26, SD= 5.364) and natural science students (*M*=22.56, SD=6.979)). The difference is so small.

DISCUSSION

The researchers have confirmed the alternative hypothesis based on the result as they expected although it was not stated directly. As other researches did, this research also confirmed the existence of a strong positive correlation between academic achievement and English language proficiency (specifically writing and reading in this case). In response to the first research question (Is there a relationship between proficiency in writing and reading and the academic achievement of students at

Ambo University?), the finding revealed that there is a strong positive association/correlation between academic achievement and English language proficiency, as the high achiever students showed a better proficiency (*M*=27.50, SD=3.456,) than the low achiever group (*M*=18.98, SD=5.549), and this difference was found to be strong as the Pearson's product moment correlation coefficient *r* showed strong positive correlation $r > 0.5$, and the P value also showed that this correlation was significant ($r = .684$, P> .0001). Furthermore, the t test also revealed that there is a significant difference between the proficiency level of high achievers and low achievers t (77) = 9.13, P<.05 confirming our previous finding from Pearson's *r* and indicating a significant difference between the proficiency level of high achievers and low achievers, answering therefore, the second research question.

Although these finding show a very strong and significant association between academic achievement and English language proficiency (reading and writing in particular), it is important to keep in mind that these results does not necessarily show a cause and effect relationship. Correlation as a statistic is not able to explain why or how the relationship between two variables, x and y, exists; only that it does exist (Rumsay, 2011). As we showed in the literature review, academic achievement can be affected by many factors other than English proficiency. Therefore, we can only conclude that academic achievement and English proficiency are positively, strongly, and significantly correlated. This strong and significant association between the two variables might indicate a high chance of English proficiency affecting academic achievement. As to the third research question (Do social science students and natural science students differ in proficiency? And if they do, how significant is the difference?), the finding showed that although there was indeed a difference in the mean of the proficiency performance (socials science students had higher mean *M*=24.26, SD= 5.364 than natural science students *M*=22.56, SD=6.979), this difference was found to be rather insignificant ($r = .137$, P<.175) as it was not strong or significant enough to say that the correlation significantly differs from one discipline to another. Therefore, it is safe to say that there is no difference in the proficiency level between students of social science and natural science.

13

CONCLUSION

The finding of this research confirmed the existence of a strong correlation between English language proficiency (in reading and writing) and academic achievement of Ambo University students. An attempt was also made to see the case with each field of disciplines, though no significant difference was found in English language proficiency of social science students and natural science students.

RECOMMENDATIONS

This study has some limitations. First it is limited to one institution. A richer finding would have been due if it had included more institutions. Furthermore, only two campuses were included in the study out of the four campuses of Ambo University. It is recommended that a study should be done as well that includes students from all Campuses at Ambo University in order to make the

finding more encompassing. Another limitation is that in this research, English language proficiency is seen as performance on the KET test, and only writing and reading were addressed. As English language proficiency also includes listening and speaking, it is recommended that a research with related topic that addresses all the four language skills and measures them with a more standardized test to be conducted for a richer and more valid finding.

Another point (though not seen as limitation) is that this research did not show a causal relationship between academic achievement and English language proficiency, but only how strongly the two variables are correlated. Correlation is not causation. Therefore, it is recommended for further research to be done to see if English language proficiency causes one to academically succeed and to what extent. Finally, although one's language proficiency unusually is the results of the individual's effort and experience, it is good to encourage students in many ways to use English more often so as to develop their skills in the language. Students, irrespective of their fields of study, must be motivated to have an interest in it and focus has to be given for the students English language proficiency.

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APPENDIX

English Language Test for Research Purposes based on the British Council KET Test

READING and WRITING

There are seven (7) different parts to this Reading and Writing test; try all the items.

The **FIRST PART** has five sentences in a small story. Some words are missing and you have to put them in. In the **SECOND PART** you have to decide what to reply to a short sentence. The **THIRD PART** is choosing the right response in a conversation. The **FOURTH PART**a test for reading comprehension and you must answer 'yes/no' or (sometimes) 'doesn't say'. The **FIFTH PART** is also reading with some words missing. This is also checking reading comprehension. The **SIXTH PART**, you have to fill in missing words again, but this time you are not given any choices.**SEVENTH PART,** 17 you have to write a short note of about 30 words.

FIRST PART
*Look at these sentences and decide which word **A, B or C** should go in each space. The first one has been done for you.*

Example:
Yesterday Abebahelped **_C_** mother in the kitchen
        A. hers   B. she   C. her

1.   Abeba's mother wanted to _____ a cake.
        A. bake   B. made   C. cook

2.   Abeba asked if she _____ taste the mixture.
        A. would   B. could   C. should

3.   Abeba's mother said 'Of _____ you can!'
        A. course   B. yes   C. indeed

4.   It was very _____, so Abeba took some more.
        A. delicious   B. tasteful   C. tasteless

5.   But she was careless, and _____ some on her new dress.

A. split   B. spilled   C. slipped

_____

SECOND PART

*This part has two sections. In this first part you must complete the five conversations by marking **A, B** or **C.***

