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*The Effectiveness of the English Language
Programme in Saudi State Female Schools With
Particular Reference to Students of Medicine*

By

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A THESIS SUBMITTED FOR THE DEGREE OF PH. D

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Summary

The low standard of achievement in English among female students in Saudi state schools has been of concern to officials and educationalists for some time. Although students receive six years of formal English teaching, they graduate from high school unable to use the language in writing or speaking. The problem of deficient standards of language competence becomes pre-eminent at university level for students learning through the medium of English. Despite the long association with English classes in intermediate and secondary schools, female medical students experience major language difficulties which affect their academic studies.

As the problem is believed to be inherent in the education system, this research sets out to investigate the effectiveness of the present English language instruction programme delivered in Saudi female state schools in order to identify the problem areas, study the particular effects on first year university students, and assess the implications for future policy and practice.

The author surveys the current English language programme in a cross-section of female intermediate and secondary schools, and studies the issue of language difficulties at the tertiary level in the Faculty of Medicine. Previous studies have largely ignored the female education system and have been of very limited scope. This is the first time a researcher has observed and interviewed a representative cross-section of teachers and students on the female side. In general, the opinions of girls

and female teachers are rarely sought, and this research is the first major attempt to rectify this position.

The research concludes that ineffectiveness of the English language programme stems from traditionalism in educational practices, failure to incorporate the element of communication, and the use of an obsolete testing system.

The author suggests including the element of communication in language teaching, and implementing a better testing system. The author also recommends appropriate training for teachers.

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List of Abbreviations:

ESL : English as a second language.

EFL : English as a foreign language.

L1 : First language (mother tongue).

E.L.C. : English language centre (King Abdul-Aziz university).

GPGE : General Presidency for Girls' Education.

KAAU: King Abdul-Aziz university, Jeddah.

TESOL: Teaching English to speakers of other languages.

Chapter One

Introduction

❶.1 *Statement of the Problem:*

For years, officials and educators alike have expressed their concern and dissatisfaction regarding students' low achievement in English. Standards of achievement in English language among students in Saudi female state schools are unsatisfactory and disappointingly low. The issue of low achievement levels in English in both male and female state schools has been raised in Saudi Arabia's two major newspapers. In April (1984), Al-Riyadh, the principal daily newspaper in the capital stated, 'Students' low achievement level in English is a big problem that needs a solution' (pp. 4-5). The following month in the same year, Okaz, the daily newspaper in Jeddah, brought the following questions to public attention as an attempt to urge all those concerned to pin-point the causes of the problem:

- 1)- What is the main cause of students' low achievement in English?
- 2)- When and how do we improve English language acquisition/ learning?
- 3)- Are the course books suitable for the students?

- 4)- Is the method of instruction one of the factors that led to the falling standards of achievement in English?
- 5)- What are the solutions to the problem of students' low achievement in English ?" (pp. 6-7).

No answers were suggested since this was simply an attempt to bring the problem into the public consciousness.

In her thesis, Al-Bassam (1988) stated that in 1983 the number of failures in English was very high. Among students who failed generally in other courses, 75% failed English (This figure is based on the researcher's personal investigation (p. 10) and is not an official statistic). As early as 1983, a scientific symposium for improving English teaching methods at state education stages (intermediate and secondary) in the Arab Gulf states was held in Bahrain. Participating members from Saudi Arabia grouped possible causes under three categories: problems concerning English language inspectors, problems concerning teachers and problems concerning students. As for the first category, the members pointed to the following:

- 1)- Lack of professional native inspectors.
- 2)- Lack of materials and periodicals that update inspectors' knowledge in their field of work.

Regarding the second category, the problems were listed as follows:

- 1)- When new materials were implemented on a national scale, teachers were not given introductory sessions or training on how to approach them.

- 2)- Arabic was used by teachers in classrooms for a variety of purposes. New language items were presented in one context only. Students were not allowed the opportunity to actually use the new language.
- 3)- Language laboratories available in schools were not used because of time constraints on the part of the teachers and lack of good materials.

Problems that concern the students were:

- 1)-Lack of intrinsic motivation.
- 2)-Previous distressing experiences that some students encountered tend to affect others, either their peers or their younger brothers or sisters, who join English classes with a ready built-in barrier against learning the language.
- 3)- The teaching method employed affects students' learning because it does not accommodate individual differences; it is too rigid, not eclectic.
- 4)- Difficulty in using the new language since they are not given opportunities to use it in class, which is the only place where they can exercise their right freely. After all one can learn a foreign language only by practice.

Students' weakness in English continued to attract educators' attention. Different views were expressed as regards the causes of the general weakness in English among students. Some educators blamed it on the teaching method adopted in schools, some attributed the problem to the limited time devoted to teaching English in schools, some blamed

the students themselves claiming that they were not willing to make an effort to learn the language or use it in class and that their interest lay only in passing the end of year examination and some pointed out that English examinations were easy and not valid and called into question the discrepancy between the emphasis on spoken English in the teaching situation and the emphasis in testing on writing only (Riyadh, No. 5761-5762, March 31, April 1984). In addition, among the issues itemised in the work plan of 1990/1991 produced by the English section in the General Presidency for Girls' Education was the question of investigating the low achievement of the majority of students in English, their unwillingness to learn it and use it, and how to go about solving this problem in order to raise the students' linguistic standards.

The problem of deficient standards of language competence becomes pre-eminent at university level for students who receive their knowledge through the medium of English, as in Medicine. Even though they have received six years of formal English teaching, Saudi students graduate from high school unable to communicate in writing or speaking. Despite their long association with the English language, Saudi female medical students at King Abdul-Aziz University (KAU), Jeddah, encounter considerable language difficulties which affect their academic studies. It is generally assumed that the present English language instruction programme in female (and male) state schools does not produce competent and confident students.

Recently the issue of language difficulties in higher education in Saudi Arabia was raised by E. Gallagher (1989) in an article in the *Journal of Higher Education*. Through interviews with teaching staff and administrators in a medical college, questionnaires given to students, and

personal observation, the author was able to state that "the difficulties of the medical students in coping with English were protean, pervasive, and persistent". It was reported that "in recognition of the poor academic performance of many students and in the belief that their deficiencies were largely due to weakness in English, the faculty established the English Language Difficulties Committee" (p. 573), whose responsibility was to gather information, to diagnose the difficulties, and to cater for their linguistic needs. According to the author, the committee reached three key conclusions "that upon completion of the second year English course: (1) the average student had only a seventh-grade reading comprehension of English; (2) only 15-20 percent of the students were at that point adequately prepared to learn in English at a university; and (3) the English competence of most students tended to decline from that point on, because no English language instruction occurred after that" (p. 576). Depending on this information the committee recommended "that new courses be added in the second and third years" (p. 576), however, this recommendation was not made formally for institutional reasons. Although aware of the serious problem of student ability, and "despite the periodic raising of the question, neither the committee, the registrar, nor the faculty statisticians mobilised the analytical energy to solve it" (p.578).

1.2 Purpose of the Study

It was the aim of this study to investigate the effectiveness of the current English language programme delivered in Saudi female State Schools in order to define and look into the problem areas, study the effects on first year female medical students, and assess the implications

of the research findings. This entailed surveying the existing English language programme in schools; objectives set, syllabuses drawn up, materials developed, teaching methods adopted, techniques employed, tests constructed, evaluation procedures followed, and resources made available. For this purpose, a number of research methods were employed. Accordingly a cross-section of intermediate and secondary schools within Jeddah, in the western province, were selected for classroom observation and interviewing purposes. As it is believed that observation is valuable in yielding first hand information, a number of classes were attended and a detailed observation schedule completed. In addition, two groups of participants, teachers and students, were interviewed for the purpose of ascertaining their attitudes towards different interactional incidents; teaching methodology, instructional materials, assessment procedures, and their views towards learning achievement. A short questionnaire to investigate students' motivation was administered as well. Since the issue of language difficulties arises crucially at the tertiary level, interviewing first year female medical students at KAAU was essential. The educational authority that protects the interest of the profession in the female sector, the General Presidency for Girls' Education (GPGE), was visited for the purpose of meeting English language inspectors and educational officials, and collecting official documents.

1.3 *Background to the Education system and the Teaching of English as a Foreign Language in Saudi Arabia*

One glance at contemporary international society and the interchange and intricacy of its relations is enough to prove the need for

all nations to inter-relate with each other no matter how influential or prosperous a nation might be. This reality has been acknowledged in the Arab world since the dawn of Islam which has affirmed that Allah has created mankind in different origins, colours, and languages so that people may get to recognise each other. In the holy Qur'an it is written:

"O mankind, we created you from a single pair of a male and a female, and made you into nations and tribes, that you may know each other (not that you may despise each other). Verily the most honoured of you in the sight of Allah is the most righteous of you. And Allah has full knowledge and is well acquainted with all things". Sura XLIX (Hujurat: 13).

It is also said:

" And among his signs is the creation of the heavens and the earth, and the variations in your languages and your colours. Verily, in that are signs for those who know". Sura XXX (Room: 22).

In addition, in one of his sayings the Prophet Mohammed (peace be upon him) encouraged learning others' languages:

" knowledge of other peoples' language is an assurance of protection against their deception and betrayal". (Hadith).

The Quranic verses have been the point of departure in implementing the learning of at least one foreign language in the education system in most Arab countries, so as to facilitate communication and develop relations. Alongside the religious incentive, other contributing factors made it imperative for this course of action to be promoted, which are:

- 1)- Military and cultural colonisation after the collapse of the Ottoman empire, and the attempt to impose the foreign languages of the invaders on the occupied lands, e.g., English in Egypt, Sudan and Iraq; French in Lebanon, Syria, Jordan and North Africa.
- 2)- Political, economic and scientific sovereignty of the western countries.
- 3)-The need of developing countries to learn languages for development purposes.

In respect of military intervention, however, Saudi Arabia was an exception. With the discovery of oil Saudi Arabia felt a strong need to promote contacts with the international community. English is the only foreign language in the school system in Saudi Arabia, and the sole medium of instruction in two science-based disciplines at the university level; Medicine and Engineering. Alongside Arabic, English is used in correspondence between Saudi government institutions and foreign concerns.

The history of education in Saudi Arabia cannot be clearly recognised before 1930s. The only kind of education that existed as early as the seventh century and has retained prestige is the teaching of Islam and the holy Qur'an. Religious education was provided in the mosques to male students only, taking the form of groups called 'Al-Kuttab'; an expression derived from the Arabic word 'to write', where students learnt arithmetic, and received training in reading and writing Arabic, as well as reciting the Qur'an. A similar kind and form of education was provided to female students, but in private. For students to learn effectively they

had to commit what they had learnt to memory, simply by repeating it over and over again without paying much attention to the meaning.

In 1926, the first educational authority, the Directorate General of Education, was established in co-operation with the Egyptian government and it was entirely for male students. At first, the Egyptian education programme, which was of French origin, was adopted as a model before development of the Saudi education system. In 1953 the Ministry of Education was established to act as the responsible authority for the educational policy, curriculum planning, and construction of boys' schools. It runs boys' schools at three levels of free, general and vocational education; primary, intermediate and secondary, including special and adult education as well as teacher training.

The first girls' school established in Saudi Arabia was in 1944 in Macca, and it was a private one. As for Jeddah, the first girls' school was also a private one, called Dar Al-Hanan, established in the 1950s by the late king Faisal who led a movement for educating women. His initiative led to the establishment of the General Presidency for Girls' Education (GPGE) in 1960 which marked the beginning of girls' education in state schools. It was set up under the supervision of the leader of the supreme board of Islamic scholars, the 'Mufti', who decided upon the acceptable moral and physical conditions under which girls were to receive their education. Its objectives were:

- 1- To satisfy the country's needs for women capable of maintaining a balance between the current changes and society's tradition.
- 2- To provide higher education for women.

The GPGE protects girls' educational interests at three levels of free general education; primary, intermediate and secondary, including adult education. As for vocational education, it is limited to certain disciplines at the tertiary level; Medicine, Nursing, and Education. The GPGE also supervises female special education, tailoring centres, nursing, literacy programmes, and university level girls' colleges.

A small number of private schools for boys and for girls operate in the country, the syllabuses in which have to be approved by the Ministry and GPGE. In both boys' and girls' schools, primary education consists of six years beginning at the age of six, whereas intermediate and secondary schooling takes three years in each stage, from 12-15 years of age and from 15-18 years of age. The GPGE works in liaison with the Ministry of Education and both apply an identical programme of studies but with slight alterations in order to suit the educational interests of each sex. Decisions regarding the syllabus and curriculum development are taken by both authorities. Advisers and educationalists from both sides co-operate and jointly make suggestions which are not implemented until approved by the Higher Committee for Educational Policy (see p. 12). The education profession is supervised in the 19 educational districts in Saudi Arabia through selected directors who carry out the directives of both the Ministry and GPGE, and supervise and inspect teaching in state schools. (The GPGE has 32 local offices and 128 sub-offices to supervise education in rural areas).

The first college for higher education for girls was established in Riyadh in 1970. Soon girls were admitted into universities and were able, for the first time, to study disciplines which had been restricted to males

(Medicine, and Science). However, other studies such as Pharmacy, Engineering and Law are still restricted to males.

As a new phase of educational progress emerged after the discovery of oil, assistance from neighbouring Arab countries was necessary in order to meet the needs of the country's development. Such assistance was embodied in the recruitment of teachers and importation of textbooks and all kinds of school supplies from Egypt.

Though the teaching of foreign languages was introduced into the Saudi education system in the late 1950s, it did not have a well defined shape or objectives. French and English were taught in schools for some time until 1970 when the Ministry of Education decided to drop the French language from the school system because of poor teaching and the low success rate, and retain English in order for young male Saudis to meet the growing needs of modern Saudi Arabia. With the establishment of King Saud University in 1957, known previously as Riyadh University, higher education received full recognition. Institutions of higher education in Saudi Arabia are of two types, Islamic universities and more western type universities. The five universities of the latter type provide various disciplines and most of them offer graduate degrees in different specialisations. The seven universities are:

- 1- King Saud University, established in Riyadh in 1957.
- 2- The Islamic University, established in Madina in 1960. (for male students only).
- 3- The University of Petroleum and Minerals, established in Dhahran in 1964 (for male students only).

- 4- King Abdul-Aziz University, found in Jeddah in 1971.
- 5- Imam Muhammad Ben Saud University, established in Riyadh in 1974. It is an international institution for Islamic studies which produces preachers, teachers and judges.
- 6- King Faisal University in Dammam which was established in 1975.
- 7- Um Al-Qura University, was established in Macca in 1981.

Each of these universities has its own council which is headed by the Minister of Higher Education, and all are supervised by the supreme council for universities which decides on admission policy, determines academic programmes, and formulates and implements policies. This supreme council is headed by the custodian of the Holy Mosques (the King).

Higher education was to receive further prestige in 1975 when the Ministry of Higher Education was entrusted with a commitment to keep abreast of the world's scientific and technological advances by sending students abroad to further their education and training in various fields of study. It is also responsible for supervising higher education programmes for males and females. The three educational authorities; namely, the Ministry of Education, the General Presidency for Girls' Education, and the Ministry of Higher Education, are supervised by the Higher Committee for Educational Policy, which is headed by the king. The education authorities assume their responsibility on the basis of the education policy. Among the objectives stated are the following :

- 1- To demonstrate the harmony which exists between religion and science.

- 2- To introduce students to different cultures of the world in order to understand and participate in the development of science, culture and arts.
- 3- To teach students at least one living language, to allow them to acquire knowledge of new technologies, and to transmit Saudi achievements to other communities.
- 4- To train students and diversify education; to meet the needs of their society.

(Details are to be found in 'Education in Saudi Arabia' by Al-Zaid, A. M, Jeddah: Tihama, 1982).

As one of the languages of science and modern technology and in accordance with the foreign policy of the country, English is still the only foreign language taught in state schools. English language instruction begins in the first year of the intermediate stage (grades 7-9) and proceeds for another three years in the secondary stage (grades 10-12). English instruction is introduced at an average of four periods of 40-45 minutes a week per class. The first grade in secondary schools is a general course of study, more of a preparatory course before students decide on following either the scientific or literary section in the next grade level. Successful completion of the secondary cycle is required for admission to universities. Students should pass examinations in all subjects, which are set centrally at the GPGE and the Ministry of Education. However, for those pursuing English medium disciplines, as is the case in all the colleges of Medicine and Engineering in all Saudi universities, adequate knowledge of English is required. Throughout the intermediate and secondary school system the curriculum is uniform; students all over the

country use the same materials, which are compiled centrally and revised periodically by the English language section in both the GPGE and the Ministry of Education, who also decide on marking methods and general standards among students.

In the process of time, foreign language education enterprise prospered and received more attention as the country witnessed a rapid change in various directions. In response to the necessity for progress the Saudi government sought help from foreign experts in the field of English as a foreign language (EFL), who offered assistance in developing English language materials which were revised and adapted to meet the needs of the teaching/learning situation. Although the first materials designed helped in promoting foreign language education, they were not seen by many Saudi educators as the right message for the intended population. In an attempt to make English education relevant to Saudi life and culture a new programme was designed and implemented. 'Living English for the Arab World', published by Longman in the early 1960s, was replaced by Macmillan's 'Saudi Arabian Schools English' in 1980. Nine years later, this was replaced by yet another programme called 'English for Saudi Arabia', which was launched in 1989 in intermediate schools (see section 4.1.3).

①. 4 Significance of the Study

Research on the teaching of English in Saudi Arabia is very limited. No official statistics are published, and there is only one book on education which mentions the teaching of English in the kingdom. In the last decade, a few theses have been written which investigate the

status of English language education in Saudi Arabia's different regions. Furthermore, it has been the secondary schools that captured the attention of researchers without due concern being shown to English instruction in the intermediate stage, which forms the basis for foreign language teaching/learning. Although each study concerned itself with a different aspect, all research so far reached the conclusion that the English language programme delivered in schools needs modification and continuous revision if it is to meet students' various needs and interests.

A study by Sheshsha (1982) attempted to identify the qualifications needed by a competent teacher of English in Saudi Arabia as perceived by successful EFL teachers in the kingdom and selected specialists in the field of teaching English to speakers of other languages (TESOL) at American colleges and universities. The study tended to show that there is a definite group of elements related to the field of EFL education upon which the perception of success of EFL teachers largely depends. Those elements of knowledge, ability, and personal qualities were considered highly valuable in the judgement of teachers as well as the specialists. The major conclusion of the study is that an EFL teacher-training programme in Saudi Arabia must provide for those requirements. The programme should be made up of a group of core subjects which should produce teachers who possess the qualifications required. The study recommended that the programme provide courses designed for student trainees to improve language skills, and that it should place great emphasis on teaching methodology, covering a variety of teaching methods and techniques and the advantages and disadvantages of each. The researcher distributed a questionnaire to a small sample of EFL

teachers in Saudi Arabia (29), but did not give details on how, or by whom these teachers were selected.

Al-Twaijri (1982) conducted a study on the adequacy of students' preparation in English as a foreign language in Saudi Arabia. A sample size of 499 students out of the entire population of the Saudi graduate students all over the United was used for the study. The questionnaire used in the study revealed dissatisfaction with the materials used, the teaching method adopted and the lack of adequate facilities for language teaching in schools. The study also revealed that many students had great interest in learning English, but were not encouraged or motivated by teachers. The study recommended that a revision and re-evaluation of the materials used be undertaken by specialised Saudi educators, the textbooks should be designed to introduce the culture and history of the Muslim people and all necessary information about other nations of the world, schools should be provided with English materials for the beginning of the school year and should be equipped with language laboratories, and supervision of the teaching of English should be improved and increased. In this study the researcher mailed the questionnaire to the entire population of Saudi graduate students in the United States of America, the size of which was not given, but which must amount to several thousand. The percentage of return is not given and there are no details of the respondents, e.g. male/female ratio. The questionnaire itself seemed as if dictated to students. Many items in the questionnaire were in the form of 'leading' questions, which throws doubt on its validity.

In 1983 Al-Gaeed conducted an evaluative study of EFL teacher preparation programmes in Saudi Arabia as perceived by trainees and

teachers from intermediate and secondary schools who had attended the courses previously. The study took a closer look into the practices of the six undergraduate programmes that are responsible for training future teachers of English in different regions in Saudi Arabia, and reached the following conclusions:

- 1)- The programmes seem to do well in preparing students to master English in the areas of listening, reading, and writing but not as well in spoken English.
- 2)- The programmes seem to provide students with a satisfactory practice-teaching experience.
- 3)- The programmes prepare students with the minimum basic linguistic knowledge necessary for teaching EFL.
- 4)- The programmes do not seem to give students the opportunity to become familiar with the syllabuses used in the teaching of English in Saudi schools.
- 5)- Evaluation of students' work was heavily based on subjective tests .

According to the conclusions, the study recommended the following:

- 1)- Students should be provided with the opportunity to become familiar with the syllabuses used in the teaching of English in schools. They should also participate in classroom discussions.
- 2)- The programmes should provide different teaching strategies that are aimed at increasing the students' professional skills and

creating original opportunities for them to listen, speak, read and write in English.

- 3)- The programmes should make the following available in writing for students: the statement of objectives, and a clearly formulated policy concerning admission to, retention in, and successful completion of the programmes.
- 4)- Up-to-date curriculum materials and journals as well as other sources of supportive professional information should be maintained and kept current.
- 5)- The programmes, in co-operation with the Ministry of Education, should conduct in-service programmes and professional meetings for the teachers of English.

The study sample was very small and no details were given on the selection of teachers from schools. It should be noted in this context that, to the researcher's knowledge, there has been no study made of the many courses sponsored by the Ministry of Education in British teacher training institutions.

A study was conducted by Jan (1984) to investigate the problems of the English language programme in intermediate boys' schools of Saudi Arabia as viewed by the intermediate stage students, teachers, and supervisors (inspectors). His study also investigated the effectiveness of the teaching environment, the class atmosphere, and the present situation under which English is taught. The five most common problems from the teachers' point of view as revealed by the study were:

- 1)- Passing the final examination is more important to the students than learning the language.
- 2)- Most students do not encourage each other to speak in English.
- 3)- The schools do not have enough English language teachers to make the load of classes about right.
- 4)- Most students hate English.
- 5)- The students' weaknesses in English are due to the examination system.

From the supervisors' point of view the most common problems were:

- 1)- Most students hate English.
- 2)- There are not enough hours devoted to English during the week.
- 3)- The students do not get encouragement from parents and society to learn English.

The study also showed that the supervisors were more satisfied and more enthusiastic about the new English course 'Saudi Arabian Schools English' than were the teachers.

As far as the students were concerned, there was a lack of motivation and interest among them, and they complained that the English language teachers needed better preparation.

The study recommended that the Ministry of Education, with the co-operation of the Ministry of Information, should run lesson programmes on television in real classroom situations.

Jan's study was conducted in a limited and unspecified number of urban schools in the capital, and it was not clear whether his selection of schools was influenced by external assistance.

Al-Shammary (1984) carried out a study to estimate, compare, and investigate the development of the Saudi intermediate and secondary school students' motivation to learn English as a foreign language. The conclusions drawn were as follows:

- 1)- Students' motivation to learn English is generally moderately high; the means of the six grade levels on the scale [intermediate 7,8,9, and secondary 10,11,12] range between 62.9% and 69.9%.
- 2)- Students' motivation to learn English is significantly affected by grade level. Their motivation fluctuated significantly in the initial stage; it went from its highest level in the first three weeks of grade 7 to its lowest level by the beginning of grade 8.
- 3)- Students' motivation increases as they move up the educational ladder. It tends to increase by grade 9 and it peaks by grade 10. However, by grade 11 it tends to decline significantly, and the decline remains the same by grade 12.
- 4)- Students' attitude towards learning English is generally more favourable in the upper three grades (10,11,12) than in the lower three grades (7,8,9).

The study recommended that students' motivation should be estimated at the beginning and the end of each grade level, and since it is suspected that the literary/scientific division in the secondary stage is the cause of

decline in motivation in grades 11 and 12, further investigation is necessary.

The subjects of the study were drawn from the intermediate and secondary schools of three different areas; a large city, a medium size city, and four villages. The procedure for selecting students was random sampling. From each school involved a number of students were selected using a list of names. Each third, fourth and fifth name was drawn. However, there was no evidence that this procedure was objectively processed; whether students' lists of names were organised alphabetically or according to linguistic ability. There was also no indication as to whether or not classes from which students were selected were streamed. Furthermore, the response mode in the questionnaire used was based on a scale with subjective quantifiers and numerical values such as: extremely important(3), very important(2), little important(1) [sic], and not important(0). The design also ignored neutral responses, forcing students to make their choice by ticking one of these alternatives.

An assessment of the in-service training needs of teachers of English as a foreign language in Saudi Arabia was conducted by Saadat (1985). Results of the study showed that all respondents; EFL teachers, inspectors, and teacher trainers, were in agreement that EFL teachers in Saudi Arabia needed in-service training in the area of professional skills. It revealed that inspectors and teacher trainers agreed that EFL teachers' greatest in-service training need was in the area of teaching techniques. The teachers differed from the other two groups by indicating that their greatest in-service need was in the cross-cultural area [difficulties in crossing the cultural barrier]. The study also revealed an overall agreement that the most needed professional skill was using the language

laboratory and the least needed competence was history of English language. On the basis of results obtained, the study extended the following recommendations to the Ministry of Education:

- 1)- There is a need for a well-defined and comprehensive national policy for in-service training.
- 2)- A supreme council for in-service training needs to be formulated [sic]. Such a council should have representatives from all the regions of the country. The members are expected to be highly qualified and well experienced educators, who should be aware of the in-service training needs and problems among teachers in the country.
- 3)- Although keen efforts have been made to improve the quality of EFL instruction, the key figure in the process is still neglected. Therefore, well-planned and organised in-service training programmes should be launched.
- 4)- Opportunities should be given for the active involvement of teachers in defining the existing problems and identifying needs.
- 5)- In order for in-service training programmes to be associated with the real and not just the ideal, constant revision and evaluation of on-going programmes as well as repeated reassessment of needs are necessary. Such evaluation and re-assessment serve to facilitate the design and implementation of in-service programmes and determines its continuity or otherwise.
- 6)- Supervision is the only form of in-service training available on a regular basis. Unfortunately, the inspectors' interest usually lies in

the business of detecting teachers' linguistic errors. Since it is expected that it will be a long time before more provisions for in-service training is established, classroom supervision needs to undergo a major overhaul in which a sense of collaboration and mutual understanding should be emphasised.

The questionnaire used in this study was distributed and collected a few days later. It was not clear to what extent the researcher was in control in this process. In addition a very small number of teacher trainers and inspectors were involved, and no details were given on the selection of teachers from schools.

In 1986 Dhafar conducted a survey of the English language supervisors' and teachers' perceptions of the English language curriculum in the secondary schools. The study showed that:

- 1)- The present textbooks were thought of as good in meeting the Saudi students' needs. However, revision is essential for further improvement.
- 2)- The heavy burden of an unrealistic syllabus must be revised.
- 3)- The policy of supervision should be revised to better meet the needs of the teachers and the learner, and not only to look for their faults.
- 4)- Four periods per week are not enough time for learning English.
- 5)- Attempts are rarely made to relate the study of English to the actual needs of the learner.

- 6)- The teacher is often armed with the materials and ordered to teach without any training.
- 7)- The outmoded system of exams which tests memory rather than ability to use the language makes it possible for students to pass regardless of learning.

Accordingly, the following recommendations were put forward:

- 1)- There is a need for more classes per week.
- 2)- There is a need for in-service programmes for both supervisors and teachers.
- 3)- The syllabus needs to be revised and improved.

The question items in the questionnaire used seem to be leading respondents towards certain responses, leaving them no opportunity to express real views and to explain or expound on certain issues through open-ended questions. Although the study aimed to determine the status of the English language curriculum, teaching methodology was totally excluded; no information was given on this aspect.

A study by Abu-Gararah (1986) aimed at analysing the status of the English language curriculum and instructional practice in Saudi Arabia as perceived by programme participants, including headteachers, teachers and students at the secondary schools. The study yielded the following results:

- 1)- 55% of students were reluctant to use English either because they were discouraged or because of fear of making mistakes.

- 2)- English language curriculum is structured [sic] and vocabulary based, and communication skills were neglected. Major emphasis was placed on memorisation.
- 3)- English language curriculum places a burden on students' memory. 55% of participants believed content to be too long to cover with respect to time limit.
- 4)- English language instruction is made routine, repetitive and boring. In class, the teacher is dominant.
- 5)- Audio-visual aids were not available.
- 6)- Textbooks have no objectives, and no instruction in communication skills.
- 7)- 73% of all participants felt that students exhibited a profound desire to learn English. This desire is instrumental. However, this desire tends to decline as time progresses.
- 8)- 57% of participants believed that parents strongly supported their children in learning English, which indicates a positive attitude towards English on their part.

Based on conclusions derived, the study suggested the following recommendations:

- 1)- Time should be increased.
- 2)- Textbooks should focus equally on both structure and communication skills.

- 3)- The voice of well-trained teachers should be attentively heard and greatly considered in decision making regarding matters of instruction.
- 4)- Teaching methods should be creative and varied enough to maintain interest through the instruction period.
- 5)- Audio-visual aids should be made available.

The researcher used a scale with subjective quantifiers and numerical values, as in the case of Al-Shammary above (p. 19). A very small number of respondents were involved, and the researcher did not give details on the procedure of selecting students; on what basis were they "randomly" selected. He concluded that English language instruction is repetitive and that teachers were dominant in classes without attending one teaching session.

Because of the low level of achievement in English among students, Al-Ahaidab (1986) carried out a study to make a diagnosis of the English language programme at both levels, intermediate and secondary, by identifying the strengths and weaknesses of the programme as perceived by third year students, teachers, and supervisors of English at both levels.

After analysing the data collected the following results were reached:

- 1)- Students' participation in class activities was almost absent due to the dominant role that teachers played in classrooms.
- 2)- Emphasis is on memorisation instead of understanding.
- 3)- Teachers do not go beyond the assigned materials.

- 4)- There was an emphasis on teaching grammar explicitly and in detail coupled with translation of rules into Arabic.
- 5)- Students had a very high motivation to learn English when they entered the programme, but after spending some time their motivation was lessened.
- 6)- Teachers gave the first priority to finishing the assigned materials regardless of students' understanding.
- 7)- Teachers tended to speak Arabic more than needed.
- 8)- Students agreed that if it were up to them, English would never be taught in their school .

The study recommended the following as suggestions for improvement:

- 1)- English language curriculum should be modified and constantly evaluated by teachers, supervisors, students, and educators for improvement.
- 2)- In-service programmes should be designed to help teachers in the areas of methodology, testing, language skills, and operating language laboratories.
- 3)- Supervision should be evaluated to inspect quality [professional skills].
- 4)- The system of exams should be decentralised to free teachers from the pressure of preparing their students for passing these exams.

In this study the researcher did not give details on the selection of students, did not attend language classes to examine teaching practice, did

not comment on the testing system, and the design of the questionnaire he used avoided neutral responses by forcing students to choose one of the fixed alternatives given: strongly agree, agree, disagree, and strongly disagree.

In 1988 Al-Mazroou conducted a study to determine the status of teaching English in secondary schools as perceived by Saudi EFL teachers. The following findings were reported on the basis of data collected:

- 1)- The majority of teachers did not have any in-service training.
- 2)- Although the present materials are new and improved, they are still far from meeting students' needs.
- 3)- The present system of examination did not help students to learn English.
- 4)- Some teachers need to take advanced courses due to lack of adequate preparation to teach.

In the light of the results reached, the following recommendations were made:

- 1)- In-service training or workshops for teachers should be conducted.
- 2)- Textbooks should be revised in order to meet students' needs.
- 3)- The present examination system should be revised and new methods of testing and grading should be reached..
- 4)- Teachers of English should be given enough time during the school day by decreasing the number of periods per week from 24 periods to 20 as maximum.

This study was conducted with a very small number of teachers, and did not discuss teaching methodology at all, either in the thesis or in the concluding remarks.

As for research methodology, all researchers depended entirely on questionnaires as the only means of collecting the required data. Most of these instruments are highly dubious for technical reasons; for example, using a 6 and 4 point scale with subjective quantifiers, i.e., fixed responses with numerical values, such as extremely important (3), very important (2), little important (1) [sic], and not important (0) in a four point scale, and strongly agree (5), slightly agree (4), agree (3), disagree (2), slightly disagree (1), and strongly disagree (0) in a six point scale. The reason for such design was to avoid neutral responses, but this is not a good procedure because the response alternatives given leave those irresolute or undecided respondents no choice but to tick alternatives that do not express their real views, and this brings the issue of accuracy of feedback into question. Furthermore, attaching numerical values to alternatives tends to suggest that researchers were more interested in the total scores rather than in the pattern of responses. As Oppenheim (1966) stated: 'the same total score may be obtained in many different ways. This being so, it has been argued that such a score has little meaning or else that two or more identical scores may have totally different meaning' (pp. 133-142). The statements themselves seem as if they are being dictated to students leaving them no opportunity to express themselves, explain, or expound on certain issues through open-ended questions. Regarding sampling, respondents were randomly selected by using lists of students' names, for example, every third, fourth and fifth student on a given list without details given of how the listing was arrived at, for example whether

students' lists were organised alphabetically or according to linguistic ability. When classes were involved there was no indication as to whether or not they were streamed. In some studies the size of the sample was quite small. In Al-Gaeed's (1983) study, (see p. 16-17), 58 trainees and 38 teachers of English were selected. Al-Mazroou (1988), (see p. 28), conducted his study with 20 teachers of English working in secondary schools. 63 students alongside 20 teachers and 5 headteachers, were selected in Abu-Gararah's (1986) work, (see p. 24). In Al-Saadat's (1985) study, (see p. 21), only 18 teacher trainers and 11 inspectors participated, although a good number of teachers were involved (234). Lastly, the language in which most research was presented was weak; findings and recommendations were poorly worded. This inevitably weakens the impact.

The research mentioned thus far only looks at the situation in the boys' school system. As regards female state schools, very little has been done. One piece of research was conducted by Dabloul in 1982 which aimed to explore the causes of low achievement in English among first grade intermediate stage female students. The study did not reveal much as it was limited to one grade level. It showed that:

- 1)- Required teaching aids are available.
- 2)- Overall time dedicated to teaching English is not enough.
- 3)- Although the topics included in textbooks are easy and linguistically suitable, they are irrelevant to student interests. Exercises included are not varied.

- 4)- Teaching depends on conveying condensed body of language in a limited period of time.

The study recommended that:

- 1)- Topics included should be varied to suit various interests.
- 2)- Teaching methods adopted should be varied.
- 3)- More time should be given to English education in schools.
- 4)- Necessary teaching aids should be made available in all schools.

The study concerned itself with one grade level which did not reveal much. The questionnaire used seem as if dictated to students to lead them to certain responses.

Another research project was undertaken by Al-Bassam in 1988 which intended to determine whether there was a relationship between achievement in English and motivation, attitude, parental encouragement, and satisfaction with the English language programme among Saudi high school female students. The following results were reached:

- 1)- Achievement scores correlated positively with attitude towards learning English.
- 2)- Achievement scores correlated highly with motivation. The correlation was significant with instrumental motivation and not with integrative motivation. The instrumental motivation scores tended to increase with the grade level, while the integrative motivation scores were highest at the lower grade level.

- 3)- Parental encouragement correlated significantly with both achievement scores and English language test scores.
- 4)- Satisfaction with the English programme correlated with English language test scores and achievement scores.

In the light of these findings, the study suggested the following recommendations:

- 1)- There is a need to implement an English programme to help create a favourable attitude; the objectives of which should be made clear to the students.
- 2)- The English language programme should be planned to meet students' different needs.

The researcher gave no details as to whether or not the classes involved in her study were streamed. For the purpose of verifying the reliability of the questionnaire used, she conducted a personal interview with 20% of the sample selected. The students involved in the interviews were randomly selected from each class and interviewed individually. The researcher concluded that these responses matched their responses on the written questionnaire. However, she did not give details on how students were selected for interviews and how she was able to reach this conclusion. The number of students selected for interviews varied among classes and the researcher did not explain why, or what procedure she followed at the interview.

At the beginning of 1993, Al-Sheikh aimed to assess the relevance and validity of communicative pedagogies as they apply to EFL in Saudi Arabia. For this purpose the researcher conducted parallel surveys of the

British and Saudi education system to show that despite similarity between changes that led to communicative pedagogies in Britain, and social and economic changes in Saudi Arabia that led to remarkable educational changes, communicative teaching of language has not yet surfaced in educational practice in Saudi Arabia. The investigation was restricted to Saudi girls' secondary schools in Jeddah, and two questionnaires were developed, one for students and one for teachers in order to measure their attitude towards the teaching/learning of ELT. 320 was the size of the sample from four schools chosen by the presidency from different parts of the city; east, west, north, and south. Teachers of the schools selected were included alongside other teachers from different schools (25 teachers in all). Fourteen of them responded while the remaining eleven did not return the questionnaire. The study revealed the following results:

- 1)- Most of the teachers lack adequate training (78% never attended an in- service course to up-date heir practice).
- 2)- The focus on grammar is still the essential feature of language teaching in Saudi schools. 45% of the students agreed that oral skills were not accounted for and about 67% stressed that the emphasis is largely on grammar.
- 3)- There is no opportunity for student-student interaction in English as 46% of students stated.
- 4)- 55% of the students and 42% of the teachers said that language laboratories were not available and 41% said that other teaching aids were not available either.

- 5)- 59% of the students' sample expressed their desire to see the teachers changing their method of teaching. On the other hand , 71% of the teachers' sample blamed the students for the low level of competence and 35% blamed the teaching method. However, 28% of the teachers would still choose the traditional grammar/translation method.
- 6)- Most of the students were unable to perform simple language functions; 57% of the teachers' sample believe that their students will only be able to communicate very simple ideas after finishing the present secondary course.
- 7)- Students believe that the teacher's emphasis on speaking correctly at all times has the negative effect of making them uneasy and reluctant to use English at school. On the other hand, teachers believe that speaking correctly has the positive result of helping the students to communicate in English.
- 8)- Time and examinations are the two problems facing all parties in the teaching process: 50% of the teachers would increase the time allowed for teaching if they could, and the importance of the examination drives the students to memorise the subject rather than to seek oral competence.

Based on these findings ,the following suggestions were recommended for implementation:

- 1)- A crucial step towards speeding up the acquisition of English is the introduction of English early in primary schools.

- 2)- An ideal situation would be to change the current syllabus into a truly communicative one.
- 3)- Adequate training on communicative teaching should be more frequently available to teachers.
- 4)- Audio-visual materials and language laboratories should be made available to schools and maintained regularly. Teachers should be trained to use them.
- 5)- In the absence of the possibility of changes in the syllabus, more time should be allowed to cover the current syllabus and to allow teachers to implement some communicative activities that would give the students opportunities to interact in English in class.

The researcher selected four schools from different parts of the city but did not comment on the standard of those schools; whether they were good, average, or weak, and whether her decision on the selection was influenced by external assistance. She involved teachers from schools other than those selected for the study but no reason is given for this. She also gave no information as to whether or not classes selected were streamed. The researcher commented on the teaching method and based her conclusion that students were not given opportunities to interact in classes on students' responses only, without seeking teachers' views on the issue. There was also no indication that she attended classes for observation to verify this conclusion.

These studies depended on questionnaires to collect necessary data, except for Al-Bassam (1988) who used an English language test. The Um-al Qura English language test, which has been developed and used by

Um-Al Qura University in Macca to measure students' proficiency for placement purposes was employed. In one case, the questionnaire seemed to lead students to certain responses, as in Dabloul's work. As for sampling, respondents were randomly selected but no further details were given, no information on the basis of which selection was made.

It is not surprising that information regarding the status of the English language programme in female state schools hardly exists. Although boys' education in state schools began thirty years before girls were enrolled in schools, we have seen that only a limited amount of research has been carried out in the boys' sector.

Since the issue of low achievement in English among students, as raised by the government in principal newspapers and pointed out in the work plan of the English section in the General Presidency for Girls' Education, is a serious problem facing officials and educationalists alike, and as there is a lack of research in female schools, the researcher was encouraged to make this study. It was the aim of this research to survey the present English language instruction programme in the school system, using for this purpose a combination of research methods including classroom observation and interview technique in order to decide on the effectiveness of the programme, and to study in depth the causes of the low standards in English. A short questionnaire was used also to study students' motivation. Interviewing first year female medical students was seen as imperative so as to judge the long-term effects of the English language instruction programme delivered in schools. The Faculty of Medicine was selected for this study since Medicine and Engineering are the only two disciplines taught in English, and females are admitted into Medicine only, as Engineering is still

restricted for males. Medicine is also one of the very limited career prospects open to females, alongside Education.

This study has been planned on a rigorous scientific basis, with substantial sampling, in order to provide an accurate and thorough-going analysis of the situation. It is hoped that data collected and results compiled would be viewed as useful to the GPGE in providing them with information to assist them in their task of raising the standards of English among female students.

①. 5 Scope and Limitation

The study was conducted in Jeddah, in the western province of Saudi Arabia, which is a vast country. It occupies nearly nine tenths of the Arabian peninsula; it covers 2, 149, 690 (km)², with a population of 14, 870, 000. Saudi Arabia's major geographical regions correspond to its four major subdivisions; the Najd in the heart of the state; the Hejaz along the upper Red Sea coast; Asir along the Red Sea between the Hejaz and Yemen; and the eastern province, or Al-Hasa along the Arabian Gulf. The principal cities in Saudi Arabia are Riyadh (population 2, 000, 000) in the Najd region; Jeddah (1, 400,000), Macca (618, 000), Madina (500, 000) in the Hejaz region. Jeddah, the largest city in Saudi Arabia after the capital Riyadh, is Saudi Arabia's commercial capital and largest port, with an international airport. As for higher education, King Abdul-Aziz University (KAU) is the principal academic institution there.

The study was limited to six intermediate and six secondary schools, and the Medical Faculty at King Abdul-Aziz University, female section. The study concerns itself with female students and no males

because the data collection procedures are permitted only with members of the same sex in accordance with religious principles. The findings of the study will be limited to the study population from whom the sample was chosen with no attempt to make generalisations. However, conditions in Jeddah are assumed to be similar to those in other parts of the country, because the education system is centralised, and it is likely that the implications will have general relevance. A map of Saudi Arabia is provided in appendix I.

Chapter Two

Research Methodology and Procedures

This chapter deals with the methods used and procedures followed to conduct this study. It describes the population involved, the instruments utilised, and the procedures followed to collect and analyse the data. It should be mentioned at this stage that although the author was not a student in Saudi Arabia, she has two years of experience in an intermediate state school in Riyadh (1982-1984) as a teacher of English.

2.1 *Study Sample*

The research was conducted in Jeddah and the surrounding area because of good professional contacts (a map is provided in appendix I). These contacts are essential in Saudi Arabia in order to meet officials and administrators, and to conduct research in a reasonable period of time. Jeddah is the biggest port, second largest city, and traditionally the most cosmopolitan area in the kingdom, therefore people are likely to have a high interest in foreign language learning. The Jeddah area also contains urban as well as rural schools, and represents a wide range of socio-economic groups. For the purpose of this research it was important to visit a cross-section of schools in the region. According to the GPGE, all schools are divided into three clusters as far as the location in the region

(urban, suburban, rural) and the general standard (good, average, weak) are concerned. Accordingly six intermediate and six secondary schools were randomly selected; two schools from each cluster. That is to say, two urban, suburban, and rural schools per stage which are good and average, average and weak, or good and weak were selected. It should be stated that none of the schools selected had been visited for research purposes before (1990-1991 census of schools, teachers and students is in appendix II).

In keeping with the basic objective of the study which is aimed at investigating the effectiveness of the English language programme the population selected for this study consisted of six intermediate and six secondary schools from which students were selected randomly for group interviewing. Unlike previous research where the size of student samples was small or insufficient care was paid to selection procedures, this research was planned with due attention to such matters. Students were selected according to a set rule in accordance with research objectives. Based on discussion with teachers and on test results, the subjects were selected randomly from groupings on the basis of their scholastic achievement in English; two of the most able, two of middle ability, and two of the least able. By dividing the monthly mark of 15 by three it was possible to divide the student population into three groups. The division of students according to their ability was as follows: from 15 - 13 (most able), from 12.7 - 10 (middle ability), and less than 10 (least able). Each second and third student was selected from each group. Since classes in all grades were of mixed ability, six students from two classes in the same grade level were selected. This yielded the following numbers:

- At class level: 6 students were selected.

