

# AN INVESTIGATION OF EFFECTIVENESS OF SIMULATION IN DEVELOPING ORAL SKILLS: A CASE STUDY

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## Abstract

One of the foremost challenges that confront English language teachers is the use of innovative and practical teaching techniques to make their students learn effectively and efficiently. Much research has offered deep insights into the fact that the power of simulation can transpose the normal classroom into an authentic setting where language skills can be taught under more realistic conditions. The rationale and purpose behind this research study was to implement this modern technique of simulation in English language teaching to freshman students of pharmacy. The sample of this study comprised of the whole population of freshman pharmacy students at Taif University. The experimental group was taught by using integrated simulation activities in their English language classes. The control group was taught without this innovation. The pre-intervention and post-intervention scores have been analyzed that have clearly reported that the experimental group out-performed the control group in their oral communication. But the results of both the groups in their listening skills quizzes have not showed significant differences. The research suggests that ELT faculty members should use this innovative teaching technique especially in their oral communication classes.

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**Keywords:** Simulation, role play, innovation, oral skills

## Introduction

Significant of effective ELT has been an area of interest in various regions in this world and Saudi Arabia is no exception in this regard. Tremendous efforts and huge resources are being invested to ensure better English language teaching facilities in Saudi educational organizations (Javid, Farooq, & Gulzar, 2013). Recently, the stress has shifted to teaching the oral aspects of the target language. That is to say, students should be taught how to speak fluently, to listen carefully, to do with and to use the language effectively in their oral communication. This research aims at

investigating the effectiveness of using simulation in teaching English to the Pharmacy students in developing their oral skills.

#### Literature Review

There exist as many definitions of this pedagogical concept as the number of people who attempted to define this term. Simulation refers to the act of imitating the behavior of some situations or some process by means of something suitably analogous. Sam (1990) has defined it as an activity that attempts to involve someone else in a simulated real-life situation: a situation in which credibility and life-like situations are important elements. It has been further mentioned that usually documents, valid materials realia are exploited to make this as true to life as possible.

#### **The importance of needs assessment**

The parameters of modern age have changed tremendously and it is not an exaggeration to call this modern age as an age of specialization. This trend has rightly influenced the academic world in general and ELT in particular. The specific nature of job segregation demands that specific people should be available to do specific jobs in different fields. This magic world “specific” is central to the latest English language teaching field: English for Specific Purposes (ESP).

#### **Simulation**

Talking about the historical perspective of simulation and its success in ELT, Sam (1990) has mentioned that simulation “was originally used as a learning technique in business and military training. The outcome of the simulation is of paramount importance”. Simulation has been defined as reality of function in a simulated structured environment (Jones, 1982). Simulation can be defined as a “structured set of circumstances that mirror real life and participants act as instructed” (Sam, 1990 cited in Dougill, 1987). In other words simulation can be defined as the act of initiating the behavior of some situation or some process by means of something suitably analogous. Another important characteristic of this teaching technique is that behavior is not controlled in a simulation and the participants bring to the situation their own skills, experience and knowledge. This extraordinary infusion of varied skills, experience and knowledge of learners enrich the learning process and make the academic setting a real life-like situation which is one of the fundamental conditions for effective and efficient language learning. Livingstone (1983) has also highlighted this salient feature of simulation and stated that simulation is usually a problem-solving activity to which the students bring their own peculiar personalities, distinct experiences and opinions. It involves being oneself or someone else in a simulated real-life situation. Ken Hyland (2009) has declared that, “a

simulation is a problem driven that occurs in a clearly described realistic situation” (P. 10). There are many kinds of simulations that are used in different fields of knowledge; i.e. the medical simulations, military simulations, flight simulations, marine simulations, computer and educational simulations. The educational and training simulations fall in three categories: a) Live simulations (where real people use simulated equipment in the real world), b) virtual simulations (where real people use simulated equipment in a simulated world or Virtual environment), or c) constructive” simulation (where simulated people use simulated equipment in a simulated environment). Just as Hyland (2009) has put it, “more and more ESOL teachers use simulations because they are an ideal technique in terms of which learners are to use language creatively and communicatively” (p. 3).