      1. When will you do your homework?   **Write letter here!**

A. Yesterday   B. Soon   C. Often   _____
    2. What is your sister?
A. Susan   B. Over there.   C. A doctor   _____
    3. Do you like football?
A. Yes, please!   B. Very much!   C. It does like.   _____
    4. What's the time?
A. Two thirty   B. Half past two o'clock   **18**
C. Fourteen and a half   _____
    5. Can you pass that book?
A. I pass   Yes, I can.   C. Here you are!   _____

THIRD PART

*Complete this conversation between Mrs. SebleGebre and an official at the Health Office by writing the correct letter (choose from **A to H)** in the space next to the question number. You do not need three of the answers given.*

Official:	Good morning, madam.
Mrs SebleGebre:	1. _____
Official:	Can I help you, please?
Mrs SebleGebre:	2. _____
Official:	What is the problem?
Mrs SebleGebre:	3. _____
Official:	What is wrong with her?
Mrs SebleGebre:	4. _____
Official:	Please, sit down and wait. The doctor will be here soon.
Mrs SebleGebre:	5. _____

An Investigation of the Relationship between Proficiency in Specific English Language Skills and Academic Achievement of Students at Ambo University
Henos Ejigu

A.   Well, this is the first time this has happened to me!
B.   My daughter is sick.
C.   Good morning, Sir!
D.   Will he be able to help?
E.   Can I see a doctor, please?
F.   Thank you, Sir!
G.   She has a headache and a high temperature.
H.   I live in Ambo.

FORTH PART

This is a traffic report on the Addis Ababa Radio for 6.30 today.

Well, many people are now going home up Bole Road, and so the road is very crowded. Traffic is slow right up to the edge of the City. However, it is not a good idea to use the Ring Road instead, because a lorry is on fire on the Meskel Flower Road, where it joins the Bole Road. Instead you should go to the Airport roundabout. Then go through Gerji, because the traffic there is light today because of the construction work. Then you should go on to the ring road and drive towards the city.

Work on the road is making traffic go slowly by Mexico Square, and if you are going to DebreZeit, the police say that you should wait for half an hour. A pedestrian was knocked down, and the road is blocked near Akaki while the police find out what happened. The roads through Hay Hulet are clear, and 19 traffic is mowing well. Remember to drive carefully, and have a safe journey home.

Answer Sheet

1. This report is for the evening.   Write your answer here!

   A. true   B. false   C. doesn't say   _____

2. The report is mainly for cyclists

A. true B. false   C. doesn't say   _____

3. The Bole Road is easiest to drive on.

A. true B. false   C. doesn't say   _____

4. There was an accident involving a pedestrian in Akaki.

A. true B. false   C. doesn't say   _____

5. There is construction work in Gerji.

A. true B. false   C. doesn't say   _____

6. Everybody is asked to drive carefully.

A. true B. false   C. doesn't say   _____

7. Bole Road goes to the ring road.

A. true B. false   C. doesn't say   _____

FIFTH PART

Read the text below and decide which words belong in the spaces. Choose your answers from the Answer sheet below.

Queen Elizabeth

The first Elizabeth to be queen (1) England lived in the time of William Shakespeare, (2) five hundred years ago. Her father was Henry the (3), a king who was famous (4) he had six wives. (Not all (5) the same time of course!) Elizabeth's mother was Anne Boleyn, (6) she could not give the king a son, so Henry took another wife. For many years Elizabeth's life was in danger because (7) the political and religious problems of the time. However, she (8) queen, and was queen of England for over forty years.

20

Answer sheet
Please <u>underline</u> the correct answer for each number!

(1)	**a) at**	**b) for**	**c) of**
(2)	**a) almost**	**b) in**	**c) quite**
(3)	**a) eight**	**b) eighth**	**c) eighty**
(4)	**a) why**	**b) for**	**c) because**
(5)	**a) at**	**b) with**	**c) in**
(6)	**a) Although**	**b) Despite**	**c) But**
(7)	**a) of**	**b) were**	**c) in**
(8)	**a) made**	**b) became**	**c) did**

SIXTH PART

Read this information about a man who wants to open a bank account. Fill the information on the application in the spaces provided.

TayeEndele wants to open a bank account for himself and his family. He was born in Adama, but now his family live in Kebele 01 in Ambo. He works at Ambo University. His wife is called AbebaTadesse, and she is 45 years old, however, Taye is 10 years older. Their two children, Melkamu and Solomon, are at university in Addis Ababa.

APPLICATION FOR A BANK ACCOUNT   21

First name: **Taye**

Father's name: _____

Age: _____

Place of birth: _____

Home Address: _____

Wife's name: _____

Number of children: **2**

SEVENTH PART

You want to send an email to a friend who is coming by bus to Ambo to see you. A classmate will go to meet her/him at the bus station, as you can't go. Ask when your friend is coming, and tell him/her what your classmate looks like (Write approximately 30 words).

An Investigation of the Relationship between Proficiency in Specific English Language Skills and Academic Achievement of Students at Ambo University
Henos Ejigu

Dear _ _ _ _ _ _ _ _ _

22