- At grade level per school: 12 students were selected per grade.
 - At grade level in two schools per area: 24 was the total number of students selected per grade level in two schools per area.
 - At school level: 36 was the total number of students per one school from different grade levels.
 - At school level area: 72 was the total number of students from two schools in one area as well as the number of students per grade level.
- 216 students were selected from six intermediate schools and 216 were selected from six secondary schools, giving a total of 432 students.

A questionnaire was used because it could be distributed to a large sample in a relatively short time. For distribution, a number of classes from the twelve schools were selected randomly. Since there was no streaming of classes, one class from each grade level was considered sufficient. However, with second and third grade secondary there was an exception. Because of the scientific/literary division in both grades the questionnaire was distributed to two classes. The total number of students who received the questionnaire was 1757. Of this number, 736 subjects came from six intermediate schools and 1021 came from six secondary schools. At grade level, 252 students were drawn from the first grade intermediate, 240 from the second grade, and 244 from the third grade. As for secondary schools 229 subjects were selected from the first grade, 390 from the second grade, and 402 from the third grade. At the area level, 251 students were from urban schools, 237 from suburban schools, and 248 from rural schools as far as the intermediate stage is concerned. As regards secondary schools, 315 students were selected from urban schools, 340 from suburban schools, and 366 from rural schools. In each of the

twelve schools, first, second, and third grade students participated in this study as one class from each grade level per school was randomly selected.

Students selected to participate in this study, in interviews and for the questionnaire, were of the same sex, religion, first language, nationality, educational background and age group (12-18), and of homogeneous socio-economic background within any one school.

As for the instructors, the whole of the teacher population in the schools selected was involved in this study. A total of 47 teachers were interviewed; 23 from the six intermediate schools, and 24 from the six secondary schools. All teachers were Saudis, of the same sex, religion, first language and educational background. However, their teaching experience varied as it ranged from 3 to 10 years. As for qualifications, they were either university or college of education graduates, with very few teachers who had attended the old teacher training institutions previously (see section 4.1.5, chapter 4).

At the university level, the subject population for interviewing consisted of 51 students drawn randomly from the total intake (74) of first year female medical students. Due to time constraints the author approached the students directly, without operating the selection procedure followed with school students. In other words, it was an opportunity selection. No questionnaire was administered with this group. Students selected shared all characteristics except for one; they were all of the same religion, first language, nationality, and had the same educational background (their contact with English language was through the Saudi education system only). However, a few students had previously joined language courses at privately run centres for the

purpose of improving their linguistic abilities before joining the university. These centres usually run courses for a number of weeks which are considered to be helpful by the students.

②. 2 Instrumentation

A number of research methods were employed in this study as it was believed that opting for a combination of methods was appropriate in order to make use of their different strengths as well as for the purpose of cross-checking information obtained. Three independent instruments were employed; classroom lesson observation, interview technique, and a questionnaire, with the first used as the primary method of data collection as it yields first hand uncontaminated data. To eliminate the possibility of corrupting data for teachers' performance had interviews been conducted initially, it was planned for classrooms to be observed first before the other techniques were used. Observation also acts as a 'scanner' for other method(s) used and provides a better description than just asking questions. All instruments used were constructed on the basis of information collected in the preliminary survey conducted two years before field work, in 1988-1989.

②. 2. 1 Classroom Observation Schedule Design

As data obtained from classrooms was particularly important for giving a true picture of what actually happens, a detailed schedule was designed in order to distinguish the various characteristics of English language classrooms, and thus provide an accurate representative description of language classes. The schedule was tailored to the research objectives in order to provide an objective and comprehensive approach

to classroom observation. Previous literature consulted was concerned with analysing types of active interaction in language classes. Flanders System of Interaction Analysis (1970) was originally used in classes where general subjects were taught in order to assess the social climate of classrooms. FLINT (the Foreign Language Interaction Analysis System), one of the adaptations of Flanders, was initially applied in teacher education to provide feedback on teacher talk and student talk (Simon and Boyer 1970). A scheme called FOCUS (Foci for Observing Communication Used in Settings) for foreign language classes was developed by Fanselow (1977). His intention was to describe 'what teachers do' in terms of five characteristics of communication in the language class. Another scheme of linguistic analysis was designed by Sinclair and Coulthard (1975) with the intention of analysing language lessons in terms of discourse functions and moves. Allwright (1988) and Chaudron (1977) have also been trying to investigate language instruction in order to analyse second language teaching. This literature was found to be only moderately useful since the situation in Saudi Arabia is quite different, and the researcher was more interested in general communication in the classroom rather than detailed analysis of categories and sub-categories of interaction. For this reason no other models were employed in the construction of the schedule used. In creating her own structured schedule, the author included a taxonomy of general categories for activities that characterise language classrooms, arranged in the sequence in which they were likely to occur. Accordingly, the schedule was divided into nine fixed categories, some of which have sub-categories, to be checked off when they occurred during the observation. A quick and efficient recording system was used for recording what was seen; the tick (✓) sign stood for the number of times a

given activity was observed, and the abbreviation N/o stood for not observed. The number of ticks recorded under certain categories, or sub-categories, distinguish activities that characterise whether the class being observed is teacher-centred or student-centred. The schedule was developed and used when the following steps were completed:

- The schedule drafted was reviewed by a professional statistician, a specialist in research methodology, and the two research supervisors, which led to necessary modifications.
- The schedule was tried on four classes; two from each stage, intermediate and secondary, on the basis of which no changes were introduced. One class from first and third grade in each stage were observed. All classes attended had different teachers. The observations recorded were believed to be reliable as the categories defined were fixed and identical. Therefore, had more than one observer attended the same classes and recorded their observations according to the specified categories, they would have checked off the same categories with the same frequency.

The categories defined were:

-Initiation:

- | | |
|----------|----------------------------------|
| Teacher: | (It is important to know who |
| Pupil: | initiates speech more in class). |

-Language Content:

- | | |
|-------------------|------------------------------|
| Form: | {Which language aspect |
| Function: | receives more emphasis?} |
| Contextualised: | {How is this aspect present- |
| Decontextualized: | ed?} |

- Language skills:

Reading:	{Which skill(s) receive more
Writing:	attention in class?}
Speaking:	
Listening:	

- Audio-visual aids:

Availability:	{Are they available?
Frequency of use:	How often are they used?}

-Interaction:

Teacher-pupil:	{This is the most important
Whole class:	category. It should characterise the
Individual:	class being observed}.
Repetition:	
Encouragement:	

Pupil-Pupil:

Group:	{If interaction takes place, in
Pairs:	what form}.
Controlled language:	{Whether language used in
Uncontrolled language:	interaction was controlled}.

-Activities:

Controlled:	{Are activities given controlled or
Uncontrolled:	not?}
Class layout:	{What is the physical layout
	of the class? (rows, circles).

- Correction of Mistakes:

Teacher:	{Who corrects mistakes?}
Pupils:	

- Use of L1 (first language):

During teaching :	(It is important to observe
Giving instruction:	to what extent first language is used
Class management:	in class).

- Feedback:

Teacher:	(Who provides it?).
Pupil:	

At the bottom of the schedule a space was left for recording detailed observations on the spot (see appendix III).

The total number of classes involved in this study was 96; 48 sessions of 40-45 minutes duration in each stage. In each of the twelve schools two classes in the same grade level were selected randomly for observation provided that each had a different teacher. Since classes were not streamed two classes from each grade were considered sufficient. The number of classes observed depended on the number of teachers in every school as it was important to attend classes with *all* the teachers. It was planned to observe classes on different days. It was intended that two teaching periods per class would be observed in order to cover different areas of study and to get a better knowledge of a teacher. However, due to time constraints this was not always possible. According to final arrangements with teachers and headteachers two teaching periods per teacher were agreed on but with slight variation as far as classes were concerned. Of the six classes selected randomly in each school, two classes per grade level in two different grades taught by two different teachers were observed twice, while the remaining four classes in all three grades taught by the other two teachers were observed once each. Since the ratio

of teachers was 4 per school, with the exception of one intermediate school which had only 3 teachers, the observation periods were divided as follows:

First Grade: Teacher A (one period) + Teacher D (one period)

Second Grade: Teacher B (two periods) + Teacher D (one period)

Third Grade: Teacher C (two periods) + Teacher A (one period)

This served a double task of determining whether teaching practice is different between classes in the same grade level, and between classes in different grade levels.

②. 2. 2 *Interview Schedule Design*

In this study four interview schedules were developed and used; one for English language teachers, two for students, and one for first year female medical students. Since one of the student interview schedules was for intermediate schools and one for secondary schools, the schedules were not exactly the same, reflecting different experience of final examinations. All four interviews were conducted in Arabic as it was believed to be difficult to direct questions to students and medical students in English because of the use of linguistic terminology, and teachers might feel insulted and embarrassed if they failed to understand some of the terms used.

Teachers' and students' interviews aimed at uncovering attitudes towards different interactional incidents; teaching method, instructional materials, assessment, and their views on learning achievement. As for medical students the interview intended to elicit their retrospective views

of their experiences of English education in school, and to highlight the kind of language difficulties they encounter at the university. Structured schedules were developed for all interviews since respondents involved in the study tended to share the same characteristics, and the situation was already known to the researcher. Accordingly, a predetermined framework of questioning and recording was developed where the questions' wording and sequence were fixed and identical for every respondent interviewed; each was asked exactly the same questions in exactly the same order. Responses provided were recorded on the schedules in accordance with fixed response modes. The aims were accurate and rapid recording of responses, and easy analysis. This was for the sake of uniformity of measurement, thus ensuring greater reliability.

Due to time constraints it was planned to interview all the parties involved in small groups. Interviewing the students in groups, rather than individually, provided a relaxing atmosphere and opportunities to elaborate on responses given by fellow students. As various responses were collected it was noted that peer pressure to conform did not occur. Different responses were given for each question item included.

Teachers' interviews were conducted in groups of four; students' interviews were in groups of six, and medical students were interviewed in groups of 5, 6, and 7. Both teachers' and students' interviews were divided into five categories, four of which addressed the same issues. Questions included in both interviews aimed at unveiling participants' attitudes towards the following incidents: teaching method, instructional materials, assessment, and their views on learning achievement. While one of the five categories in the teachers' interview dealt with their attitude towards English language goals, a group of questions in one

category in the students' interviews addressed their general attitude towards learning English language in school. All interviews started off with broad and factual questions, in order to establish rapport and build confidence, and progressively narrowed down to more specific questions and opinions. The first few questions under each category aimed to introduce interviewees to the issue to be discussed and make them think about it. These were followed by a succession of questions pertinent to specific aspects of the issue in question. Relevance and degree of importance to research objectives govern the ranking of categories as well as the sequence of items under each category. In both teachers' and students' interviews questions in the second, third, and fourth categories form the core of the investigation dealing, respectively with the effectiveness of teaching method adopted, the instructional materials in use, and the validity of assessment procedures applied. The interviews concluded with several questions intended to reveal students' expectations and general views held concerning learning English in schools, and unveil teachers' views regarding students' general standard in English, and their reactions towards suggestions aimed at improving the general standard. An opportunity was also offered for both parties to add further comments regarding English language teaching in schools in general.

Medical students' interviews were divided into three categories, the first had questions on students' general background, the second dealt with previous use of English at school (students' retrospective views of their experiences of English education), and the third was for present English language difficulties at the university. The same technique of ranking categories, and sequencing and presenting question items under each

category was applied. Statements in the first category aimed at putting interviewees at ease, winning their confidence and co-operation, thus ensuring a relaxed interview. All three categories started with general questions and gradually narrowed the focus of each category by introducing questions dealing with specific aspects of the issue in question. The interview concluded with questions intended to reveal reasons for difficulties experienced at the university, uncover students' expectations in the long run, and offer students an opportunity to add further comments concerning English language education in schools. The administration of all four interviews varied in duration as teachers' interviews took only 20 minutes, half the time spent in interviewing students (40-45 minutes), while medical students' interviews lasted nearly one hour. The length of time available was governed by institutional time-tables.

As regards the question format, both closed and open-ended questions were used. The choice of question format depended on a consideration of two important factors, first and foremost was the objective of the instrument itself, and secondly the kind of information needed that would serve the purpose of the research. Likewise, the response mode depended initially on the kind of information needed for the study, then secondly on results obtained from the pilot work—whether more precise modes were necessary. The Yes/No response mode was limited to straightforward questions; the fixed alternatives response mode was used with questions intended to demonstrate degree of frequency of responses expressed, while the scale response was utilised with items considered essential to the research inquiry in order to find out the strength of the views held on them. However, these three types do not

give interviewees enough opportunities for free expression, and respondents might feel they were forced to choose between given alternatives all the time, therefore they were given more room to expound on certain issues and express views with greater freedom in several open-ended questions. These questions were equally important to the interviewer (the researcher) as they offered the opportunity to gain insight, and to probe on certain aspects. To ascertain the honesty of responses given, cross-check questions were built in the schedules.

In developing the interview schedules and ensuring they were ready for use, the following three stages were followed:

- 1- Relevant literature regarding research methodology was consulted which led to compilation of items according to the research objective (Powney 1987, Moser 1971, Mann 1985).
- 2- To ensure that the questions served to elicit the information required all schedules were reviewed by the same advisors mentioned on p.45.
- 3- All interview schedules were tried out first, on the basis of which several modifications were introduced. In the pilot stage, the same method for selecting teachers and students was followed as described in section 2.1 in this chapter. Eight teachers from two secondary schools and eight from two intermediate schools were interviewed. Students from the same four schools were involved. First and third grade students from both schools were interviewed in the pilot work; a group of six students from one class in each of these grades. As regards the university, two groups each of five new medical students were involved in the trial stage all of whom shared the same

characteristics (see 2.1). The content of questions under each category was decided upon to fit the research objectives and was organised in advance. The order of categories and the sequence of question items under each category were fixed and identical. If other interviewers came along and interviewed the same respondents on the same questions, they would record the same responses. The responses given were recorded on standardised schedules with fixed response modes. This served to ensure uniformity of structure and measurement which, in turn, ensured accuracy and reliability. Thus, variations that appeared between responses could not be attributed to the schedules but to the differences between interviewees. (for further details of the interview schedules see appendix IV, V, and VI).

②. 2. 3 *Questionnaire Design*

A short questionnaire of 14 items was developed to investigate students' motivation to learning English in school. The questionnaire was divided into two sections, the first had questions dealing with parental attitude towards English language, and the second was for students' general views regarding the importance and use of English both inside and outside school, students' experience with English inside and outside school, and other suggestions. The same types of question format and response mode utilised in the interview schedules were used. However, choice of alternatives within each grouping depended on the kind of information needed to serve the purpose of the questionnaire. The same validation policy followed with the instruments described above was adopted, which consisted of the following steps:

- 1- Consultation of relevant literature on research methodology (Oppenheim 1966, Kane 1984).
- 2- Items compiled on the basis of the first step were reviewed by the same advisors mentioned on p. 45.
- 3- The final draft was put to the test, and several modifications were introduced. First and third grade students from both stages (intermediate, secondary) were involved as one class from each grade was selected randomly. In general, two intermediate and two secondary schools were selected randomly for the pilot work involving twelve classes from first and third grade in two schools per stage; four per classroom observation, four for interviewing, and four for questionnaire distribution, giving a total of twenty four classes in four schools. The reason for choosing these grades was because they form the first and last grades in each stage. The teacher population in these schools were involved as well. Questions included in the questionnaire aimed to elicit information needed to fulfil the objective of the instrument. The order of the sections and the sequence of items under each section were fixed and identical, ensuring that had the questionnaire been administered to a given class on different occasions, the same responses would have resulted. The administration of the questionnaire took 20-25 minutes. It should be stated that, as before, the research instruments described above were conducted by the researcher without assistance, ensuring a high degree of control.

In each of the twelve schools chosen, one class from each grade was selected randomly. However, with second and third grade secondary the

questionnaire was distributed to two classes in each because of the scientific/literary division. The questionnaire was conducted in Arabic in order to ensure understanding and smooth elicitation of responses on the part of the students. (for further details of the questionnaire see appendix VII).

2. 3 Data Collection

The researcher's visit to Saudi Arabia lasted nine months, from September 1990 till June 1991, during which period a number of educational institutions in Jeddah, with which there were good professional contacts, were visited.

In the academic year 1990/1991, first term instruction began on 22nd September and finished on January 5th when students sat for their end of term examinations. A holiday of two weeks was given after which second term instruction was planned to begin on 26th January and continue till 25th May when end of year examinations were to be administered. However, as the Gulf war broke out at that time all institutions closed and did not open until 20th April when instruction resumed for three months ending on 20th July when final examinations were given. This delayed the planned procedure by three months. In all, the actual collection of the data required took exactly six months.

The first step in proceeding with field work was to seek permission from the GPGE to gain access to schools. This was granted on the basis of an introductory letter from the sponsor of this study. Unfortunately access to documents needed was not afforded. During the first two weeks

English language inspectors and educational administrators at the GPGE were met and interviewed regarding the syllabus, curriculum development/implementation/evaluation, recruitment policy, teacher training and in-service programmes, instructional materials in use, teaching methods adopted in English language classes, and inspectors' tasks. Discussions were held with language inspectors on the various types of intermediate and secondary schools within Jeddah. Following this, a random selection was made from three different types of area; urban, suburban, and rural. Two schools from each grouping per educational stage were selected giving a total of twelve schools, six intermediate and six secondary.

A period of three weeks was considered to be sufficient in order for students to settle down at the beginning of the school year, and to allow them some time to have experience with English textbooks, especially the first grade intermediate stage students. Introductory visits were then paid to the schools selected, and details of suitable days, arrangements, and selection of students were worked out with head teachers and English teachers. Two schools, one intermediate and one secondary were visited for piloting purposes. All research instruments were tried out in a three day visit to each school. While final drafts were being prepared, several attempts were made to seek permission to visit the faculty of Medicine and Allied Sciences at KAAU, to which administrators eventually responded favourably.

In 1988-1989 a preparatory visit to the university had been arranged with great difficulty. This involved meeting several members of teaching staff (science/medical), English language teachers at the E. L. C., and a

group of students regarding the language difficulties which first year medical students experience. The results of the meetings were recorded in a resumé. On visiting the faculty in 1990-1991 the resumé bearing the opinions and views expressed was presented to the same members of science/medical staff and English language teachers in three groups, in order to follow up on the issues discussed. In the third group interview with English language teachers in the E. L. C. a request was made to obtain results of the admission test (Davies Test) for 1990-1991, and results of final English language tests given in previous years but these were not readily available to those working in the female section as test results are always kept in the English language centre for males. A record of the number of female students admitted to the faculty in 1990/1991 as well as admission and drop-out records since 1988 were obtained from the Student Affairs Office.

Since Medicine was the English-medium faculty chosen for this study, it was important to meet new medical students and address them regarding their retrospective views of their experiences of English teaching in schools and the kind of English language difficulties they face at the university so as to judge the effectiveness of English language instruction programme delivered in state schools as a preparation for higher studies. Students were approached by the researcher who explained to them the purpose of the interview, and the importance of their responses to this study. They were very appreciative, indeed thrilled to have the opportunity to speak their minds. Students involved were selected randomly and interviewed in groups of five, six, and seven. The eight day visit to the university was divided up as follows: in the first two days the students' interview was piloted, and admission and drop-out

records were collected; members of staff and English language teachers were met to discuss a prepared resumé in the following three days; and finally students' interviews were conducted in the last three days.

Visits to secondary schools started in November and finished by the end of the first term giving each of the six schools selected a one week visit, beginning with urban schools, and then suburban, leaving rural schools till last. Intermediate schools selected were supposed to be visited after the spring holiday, a period of two weeks in January, however, due to the Gulf war new arrangements had to be made with the schools concerned. The six week visit to intermediate schools began in May and finished by the end of the second term giving each school a one week visit. Schools were visited in reverse order beginning with rural schools and finishing with urban schools. The one week visit to each of the twelve schools was divided up as follows: the first three days were assigned for classroom observation. According to final arrangements with teachers and headteachers, two classes per grade level in two different grades taught by two different teachers were selected randomly and observed twice, while the remaining four classes in all three grades taught by two other teachers were observed once each. Questionnaires were distributed in the first three days also, but only after classroom teaching had been observed. Teachers' and students' interviews were conducted in the last two days of the week. For visit to classes, it was agreed that teachers would introduce the researcher as a guest who had come to visit the school for a while. This is considered important for the psychology of students; they have a right to know who comes into their classroom and why. When distributing questionnaires and conducting interviews with students, the researcher worked alone without any assistance.

Questionnaires were distributed by the researcher who addressed the students in order to explain the purpose of the questionnaire, the importance of their participation and how they had been selected, and that a number of other schools were involved in the study. The researcher also emphasised the need for honest responses and that a variety of responses were expected and acceptable, and assured students that their responses would be open to the researcher only. It was thought that if students saw themselves involved in some kind of "competition" with students in other schools, their willingness and enthusiasm would increase, giving more genuine and fuller responses. As for interviews, students came from two classes in the same grade level provided they had different teachers. They were selected randomly on the basis of their scholastic achievement in English; two of the most able, two of middle ability, and two of the least able. When students came for the interviews in groups of 6, they were seated in a circle and the researcher explained the purpose of the interviews, how students were selected, the importance of their participation, the need to answer honestly, the fact that there were no right or wrong responses, and the confidential nature of the interviews. To stimulate their interest, students' attention was drawn to the fact that some changes were being introduced to English language materials in some grade levels so as to suit students' interests and needs, and one way of assessing the success of these attempts was to seek their co-operation. Students responded with great zest, especially the young ones, feeling that they were being treated as grown ups whose participation is greatly appreciated and whose views, comments, and suggestions were sought and taken into account. As regards teachers, no detailed instructions were necessary since a preliminary meeting had been held at which the purpose of the research, the importance of their participation,

and the matter of confidentiality had been discussed. Due to their professional interest they were grateful to have been given the opportunity. Their interviews were in groups of four in their room during coffee break. Students' interviews were conducted in ordinary rooms other than their classrooms, whereas with questionnaires students were in their classes. Teachers of other subjects as well as English were understanding and co-operative in giving up their lessons and allowing students to leave their lessons to participate in this study. Regarding the university, medical students' interviews, which were conducted in groups of 5, 6, and 7, took place in lecture theatres as well as in the recreation room. As far as schools were concerned, all the classes that were observed were the same classes from which students were selected for interviews. The questionnaires were distributed to only one of the two classes involved. When the work was completed in schools a final request was made to the E. L. C. to obtain admission test results, first term results and end of year results of English language but this was not met.

2. 4 Data Analysis

Detailed examination of data obtained by two instruments, the interviews and the questionnaire, took nine months of solid work by the researcher to complete. The observation schedule was not included as the outcome was more descriptive.

The layout of the two instruments proved satisfactory not only in promoting accurate recording of responses but also facilitating subsequent analysis. Data collected was transferred to prepared grids where the horizontal numbered lines were reserved for recording replies to

questions, each line representing responses given to questions. The number of columns drawn depended on the questions. For some, as many as seven columns were needed. The vertical lines represented the number of respondents involved. The process of transferring data was not undertaken until a coding system had been designed for both closed and open questions. For fixed alternative categories, each was given a letter, whereas with open questions a framework was derived from the data collected. Similar statements obtained for a given question, were grouped and summarised, then a set of categories was defined and transferred into the grids after being coded. The reliability of the coding system was checked when a friend was given a sample to code according to the researcher's instructions. The same procedure was applied with some closed questions that had an open category, e.g., 'other reasons'. The next stage was simply counting the number of times each code appeared in a column, ensuring that all the respondents were accounted for. Subsequently, with straightforward pre-determined category questions, the total for each category was calculated and then worked out in percentages. Questions involving ranking items in order of preference and difficulty were treated similarly. The number of respondents ranking a given item in first, second, third and fourth place was calculated and reported as a percentage. To interpret the final results obtained, key questions in both instruments were identified and studied carefully in order to report respondents' attitudes and motivation. In order to decide on the significance of results obtained from the interviews to specific questions a chi-squared test was performed. To demonstrate the extent to which teachers and students in schools as well as medical students and secondary school students agreed and disagreed on certain issues a 2X2 contingency table was created. However, it was not possible to use the

same test when exploring whether there were any differences between the first two groups (teachers and students) as far as the school grouping was concerned (urban, suburban, rural). Therefore, responses to questions concerned were reported in crude numbers only. To ensure accuracy of results obtained, a colleague assisted in checking final results on the computer, using the Social Sciences Package of Statistics.

Chapter Three

Review of Related Literature

This chapter concentrates on the theoretical aspect. It is divided into three sub-sections dealing respectively with the psychological and educational basis of language learning, the different approaches and methods employed in the field of language teaching, and the context and nature of English language teaching.

Section One: Psychology and Language Learning

1. Learning Theories:

English language is, undoubtedly, the major international language for communication. Accordingly it functions differently in various parts in the world. In some countries English is referred to as a second language (ESL), that is, when it is used alongside other languages but remains an official language in certain areas such as education, law, government, or business. But where English is assigned a secondary role, i.e., when it is not a medium of instruction in the education system nor widely employed in government or business but may have a role, for example, in certain courses at the tertiary level and some sectors of

government and business as in Saudi Arabia, English is described as a foreign language (EFL).

Knowledge of a foreign language is of unique value. It opens a new channel for communication, enabling individuals and nations at large to exchange ideas and views of the world. Gaining knowledge and expressing personal needs and opinions in any foreign language requires learning that language. To do so in a formal educational setting would invariably involve three inseparable elements; the teacher, the learner, and the material. Perception of interrelationships amongst them necessitates looking at the theoretical assumptions on which they are based.

It might be important for a start to know that the term 'learning' in general, according to the new Encyclopaedia Britannica (1985), is all about 'the alteration of behaviour as a result of individual experience' (vol. 7, p. 224). So, to learn a foreign language, in particular, would mean receiving instruction in an unfamiliar language in order to be able to use it to fulfil various purposes. To answer the questions of how people learn a foreign language, what is the nature of foreign language learning, what is the role of cognitive and affective variables involved, and what type of strategies and techniques are employed, inevitably requires viewing the theoretical foundations on which foreign language learning is based.

The field of foreign language learning has attracted linguists and psychologists alike. Although various and different views were expressed, they all tend to be grouped under two fundamentally contrasting theories; behaviourism and mentalism.

1.1 Behaviourism

Behaviourism is a theory of psychology that is concerned with observable human behaviour. It led to theories of learning which are chiefly concerned with the stimulus-response association, a stimulus being that external event which causes a change in the behaviour of an individual and a response being the behaviour produced as a reaction to that stimulus. Satisfactory or gratifying outcomes of a response increase the likelihood of that response recurring. In other words, the S-R association is reinforced. However, unpleasant results do not necessarily extinguish responses; on the contrary they urge the individual to look out for other alternatives to reach satisfactory solutions.

A leading proponent of reinforcement-learning theory is Skinner. His experiments with pigeons in the 1950s, in which they were able to perceive the difference between clockwise and anti-clockwise in order to have food, resulted in his famous theory of 'operant-conditioning', which states that a response or behaviour is conditioned by the presence of a stimulus. Once this behaviour is produced and reinforced a habit is established and strengthened.

Behaviour, to Skinner, is shaped through a well designed programme, in which the initial step is to define the desired behaviour. It follows that once this is specified, behaviour can be shaped through delivering a steady succession of prompts or cues. It is the making of behaviour that is viewed as learning. In this process concepts like meaning and understanding are ruled out, since thinking of a certain meaning would imply the existence of a mental structure of some kind which the behaviourist find unnecessary and do not take into account in

the consideration of habit formation. Thus language learning is a process of habit formation.

Basic to the formation or shaping of behaviour is the agent of reinforcement, which in turn affects motivation. Knowledge of former results about behaviour has a considerable impact on subsequent behaviour; favourable behaviour engenders willingness to continue to gain further rewards. This is the theoretical assumption behind the introduction of a teaching machine. To Skinner, reinforcement is the stimulus that triggers motivation, but motivation as an emotional factor that initially acts upon a respondent to behave need not be assumed. Consequently, he worked a schedule of reinforcement into his proposed teaching machine. Such a machine would have to work in concomitance with a well structured programme in which (a) each step should be sufficiently small to ensure success and minimise possibilities of making mistakes, and (b) each step should be controlled and rewarded regularly to spur further learning.

Having obtained fruitful results from this theory with animals, Skinner was almost convinced that applying 'operant-conditioning' in a language classroom could engineer equal success. To what extent this proved successful shall be dealt with later in this chapter.

1.2 *Mentalism*

As always, when a viewpoint dominates the ground for a certain period, a time comes for this view to be challenged, criticised, and maybe replaced by another viewpoint. Mentalism is the other theory in the field of language learning that opposed behaviourism at every point on linguistic grounds. The most fundamental difference lies in its emphasis

on the existence of a mental structure which influences the behaviour of an individual. It is the mentalists' belief in ideas like conception, perception, and meaning that behaviourists deny. Observed behaviour which is essential to behaviourism can be acceptable for certain kinds of learning but conceptual learning requires a cognitive faculty.

Concern with meaning and conception characterised the late 1960s when psychologists were turning away from habit-formation and looking for a linguistic theory to accommodate their interest. In 1966, Chomsky attacked Skinner's view of learning as a process of habit formation. He argues that human behaviour is too complex to be accounted for by experiments on animal behaviour, maintaining that all human beings possess an apparatus, an innate capacity called L.A.D. (language acquisition device) which includes basic knowledge about the possible structure of any language. It follows that all human beings have a mental structure which permits individuals to perceive, conceptualise, and organise ideas, relations, and thoughts in logical sequences. According to Chomsky, the so-called L.A.D is an internal mechanism which enables the child to develop its rule system by making hypotheses about the structure of the language it is learning, and testing them subconsciously by using the language, and continuously changing and adapting them against further data it is exposed to. Of major concern to this discussion is Chomsky's view of language learning: "Language learning is not a habit structure. Ordinary linguistic behaviour characteristically involves innovation, formation of new sentences and new patterns in accordance with rules of great abstractness and intricacy" (quoted in Rivers 1976: p.9). This creative aspect of language use, to which he refers, necessitates internalising a system of finite rules on the part of the learner, on the

basis of which an infinite number of grammatical sentences could be generated. In his view language is created and not imitated. Thus, a person who internalises the grammar of a language is linguistically competent. In other words, he is able to understand and create correct utterances. (the term linguistic competence stemmed from Chomsky's theory of transformational-generative grammar which concerns itself with what goes on in the mind of the speaker-hearer of a language and emphasises the creative character of language). However, there is no evidence in our present state of knowledge as to how these rules are to be internalised. Chomsky's views initiated a revolution in linguistics, caught the attention of teachers and materials writers, and has led to major changes in classroom technique.

1.3 Implications for the Language Classroom

Behaviourism and mentalism can be said to underlie two theoretical approaches to language teaching; the first is the skill-learning approach which views language as a chain of habitual behaviour. It lays stress on repetition, in oral practice techniques with a minimum of explanation of grammatical patterns. The second is the rule-governed approach which draws a distinction between competence and performance, and views language competence as the ability to create novel utterances on the basis of internalised finite rules. Now should teachers make a choice and adopt either? The answer is not simple and straightforward. The best way to proceed is to investigate the realisations of each theoretical approach in language classrooms in order to help teachers make their choice. It is the implementation of theoretical

principles by means of teaching methods that shows the strengths and weaknesses within any theory.

The skill-learning approach regards language as a set of habits which could easily be learnt through repetition, practice, and reinforcement. These essential ingredients became embodied in the audio-lingual method, and took the form of pattern drilling and dialogue memorisation, whereby learners learned how to manipulate basic grammatical patterns to a stage of subconscious automatic reproduction. Behind usage of such techniques lie Skinner's justification that they help learners establish a sizeable repertoire of basic language rules, and the behaviourists' objective of accurate reproduction. No better way would elucidate the mechanical nature of learning as presupposed by the behaviourists than Rivers' (1968) account of the basic psychological framework, on which the audiolingual teaching method was based:

Assumption 1.:

"Foreign language learning is basically a mechanical process of habit formation.

corollary 1:

Habits are strengthened by reinforcement.

corollary 2:

Foreign language habits are formed most effectively by giving the right response, not by making mistakes.

corollary 3:

Language is 'behaviour and behaviour can be learned only by inducing the student to 'behave'.

Assumption 2.:

Language skills are learned more effectively if items of the foreign language are presented in spoken form before written form.

Assumption 3.:

Analogy provides a better foundation for foreign language learning than analysis." (pp.19-21).

Further, there are two additional points made by Brooks (1960), quoted by Rivers (1968): "The other possibility that has been proved feasible is to eliminate meaning almost totally from the initial phase of language instruction. It is entirely possible to teach the major patterns of a foreign language without letting the student know what he is saying. Only after the student has gained complete and automatic control over the grammatical patterns would he be acquainted with the precise meaning of what he has learned" (p.20). "The learner who has only been made to see how language works has not learned any language; on the contrary he has learned something he will have to forget before he can make any progress in that area of language." (p.21).

Language learning is seen as a mechanical process in which the techniques advocated are supposed to help learners reach a generalisation about the grammatical structure under study. Explanation plays no role in the initial stage until command of the structure has been successfully achieved by learners. In the practice phase, understanding is minimised as far as the learner is concerned, and reinforcement is the potential element in the learning experience. For reinforcement to have effective impact on the habit formation process it should immediately follow the

response. This notion of reinforcement is worked into the language laboratory drill. According to Dakin (1973) four steps ought to be followed for the drill to work successfully; (a) a stimulus should be provided on the tape, (b) a space should be left after each stimulus for the learner to record his response, (c) correct responses should be recorded in advance. This step is the most important as it plays a double role; it acts as a reward when the response is correct, and it provides the learner with an opportunity to evaluate his own performance. Finally, (d) a space should be left for the student to repeat the correct response. These four steps correspond with McDonough's (1983) terms; stimulus, active response, model response, and repetition, respectively. Materials developed for language classrooms should be carefully graded and organised in a logical sequence, so that each lesson would prepare the ground for the following one, and conversely, the next would appear to have grown out of the preceding one, giving the learner a sense of reasonable progression. The graded syllabus serves not only to facilitate learning but also to forestall mistakes.

The weak points and deficiencies within the techniques employed by the audio-lingual advocates can be easily pinpointed. First and foremost, language is a meaningful entity. Thus, it is a serious mistake to brush aside the question of meaning in learning it. The student could rattle off accurate utterances with the necessary adjustments without knowing what he is doing. Drilling and memorisation may become monotonous and parrot-like activities that the student can perform blindly. The sheer quantity of reproduction required runs the serious risk of boring learners and causing frustration. Subsequently, actual learning may cease to occur. Grammatical significance which has almost no

weight in the learning experience, might have been fully absorbed by the learner had he been aware of it early in the process of learning. Furthermore, producing correct responses under controlled conditions need not necessarily be an indication of learning, whereas incorrect responses may be interpreted a satisfactory sign that the student is trying to learn. In the process of language learning, the type of language errors which result from learners' attempts to convey a message in a foreign language is referred to by Corder (1981) as 'interlanguage'. These errors are caused through the following strategies: language transfer (which is borrowing patterns from the mother tongue), overgeneralisation (extending the use of linguistic patterns from the target language beyond their accepted use due to partial or faulty knowledge), and communication strategy (expressing meaning through limited command of the target language). All too often, learners who construct correct forms in structured situations are at a loss when they are thrown back on their own resources in a free situation. The learning does not carry outside the conditioned environment of the classroom. According to Rivers (1968) "students who are always in a position where the 'right' response is put in their mouths by the structuring of the situation, but who do not fully understand either the situation or the response, can often give a very impressive demonstration of 'glib fluency' in the classroom but be quite at a loss if asked to express themselves in a real act of communication (p.153).

The second major deficiency is viewing language as an end rather than a means, which entails that language use is the production of structural patterns in a linear sequence. According to Widdowson (1979) there are two kinds of meanings as far as language items are concerned

"one kind of meaning is that which language items have as elements of the language system (significance), and the other is that which they have when they are actually put to use in acts of communication (value)" (Brumfit and Johnson 1979: 118). Laying stress on the significance of language rather than its value generates resentment on the part of the learner, and causes teachers and materials writers to inspect what they are providing for the learner in order to offer him what he actually needs.

The mentalists' rule-governed approach draws a distinction between competence and performance, and views language competence as the ability to create as many acceptable utterances as possible on the basis of internalized finite language rules. Thus, knowledge is the key principle to competence (language knowledge). When Chomsky emphasised the importance of creativity and innovation, teachers and materials writers were intrigued by the promising implications involved. In this approach, they found what they had been looking for and saw salvation from the inextricable maze of behaviourists' creeds.

The idea that language should be seen as meaningful and of creative utility, highlighted the necessity to encourage learners *right from the beginning* to experiment creatively with the fairly small amount of language at their disposal, and emphasised that there is absolutely no need to withhold practice in various activities until command of language structures is achieved. In their attempts to put their meanings over, learners are bound to make mistakes, which are permitted in order to encourage learners to take part and to put into practice what they have learnt. Errors should not be forestalled at the expense of learning. One basic tenet of this approach is that learners are in no way expected to meet and practice new language structures before prior explanation takes place.

Thus, it proposes a return to explanation to involve learners' reasoning as opposed to the meaningless practice of audiolingualism. The practice phase in the language classroom means opportunities to generate new combinations in accordance with rule systems which have been internalized. It is believed that one learns what one practices, and the more one practices something the better s/he will get in doing it. If learners are to reach the point where they can respond to rule systems without being aware at each moment of the rules to which their utterances are conforming, a lot of communication sessions need to be allowed for in classrooms. Issues of active participation and personal involvement drew teachers' attention to the potential factor of motivation. Instead of being agents who merely transmit a store of knowledge to learners, teachers play an informative as well as an incentive role.

Although, admittedly, this approach opened new horizons, there was no reason to thrust aside behaviourist ideas. Despite the fact that they run counter to each other in theory, the two need not be considered alternatives in practice, but rather complementary. In light of this compromise, propositions could be made to assist teachers in realising how in collaboration the two approaches could help learners achieve further improvement. First, the new grammatical structure can be presented in several contexts initially, and a short discussion about its operation may ensure before further practice takes place. This method helps learners develop an understanding of the meaning of what they are doing. Secondly, analysis and analogy serve different purposes. By developing understanding of the item under study through the former technique, and practising that item through the latter, mastery of foreign

language rules could be achieved. Solely, neither is a reliable indication of learning. Thirdly, learners should be urged to participate and put newly learnt language into immediate practice, otherwise the new knowledge will be stored unused or go forgotten. Finally, drills and dialogues, which are common activities in language classrooms, are of dubious utility unless genuine attempts are made to allow learners to adapt these techniques to their own interests. Problem solving activities should be called on to stimulate learners to think and learn for themselves. To visualise differences between the two theories and their realisations in methodology we should consider tables 1, 2 and 3 (pp. 77–78).

This idea of reaching a compromise appealed to Littlewood (1984). Though initially he propounded two models to language learning, he later suggested that both can be 'integrated into a single framework' (p.78). The skill learning model assumes that by having learners produce the language they can internalise language rules easily. (figure 1).

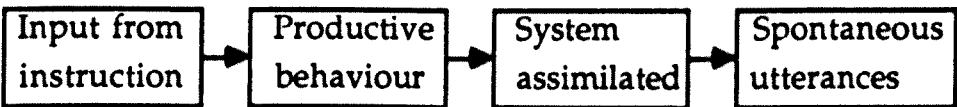
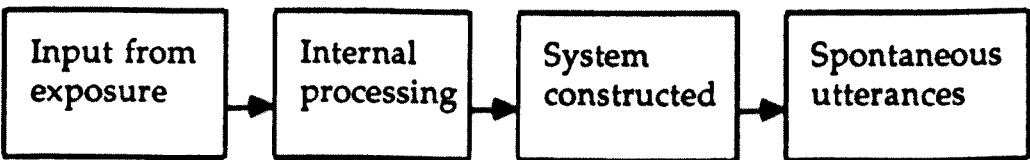


Figure (1): The skill learning model (Littlewood 1984)

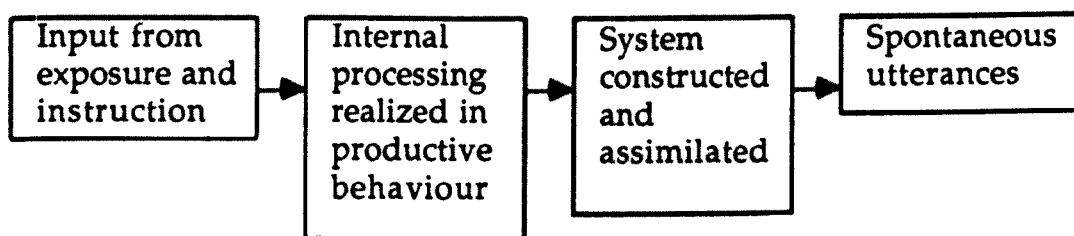
On the other hand, the creative construction model stresses cognitive strategies which sub serve internalising language rule systems (figure 2).



Figure(2): The creative construction model (Littlewood 1984).

Since in theory the ultimate aim is to produce efficient users of language, in practice the two can function jointly. Through exposure and instruction learners can produce similar and novel utterances with reference to the linguistic structure under study. By producing the language they gradually manage to internalise the rule system underlying the new language. Thus, the integrative model brings together both behavioural and cognitive approaches.

Assimilation and construction of language systems is seen as cognitive, while the representation of the internalized rules in utterances is the behavioural aspect. (figure 3).



Figure(3): Integrative model (Littlewood 1984)

So, the answer to the question posited at the beginning of this argument concerning a choice between either the skill-learning approach or the rule-governed approach is that teachers should not feel obliged to opt for either approach exclusively.

To conclude, an educational orientation, as far as language teaching is concerned, is compatible with one or more linguistic and language learning theories. The behaviourist view is allied with a structural view of language and the S-R association, and the cognitive orientation is in harmony with transformational-generative linguistics and the cognitive-code approach. In short, a knowledge-oriented approach and a skill-

oriented approach. As far as language classes are concerned, teachers are advised to consider both.

Table (1): Differences between behaviourism and mentalism.

<i>Behaviourism</i>	<i>Mentalism</i>
1- Language is a set of habits. Language learning is a question of habit formation.	1- Learning a language is internalising a set of rules.
2- Comprehension and production are different sets of habits which are differently acquired.	2- Internalised rule systems underlie both comprehension and production.
3- Linguistic stimuli presented are crucial to learning.	3- Linguistic environment activates the learner.
4- Drills and dialogues are crucial to learning.	4- Exercises and problems are central to learning.
5- Behaviour is automatic.	5- Behaviour is rule governed.
6- Analogy is basic to learning.	6- Analysis is basic to learning.
7- Emphasis on form-accurate production or performance.	7- Emphasis on meaning-competence.

Table (2): Two simple models of learning.

<i>Behaviourism</i>	<i>Mentalism</i>
1- Learning as product.	1- Learning as process.
2- Skill-based approach.	2- Knowledge-based approach.
3- Methodology: a- Teaching is direct.	3- Methodology: a- Teaching is indirect-interpretative.
b- Transmission of knowledge-teachers are experts.	b- Enabling process-teachers as co-ordinators.

H. Emara, 1991.

Table (3): Realisations of behaviourism and mentalism in language classrooms.

Principles of learning theory	Realisation in methodology
<p><i>Behaviourism</i></p> <ol style="list-style-type: none"> 1- Learners respond to stimuli which are reinforced. 2- Effective learning requires response repetition. 3- Reinforcement should follow response quickly. 4- Generalisation explains how analogies are made. 5- Chaining and shaping help learning. 	<ol style="list-style-type: none"> 1- Audio-lingual method-drills. 2- Lots of repetition. 3- Correct immediately. 4- Rules acquired unconsciously. 5- Materials carefully graded-language broken down into small segments.
<p><i>Mentalism</i></p> <ol style="list-style-type: none"> 1- Language in use is creative and innovative. 2- People learn by forming hypotheses and then try them out. 	<ol style="list-style-type: none"> a- Exposure to meaningful language. b- Learners induce language rules from language input and attempt to use it to produce more language. c- Authentic materials. <ol style="list-style-type: none"> a- Free choice of language forms. b- Correction of errors assists in accurate use of language.