Simulation share a lot in common with role-plays and Sam (1990) has identified that definitions of role play and simulations have close similarities and they share many characteristics and functions. Livingstone (1983) has also supported the same contention and reiterated that both the techniques provide rare opportunities to English language teacher. But generally role-plays involve learners taking on character while participants in a simulation behave as themselves. Role-play involves being an imaginary person usually in a hypothetical situation and sometimes in a real one (Venugopal, 1986). Role plays are often setup to practice part of functions in a highly controlled context and are relatively simple and short. Simulations provide a realistic setting for more extensive interaction in which students can get extensive practice. All simulations concentrate on an explicit information and require participants to assess and respond to a specified task. The role of simulation and role-play has been much advocated in the realm of ELT (Loui, 2007; Rayan, 2007; Krish, 2001; Maley & Duff, 1982).

Sam (1990) has enumerated several benefits of using simulation and role play as a teaching technique in a language classroom. He has reported that this technique “stimulates authentic conversation” because the learners are forced to behave in a natural atmosphere that help overcome fears and inhibitions and resultantly role-play and simulation activities stimulate authentic learner-to-learner conversational interaction (Richards, 1985). Secondly, it provides rare opportunity for the learners to use language freely and creatively. Therefore, simulation and role-play has been declared a main source of fluency activity (Sam, 1990 cited in Brumfit, 1983). The Third benefit has been identified as a teaching technique which is “useful and more suitable for consolidating and practicing aspects of conversational proficiency than teaching new forms” (ibid.). “Creates sensitivity and a sense of awareness” has been pin-pointed as another added benefit that brings the real outside world in the classroom. Simulation and role-play initiate mental

and bodily activity and ensures active participation of all learners. This aspect infuses motivation and incentive to take part in classroom activities. “A break from routine” has been identified as the sixth benefit of using this technique in an ELT class. Sam (1990) has stated that use of simulation makes the atmosphere in the classroom less formal and this can reduce tension. The last point in this regard is to prepare language learners for real life and handle real-life unpredictability. Simulation has the ability which prepares the students to react to these extraordinary and unexpected situations and give the students a taste of real life. Having talked about all the above-mentioned benefits, ELT practitioners should use this technique intelligently and should not use it in isolation but should practice an integrated approach for language teaching. Simulation should be incorporated into regular teaching activities and it should be part and parcel of the communicative classroom methodology in ELT classroom.

### **The most related researches to simulation**

Randall Davis (1996) has conducted an extended experience of implementing simulation considering its unique benefits and has described one language assessment model designed at a business college in Tokyo, Japan and the samples participated in a business simulation called "Let's Do Business" for six months and tried to assess the effectiveness of simulation as an ELT technique. The researcher has slowly progressed from simple skits, to detailed role plays, to more involved productions over some time, giving himself time to digest and process this unique method of teaching. The findings strongly supported that once students had tasted the benefits of simulation, their desires to learn improved considerably.

Wan Yee Sam (1990) has conducted a research that attempted to relate the use of drama to the Communicative Approach (CA). He presented some discussion on the general concept of the CA and Communicative Activities and exploited two dramatic techniques; role-play and simulation. He concluded that use of drama activities (role play, simulation, scenario, etc.) could be used as an innovative method in language teaching to provide a meaningful way of learning a language.

Tompkins (1998) study was also an attempt to assess the effectiveness of role playing/simulation in ELT. The researcher's conclusion was that when the role playing/simulation techniques are employed, they should be integrated with other language learning activities. If these guide lines were followed, it could be an extremely rewarding experience for both the students as well as for the teachers.

Albert (1999) has presented a research paper on a web based simulation generator: empowering teaching and learning media in political science. The researcher outlined and discussed a web-based simulation

generator which enabled an innovative “learning architecture”, which combined the power of goal-based learning, role-play and the capabilities of the World Wide Web in facilitating learning and teaching. His findings were that role-play and simulation could guide students progressively towards the final overall goal of the learning experience and both role-play and simulation could be used, where necessary, for assessment purposes as well.

Cecile (2001) has conducted a study to observe whether role-play is an interaction which can effectively trigger the learning process in the foreign language. This study was meant to explore how the learning occurs by looking at the various learning strategies used by the students while role-playing. She has identified that during a role-play learning does not occur on a traditional basis which included the teacher as the main player but more often learning occurred without his/her absolute control and in this technique he/she needed to play the role of a facilitator whose main responsibility was to share students' knowledge among themselves.

Another research was conducted by Doctal (2007) to measure the success of simulation as a supporting approach to foster collaborative interdisciplinary education. This research was carried out at college of Health Professions, nursing department, Temple University at the USA. The purpose of the study was to analyze students' perceptions of collaboration, and to determine the usefulness of an interdisciplinary approach using simulation as an educational strategy. The results of the research were that the nursing students had higher pre-test score than the medical students reflecting a more positive attitude towards collaboration.