H. Emara, 1991

2. Learner Variables

According to the behaviourists, learners, being exposed to similar learning experiences, were not expected to manifest variations in learning performance. For a long time they were thought of as passive recipients

who were supposed or react similarly. Contact between psychology and education helped to shed light on the issue of differences among learners in language classrooms. On joining a teaching situation, learners are expected to bring with them different profiles of motivation, attitude, and goals which most certainly affect the amount of effort they put into learning the language concerned. Alongside these affective variables students' cognitive styles may also count for variance in language learning.

2.1 Cognitive Styles

As far as language learning is concerned, the ways in which learners process language information tend to depend on what is often referred to as cognitive styles. Learners differ in the way they perceive, conceptualize, and organise language input, they tend to employ different styles against learning problems. Although various dimensions have been identified, little research has been undertaken. Among those identified, three styles are thought to have a bearing on second language learning: field-independence and dependence, reflectivity and impulsivity, and broad and narrow category width.

2.1.1 Field Independence and Dependence

A field independent learner is the one who is able to focus on or perceive particular items and is not distracted by other items in the context, whereas a learner who tends to perceive globally, who focuses on the context as a unified whole unable to identify the parts embedded within is field dependent. As stated by Van Els et al (1984) this cognitive style is "usually measured by one of the various forms of the Embedded

Figures Test which requires the testee to locate a simple figure within a larger complex figure (the field) in which it is embedded" (p.113). Those who had little difficulty are labelled field independent as opposed to field dependants who had great difficulty. To investigate the relationship between this style and second language learning, Naiman et al (1978) conducted a study 'The good language learner' in which English speaking students in 8, 10, and 12th grades, learning French as a second language, were chosen for observation on the basis of a set criterion. The researchers found that field independence correlated positively and significantly with language learning success. Brown (1980) drew teachers' attention to the idea that "it is a misconception to view field independence and dependence in complementary distribution; some persons might be both highly field independent and highly field dependent as contexts vary" (p.93). He also added that "it may be incorrect to assume that learners should be either field independent or dependent; a viewpoint supported by Ellis (1985) who advised that "the two terms do not really represent alternatives, but poles on a continuum, with individuals varying in the extent to which they lean towards either" (p.114).

2.1.2 Reflectivity and Impulsivity

The second dimension, which is very much related to the first, is that of reflectivity versus impulsivity. A learner who makes a quick or gambling guess towards a learning problem is impulsive as opposed to the reflective learner who tends to view all possible alternatives before making a decision. This dimension, as mentioned in Van Els (1984), is often "measured by the Matching Familiar Figures Test, which involves simultaneous presentation of a figure with a number of facsimiles

differing in one or more details. On each of the test's items, the subject is asked to select from the alternatives the one that exactly matches the standard. Subjects whose response time is above average and whose number of errors is below average are called reflective, and those who are below average on response time and above average on errors are called impulsive" (p.114). As far as second language learning is concerned, little research has been conducted. Brown (1980) reported a study by Doron (1973) who found that "adult ESL learners, who had been designated as reflective on the basis of their scores to the test mentioned above, were slower but more accurate readers than their fellow students who had been designated as impulsive" (p.94).

2.1.3 *Broad and Narrow Category Width*

The tendency to categorise broadly or narrowly is thought to be relevant to second language learning. A learner who is disposed to overgeneralise, to gather many items under the same broad category thus risking the inclusion of irrelevant items is labelled a broad categoriser, while a narrow categoriser, by reason of over emphasis on particular items, tends to prefer a much more restricted range thus risking the exclusion of relevant items. Brown (1980) mentioned that this cognitive style "can be measured by a typical question on an instrument, which Van Els (1984) referred to as Pettigrew's Width Scale test. "Usually about 58 ships arrive in New York city harbour everyday. What do you guess is the largest number of ships ever to arrive in New York in one day?.....the smallest number of ships?" (p.96). Those who give a large number are broad categorisers as opposed to narrow categorisers who give a smaller range. Although no statistical evidence to support a relationship between

success in second language learning and this dimension was found, Naiman et al (1978) who conducted a study on this issue "hypothesised that the best learners would be those who neither generalise too much nor too little" (Van Els et al: p.115). Brown (1980), however, suggested that "successful language learning has a great deal to do with the flexibility of a person in a given context to apply broad and narrow categorising appropriately as the situation demands" (p.96).

On the basis of this discussion teachers are advised to be aware of these dimensions which will help them understand variations among their students, and to be prepared to meet learners where they are, and give them ample opportunities to learn. According to Brown (1980) "no one can be pigeon-holed into a given cognitive style, and although individuals show general tendencies towards one style or another, differing contexts will evoke different styles in one individual" (p.90).

2. 2 Affective variables

2. 2. 1 Motivation

The problem of keeping students attentive, interested in and keen on learning is central to education and to teachers. This matter was touched on earlier in the discussion of Skinner's theory of operant conditioning and his schedules of reinforcement, which clearly underlies the appreciation of and equal interest in this concept by educators and psychologists over a considerable period.

Motivation, the incentive factor that determines a person's desire to do something, affects foreign language learners differently. Some learners will be studying the language because they want to, others will be

studying it simply because it is there and they have to learn it. The goals learners set for themselves are the real motives, and simultaneously the actual criteria, against which they constantly evaluate their achievement. It is thought that first language learning is achieved with varying degrees of success, so the same view should be held equally true regarding foreign language learning. Since motivation always lies behind every behavioural act it is important to discover how it contributes to foreign language learning.

Gardner and Lambert (1972) set up a study inquiring into the effects of motivation on foreign language learning, which brought two types of motivation to the forefront; namely, integrative and instrumental. The former refers to a genuine and sincere interest, on the part of learner, to identify with the speakers of the target language, whereas the latter reflects interest in the language until certain objectives are met; language is an instrument to reach desired goals. The first implies empathy while the second connotes utility. The two researchers studied English-speaking learners of French in north America, to find out the relationship between motivation and language proficiency. The results of the study favoured the view that integrative motivation is more likely to lead to successful learning, leaving instrumentally oriented learners with less credit. However, this finding was challenged by evidence obtained from more recent studies. In the Philippines, Gardner and his associates found that learners who professed instrumental orientation towards English, and who experienced support from their parents, were more successful than learners who evinced the other type of motivation. Another study involving learners of English in India by Lukmani (1972) supported this view.

There is reason to argue that the studies mentioned above were concerned with second language learning, which is quite different from foreign language learning. Yet, since English in both studies (in India and in the Philippines) was learnt as an international language rather than with reference to a certain community, the findings could be applied to foreign language learning situations. In this view, instrumental motivation may take precedence where there is a pressing need for learning the language to meet instrumental ends, while integrative motivation may appear much in evidence where learners feel its necessity in order to integrate with the target language community. Though two types have been distinguished, it is difficult to draw a neat distinction between them in a learning situation. Indeed, it is a misconception to conclude that they are alternatives and that learners could be pigeon-holed in either, because any learner could be both instrumentally and integratively motivated.

This distinction is similar to that dichotomy made between intrinsic and extrinsic motivation. Extrinsic motivation is affected by many factors which strongly influence the learner's attitude such as, parental encouragement or satisfaction, teacher's approval, offer of a reward, a good mark, attitude of peers, and previous experience. As for intrinsic motivation, it is possible to suggest that it plays a vital role in students' achievement. There are those students who will seem to have no motivation, while others will be trying to engender personal involvement. Another group will appear to be ill disposed towards the language altogether. For all of them what happens inside the classroom is crucial; it is decisive experience that can either encourage them or

reinforce their negative feelings. Of the motivational factors involved are the following:

- 1)- The linguistic input: language instruction given to students should be relevant to their needs and interests and adequate to their grasp. The more the learner is interested and stimulated the more and better he learns.
- 2)- Teaching methods: teachers should not be dominated by a fixed method, because no method is flawless. They should be encouraged to experiment with other methods to decide on the best technique that suits the learners. It goes without saying that the teaching that is planned in such a way that it attracts learners is more likely to bear fruit. There is a huge gap between learning about the language and learning the language itself. The method that emphasises form continuously easily frustrates learners, tends not to stimulate them intellectually to think about what they are doing, and takes pleasure in seeing learners grinding out sentences for the sake of the accuracy of a given form, is helping to create passive and hesitant learners who lack the ability to express their meanings, whereas the method that builds on learners' interests, encourages them to use the language, urges them to learn for themselves through various activities, is likely to produce efficient and self-confident users of the language in the long run.
- 3)- Teacher-learner relationship: A considerable number of foreign language learners attend classes with no clear understanding of the goals they are working towards. They are studying the language because it is there on the school curriculum, and are not much

motivated to learn it for the values it carries within itself. Subsequent disadvantages do not take long to come into prominence. Somewhere along the way learners lose interest and begin to question the benefits of the language, which they cannot see for themselves. It is damning enough for them to know that though they have been learning the language for quite some time, they are unable to use it to get their meanings across. So between themselves they decide that it is not worth their efforts any longer. Thus, learning ceases to take place. The teacher's role here is of utmost importance. S/he should work on learners' motivation constantly to increase their interest, awareness, and eventually their learning. Now and then, it is rewarding to conduct a free session to discuss various views held by the learners regarding materials used, techniques adopted, even treatment of learner-teacher interaction. This should not be viewed as a waste of time, especially in foreign language learning situations where learners hardly have an opportunity to make their voices heard. It is also important for learners to feel that they are on good terms with the language teacher and that s/he is always there to help when need be. It is not a transient relationship that ceases with the end of the teaching session.

Motivating learners who represent various interests and moods is not a simple matter. To ease the burden, teachers are strenuously advised to know their learners in order to build on their areas of interest and to win them back whenever signs of boredom are noticed.

2. 2. 2 Attitude

The important role of attitude in foreign language learning should not be overlooked. A number of studies have investigated how speakers of different languages feel towards each other's languages, and brought forward some interesting findings. Expressions of positive or negative feelings on the part of the learner towards foreign language learning mirror two significant agents; degree of importance and social status of the foreign language, and parental attitude towards that language.

The social value of a given foreign language is vital. The extent to which learners feel a need for the language is determined by the society in which they live. If there is no established function of the language in the society (the language is of non- immediate use) learners are less likely to be keen on learning it. In such a society some learners may be aware that the language will be useful sometime in the future, others may have no awareness at all. It is hardly surprising that many question the possibility of ever using the language for communication. Gardner's (1972) study in north America lends support to this view. English speaking learners of French in Montreal, Canada, who realised that French is a highly active language in the region tended to have positive attitudes towards the language, which in turn facilitated successful learning.

Learners reflect their environmental atmosphere. Their social background is believed to correlate with their achievement. According to Gardner, in Oller (1973), parents' attitudes are reflected in either an active or a passive form. When parents constantly encourage their children to learn the language, over time the children themselves will grow to realise the importance of the language, and experience willingness and a desire to do their best to fulfil the highest level required. However, the opposite

situation is much more important. If parents feel strongly against the foreign language and its unfavoured culture, children will go to school with built-in barriers against the language. Parents' negative attitudes are likely, unintentionally, to be transferred to their children creating doubts in their minds about the value and usefulness of the language, thus reducing their desire to learn it. In his study in Montreal, Gardner (1972) aimed to obtain information from the parents of learners of French, in order to examine their attitudes towards the language. Parents of both instrumentally and integratively oriented learners were interviewed, and their responses were compared. The study results revealed that integratively oriented learners tended to reflect a positive attitudinal atmosphere in their environments in contrast to those who professed the other type of motivation. Yet, recent studies by Gardner and Lukmani, to which reference has been made above, have led to a departure from this view and adoption of another. Success achieved by instrumentally oriented learners, especially in Gardner's study, suggests that learners have been well disposed towards the language, which undoubtedly hints at environmental support.

In early literature, the distinction between motivation and attitude, the basic affective determinants of success in language learning, was not clear. A statement by Gardner (1979: 205), quoted by Van Els et al (1984), serves to display the confusion over definition of terms: "the motivation to learn a second language has been conceptualised as a combination of a positive attitude (desire) to learn the language and effort expended in that direction" (p.115). However, the relationship between motivation and attitude has been viewed differently in recent years. According to Van Els (1984) attitude is the impetus that supports motivation which, in turn,

affects language learning directly. As regards a connection between the two concepts, Lambert and Gardner (1972) argue that "there is no reason to expect a relationship between the two" (Ellis 1985: p.117). This view is believed by the researcher to be unacceptable. The fact that learners represent two ends on both the continuum of motivation and attitude should not suggest a parallel relation. In other words, they must not be paired in any order. On the contrary, they should be viewed to function on a mutual basis. In this light, attitude reinforces motivation which engenders enthusiasm and effort in learning. Successful achievement serves to develop a favourable attitude on the part of the learner, which in turn encourages more success. At this point, one is inclined to speculate that early experience of failure or success may affect learners' attitudes towards the language. So, the view that joint function of motivation and attitude can either enhance or undermine language learning might be a sensible conclusion to this argument.

3. Learning Strategies: Hypothesis Formation and testing

Language learning is still an elusive process to educators. No one can precisely depict what happens inside the learner's mind when s/he approaches new language input. What takes place in the course of assimilation is beyond the reach of our knowledge as various cognitive operations are involved. For long, educators were trapped in the belief that imitation and repetition were evident characteristics of learning, but these proved to be undesirable techniques in modern language classes for their neglect of the role of intellect, and for the very simple truth that the making of a language response is not much of a step towards learning.

Foreign language teachers hardly pay attention to the techniques and methods adopted by their learners. They have little awareness of how learners approach new language instruction. All they are concerned with is finishing ready-designed curricula. 'The Good Language Learner', 'What the Good Language Learner Can Teach Us, and 'What Can We Learn from the Good Language Learner', are the three studies that came in response to this situation. Stern (1974), Rubin (1975), and Naiman (1978), who respectively carried out the studies, aimed at investigating how language learners accumulate new language rules and how they automatise existing ones. In their belief in the benefits that could be reaped from knowledge of learning strategies, each has drawn a list of strategies adopted by good language learners. These were derived from various methods; interviews, class observations, and experimentations. Error analysis is another method that can offer insights into how learners process new language input, since errors are evidence that the learner has developed active systems to test the hypotheses s/he has formed.

For Faerch et al (1984) a vital part of language learning is the process of hypothesis formation and testing. In order to acquire new language knowledge learners continuously form and revise ideas about the language in order to discover rules and to subsume language items into ordered categories. These ideas are then tried out to decide on their applicability. When the learner is forming a hypothesis s/he tends to fall back on prior knowledge of the language, activating it for examination against hidden rules in the input. Hypotheses formed are interim judgements until one is fully accepted. As a result of testing his hypotheses, receptively or productively, the learner can decide on which to reject and which to retain in his repertoire; receptively by attending to

the evidence being pronounced, and productively by producing an utterance that is liable to modification depending on feedback received from the teacher. Clearly, feedback provided is of great importance to the learner, since it either reinforces a correct hypothesis (positive feedback), or refutes a wrong one (negative feedback) in which case the hypothesis under probation needs modification or total replacement. This is summarised in figure (4).

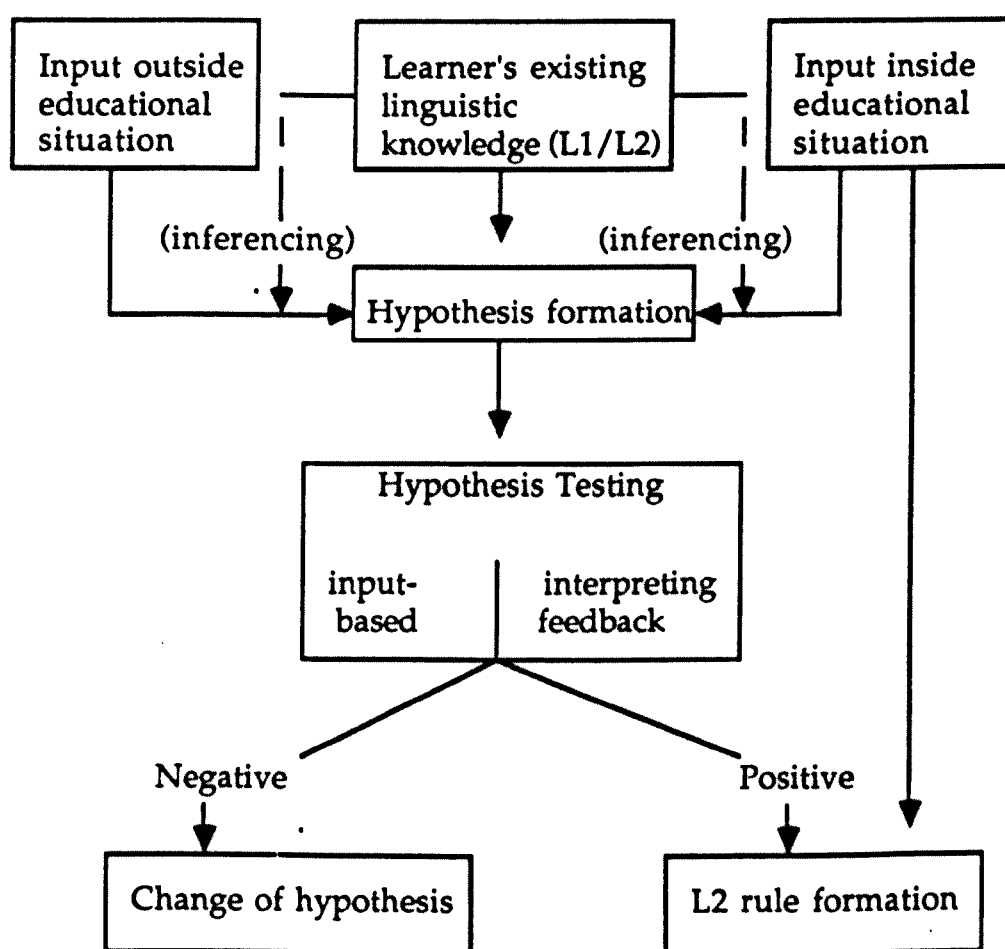


Figure (4): Foreign language learning seen as a process of hypothesis formation and testing (Faerch et al 1984).

But where do hypotheses come from? Ellis (1985) quoted C. Faerch and Kasper's (1983) suggestion that hypotheses are formed" (1) by using

prior linguistic knowledge about the language, (2) by inducing new rules from the input data, and (3) by a combination of (1) and (2)" (p.170-171). These processes represent two basic strategies; simplification, and inferencing.

3.1 *Simplification*

When learners attempt to limit the number of hypotheses formed, in an effort to understand new experiences and facilitate learning, they often resort to previous knowledge. In this process they either use what they already know in their own language, or extend use of language rules from the target language to new contexts. The former process is known as language transfer while the latter is referred to as overgeneralisation.

3.1.1 *Language Transfer*

This process involves borrowing existing knowledge from the first language in order to form hypotheses about the language being learned. In the case of cognate languages, this attempt may prove successful which, in turn, would have a positive effect on language learning. However, first language knowledge may interfere with language learning and lead to an error. Errors which result from this process are labelled as interlingual errors and are part of interlanguage (see p.72).

3.1.2 *Overgeneralisation*

Overgeneralisation is a fundamental and common learning strategy. Foreign language learners tend to extend use of a grammatical rule beyond its accepted usage generally by making language structures and words follow a more regular rule. Accordingly, a learner who has

been familiarised with the rule of forming plurals will predict that for all nouns to be plural s/he could add the (s) ending without realising that there could be an exception to the rule. Likewise, s/he is more likely to produce past tense forms such as "goed" and "drinked" until s/he learns the other category of irregular verbs. Errors of this kind are caused by faulty or partial knowledge of the target language (see p.72).

3.2 *Inferencing*

Inferencing is another means of forming hypotheses by attending to language input. It is a process by which learners arrive at an idea on the basis of previous or other knowledge to work out grammatical and other kinds of rules. It follows that both overgeneralisation and inferencing make use of prior existing knowledge about the language. In their effort to guess the meaning of new language utterances, learners recourse to all the available linguistic clues in addition to their relevant linguistic knowledge. In this respect, Rubin (1975) has emphasised the importance of one characteristic, that of guessing, closely approaching what Carton (1971) and Bialystok (1983) characterise as the scale of inferencing. Carton views inferencing in the following terms: " attributes and contexts that are familiar are utilised in recognising what is not familiar " (Bialystok 1983: p.105). Bialystok sees the same strategy as " the use of available information to derive explicit linguistic hypotheses" (Bialystok 1983: p.105). While the former has based his definition on the function of the target language, the latter based his on the source of knowledge. Thereupon, two frameworks were constructed each with three types or cues involved. Carton (1971) identified the following cues: intra-lingual, inter-lingual, and extra-lingual, whereas Bialystok (1983) categorised

inferencing in terms of the following: inferencing from implicit knowledge, inferencing from other knowledge (knowledge of other languages, knowledge of the world), and inferencing from context. Though the two taxonomies tend to overlap to a great extent, they are not exactly the same. Intra-lingual cues are similar to inferences from implicit knowledge. In both cases learners fall back on prior knowledge about the foreign language. They can easily identify morphological and syntactical regularities to help them form their hypotheses. Knowledge of tense, plural and affix markers helps learners narrow down possible meanings and facilitates learning. There also exists some resemblance between inter-lingual cues and inferences from other knowledge. As the former refers to cues derived from loans between languages, the latter also might encourage learners to rely on information about relationships between languages. It also persuaded them to exploit general knowledge of the world. However, one must realise that this idea of dependence on loans between languages is viable only with cognate languages.

As regards the last category in both taxonomies, extra-lingual cues and inferences from context represent almost the same meaning. Since the language under study is completely different from learners' first language, they will depend heavily on the context, within which the ambiguous linguistic element exists, in order to recover incomplete meaning. Carton (1971) emphasised only the linguistic component when he referred to the content of the message, whereas Bialystok (1983) stressed both the linguistic and non-linguistic aspects of a learning experience. By linguistic he meant hidden or vague meanings that became clear in the course of learning (instruction and practice). Alongside this component, non-linguistic or paralinguistic features are to

be considered. Presence of objects, and the facial expressions of the instructor in conjunction with speech sound markers (stress and intonation) and gestures, all help to unravel ambiguities and make learning easy.

Inferencing and overgeneralisation are not the only strategies employed. Different learners adopt different techniques depending on what proved helpful and effective to them in the past. Some are print-oriented, and find comfort in transliterating a target language term into vocabulary of the native language. Some tag a target language term with markers to facilitate pronunciation. Others may worry if there is no visual material to support teaching. The point is, whatever strategy the learner employs the teacher should be aware of it as it helps in predicting the consequences of its use on the long run. Since the language pedagogy is stressing the importance of inductive procedures in language classes, learners should be encouraged to bring all relevant knowledge and use whatever means available to process new language input. If we are to prepare independent learners they ought to be urged to reach for meaning for themselves and not have their progress and active involvement impeded by an overload of new input.

Section Two: Approaches and Methods in Language Learning

2.1 Teaching methods

People learn different things in different ways, they also learn the same thing in different ways. Learning different subjects such as mathematics, geography, and language is not the same, as each require different procedures; yet each one could be taught in different ways. It is the nature of each subject that accounts for the difference in procedures employed, and it is the availability of several options of applicability that allows for learning the same thing in different ways.

Language learning is unlike learning other subjects in the school curriculum, in that the latter provide learners with facts, principles, and events, whereas language equips them with the vehicle through which they express their knowledge and demonstrate their ability. In other words, most school subjects present ends while language offers means to achieve various purposeful ends.

Over the years, foreign language learners have experienced different teaching methods, none of which has come to prove its adequacy to all learners at all times. Educators go in for the method that achieves their objectives best and suits the types of students they have. Any pedagogic practice is usually discussed in terms of three levels, approach, method, and technique. In language teaching, methods are based on different theories about the nature of language and language learning (approach), and are realised in educational practices through different activities or procedures (technique). It is the weight and attention given to these variables that manifest difference and resemblance among the teaching methods. The two main questions that will be considered at this

point are (i) how foreign language is taught, and (ii) what does it mean to know a language.

2.1.1 Grammar- Translation Method

According to Rivers (1968) this method "is rooted in the formal teaching of Greek and Latin" (p.28), and it aims to train students to commit language rules and words to memory through translation exercises. In order for learners to understand new language they need to translate it into the first language, which in turn will facilitate practice in the target language. As Stern (1983) expresses it, "the target language is primarily interpreted as a system of rules to be observed in texts and sentences and to be related to first language rules and meanings" (p.455). This method is not based on the tenets of any particular theory in linguistics, nor does it have psychological foundations to justify the translations and grammar activities used. In Richards and Rodgers' (1986) view" it is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory" (p.50). In classrooms where this method is adopted, new language is presented through extracts aimed at drawing students' attention to particular grammatical points, which are illustrated by detailed explanations (as seen in Howatt 1984: 132). To practice what has been learnt students are given exercises in which words and sentences in the first language have to be translated into the target language. The two skills emphasised in this procedure are reading and writing, and interaction is from the teacher who symbolises knowledge, authority, and discipline, leaving little opportunity for student initiation and interaction. The major defects of this method lie in the over-emphasis laid on linguistic knowledge at the

expense of practice, and neglect of pronunciation and communication. Subsequently, learners grow to consider foreign language learning monotonous and laborious and to no avail in the real world.

2. 1. 2 *Direct Method*

Dissatisfaction with the grammar-translation method led to a movement away from translation and the use of the native language to a natural approach to language learning, which provided the basis for what came to be known as the direct method. In *Techniques and Principles in Language Teaching*, Freeman (1986) explained that this method received its name from "the fact that meaning is to be connected directly with the target language, without going through the process of translating into the students' native language"(p.18), a viewpoint stated by Howatt (1984: 196). This method symbolises a shift from the artificial literary language to everyday spoken language. The rationale behind it is that the "student learns to understand a foreign language by listening to a great deal of it" (Rivers 1968: p.31). Thus speech is given priority over reading and writing. In practice, this method stands for the following principles:

- 1)-The target language is to be the exclusive medium of instruction in class. Subsequently, correct pronunciation becomes important.
- 2)- Grammar should be taught inductively. Learners are encouraged to reflect on what they have been exposed to, and form their own generalisation about grammatical structures.
- 3)- Vocabulary is presented through objects and pictures. Where the meaning of words cannot be made clear, the teacher gives

explanations in the target language but never goes for L1 translation except as a final resort.

- 4)- Oral communication skills take the form of question- and- answer exchanges between teachers and students in small classes.
- 5)- Texts used in class are read out loud by the teacher and students, who are encouraged to seek comprehension of unknown elements by inferring from context.
- 6)- Students learn how to write first by transcription then by writing summaries of previously read texts. Free composition is gradually introduced.
- 7)- "Self-correction facilitates language learning" (Freeman 1986: p.23). When mistakes occur the teacher encourages the student to choose between what has been said and an alternative answer that s/he supplies.

This method, however, was perceived to have drawbacks. Firstly, it required a tremendous effort on the part of the teachers as they are expected to have native-like fluency and to be resourceful in order to present meaningful language to learners in a variety of ways without having recourse to the first language. Secondly, since textbooks play a minor role; being there only as references, total dependence is on the teacher, which is dangerous as not all teachers are proficient enough.

2.1. 3 *Audiolingual Method*

This method has occupied the centre of the stage for quite some time. It reflected structural linguistics, or structuralism, an approach

derived from Bloomfield's (1914) work as a reaction to traditional grammar which is usually based on earlier grammars of Latin and Greek. Structural linguistics stresses the importance of language "as a system of structurally related elements for the encoding of meaning. Learning a language, it was assumed, entails mastering the elements or building blocks of the language and learning the rules by which these elements are combined" (Richards and Rodgers 1986: p.49). The psychological foundations of this method are avowedly behaviouristic; mainly following Skinner, who viewed language as verbal behaviour and language learning as one of habituation and conditioning without the mediation of intellect, and who maintained that good habits are established and strengthened when immediate reinforcement follows the response. Language learning is meant to be less of a mental burden and more a matter of imitation and sheer repetition. In practice, these assumptions took the form of memorisation of dialogues and drilling (structural drills), whereby learners learn to manipulate language structures to a point of automatic response to a linguistic stimulus. Learners are viewed as S-R (Stimulus-Response) mechanisms whose learning is the product of repetitive practice. They have no control over what they produce, and they are not encouraged to initiate interaction as this threatens the security of utterance correctness.

Exponents of this method laid stress on language structures to enable learners to acquire basic structural patterns, while 'vocabulary was kept to a minimum (Fries always stressed this strongly)' (Howatt 1984: 268). New language structures are presented in dialogues which are learnt by heart through repetition. To do so, learners have to listen carefully to the teacher and then repeat after the model. In this procedure the teacher

is regarded as the source of language and the facilitator of learning. S/he is viewed as "the conductor of the orchestra, whose prime goal is to keep the players in tune and time, and without whom no music could be performed" (Richards and Rodgers 1986: p.23). Once learners are familiar with the new structures, drills are conducted, which are based upon the structures presented in the dialogue. As for reading and writing, they are introduced at a later stage after learners have mastered most basic structures.

However, after several years of widespread acceptance this method came under increasing criticism from teachers and linguists alike. The criticism levelled against it could be summarised as follows:

- 1)- The audiolingual method never recognised differences among learners. Individual differences were attributed to variations within learning experiences.
- 2)- This method produced parrot-like learners who were able to produce only memorised chunks of language. They grind out sentences perfectly well but are uncertain of the meaning of what they are saying, and without being able to assign a function to the pattern practised. In other words, students are unable to use memorised language in contexts other than those in which they have learned them. Since they receive ample practice in making variations on language patterns but without having a clue of what is involved in the process, that is to say "they may not understand the possibilities and limitations of the operations they are performing" (Rivers 1968: p. 47), they end up having difficulty in using what they have practised to express their own meanings.

3)- "There is student to student interaction in chain drills or when students take different roles in dialogues, but it is teacher- directed" (Freeman 1986: p. 43).

4)- "The techniques employed are ineffective, as they engender boredom, distaste and frustration on the part of the student" (Stern 1983: p. 465).

However, to be fair, Fries did mention the importance of communication though his followers showed less interest in this.

2. 2 *Communicative Approach to Language Learning*

2. 2. 1 *Theoretical Basis for the Communicative Approach*

Concern for linguistic knowledge was the aim of many of the supporters of previous methods with little importance attached to the value of that knowledge. That is to say, language is viewed as a set of structures and words to be memorised and stored but not to be used for a purpose. As a result of undue emphasis on language as an end in itself, previous methods were able to produce learners who could perform correctly but not communicatively. They were unable to produce learnt utterances in contexts other than those in which they learnt them. In response to this, linguists set off to investigate the possibility of developing an alternative approach that acknowledges the interdependence of structure and meaning, knowledge and use, language and communication. The attempt ended with the birth of a new approach in the world of linguistic theory.

In 1971 Wilkins and colleagues in the Council of Europe programme were studying the possibility of designing language courses

that would cater for learners' needs; "a common core which all learners would be expected to acquire before moving to their specific professional or other interests" (Howatt 1984: 281). The aim was to create materials on a unit credit system in which "learning tasks are broken into units, each of which corresponds to a component of a learner's needs and is systematically related to all the other portions" (Richards and Rodgers 1986: p. 65). The team work resulted in what came to be known as the 'Threshold Level English', (van Ek 1975), which consists of five components: (i) description of the target group level, (ii) the type of settings they are likely to need the language for, (iii) the subject matters they may need to deal with, (iv) the meanings they may need to express and, (v) the purposes which they will need the language for. Being concerned with the communicative meanings which learners need to understand and express rather than producing sentences as sheer linguistic objects, Wilkins proposed a syllabus, on the basis of one category (category of functions in the Threshold document), in which he described two types of meanings; notional (frequency, time) and language functions (apologies, requests). He called it the Notional syllabus (1976). According to Howatt (1984) "the approach as a whole has become known informally as the notional/functional approach" (p. 282). Soon, a shift to the view of language as a viable system to be performed developed among linguists, bringing about a sudden swing in focus in favour of meaning, but not at the expense of form. In teaching methodology, this reaction was crystallised in the communicative approach.

The aforementioned approach was developed from Hymes's view of language. In 1972 Hymes attacked Chomsky's theory of competence as knowledge of the language which enables a person to understand and

create utterances, or 'linguistic competence' as opposed to 'linguistic performance', which is the actual use of language in a social context. For Hymes this description is incomplete as it failed to incorporate the sociocultural aspect. Thus he advocates a more global view of language which accounts for rules of language use in a social context alongside language rules. In other words, "there are rules of use without which the rules of grammar would be useless" (Yalden 1983: p. 11). In Hymes's view communicative competence means knowledge of language rules and ability to use it in relation to four dimensions: possibility, feasibility, appropriateness, and occurrence. His argument can be illustrated in relation to the following:

- 1- Whether (and to what degree) something is formally possible. It can be said, then, that something possible within a formal system is grammatical.
- 2- Whether (and to what degree) something is feasible in virtue of the means of implementation available. The concern here is with psycholinguistic factors such as memory limitation and perceptual device.
- 3- Whether (and to what degree) something is appropriate in relation to a context in which it is used and evaluated. Appropriateness suggests the required sense of relation to contextual features. In other words, knowledge of what is happening, of role relationship, and channels in relation to a given situation.
- 4- Whether (and to what degree) something is done, actually performed, and what its doing entails. The capabilities of language

users also include knowledge of probabilities. 'Something may be possible, feasible, and appropriate and not occur' (Hymes, 1972: 281).

So it can be seen that Hymes's view of competence offers a more comprehensive prospect than Chomsky's theory which concerns itself with abstract linguistic knowledge.

Another linguist who rejected Chomsky's theory is Widdowson (1978). For him competence is "knowledge of linguistic items being put into effect as behaviour" (p.3). As for performance, he proposed a distinction between language usage, which is knowledge of the grammatical rules of the language, and language use, which is the ability to create correct utterances on the basis of that knowledge. He maintains that a language user's linguistic knowledge of linguistic rules does not necessarily entail knowledge of use, whereas realisation of this linguistic repertoire in real communication should guarantee command of language rule systems. Use is complementary to usage, while the latter is a necessary part of the former.

Since acquiring communicative competence entails acquiring the ability to produce various utterances to fulfil different communicative functions in a given social context, further domains were assumed to be important. To Canale and Swain (1980) linguistic competence is one component of a theoretical framework which they proposed for communicative competence, in which four dimensions are identified:

- 1- Grammatical competence, which is a part of performance, refers to knowledge of features and rules of the language; such as vocabulary, sentence formation, pronunciation.....etc.

- 2- Sociolinguistic competence, refers to appropriateness; knowledge of when to speak, what to say, and how to say it in a given social context.
- 3- Discourse competence, which concerns the combination between grammatical forms and meaning either in written or spoken form.
- 4- Strategic competence, which refers to strategies used to compensate for a limited or imperfect command of the language in order to express meanings.

It can be said from the above discussion that before the evolution of the communicative approach, the prevailing assumption underlying previous teaching practice was that learners will eventually figure out how to use the language on their own, provided they possess a fair stock of language rules. This bears resemblance to buying someone a car, explaining its mechanisms, and then expecting them to use the car without teaching them how to drive. The disappointing result was total ignorance on the part of the learners of the existence of the functional aspect of the language, and inability in using what had been learnt in contexts different from those they first appeared in. A given student is labelled as a competent language learner on account of sheer knowledge of foreign language rules and not for possessing that knowledge in addition to the ability to use it for various purposes. With the evolution of the communicative approach, a ray of hope was glimpsed in its principles which seemed to fulfil the promise and goals that previous methods attempted but failed. Although Hymes, Widdowson, and Canale and Swain disagree with Chomsky's view of competence for

failure to incorporate communicative competence, they all differ in defining the term.

Unlike audiolingualism, the communicative approach in language teaching is not based on a specific learning theory. According to Richards and Rodgers (1986) "in contrast to the amount that has been written in communicative language teaching literature about communicative dimensions of language, little has been written about learning theory. Neither C. Brumfit and Johnson (1979) nor Littlewood (1981), offer any discussion of learning theory" (p. 72). Despite the 'lack of theory' in these discussions, there is clearly a debt in practice to the work of Piaget and Dewey inherited through Primary teaching.

2.2. 2 *Essentials of the Communicative Curriculum*

Adoption of this new approach presupposes inevitable changes in practice. If the communicative approach is to be successfully implemented, the six major components of language pedagogy should receive necessary modifications. These are, syllabuses, instructional materials, teaching methodology, teacher's role, learner's role and language tests.

(a). *Syllabus Design*

The choice of any type of syllabus is often determined by learners' needs. It follows that if communicative competence is the key aim then educators ought to use a syllabus that is geared towards this end; a functional syllabus in which learners are presented with various forms for each function introduced, starting off with the simpler forms and leading them gradually to the more difficult as the learners show

proficiency in the language. Since communicative competence involves being able to use the language appropriately, learners should know that one linguistic form can serve various functions, and one function can be fulfilled by different forms depending on the context. There is no simple equation between form and function. In this respect it is important to emphasise that the foreign language learner needs more than a fixed repertoire of linguistic forms corresponding to linguistic functions. Content sequenced within this syllabus is likely to be cyclic "where learners are continually developing related aggregations of knowledge and ability use, rather than accumulating separable blocks of 'static' knowledge" (Breen and Candlin 1980: p.103). Morrow and Johnson (1979), however, claimed that designing a foreign language syllabus on the basis of communicative functions means losing control on sequencing language forms. In opposition to this view, Canale and Swain (1980) put forward two reasons in favour of a functionally organised syllabus. First, "it is by no means an established fact that a functionally organised approach cannot achieve a level of grammatical organisation that is adequate for effective second language teaching and learning. Furthermore, there may be means of introducing an adequate level of grammatical sequencing into a functionally organised approach by: (i) making use of grammatical sequencing criteria such as degree of complexity with respect to functions, and acceptability in terms of perceptual strategies in selecting the grammatical forms to be introduced in covering a given function, (ii) making use of repetitions of grammatical forms in different functions throughout the syllabus, and (iii) devoting a certain proportion of classroom time and textbook coverage to discussion of and/or practice on new or especially difficult grammatical points" (p.32). The second reason has to do with the face

validity of the materials based on a functionally organised syllabus. They argue that as a result of using those materials, learners' motivation is more likely to be positively affected.

In communicative language teaching there are different proposals for syllabus design. Yalden (1983) lists six types of communicative syllabuses ranging from a design in which communicative exercises are implanted into an existing structural syllabus to a learner-generated design. These are summarised as follows:

- 1- Structural: in which the two components are separated and structural items are treated thoroughly before language functions are introduced.
- 2- Structures and functions: unlike the previous type it is proposed that all components of meaning are to receive equal treatment from the start. It follows that instructional units "can be given functional, notional, or structural focus, and all used in conjunction with a structural core if desired" (Yalden 1983: p. 113).
- 3- Variable focus: a syllabus where focus is shifted from one component to another in accordance with the level of progression from elementary to more advanced. Thus, structural exercises would dominate initially, then emphasis would change to communicative function.
- 4- Functional syllabus: in which objectives are translated into communicative functions rather than into language structures. In other words, objectives stated determine the functions which in turn determine linguistic realisations.

- 5- A fully notional syllabus, as defined by Wilkins, is the strongest possible approach to the input syllabus. Yalden refers to the "Threshold Level English", the work of the council of Europe, Van Ek and Wilkins (see p. 103). She states that this syllabus is suitable for learners whose proficiency in the target language is for particular purposes.
- 6- Fully communicative, or learner-generated: which, in Yalden's (1983) view is "the most minimal input syllabus" (p. 116).

Following this discussion it could be argued that a desirable syllabus would be the one which presents learners with a balanced diet of form and function.

(b). *Instructional Materials*

It is often the case that, when designing a language course, materials writers select from the target language repertoire those structures and vocabulary which they assume to be important to the learner for the purposes for which they are learning the language. In the past, since language was viewed as an end in itself, learners were given materials that focused on language forms and lexis, giving no consideration to the value of those linguistic items in a real context. However, as this view changed and language came to be realised as a means, texts presented to learners reflected equal importance of what Widdowson (1978) called language significance and value (see p.72-73). Accordingly, in teaching language as communication, he pointed out that "it is important to stress that items would be selected not because they occur frequently as instances of usage but because they have a high

potential occurrence as instances of use, of relevance to the learners' purposes in learning. In fact, the reason why the criterion of frequency alone has been found to be insufficient for selection purposes is precisely because it reflects only usage. The criterion of coverage, on the other hand, relates not to usage but to potential use" (p.13). Since the primary objective is communicative use of language, right from the start effort should be made to authenticate content. It follows that the focus should be on knowledge related to learners. In light of this, Widdowson rightly proposed bringing foreign language teaching into close alignment with other subjects in the curriculum which would serve to maximise communicative possibilities before learners. This will allow learners to see for themselves that what they are learning can be exploited in the subjects that interest them most, and gradually they will grow to appreciate that foreign language learning is useful. The proposed approach would also benefit those students who will be furthering their studies in some disciplines which require an efficient standard of foreign language proficiency. Even for those who will not be needing foreign language for such purposes, it is good enough for them to leave high school knowing that they have had a valuable experience of language use which can be extended to other areas or purposes at any point in time. However, Widdowson's (1978) suggestion that the language teacher could present the selected topics by means of the same techniques adopted in teaching the very same topics in the subjects from which they are drawn is believed to be stretching matters too far. The objection lies in the simple fact that in their attempts to follow the same procedure, language teachers will inevitably lose sight of their initial concern; language use. Instead, they will be obsessed with detailed procedures and not with content. There is also the point regarding the differing nature of language

and other subjects, which should not be overlooked. Furthermore, assuming a fair knowledge in all subjects taught in school on the part of the teacher is not really feasible. It is an impossible burden to be thrown on teachers' shoulders. It takes an extremely ambitious teacher to claim willingness and readiness to venture as far as this.

Presenting learners with irrelevant, arid materials is bound to put learners off learning. If learners are to put an effort into learning the foreign language, materials developed ought to be varied, interesting, challenging, and relevant to their needs in order to increase their curiosity and motivation, otherwise learners will drop the language in the first few weeks. Learners' minds are as fertile as fresh soil that needs good crops, good weather, and due attention to bear good fruits. It follows that language content introduced must of necessity invest learners' knowledge and ability to their own benefit and not assume passive recipients.

(c). Teaching Methodology

A communicative method stands for creativity, and sensitivity to learners' needs. For a foreign language classroom to be communicative, the following principles should be recognised:

- 1)- Since interaction and productive practice are the key principles, learners are encouraged to fall back entirely on their own linguistic resources to participate and fulfil a purposeful task.
- 2)- Language skills are integrated with varying emphasis received by each in accordance with the nature of the activities being undertaken.

- 3)- What is to be learnt is not decontextualized.
- 4)- Language rules and lexis presented are not explained but inductively developed and understood by learners through meeting the learning experience in question in various meaningful contexts.
- 5)- Previously learnt language is recycled so that learners develop the feeling that language is an unbroken system.
- 6)- Since learning is doing, learners are given opportunities to practise what has been learnt in various communicative activities. Only by communicating do learners learn to communicate.
- 7)- Teaching a foreign language is not delivering a lecture, where learners sit docilely awaiting their teacher to stuff their minds with her/his knowledge. It is a formal deal in which the two partners have rights but should assume responsibility as well.
- 8)- Mistakes are tolerated and seen as an indication that students are learning. In the process of language learning, learners are expected to make mistakes, caused by several different processes; those are called interlanguage (see p.72). When a mistake occurs, the student's attention is drawn to it and fellow students are given an opportunity to supply the correct response. Once this is known to learners the teacher may write both the faulty and the correct response on the board allowing learners to see for themselves what went wrong. However, it is not sufficient for learners just to receive corrective feedback, therefore they are invited to apply the corrected utterance in various uncontrolled performances. It is believed that this technique is bound not only to consolidate their knowledge far better

than mere elaborate explanation, but also to expand their linguistic repertoire and extend the variety of situations for their appropriate use. Moreover, it is not desirable to interrupt an utterance for the sake of correction as this is absolutely detrimental when learners are doing their best to finish an utterance or accomplish a task. Likewise, frequent correction is not favoured as a large amount will eventually destroy learners' confidence in their ability to use the language creatively.

- 9)- Activities included aim not to be ends in themselves but rather to create and maintain motivation on the part of the learner, subsequently engendering personal involvement and promoting learning. According to Morrow (1979), communicative activities have three characteristics: information gap, choice (what learners will say and how), and feedback (learners' utterances depend partly on what has been said and partly on their aim in interaction). But to stress the vital importance of communicative activities is not to dismiss structural activities as unnecessary. In this matter, Byrne (1987) suggested a balanced diet between communicative activities (fluency-focused) and structural activities (accuracy-focused). The implication of such a suggestion is that both fluency and accuracy activities should have varying priority at different points in the learning/teaching process, since, after all, the final aim is for learners to perform as adequately fluently as accurately. In a communicative syllabus, activities are not supplementary to students' learning, they are the golden opportunity for learners to practise the language and participate actively in classrooms.

(d). *Teacher's Role*

In line with the previously outlined principles, teachers will assume various responsibilities. As a facilitator of learning, the teacher will have to play different roles in the classroom. The teacher is no longer to be viewed as the possessor of knowledge which is to be dispensed in doses on a daily basis, but rather the consultant communicator, or a type of resource. In a communicative classroom the teacher is expected to create situations that stimulate learners to communicate and experiment with the language and to guide them in this. In order for learners to lose their built-in fear and embarrassment and to be more willing to take the initiative to interact, the teacher ought to make it evident that s/he is sensitive to, and aware of the individual differences amongst them.

The general effectiveness of language learning and teaching is partially judged on the basis of the quality of professional training which teachers undergo before entering their classrooms. However, mere training does not guarantee successful application. Continuous monitoring is a necessity so as to ensure that no gap exists between theory and practice, and to eradicate unnecessary contradictions.

(e). *Learner's Role*

Correspondingly, learners' roles will change. They are no longer to be regarded as passive recipients of knowledge. They are to be given freedom in learning but with responsibility, since responsibility increases learning effectiveness. Since the essence of the communicative approach presupposes learning by doing, learners will learn how to communicate only by practising communicating. Subsequently, freedom offered should

encourage learners to transcend the barriers of 'what to say' to 'how to say it' (equal choice in means as well as in ends).

Possession of limited linguistic resources is never an obstacle to negotiating meaning. It follows that learners ought to be encouraged to fall back on their own resources to get their message across. Once they feel that they are granted opportunities to interact and that their views are valued, their keenness to use the language will increase and they will grow to appreciate that learning a foreign language is worthwhile. To increase their motivation even further, learners should be given tasks to fulfil in groups or in pairs which, in turn, maximises the time allotted to each member for communicative practice. If only learners could be made aware that language is not a rigid object to be studied but rather a vehicle for information, they will be eager to show what they can really do with it. Naturally, teachers will have to strike a balance between communicative needs and a modicum of correction since one does not want to encourage the development of classroom pidgins.

(f). *Testing*

Language testing is a necessity in most teaching situations, as it provides educators with information on the extent to which students' achievement has approached the ultimate stated aim. It is also one of the tools of judging the effectiveness of the teaching method and techniques being used.

When previous teaching methods were in full swing, tests developed were heavily dependent on arbitrarily selected texts, on the basis of which a few exercises were constructed in order to assess grammar

rules and vocabulary. With the advent of the communicative approach the focus began to divert to assessing students' linguistic ability; what they can perform with what they have learnt. The lucidly expounded dichotomy of usage and use, provided by Widdowson (1978), deflected educators' attention away from emphasis on linguistic forms to the more profitable communicative functions of language.

The way educators test their learners should reflect the way they teach. If learners are taught in a given way then the examinations should go in line with the teaching method. This should be a matter of policy and not left to the 'backwash' effect. Within the communicative approach the aim is not to test the accuracy of learners' knowledge of vocabulary and grammatical patterns but to assess the degree to which they can use what they have learnt in real communicative settings. Communicative tests will set out to reveal whether the candidate can use what s/he has learnt to perform a set of specified activities. In other words, they test knowledge and ability. But as Morrow (1979) pointed out, this gives rise to a number of related issues as to the tasks to be selected and how representative they are, and the scoring procedures to be used. As for the former, it could be suggested that tasks whose requirements match the objectives of the course could be tried, whereas schemes which provide profiles with grades for each test area, each with a brief description of performance against which students' ability is marked, would seem applicable.

The fact remains that communicative curricula are more difficult to evaluate, as the aim is not assessing candidates' knowledge of the language (product) as much as testing their abilities in using that knowledge to fulfil various communicative activities (process).

Therefore, it is fair to state at this point that communicative testing could be considered still in its infancy.

Although the communicative approach has been rapidly accepted and applied in language teaching, there are a number of shortcomings or, rather side-effects, which might cause teachers to think twice before adopting this approach in their classes:

- 1)- With large classes and time constraints teachers will not be able to attend to every individual. Thus slow learners will feel lost, especially when involved in interactive activities where performance is assessed as a collective effort.
- 2)- Working in pairs and small groups may create noise and chaos, affecting neighbouring classes. In this context teachers might fear lack of control.
- 3)- Heavy demands are placed on teachers in terms of lesson preparation, selecting and creating materials. The evaluation of students' ability would be difficult given time limits.
- 4)- Training teachers through introductory and in-service sessions is an absolute necessity in order for them to adapt to new responsibilities in communicative classes.
- 5)- There is a view that since linguistic errors are inevitable when communicating, this might encourage learners to commit more errors.

Having considered these shortcomings, it could be argued that any new treatment is bound to have side-effects, and that using the language

effectively is more important. Teachers should not be dissuaded from putting the approach to the test and judging the outcome. It is believed that the problems of noise, chaos, lack of control, heavy demands and lack of time are all a small price to pay in return for producing competent and confident language learners.

By way of conclusion, it should not be forgotten that a given method approved at one point in time does not necessarily entail continuous suitability at all times as used to be thought in the case of the audiolingual method. There is always the possibility of new ideas coming to the fore to challenge its credibility. Learning theories on which teaching methods are based are only assumptions and propositions which in turn, do not guarantee successful application. A theory could be logically acceptable but not feasible in practice. If one is to define the 'best' method, it would be an eclectic one which sets out to capitalise on the best elements taken from various methods, provided that their success is based on some evidence. One should never tip the scale against the old fashioned for the sake of the new ideas unless principles and implementational issues have been thoroughly considered. One should first question the creed before following a new faith.

Section Three: The Context of Language Teaching

What is to be taught is the question that concerns itself with the linguistic message or content to be presented to learners; how it is decided upon, introduced, and evaluated for improvement purposes. It is important to examine the procedures and steps taken to ensure that what learners get is what they really need.

3.1 Language Policies and Goals

The role that English language plays in a given society is bound to have important impact both on language policies towards the teaching of English in the education system, and on how the learning of English is perceived by members of that society. Decisions and statements that specify the goals for teaching English and the circumstances under which it will be implemented in the school system are referred to as language policies and are made at the highest levels of educational planning. Goals set within often reflect societal needs and are broadly justified on political grounds. Realisation of language goals takes the form of a language programme implemented on a national scale through a number of sections within the educational hierarchy.

3.2 Language Curriculum Development

Any course of action is created by some objective or need and has subsequent results. Decisions made regarding what is to be taught in a formal plan for learning are to a great extent dependent on a society's needs, interest, and expectations of participants for whom the plan is set up. Concepts, facts, beliefs, and skills that students learn through materials in school are in fact realisations of objectives formulated and judged to be suitable and relevant on the basis of a five phased process.

In the world of education, the foreign language curriculum is defined as an educational enterprise aimed at providing clients involved with knowledge and skills which, in turn, is bound to bring about desired change. For curriculum designers to decided on the content to be introduced the following five phase cyclical process should be pursued; needs analysis, goal setting, syllabus design, methodology, and evaluation. Each phase is a logical progression from the preceding one and prepares the ground for the next to come.

3 . 2 . 1 Needs Analysis

There is a reciprocal relationship between society as a whole and the 'small' society, the school. Any change in societal needs should be reflected in foreign language curricula, and what goes on in schools should have an effect on the real world. Therefore the foreign language curriculum is concerned with what should be taught, to whom and how. Curriculum planners need to know the educational context in which it will be provided. At this fact finding stage, efforts should be dedicated to collecting sufficient factual information about the sociolinguistic setting in which the educational plan is to be implemented. In order for curriculum designers to identify the skills that should be addressed in developing curriculum objectives and content, and to provide appropriate instruction, the needs and characteristics of clients involved should be investigated. As much information as possible should be collected regarding learners' needs and expectations, interests, age group, present level of proficiency in the target language, degree of motivation, attitude, and learning styles. The role that English language plays in the society should be studied as well. The conditions of life which make demands on learners, and which provide opportunities for them are to be

investigated. The commonly used tools for collecting and generating such data needed are questionnaires, interviews, and observation. It goes without saying that the people to be consulted should be all the participants involved; learners, as they are the population for whom the programme is intended; teachers, as experienced practitioners; educationalists by right of expertise; and educational authorities.

Having obtained necessary information, curriculum designers should be able to assume their responsibilities. However, it is worth checking first whether needs established are currently being met, by means of assessing students' achievement as well as evaluating the existing programme. If enquiry findings identify certain problems, curriculum designers should not jump too quickly to the conclusion that the current language curriculum is deficient, as a number of factors involved in the implementation phase may be causing the deficiencies. Decisions reached regarding this initial survey constitute the rationale that designers posit as hard evidence of the relevance of programme outcomes to the real situation. On this basis provision of resources and pursuit of the project are justified.

3. 2. 2 Objective Setting

This is the foundation stage for all major decisions to be taken thereafter. The more precise and accurate the needs are, the more exact and clear the goals that can be delineated. Information gathered from the needs analysis stage are used in formulating goals which determine the kind of performance to be attained by learners on completion of the programme. Goals set aim to guide subsequent instructional decisions, selection of linguistic content to be taught, its organisation in syllabuses,

and evaluation of learners' achievement. Being regarded as terminal points, goals are achieved progressively through specific objectives which are derived from goals, and serve to set the scope and limits of the programme. Educational objectives reached stand for the ways in which students are expected to change in their thinking, their feelings, and their actions. No matter what the number of objectives decided upon is, it is important that they should be consistent, precise, clearly spelt out, feasible, realistic (reflect needs), appropriate (regarding age, interest, and social context), and applicable. This stage is one phase of an interrelated system but a crucial one. Indeed, none of the subsequent phases could be possibly dealt with in the absence of goals and objectives.

3. 2. 3 *Syllabus Design*

The analysis of needs conducted and the statement of aims and objectives will have provided a preliminary point of departure to suggesting the main lines of emphasis. At this stage, information obtained is used in specifying the content which will contribute to bringing about desired behaviours. In the field of language teaching, content could be described as the knowledge and abilities which learners are expected to acquire after a certain period of instruction. To be presented in a structured educational plan, content selected is realised through subject matter (functions, notions, topics), learning experiences, activities learners are expected to carry out, and the required skills with respect to those activities. This plan is referred to as a syllabus. The term syllabus covers the specifications of a given course of study and the order in which they are to be taught. In Wilkins' (1981) words "syllabuses are specifications of the content of language teaching which have been

submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process" (p.83).

Different types of language syllabuses reflect different language aspects, and it is according to the nature of language selected that particular kinds of syllabuses are decided upon. If priority is given to grammatical forms, structural syllabuses are selected, and when emphasis is on the language predicted to be needed for different situations, a situational syllabus is used. Syllabuses which take the meanings and communicative functions that learners need to express and use in order to communicate as the leading point are defined as functional/notional. Decisions about syllabus type will be influenced by the aims of the education system. For a considerable time, language was viewed as a static tool, a package of formal properties that learners were expected to atomise if they were to become efficient. However, in focusing on language form, structural syllabuses failed to provide the learner with the means to acquire communicative competence. The principle of bringing about an understanding on the part of the learner of how language operates to convey meaning and to fulfil communicative needs was ignored. Criticism levelled against this type of syllabus, caused a change in orientation and emphasis which was soon embodied in the functional/notional.

The selection of content depends on the outcomes delineated in the earlier stage. In this connection, applying criteria for the selection of content is essential as it serves to sieve what is to be presented in order to ensure that only what is needed is included. According to White (1988), learning experiences (form, vocabulary) should be selected on the basis of three criteria:

frequency: certain items occur more often than others.

coverage: the number of things which can be expressed through various items.

learnability: suitable to learners' age and level of proficiency in the target language.

As for the other component of content, areas of subject matter (functions, notions, and topics), should meet the following requirement:

need: only key meanings and functions should be introduced.

interest: in order to engage learners' motivation and thus ensure effective learning.

utility: what is taught should be applicable so that learners feel its usefulness.

coverage: (functions).

relevance: (topics): topics ought to be varied but relevant, as learners have different aims.

With the selection of content settled there exists the problem of grading. Often if a curriculum is judged to be ineffective, this should not of necessity be attributed to the content since the order in which this content is put together plays an important role in the learning process. Simplicity/complexity is the common criterion used in grading learning experiences and vocabulary. Another criterion that can be applied is that of concrete/abstract. Arranging functions and notions selected in a sequence is a problem because they cannot be graded. However, one can

move from the general to the more specific. To order linguistic realisations within such grading, a cyclical approach is recommended where structural elements introduced earlier will keep recurring but in different forms and combinations and with different meanings. As for topic grading, this will be determined by educational criteria; in White's (1988) words "the value of topic lies in the provision of meaningful and relevant content to stimulate motivation and lead to opportunities for meaningful discussion" (p.68). This suggests the criterion of depth of treatment where "it is possible to move from the more general and superficial to a highly specific and detailed treatment" (p.66).

With the criteria of selection of content in view, syllabus designers assume their responsibility by consulting inventories of various language aspects in order to choose the content which would contribute towards producing certain desired ends. A widely used reference in this connection is "Threshold Level English" by Van Ek (1975), which includes lists of items classified under such categories as language functions, topics, notions.

The next question that imposes itself in this process is how selected learning experiences, functions, notions, and topics are to be brought together to bring about intended outcomes. In order for syllabus designers to combine sequences of functions, notions, topics, and sequences of learning experiences they need to decide on some organising centres which cannot be determined in the absence of terminal objectives. Whether those organising centres are concepts, functions, or topics syllabus designers should ensure that a train of reasoning and logical progression govern the order in which the content is to be presented for learning. In this connection Taba (1962) stressed that treating language as

discrete items will not help learners perceive language as a unified entity, and that learners will lose any sense of order in learning. It follows that syllabus designers should consider a cyclical rather than a linear progression, where items presented earlier would recur later in the course but would be treated in more detail.

As for the language skills of listening, speaking, reading, and writing, syllabus designers will aim to select skills needed and appropriate to the target group in line with objectives set. In "Communicative Syllabus Design" Munby (1978) proposes categories of sub-skills which would assist syllabus designers in their task.

Content chosen is then presented in texts. It is here that materials writers often lose their way. A frequently encountered error is that the choice of texts is dictated by the words and language structures included and less attention is paid to the content of the texts. So, eventually texts selected are not treated as anything more than vehicles of linguistic knowledge to illustrate words and structures to be dealt with in class. Moreover, when texts have been selected, a number of unsuitable activities are designed and clustered around those texts under the pretence of bringing about expected outcomes. The truth of the matter is that selecting texts should not be determined by linguistic content but by information included which could be expressed in a number of utterances and not necessarily by those linguistic elements included in the texts. Consequently, students would be introduced to activities that do not serve to provide yet more chances for analysing language grammatically, but to offer students opportunities to produce new possible variations on the elements in question. It should be made clear that activities are not to be

viewed as subsidiary or complementary but rather primary, conducive to effective learning, and consolidating.

Finally the content selected is presented in instructional materials in the form of units. Now that all syllabus related issues have been discussed, one question remains to be answered; should a choice be made on one of the three syllabuses referred to above? Wilkins (1981) replied by emphasising that the task lies on providing a balanced syllabus which takes into account all the major language dimensions; structural, situational, as well as functional/notional.

3. 2. 4 Methodology

This fourth stage is an operational one; the bridge between syllabus specification and its realisation in pedagogic practice. Methodology is the means by which the ends specified are reached. To reach a sound decision on methodology, detailed information on implementational issues should be collected. Data on economic conditions, instructors' qualifications, and time constraints are absolutely crucial to the success of a given instructional programme. It is a widely known fact that the success of any educational programme depends largely on how efficiently it can be implemented. A carefully designed curriculum could be easily ruined by the lack of materials, absence of necessary teaching aids, inadequately trained teachers, unsuitable teaching environments, and limited instructional periods. In order to avoid unnecessary disappointment, programmes developed ought to be tried out initially on a small scale before actual implementation. On the basis of feedback obtained from the pilot work, sound decisions could be made. However, failure to attain intended outcomes should be welcomed as a sign that

further revision and modification is required. One way of obtaining feed back is to observe the programme while in progress. Attending classrooms is often a valid and reliable data gathering technique as it shows the extent to which teachers have grasped the new approach or teaching method to be adopted. Learners' achievement has always been another way of examining the success of the programme.

Decision on a given teaching method to be adopted ought to be made on the basis of attainability; whether a given method would successfully achieve desired ends through content and certain classroom technique. In this connection it is important to consider the role of the teacher and the learner, as roles differ in relation to different methods. If, for example, the teacher is used to being the centre of attention, directing and controlling whatever goes on in the classroom, then learners are being viewed as marginal figures. However, if the aim is to train students to learn for themselves by joining with each other to carry out a task, then the teacher is no longer interfering with students' learning but rather facilitating it by assuming various roles as need be.

3. 2. 5 Evaluation

After objectives have been stated, content selected and organised, and teaching method chosen, a double task is still required to complete the cycle of curriculum development. This is the final phase which addresses both product and process. It serves not only to assess the results of previous actions taken, but also to evaluate those actions. According to Jarvis and Adams (1979), making value judgement on a given programme that is already operational is known as summative evaluation, while assessing a programme during development is referred

to as formative. The purpose of the former is to decide on the continuity of the programme, whereas the later aims to "improve instruction" (Jarvis and Adams 1979: p.6). As regards summative evaluation, students' achievement is measured by means of a criterion-based test, the nature of which is determined by objectives set in the first stage, to assess the extent of change in their behaviour towards expected outcomes as a result of formal instruction. The later type of evaluation seeks to make decisions on the basis of conclusions arrived at in response to enquiries such as: was the fact finding stage carried out effectively? were objectives set consistent with needs delineated? was the selected content suitable for attaining desired ends? and did the teaching method chosen contribute effectively? To ensure inner consonance throughout, as well as correspondence between each phase and the intended goals, each phase of curriculum development should be subjected to set criteria. Evaluating the preceding phases in this process is equally as important as evaluating the actual outcomes. On the basis of information gathered, future action is decided, according to whether revision and adjustment is needed or a total change is desired.

Any curriculum developed should be viewed as an interim enterprise pending subsequent action. It follows that there should be provision for on-going revision by means of measuring students' achievement as well as continuous assessment of previous actions involved. Unless such action is taken the money spent, efforts made, influence exerted on senior officials, time consumed, staff recruited, and resources provided will all end up to no avail.

Curriculum development is a cyclical process where all steps or phases are interrelated; each phase cannot be worked out without

reference to the preceding and succeeding ones. The initial phase of needs analysis forms the basis on which objectives or desired ends are set which subsequent phases in the process aim to achieve. Content selected and method chosen concern themselves with translating objectives into operational directives. To pass judgement on the curriculum developed, assessment of students' achievement as well as other implementational steps is an imperative.

3.3 Surveying Existing Programmes

In the world of education the term evaluation usually carries two meanings; assessment of learner performance (achievement tests), and judgement about a given curriculum or programme, as discussed above. This research deals with summative evaluation, and is all the more important in the absence of any previous formative survey.

New educational programmes are developed either to remedy deficiencies within existing ones for improvement or to replace them when they fail to achieve objectives set, or in order to match new policies. When confronted with the task of judging the effectiveness of a given language programme in a school system for improvement purposes, it is imperative for those in charge to survey the whole programme. On the basis of information obtained, decisions will be taken to either recommend its continuity with necessary modifications or to go for a new design altogether. In this evidence-gathering procedure Dubin and Olshtain (1986) stated that all constituent components should be subjected to thorough examination in order to have a full picture about the existing syllabus, the materials in use, the teaching method employed, the teacher population, the learner population, the resources available and the

assessment procedures followed. In this evaluative process people in charge of the task must be objective, and need to decide on what should be inspected at each step. Being an unbiased analytic inquiry, it is important to ensure accurate and thorough investigation by developing a list of questions for each step. It is only in the light of information collected from such a procedure that a proper course of action can be taken.

3. 3. 1 *The Existing Syllabus*

Since the syllabus forms the starting point in surveying any instructional programme, it should be dealt with very carefully. A given syllabus cannot be evaluated in isolation from the theoretical grounds on which it was based (linguistic and psychological). It is also imperative to assess the goals and objectives delineated, on the basis of which lists of inventories of items were drawn. To pass a valid judgement on a given syllabus the following questions would need to be addressed:

- 1)- Are the statements of goals and objectives clear in wording and well defined?
- 2)- Are the stated goals and objectives compatible with societal needs?
- 3)- Are the goals and objectives realistic? Are the objectives appropriate to the intellectual level of the audience?
- 4)- What kind of syllabus is followed?
- 5)- Is the syllabus consistent with objectives set?
- 6)- Is the grading system clear?
- 7)- Is the content logically sequenced?

Answers to these questions serve to provide a true picture of the outline on the basis of which subsequent actions are taken. This initial and crucial step forms the point of departure for examining the rest of the components of a given programme.

3.3.2 Instructional Materials

The next component to be investigated is instructional materials. For the purpose of examining materials in use, a host of questions are suggested by Dubin and Olshtain (1986) and Cunningsworth (1984) in order to assist the surveyor in his/her task:

- 1)- "By whom and where were the materials developed?" (Dubin 1986: p. 29). Have existing materials been produced by a team of professionals in the field or were they selected from the international market?
- 2)- Are the materials consistent with the syllabus designed?
- 3)- How was the content graded?
- 4)- Is there recycling of language items taught?
- 5)- Are the materials compatible with the specified objectives? It is absolutely important that consistency between the content and needs identified is evidenced.
- 6)- Do materials provide alternatives for teachers and learners or are they prescribed and restricting? Are teachers given autonomy regarding classroom activities such as learner tasks and presentation techniques suited to learners' needs?

- 7)- What language aspects are taught? (form, function).
- 8)- Which language skills are focused upon? Are they integrated or presented separately? Whatever the case, it should reflect compatibility with objectives set.
- 9)- Is the language used authentic? It is important to differentiate between authentic texts and those which have been especially written for a particular group.
- 10)- Does the subject matter contained in the material have any intrinsic interest in its own right?
- 11)- Is the social context in which language is presented described and acceptable?
- 12)- Are there supplementary materials?
- 13)- How good is the teacher's book in explaining methodology and use of the materials?

Findings obtained from comparing answers to these questions and those to the previous step should reveal any discrepancy between syllabus and materials, and whether they reflect societal needs.

3.3.3 Teaching Methodology

When the investigation in the first two steps is completed, the surveyor can now examine the teaching/learning situation; classroom activities, teaching practice, and teacher/pupil behaviour. Overall goals stated, objectives set, and lists of inventories of language items drawn up should suggest how language content is to be taught. To investigate this

procedural aspect Cunningsworth (1984) proposed the following guideline questions:

- 1)- What teaching method is adopted in language classes, and what is its rationale? (whether influenced by the behaviourist learning theory or the cognitive view).
- 2)- "Is learning assumed to be inductive, deductive, or a combination of both" (p.67).
- 3)- How are new language items presented (in context or out of context)? Is the presentation of grammar meaningful? How is the meaning of new vocabulary conveyed (through explanation, translation, or through visual aids)? What is the amount of vocabulary presented in each unit?. In Cunningsworth's view "the amount of new lexis to be taught in any one unit is a debatable point, but as a rule of thumb, the number of new words in a text should not amount to more than five percent of the total. So in a 300 word text up to fifteen new words could be introduced" (p.40).
- 4)- Are audio-visual aids available?
- 5)- Are new items related to what has been learnt previously?
- 6)- What sort of activities are provided for practice of language presented? Are they adequate, in number, varied, meaningful, challenging, interesting, controlled, and relevant?
- 7)- Are activities student-centred or subject-centred?
- 8)- Do opportunities exist for learners to interact in language classes? (pair and small group tasks).

- 9)- Are activities task oriented? Is emphasis put upon skill development or on the manipulation of language items being encountered?
- 10)- Do the activities encourage personal involvement on the part of the learner? Are they challenging and interesting?
- 11)- How are corrections dealt with?
- 12)- Is first language used at all?
- 13)- Who provides feedback and how is it presented?

Answers to these questions should reveal whether teaching method(s) adopted are compatible with instructional materials, and whether they contribute effectively towards achieving desired objectives. In this connection, classroom lesson observation is advisable as it provides first hand data. Gathering observational data is essential as it yields a more accurate record of what actually occurs in classrooms.

3.3.4 Teacher Population

The teacher population is the most important ingredient in any given educational setting, and in determining the success of a given language course. Clearly, a promising syllabus is more likely to fail at the hands of incompetent instructors. Therefore, teachers' attitude and abilities are crucial. When assessing the teacher population the following factors need to be considered:

- 1)- The teacher's command of the target language. This can be assessed by attending teaching periods.

- 2)- The teacher's previous training, teaching experience, and qualifications.
- 3)- The teacher's view about the language learning process.
- 4)- The teacher's attitude towards existing materials, teaching method adopted, and assessment followed.
- 5)- Teachers' knowledge of new trends in the field of EFL.

Information gathered would unveil teachers' willingness to adapt to new thinking.

3. 3. 5 Learner Population

Since they are at the receiving end and the population for whom the programme is intended, students' participation in the survey should never be overlooked. In evaluating the learner population it is essential to know who the learners are; whether they form a homogeneous group or come from diverse cultural backgrounds. This serves to provide a first hand insight into how learners from different backgrounds come to view changes in the teaching/learning situation. It is also necessary to investigate their motivation and attitude towards existing instructional materials, teaching method currently in use, and tests given.

3. 3. 6 Resources

Programmes have to be implemented within the limitations available, both quantitatively and qualitatively. These limitations are taken into account in terms of the following key factors:

- 1)- Time constraints; how many contact hours are dedicated to English per week per school year.
- 2)- Teaching environment; the ratio of students and teachers in classrooms, class layout (whether desks are fixed or movable), and the physical environment of the classroom (lighting and the size of classrooms).
- 3)- Availability of equipment; what technical facilities (language laboratories, T.V, O.H.P, film projectors, video and tape recorders), or teaching aids (charts, pictures) do teachers and learners have access to, and can the materials be used effectively in their absence.
- 4)- Are there libraries for students and teachers in schools.

3.3.7 Assessment

It goes without saying that assessing students' achievement is an essential component in the evaluation process. It provides feedback on the implementation of a curriculum. It is the sole determinant of the success or failure of the curriculum in operation. By comparing actual outcomes and intended ends it should be possible to justify either its continuation with necessary modifications or withdrawal in favour of urgent remedial action. To reach this conclusion, assessment procedures followed should be subjected to the following enquiries:

- 1)- What kind of tests are used to assess learners' achievement (discrete item tests, or communicative tests)?

- 2)- What format do they follow (the test sub-sections, the questioning techniques, the number of items to be set, and the lay-out of the test material)?
- 3)- Do the tests relate to learners' communicative needs or simply to what has been taught by the course materials in terms of subject matter?
- 4)- How often is learners' progress assessed during the school year?
- 5)- What marking method is used (subjective or objective)?
- 6)- Are achievement tests used valid and reliable?

The backwash effect of tests is of utmost importance as it reflects directly on the teaching/learning process.

As can be seen, evaluation comprises many activities which collectively gather information and make judgements on a given programme. Accurate answers to all questions addressed at each step are the decisive factor in this evaluative process. They form the basis for judgements on the value of any instructional programme under investigation.

Decisions regarding surveying a given instructional programme should be informed by educational concerns. In order to improve the quality of any instructional programme, those in charge of the task of surveying need to inspect all aspects involved; objectives, syllabuses, materials, methodology, resources, and assessment, and to seek the views and attitudes of all immediate parties concerned. Answers to all questions specified ought to influence the subsequent course of action. It

is only by establishing the strengths and weaknesses of the existing programme that decisions on either continuity or replacement are taken.

This chapter concerned itself with the theoretical aspect. In its three sub-sections, three different areas were dealt with. The first focused on learning theories and their implications for language classes, the cognitive and affective variables as far as learners are concerned, and the different learning strategies employed by learners. Different approaches and methods to language teaching were discussed in the second section. The final section reviewed the nature of language teaching; language policies and the process of curriculum development. The chapter ended with a discussion on the necessary evaluative steps followed in surveying and inspecting existing language programmes.

Chapter Four

The Present Situation of Female Education in Saudi Arabia

In order to judge the effectiveness of the English language instruction programme delivered in schools, it is important to call into question all aspects involved; objectives, textbooks, teaching methods, teacher population, learner population, and assessment. To investigate whether the programme was successful in fulfilling long-term objectives, it is essential to consult parties concerned in a higher education institution. This chapter aims to provide a full description of English language education in female state schools, and an account of the present situation in the faculty of Medicine and Allied Sciences at a university. It should be mentioned at this stage that before the field work was conducted in 1990-1991 the researcher made an exploratory visit to Saudi Arabia, Jeddah, in 1988-1989. During this visit the researcher met English language teachers and students and attended a number of classes in various schools. After great difficulty she was able to meet several members of teaching staff (science/medical), English language teachers and a number of female first year students in the Faculty of Medicine and Allied Sciences at King Abul-Aziz University.

Data gathered from this preliminary visit formed the basis on which all research instruments employed in this study were constructed.

④. 1 *English Language Education in female State Schools*

④. 1. 1 *English Language Teaching in Schools*

Educational establishments in Saudi Arabia, particularly schools, have succeeded in turning out students who master and recite prescribed knowledge for examination purposes. The main concern among educators has been transmitting fixed messages with minimum participation on the part of students in the teaching/learning process. As a result, students attach great importance to memorising as much knowledge as possible in order to pass end of year examinations and move on to the next grade level.

English language is no exception. Since its introduction into the school system in the late 1950s, the teaching of English has also assumed the auxiliary role of providing students with the minimal linguistic repertoire required to survive future higher education in particular disciplines. In conformity with this policy, officials and educationalists have committed themselves to adapting, updating, designing and revising English language materials to enable students to achieve the objective. However, in all these efforts the view of language as an end rather than a means has persisted.

Almost all schools in Jeddah are new, nicely furnished and well organised, apart from a few schools in the south and rural areas. Most classrooms are of reasonable size; on average accommodating 38 to 45 students in most areas. Such a number is not ideal for student-centred classes, where students are expected to interact with each other.

Almost all schools have libraries which are understocked as far as English is concerned; there is only a dictionary and a few readers of an intellectual level suited to younger students. No textbooks or periodicals are available for teachers for consultation and updating their knowledge in the field of EFL. Inside schools, the day is divided into six periods of 40-45 minutes, each dealing with a different discipline and all are taught through Arabic which is the exclusive medium of instruction. The number of periods devoted to English instruction in the school system is as little as four 40-45 minutes a week per class in a school year of nine months, approximately 35 weeks.

①. 1. 2 *Aims and Objectives of Teaching English in Schools*

As mentioned above, the objectives of teaching English language in schools were not well defined before the 1960s (see p. 11). Due to the discovery of oil the country was witnessing rapid changes in all directions, which spurred the government to review the situation and to implement a programme that would produce a generation capable of meeting the country's urgent needs.

The government's rationale in introducing English language as part of the curriculum in schools as stated by the Ministry of Education is:

- 1)- English is the language of science, medicine, and technology. Therefore, Saudi students need to acquire it in order to be able to read materials relating to these sciences.
- 2)- The transmission of the knowledge and science of Muslims to other peoples requires a knowledge of English, as English is the most widely used world language.

- 3)- The dissemination of the message of Islam among the people of the world is a major duty of Saudi people, hence the need for English as the most widely used means of world communication.

On the basis of this rationale, the GPGE drew up the following as the goals of teaching English language in all female schools:

- 1)- To make the students achieve the skill of communication by developing the four skills of the language; the receptive skills (listening, reading), and the productive skills (speaking, writing).
- 2)- To teach the students how to listen with understanding and how to read [aloud] using correct pronunciation and intonation.

As far as the aims and objectives of the teaching of English in intermediate schools is concerned, the Ministry of Education lists them as follows:

The general aims:

- 1)- To produce in three years an individual who is able to speak, read, and listen with understanding to simple current English and to write a connected passage of up to half a page about a simple subject.
- 2)- To give pupils who finish their formal education in third year intermediate enough knowledge of the language to help them in their vocation.
- 3)- To give students who proceed to the secondary stage a sound foundation on which to build their future studies.

- 4)- To lay the foundation of knowledge of English so that later they can acquire sufficient grasp of the language to enable them to preach their religion to English speaking people and to refute the errors of the enemies of Islam concerning religion.

While the objectives of teaching English in boys' and girls' intermediate schools are identical, the case differs in the secondary stage. As far as boys' secondary schools are concerned, the Ministry of Education stated that English language teaching aims at the following:

- 1)- To afford the secondary school pupil a window on the world.
- 2)- To give the secondary school pupil an experience of delight through reading samples of English that have a universal appeal both in Arts and Sciences.
- 3)- To cultivate the pupil's critical thinking as a useful adjunct to intelligent reading of English texts.
- 4)-To give play to the pupils' imagination by means of imagery in poetry and visualisation of character.
- 5)-To provide the pupil who intends to join the university or other higher institutes with an adequate knowledge of English to help him in his future studies.
- 6)- To give the pupil who finishes his formal education in the third year of secondary education sufficient knowledge of the language to help him in his vocation.

- 7)- To help the pupil gain a reasonable command of English in order to be in a better position to defend Islam against adverse criticism and to participate in the dissemination of Islamic culture.

The Ministry also states the following specific objectives:

- 1)- To help the pupil gain in three years (from 15-18) a reasonable mastery of the four language skills which are:
 - a- Listening with understanding to spoken English.
 - b- Speaking current English correctly with the proper stress and intonation.
 - c- Reading with understanding English texts that vary in difficulty from adapted and simplified material to the original in an abridged form.
 - d- Writing a connected passage of up to a full page on a subject of a descriptive or discursive nature.
- 2)- To stress the utilitarian point of view of learning a foreign language as a useful tool for cultural as well as social and economic communication.
- 3)- To foster in the pupil an interest in reading so that later on he may be prepared to read reference books, periodicals and pamphlets bearing on his future field of specialisation.

As for girls' secondary schools, the objectives set by the GPGE are the following:

- 1)- To read with understanding both at home and in class.

- 2)- Cultivate the habit of reading in English.
- 3)- Increase their accuracy of the language.
- 4)- Help them use the patterns which occur in the text.

The GPGE also lists four specific objectives:

- 1)- To teach the pupils how the vocabulary is pronounced in its proper context.
- 2)- To teach the amplification of tone and stress [recognition, understanding, and production of stress patterns and intonation contours].
- 3)- To give active speech practice through responding to questions.
- 4)- To give experience of thinking logically.

Compared with boys' schools, the very limited expectations in general for girls' education can be seen in the objectives stated above. They totally ignore critical thinking and imagination in learning, give no treatment to listening and speaking skills, and make no indication to higher education (see the objectives for boys' schools above). This has serious implications at the university level as will be seen later in this chapter (KAAU). What education has succeeded in achieving is "to help students use the patterns which occur in the texts, and to give them active speech practice through responding to questions" (see the objectives for girls' schools stated above).

(Details of the syllabuses in boys' schools are to be found in the 'Intermediate and secondary schools' curriculum', Riyadh, Ministry of

Education 1970. As for girls' intermediate and secondary schools, the syllabuses were not available. The aims and objectives stated above were obtained from interviews with the English language inspectors at the GPGE in the school year 1990-1991).

①. 1. 3 *English Textbooks*

As mentioned previously, an identical programme is applied in boys and girls' schools but with slight variations (see p. 10). As far as language syllabus and curriculum development are concerned, the Ministry of Education and the GPGE work in liaison and report to the Higher Committee for Educational Policy. When proposals for implementing a new programme, made by the two authorities, are approved by the higher committee, the new programme is piloted in a number of boys' schools. During the trial period classes are regularly observed by language inspectors. It ought to be mentioned that it is not usual to pilot new programmes in girls' schools. After running the programme for one school year, the programme is judged to be successful or otherwise on the basis of comments and observations made by inspectors as well as students' examination results. The inspectors also claim that English textbooks used are reviewed annually, depending on the examination results received from schools and comments from the educational guidance department. The educational development department assumes the responsibility for evaluating textbooks and introducing further adjustments where appropriate. While language inspectors are consulted in this process, neither teachers nor students' views are sought in this respect. However, an annual report with inspectors' views and teachers' complaints and comments is presented to educationalists at the highest level in the GPGE.

As far as English textbooks are concerned, the first programme introduced in the early 1960s in girls' schools in both stages, intermediate and secondary, was 'Living English for the Arab World', published by Longman. Being irrelevant to the Saudi context in terms of values and culture the programme was eventually rejected after nearly twenty years' use. To meet the needs and interests of the students and the new objectives set, 'Saudi Arabian Schools English', a new programme published by Macmillan exclusively for the Ministry of Education, was implemented in intermediate and secondary schools for boys in 1980. Although the Macmillan programme was basically targeted at boys' schools, it was also commissioned by the GPGE for use in girls' schools; first grade in 1987, second grade in 1988, and third grade in 1989. As for secondary schools (boys), the Macmillan programme was implemented in first, second and third grade in 1980, 1981 and 1982 respectively. A special edition for girls' schools was published in 1984. 'Saudi Arabian Schools English' was a step forward towards improving the quality of the language programme. However, as the development and piloting stages were not carefully worked through, difficulties occurred and the programme was replaced by another one. 'English for Saudi Arabia', a modified version of the Macmillan programme, was prepared at King Fahad University of Petroleum and Minerals, Dhahran. In 1989 the new programme was introduced to first grade intermediate; second and third grade received their materials in 1990 and 1991. As for secondary schools, the programme was planned to be implemented in 1992 in first grade; second and third grade materials were to follow in 1993 and 1994. It is said by the language inspectors at the GPGE that the new materials are thought to be promising since they are more related to students' lives, and also aim at

encouraging them to participate more in the teaching/learning process and to see for themselves the nature of language learning.

The instructional package for the intermediate stage consists of the following for each grade; pupil's book, teacher's book (in two parts), work book, a tape, flash cards and posters. Each course contains 24 units, divided into four lessons to be covered in one week. Allowance is made for revision (5 units) and testing (4 units). In addition, revision pages are provided at the end of each unit, which summarise the main points of the units. As for language skills, the focus is on reading (reading aloud after the teacher's model reading), and writing, which involves filling in blanks, reordering words to form sentences, and writing short paragraphs. Speaking and listening are limited to fixed drills and dialogues. Three of the four weekly periods are devoted to aural-oral activities which do not go beyond reading drills or dialogues aloud, and answering comprehension questions and grammar exercises. The remaining period left for writing includes handwriting, dictation, and elementary composition. According to the programme in the teacher's book, the structure of the four weekly periods, in terms of time, is carefully divided and detailed for the teacher. The structure of each lesson consists of the following: revision of previous lesson (5 minutes), checking homework (5 minutes), introducing new language items (15 minutes), reading (10 minutes) and comprehension questions and exercises (10 minutes).

As for secondary schools, the instructional package of the Macmillan programme consists of the following for each grade: teacher's book, pupil's book, a tape, and a reader. The instructional package for boys' intermediate schools is identical to that for girls' schools, whereas in the secondary cycle the instructional package for boys' schools includes

two readers and three tapes for each grade level alongside the teacher's book and the pupil's book. There are 24 units in first and second grade courses and 23 in third grade; each is divided into four lessons, and each represents one week's work. Three revision units and two tests are built into the courses. The structure of the pupil's books for all grades is illustrated in table (4).

Table (4): The structure of pupil's textbook in secondary schools.

Lesson				
Grade level	(1)	(2)	(3)	(4)
First	Guided grammar, silent reading, and comprehension questions.	Vocabulary, and comprehension exercises.	Grammar.	Reading comprehension, translation, and composition.
Second	//	//	//	//
Third	//	New grammar, vocabulary, and oral and written exercises.	Reading comprehension and listening practice.	//

Reading and writing receive more emphasis than listening and speaking in all grade levels. A limited number of texts is assigned for reading comprehension, both intensive and extensive. Intensive reading materials include the student's book. Reading passages included aim to encourage students to read for information, and to develop rapid reading skills by training students in silent reading. Reading aloud after the

teacher's model is still followed in the first two grades; a few lines, from texts, read aloud are different from those given for silent reading. Extensive reading passages are studied from the reader, which is divided into three sections, each of ten units. The first ten for first grade level include short passages of high frequency words and limited structures; the second ten units for second grade contain longer and more informative passages which are difficult in structure; and the last ten units for third grade include passages which are of complex sentence structure. Each reading passage is followed by a number of exercises with particular set aims; exercise (A) helps students identify the main points; (B) and (C) test students' comprehension; and the remaining exercises (D, E, F) include vocabulary and grammar exercises for either oral or written work. Each grade level is assigned four passages a year for extensive reading; two each term. Extensive reading passages are strictly for home reading, in order to encourage students to read outside school and involve them positively in the learning process as well as acquiring the habit of reading. While three of the four weekly sessions are assigned for oral work the remaining one is exclusively devoted to written activities. According to the GPGE, students are expected to :

- 1- Write one paragraph of a reasonable length on a specific topic with the help of questions, phrases or guide words.
- 2- Read with understanding an unseen passage and answer open-ended questions or multiple choice questions that test comprehension.
- 3- Make a summary of a passage already studied during the year pointing out the main ideas in it.
- 4- Translate into Arabic an unseen passage.

5- Spell words correctly as they occur in the context (orthography).

6- Recognise and be able to use correct language structures detailed in the course book.

As for oral-aural skills, a few passages for listening practice are provided in some units in the textbook but are not used as required because of the poor quality of the recordings, and lack of technical staff to operate and maintain language laboratories provided in most schools. Speaking is accounted for, or is assumed to be covered, in the oral practice of grammar and vocabulary exercises on a daily basis. As for the breakdown of the time allotted to English lessons, it depends on the grade level and pace of progress in class.

'English for Saudi Arabia' and 'Saudi Arabian School English' are traditional courses based on structural syllabuses. The aim is to accumulate as much form as possible in a limited period of time. Neither the syllabuses nor the textbooks are consistent with the objectives laid down. The syllabuses for both intermediate and secondary schools are presented in the teacher's book, and both take the form of an outline or summary of the contents of the units. The syllabus of the former course is defined in terms of grammar, functions and skills, while the latter is limited to language form only. As for content, structures presented in both courses are carefully controlled and are introduced through familiar, specially written texts, while functions and notions are kept to a minimum. The two courses do not include an introduction or a specification of the target age group. They do not even state the short-term objectives; what students are expected to achieve at the end of each grade level. In each instructional unit, new words and structures are met

first in a reading passage then explained through limited, sometimes-inappropriate contexts, after which a few exercises usually follow. The amount of structure and vocabulary presented in each unit is reasonable. As for the relationship of the parts to the whole, there is no sense of continuity. Each unit stands as a separate entity to be subjected to thorough linguistic analysis, and the language items presented are not recycled. The selection and sequence of the language is based on the internal structure of the language itself (subject-centred approach). No effort is made to reflect attention to students' intrinsic motivation by basing the content on their needs and interests. Language content included seems to follow primitive grading; moving from the 'simple' items to the 'more difficult or complex'.

Although the English courses are not unisex in objectives, as far as secondary schools are concerned, they are unisex in content. Topics dealt with are varied, but they are largely biased towards boys' needs and interests. Rather than reading on topics such as recent advances in science and technology, environment studies, biographies of famous Muslim women, world events, and the dangers of smoking and drugs, students are presented with the following: the diary of a long distance lorry driver, where the East met the West, falconry, Al-Hasa, coffee, exporting oil, Marie Curie, and Arabic numerals. In secondary school topics tend to diversify in style to scientific and literary English, and the content does not encourage students to follow a discussion or a conversation, to learn how to analyse and criticise constructively, to speak on various general and relevant issues, or put their opinions forward in a convincing logical manner. As for language skills; reading and writing are dealt with separately and are focused upon at the expense of listening and speaking.