The last related research was conducted by Todd Grant et al. (2008) at the School of Public Healthy University of Minnesota, USA on a measurement tool for simulation based training in emergency medicine. The subjects were 97 students in the 3<sup>rd</sup> and 4<sup>th</sup> years. Results of the research were that there were significant differences between the scores of the most highly rated features, and those of the features with the lowest rating. The researchers concluded that there were significant differences in the perceived usefulness of patient simulator features.

## **Research Methodology**

### **Statement of the problem**

The problem of the present research can be stated as follows:

-Investigating the effectiveness of using simulation in teaching English in developing oral skills of pharmacy students at Taif University.

### **Research questions**

The following are the supplementary questions that are to be answered in the present study:

1. What are the important language

tasks the first year pharmacy students need to accomplish their pharmaceutical studies effectively at Taif University?

2. How does the use of simulation help in developing speaking skills of the first year pharmacy students at Taif University?

3. How does the use of simulation help in improving listening skills of the first year pharmacy students at Taif University?

### **Hypotheses of the study**

1. There will be a statistically significant difference between the mean scores of the experimental group and that of the control group in favour of the experimental group in the test measuring students' speaking skills.

2. There will be a statistically significant difference between the mean scores of the experimental group and that of the control group in favour of the experimental group in the test measuring students' listening skills.

### **The population of the study**

The participants of this study were randomly selected eighteen faculty members (n = 18) teaching various pharmacy courses and the whole population of all freshman students enrolled in the College of Pharmacy (n = 88) who were divided into two equal groups, i.e., experimental and control.

## **Results and Discussion**

### **Needs Assessment**

The researcher developed a 10-item faculty questionnaire (See appendix # 1) to elicit their responses to determine linguistic needs of the freshman students at the College of Pharmacy. The cover paper of these questionnaires explained the purpose and rationale for these questionnaires. Eighteen questionnaires were returned out of total twenty distributed. The rate of return remained 90%. The data generated through these questionnaires was statistically analyzed using SPSS. The mean values, medians and standard deviations were calculated and then explained by the researcher to assess students' real linguistic needs. The findings helped the researcher to devise suitable simulation activities for the experimental group.

*Table 1: Descriptive analysis of participants academic needs*

No	Statements Students are able to.....	N	Min	Max	Mean	SD
1	take notes on pharmacy topics.	18	1.00	3.00	1.6667	.6860
2	Speak fluently on pharmacy topics in target language.	18	3.00	4.00	3.6111	.5016
3	listen with comprehension to pharmacy lecturers in target language.	18	2.00	4.00	3.0556	.6391
4	converse fluently with lecturers in target language.	18	3.00	4.00	3.5556	.5113
5	Speak smoothly with native speakers in target language.	18	1.00	3.00	1.5556	.6157
6	listen with understanding to native speakers in target language.	18	1.00	3.00	1.8889	.5830
7	comment on pharmacy reports or lectures in target language.	18	1.00	3.00	2.4444	.6157
8	express themselves effectively on pharmacy topics.	18	2.00	4.00	3.2222	.5483
9	communicate with pharmacy lecturers in English.	18	2.00	4.00	3.0000	.6860
10	listen with comprehension to pharmacy passages in target language.	18	2.00	4.00	2.9444	.6391

Table 3.1 shows mean values, minimum and maximum assigned values and standard deviations of ten items of faculty questionnaire. The faculty members seemed quite unanimous in declaring that different micro-skills of speaking skills are very important. “Speaking fluently on pharmacy topics” was considered the most important language task for the students at the College of Pharmacy to continue their pharmaceutical studies effectively. The mean was calculated as 3.61 with minimum value of 0.5 for its standard deviation that indicated that the faculty members did not show much difference in their responses towards this particular item. Having an ability to talk fluently with their teachers was the second most important language task and its mean value was 3.55 with a standard deviation of only 0.51. Items numbers eight, three and nine were respectively selected as the next three most important language tasks and interestingly they all belonged to different micro-skills of speaking skills. This trend has offered valuable insights into the fact that freshman students of pharmacy needed different micro-skills of speaking to continue their pharmaceutical academic pursuits successfully. Furthermore, five most important tasks secured a mean value of more than three that also indicated their importance in the eyes of the faculty members. Item numbers ten and seven were related to listening skills and both these items secured sixth and seventh position on the ranking of their mean values respectively. Their means were calculated as 2.94 and 2.44 with respective standard deviations of 0.61 and 0.63. This trend has shed light on the fact