Study and reference skills are altogether ignored. The exercises given are not justified in terms of the objectives laid down. They are arid, not varied, not interesting, mostly meaningless, subject-centred, and do not treat skill development. In all units the exercises included are built upon the reading passages and attempt to sum up what has been learnt and to ensure that the linguistic messages are presented in the same context in which they were initially met. They are imposed and not optional, taking no account of students' enjoyment and teachers' approval. Both courses are culturally limited since they use the Saudi culture as a setting or context for presenting the content of the materials. It is understandable and desirable to focus on L1 history and great traditions as a bridge to new learning but too much of it can demotivate students. Tradition and history of other nations could be brought in provided they do not run counter to L1 religious principles and values. Such a possibility could serve to motivate students to make comparisons and contrasts, thus learning the language more effectively (a sample lesson from third grade secondary is provided in appendix VIII).

The teacher's book in both courses is almost identical in most respects. Both provide description of lessons and time limits for classroom activities, answers to exercises, and summaries of grammar and vocabulary. However, improvements have occurred recently in the teacher's book for the intermediate stage. Alongside the details of each lesson there are recommendations on lesson preparation, use of L1, repetition, students' errors and participation. The book also contains photo-reduced pages from the pupil's book. The hidden assumption underneath such construction is that in the absence of adequate teachers the teacher's book acts as the sole guide. In general, the content is

assumed to be treated as an object for linguistic analysis and not as a vehicle of information to be questioned, criticised, accepted or rejected. The subject matter carries no interest in its own right; it is a pretext for sheer language work and exercises included reinforce this end. The source of motivation relied upon in this context is extrinsic. Students' interest is expected to be centred on satisfying teachers' expectations by providing exact required utterances.

①. 1. 4 *Teaching methods*

Although the GPGE in theory permits the use of different teaching methods, language teachers tend to favour the traditional orthodox method. Inside the classroom the physical layout is identical for all lessons; the teacher's desk is at the front facing rows of students who sit behind (movable) desks. Teaching in general still follows the orthodox lecture method which is as old as history, whereby instruction is conducted by means of catechism; a succession of questions and answers. Classes are still teacher-centred, leaving students as part of the background, shadowy and insubstantial figures. The teacher is the focus of attention, occupying the centre of the stage and playing a dominant role in all classroom activities. Any English language lesson is nothing more than a concatenation of fixed events. Once the lesson has started the teacher spends a lot of time explaining and illustrating new language items, sometimes speaking to the students, sometimes writing on the board, while the students sit and either listen, read, or copy from the board when asked to. As far as the teacher is concerned, free production of new language learnt is always restricted to asking students to make questions using those items; a task that is regarded as very difficult by the majority of students. Occasionally, one or two students are invited to explain

grammatical points at the board. Finally, a few comprehension questions on a reading passage are answered before the lesson is over. As is obvious, the teaching atmosphere tends to reflect the outdated traditional practice whereby prominence is given to grammar by explicit explanation at the expense of other important issues such as participation on the part of the student and appropriateness of a variety of language utterances. Although such procedure is considered by the writer to be demotivating and not conducive to learning, most teachers view it as the normal way of teaching given the time constraints and other difficulties under which they work. Correspondingly, there is a lack of genuine opportunities to participate and interact in class, and employ a minimum use of English as far as the students are concerned, which could offer them an outlet from the maze they are locked up in, and help to rescue them from the barrage of English they are exposed to on a daily basis. Lessons given to students are in fact like prescribed dosages given at certain times through a uniform procedure. Moreover, all linguistic messages included, in terms of language structure and vocabulary, are controlled and practised through a variety of exercises. These often serve to reinforce the messages presented by means of set patterns which have to be followed.

At present, English language classes are facing a number of serious difficulties which, so far, have affected English education dramatically. Firstly, necessary teaching aids such as tapes and posters which should come as part of the instructional package are not available, and, although half the schools are equipped with language laboratories they are not used because of the poor quality of recordings and lack of female technicians to operate and maintain them. Therefore, most teachers have no other choice but to make their own materials if they can find the time.

Secondly, a large number of classes start the school year without possessing set texts due to printing and distribution problems. This is being counteracted by means of photocopies supplied by the Department of Educational Guidance in the GPGE. Thirdly, many schools do not have enough teachers to make the teaching load manageable. According to the records in the GPGE, a serious shortage of teachers was reported in 1990/1991; 35 out of a total of 317. Finally, teaching huge classes has begun to constitute a problem in recent years. On average, there are now 38-45 students per class in most grade levels.

Schools are visited regularly by language inspectors from the department of educational guidance at the GPGE. Visits to classes are determined by teachers' performance; new teachers, and those needing more assistance, are visited more often. Normally every school is visited two or three times per term. However, schools in remote areas do not enjoy this privilege as often as urban and suburban schools. In each educational zone in the country there are inspectors whose main tasks are:

- 1)- To submit reports on teachers' performance.
- 2)- To make sure that instructional materials are distributed to schools.
(There is constant shortage of supply and it is always some time in the second term before books are completely distributed).
- 3)- To ensure that teachers follow the syllabus as laid down, and to make sure that they are on course regarding the time scale. This is usually done by checking the teacher's lesson preparation book.

- 4)- To check on final examinations set by the teachers and on students' results in monthly exams. They also have to construct the general secondary school certificate (GSC), third year examination of the secondary stage, in co-ordination with teachers.
- 5)- To supervise the marking procedure of the GSC.

When visiting classes language inspectors principally aim to observe, assess, and guide; to see how lessons are presented, how teachers deal with students generally, whether individual differences are taken into account, and whether extra activities are encouraged outside class hours. Much of the supervision is still limited to criticism. Although some inspectors give constructive criticism and put forward some suggestions for improvement, the majority are more interested in the business of watching out for teachers' linguistic errors than in concentrating on other issues such as professionalism, teaching techniques, and commitment. In addition to the previous tasks, the department of educational guidance assumes the responsibility of updating teachers' knowledge in the field of EFL and should circulate TESOL periodicals in schools.

① . 1. 5 Teachers

All English language teachers are Saudis. Some are university graduates of the faculty of Arts with a Bachelor's degree in English language and literature, others are graduates of colleges of education who are awarded a Bachelor of Arts degree in English and education. Graduates of the above institutions are all required to begin their teaching career in the intermediate stage, and when they have gained some experience they are allowed to go on to serve in the secondary stage. The minimum

requirement set by the GPGE for English language teachers is a degree in English, but previous training and experience, and higher qualifications though taken into consideration are not required. As with other subjects, no teacher of English is required to have studied education. It used to be the case that after leaving secondary schools, teachers joined teacher training institutions for a period of two years before graduating as qualified teachers. Four years ago those institutions were closed and replaced by the Intermediate College for Education which students attend for four years, during which period they learn psychology of learning, linguistics, methodology, and teaching practice before visiting schools in the last two years. Student teachers' performance is jointly evaluated by an educational supervisor from the college itself and an English language inspector from the GPGE. Over the last few years it was noticed, according to language inspectors, that teacher graduates of the Intermediate College for Education were far better than graduates of the previous teacher training institutions so far as professional skills are concerned. No regular in-service programmes are provided by the GPGE for English language teachers. Training sessions are run only when major changes are introduced into the English language programme. Most teachers have an adequate command of English, but they do not get guidance and enough attention in terms of updating their knowledge in the field of EFL. Good, experienced teachers who are well versed in up to date trends and techniques usually hold higher paid posts either in the GPGE itself or, outside the world of state schools, at universities.

Professional commitment varies widely. The interest of the vast majority lies in the business of completing the uniform course books and in seeing that students master the prescribed passages within the time

given. In other words, teachers are required to prepare students for the examinations. Throughout the years, English language teachers have learnt to occupy themselves with finishing the teaching units on time by following every step recommended in the teacher's book. Although teachers are not encouraged to deviate beyond the strict confines of the syllabus, there are those who occasionally try to supplement and present their materials in the ways that suit their students best. Among the teacher population there is a very limited number of ambitious teachers who do not use the teacher's book so slavishly but employ it as a guide. They do their best to involve their students in all classroom activities, and prepare extra, relevant materials to their lessons. The role relationship between the teacher and students in class is typically an asymmetrical one, where the teacher is regarded as the possessor of knowledge and therefore must keep an appropriate social distance from the students. Moreover, as far as expertise is concerned, inexperienced teachers are given more teaching periods and experienced teachers fewer hours, as they are often required to attend to other non-teaching duties. Knowledge of the communicative approach to language teaching varies among teachers. The majority tend to believe that asking students questions is the best procedure to involve as many students as possible in the teaching/learning process, and that acting dialogues, on the part of the student, is good enough for interaction in language classes. Too few teachers grant their students opportunities to put what has been learnt into meaningful practice.

④. 1. 6 *Students*

The student population in any one school tends to be of a homogeneous socio-economic background. Based on classes attended,

most students are active, responsive, and willing to perform well in English. However, the standard of English among students is not high compared to the long association they have had with English classes. A considerable number of students manage to reach the secondary cycle with an accumulated weakness in English. Students realise the importance and vital role English language plays but because they are not made aware of the objectives of teaching English in schools, English is still seen as a terrifying subject. In fact, many students regard it as a most hated subject, especially in the early years, which is not a happy situation to begin with. Subsequently, the ultimate goal of English education and the one still dominant as far as students are concerned is the attainment of the lowest level of proficiency required to enable them pass the end of year examination and be promoted to higher grade levels, regardless of learning. This rather unfortunate situation is the result of the kind of instruction and procedures implemented in language classrooms. Students cannot see the relevance of their learning to real life, especially in the early years. Due to the great emphasis laid on language form and lexis, students feel it necessary to translate all new items taught into Arabic, and transliterate vocabulary words for ease of pronunciation. As teachers tend to underestimate students abilities, students, in response are keen not to disappoint their teachers and provide only what is expected from them. Their participation in class is restricted to a monotonous, controlled manner of practice, repeating and answering teacher's questions. This reflects students' prime interest in pleasing external authority; teachers' expectations. Most students prepare their lessons the night before so as to ensure correct and quick participation in class and avoid embarrassment. Students' well rehearsed responses are still to be provided individually in most classes as students are not allowed to work

in pairs or small groups. They are not free yet to think and work independently of their teachers. It is believed that in such classes clever students learn in spite of the teacher and slower students depend on previous preparation of lessons at home in order to confirm learning.

①. 1. 7 *English Language Examinations*

Because of the great importance attached to assessment, teachers concern themselves with completing the course on time and preparing their students for end of year examinations. As for students, their focus is on what is covered in final exams; extra activities given in class which are not measured are ignored. To be promoted from one grade to the next students have to pass final exams for all subjects; those who fail have to re-take the year. Examinations given aim to test students on the content covered through the academic year. So in that sense tests are valid because they do not deviate from the real intention for which they are constructed; measurement of memory.

In all grade levels (7-11), English language tests are set by individual teachers except for grade 12, third year in secondary school, for which the examination is constructed centrally by GPGE in co-ordination with selected teachers. Students are continuously assessed throughout the school year, and their final achievement is evaluated by their success or failure in the end of year examination. Achievement tests given take the form of discrete item tests. The test format is almost invariable from grade 7 till grade 11 except for a few elements. In all intermediate schools, the one English examination paper consists of reading comprehension, general questions (i.e. questions asked about the topics covered in the reading passages in the textbook), grammar, composition, orthography

and handwriting (see appendix IX). However, the composition section is not included in the first grade intermediate examination paper, and handwriting ceases to be a part of the examination paper in third grade intermediate. As for secondary schools, the English examination paper is divided into two parts taken on two separate occasions; the first part covers composition, reading comprehension, and translation, whereas in the second part students are tested on general questions, grammar, extensive reading and orthography. As the test format is constructed and standardised by the GPGE, response patterns required hardly change from one grade to another, a system which most students have learnt to master not only in English exams but also in exams of other subjects.

The division of the total 100 mark for English is identical in intermediate and secondary schools; 50 marks for each term. 35 marks of the 50 are allotted for end of term exam, while the remaining 15 are assigned for monthly exams. While the sections of the two part English examination paper in secondary schools receive uniform measurement in all grades, in terms of marking, the weighting given to the sections of the one part English examination paper in intermediate schools varies from one grade level to the next. Regarding secondary schools, the number of marks allotted to each section is as follows:

paper one:

composition 6, reading 8, and translation 5, giving a total of 19.

paper two:

general questions 5, grammar 5, extensive reading 4, and orthography 2, giving a total of 16.

The division of the 35 marks assigned for each grade level in intermediate schools is illustrated in table (5). The time set for English exams in all grade levels (7 - 12) is two hours.

Table (5): Division of marks for the sections of the English examination paper in intermediate school

Section						
Grade	Composition	Reading	General questions	Grammar	Orthography	Hand writing
First	-----	8	8	12	4	3
Second	5	5	6	12	4	3
Third	6	8	8	10	3	-----

As can be seen, the division of marks reflects the relative importance of each section. In the intermediate stage emphasis is on grammar and general questions, whereas in secondary schools priority is given to the language skills of reading and writing.

English language tests are not stimulating. They do not aim to measure genuine communicative use of the language. They are still restricted to two skills, reading and writing, and involve filling in blanks, answering a few multiple choice questions and supplying the correct form of verbs. As for composition, topics discussed in class are committed to memory, and in the examination guiding words are given to students to refresh their memory. Listening and oral skills are not treated. The

obsolete belief that knowing a language entails accurate manipulation of the grammatical forms of that language persists, and is manifested in the specification of test items. When answering tests students produce exactly the same responses they were trained to give throughout the year. They are not encouraged to give other correct responses to a given linguistic enquiry (nor are they given opportunities to demonstrate this ability in classes). Further, the total contexts in which grammar and lexis would function appropriately in real life are excluded. Texts and exercises which have already been read and done in class are included, offering weak students the opportunity to gather a few marks by sheer memorisation and to disguise their weakness. Implicit in all this is the notion that tests help students to pass with the minimum of effort, and that the general interest of all parties concerned is getting as many learners as possible through the final exam in order to maintain a high success rate.

Normally, language tests should aim to establish what students can do with what they have learnt or acquired, and to assess to what extent the procedures employed have been successful in adding to their linguistic achievement. The English language tests described above have come to fulfil a function different from that of a normal feedback system. Rather than providing information on learners' achievement and on the teaching followed, the tests have concerned themselves with "administrative issues". That is to say, over the years, the interest has been in testing for the sake of grading and promotion. Present English language tests do not serve to inform, diagnose, and provide feedback in order to promote educational quality. They also do not discriminate between performance levels. Despite the fact that the scoring procedure provided by the GPGE is objective and unbiased, the tests are not

interpretable. They are not referenced in terms of performance criteria, and one cannot tell what a high or low score means. They do not provide diagnostic information regarding the area(s) in which a student needs help, nor the area(s) in which instruction may need improvement or adjustment. This has had damaging consequences on language learning and teaching. Teaching is now regarded as syllabus or material cramming for examination purposes. Consequently, learners are constantly obsessed with achieving the pass mark in order to proceed to the next grade level. It is true that exams should decide on students' eligibility to be promoted to higher grade levels but this could and should be acceptable only when exams demonstrate students' real linguistic abilities and not their skill in recalling memorised knowledge. If language tests fail to provide feedback to the education system then they will be regarded as nothing more than a certificate of mere time spent in school as learners, and a pass ticket of admission to higher education or certain vocations. In the writer's opinion, this system of examinations constitutes the most serious obstacle to improving the teaching of English in Saudi Arabia.

From the description given above, it is evident that English language teaching is aimed at enabling students to perform at a minimally acceptable level of competence; a student who can read and write with reasonable correctness is good enough. The subject matter included is not only far removed from students' real interests and needs but also not in touch with the rest of the subjects on the school curriculum. The backwash effect of final exams forms the most damaging aspect in English language education. Instead of assessing what can be done with knowledge presented, tests reflect that sheer knowledge covered is the primary goal of language instruction. Accordingly, teaching practice

orients students towards memorising a body of information whether or not it meets their needs and interests. It is believed that students who master prescribed content presented to them in a uniform procedure on a daily basis are likely to be weak linguistically, unable to use the language creatively, develop serious stereotyped learning habits, and lack experience in critical thinking since whatever is given to them is taken for granted. This is bound to have serious effects when they are enrolled in science-based disciplines as will be seen in the next section.

①. 2 *Faculty of Medicine and Allied Sciences at King Abdul-Aziz University, Jeddah*

The Faculty of Medicine and Allied Sciences at King Abdul-Aziz University, Jeddah, was established in 1974 and the first batch of male and female medical students were enrolled. The faculty organises four programmes leading to the following degrees:

- 1- M. B., B. S.
- 2- B. Sc. Nursing (this programme began in 1975).
- 3- B. Sc. Medical Technology (this programme was set up in 1979).
- 4- B. D. S. (the Dentistry department was inaugurated in 1985).

The M.B., B. S. study programme consists of six academic years and one internship year after which the degree is awarded. Male and female medical students follow identical programmes, but in a separate campus for religious reasons. In the first two years, only female members of teaching staff are in charge of the core curriculum (science and English) in the women's section, but starting from the third year onwards the medical

curriculum is taught by both female and male members of medical staff. In the first year of the programme, students admitted to the four different programmes, mentioned above, study a common English medium science curriculum before following the programme set for each group in the second year. The first year science curriculum consists of biology (200 hours), chemistry (220 hours), physics (200 hours), and English language (250 hours). The content of the science curriculum taught has already been covered by the students in Arabic in secondary schools. The English language course is taught by the English Language Centre whose aim, since its inception in 1975, is to provide for the linguistic needs and skills of first year students in English medium faculties. (English is used as the medium of instruction in accordance with the policy of the government to encourage graduates to pursue their studies abroad to obtain higher qualifications in various sub-specialities).

In order to help new medical students follow their studies successfully, the English Language Centre (E. L. C.) runs a foundation course that is composed of three phases in terms of course time:

- 1- In the first four weeks, students attend an intensive programme for 13-15 hours a week.
- 2- In the following 10 weeks, students study English for 10 hours a week.
- 3- In the last 17 weeks, classes for 5-6 hours per week are attended.

In content, the course is divided into two parts the first of which is based on what has already been covered in school in Arabic and at the same time is related to the first year core sciences curriculum. This part

consists of four interrelated components, intensive reading, science activities, core science studies, and self access, which aim to cater for the language and study skills necessary for students to enable them to cope with early lectures, reading assignments and laboratory practicals. The second part of the programme is called the service phase where the number of hours of English is reduced while lectures increase in number. The content is presented in a series of units called 'Topics' which aim to further develop students' language and skills in preparation for second year studies.

Entrance requirements for admission to the faculty of Medicine are as follows:

- a- A high mark in the General Secondary Certificate (GSC); a minimum of 90% is required—an aggregate that is not difficult to achieve.
- b- Candidates should pass the general science test in English.
- c- Candidates should pass the English proficiency test.
- d- Candidates should pass the interview in English.

Regarding the third requirement, all new students are asked to sit the "Edinburgh Davies Test"* which is administered in and by the faculty during the summer. Both male and female students sit this test which is composed of two parts of which only the first part is used. This aims to assess vocabulary, grammar and reading comprehension through 150 multiple choice questions. The second part on listening comprehension is not used as "it is not yet available". The centre has chosen to take account of the overall mark of part one and to ignore subdivision marking. The test is scored as normal, that is, negative marking, and the

results are arranged in order of merit. *[Information on this test was given orally and the researcher was not shown test papers. The description approximates to the ELBA test (English Language Battery: E. Ingram, Edinburgh University) rather than to the EPTB test (English Proficiency Test Battery: A. Davies, Edinburgh University)]. This test is used for placement purposes for male medics but is supplemented by another test designed by the English Language Centre for the placement of females. No reason was given for this procedure. The 'Entry Test' for female candidates consists of simple reading and writing. As for the first part, the issue is not to test students' reading speed as such. Students are allowed one hour to read the topics which are usually familiar ones, on which they have to answer comprehension questions. As for writing, students are asked to complete diagrams based on factual information grasped from the topics read. Successful students are divided into different groups according to linguistic ability. Students are streamed into seven levels from M1 to M7, beginning with those who need least help.

The effort made to learn a foreign language over a considerable length of time is expected to yield noticeable results at some stage, especially if the study is principally set for long term value. New medical students often think that a length of time such as the six years spent in school should guarantee future academic success. Unfortunately the bitter truth takes only few weeks before looming large in their minds. To their shock and surprise they realise that the minimum level required, which they have actually achieved, is not good enough for them to proceed successfully in an English medium discipline. First year female students, in the pre-medical phase, encounter language difficulties which tend to affect their academic studies. Despite six years of formal English

instruction in state schools they remain unable to use English and understand how it functions in both the written and spoken mode. In a recent article on 'Student Difficulties With the Language of Instruction in an Arab Medical College', Gallagher (1989) stated that 'the difficulties of the medical students in coping with English were protean, pervasive, and persistent' (p. 573). The author added that 'their deficiencies were largely due to weakness in English'. Although the problem is recognised, officials tend to view the situation as normal and acceptable. It is generally assumed that English education in state schools is not successful enough in preparing students for the required use of English in higher education. As far as English language teachers (approximately 50% of language teachers) and several members of the science/medical staff are concerned, high school leavers who received their English education in state schools are generally not as competent as their colleagues who were educated in private schools.

In preparation for this study, views regarding students' general linguistic standard and the language difficulties students encounter were sought through interviews in a preliminary visit, and the responses were recorded in a resumé. In 1988/1989 two group interviews were conducted with six teachers of core sciences and six members of medical staff. The two parties were virtually unanimous in their comments and were delighted to have had the opportunity to talk about their experiences and problems. When asked the same questions, the five English language teachers interviewed provided unanimous opinions which were in agreement with the responses given by the science/medical staff. In order to follow up on the issues discussed, in 1990/1991 the resumé bearing the opinions and comments expressed earlier was presented to the same

members of staff and language teachers. No change of opinion was reported (questions addressed to science/medical staff, English language teachers, and first year female students in the preliminary survey are provided in appendix X).

According to science/medical staff, high school leavers who join the faculty encounter language difficulties, in terms of language skills, which are to be ranked in the following order: speaking, listening, writing and reading. When attending their first lectures in the faculty, students seem keen on having the lectures dictated word for word so as not to lose any important information. When this wish is refused, students feel it necessary to bring tape recorders with them. These lectures, once recorded, are learnt by heart for examination purposes. The science curriculum taught to first year medical students is more or less a repetition of the science curriculum taught in secondary schools, except for the language which is new to them. They do not find difficulty in understanding the subject matter as they have a background in most of the areas. Directing questions or queries in English in lectures is another major difficulty. Students often use Arabic to ask for explanation or clarification. They also find it difficult to express opinions or put forward suggestions. Students are also not used to reading much. They always complain about the difficulty of the language, and have no patience to solve ambiguities by themselves. Most importantly, they are not in the habit of critical thinking, i.e., they take whatever is given to them without questioning or discussing. Writing difficulties are reflected in assignments and test scripts. Students often make spelling and grammatical mistakes; they present ideas incoherently, and cannot express their own views or answer exam questions without memorisation. (It

should be noted that linguistic errors are not taken into account in the total examination mark). Students, of course, cannot memorise information to pass the final English test as they do with scientific subjects.

According to the teaching staff, new medical students are weak linguistically and scientifically. The wide-spread belief, as far as the university is concerned, is that the idea of a high aggregate in the GSC being sufficient evidence of future success should be rejected. The 90% scored does not give a good prediction of successful performance. Furthermore, should students pass the first two years successfully this does not guarantee that they will complete the course, since the teaching load and study requirements will increase. This often forces students to drop the study and move to Arabic medium disciplines like Science or Arts, a result which comes as no surprise to the members of staff who mentioned that students in the third year and upwards are still struggling to keep up with their studies.

Members of teaching staff believe that the difficulties are rooted in students' previous education received in state schools. Students have got used to sitting docilely in language classes, as is the case with other subjects, receiving whatever the teacher was giving. In their view, students join the faculty with a considerable linguistic potential which has been denied enough practice. English knowledge has been memorised only for examination purposes; a point mentioned in Gallagher's (1989) article. The lack of exposure to English in schools accounts for most of the problems encountered by students. One would not be surprised if many students expressed dissatisfaction with their abilities after the long cycle of English classes. For them, this experience would be a waste of time and

effort. On the positive side, the English Language Centre is thought to play a useful role in helping students overcome their difficulties. The courses provided are found to be successful as they have a noticeable effect on students' performance, especially in the second half of the first year.

The views of the E. L. C. are largely the same. Over the years, English language teachers have come to notice that first year medical students, male and female, are linguistically weak despite six years of formal English education in state schools. In fact more than half need help, except in the case of those who were educated in private schools. When they join the university, first year female medical students experience difficulties more with the productive skills (speaking and writing) than in the receptive skills (listening and reading). However, when the first year is over students do improve and manage to get on with their studies. The fact that students receive support from the centre in the first two years makes them feel secure, but once they are left on their own they are bound to struggle to keep up. When language teachers asked students for their opinions regarding the foundation course (first two years), some students said that they felt they had improved but the majority complained that they did not benefit from the course. They expect at the end of each class to be able to 'touch' an amount of knowledge that they have acquired. They want to take away something tangible, almost physical, and language teachers believe that this is how they received their education in general in schools. Generally speaking students show no enjoyment of English in the real sense of the term. Indeed, they greatly dislike it and think that the university has decided to use English as a medium of instruction, and to recruit English language teachers whom they view as formidable adversaries, only to make their

life difficult and impede their success. Students are continuously assessed throughout the year to make sure that they have developed the study skills required by their studies, but, though they improve, they still ask before exams about what is to be learnt by heart. Despite all that has gone before during the course, the view of the language as a pile of words and grammatical rules persists. Since English is a compulsory subject students are extremely worried about passing their English exams, for the regulations of the university lay down that they cannot proceed with their studies without passing in English, even though they have passed all the other exams required. This often makes English a most hated subject. This dislike of English, in the opinion of the researcher, is almost solely due to the educational situation. Religious, cultural and social factors play a very small role.

Results of the Admission Test are kept in the E. L. C. for males and are not easily available to English language teachers in the female section. Only once were female teachers given the opportunity to judge students' improvement and that was two years ago when after continuous attempts to persuade officials in the faculty in the male section to post female students' results in order to assess student progress and evaluate the success of the course, admission test results were sent over. The results seen were said to be 'bad' and yet students were admitted into the faculty; "how, we do not know", said two senior teachers. Another way to assess students' progress was to compare first term and second term exam results. To the teachers' surprise it was found that sometimes weak students secured better marks in the first term than in the second. No explanation was forthcoming as to why this might have happened, and

no further investigation has been carried out to the researcher's knowledge.

As far as female English language teachers are concerned, students' problems are to be attributed to the lack of training in study skills generally rather than to lack of linguistic knowledge. Students seem to possess a potential repertoire of linguistic knowledge which has never been put into practice. Students joining the faculty are quite reticent about using English to express their views either orally or in writing. It is not the content but rather the approach of the course that comes as a shock to them. The fundamental problem is that the majority of students find themselves in need of relearning what they had already been taught and what they thought they had mastered. Those who find it difficult to grasp this harsh truth often withdraw in the first couple of weeks. The problem is that much of their learning is futile, since inefficient and ineffective learning and study habits have already been ingrained through the early formative years at school. For students to surmount their difficulties they need, initially, to be weaned away from these bad habits. The most deeply rooted and most troublesome problem for students is the desire to acquire a translation for every unknown term or utterance without making the slightest effort to try to recover new meanings from the context. Moreover, the possibility of there being more than one correct answer to a given enquiry is not acceptable and is often met with resistance. They always insist on one correct answer because, presumably this is what they were taught in English lessons in school and possibly in other subjects too. Students are also not in the habit of reading long texts.

When admitted to the faculty, officials and students alike believe that because a high aggregate in the GSC has been secured, students are

bound to follow their studies in the faculty successfully with only a few minor difficulties. This, as we have seen, proves not to be the case. It takes only a couple of weeks before complaints from the teaching staff and students are made to the E. L. C. urging language teachers to assist. It is thought among language teachers that admission policy plays a role in recruiting students who are unable to pursue their study in Medicine. Indeed, a number of students who scored less than 90% in the GSC, are registered on a waiting list and are admitted into the faculty in the first few weeks in order to fill places. Eventually, only those students who find themselves committed to the study of medicine, regardless of difficulties, and who work hard will succeed. Those who feel unable to keep their heads above the water for long, or cannot see themselves able to surmount the language barrier and fear failure, drop the study and re-register in an Arabic medium faculty such as science. Such a short cut is not undertaken by all who drop out, as some students take an even more drastic course of action and enrol in a literary discipline, dropping scientific study altogether.

To most first year medical students the time spent in studying English in school is not sufficient to enable them to pursue their studies in Medicine successfully. When they join the university they encounter language difficulties in all the skills required by their studies, for which they need to attend a foundation course at the E.L.C. Although they feel they improve during the course of the study, they still need to be told before exams what they should memorise. For them, to learn is to commit what has been taught into memory; a sterile view which they blame on previous experience in schools in general, where teaching orients students towards certain stereotyped learning habits. Only those

who join English medium disciplines have to face the damaging consequences.

This disappointing state could be remedied if three steps were taken; firstly, a different admission policy should be explored in order to give better predictions of student performance, and allow only competent students to be admitted into the faculty in the first place; secondly, meetings should be arranged on a regular basis between members of teaching staff at the faculty and English language teachers to discuss current difficulties and students' problems; and thirdly, the university should arrange meetings between the English Language Centre and educational administrators from the General Presidency for Girls' Education should be organised on a regular basis in order to discuss students' performance and related issues.

The information and responses collected from the Student Affairs Office regarding drop out and failure rate stand in support of previous comments. According to their records, 80 female students were admitted into the faculty in the academic year 1987/1988, from whom only 40 students managed to pass final exams in the first session. Of the remaining half who re-sat the exams in the second session, two months later, 13 students failed and 15 dropped out. The achievements of all those who eventually passed the first year of their study was recorded as follows:

3 students scored 90, out of the 100 total mark (Grade A; Excellent).

12 students scored 80 (Grade B: Very good).

16 students scored 70 (Grade C: Good).

21 students scored 60 (Grade D: Satisfactory).

13 students scored 50 (Grade F: Fail).

In the following academic year, 1988/1989, the same number of students was admitted, of whom 67 were new medical students. At the end of the year, 55 students passed, 12 failed and 13 dropped out. In 1989/1990 the total intake was 73 of whom 61 were new students. The total number of those who passed at the end of the year was 50 but 13 students failed and 10 dropped out. In 1990/1991, 74 students were admitted into the faculty of whom 61 were new students. Though the end of year result was not provided, it was reported that on average 40 - 50 students pass every year, 10-13 fail, and 9-13 drop out.

In short, rates of success and failure are largely the same every year. Students' failure is usually in a combination of English and science subjects. Drop-out is not restricted to any particular period as a number of students drop out in the first week or first month. However, it tends to increase by the end of the first and second year of study, for academic difficulties as well as social problems. As mentioned above, when some students drop out in the first month other students who scored less than 90% in the GSC and who have been accepted and registered on the waiting list are admitted into the faculty. Regarding graduation, the lowest acceptable score is Grade D; satisfactory, though it is considered a very poor achievement by the university. The annual rate of female doctors graduating meets university expectations as being reasonable and acceptable. It is easy to say, however, that the number of female doctors

graduating, around 20 to 25 every year, is not meeting the growing needs of the community, where doctors, male and female alike, provide treatment to all patients regardless of sex. Given the problems facing female medical students as described in this chapter, one can only admire their struggle and commitment.

Chapter Five

Results of the Study and their Interpretation

Results obtained from the three independent instruments used in this study and the findings reached are reported in this chapter. Full details of the results will be found in appendix XI.

Classroom lesson observation, interview technique, and questionnaire were the three methods employed to describe teaching practices in schools, unveil the attitude of the three parties concerned with English language teaching in state schools, and estimate the motivation of school students towards learning English, respectively. Results reached are reported in general and in relation to the literary/scientific division at secondary level to investigate whether it had any effect on students' attitude and motivation. To decide to what extent the different groups involved agreed and disagreed regarding various aspects of educational practice, key question items were selected from the interview schedules and subjected to statistical treatment.

5.1 Classroom Observation Results

Classroom lesson observation was one of the independent instruments employed in this study. For its vital part in yielding first hand uncontaminated data from language classes it was used as the basic method of data collection. In order to specify characteristics of English language classes and thus provide a representative description and objective view, a structured schedule was developed including a taxonomy of categories representing activities characterising language classes. Accordingly, the schedule was divided into nine categories which were checked off when they occurred (see section 2.2.1). The total number of classes involved was 96; 48 sessions in each educational stage, intermediate and secondary. In each of the twelve schools, six intermediate and six secondary, two classes in the same grade level were selected randomly for observation provided that each had a different teacher. Of the 47 teachers observed, with a few exceptions, all have a reasonably good command of English in the opinion of the researcher.

Procedures followed and activities observed in all language classes attended were uniform, with an exception of four classes, two in an intermediate school and two in a secondary. A few English lessons began with homework correction, almost all started with quick revision of units or lessons taught previously before new language items were presented. For revision purposes, which took the form of open ended and yes/no questions, students often have their textbooks marked the night before so as to ensure active and quick participation. As for the four classes mentioned, most events seen in two intermediate and two secondary classes, in different areas, taught by two different teachers, reflected communicative practice whereby students were encouraged to use the

new language presented in interactive activities and were involved in feedback. In these classes teachers were tolerant towards mistakes made and keen to give explanations as to why errors occurred initially.

In the other schools, new language items were presented in limited, arid, and sometimes meaningless contexts. Teachers depended heavily on pictures and photos provided in students' textbooks and occasionally on real objects and wall pictures which they prepared themselves. Most of the materials prepared were not suitable; small, inappropriate and not clear. No audio or visual aids were provided (tape recorders, films or slides, O. H. P, television or video), not even those materials which were supposed to be part of the instructional package. Moreover, although half the schools were equipped with language laboratories, they were not used because of the poor quality of materials supplied and lack of women professionals to operate and maintain them. As regards the linguistic content, language form and lexis received all credit at the expense of language functions which were almost non-existent. Student participation was limited and controlled by the teacher. Teacher-student communication was the only form of interaction in language classes. Questions aimed at eliciting information from students to arouse their interest and attract attention were often simple, straightforward, and occasionally related to their personal knowledge. Individual and choral repetition took place when new language items were presented and for the purpose of correcting mistakes. Students were encouraged to correct one another, but due to time pressure teachers preferred to provide correct responses requiring sheer repetition from students without giving explanation as to why a given utterance was judged wrong in the first place. Students were always expected to produce set or fixed utterances

required by teachers without encouragement to explore different possibilities of a given correct response.

When practising new learning experiences students were always involved in a series of short yes/no questions which carried no objective except repetition of language items through different controlled contexts. Students' own experiences were not drawn on as a valuable contribution to their learning. Although a good number of exercises were included in every unit, in essence, almost all did not go beyond requiring substitution of words, conjugation of verb tenses, and filling spaces on an individual basis. Exercises were various but controlled as they are aimed at inculcating linguistic knowledge, dismissing joint and collective effort on the students part, and denying them genuine opportunities to use the language creatively. Results of individual effort were either accepted or rejected by the teacher (positive and negative feedback). As for L1, it was used as a last resort, by teachers, when meanings were too difficult to grasp.

Concerning language skills, reading received more emphasis than writing to which few lessons were devoted, while listening and speaking skills were completely ignored. After new language items were presented and practised, short reading passages were given. Those passages were treated differently depending on grade level. In intermediate schools model and choral reading were compulsory, whereas individual and silent reading were practised in secondary schools. When passages were read a few comprehension questions were directed by teachers to selected individuals. Depending on the amount of time left, exercises were answered, usually two or three, from which several questions were given for homework. Finally, homework previously assigned was hurriedly

answered and copied from the board before the end of the session. In general, the timing of teaching sessions was between 40 to 45 minutes; revision and homework (10 minutes), presentation and practice (15 minutes), reading (10 minutes), and exercises (10 minutes).

From the description given above, English language classes could be judged as traditional; generally artificial linguistic environments which have excluded genuine opportunities for communication. Teachers seem to have used their authority to the extreme, not only limiting interaction to the typical teacher-student form, but also controlling language output, on the student's part; repeating and providing expected utterances. On no occasion did one individual student attempt to initiate any form of interaction; neither with the teacher nor with a fellow student. Interest in students' performance in the form of correct answers to questions asked rather than in their learning characterise teaching practice. They do not expect much from their students, underestimating their ability all along. In turn, students have learnt to meet teachers' expectations rather than care about their own learning. Thus students are extrinsically motivated; interested in pleasing for external reward. From observation it is clear that teachers are keen to encourage learners to participate, but it all depends on the perception of the term. Judging from teachers' behaviour in class, the term participation was either partially perceived or completely exotic, thus inappropriately applied. Answering yes/no questions and sheer repetition of corrections were taken as a sign of learning when attempts to use the language purposefully were not considered. As for the students, they were willing to learn, and generally content with whatever was presented to them.

In general, it was unfortunate to see genuine opportunities for interaction go unseized for it often generates effort, ignites the spirit of rivalry among students, thus whetting their motivation towards learning. However, although students are denied golden opportunities of creativity and deprived of both the skill and fun of learning a foreign language, it was promising to see willingness and determination on the part of some students who apparently gave it their best and/or learnt despite the circumstances.

⑤. 2 Interview Results

Teacher and student interviews were designed to unveil their attitudes towards different interactional incidents of English language teaching; instructional material, teaching method, assessment, and their views on learning achievement. Interview schedules developed for both parties were divided into five categories, four of which correspond with the incidents mentioned above (categories 2, 3, 4, and 5). While one of the five categories in the teachers' interview dealt with their attitude towards English language goals, a group of questions in one category in the students' interviews addressed their general attitude towards learning English in school. Teachers interviews were conducted in groups of four, and students were interviewed in groups of six. For interviewing purposes, a total number of 432 students from six intermediate and six secondary schools were involved (216 students were selected from each grouping; 72 students from two schools per area; 36 students from one school; 24 students from two schools per grade level; 12 students from one school per grade level, and 6 students per class per grade level per school). As for instructors, all the teacher population in the schools involved in the study were interviewed.

5. 2. 1 Students

The interview results will be found in full in appendix XI.A. In this section of the chapter, the results are analysed and interpreted.

In general, results obtained from analysis of the data reflected a negative attitude among students in both intermediate and secondary schools towards different aspects of English language teaching.

- 1- Students in intermediate schools hold a less unfavourable attitude than those in secondary schools. The mean scores in intermediate schools varied between 70% to 50%, while in secondary schools the mean scores were between 50% to 30%. It is believed that English was initially appreciated in early intermediate schooling because it is the level where English is first met by students, and one could expect a high enthusiasm among them to explore a new medium. However, when their expectations are not met with the passage of time, a change of heart towards English was inevitable.
- 2- The effect of grade level was evident in both stages, as percentages of positive opinions reported dropped gradually from their highest level in first grade intermediate to the lowest in the secondary stage.
 - a- Approval of the teaching method adopted dropped steadily from 79% in first grade intermediate to 27% in second and third grade secondary (see figure 5).
 - b- Approval of the textbooks used declined from 86% to 22% in third grade secondary (see figure 6).
 - c- Approval of classroom exercises given dropped from 82% to 21% in second grade secondary (see figure 7).
 - d- Approval of exams given decreased from 83% to 22% in third grade secondary (see figure 8).

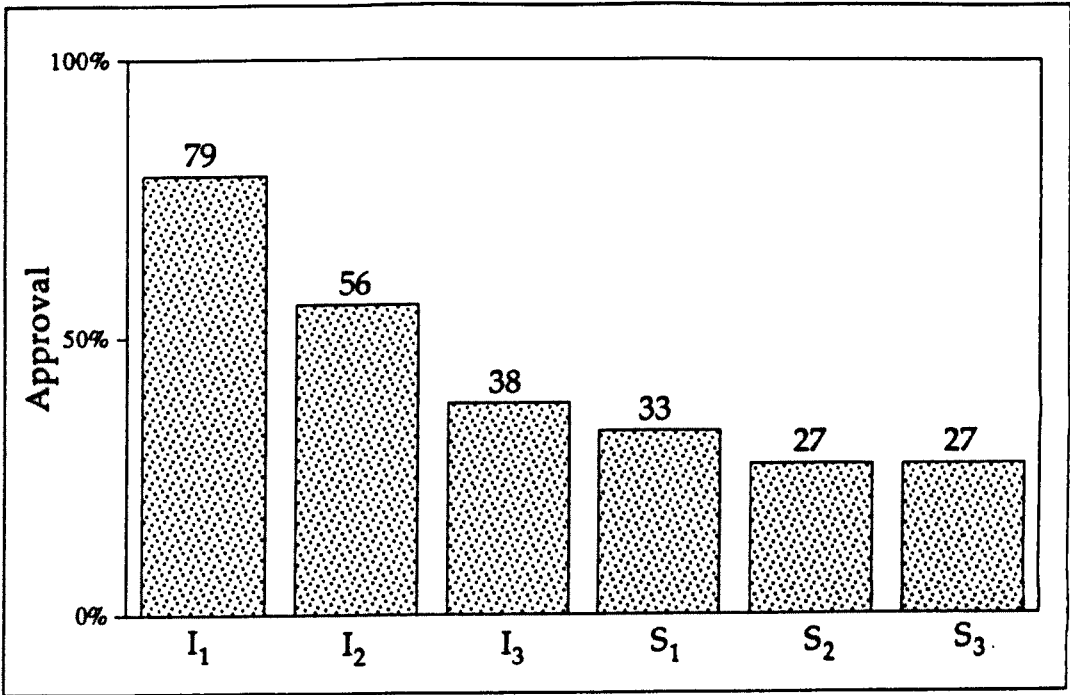


Figure 5: Students' approval of the teaching method.

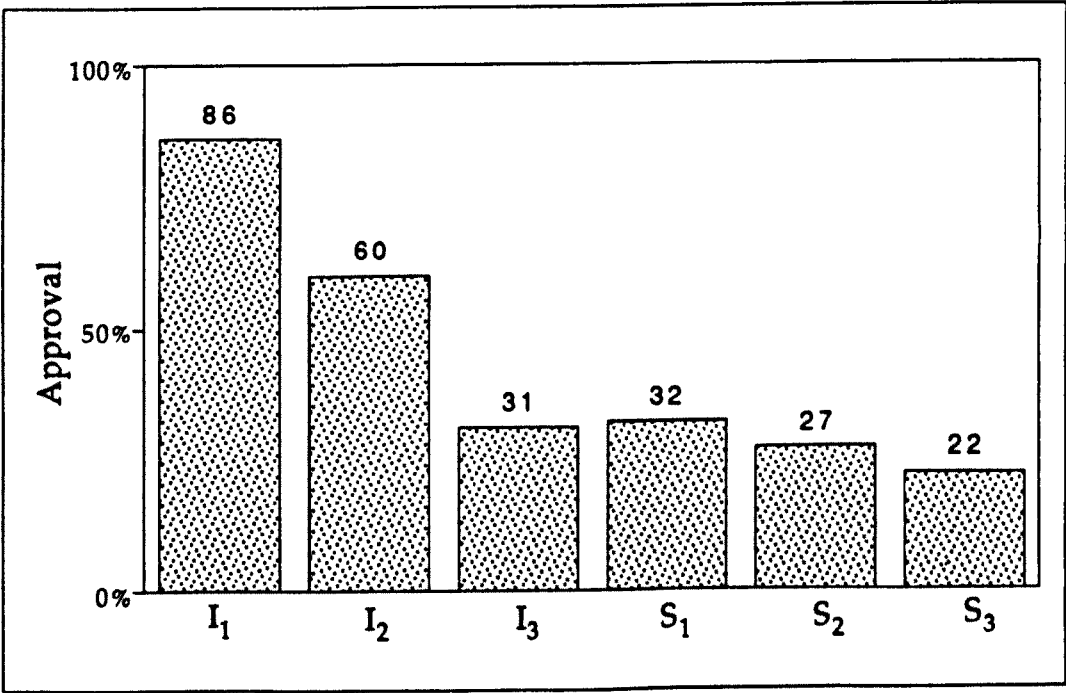


Figure 6: Students' approval of the textbooks.

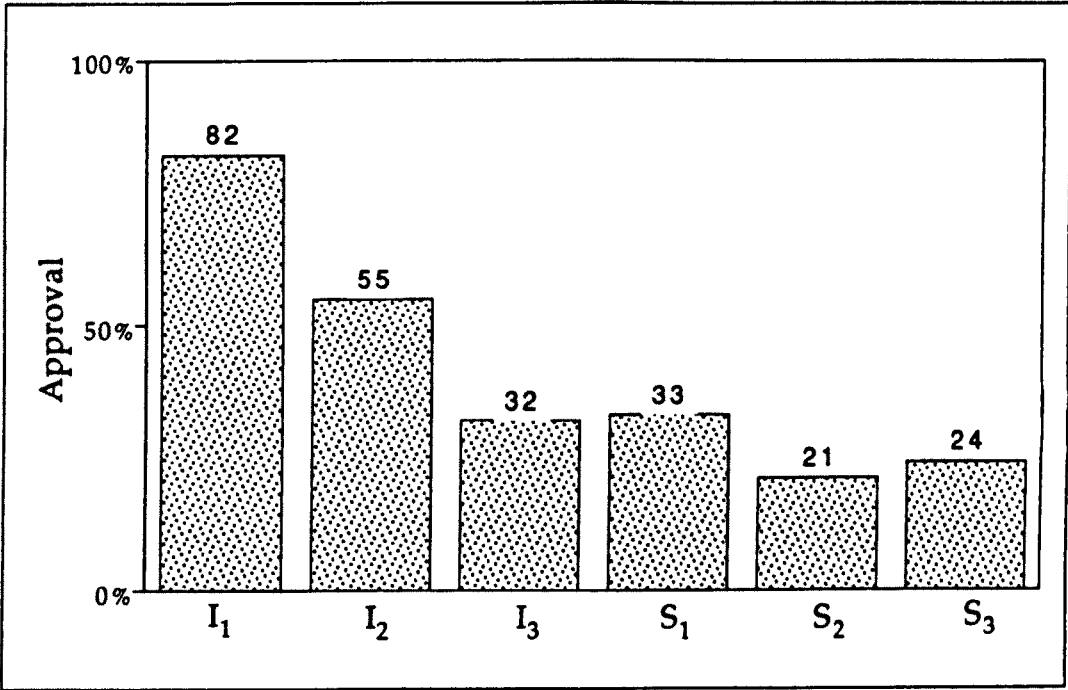


Figure 7: Students' approval of the exercises.

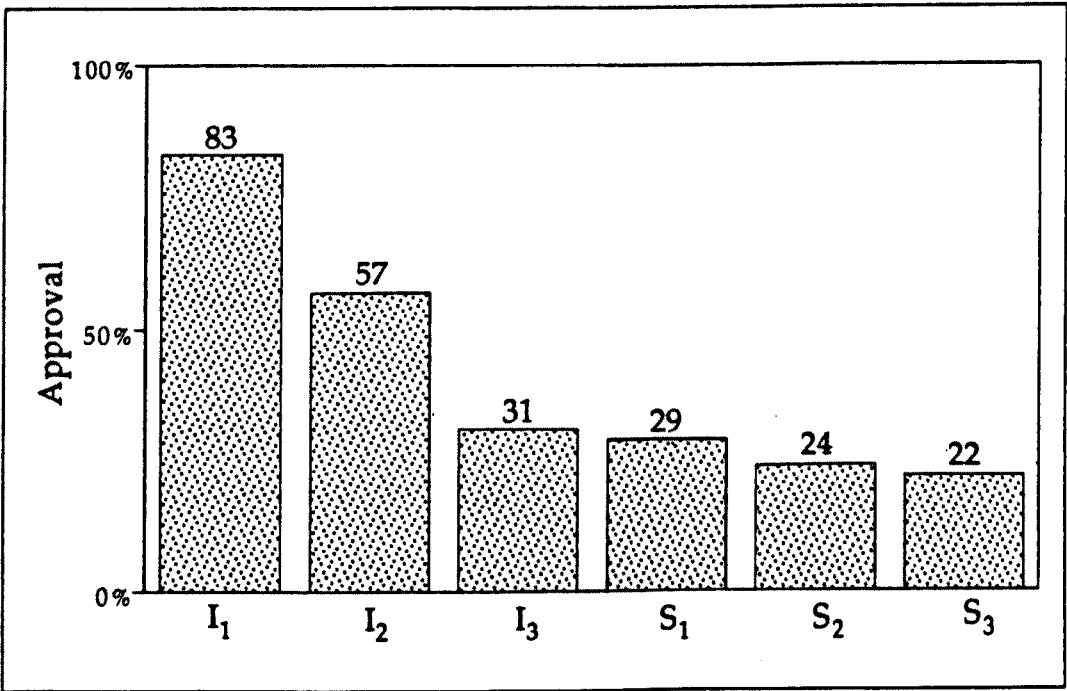


Figure 8: Students' approval of the examinations.

- 3- Almost all students in both stages, (92%, 92% and 100% in intermediate schools, and 92%, 92% and 100% in secondary schools) reported that students were not given opportunities to use the language freely in relation to exercises given, and were not given tasks to work on in pairs or small groups.
- 4- 37% of students in first grade intermediate reported that the textbooks they read aim to teach students grammar rather than how to use it. The percentage in agreement increased by grade level in intermediate school and remained at a constant high level throughout secondary schooling (46%, 61%, 76%, 79% and 76%).
- 5- The percentage of those students who felt they could put what had been learnt into practice when classes were over dropped from its highest level of 72% in first grade intermediate to reach 28% in first grade secondary (56% and 40% in second and third grade intermediate, and 32% and 33% in second and third grade secondary shared this view). The open-ended question revealed the following principal reasons: total dependence on teachers, memorisation, and time constraints. (see figure 9).
- 6- More than half the student population in intermediate schools, (75%, 81% and 89%), and about half of them in secondary schools, (61%, 67% and 71%), reported that teachers spoke in English too much in class at the expense of students' learning.
- 7- According to 76%, 80% and 85% of student population in intermediate schools, and more than half the population in secondary schools (61%, 63% and 62%), teachers were in the habit of insisting on students speaking correctly at the expense of language fluency.

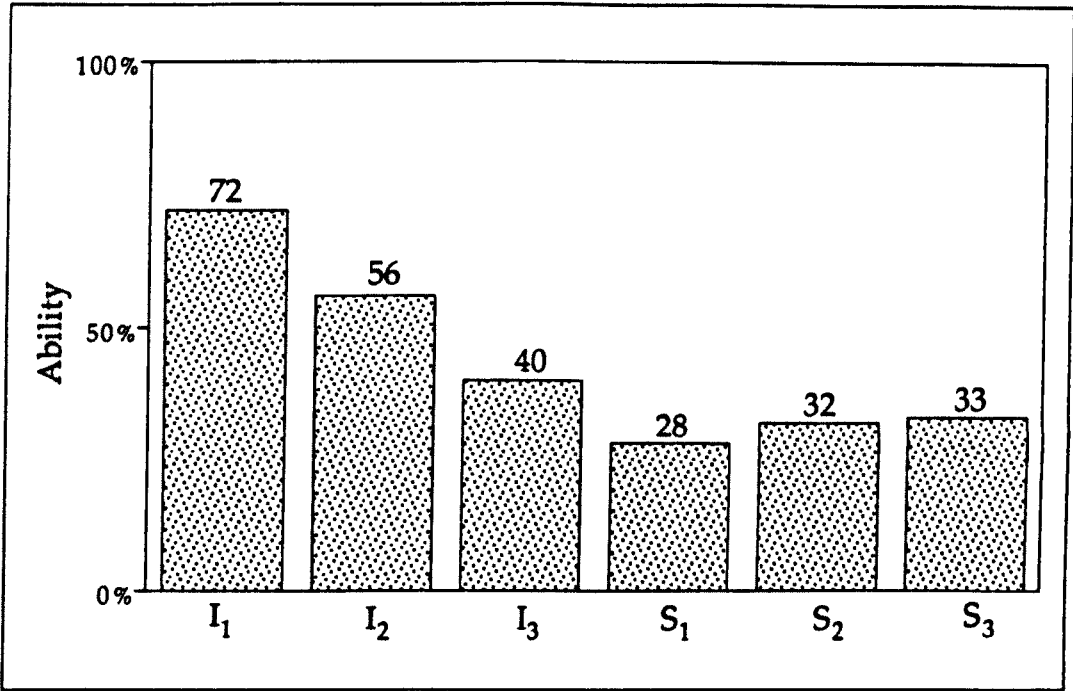


Figure 9: Students' ability to use knowledge given.

- 8- 83% of students in first grade intermediate felt they were getting what they needed or expected from their books. The percentage satisfied dropped by grade level to reach 22% in third grade secondary (60% and 31% in second and third grade intermediate, and 32% and 26% in first and second grade secondary). Some of the reasons given by students for disapproval of the textbooks were irrelevance of materials to girls' needs, absence of many serious and interesting topics, and importance attached to memorising knowledge for examination purposes.
- 9- More than half the student population in all grade levels (79%, 68% and 67% in intermediate schools, and 67%, 65% and 62% in secondary schools) depended on memorising the linguistic content given for examination purposes.

10- Most of the students in all grade levels in secondary schools (74%, 76% and 76%) felt that the time they had spent studying English was not beneficial (see figure 10). In this context it is important to note that poor examination results do not contribute to this negative attitude because simple pass/fail marks and not grades are given to students. Moreover, very few students fail.

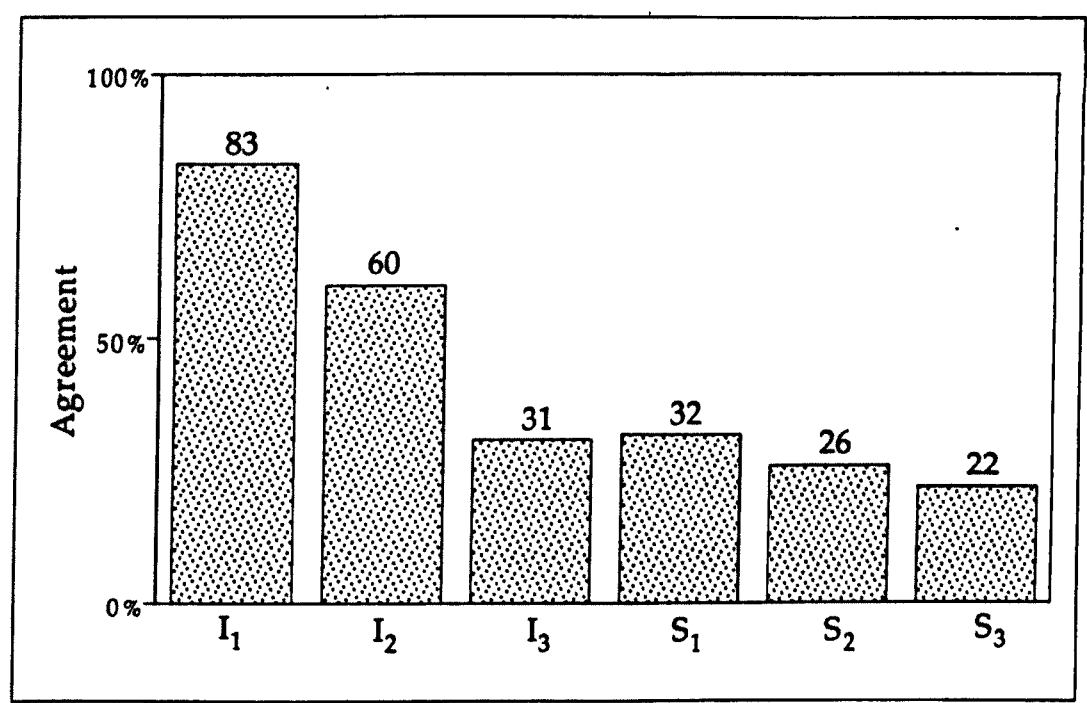


Figure 10: Students' agreement on time spent in studying English.

11- As regards language skills, on average 52% and 71% of students in both stages reported that students do not read and write enough in English.

12- In the view of 63% and 73% of students in both stages, listening and speaking were not practised in class.

This reflects a negative picture of language teaching in schools. The questions that revealed this situation were not directed towards

problem areas; the researcher chose the questions which are important to depict the main aspects of language teaching.

5. 2. 2 Teachers

1- Dissatisfaction with different aspect of English language teaching was expressed by most of the teachers in intermediate and secondary schools:

- a- The teaching method adopted (65% and 79% respectively were dissatisfied).
- b- The textbooks used (70% and 83%).
- c- The classroom exercises given (65% and 83%).
- d- Language skills taught (65% and 75%).
- e- Exams given (70% and 79%).

2- 87% and 92% of teachers in intermediate and secondary schools did not allow their students to determine the content of the language they use in relation to exercises given, and did not give them opportunities to interact in pairs or small groups. ' Determine ' in this context, means a degree of freedom to choose the vocabulary and structures in the answers given rather than simply mechanical manipulation of given items.

3- According to 70% and 83% of teachers, materials used were intended to teach grammar rather than how to use it.

4- As for language skills, dissatisfaction with learners' level in reading and writing was expressed by 61% and 67% of teachers in intermediate and secondary schools.

- 5- In the view of 78% and 88% of teachers, speaking and listening were the two troublesome skills due to the lack of attention given to them.
- 6- 61% and 83% of teachers in intermediate and secondary schools thought that after six years of formal English language teaching students were still unable to use the language to express their needs.
- 7- In the view of most teachers in both stages (78% and 71%) only a few learners understand the objectives of teaching English in schools.
- 8- according to 74% of teachers in intermediate schools and 83% in secondary schools current materials were inadequate to students' future needs, and need some changes.

The interview results will be found in full in appendix XI.B.

⑤. 2. 3 Medical Students

As mentioned above, 51 female medical students of the total intake of 74 in 1990/1991, were drawn randomly for interviewing purposes in order to unveil their retrospective views of their experiences of English education in schools, and to highlight the difficulties they encounter at university level. The interview consisted of three sections dealing, respectively, with students' general background, previous experiences of English in schools, and current language difficulties experienced in higher education. Students selected were interviewed in groups of 5, 6, and 7.

From results obtained it was found that most medical students experience considerable language difficulties in their first year of study (preparatory year for language improvement and consolidation of scientific knowledge) as a result of previous experience with English

language teaching in state schools. Difficulties expressed echo dissatisfaction voiced by students and teachers in schools. Students joining the university are expected to need help, but because their standard in English is so low, the intensive English language foundation course given to students in their first year of study is not sufficient to meet their needs and consequently students' problems continue as they progress in their studies. The interview results will be found in full in appendix XI.C.

- 1- In the view of 73% of medical students the time spent in studying English in school was not beneficial. Dissatisfaction expressed was attributed to irrelevance of materials given in school to students' future needs, poor teaching method, and dependence on memorisation for examination purposes.
- 2- Dissatisfaction with the teaching method adopted in school, the materials used, the classroom exercises given, and the language skills taught was expressed by 71% to 77% of students.
- 3- According to 84% of students, had learners been given opportunities to use the language to express their views in schools, they would have been able to use English more effectively. They also stated believed that they would have improved more had they been given opportunities to choose the content of the language they used, in relation to exercises given.
- 4- 82% of students reported that greater improvement in their ability would have been possible had they been given tasks to perform in pairs and small groups. The same percentage of students reported that

materials given in school were designed to teach students language grammar rather than language use.

5- Regarding language difficulties, understanding lectures and making notes is viewed as the most difficult skill, and writing up assignment and reports is the least difficult. Reading and understanding scientific texts comes in second place before asking questions and expressing views.

6- As regards language skills, 82% of students were dissatisfied with their ability in reading and writing, and 84% reported weakness in listening and speaking skills and attributed that to the lack of attention given to these skills in schools.

5.3 Questionnaire Results

A short questionnaire of 14 items was developed in order to estimate students' motivation towards learning English in school. A total number of 1757 students were involved; 736 from six intermediate schools, and 1021 from six secondary schools. From each of the twelve schools one class per grade level was selected randomly as classes were not streamed. However, with second and third grade secondary two classes per grade level were selected because of the scientific/literary division. The questionnaire was divided into two sections, the first of which dealt with parents' attitude towards English language, while the second addressed students' general view regarding importance and use of English inside and outside school, and students' experience with English alongside other suggestions. The response rate was 100% because of the presence of the researcher when the questionnaire was administered. The questionnaire results will be found in full in appendix XI. D.

The results obtained show that although the official objectives of teaching English in schools are not known to the students, they are aware of the importance of learning English. This however does not greatly affect their general motivation which was found to be low. Average scores recorded ranged from 20% to 50%. Students' motivation was also affected by grade level as the highest was always reported in the first grade intermediate and dropped to its lowest by the end of the secondary stage (for example: for importance of learning English for social prestige and for being distinguished as an educated person, the percentage dropped from the range of 50% to 30% in intermediate schools, and continued dropping to reach 20% and less in secondary schools). Moreover, most students in intermediate schools and the majority in secondary schools thought that learning English was not necessary for higher education (on average 63% and 77% respectively) and future career (74% and 82%).

To investigate whether the literary/scientific division at secondary level has any effect on students' attitude and motivation towards learning English language in school, the same interview schedule and questionnaire used above were employed. (The sample was originally selected with this division in mind).

The questionnaire was distributed to two classes in second and third grade secondary, one literary and one scientific in each grade level. The total number of students in second grade secondary was 390 (232 in the literary section and 158 in the scientific section), and in third grade secondary 402 student were involved (239 in the literary and 163 in the scientific). The first grade is a general course of study, more of a preparatory course before students decide on following either the literary or scientific section.

The literary/scientific division was found to have no noticeable effect on students' attitude or motivation. Percentages of agreement and disagreement, and comments made were to a great extent approximate. Mean scores for the 44 interview questions ranged between 75% to 45%. Key areas show the following:

- 1- Most students in the literary section and the majority in the scientific disapproved of the following:
 - a- The teaching method adopted (on average 67% and 80% respectively).
 - b- The instructional materials used (72% and 80%).
 - c- The exercises given (74% and 84%).
 - d- The exams given (75% and 80%).
- 2- On average 64% and 72% of students in both sections felt unable to use what had been learnt when the classes were over.
- 3- Half the student population in both sections reported that teachers spoke in English too much in class at the expense of students' learning.
- 4- According to almost all students in both sections, on average 95% and 97%, students were not given opportunities to use the language freely when they were given exercises in class, and were not given tasks to work on in pairs or small groups.
- 5- In the view of 73% and 79% of students in both sections, the materials given did not meet their expectations.
- 6- According to all students in the literary section and almost all in the scientific (89%) students were not given opportunities to use the

language in relation to exercises given, and were not given tasks to work on in pairs or small groups.

- 7- In the view of 74% and 82% of students in the literary and the scientific section textbooks given aim to teach grammar rather than how to use it.
- 8- As regards language skills, 69% and 76% of students reported that students do not read and write enough in English.
- 9- According to more than half the student population in both sections , on average 70% and 79%, speaking and listening were not practised in class.
- 11- On average 65% and 70% of students in both sections depend on memorisation when preparing for exams.
- 12- Most students in both sections, 75% and 79%, felt that the time they had spent in studying English in school was not beneficial.

As for the questionnaire, the following results were recorded:

- 1- Although students in both sections were aware of the importance of learning English, their motivation was found to be low, for example:
 - a- Enthusiasm to learn English in order to speak it with English native speakers was expressed by 44% and 56% of students in both sections).
 - b- Only 5% and 8% of students in both sections enjoyed English classes at all times.
- 2- Most students in both sections thought that learning English was not necessary for higher education (on average 84% and 67% respectively) and future career (83% and 75%).

⑤ . 4 *Measure of agreement on key issues:*

To determine the significance of differences between teachers and students in both stages on the one hand, and secondary school students and medical students on the other, as to what extent they agreed and disagreed on certain aspects of English language education, key questions were selected from the interview schedules. A chi-squared test was performed on some of them and for other question the extent of agreement and disagreement was reported in percentage terms. To perform a chi-squared test, the wording of questions involved should be identical.

As regards the intermediate stage, the association between teachers and students in perception of some key aspects of English education was statistically significant. (for details of items tested see appendix IV and V). All tables of items tested are to be found in appendix XII).

Intermediate schools:

1)- (question items 5/a, b, c, f in the first section in the teachers' interview, and question items 6/a, b, c, e in the first section in the students' interview).

5/ a- 65% of teachers and on average 43% of students disapproved of the teaching method adopted in classes. ($\chi^2 = 4.28^*$).

5/ b- 70% of teachers and on average 41% of students disapproved of the text books used. ($\chi^2 = 6.77^{**}$).

5/ c- 65% of teachers and on average 44% of students disapproved of the exercises. given. ($\chi^2 = 3.93^*$).

5/ d- 70% of teachers and on average 43% of students disapproved of the examinations given. ($\chi^2 = 5.87^*$).

Differences between the two groups were statistically significant. (tables 1, 2, 3, and 4). More agreement with the items tested above on the students' part might suggest that teachers reflected their exposure to past and present materials, and were influenced by their teaching experience, whereas students reflected their exposure only to present materials. The difference might also reflect the fact that students in intermediate schools were reporting views on two different sets of materials since the new course 'English for Saudi Arabia', was used only in the first two grades .

2)- According to 87% of teachers, and on average 95% of students, no opportunities were given for interaction in pairs and small groups. The difference was not statistically significant ($\chi^2 = 1.98$). (question item 5 in the second section in the teachers' interview, and question item 12 in the second section in the students' interview). (table 5).

3)- On average 95% of students and 87% of teachers stated that students were not allowed to determine the content of the language used in relation to exercises given. The statistical difference was not significant ($\chi^2 = 1.98$). (question item 6 in the second section in the teachers' interview, and question item 11 in the second section in the students' interview). (table 6).

4)- For as many as 74% of teachers and on average 50% of students, the materials given were inadequate to students' future needs. The difference was statistically significant ($\chi^2 = 5.89^*$). The difference is manifested by greater approval of the materials on the students' part. (question item 2 in the third section in the teachers' interview, and

question item 13/b in the third section in the students' interview). (table 7).

5)- As regards availability of teaching aids, all the teacher population and on average 89% of students agreed that teaching aids were used in classes. The difference was not statistically significant ($X^2 = 2.97$). (question item 5 in the third section in the teachers' interview, and question item 8 in the second section in the students' interview). (table 8).

6)- 70% of teachers and on average 48% of students agreed that the materials used aim to teach students language structure rather than language use. The statistical difference was significant ($X^2 = 4.16^*$). More disagreement with this item might suggest that from the students' perspective the exercises included give them opportunities to use the language. (question item 6/a in the third section in the teachers' interview, and question item 13/a in the fourth section in the students' interview). (table 9).

7)- As regards language skills, more than half the population in each group felt that language skills were not treated equally in classrooms. 65% of teachers agreed that learners' level in reading and writing was unsatisfactory, and 52% of students, on average, reported that they did not read and write enough English in classes. As for the other two skills, 78% of teachers attributed learners' weakness in listening and speaking to the little attention given to these skills; a viewpoint shared by 63% of students who stated that they did not practise these skills in classes (question items 6/d, e in the third section in the teachers'

interview, and question items 13/f, g in the third section in the students' interview).

The situation in the secondary stage was different, as the association between teachers and students in perception of almost all key issues discussed above was not significant. (for reference to items tested see appendix IV and V). All tables to these items are to be found in appendix XII).

Secondary schools:

1)- (question items 5/a, b, c, f in the first section in the teachers' interview, and question items 6/a, b, c, e in the first section in the students' interview).

5/ a- 79% of teachers and on average 71% of students disapproved of the teaching method adopted. ($\chi^2 = 0.64$).

5/ b- 83% of teachers and on average 73% of students disapproved of the textbooks used. ($\chi^2 = 1.16$).

5/ c- 83% of teachers and on average 74% of students disapproved of the exercises given. ($\chi^2 = 0.91$).

5/ d- 79% of teachers and on average 75% of students disapproved of the examinations given. ($\chi^2 = 0.18$).

None of the differences above was statistically significant. (tables 1, 2, 3, and 4).

2)- According to 92% of teachers, and on average 95% of students, no opportunities were given for interaction in pairs and small groups.

The difference was not significant statistically. ($X^2= 0.28$). (question item 5 in the second section in the teachers' interview, and question item 12 in the second section in the students' interview). (table 5).

3)- On average 95% of students and 92% of teachers stated that students were not allowed to determine the content of the language used in relation to exercises given. The difference was not statistically significant. ($X^2=0.28$). (question item 6 in the second section in the teachers' interview, and question item 11 in the second section in the students' interview). (table 6).

4)- As far as 83% of teachers and on average 77% of students, materials used were unsuited to students' future needs. The statistical difference was not significant ($X^2= 1.57$). (question item 2 in the third section in the teachers' interview, and question item 13/b in the third section in the students' interview). (table 7).

5)- As regards availability of teaching aids, all teachers and on average 73% of students stated that teaching aids were used. The difference was statistically significant ($X^2= 8.29^{**}$). The disagreement might suggest that students were reflecting on the kind and quality of aids used. (question item 5 in the third section in the teachers' interview, and question item 8 in the second section in the students' interview). (table 8).

6)- 83% of teachers and on average 76% of students agreed that the materials used aim to teach students language structure rather than language use. The difference was not statistically significant ($X^2=0.57$). (question item 6/a in the third section in the teachers' interview, and

question item 13/a in the fourth section in the students' interview). (table 9).

7)- As regards language skills, more than half the population in each group felt that language skills were not treated equally. 67% of teachers were not satisfied with learners' level in reading and writing, and 88% attributed learners' weakness in listening and speaking to the little attention given to these skills in classes. As for the other group, on average 71% of students reported that they did not get enough practice in reading and writing, and 73% stated that listening and speaking were not practised in classes (question items 6/d, e in the third section in the teachers' interview, and question items 13/f, g in the third section in the students' interview).

8)- On average 75% of students and 83% of teachers felt that students were not able to use the language adequately in relation to the time devoted to teaching English in schools. The statistical difference was not significant ($\chi^2=0.71$). (question item 1 in the last section in the teachers' interview, and question item 1 in the last section in the students' interview which is for secondary students only. (table 10).

The association between medical students and secondary school students in perception of most aspects discussed above was not significant. (for details of items tested see appendix IV and VI). All tables to these items are included in appendix XII).

1)- (question items 8/d, b, c, e in the second section in the medical students' interview, and question items 6/a, b, c, e in the first section in the students' interview).

8/a- 75% of medical students and on average 71% of secondary school students disapproved of the teaching method adopted in schools. ($\chi^2 = 0.19$).

8/b- 75% of medical students and on average 73% of secondary school students disapproved of the text books used. ($\chi^2 = 0.03$).

8/c- 73% of medical students and on average 74% of secondary school students disapproved of the exercises given. ($\chi^2 = 0.04$).

8/d- 75% of medical students and on average the same percentage (75%) of secondary school students disapproved of the examinations given. ($\chi^2 = 0.04$).

None of the differences was statistically significant. (tables 1, 2, 3, and 4).

2)- 82% of medical students and on average 76% of secondary school students agreed that the materials used aimed to teach students language structure rather than language use. The difference was not statistically significant ($\chi^2 = 0.07$). (question item 13/a in the second section in the medical students' interview, and question item 13/a in the third section in the students' interview) (table 5).

3)- Concerning their ability to use the language after the time spent in studying English in school, 84% of medical students and on average 75% of secondary school students felt unable to use the language after six years of formal teaching in school. (question item 1 in the last section of the medical students' interview, and question item 1 in the last section of the students' interview). (table 6).

- 4)- 84% of medical students believed that they would have improved more had they been given opportunities to choose the content of the language they use in relation to exercises given. In secondary school 95% of students stated that they were not allowed to determine the content of the language used in classes in relation to language exercises given .(question item 10 in the second section in the medical students' interview, and question item 11 in the second section in the students' interview).
- 5)- 82% of medical students thought that greater improvement in their ability would have been possible had they been given tasks to work on in pairs and small groups. As for secondary schools, on average 95% of students stated that they were not given opportunities to interact in pairs or small groups (question item 11 in the second section in the medical students' interview, and question item 12 in the second section in the students' interview).
- 6)- 84% of medical students believed that it could have been helpful to them to be able to use the language more to express their needs and thoughts even if it meant speaking incorrectly; a viewpoint supported by all secondary school students. (question item 12 in the second section in the medical students' interview, and question item 13/a in the second section in the students' interview).
- 7)- As for language skills, 82% of medical students admitted dissatisfaction with their ability in reading and writing, and 84% were not happy with their ability in listening and speaking, and attributed their weakness to the little attention given to these skills in schools. As for the other group, on average 71% of secondary school students stated that they did

not get enough practice in reading and writing, 73% reported that listening and speaking were not practised in classes. (question items 13, 15 in the last section in the medical students' interview, and question items 13/f, g in the third section in the students' interview).

⑤ . 5 *Difference in Catchment Areas:*

To decide whether teachers and students in both stages differed in their agreement regarding the same aspects discussed above, but in relation to the catchment areas of the schools involved (two schools per stage were selected randomly from each of the following groupings: urban, suburban, and rural), the same key questions were selected from the interview schedules. A chi-squared test was not performed as it might create confusion from a statistical point of view. Instead crude numbers of responses for teachers and students in each grouping were reported.

As regards intermediate schools:

The total number of teachers in intermediate schools was 23, and the total number of students was 216. (for the rationale of selection of students see section 2.1 in chapter 2). The distribution of each group as far as the three areas are concerned is as follows:

Urban schools: teachers 8 students 72.

Suburban schools: teachers 8 and students 72.

Rural schools: teachers 7 and students 72.

1)- Almost all teachers in urban schools (7) and more than half in suburban schools (5) disapproved of the teaching method adopted, whereas in rural schools teachers were divided in half on the issue, (3

teachers disapproved and 4 approved). As for students, the population was divided in half in urban and suburban schools; 39 and 38 students approved while 33 and 34 disapproved. In rural schools approval among students was higher, 47 as opposed to 25. (question item 5/a in the first section in the teachers' interview, and question item 6/a in the first section in the students' interview).

- 2)- Almost all teachers in urban and suburban schools (7) disagreed on the text books used, while more than half the teachers in rural schools were quite content with them (5). Over half the student population in all areas approved; 41 in urban and suburban schools and 45 in rural schools. 31 students in the first two areas and 27 in the last disagreed. (question item 5/b in the first section in the teachers' interview, and question item 6/b in the first section in the students' interview).
- 3)- Almost all teachers in urban schools, 7, and more than half in suburban schools, 5, disapproved of the classroom exercises given, while in rural areas teachers were divided in half, 4 approved and 3 disapproved. As for students, the population was divided equally, 39 and 38 in urban and suburban schools. Approval among students in rural schools was higher; 45 approved as opposed to 27. (question item 5/c in the first section in the teachers' interview, and question item 6/c in the first section in the students' interview).
- 4)- Almost all teachers in urban and suburban schools, 7, did not approve of the examinations given to students, while more than half the teachers in rural schools (5) had no objection. The student population was divided equally in urban and suburban schools (38 and 41), however, approval in rural schools was slightly higher at 44. 34, 31, and

28 students disapproved. (question item 5/f in the first section in the teachers' interview, an question item 6/e in the first section in the students' interview).

5)- Almost all the teacher population in all schools stated that students were not given opportunities to interact in classes in pair and small groups, 7, 7, and 6; a viewpoint supported by all the student population in all areas, 72, 60, and 72, respectively, except for a very few students in suburban schools who disagreed (12). (question item 5 in the second section in the teachers' interview, and question item 12 in the second section in the students' interview).

6)- Almost all teachers stated that students were not allowed to determine the content of the language used in classes in relation to exercises given, 7, 7, and 6. Student population in all schools agreed with their teachers, 72, 60, and 72, with the exception of a very few students in suburban schools, (12) who again disagreed. (question item 6 in the second section in the teachers' interview, and question item 11 in the second section in the students' interview).

7)- Almost all teachers in urban and suburban schools (7) thought that the materials given were unsuited to students' future needs; teachers in rural schools were divided in half, as 4 agreed and 3 disagreed. As for students, the population was equally divided in urban and suburban schools, 38, and 37 disagreed while 34 and 35 agreed. In rural schools, 43 students thought that the materials were acceptable but 29 did not. (question item 2 in the third section in the teachers' interview, and question item 13/b in the third section in the students' interview).

- 8)- All teachers (23) and almost all students in all schools, 72, 66, and 53, stated that teaching aids were used in classes except for a very few students in suburban and rural schools, 6 and 19. (question item 5 in the third section in the teachers' interview, and question item 8 in the second section in the students' interview).
- 9)- Almost all teachers in urban and suburban schools, 7 and 6, agreed that materials used were intended to teach students language structure rather than language use; about half the teachers in rural schools held the same view (3). As for students, the population was divided in half in all schools, 39, 38 and 33 respectively agreed, while 33, 34, and 39 disagreed. (question item 6/a in the third section in the teachers' interview, and question item 13/a in the fourth section in the students' interview).
- 10)- As for language skills, most teachers in urban and suburban schools (5), and about half in rural areas (4), were dissatisfied with students' levels in reading and writing. As for students, the population in all schools was divided in half yet again in this respect as 37 in urban schools, and 39 students in suburban and rural schools were dissatisfied as opposed to 35, and 33 who were satisfied. (question item 6/d in the third section in the teachers' interview, and question item 13/f in the third section in the students' interview).
- 11)- Most teachers in all schools (6) attributed learners' weakness in listening and speaking to the little attention given to these skills. As regards students, more than half the population in all schools, 46, 43 and 48, reported that listening and speaking were not practised in classes. (question item 6/e in the third section in the teachers'

interview, and question item 13/f in the third section in the students' interview).

In secondary schools the situation was quite different as the majority of teachers and students adopted the same views on all issues discussed. The total number of teachers in secondary schools was 24, and the total number of students was 216. The distribution of each group as far as the three areas are concerned is as follows:

Urban schools: 8 teachers and 72 students.

Suburban schools: 8 teachers and 72 students.

Rural schools: 8 teachers and 72 students.

1)- All teachers in urban schools (8) and almost all in suburban schools (7) disapproved of the teaching method adopted, while teachers in rural schools were divided in half, 4 approved and 4 disapproved. The majority of students in all three areas did not approve of the teaching method; 54 in urban schools, and 50 in suburban and rural schools, as opposed to 18, and 22 students. (question item 5/a in the first section in the teachers' interview, and question item 6/a in the first section in the students' interview).

2)- All teachers in urban schools (8) almost all in suburban schools (7) and more than half in rural areas (5) did not approve of the textbooks used. The majority of students in all schools shared the same view; 55, 52, and 51 respectively, while 17, 20, and 21 approved. (question item 5/b in the first section in the teachers' interview, and question item 6/b in the first section in the students' interview).

- 3)- All teachers in urban schools (8) almost all in suburban schools (7) and more than half in rural areas (5) disapproved of the exercises given in classes; a viewpoint expressed by the majority of students in all schools; 54 in urban schools, and 53 in suburban and rural schools. 18, and 19 students took the opposite view. (question item 5/c in the first section in the teachers' interview, and question item 6/c in the first section in the students' interview).
- 4)- All teachers in urban schools (8) and almost all in suburban schools (7) disapproved of the examinations given to students, but in rural schools the teacher population was divided in half on the issue, 4 approved and 4 disapproved. The majority of students in all schools disapproved; 55, 54, and 53 respectively, while 17, 18, and 19 students approved. (question item 5/f in the first section in the teachers' interview, and question item 6/e in the first section in the students' interview).
- 5)- Almost all teachers in urban and suburban schools (7) and all teachers in rural schools (8) admitted that students were not given opportunities to interact in class in pairs and small groups; a viewpoint supported by all students, 72, 60, and 72, with the exception of a very few students in suburban schools, 12. (question item 5 in the second section in the teachers' interview, and question item 12 in the second section in the students' interview).
- 6)- Almost all teachers in urban and suburban schools (7) and all teachers in rural schools (8) stated that students were not allowed to determine the content of the language they used in classes in relation to exercises given. All students in all schools backed this statement, 72, 60, and 72, except for a very few students in suburban schools, 12. (question item 6

in the second section in the teachers' interview, and question item 11 in the second section in the students' interview).

- 7)- All teachers in urban schools (8) almost all in suburban schools (7) and more than half in rural schools (5) reported that the materials given were unsuited to students' future needs; a viewpoint shared by the majority of students in all schools, 55 student in each area. 17 students in each area were content with the materials. (question item 2 in the third section in the teachers' interview, and question item 13/b in the third section in the students' interview).
- 8)- All the teacher population (8) and the majority of students in all schools, 54, 55, and 50, stated that teaching aids were used in classes. 18, 17, and 22 students reported otherwise. (question item 5 in the third section in the teachers' interview, and question item 8 in the second section in the students' interview).
- 9)- All teachers in urban schools (8) almost all in suburban schools (7) and more than half in rural areas (5) agreed that the materials used were intended to teach learners language structure rather than language use. The majority of students in all schools supported this view; 56, 55, and 54. A minority of 16, 17, and 18 students disagreed. (question item 6/a in the third section in the teachers' interview, and question item 13/a in the fourth section in the students' interview).
- 10)- As regards language skills, most teachers in urban schools (6) and more than half in suburban and rural schools (5) were not satisfied with learners' level in reading and writing. For the majority of students in all schools, 53 in urban schools, and 50 in suburban and rural schools, these two skills were not given enough time in class. 19, and 22

reported otherwise. (question item 6/d in the third section in the teachers' interview, and question item 13/f in the third section in the students' interview).

11)- Most teachers in urban and suburban schools (6 and 7) and all teachers in rural schools (8) attributed learners' weakness in listening and speaking to the little attention given to these skills. The majority of the student population in all schools stated that listening and speaking were not practised in classes, 54, 51 and 53 respectively. 18, 21, and 19 students stated otherwise. (question item 6/e in the third section in the teachers' interview, and question item 13/g in the third section in the students' interview).

12)- More than half the teachers in urban schools (5) almost all in suburban (7) and all of them in rural schools (8) thought that after six years of formal English language teaching students were unable to use the language to express their needs and thoughts. The majority of students in all schools stated that they were unable to use the language as they had hoped despite the time they had spent studying English in schools, 55, 53, and 55 respectively. 17, 19, and 17 students were satisfied with their ability. (question item 1 in the last section in the teachers' interview, and question item 1 in the last section in the students' interview).



It can be seen from these results that conformity in teachers' and students' responses was equal in secondary schools but not as great in intermediate schools. However, half the population in intermediate schools, and sometimes more, adopted similar views to their teachers.

Although the catchment area from which schools were selected did not affect responses of agreement and disagreement between teachers and students, a great degree of satisfaction with the status quo can be detected in the responses of teachers and students in the rural areas.

5.6 Discussion of Results

There is a high level of agreement between students and teachers on the weaknesses in the current system of English language instruction delivered in female state schools, and its general ineffectiveness. This is in accord with what the researcher observed in the schools. It also matches the description of the present situation at KAAU regarding language difficulties experienced by medical students as the result of previous experience with English in school, and bears out earlier views of language teaching in state schools for boys, mentioned in the review of literature.

In detail, English language teaching is characterised by the following features:

- 1)- As knowledge of English language is taken to mean mastery of language structure regardless of cognizance of how it operates in various contexts, focus on language properties (form and vocabulary) still dominates educational practice.
- 2)- As a corollary, emphasis is on memorisation. Students have concerned themselves with committing the language taught to memory through rote learning for examination purposes.

- 3)- Teaching in class is tedious and devoid of any form of interaction; no genuine opportunities exist for student-student interaction through pairs or small groups.
- 4)- Teachers play a dominant role emphasising accuracy of utterances and presenting learners with controlled activities which are monotonous and do not go beyond the mechanical manipulation of language structure.
- 5)- Textbooks cover subject matter which is out of touch with students' lives, and is therefore not of genuine interest to them.
- 6)- Examinations given concern themselves with testing memory, how much has been recalled, rather than communicative ability.
- 7)- Large classes, time constraints, and lack of required and adequate teaching aids are three major problems facing teachers.

In general, a negative attitude and low motivation on the students' part was evident in both stages, as percentages of approval and agreement dropped steadily from their highest level in first grade intermediate to the lowest in the secondary stage. Teachers and medical students expressed dissatisfaction with the same aspects. This is particularly regrettable given that students in first grade intermediate come to the language with high expectations.

5.7 Implications of the Study

Learning English in Saudi Arabia is not like learning French in Britain. There is more incentive in society to acquire the language. There are large numbers of people living and working in Saudi Arabia who do

not speak Arabic. English language is used in every day life; at home, at work and at street level. Most families have domestic helpers who come from different foreign countries and use English as a medium of communication. In hospitals, airports, and government institutions such as schools and universities, English is used for communication, instruction and correspondence. At the street level many shop keepers use English to deal with foreign customers. There are radio and television channels broadcasting in English on a daily basis. Even imported films and documentaries are broadcast in the original language (usually English) without Arabic sub-titles. All advertisements, names of streets and traffic signs are in English as well as in Arabic. It can be seen from this that English is ever-present in the lives of ordinary Saudis. Since this is a recent phenomenon, the average citizen's ability to use English is poor, especially in the case of women. There is a clear need for the school system to meet the present and growing need.

This study has shown the weakness in the educational provision. English language teaching in schools does not go beyond the stage of a progressive accumulation of linguistic knowledge, which is left unused waiting to be enlivened and developed only when the need arises. As a result, those who join English medium disciplines find that their competence is far from adequate to enable them to pursue their studies even after intensive language study during a foundation year. Others, needing to activate what they have learnt for the purpose of communication, study and work are similarly disadvantaged. We have also seen how students become de-motivated by the way they are taught.

The medical students who graduate each year, although few in number, are important because they are following one of the few

professional careers at present open to women. For them contact with English does not cease after graduation as many seek higher qualifications abroad in order to meet the growing needs of society. They can be seen as pioneers of the future. As for women in general, knowledge of English assists them to overcome the restriction on sources of knowledge and information. It helps to transcend the barrier of a single means of communication.

This study is significant in that it has far reaching implications. It has looked at a representative sample of girls' schools in the Jeddah area, the most cosmopolitan part of Saudi Arabia, and one of the most populous, and found a serious weakness in the provision of English language instruction. Because the school system throughout the kingdom is highly centralised and works to a tightly controlled curriculum this situation will be found in all the other regions, probably worse in some that are more remote and less affluent. It is, in fact, of national importance.

5.8 Recommendations

English language teaching in Saudi schools could be improved if the following suggestions were implemented.

- 1)- A new communicative syllabus is essential, in which language form and function should receive equal attention. Important as it is for students to learn language rules, having opportunities to put that language into practice for a variety of purposes is equally essential. In other words students should *learn to use and also use to learn more*. In order to involve students in the teaching/learning process, they should be encouraged to relate learning to their own experiences.

- 2)- As a corollary, pair and group work should become established as normal classroom practices, allowing students to negotiate meaning and achieve effective communicative tasks.
- 3)- Teachers need to understand their new participatory role. In the communicative approach teachers are expected to assume more than one responsibility; knowledge possessor of knowledge, organiser, and guide. They are also expected to be sensitive to individual differences, and encourage students to experiment with the language without fear of making mistakes, thus gaining confidence in themselves.
- 4)- Instructional materials ought to be geared much more towards students' needs and interests in order to encourage personal involvement and promote learning. In this connection, subject matter should be drawn from other school subjects so as to exploit the possibility of using language for various purposes. Topics which ignite students' intellect, capture their attention, and generate possibilities for creative use of the language will promote communication and broaden their horizons.
- 5)- The governments' objectives for teaching English to girls need to be changed, to be more ambitious and more specific. The objectives of teaching English in schools should be made clear to the students.
- 6)- The necessary (required and adequate) audio-visual aids should be provided in schools because they provide a greater sense of realism and thus enrich learning. Teachers should be trained to use the language laboratories which exist in most schools, and technical assistance should be provided.