that faculty members considered different micro-skills of listening skills as the most important language tasks after speaking skills. Listening to native speakers was the item that stood on number eight on this ladder of important language tasks. Speaking with native speakers was declared as the last item on this ranking. The faculty responses have clearly identified that the students of pharmacy did not have an urgent academic specific linguistic need as for as their supposed interaction with native speakers was considered. “Taking notes on pharmacy topics” was the first item on this questionnaire but the faculty members assigned second last position to this language task and its mean was only 1.66 with standard deviation of 0.68. The statistical analysis and description of this table has clearly indicated that interaction with native speakers as well as writing skills were least important language tasks at the College of Pharmacy as for as freshman students’ linguistic needs were concerned. Various speaking tasks and listening tasks were recognized as the most important factors for successful pursuit of their pharmaceutical studies at Taif University. This data has proved a rich source for the researchers to design and develop certain simulation exercises for the experimental group of this study. It was ensured that simulation activities should mainly cover these two macro-skills of English for Specific Purposes.

### **Oral Proficiency tests (Pre-intervention Administration)**

It was necessary to determine samples’ proficiency in oral skills; speaking skills and listening skills, to determine any statistical significant difference at the start of this research project. Two tests were developed by the researchers to be administered in the beginning of the term to determine their oral proficiency. The marks secured by both the groups; control and experimental, have been analyzed using SPSS to identify any statistically significant different.

### **Speaking skills test: Pre-intervention**

The researcher has conducted an oral proficiency test in the beginning of the second term of academic year. All the students enrolled as freshman at the College of Pharmacy at Taif University participated in this evaluation practice. The researcher and two faculty members from Department of Foreign Languages participated in this evaluation exercise. All the evaluators evaluated the samples according to the following protocol:

*Table 2: Speaking test evaluation protocol*

<i>Contents</i>	<i>Marks</i>	<i>Percentage</i>
Subject matter	5 out of 20	25 %
Pronunciation	5 out of 20	25 %
Grammatical Accuracy	5 out of 20	25 %
Organization	5 out of 20	25 %
Total Score	20 out of 20	100 %

All the evaluators were briefed by the researcher about the evaluation criterion and it was decided that the marks of all the evaluators will be added and then divided by three to get the mean score for each participant's performance in speaking skills. It was further agreed upon that final scores will be changed into round figures according to the following formula:  $0.1 - 0.49 = 0.0$  /  $0.5 - 0.99 = 1.0$ . Both the groups were evaluated during the second week of the 2<sup>nd</sup> term. Evaluation procedure was explained to all the participants. They were told that they would speak about the importance of English for their pharmaceutical studies. They were given fifteen minutes to prepare the topic. They were told that paper reading will not be allowed and they needed to speak for at least one minute and then the jury would ask them three to four questions to check their comprehension. The students were asked to sit in room number four in the pharmacy block and the jury called them turn by turn in room five for their evaluation. Individual scores of all the evaluators were added and then divided by three to calculate the mean. Then the above-mentioned formula was applied to obtain the round figures. Then the average scores of both the groups were entered and paired sample test was applied to calculate statistical difference in the mean scores of both the groups: experimental and control. The following readings were obtained:

*Table 3: Paired Samples Statistics for speaking skills evaluation*

No	Groups	N	Mean	SD	t	df	Sig. (2-tailed)
1	Pre-intervention: control	42	6.0714	2.288	-.449	41	.656
2	Pre-intervention: experimental	42	6.3095	2.214			

The findings showed that the average mean of the experimental group remained 6.07 and its standard deviation was calculated as 2.28. This high value of standard deviation indicated that the samples had huge differences in their speaking skills proficiency and it was a highly mixed-ability group. The average mean score of the experimental group was calculated as 6.3 and standard deviation even for this group remained 2.21 that offered deep insights into their highly diverse competence level in speaking skills. The mean value showed that experimental group had better range in their scores as compared to the control group. But the statistical interpretation did not show any significant difference in their proficiency level. 2-tailed p value was calculated as  $0.658 < 0.05$ .