- 7)- In-service training courses should be implemented so as to prepare teachers for the communicative approach recommended, and keep them informed of new trends in the field.
- 8)- None of the improvements mentioned above are likely to be successful unless they are reflected in a completely new testing system which does not rely on rote learning.
- 9)-A programme to introduce the teaching of English in primary schools should be set in motion.
- 10)- If English language is likely to continue to be the medium of instruction for some disciplines in higher education, then contact needs to be established between the existing sources of support; the GPGE, the inspectorate, a university faculty, and the English language centre at the university. They should together look at the language problems in order to build a bridge between school and higher education.
- 11)- Examinations in other subjects of the school curriculum, as well as English, depend on memorisation. However, the researcher believes that introducing necessary changes to English exams can be easily made and accepted without necessarily affecting the testing method in other areas, since English is considered by most people to be a special subject.

The author believes that the above suggestions are feasible. However, if a number of factors conspire to prevent these changes, then at the very least, teachers should be persuaded to implement communicative activities in order to encourage learners to interact in classes, and this should be reflected in the examinations given. It is hoped that the suggestions made will persuade policy makers to think about

implementing the communicative approach on a national scale in order to elevate the standard of English among students. If the Arabic adage that "when you educate a woman you educate a nation" still holds true, then the suggestions recommended should be reflected in educational practices in female schools.

⑤ . 9 *Directions for Future Research*

The present study should be seen as a beginning to the scientific appraisal of language learning in women's education in Saudi Arabia. The potential for future research is both great and very important for the benefit of teachers and students in the country.

Priorities for future research are:

- 1)- A detailed examination of the impact of current testing methods on the teaching of all subjects, and the teaching of English in particular.**
- 2)- The relevance of English to the daily life of the average Saudi woman, at present and in the near future.**
- 3)- A comparative study of the same areas of concern in another Arab country.**

It would also be useful to replicate the present study in the boys' school system with the same controls.

Conclusion

The issue of the low standard of achievement in English among students in state schools continues to be a serious problem facing officials and educationalists. Despite six years of formal English language teaching, students graduate from high school with deficient standards of language competence. The problem becomes eminent at the university level for students receiving their education through the medium of English.

As the problem is believed to be deeply rooted in the school system, this research aims to investigate the effectiveness of the current English language instruction programme delivered in female state schools, and study the particular language difficulties experienced by first year female medical students.

For the purpose of this research three independent instruments were used; namely, classroom lesson observation, interviews, and questionnaires. These were applied to a representative cross-section of state schools in the Jeddah area. This was the largest and most balanced sample so far studied in this field, under strict research controls. It yielded a large amount of detailed information, as well as frank opinions, thanks to the wholehearted co-operation of students and teachers at all stages.

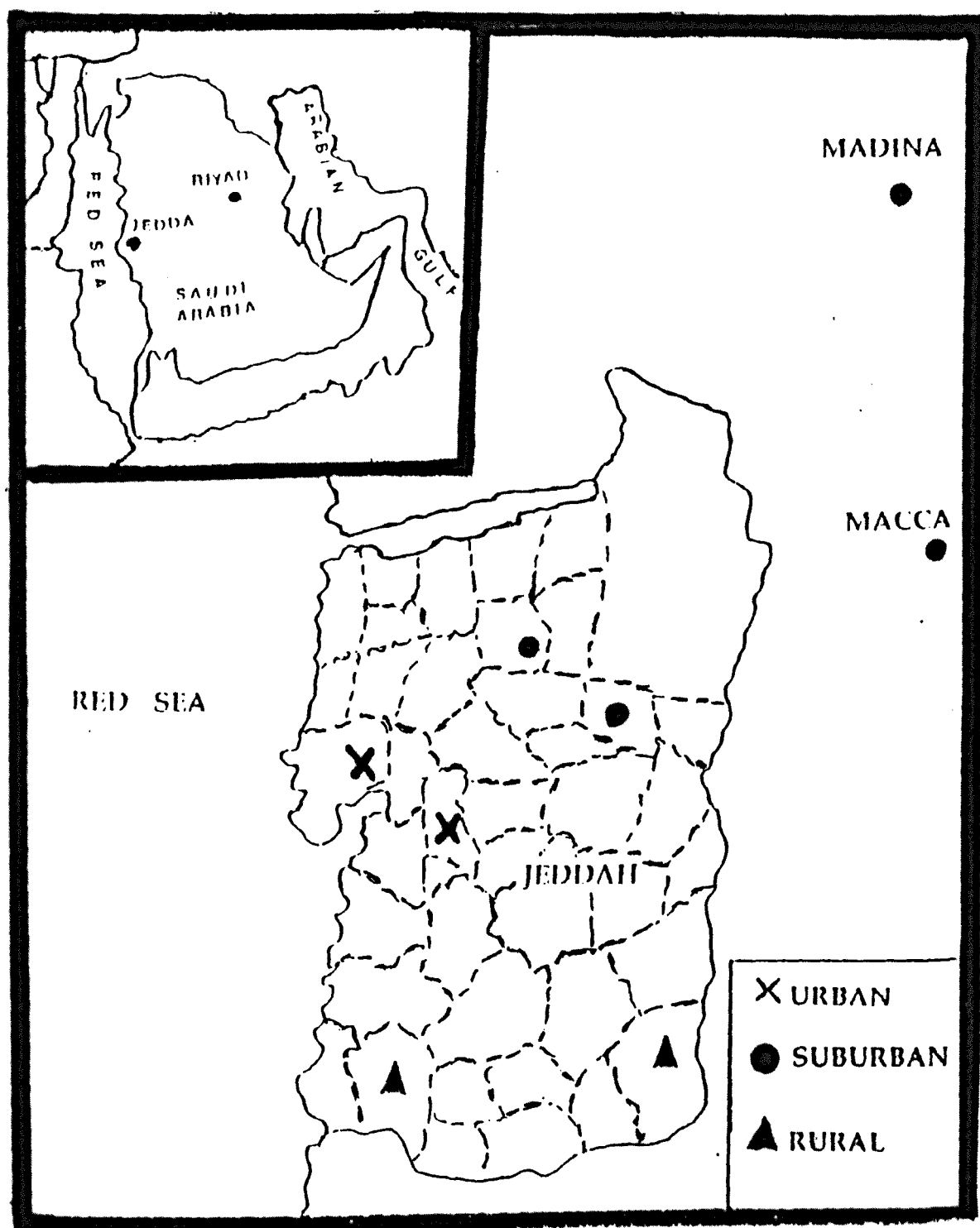
There was wide agreement between students and teachers on the weaknesses in the current system. A conclusion was reached that the ineffectiveness of the present English language programme was deep

seated in the traditionalism of educational practice, in overlooking the element of communication, and in the outmoded tests used.

It was suggested that the element of communication should be incorporated into educational practice, and that a better testing system should be implemented. The author also recommended that teachers ought to receive appropriate training.

Research into women's education in Saudi Arabia is very limited. This study represents a major contribution to an increasingly important sector of education, and lays a foundation for further research.

Appendix I



Map of Jeddah showing districts.

Appendix II

Census of Schools, Teachers, and Students in Jeddah:

General Presidency for Girls' Education 1990-1991

State schools:

Intermediate schools: 54.

Total number of students: 28, 201.

Saudi: 16, 792.

Non-saudi: 11, 409 (from various Arab countries).

Total number of teachers: 1437 (saudi and non-saudi).

Secondary schools: 34.

Total number of students: 17, 176.

Saudi: 10, 392.

Non-saudi: 6, 784.

Total number of teachers: 997 (saudi and non-saudi).

Total number of English language teachers in intermediate and secondary schools: 317.

Saudi: 317.

Non-saudi: None.

Private schools:

Intermediate: 14.

Total number of teachers: 126 (saudi and non-saudi).

Total number of students: 1645.

Saudi: 1031.

Non-saudi: 614.

Secondary: 8.

Total number of teachers: 61 (saudi and non-saudi).

Total number of students: 687.

Saudi: 492.

Non-saudi: 195.

Appendix III: Classroom Observation schedule

[illegible]

School: (Intermediate/Secondary).

Grade: (First/Second/Third).

Lesson: 3rd lesson on the timetable - on 'apologising'

Time : 10.00

Date : - / - 1990 (1991)

Observation Period: 45 minutes

Class size: 25 students.

Codes: ✓ Observed
 N/o Not observed

Observation Notes:

H. Emará (1990)

Appendix IV

A: Learners' Interview Schedule
(Translated from Arabic)

Educational Stage:

Grade level:

Section:

I: General Attitude:-

1- What is your favourite subject in school?

Yes	No

2- Did you study English outside state school?

3- If your answer to question (2) was yes, please state where you studied it.

Yes	No

4- Do you think it is important to study English in school?

5- If your answer to question (4) was no, please give your reasons.

6- Do you agree with:-

	Strongly agree	Agree	Undecided	Disagree	strongly disagree
a- The teacher's method of teaching?					
b- The books you read?					
c- The classroom exercises?					
d- The overall time given to teaching English?					
e- The English examinations you are given?					

II: Attitude to Teaching Methodology:-

	Always	Sometimes	Occasionally	Never
1- Do you enjoy English classes in school?				

2- If you do not enjoy English classes is it:-

	Yes	No
a- Because of the teacher?		
b- Because of the teaching method?		
c- Because of the materials?		
d- Because of other reasons?		

2(a)- If your answer to question 2(a) was yes, explain in what way.

2(b)- If your answer to question 2(b) was yes, explain how is that.

2(c)- If your answer to question 2(c) was yes, explain in what aspect.

2(d)- If your answer to question 2(d) was yes, give your reasons.

	Always	Sometimes	Occasionally	Never
3- When the teacher teaches new grammar, do you prefer an explanation in Arabic?				
4- When the teacher teaches new words, do you prefer the meaning in Arabic?				

5- When the class is over, do you feel you can use what you have learnt?

Yes	No

6- If your answer to question (5) was no, explain why.

7- Do you agree that:-

a- The teacher's method of teaching helps you to understand ?	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
b- The way the teacher speaks English affects your learning?					
c- The teacher's personality helps you to learn more ?					
d- The teacher speaks in English too much in class?					
e- The teacher always insists on speaking correctly?					

Yes	No

8- Does your teacher use any teaching aid in class?

9- When the teacher introduces a new lesson, do you like to join in?	Always	sometimes	occasionally	Never

10- If you do not like to join in, is it:-

- a- Because you fear embarrassment if you speak incorrectly in front of your class mates?
- b- Because you are not given the opportunity?
- c- Because of any other reason?

Yes	No

- 11- When you are given exercises in class, are you given opportunities to use the language freely?
- 12- Are you given tasks to work in pairs or groups in class?

Yes	No

13- Do you agree that:-

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
a- It would be helpful if you are able to use the language to express yourself even if it meant speaking incorrectly.					
b- The exercises in your books encourage you to join in and learn more.					
c- The exercises are interesting?					
d- The exercises are varied.					
e- When you make mistakes while learning in the practice phase, you prefer to be interrupted.					
f- When the teacher interrupts you for correction purposes, you are discouraged.					

III- Attitude to Instructional Materials:-

- 1- Do you feel that you are getting what you need or expect from your books?

Yes	No

- 2- If your answer to question (1) was no, explain why.

- 3- How would you comment on the topics dealt with in your book?

4- What would you say about the exercises included in your book?

5- Do you feel you are getting enough practice in speaking?

6- Do you feel you are getting enough practice in listening?

7- Are you happy with your ability in reading ?

8- Are you happy with your ability in writing ?

Yes	No

9- If your answer to question (7) was no, explain why.

10- If your answer to question (8) was no, explain why.

11- If your answer to question (5) was no, explain why.

12- If your answer to question (6) was no, explain why.

13- Do you agree that:-

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
a- Your books teach you grammar rather than how to use it.					
b- The texts in your books are relevant to your future needs.					
c- The grammar and words you are taught are relevant to your needs.					
d- Using the Saudi culture to teach the language is acceptable.					
e- The texts are interesting?					
f- You do not read and write enough English.					
g- You do not practise listening and speaking in class.					

IV- Attitude to Assessment:-

	Yes	No
1- Is there any difference between what you have been taught and the monthly examination regarding content?		
2- Do you depend on memorising the grammar, words and exercises in your book when preparing for an examination?		
3- When you are having difficulties with your work or study, do you try to see your teacher to help you?		
4- How do you prepare for your English examination usually?		
5- When the teacher informs you that you are going to have an examination what instructions (details of content to be covered in the exam) does she give you?		

13- Do you agree that:-

- a- Your books teach you grammar rather than how to use it.
- b- The texts in your books are relevant to your future needs.
- c- The grammar and words you are taught are relevant to your needs.
- d- Using the Saudi culture to teach the language is acceptable.
- e- The texts are interesting.
- f- You do not read and write enough English.
- g- You do not practise listening and speaking in class.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

IV- Attitude to Assessment:-

- 1- Is there any difference between what you are taught and the monthly exam regarding content?
- 2- Do you depend on memorising the grammar, words and exercises in your book when preparing for an examination?
- 3- Are the examinations given to you during the school year different from the final examination?
- 4- When you are having difficulties with your work or study, do you try to see your teacher to help you?

Yes	No

- 5- How do you prepare for your English examination usually?
- 6- When the teacher informs you that you are going to have an examination, what instructions (details of the content to be covered in the exam) does she give you?

V- Overall Attitude:-

(Intermediate)

1- What are you hoping to get out of English classes after leaving the secondary school?

2- Do you think learners should be asked for their views on the books they use and the way they are taught English in class?

Yes	No

3- Do you wish to add any comment about English teaching in schools?

V- Overall Attitude:-

(Secondary)

- 1- Do you feel that after the time you have spent in studying English you can use the language now as you have hoped to?

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

- 2- Do you think that early experiences in English classes in the intermediate stage affected your attitude to English?

Yes	No

- 3- Is there any difference between intermediate and secondary stage schools concerning the teaching of English in general?

- 4- If your answer to question (3) was yes, how would you describe the difference?

- 5- Do you think learners should be asked for their views on the books they use and the way they are taught English in class?

Yes	No

- 6- Do you wish to add any comment about teaching English in schools?

IV.B

المرحلة:
الصف:
القسم:

جدول المقابلة مع الطالبات

القسم الأول:- الموقف العام

١- ماهي المادة المفضلة لديك في المدرسة؟

نعم	لا

٢- هل سبق لك وأن درست اللغة الإنجليزية خارج المدرسة الحكومية؟

٣- إذا كانت إجابتك للسؤال (٢) نعم، فاذكرني المكان الذي درست فيه.

نعم	لا

٤- هل تعتقدني أنه من الضروري تعلم اللغة الإنجليزية في المدرسة؟

٥- إذا كانت إجابتك للسؤال (٤) لا، فاذكرني أسباب ذلك.

أوافق بشدة	أوافق	غير متأكد	لا أوافق	لا أوافق بشدة

هل توافقي على:

أ- طريقة تدريس المعلمة في الفصل؟

ب- كتب اللغة الإنجليزية التي تتعلمين منها؟

ج- التمارين اللغوية التي تعطى لك في الفصل؟

د- الوقت الكلي لتدريس اللغة الإنجليزية في المدارس؟

هـ- إختبارات اللغة الإنجليزية التي تعطى لك في المدرسة؟

القسم الثاني:- الموقف تجاه طريقة التدريس:

دائماً	أحياناً	قليلاً	نادراً

١- هل تستمتعي بدرس اللغة الإنجليزية في المدرسة؟

٢- إذا كنت لا تستمتعي بدرس اللغة الإنجليزية في المدرسة فهل هذا:

نعم	لا

أ- بسبب المعلمة نفسها؟

ب- بسبب طريقة التدريس؟

نعم	لا

ج- بسبب الكتب الدراسية التي تتعلمي منها:

د- بسبب عوامل أخرى ؟

٢ (أ)- إذا كانت إجابتك للسؤال ٢ (أ) نعم، فالرجاء شرح ذلك.

٢ (ب)- إذا كانت إجابتك للسؤال ٢ (ب) نعم، فالرجاء شرح ذلك.

٢ (ج)- إذا كانت إجابتك للسؤال ٢ (ج) نعم، فالرجاء شرح ذلك.

٢ (د)- إذا كانت إجابتك للسؤال ٢ (د) نعم، فالرجاء توضيح هذه العوامل.

دائماً	أحياناً	قليلاً	نادراً

٣- حين تقوم المعلمة بشرح قواعد جديدة، هل تفضلين الشرح بالعربية؟

٤- حين تقوم المعلمة بشرح مفردات لغوية جديدة، هل تفضلين المعنى بالعربية.

نعم	لا

٥- هل تشعرين بالقدرة على تطبيق ما تعلمتيه بمجرد إنتهاء الدرس؟

٦- إذا كانت إجابتك للسؤال (٥) لا، فالرجاء توضيح الأسباب.

أوافق بشدة	أوافق	غير متأكدة	لا أوافق بشدة	لا أوافق

٧- هل توافقي على أن:-

- أ- طريقة المعلمة في التدريس تساعدك على الفهم؟
 ب- الطريقة التي تتحدث بها المعلمة في الفصل تؤثر على تعليمك؟
 ج- شخصية المعلمة في الفصل تساعدك على الفهم أكثر؟
 د- المعلمة تتحدث بالإنجليزية كثيراً في الفصل؟
 هـ- المعلمة تشدد دائماً على النطق الصحيح في الفصل؟

نعم	لا

٨- هل تستخدم المعلمة وسائل إيضاح في الفصل؟

دائماً	أحياناً	قليلاً	نادراً

٩- حين تقوم المعلمة بشرح درس جديد، هل تحببي أن تشاركي في الفصل؟

نعم	لا

١٠- إذا كنت لا تحببي أن تشاركي في الفصل، فهل هذا بسبب:

- أ- أنك تشعرني بالإحراج والخجل إذا أخطأت أمام زميلاتك في الفصل؟
 ب- أنك لا تمنحي الفرصة للمشاركة؟
 ج- أي عوامل أخرى؟

نعم	لا

- ١١- إذا طلبت منك المعلمة الإجابة على بعض التمارين في الفصل، هل تمنحك الفرصة لإستخدام اللغة الإنجليزية بحرية؟
- ١٢- هل تطلب منك المعلمة الإجابة على بعض التمارين من خلال مجموعات صغيرة أو عمل ثنائي؟

أوافق بشدة	أوافق	غير متأكدة	لا أوافق بشدة

- ١٣- هل توافقي على:-
- أ- أنه من الأفضل استخدام اللغة في الفصل للتعبير عن رأيك حتى لو كان معنى هذا إرتكاب الأخطاء اللغوية أثناء الحديث؟
- ب- أن التمارين اللغوية في كتابك تشجعك على الإشتراك في الفصل والتعلم أكثر؟
- ج- أن التمارين ممتعة؟
- د- أن التمارين متنوعة؟
- هـ- أنه من الأفضل أن تقاطعك المعلمة أثناء حديثك أو إجابتك من أجل تصحيح أي خطأ لغوي؟
- و- أنه حين تقاطعك المعلمة أثناء إجابتك لتصحيح أي خطأ لغوي فإن ذلك يحبطك؟

القسم الثالث: الموقف تجاه الكتب المدرسية:-

نعم	لا

- ١- هل تشعرين أنك تحققي ما تتوقعيه أو تحتاجيه من الكتب التي تقرأها حالياً؟
- ٢- إذا كانت إجابتك للسؤال (١) لا، الرجاء شرح سبب ذلك.

٣- ما هو رأيك في الموضوعات المطروحة في كتابك؟

٤- ما هو رأيك في التمارين والأنشطة اللغوية التي يحتويها كتاب اللغة الإنجليزية؟

لا	نعم

٥- هل تشعرني أنك تحصلين على ممارسة كافية بالنسبة للحديث؟

٦- هل تشعرني أنك تحصلين على ممارسة كافية بالنسبة للإستماع؟

٧- هل أنت راضية على مقدرتك في القراءة؟

٨- هل أنت راضية على مقدرتك في الكتابة؟

٩- إذا كانت إجابتك للسؤال (٧) لا، الرجاء شرح سبب ذلك.

١٠- إذا كانت إجابتك للسؤال (٨) لا، الرجاء شرح سبب ذلك.

١١- إذا كانت إجابتك للسؤال (٥) لا، الرجاء شرح سبب ذلك.

١٢- إذا كانت إجابتك للسؤال (٦) لا، الرجاء شرح سبب ذلك.

(متوسط)

١٢- هل توافقي على:-

أ- أن كتب اللغة الإنجليزية تعلمك القواعد اللغوية فضلاً عن كيفية إستخدامها؟

ب- أن الموضوعات التي تحتويها كتب اللغة الإنجليزية تتناسب مع احتياجاتك المستقبلية؟

ج- أن القواعد والمفردات اللغوية التي تدرس لك تلائم احتياجاتك؟

د- أن إستخدام البيئة السعودية لتدريس اللغة الإنجليزية يعتبر مقبول؟

هـ- أن الموضوعات المطروحة في الكتب تعتبر ممتعة؟

و- أنك لا تفرسي أو تكتبي بالإنجليزية بالقدر الكافي؟

ي- أنك لا تمارسي الحديث والإستماع في الفصل؟

أوافق بشدة	أوافق	غير متأكدة	لا أوافق بشدة

القسم الرابع: الموقف تجاه التقييم:-

نعم	لا

١- هل هناك أي فرق بين ما تتعلميه أثناء السنة الدراسية

وبين الإمتحان النهائي بالنسبة للمحتوى اللغوي؟

٢- حين تستعد لامتحان اللغة الإنجليزية هل تعتمد على

حفظ القواعد والمفردات اللغوية التي درستها؟

٣- حين تواجهك صعوبات أثناء دراستك، هل تطلبي المساعدة من

المعلمة؟

متوسط

٤- كيف تحضري لامتحان اللغة الإنجليزية؟

٥- ماهي التعليمات التي تعطيكها لك المعلمة حين تعدد موعد الإمتحان؟ (المحتويات التي سيتم تغطيتها في الإمتحان)

القسم الخامس: الموقف الكلي:-

١- ماذا تتوقعي أن تحققي بعد دراسة اللغة الإنجليزية في المدارس والتخرج إلى الثانوية؟

نعم	لا

٢- هل تعتقدي أنه من الضروري الأخذ برأي الطالبات بخصوص الكتب الدراسية وطريقة التدريس؟

٣- هل ترغبين في إضافة أي تعليق بخصوص تدريس اللغة الإنجليزية في المدارس؟

(ثانوي)

أوافق بشدة	أوافق	غير متأكد	لا أوافق	لا أوافق بشدة

١٣- هل توافقي على:-

- أ- أن كتب اللغة الإنجليزية تعلمك القواعد اللغوية فضلاً عن كيفية إستخدامها؟
- ب- أن الموضوعات التي تحتويها كتب اللغة الإنجليزية تتناسب مع احتياجاتك المستقبلية؟
- ج- أن القواعد والمفردات اللغوية التي تدرس لك تلائم احتياجاتك؟
- د- أن استخدام البيئة السعودية لتدريس اللغة الإنجليزية يعتبر مقبول؟
- هـ- أن الموضوعات المطروحة في الكتب تعتبر ممتعة؟
- و- أنك لا تقرني أو تكتبي بالإنجليزية بالقدر الكافي؟
- ي- أنك لا تمارسي الحديث والإستماع في الفصل؟

القسم الرابع: الموقف تجاه التقييم:-

نعم	لا

- ١- هل هناك فرق بين ما تتعلمه أثناء السنة الدراسية وبين الإمتحان النهائي بالنسبة للمحتوى اللغوي؟
- ٢- حين تستعدي لإمتحان اللغة الإنجليزية، هل تعتمد على حفظ القواعد والمفردات اللغوية التي درستها؟
- ٣- هل الإمتحانات الشهرية تختلف عن الإمتحان النهائي؟
- ٤- حين تواجهك صعوبات أثناء دراستك، هل تطلب المساعدة من المعلمة؟
- ٥- كيف تعضري لإمتحان اللغة الإنجليزية؟

ثانوي

٦- ما هي التعليمات التي تعطيكها لك المعلمة حين تحدد موعد الإمتحان ؟ (المحتويات التي سيتم تغطيتها في الإمتحان)

القسم الخامس: الموقف الكلي:-

أوافق بشدة	أوافق	غير متأكدة	لا أوافق بشدة

١- هل تشعرى أنه بإمكانك الآن إستخدام اللغة الإنجليزية بالمستوى الذي كنت تتوقعيه بعد أن قضيت سنوات فى دراسة اللغة الإنجليزية؟

نعم	لا

٢- هل تعتقدي أن الخبرة السابقة بالفصول الدراسية بالمرحلة المتوسطة أثرت في موقفك تجاه اللغة الإنجليزية؟

٣- هل هناك فرق بين المرحلة المتوسطة والثانوية بالنسبة لتدريس اللغة بصورة عامة؟

٤- إذا كانت إجابتك للسؤال (٣) نعم، كيف يمكنك أن تصفى الفرق؟

نعم	لا

٥- هل تعتقدي أنه من الضروري الأخذ برأي الطالبات فيما يتعلق بكتب اللغة الإنجليزية وطريقة تدريسها في الفصول؟

٦- هل ترغبى في إضافة أي تعليق بخصوص تدريس اللغة الإنجليزية في المدارس؟

Appendix V

A: Teachers Interview schedule

I: Attitude to Language Goals:-

(Translated from Arabic)

1- The long term objective of teaching English in schools as stated by the government is:

"To make the students achieve the skill of communication by developing the four skills of language; reading, listening, speaking and writing, and to teach the students how to listen with understanding and how to read using correct pronunciation and intonation."

Do you think the present English instruction is fulfilling its objective?

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

2- Would you say that this objective is relevant to the demands and needs of Saudi society?

Yes	No

3- Would you say that this objective is understood by learners?

Most	50%	A few	I do not know

4- Would you say that learners' general attitude towards English is negative?

5- Do you agree with:-

- a- The teaching method adopted in school?
- b- The textbooks in use?
- c- The classroom exercises?
- d- The language skills taught?
- e- The overall amount of time devoted to teaching English?
- f- The examinations given to students?

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

II: Attitude to Teaching Methodology:-

1- How would you comment on the teaching method you are following in schools?

- 2- When a new language structure is presented would learners prefer an explanation in Arabic?
- 3- When new vocabulary is introduced would learners prefer an Arabic equivalent?
- 4- When practising new language in class, are learners keen to participate?

Always	Sometimes	Occasionally	Never

- 5- Are learners given opportunities to interact in class in pairs and small groups?
- 6- Are learners allowed to determine the content of the language they use, in relation to exercises given?

Yes	No

7- What is your comment regarding exercises included in the textbooks?

8- In your opinion, are the exercises interesting for your learners?

9- Are the exercises varied?

9(a)- Do you often make up additional exercises of your own?

9(b)- If your answer to question 9(a) was yes, state how often.

Yes	No

10: When mistakes are made during the practice phase, do you:-

a- Invite learners to correct one another once utterance is finished?

b- Interrupt the learner immediately for correction purposes?

c- Draw the student's attention to her mistake once utterance is over?

Yes	No

III: Attitude to Instructional Materials:-

- 1- So far, as a result of using these materials:-
- a- You would like to see some changes introduced.
 - b- You recommend using them with supplementary materials.
- 2- On the whole, the materials are adequate to your students' future needs.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

- 3- Are the topics included in the materials interesting for learners?
- 4- Do you find the socio-cultural context in which the language is presented acceptable?
- 5- Do you use tapes, charts or other teaching aids in class?

Yes	No

6- Would you say that:-

- a-The materials designed are intended to teach learners language structure rather than language use?
- b- The selection and sequence of language items are based on learners needs?
- c- The selection and sequence of language items are based on texts?
- d- Though reading and writing receive more emphasis learners level in these two skills is unsatisfactory?
- e- Learners' weakness in speaking and understanding spoken English is to be attributed to the little attention given to these skills?

	strongly agree	Agree	undecided	Disagree	strongly disagree

IV: Attitude to Assessment:-

- 1- What is your comment concerning learners' progress in English?
- 2- How often are learners examined in the school year?
- 3- When you have decided to give an examination, what instructions(details of the content to be covered in the exam) do you give to learners?

	Always	Sometimes	Occasionally	Never
4- Does the final examination cover all the curriculum?				

5- What would you like to say concerning the format of the examination paper?

	Yes	No
6- When you are constructing a test are you allowed to choose texts different from those in the main textbooks?		
7- Is the test format decided upon and generalised by the education authority?		
8- Is the scoring method adopted prescribed by the educational authority?		

9- What is your comment on the scoring method?

V: Overall Attitude:-

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1- Do you think that after six years of formal English teaching Saudi students are able to use the language to express their thoughts and needs?					

2: Would you agree with:-

- a- Changing the present method of teaching to maximise understanding and participation on the part of the learner?
- b- Changing the existing instructional material so as to emphasise language use alongside language structure?
- c- Introducing pair and group work in class to encourage personal involvement and interaction?
- d- Introducing the study of English in elementary school?
- e- Increasing the number of teaching periods for English in schools?

strongly agree	Agree	undecided	Disagree	strongly disagree

- 3- Do you think that learners should have a greater say in the content and method of teaching English?
- 4- Do you think teachers ought to be consulted as regards the content and method of teaching English?
- 5- Would you prefer regular meetings with language inspectors to discuss learners progress and raise difficulties?
- 6- Do you wish to add any comment regarding English language teaching?

Yes	No

القسم الأول: الموقف تجاه أهداف اللغة الإنجليزية:-

١- الهدف من تدريس اللغة الإنجليزية بالمدارس هو:-

"مساعدة الطالبات على اكتساب المهارات الإتصالية وذلك بإنماء مهارات اللغة الأربعة: القراءة، والكتابة، وتدريس الطالبات كيفية الإستماع مع الفهم وكيفية القراءة بنطق سليم".

أوافق بشدة	أوافق	غير متأكدة	لا أوافق	لا أوافق بشدة

هل تعتقدي أن التدريس الحالي بالمملكة يحقق هذا الهدف؟

نعم	لا

٢- هل ترين أن هذا الهدف يلانم احتياجات ومتطلبات المجتمع السعودي؟

الأغلبية	%٥٠	قلّة	لاعلم لي

٣- هل ترين أن هذا الهدف مفهوم بالنسبة للطالبات؟

٤- هل تعتقدي أن الطالبات لديهن موقف سلبي تجاه اللغة الإنجليزية؟

أوافق بشدة	أوافق	غير متأكدة	لا أوافق	لا أوافق بشدة

٥- هل توافقي على:-

أ- طريقة التدريس المتبعة في المدارس؟

ب- الكتب المستخدمة حالياً في المدارس؟

ج- التمارين اللغوية التي تدرس في الفصول؟

د- مهارات اللغة التي تدرس في الفصول؟

هـ- الوقت الكلي المخصص لتدريس اللغة بالمدارس؟

و- الإختبارات اللغوية التي تعطى للطالبات في

المدارس؟

القسم الثاني: الموقف تجاه طريقة التدريس:-

١- ما هو تعليقك على طريقة التدريس المتبعة في المدارس؟

دائماً	أحياناً	قليلاً	نادراً

٢- حين تقدمي قواعد لغوية جديدة هل يفضلن الطالبات الشرح بالعربية؟

٣- حين تقدمي مفردات لغوية جديدة هل يفضلن الطالبات إعطائهن المعنى العربية؟

٤- حين تدريب الطالبات على الدرس الجديد بالفصل، هل تلاحظين أن الطالبات حريصات على المشاركة؟

نعم	لا

٥- هل تمنحن الطالبات فرص بتبادل الحديث بالإنجليزية في الفصل من خلال العمل ثنائياً أو في مجموعات صغيرة؟

٦- هل تسمحن للطالبات بتحديد المحتوى اللغوي للتمارين التي تعطى لهن في الفصل؟

٧- ما هو تعليقك على التمارين اللغوية التي تحتويها كتب اللغة الإنجليزية؟

نعم	لا

٨- في رأيك، هل التمارين الموجودة في الكتب تعتبر ممتعة للطالبات؟

٩- هل هذه التمارين تعتبر متنوعة؟

٩ (١)- هل تقومي عادة بإعداد بعض التمارين الإضافية للطالبات؟

٩ (ب)- إذا كانت إجابتك للسؤال ٩ (١) نعم، الرجاء شرح ذلك بالتفصيل.

نعم	لا

- ١٠- حين ترتكب الطالبة أي خطأ لغوي أثناء فترة التدريب بالفصل:-
 أ- هل تطلبي من بقية الطالبات تصحيح ذلك الخطأ بمجرد إنتهاء الطالبة من إجابتها؟
 ب- هل تقومي بمقاطعة الطالبة على الفور بهدف تصحيح الخطأ؟
 ج- هل تلفتي إنتباه الطالبة للخطأ فور إنتهائها من الإجابة؟

القسم الثالث: الموقف تجاه الكتب الدراسية:-

أوافق بشدة	أوافق	غير متأكدة	لا أوافق بشدة

- ١- نتيجة لإستخدام كتب اللغة الإنجليزية الحالية:-
 أ- أنت تفضلين إدخال بعض التغييرات عليها.
 ب- أنت تزكين استخدام بعض الكتب المكمل لها.
 ٢- عامة، هل الكتب الدراسية ملائمة لاحتياجات الطالبات مستقبلياً؟

نعم	لا

- ٣- هل الموضوعات المطروحة في الكتب حالياً تعتبر ممتعة للطالبات؟
 ٤- هل تجدين استخدام البيئة السعودية لتقديم اللغة الإنجليزية مقبول؟
 ٥- هل تقومين باستخدام شرائط سمعية، أو أي وسيلة إيضاح أخرى؟

أوافق بشدة	أوافق	غير متأكدة	لا أوافق بشدة

- ٦- هل يمكنك القول بأن:-
 أ- الكتب الحالية تهدف إلى تدريس الطالبات القواعد اللغوية لا كيفية استخدامها؟
 ب- اختيار الوحدات اللغوية وترتيبها بالكتب مبني على احتياجات الطالبات؟
 ج- اختيار الوحدات اللغوية وترتيبها بالكتب مبني على الموضوعات المطروحة في الكتب؟
 د- بالرغم من أن القراءة والكتابة تلقيا أهمية أكثر إلا أن مستوى الطالبات في هاتين المهارتين يعتبر غير مرض؟
 هـ- ضعف الطالبات في الحديث وفهم الإنجليزية يرجع إلى قلة الإنتباه المعطاة لهاتين المهارتين؟

القسم الرابع: الموقف تجاه التقييم:-

١- ما هو تعليقك على تقدم الطالبات في اللغة الإنجليزية؟

٢- ما هو عدد الفترات التي يتم خلالها اختبار الطالبات خلال السنة الدراسية؟

٣- حين تقرري اختبار الطالبات ما هي التعليمات التي تعطيتها لهنّ؟

نادراً	قليلاً	أحياناً	دائماً

٤- هل يغطي الإختبار النهائي كل المنهج؟

٥- ما هو رأيك بخصوص التصميم الشكلي لورقة الإمتحان؟

لا	نعم

٦- حين يطلب منك تصميم اختبار، هل يسمح لك باختيار نصوص مختلفة عن تلك التي في الكتب الأساسية؟

٧- هل التصميم النهائي للاختبار محدد ومعمم من قبل الهيئة التعليمية؟

٨- هل نظام تصحيح الإختبار محدد ومعمم من قبل الهيئة التعليمية؟

٩- ما هو تعليقك على نظام تصحيح الإختبارات الحالي؟

القسم الخامس: الموقف الكلي:-

أوافق بشدة	أوافق	غير متأكدة	لا أوافق بشدة

١- هل تعتقدي أن الطالبات قادرات على استخدام اللغة الإنجليزية للتعبير عن آرائهن واحتياجاتهن بعد ست سنوات من دراسة اللغة الإنجليزية في المدارس؟

أوافق بشدة	أوافق	غير متأكدة	لا أوافق بشدة

٢- هل توافقي على:-

- تغيير طريقة التدريس الحالية بهدف زيادة قدرة الطالبات على الفهم ومشاركتهم في الفصل؟
- تغيير الكتب الدراسية الحالية والتشديد على ضرورة استعمال اللغة إلى جانب تعلمها؟
- إدخال العمل الثنائي والجماعي في الفصل من أجل تشجيع الطالبة على المشاركة في الفصل؟
- بداية تدريس اللغة الإنجليزية إبتداء من المرحلة الإبتدائية؟
- زيادة حصص اللغة الإنجليزية في المدارس؟

نعم	لا

٣- هل تعتقدي أنه من الضروري الأخذ برأي الطالبات فيما يتعلق بالمحتوى اللغوي وطريقة التدريس؟

٤- ها تعتقدي أنه من الضروري استشارة المعلمات فيما يتعلق بالمحتوى وطريقة التدريس؟

٥- هل تفضلي عقد اجتماعات منتظمة مع موجهات اللغة من أجل متابعة تقدم الطالبات ومناقشة أي مشاكل أخرى؟

٦- هل تودين إضافة أي تعليق آخر بخصوص تدريس اللغة الإنجليزية

Appendix VI

A: Medical Students' Interview Schedule
(Translated from Arabic)

Faculty of Medicine & Allied Sciences

King Abdul-Aziz University

I: General Background:-

1- For how many years did you study English?

2- Where did you receive your English education?

Yes	No

3- Have you studied English outside state school (private shools, private tuition)?

4- Do you use English in your home with members of your family?	Always	Sometimes	Occasionally	Never

Yes	No

5- Did you join any language course to improve your English?

6- If your answer to question (5) was yes, give details of what course and where?

7- Do you think it is important to learn English in schools?

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

8- Learning English is not necessary because:-

- a- Few learners will need it for their future career.
- b- Few learners will need it for higher education
- c- Any other reason.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

II: Previous use of English at school (students' retrospective views of their experiences of English Education):-

- 1- Would you say that the time you have spent in studying English in school has been beneficial?
- 2- Are you satisfied with your achievement level in English?
- 3- Would you have improved more had the number of lessons been increased in school?

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

4- If you are not satisfied with your achievement level in English, provide your reasons.

5- Had many changes been introduced to the teaching method in schools, would you have achieved better?

Yes	No

6- Had learners been given opportunities to use the language to express their views in school, would you have been able to use English more effectively?

Yes	No

7- Did you like English classes in school?

Greatly liked	Liked	Undecided	Disliked	Greatly disliked

8- Do you agree with:-

- a- The time given in school to the different language skills (reading, writing, listening, speaking)
- b- The textbooks you have read?
- c- The classroom exercises you were given?
- d- The teaching method adopted?
- e- The examinations given in schools?

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

9- If you disagree with any of the previous points, provide your reasons.

- 10- Would you have improved more had you been given opportunities to choose the content of the language in use, in relation to tasks given?
- 11- Would you have improved more had you been given tasks to perform in pairs and groups?

Yes	No

12- Would you have found it helpful to be able to use the language more to express your thoughts even if it meant speaking incorrectly?	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
13- Would you say that the materials you have used in school are designed to teach you language rules rather than language use?					

III: Present English language difficulties at the university:-

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1- Do you feel you can use English now to express your thoughts and needs as you would like?					

2- How would you rank the four skills demanded by your study in order of difficulty, giving the most difficult skill the highest rank; with (4) standing for the most difficult and (1) for the least difficult:

a- Writing up assignments or reports.	
b- Understanding lectures and making notes.	
c- Reading and understanding scientific texts.	
d- Asking questions and expressing views in lectures.	

	Always	Sometimes	Occasionally	Never
3- Do you find scientific texts difficult?				

4- If you find scientific texts difficult, do you find the reason of difficulty is:-

- a- Because you are not familiar with the subject matter?
- b- Because the language is difficult?
- c- Because you are a slow reader?
- d- Because you lack certain skills involved as extracting main points and recovering meanings from contexts?
- e- Because of any other reason?

Yes	No

5- Do you find difficulty in speaking?

Always	Sometimes	Occasionally	Never

6- If you find difficulty in speaking, do you find the reason of difficulty is:-

- a- Because you did not practice speaking English in school?
- b- Because you do not know the language needed to express certain kind of functions?
- c- Because you do not know how to use the language appropriately in different types of situations?
- d- Because of any other reason?

Yes	No

7- Do you have difficulty in understanding lectures?

Always	Sometimes	Occasionally	Never

8- If you have difficulty in understanding lectures, do you find the reason of difficulty is:-

- a- Because you are not familiar with the subject matter?
- b- Because of lecturers' teaching habits?
- c- Because the language is difficult?
- d- Because of any other reason?

Yes	No

9- Do you have difficulty in making notes in lectures?

Always	sometimes	occasionally	Never

10- If you have difficulty in making notes in lectures, do you find the reason of difficulty is:-

- a- Because you cannot make notes and follow the lecture at the same time ?
- b- Because you cannot select noteworthy points in the flow of information?
- c- Because of any other reason?

Yes	No

11- Do you have difficulty in writing assignments or reports?

Always	sometimes	occasionally	Never

12- If you have difficulty in writing reports or assignments, do you find the reason of difficulty is:-

- a- Because of spelling?
- b- Because you cannot find the exact vocabulary to express your ideas?
- c- Because you cannot write correct grammatical sentences without too many mistakes?
- d- Because you cannot present ideas in a logical progression?
- e- Because of any other reason?

Yes	No

13- Would you say that though reading and writing receive more emphasis in schools, you are still unsatisfied with your ability in these skills?

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

14- Are you satisfied with your ability regarding speaking and understanding spoken English?

Yes	No

15- If you are not satisfied with your ability regarding speaking and understanding spoken English, would you attribute your weakness to little attention given to these skills in schools?

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

16- Would you have been more competent had English been introduced in elementary schools?

Yes	No

17- Do you think learners should have a greater say in the content and methodology of English in schools?

18- What do you hope to get out of English education in the long run?

19- To what extent do you think you will need English after graduation?

20- What is your opinion about Arabising medical studies at the university?

21- Are there any comments you wish to add concerning English education in schools?

VI.B

جدول المقابلة مع الطالبات

كلية الطب والعلوم الطبية جامعة الملك عبد العزيز

القسم الأول: خلفية عامة:-

١- كم هي عدد السنوات التي درست فيها لغة إنجليزية؟

٢- أين درست اللغة الإنجليزية؟

نعم	لا

٣- هل سبق لك أن درست اللغة الإنجليزية خارج المدرسة الحكومية (مدرسة خاصة ، تعليم خاص) ؟

دائماً	أحياناً	قليلاً	نادراً

٤- هل تستخدم اللغة الإنجليزية مع أهلك في البيت؟

نعم	لا

٥- هل سبق لك والتحقّت بأي دورة للغة الإنجليزية من أجل تحسين مستواك في اللغة؟

٦- إذا كانت إجابتك للسؤال (٥) نعم، فما هي هذه الدورة وأين درستيها؟

أوافق بشدة	أوافق	غير متأكدة	لا أوافق بشدة

٧- هل تعتقدي أن دراسة اللغة الإنجليزية في المدارس مهمة؟

أوافق بشدة	أوافق	غير متأكدة	لا أوافق بشدة

٨- تعلم اللغة الإنجليزية يعتبر غير ضروري:-

- لأن القليل من الطالبات سوف يحتجنها لوظيفة في المستقبل؟
- لأن القليل من الطالبات سوف يحتجنها لإكمال الدراسة الجامعية؟
- لاي سبب آخر.

القسم الثاني: الخبرة السابقة عن دراسة اللغة الإنجليزية في المدارس:-

أوافق بشدة	أوافق	غير متأكدة	لا أوافق بشدة

- ١- هل تعتقد أن الوقت الذي أمضيته في دراسة اللغة الإنجليزية في المدرسة يعتبر مفيداً؟
- ٢- هل أنت راضية عن مستوى تحصيلك في اللغة الإنجليزية؟
- ٣- هل كان من الممكن أن يتحسن مستواك في اللغة الإنجليزية أكثر لو أن عدد الحصص الدراسية كان أكثر؟

٤- إذا كنت غير راضية عن مستوى تحصيلك، فالرجاء إبداء الأسباب.