### **Listening skills test: Pre-intervention**

The researcher has developed a 20-point listening skills test with consultation with a senior colleague from FLD. The researcher talked to the administration of the college of pharmacy and sought their permission and assistance to conduct this test in the main hall so that it might be possible to

have all the samples take the same test at the same time to obtain accurate results. This test was also conducted during the second week and both groups, control and experimental, took it at the same time. The question paper was distributed and all the samples were asked to read the questions. They were given five minutes to read the questions. A recorded passage was played three times and then the groups were asked to answer the questions according to the listening passage they have listened. The whole procedure was completed within fifty minutes and the answer sheets were collected by the main researcher to be marked and analyzed later on. Paired sample test was applied to see any statistically significant difference in the mean values of the average scores of the experimental and control groups. The following results were obtained:

*Table 4: Paired Samples Statistics for listening test evaluation*

No	Groups	N	Mean	SD	t	df	Sig. (2-tailed)
1	Pre-intervention: control	42	5.9787	1.8823	.156	46	.877
2	Pre-intervention: experimental	42	5.9149	1.7678			

Results of paired sample test revealed that control group had slightly high level of proficiency as compared to the experimental group and their respective mean values are 5.97 and 5.91. Standard deviation of the control group remained at 1.88 that represented a major difference in their listening skills proficiency. Standard deviation of the experimental group also indicated the same trend with a value of 1.76. The findings offered significant insights into the fact that those groups were mixed-ability groups and they should be treated and instructed considering this pedagogical challenge. P value was calculated and the results revealed that both groups did not have any statistically significant difference in their proficiency level:  $0.877 < 0.05$ .

### **Implementing Simulation Activities**

After all the preliminary work regarding this research study was completed by the end of the second week of this academic term. Both groups had eight-four students and basically the same syllabus was followed while teaching both the groups. The experimental group included forty two students and simulation activities were incorporated into their regular syllabus. It was an academic privilege for the researcher who was teaching both the groups and he was able to implement and incorporate simulation activities to promote their speaking as well listening skills. It took the researcher nearly two weeks to acquaint the samples with this new teaching technique: simulation and role play. After that the samples got used to that and rather they enjoyed all those activities thoroughly throughout the remaining 10 weeks till the end of the term.

## Findings

The experimental group was taught through simulation for nearly ten weeks: from third week to twelfth week of the second term of academic year. Both the groups were given oral proficiency tests during the thirteenth week to see any difference in their oral proficiency.

Evaluation panel for the final speaking skills test was the same who evaluated both the groups in the beginning of the research project. The same evaluation protocol was followed and all the evaluators were familiar with that protocol. Like the previous procedure, it was decided that the scores awarded by all the evaluators would be added and then divided by three to get the mean score for each sample's performance in speaking skills. The same formula was followed to change the mean scores into round figures.

All the samples of this research were familiar with the procedure of speaking skills test and they were told to speak about the following topic: "Why do I want to be a pharmacist?" They were given fifteen minutes to prepare the topic. They were told that paper reading would not be allowed and they needed to speak for at least one minute and then the jury would ask them three to four questions to check their comprehension. Like the previous practice, the samples were asked to sit in room five of the pharmacy block and the jury called them turn by turn in room four for their evaluation. Individual scores awarded by all the evaluators were added and then divided by three to calculate the mean. Then the above-mentioned formula was applied to obtain the round figures. Then the average scores of both the groups were entered and paired sample test was applied to calculate statistical difference in the mean scores of both the groups: experimental and control.

The following table shows the post-intervention paired samples t-test statistics for speaking skills evaluation for both the groups: experimental and the control:

*Table 5: Post-intervention Paired Samples Statistics for speaking skills evaluation*

No	Groups	N	Mean	SD	t	df	Sig. (2-tailed)
1	Post-intervention: control	42	10.9556	1.9995	-2.869	44	.006
2	Post-intervention: experimental	42	12.2667	1.9702			

At the end of this research project, both groups have shown reasonable progress in their oral communication proficiency. The control group has achieved a mean score of 10.95 as compared to its initial mean value of 6.07. The experimental group was able to achieve an average score of 12.26 as compared to their starting score which was only 6.3. Another significant change was in their standard deviation values. Standard deviation for the control group remained as 1.99 as compared to its initial value of 2.28 and this change has suggested that at the end of this study the internal

differences in their proficiency level were bridged to some extent. The experimental group has also improved his standard deviation value from 2.21 to 1.97 which indicated that the individual differences in this group were also minimized. Paired sample test was applied to the scores of both the groups to see any statistical difference in their oral proficiency level and the result has proved that the experimental group has outperformed the control group and p-value has proved that there has been a statistically significant difference in the favour of the experimental group:  $0.006 > 0.05$  proving that the first hypothesis set for this study is accepted.

Another 20-point listening skills test was developed by the researcher to be administered to both the groups. The administration of the College of Pharmacy was again requested to assist the researcher to conduct this test in the main hall and all the samples took the same test at the same time. This test was given to the whole population of freshman pharmacy students on the next day of their speaking skills test. They were given five minutes to read the questions. A recorded passage was played three times and then the groups were asked to answer the questions according to the listening passage they have listened. The whole procedure was completed within fifty minutes and the answer sheets were collected by the researcher to be marked and analyzed later on. Paired sample test was applied to see any statistically significant difference in the mean values of average scores of the experimental and control groups.

The following table shows the post-intervention paired samples t-test statistics for both the groups, experimental and the control, in the listening skills test administered to them at the end of the research project.

*Table 6: Post-intervention Paired Samples Statistics for listening skills evaluation*

No	Groups	N	Mean	SD	t	df	Sig. (2-tailed)
1	Post-intervention: control	42	9.2326	1.6596	-1.610	42	.115
2	Post-intervention: experimental	42	9.6977	1.5966			

The results of post-intervention scores of both the groups did show improvements in their listening skills. As for as the samples in the control group were concerned, they were able to achieve a mean score of 9.23 on the final listening skills test while in the beginning of the study their mean score was 5.97. The experimental group has also shown improvement in their listening skills proficiency and they have reached to a mean score of 9.69 from their initial score of 5.91 in the beginning of the study. Another positive factor that was visible in the statistical analysis of oral tests was quite obvious in their listening skills tests as well. Their better standard deviation values have offered insights into the fact that by the end of this study their individual differences in their level of listening and speaking skills were bridged to some extent. Even though they were still mixed ability groups, but

their internal individual differences were comparatively less than their beginning level. Paired sample test was applied to the final scores of both the groups to identify any statistical significant difference in their mean scores and the test results have proved that there was not any significant difference in their final mean scores in listening proficiency test:  $0.115 < 0.05$  indicating that the second hypothesis of this study is rejected.

### **Recommendations**

Research has offered significant insights into the fact that almost all the related studies have shown significant gains made by the experimental groups and this trend has consolidated this fact with consistency reported by previous studies that were conducted to see the effect of simulation and role play in English language teaching / learning (.....). This study has also reinforced the positive effects of using simulation in language classrooms. The results of the paired sample tests have proved that there was a statistically significant difference as for as the samples' oral proficiency was concerned but this study did not report any statistically significant difference as for as their listening proficiency was concerned. The results of this study have reported that that this unique language learning technique does have positive effects on the experimental group. On the basis of this study, it is reasonable to hypothesize that simulation has positive effects on oral proficiency level of the samples.

Considering the positive outcomes of this study, it is recommended that there is no denying the fact that different modern teaching methodologies are quite instrumental and helpful in teaching English language as second or foreign language but role of simulation and role play should not be underestimated. There is a need to change our teaching attitudes towards practicing innovative and more dramatic teaching techniques. English language teachers should try their best to acquaint themselves with the technicalities of simulation and should use it in their classrooms to teach different aspects of English language especially in their oral skills classes.

### **Limitation of the Study**

Taken in isolation, the results of this study are, at best, suggestive. This study is limited to only two classrooms for a limited period of only ten weeks in which only oral aspects of English teaching were covered and only one researcher taught both sections. One could also argue that this technique should be experimented with other aspects of English language teaching such as reading skills, writing skills, grammar teaching etc. Furthermore, there is a need to identify effects of simulation if it is implemented for longer periods or with bigger population.

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**Appendices:**

**Appendix # 1**

**Faculty Questionnaire**

**Name:** .....

**Mobile:** .....

**Email:** .....

The current technique of teaching English enables students of pharmacy to

Statements	1	2	3	4
1-take notes on pharmacy topics.				
2-speak fluently on pharmacy topics in target language.				
3-listen with comprehension to pharmacy lecturers in target language.				
4-converse fluently with lecturers in target language.				
5-speak smoothly with native speakers in target language.				
6-listen with understanding to native speakers in target language.				
7-comment on pharmacy reports or lectures in target language.				
8-express themselves effectively on pharmacy topics.				
9-communicate with pharmacy lecturers in English.				
10-listen with comprehension to pharmacy passages in target language.				