نعم	لا

- ٥- هل كان من الممكن أن يكون تحصيلك في اللغة الإنجليزية أفضل لو أن بعض التغييرات أدخلت على طريقة التدريس؟
- ٦- هل كان بإمكانك استخدام اللغة الإنجليزية بفعالية أكثر لو أن الطالبات منحن فرص لإستخدام اللغة في المدارس للتعبير عن آرائهن؟

سعدت جداً	سعدت	غير متأكدة	كرهتها	كرهتها جداً

٧- هل سعدت بدراسة اللغة الإنجليزية في المدرسة؟

أوافق بشدة	أوافق	غير متأكدة	لا أوافق بشدة

٨- هل توافقي على:-

- أ- الوقت المخصص لتدريس مهارات اللغة في المدرسة (القراءة، الكتابة، الإستماع، الحديث)؟
- ب- كتب اللغة الإنجليزية التي درستها في المدرسة؟
- ج- التمارين اللغوية التي درستها في المدرسة؟
- د- طريقة التدريس المتبعة في المدرسة؟

٩- إذا كنت غير موافقة على أي من النقاط السابقة في السؤال (٨)، فالرجاء إبداء الأسباب.

نعم	لا

١٠- هل كان من الممكن أن يتحسن مستواك في اللغة الإنجليزية لو أن معلمتك منحتك فرص لإختيار المحتوى بالنسبة للتمارين اللغوية التي كانت تعطيكها لك في الفصل؟

١١- هل كان من الممكن أن يتحسن مستواك في اللغة الإنجليزية لو أن معلمتك أعطتك تمارين لتعملي على إيجاد حلول لها من خلال عمل ثنائي أو جماعي؟

أوافق بشدة	أوافق	غير متأكدة	لا أوافق	لا أوافق بشدة

١٢- هل كان من الممكن أن يكون استخدامك للغة الإنجليزية في الفصل للتعبير عن آرائك مفيد لك حتى لو كان معنى هذا ارتكاب بعض الأخطاء اللغوية؟

١٣- هل يمكنك القول بأن الكتب الدراسية التي درستوها في المدرسة مصممة لتدريس القواعد اللغوية أكثر من كيفية استخدامها؟

القسم الثالث: المصاعب اللغوية في الجامعة:-

أوافق بشدة	أوافق	غير متأكدة	لا أوافق	لا أوافق بشدة

١- هل تشعرني أنه بإمكانك استخدام اللغة الإنجليزية الآن للتعبير عن آرائك واحتياجاتك كما كنت ترغبين؟

٢- كيف يمكنك أن ترتبي المهارات اللغوية الأربعة المطلوبة منك في دراستك الحالية حسب درجة الصعوبة، علماً بأن المهارة الأكثر صعوبة يجب أن تعطى الترتيب الأول وهو رقم (٤) والأقل صعوبة تعطى الترتيب الرابع وهو (١). المهارات اللغوية هي كالآتي:-

أ- كتابة الأبحاث والتقارير.

ب- فهم المحاضرات وكتابة الملاحظات.

ج- قراءة وفهم النصوص العلمية.

د- توجيه الأسئلة والتعبير عن الآراء في المحاضرات.

دائماً	أحياناً	قليلاً	نادراً

٣- هل تجدي النصوص العلمية صعبة؟

٤- إذا كنت تجدي النصوص العلمية صعبة، فهل سبب الصعوبة يرجع إلى:-

نعم	لا

أ- أنك غير معتادة على الموضوعات الطبية؟

ب- أن اللغة الإنجليزية صعبة؟

ج- أنك تقرئين ببطء؟

د- أنك بحاجة إلى مهارات معينة لإستخراج النقاط الهامة واستنتاج

المعنى من النصوص العلمية؟

هـ- أي سبب آخر؟

دائماً	أحياناً	قليلاً	نادراً

٥- هل تجدي صعوبة في التحدث بالإنجليزية ؟

٦- إذا كنت تجدي صعوبة في التحدث بالإنجليزية، فهل سبب الصعوبة يرجع إلى:-

نعم	لا

أ- أنك لم تمارسي الحديث بالإنجليزية في المدرسة؟

ب- أنك لا تعرفي كيفية التعبير عن بعض المعاني والوظائف؟

ج- أنك لا تعرفي كيفية استخدام اللغة بصورة ملائمة في المواقف المختلفة؟

د- أي سبب آخر؟

دائماً	أحياناً	قليلاً	نادراً

٧- هل تجدي صعوبة في فهم المحاضرات؟

٨- إذا كنت تجدي صعوبة في فهم المحاضرات، فهل سبب الصعوبة يرجع إلى:-

نعم	لا

أ- إنك غير معتادة على الإستماع إلى الموضوعات الطبية؟

ب- عادات بعض المحاضرين أو المحاضرات؟

ج- صعوبة اللغة نفسها؟

د- أي سبب آخر؟

دائماً	أحياناً	قليلاً	نادراً

٩- هل تجدي صعوبة في تسجيل الملاحظات أثناء المحاضرات؟

١٠- إذا كنت تجدي صعوبة في تسجيل الملاحظات، فهل يرجع سبب الصعوبة إلى:-

نعم	لا

أ- أنك لا تستطيعي تسجيل الملاحظات ومتابعة المحاضرة في وقت واحد؟

ب- أنك لا تستطيعي إختيار النقاط الهامة من سياق المحاضرة؟

ج- أي سبب آخر؟

دائماً	أحياناً	قليلاً	نادراً

١١- هل تجدي صعوبة في كتابة التقارير أو الأبحاث الطبية؟

١٢- إذا كنت تجدي صعوبة في كتابة التقارير والأبحاث، فهل سبب الصعوبة يرجع إلى:-

نعم	لا

أ- تهجئة الألفاظ؟

ب- إنك لا تستطيعي إيجاد المفردات الصحيحة للتعبير عن أرائك؟

ج- أنك لا تستطيعي كتابة جمل صحيحة لغوياً بدون ارتكاب العديد من الأخطاء؟

د- أنك لا تستطيعي تقديم أفكارك بطريقة منطقية؟

هـ- أي سبب آخر؟

أوافق بشدة	أوافق	غير متأكدة	لا أوافق	لا أوافق بشدة

١٣- هل يمكنك القول أنك غير راضية عن مستواك في القراءة والكتابة بالرغم من أن هاتين المهارتين تلقيان اهتماماً أكثر من المدارس؟

نعم	لا

١٤- هل أنت راضية عن مستواك في الحديث وفهم الإنجليزية؟

أوافق بشدة	أوافق	غير متأكدة	لا أوافق	لا أوافق بشدة

١٥- إذا كنت غير راضية عن مستواك في الحديث والفهم، فهل سبب ذلك يرجع إلى قلة الإهتمام المعطاة لهاتين المهارتين في المدارس؟

نعم	لا

١٦- هل كان من الممكن أن يكون مستواك في اللغة الإنجليزية أقوى لو أن تدريس اللغة بدأ من المرحلة الابتدائية؟

١٧- هل تعتقدي أنه من الضروري الأخذ برأي الطالبات فيما يتعلق بمحتوى الكتب الدراسية وطريقة تدريسها في الفصول؟

١٨- ماذا تأملين أن تحققي من دراسة اللغة الإنجليزية على المدى الطويل؟

١٩- إلى أي مدى سوف تحتاجي اللغة الإنجليزية بعد التخرج؟

٢٠- ما هو رأيك تجاه تعريب دراسة الطب بالجامعة؟

٢١- هل ترغبين في اضافة أي تعليق آخر بخصوص تدريس اللغة الإنجليزية في المدارس؟

A: Learners' Questionnaire on Motivation
(Translated from Arabic)

Educational Stage:

Grade Level:

Section:

The purpose of this questionnaire is to measure students' motivation towards learning English language in schools. You were selected to participate in this study by responding to this questionnaire. Please respond to all items truly and accurately. Your opinions are extremely important for this study and the information you give is confidential and will be used strictly for the purpose of this study. You need not write your name. Your cooperation is greatly appreciated.

Read the following questions carefully and respond to each item by ticking (✓) the appropriate column that expresses your opinion. Give one answer only to each statement.

I: Parents' Attitude to English Language:-

1- Would you say that:-

a- Your parents/guardian encourage you to study English in school?

Always	Sometimes	Occasionally	Never

- b- Your parents/guardian think there are more important subjects than English?
- c- Your parents/guardian are against teaching English in schools because of religious reasons?

Yes	No

2- In your parents'/guardians' view, what is the use of learning English?

II: General View:-

1- List the five school subjects you like best in order of preference beginning with the most favourite:

- 1-
- 2-
- 3-
- 4-
- 5-

2- Have you ever studied English outside state school?

Yes	No

3- If your answer to question (2) was yes, please give the reasons for your study and where it was.

4- Do you use English in your home with members of your family?	Always	Sometimes	Occasionally	Never

5- Do you agree that it is important to study English in school?	Strongly agree	Agree	Undecided	Disagree	Strongly disagree

6- Learning English is necessary because:-

- a- It will be useful for higher education.
- b- People look up to you in society.
- c- People consider you an educated person.
- d- It will be useful for future work.
- e- It will help you to read English literature.
- f- It will help you to speak with English native speakers.

Yes	No

7- Learning English is not necessary because:-

- a- You already know your language.
- b- You will not need it for work in the future.
- c- You do not use it in every day life.
- d- Any other reason.

Yes	No

8- Do you enjoy English classes in school?	Always	Sometimes	Occasionally	Never

9- During English classes:-

- a- You become completely bored.
- b- You force yourself to keep listening to the teacher.
- c- You keep yourself busy doing something else till the class is over.

Yes	No

10- Do you wish you could speak English like a native speaker?

11- Would you consider joining extra English classes outside school at some time during your study to improve your English level?

Yes	No

12- Do you agree with:-

a- Beginning the study of English in elementary schools?	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
b- Removing the teaching of English from school?					
c- Increasing teaching periods of English in schools?					

VII.B

استبيان لدراسة حماس الطالبات تجاه تعلم اللغة الإنجليزية

المرحلة:

الصف:

القسم:

أختي الطالبة:

إن الهدف من هذا الاستبيان هو دراسة حماس الطالبات تجاه تعلم اللغة الإنجليزية في المدارس، ولقد تم اختيارك كواحدة من الطالبات اللاتي سيشاركن في هذه الدراسة عن طريق اجابتك لهذا الاستبيان، لذا أرجو أن تجيبي على كل الأسئلة بكل دقة وصدق. وهنا، أود أن أؤكد لك بأن آراءك مهمة جداً لهذه الدراسة وسوف تكون المعلومات التي تزوديني بها سرية وسوف تستخدم لإكمال الدراسة فقط، ولن يتمكن غيري من الإطلاع عليها، كما أنه لا داعي لكتابة إسمك على الاستبيان. وختاماً، تقبلي أختي جزيل شكري وامتناني لتعاونك واجابتك على هذا الاستبيان.

إقرئي الأسئلة التالية بعناية ثم ضعي علامة (√) تحت القائمة التي تمثل رأيك تجاه هذه العبارة. اختاري إجابة واحدة فقط لكل عبارة.

القسم الأول: موقف الأهل من اللغة الإنجليزية:

دائماً	أحياناً	قليلاً	نادراً

١- هل يمكنك القول بأن:-

أ- والديك أو ولي أمرك يشجعوك على دراسة اللغة الإنجليزية في المدرسة؟

نعم	لا

ب- والديك أو ولي أمرك يعتقدون أن هناك مواد دراسية أخرى في المدرسة هي أكثر أهمية من اللغة الإنجليزية؟

ج- والديك أو ولي أمرك ضد تدريس اللغة الإنجليزية في المدرسة لأسباب دينية؟

٢- ما هي فائدة تعلم اللغة الإنجليزية في نظر والديك أو ولي أمرك؟

القسم الثاني: الرأي العام:-

١-
٢-
٣-
٤-
٥-

١- صنفى المواد الخمسة المفضلة لديك في المدرسة في ترتيب رأسي بدءاً
بالأكثر أفضلية فالأقل؟

لا	نعم

٢- هل سبق لك وأن درست اللغة الإنجليزية خارج المدرسة الحكومية؟

٣- إذا كانت إجابتك للسؤال (٢) نعم، فالرجاء اعطاء الأسباب التي دعتك إلى دراسة اللغة
الإنجليزية خارج المدرسة الحكومية، وأين تمت هذه الدراسة؟

دائماً	أحياناً	قليلاً	نادراً

٤- هل تتحدثي الإنجليزية مع أهلك في المنزل؟

أوافق بشدة	أوافق	غير متأكدة	لا أوافق بشدة

٥- هل توافقي أنه من الضروري تعلم اللغة الإنجليزية
في المدارس؟

لا	نعم

٦- تعلم اللغة الإنجليزية يعتبر ضروري:-

- لأنها ستكون مفيدة في الدراسات الجامعية وما بعدها.
- لأنها تعطيك مركز بين الناس في المجتمع.
- لأن الناس ينظرون إليك على أنك إنسان مثقف.
- لأنها ستكون مفيدة لأي وظيفة في المستقبل.
- لأنها تعين على قراءة الأدب الإنجليزي.
- لأنها تعين على التفاهم مع المتحدثين بالإنجليزية.

لا	نعم

- ٧- تعلم اللغة الإنجليزية يعتبر غير ضروري:-
 أ- لأنه يكفيننا أننا نعرف لغتنا العربية.
 ب- لأننا لن نحتاجها للعمل في المستقبل.
 ج- لأننا لا نستخدمها في حياتنا اليومية.
 د- لأي سبب آخر.

دائماً	أحياناً	قليلاً	نادراً

٨- هل تستمتعي بدرس اللغة الإنجليزية في المدرسة؟

لا	نعم

- ٩- أثناء درس اللغة الإنجليزية:-
 أ- أنت تشعرين بملل تام.
 ب- أنت تتحاملين على نفسك لتستمتعي لمعلمتك.
 ج- أنت تحاولي إشغال نفسك بشيء آخر حتى نهاية الدرس.

لا	نعم

- ١٠- هل تتمني لو أنك تستطيعي التحدث بالإنجليزية بطلاقة مثل المتحدثين بالإنجليزية؟
 ١١- هل تفكري في الالتحاق بدورات إنجليزية في بلدك في أي وقت أثناء السنة الدراسية من أجل تحسين مستواك في اللغة الإنجليزية؟

أوافق بشدة	أوافق	غير متأكدة	لا أوافق بشدة	لا أوافق

- ١٢- هل توافقي على:-
 أ- بداية تدريس اللغة الإنجليزية ابتداء من المرحلة الابتدائية؟
 ب- إلغاء تدريس اللغة الإنجليزية من المدارس؟
 ج- زيادة عدد حصص اللغة الإنجليزية في المدارس؟

5 Coffee



What is this? What countries use pots like this — or do all countries use them?

Is coffee important in Arab life? In what ways?

How do we make coffee?

Where is coffee grown? What do you know about it?

to grind bean cardamom to heat to dry to roast

Nobody is sure how the Arabs took up drinking coffee. We know that once it only grew in Ethiopia, in Africa. One story says that an Arab traveller in Ethiopia saw some goats eating fruit from a bush. When the goats had eaten up all the fruit, they became very lively.

- 5 The traveller picked fruit from another bush. He found it bitter to eat, so he took it home. He heated it up in water, and drank the

liquid. His friends found the new drink pleasant, so the man planted some of the fruit. Later, people preferred the coffee beans roasted. They began to grind them up before making the coffee.

10 Another story says that a traveller saw a bush burning. As the fire burnt up the fruit on the bush, he noticed a pleasant smell. He picked and ate the fruit.

The Arabs first began to drink coffee about 400 years ago. People liked their coffee strong and sweet, as now; but they did not drink
15 up all the coffee in the cup. Each man drank a mouthful, then passed the cup to his neighbour.

It was the Muslims who took coffee to Europe; in fact, the English word coffee comes from the Arabic 'qahweh'. During a war between the Austrians and the Turks, an Austrian scout called Franz was
20 stopped and taken to a Turkish tent. There, he saw coffee drunk, and he was offered some of the strange drink. When the Turkish army later withdrew, the Austrians found sacks of coffee beans lying in their tents. They wanted the sacks destroyed but Franz bought up all the coffee. He opened up a coffee house in Vienna; but he soon found
25 that the Europeans did not really like their coffee thick and sweet. They wanted it diluted. Franz experimented with the drink. He served it with the grains taken out, and with milk added. He also served bread in the shape of a crescent, to remind people of the Turks. In this way, the European breakfast began.

to take up Ethiopia bush lively bitter to heat up
liquid pleasant to grind up to burn to burn up
to drink up mouthful Austrian Turk scout
to withdraw to buy up to open up to dilute grain
crescent to remind of

- Comprehension A Choose the correct words to complete the sentence. Say a or b:
- 1 The coffee plant
a once grew in Africa, but no longer does.
b once grew nowhere outside Africa.
- 2 Franz would not let
a the Austrians destroy the coffee.
b the Turks destroy the coffee.

- 3 The Turks like their coffee
 - a strong and sweet, without milk.
 - b diluted, with milk added.
- 4 To explain how the drinking of coffee began,
 - a there is a generally accepted story.
 - b there is more than one story.
- 5 The Arab traveller is said to have been interested in what the goats were eating
 - a because they were obviously enjoying it.
 - b because it seemed to be making them very lively.

B Give a title to each paragraph of the text.

Look at the word

It means enough to fill a mouth.

Vocabulary

C Make up other words by adding and put one in each sentence:

glass cup spoon room arm sack

- 1 He took a of sugar from the bowl.
- 2 He was trying to carry a whole of books, but he dropped them everywhere.
- 3 She spilt a of hot coffee over her dress.
- 4 I have bought a of coffee from the market.
- 5 A of orange juice every day is good for you.
- 6 A of people can make a lot of noise!

Look at these sentences:

The goats did not just eat some fruit. They ate all the fruit.

They the fruit.
 The fire burned all the fruit. It it There was no fruit left.

Oral

D Make sentences, using

- 1 The girl was very hungry, she (eat) all the bread.
- 2 The European engineer is going to leave the Kingdom.
 He is going to (sell) all his furniture.
- 3 The camels had crossed miles of desert. They (drink) all the water in the tank.
- 4 The men wanted some coffee. They (grind) some beans to make the coffee.
- 5 The merchant wanted to make a lot of money. He (buy) all the cotton in the town.

Look at these sentences:

Nobody is sure how the Arabs drinking coffee.

People had to drinking coffee.

means

means

Both of them are followed by the form

E Make sentences with or

- 1 Cigarettes are very unhealthy. All smokers should
- 2 He is going to sell rugs. He wants to rugs.
- 3 His eyes are bad so he cannot drive any more. He has had to
- 4 We had to pay a big phone bill. My father told me to
 my friends.
- 5 I would like to learn how to make jewelry. I would like to
 jewelry.

Look at this sentence:

It means:

A traveller saw a bush. The bush was burning.

F Join the sentences below:

- 1 I saw a plane. It was flying over the city.
- 2 She heard some children. They were playing in a schoolroom.
- 3 We saw Mr Ibraheem. He was walking down the street.
- 4 They found a little boy. He was crying because he was lost.
- 5 I saw a tanker. It was unloading in the port.

Look at this sentence:

Europeans did not really like their coffee and

Here are similar sentences:

How do you like your coffee? Do you prefer it very

The words and tell us how the thing we like is prepared.

G Make sentences using words from the box:

- 1 I like bread
- 2 Huda prefers meat
- 3 Salma likes lemonade
- 4 Europeans prefer their coffee
- 5 Some people like drinking chocolate
- 6 Most people prefer shawarma

well cooked, warm, cold, hot, cool, with sugar

Written

H Write three sentences from Exercise F and three from Exercise G.

Reading practice

I All the sentences below are about coffee. Choose the best way – a, b or c – to make a complete paragraph:

- 1 Coffee is one of the world's most popular drinks.
 - a The beans have to be roasted before they are drunk.
 - b It was discovered by the Arabs.
 - c About a third of the people in the world drink it.
- 2 It is grown in parts of South America and Africa.
 - a Two of the biggest producers are Brazil and Kenya.
 - b It is picked from the trees.
 - c The first coffee trees were in Ethiopia.

- 3 Coffee comes from the fruit of a small tree. This fruit consists of small red berries.
 - a A machine removes the beans.
 - b The tree grows in hot countries.
 - c Inside each berry are two small beans.
- 4 The beans are taken out of the berries. Then they are laid in the sun.
 - a The beans are going to be exported.
 - b This dries them up.
 - c Coffee is made from the beans.

- Listening practice** J Listen to the passage about tea. Then answer these questions:
- 1 Which country grows the most tea?
 - 2 Where does the best tea come from?
 - 3 What is tea made from?
 - 4 How is tea picked?
 - 5 What happens to the leaves after they are picked?
 - 6 How is tea exported?

1. Listen to the

2. Read, this

Look at this sentence:

His friends found the new drink pleasant, the man planted some of the fruit.

The second part tells us the result of the first part.

- Writing practice** K Join these sentences with The sentences are not always in the right order:
- 1 It was very hot in Jeddah. We went to the mountains.
 - 2 He was late for school. He missed the bus.
 - 3 She wore glasses. Her eyes were weak.
 - 4 They were tired. They did not play well.
 - 5 Franz added milk. Europeans did not like their coffee strong.

We can also say:

His friends found the drink pleasant. the man planted some of the fruit.

L Do 1, 2 and 3 from Exercise K. This time use instead of .

Look at this sentence:

The man planted some of the fruit his friends found the drink pleasant.

M Do 1, 2 and 3 from Exercise K. This time use

Translation

N Translate into Arabic:

Take an egg-plant. Cut off the end. Cut out the centre. Put in some salt. Leave the egg-plant for half an hour.

Fill the egg-plant up with rice and meat. Heat up some oil in a large saucepan. Put the egg-plant in the pan, then add some water. Cook for an hour.

**Reading
comprehension**

O Read this passage and answer the questions:

Ibn Khaldun was born in Tunis in 1332. He came from a South Arabian family. He had several government jobs in North Africa, but finally left public life and went to live in a small village. There, he wrote his famous book 'Muqaddimah', which explains his ideas about history.

When he was fifty, Ibn Khaldun went to live in Egypt. Later, he travelled to Damascus and was in the city when it was surrounded by the Tartar armies. Ibn Khaldun wanted to meet Tamerlane, the famous Tartar leader; so he was lowered over the wall of Damascus in a basket. Afterwards, Ibn Khaldun returned to Cairo, where he became a qadi. He died in 1409.

- 1 What was the name of Ibn Khaldun's book?
- 2 Was Ibn Khaldun alive in 1350?
- 3 Where and when was Ibn Khaldun born?
- 4 When did Ibn Khaldun go to Egypt?
- 5 How did Ibn Khaldun manage to meet Tamerlane?

P Write a summary of the passage about Ibn Khaldun in 70 words or less.

Appendix IX

Samples of English Language Examination Papers in Intermediate and Secondary Schools

A- English Examination Paper for Third Grade Intermediate:

I- Composition:-

Write about 8 lines on one of the following subjects:

1- write a letter to your Kuwaiti friend Asma telling her that you are happy because Kuwait is free, and you hope that she and her family will return back soon. You live at 55, Al-Malaz street, Riyadh, Saudi arabia and your name is Fatima.

Guide words:- hoping - health - well - family - thank Allah - give - parents - greeting - best wishes - good bye.

2- Describe "The Zoo" in your country.

Guide words:- interesting place - see - all types - animals - domestic - sheep-birds - peacocks - turkeys - huge - elephants - wild - lions - monkeys fish-must - treat - well - keep - clean - others - share - beauty.

II- Comprehension:- Read the passage then answer the questions:-

Some people were going round an old house. A guide was showing them the rooms. 'A hundred years ago, this house belonged to a famous writer,'he said. 'This was his living room. And that is the armchair he always sat in'. The next room was the bedroom. 'This was the writer's bedroom. And that is the bed he slept in'. 'Now, the next room was his study. This is the desk he sat at when he wrote his books'. 'What's this?'a small boy said, and he picked something up.'That's his pen. That's the pen he wrote all his books with'. His pen?' 'Yes, now, please put it down'. Something is written on it'. 'Of course, his name'. 'No, it isn'this name. it says'Made in Japan,1985'.

1- What furniture did the guide show them ?

2- When was the pen really made ?

3- Write the correct rooms:-

a-You sleep in your-----.

b- You watch T. V in your-----.

4- Put in (√) or (x):-

a- The house was ten years old. ()

b- The house belonged to a famous writer. ()

c- The pen was made in England. ()

III- General questions:-

Answer the following questions:-

1- Do people still catch fish in Yanbu ?

2- Which animal did the friend ask the ruler about ?

3- What is a mirror made of ?

4- Choose the correct answer:-

a- Mrs Saleem was

–pleased with what other people did.

– never satisfied with what other people did.

b- An airconditioner is a machine which we

– cool air with.

– cool food with.

IV- Grammar:-

1- Choose the correct answer:-

a- If they had opened the cupboard, they would have (see - saw- seen) the cups.

b- Nobody helped her. She did the work (myself - herself - himself).

c- Cars were invented (in - by - on) Benz.

d- Iman has lived in Dammam (since - for) 1974.

e- This is the girl (which - whose) mother cooks well.

f- Tomatoes (am - are - is) grown in the south of the kingdom.

2- Finish the sentence:-

He went into a shop.

There's the -----.

3- Write the sentence with (shouldn't) :-

It is bad to smoke. You-----.

4- Report what she said:-

Amal said, 'I live in Jeddah'.

Amal said-----.

5- Correct the verb between brackets:-

He (work) in that factory from 1970 to 1980.

He -----.

V- Orthography:- Fill in the missing letters:-

1- A ruler in India had a friend who adv-sed him. The friend was a good man, but he was not p-pular.

2- The old man practi-ed his answers. But when he went to the pala-e, he was very nerv-us. The ruler inv-ted the old man to sit down.

B - English Examination Paper for Third Grade Secondary:

First Paper

A- Composition:- Write in (sic) one of the following topics:-

(1)- Write about the dangers in the home for a young baby. How can we prevent accidents ? Here are some useful words;

hot pans - burn - medicines - poison - knives - cut itself - door - shut its hands. Use "could, should, should not".

(2)- Write about the following inventions. Say how they have changed our lives. Here are some exmples;

1- Planes - cars - big ships - buses.

2- Fridges - washing machines - air conditioners - food mixers.

Guide words:- Electrical house equipments (sic)- means of communication - means of transportation - a long time - save - cool - effort - travel - clean - news - keep in touch - dangerous - comfortable - distance.

B- Comprehension:-

Read the following passage then answer the questions below it:

Mr Tom lived in the same house for twenty years. But, he surprised the owner of the house by telling him that he was leaving because he could not afford to buy any more chocolate.

It all began a year ago when Mr Tom returned home one evening and found a large dog in front of his gate. He liked animals, so he gave

the dog a piece of chocolate, he was carrying. The following day, the dog was there again waiting for another piece of chocolate. Mr Tom called the dog "Bingo". He never found out the dog's real name or his owner. However, Bingo appeared at the gate every afternoon and it was quite clear that he preferred chocolate to bones. But, later on "Bingo" became unhappy with the small piece of chocolate, and demanded a larger bar a day. So, if any day Mr Tom forget (sic) the chocolate "Bingo" got very angry and refused to let him open the gate. Mr Tom was now at "Bingo's" mercy. He had to buy him chocolate or he would have to stay out of his house. So, Mr Tom decided to move to another house.

A)- 1- Who liked animals?

2- When did Mr Tom see the dog in front of his house?

3- To whom did Mr Tom give the chocolate?

4- What did Mr Tom call the dog?

5- Did the dog become a regular visitor or not?

B)- Put (✓) or (x) :-

6- If Bingo did not get a (sic) chocolate, he would enter the house. (..)

7- Bingo liked bones more than anything. ()

8- Mr Tom was forced to buy chocolate everyday. ()

C)- Choose:-

9- Mr Tom was (able - unable) to buy chocolate all the time.

10- (The dog - Mr Tom) decided to move into another house.

11- The dog used to wait at (Mr Tom's - the neighbour's) gate.

D)- Make a summary of the passage.

C- Translation:-

Translate into Arabic;

- (1)- Last year we visited a large modern factory where they make window glass. We first saw workmen mixing sand and other materials together. Then, they added some broken glass to help the mixture melt.
- (2)- 1- It is important for us to have a balanced meal
2- Many people in industrialised countries are worried about pollution.
3- Franz opened a coffee house in Vienna.
4- Air travel is very important to the kingdom.

Second Paper

I- General questions.

1- Answer the following questions:-

- a- What kinds of nutrients does food contain?
- b- Where does air pollution come from?
- c- Is radar based on echoes?
- d- Who took coffee to Europe?

2- Choose the right answer:-

- a- Portia disguised as a lawyer.....
 - i- to help Antonio.
 - ii- to help Shylock.
 - iii- to help Bassanio.
- b- Saudia is looking for planes which are.....
 - i- suitable for short routes.
 - ii- suitable for long routes.

iii- suitable for pilgrims.

c- Aswan dam was built near the island....

i- so that land could be irrigated.

ii- so that monuments could be submerged.

iii- so that the high dam could be built.

3- Put (√) or (x) :-

a- To eliminate locust, water can be sprayed from planes. ()

b- The mother gives the child soft food because it has not yet grown teeth. ()

II. Language exercises:-

1- Do as shown between brackets:-

a- Locusts will destroy our crops. (change into passive)

b- That is the restaurant. We ate there yesterday. (join with where)

c- I had seven guests. I made a lot of coffee. (join with since)

d- He is going to sell rugs. He wants to-----rugs. (use take up)

2- Choose the right answer:-

a- (has - have) you ever (visit - visited) London?

b- When did you (visit - visited) London?

c- (whatever - whenever) my mother cooks I enjoy them all.

d- Antonio (was to give - was giving) a pound of his flesh to Shylock.

e- The UNESCO has collected money. Money (has been collected - was collected) by the UNESCO.

f- She is learning English. She is pleased. She is pleased (to have learnt - to be learning) English.

III- Extensive reading:-

1- Answer the following questions:-

- a- Do you have to be a pilot before you are chosen to fly a spacecraft ?
- b- How have flowers played a part in festivals ?

2- Complete (sic) choosing the right answers:-

- a- Yuri Gagarin completed a single orbit of the earth in-----
 - i- just under two days.
 - ii- just under two hours.
 - iii- just under two weeks.
- b- Valentina Tereshkova (sic) launched in a spacecraft called--
 - i- Vostok (6).
 - ii- Apollo (13).
 - iii- Apollo (11).
- c- Iris flowers say-----
 - 1- "I have a message for you."
 - 2- "don't forget me".
 - 3- "I am modest".
- d- In chinese floral art plum blossom is -----
 - i- the symbol of a season.
 - ii- the symbol of a month.
 - iii- the symbol of innocence.

3- Say (✓) or (x) :-

- a- Violets of different kinds mean love.
- b- In Japanese arrangement, the flowers should be one and a half (sic) as high as the bowl.
- c- Valentine Tereshkova liked parachuting, it was her hobby.

d- Valentina Tereshkova married a space explorer called Neil
Armstrong.

IV- Orthography:-

Put in the missing letters in the following sentences:-

- 1- Food helps our hea-ts to pump blo-d.
- 2- Sea pollution is caused by tankers, det-rgents and ch-micals.
- 3- Radar aerials rev-lve to send out wa-es.
- 4- Europeans liked their coffee d-luted and sw-et.

Appendix X

Preliminary Survey

A. Questions addressed to science/medical staff: (translated from Arabic)

- 1- Do first year female medical students encounter difficulties in terms of language skills? what are these difficulties, and how would you arrange them in order beginning with the most difficult? (addressed to science staff only).
- 2- The English language centre plays a role in helping students overcome language difficulties. Do you find the courses given of a noticeable influence as regards the linguistic ability of the students? (addressed to science staff only).
- 3- Do you use Arabic to explain some medical terms when need be?
- 4- Do students use English when directing questions to lecturers in the lecture theatre?
- 5- Do students use English or Arabic at the hospital? (addressed to medical staff only).
- 6- As you know, most students attend English courses in the first two years. How would you comment on their linguistic ability in the medical phase? (addressed to medical staff only).
- 7- It is said that medical students are linguistically weak. Why is that in your opinion?
- 8- How are students assessed in the course of the academic year?
- 9- Is the total mark affected by linguistic errors in answer scripts?

- 10- Do you intentionally construct the test in such a way as to show the disparity among students?
- 11- Who decides on the textbooks used for each subject? On what basis is the choice made?
- 12- Would you say that the admission policy plays a role in recruiting students who are linguistically unable to pursue their study in English?
- 13- To what extent do you think Arab students need English?
- 14- Arabisation is a new policy that some Arab universities have approved of. How can you see the future of this policy in the faculty?
- 15- Some students argue that the work load is too heavy in addition to the fact that they are not used to English as a medium of instruction. Some students believe that had it not been for the language many students who have dropped the study of Medicine would have made good doctors. Are these arguments strong enough to justify Arabising medical studies?
- 16- A high aggregate in the GSC is in itself sufficient evidence that the student will be able to follow her studies in English successfully. What is your comment?
- 17- Do you meet with English language teachers in the E. L. C. to raise the issue of language difficulties?
- 18- If you were given the opportunity to meet educational administrators from the GPGE, what would you like to say to them regarding students' linguistic abilities?
- 19- Do you wish to add any comment?

B . Questions addressed to English language teachers at the E. L. C.:

- 1- What is your comment on the linguistic ability of first year female medical students?
- 2- What are the difficulties which they experience in terms of language skills, and how would you arrange them in order beginning with the most difficult?
- 3- How does the language centre assist learners to overcome difficulties experienced?
- 4- Which proficiency test (admission test) is used? What are the results?
- 5- How is the test applied?
- 6- What weighting is given to each part? Why is one part more important than the other?
- 7- What are the marks allotted to each sub-section of the test?
- 8- Do you take account of the overall mark or the sub-section marks?
- 9- What is the percentage required in the test for admission into the faculty?
- 10- Does the test have a band system or a percentage system for performance levels?
- 11- How would you describe the results of the test this year regarding female students? Is there any difference from previous years?
- 12- Is the admission test used for placement purposes?
- 13- Is this applied in both male and female medics?
- 14- If the admission test result is not used for placement, why is it used?
- 15- What placement test is used? What are the results?
- 16- Who constructed the test?
- 15- After being admitted into the faculty female students join different groups according to their linguistic abilities. What are those levels?
- 16- Did you use other admission tests before?

- 17- What are the results of the final English examination for first year female students?
- 18- Do students feel that the English courses given improve their linguistic abilities?
- 19- How do students feel towards English as a subject in the pre-medical phase?
- 20- Do you seek students' viewpoint on the courses run after the year is over?
- 21- How are students assessed during the academic year? How often?
- 22- The English courses are given to students in the pre-medical phase only; does this imply that students' progress is not followed up thereafter?
- 23- Do you receive complaints from the teaching staff as regards students' linguistic abilities?
- 24- Do you hold meetings with members of the faculty to discuss this issue?
- 25- It is said that the admission policy plays a role in allowing students who are linguistically weak to pursue their study in English. What is your comment?
- 26- A high aggregate in the GSC is in itself sufficient evidence that the student will be able to follow her studies in English successfully. To what extent do you agree with this statement?
- 27- First year female medical students are linguistically weak. Why is this in your opinion?
- 28- To what extent do you think Arab students need English?
- 29- Arabisation is a new policy that some Arab universities have approved of. How can you see the future of this policy in the faculty?

30- Some students argue that the work load is too heavy in addition to the fact that they are not used to English as a medium of instruction. Some students believe that had it not been for the language many students could have made good doctors. Are these arguments strong enough to justify the Arabising of medical studies?

31- Is there any contact between the E. L. C. and educational administrators from the GPGE?

32- Do you wish to add any comment?

C. Questions addressed to first year female medical students:

(translated from Arabic)

1- For how many years did you study English?

2- Where did you receive your education?

3- Did you join any language course before entering the university?

4- Would you say that the time you have spent in studying English in school has been sufficient to enable you to pursue your studies in Medicine successfully?

5- Are you satisfied with your achievement level?

6- When you joined the university did you encounter difficulties in English? What are these difficulties, and how would you arrange them in order beginning with the most difficult?

7- Describe the difficulties you encountered in terms of language skills?

8- The language centre plays a role in assisting students to overcome language difficulties. Do you feel that the courses given improve your linguistic ability?

9- In your view, why do students experience language difficulties?

- 10- Would you say that what students are given in the language courses should have been taught in schools?
- 11- How would you describe teaching English in general in state schools?
- 12- Were English classes interesting in school?
- 13- Were you involved in pair or group work in school?
- 14- Were you allowed to choose the content of the language you used in relation to exercises given in school?
- 15- Do you feel you can use English now as you had hoped?
- 16- Had many changes been introduced to the teaching English in school, would you have achieved better?
- 17- Do you think that English should be introduced in elementary schools?
- 18- How do you feel towards using English as a medium of instruction?
- 19- To what extent do you think Arab students need English?
- 20- What is your opinion regarding Arabising medical studies?
- 21- Some students complain that the work load is too heavy in addition to the fact that they are not used to English as a medium of instruction. Some students believe that had it not been for the language they could have made good doctors. Are these arguments strong enough to justify Arabising medical studies?
- 22- Do you wish to add any comment?

Appendix XI

Results of Research Instruments

Response rate was 100%.

Responses to all question items are reported in percentages and according to sub-divisions of each instrument.

A. Students:

I- *General Attitude:*

1- English as a favourite subject in school:

Intermediate schools:

First Grade	49%
Second Grade	29%
Third Grade	28%

Secondary schools:

First Grade	25%
Second Grade	29%
Third Grade	28%

2- Did you study English outside school?

Intermediate:	Y	N
First	22	78
Second	32	68
Third	33	67
\bar{X} (mean)	29	71

Secondary:

	Y	N
First	24	76
Second	28	72
Third	29	73
\bar{X}	27	7

3- English education received outside school: (open-ended questions)

- Private elementary schools (16%, 18% and 19% in intermediate schools, and 3%, 6% and 7% in secondary schools).
- Private centres (1%, 3%, 3% in intermediate schools, and 13%, 14%, 12% in secondary schools).
- Abroad (Europe and America) (4%, 5%, 5% in intermediate schools, and 7%, 4%, 8% in secondary schools).
- At home with private teachers (1%, 6%, 6% in intermediate schools, and 1%, 4%, 2% in secondary schools).

4- Do you think it is important to learn English in school?

Intermediate:	Y	N
First	86	14
Second	81	19
Third	85	15
\bar{X}	84	16
Secondary:		
First	86	14
Second	83	17
Third	79	21
\bar{X}	83	17

5- Reasons for disapproval of learning English in school:

- a- Irrelevance of English to students' lives (12% and 13% in second and third grade intermediate, and 7%, 11%, and 6% in secondary schools).
- b- Pride in L1 (7%, 6%, and 3% in intermediate schools, and 4%, 4%, 5% in secondary schools).
- c- English was not needed for future study or career (11%, 8%, 8% in intermediate schools, and 6% in both second and third grade secondary).
- d- English was difficult and boring (6%, 4% in second and third grade).
- e- Inapplicability of English outside classes (12%, 15% in second and third grade intermediate, and 12%, 15% in second and third grade secondary).
- f- What was needed was not provided (12% in third grade secondary).

6/a- Do you agree with the teacher's method of teaching?

(strongly agree, agree, undecided, disagree, strongly disagree)

Intermediate:	SA	A	U	D	SD
First	4	75	-	21	-
Second	-	56	-	37	7
Third	-	38	-	51	11
\bar{X}	1	56	-	37	6
Secondary:					
First	-	33	-	49	18
Second	-	27	-	58	15
Third	-	27	-	62	11
\bar{X}	-	29	-	56	15

6/b- Do you agree with the books you read?

Intermediate:	SA	A	U	D	SD
First	3	83	-	14	-
Second	-	60	-	37	3
Third	-	31	-	50	19
\bar{X}	1	58	-	34	7
Secondary:					
First	-	32	-	50	18
Second	-	27	-	58	15
Third	-	22	-	65	13
\bar{X}	-	27	-	58	15

6/c- Do you agree with the classroom exercises?

Intermediate:					
First	-	82	-	18	-
Second	-	55	-	42	3
Third	-	32	-	54	14
\bar{X}	-	56	-	38	6
Secondary:					
First	-	33	-	52	15
Second	-	21	-	65	14
Third	-	24	-	56	11
\bar{X}	-	26	-	61	13

6/d- Do you agree with the overall time given to English?

Intermediate:					
First	-	82	-	18	-
Second	-	58	-	38	4

	SA	A	U	D	SD
Third	-	40	-	46	14
\bar{X}	-	60	-	34	6
Secondary:					
First	-	14	-	71	15
Second	-	18	-	64	18
Third	-	17	-	64	19
\bar{X}	-	16	-	66	18

6/e- Do you agree with the exams given?

Intermediate:

First	-	83	-	17	-
Second	-	57	-	37	6
Third	-	31	-	54	15
\bar{X}	-	57	-	36	7

Secondary:

First	-	29	-	58	13
Second	-	24	-	61	15
Third	-	22	-	65	13
\bar{X}	-	25	-	61	14

II- Attitude to Teaching Methodology:

1- Do you enjoy English classes in school?

(always, sometimes, occasionally, never)

Intermediate:	A	S	O	N
First	68	19	13	-
Second	40	44	16	-
Third	38	51	11	-

	A	S	O	N
\bar{X}	49	38	13	-
Secondary:				
First	10	53	26	11
Second	8	50	25	17
Third	11	46	25	18
\bar{X}	10	50	25	15

2/a- If you do not enjoy English classes, is it because of the teacher?

Intermediate:	Y	N
First	6	26
Second	7	53
Third	10	53
\bar{X}	7	44
Secondary:		
First	31	36
Second	27	48
Third	24	47
\bar{X}	27	44

2 (a)- To explain in what way English lessons were not enjoyed because of the teachers, students in both stages gave the following comments:

- 1- No equal opportunities were given to students (5% and 7% in first and second grade intermediate, and 15% and 10% in first and third grade secondary).
- 2- Interrupting students for correction purposes (6%, 7%, 10% in intermediate schools, and 12%, 10% and 12% in secondary schools).
- 3- Use of Arabic in classes (10% in third grade intermediate).

- 4- Teachers speak in English too much at the expense of students' learning (10% in third grade intermediate).
- 5- Teachers' English was affected by the Arabic accent (5% in second grade intermediate, and 12% in first grade secondary).
- 6- Teachers tended to bring personal difficulties into classrooms (14% in third grade secondary).
- 7- Teachers are more interested in completing the courses in time (10% in third grade secondary).

2/b- If you do not enjoy English classes, is it because of the teaching method?

Intermediate:	Y	N
First	18	14
Second	44	16
Third	54	9
\bar{X}	39	13
Secondary:		
First	67	31
Second	74	17
Third	74	15
\bar{X}	72	21

2 (b)- To explain how the English lessons were not enjoyed because of the teaching method, students gave the following comments:

- 1- Lack of necessary teaching aids (18%, 25% and 24% in intermediate schools, and 25%, 25% and 23% in secondary schools).

- 2- Invariability of teaching steps followed from one grade level to the next (23% and 40% in second and third grade intermediate, and 18%, 21% and 14% in secondary schools).
- 3- Repetition and recitation of memorised information were the two symptoms characterising English classrooms (14% in third grade intermediate, and 24% and 13% in first and second grade secondary).
- 4- Teaching lacked three vital elements; attraction, stimulation and challenge (19% and 11% in second and third grade secondary).
- 5- Teachers are dominant in classrooms (21% and 26% in second and third grade secondary).

2/c- If you do not enjoy classes, is it because of the materials?

Intermediate:	Y	N
First	18	14
Second	42	18
Third	53	10
\bar{X}	41	11
Secondary:		
First	68	23
Second	74	17
Third	78	11
\bar{X}	73	17

2 (c)- To explain how English lessons were not enjoyed because of the materials, students gave the following comments:

- 1- Irrelevance of topics included (12%, 22% and 35% in intermediate schools, and 28%, 35% and 47% in secondary schools).

- 2- Shortage of materials (18% and 15% in first and second grade intermediate).
- 3- Listening and speaking were not practised in classrooms (22% in second grade intermediate, and 16% and 12% in second and third grade secondary).
- 4- Texts were not useful, interesting, or suitable to various interests (8% and 18% in first and third grade intermediate, and 18% and 23% in second and third grade secondary).
- 5- Knowledge presented was already known to students (24% and 12% in second and third grade secondary).
- 6- Lack of logical sequence in knowledge presented (19% in third grade secondary).

2/d- If you do not enjoy English classes, is it because of other reasons?

Intermediate:	Y	N
First	11	21
Second	14	46
Third	19	44
\bar{X}	14	37
Secondary:		
First	23	68
Second	26	65
Third	29	60
\bar{X}	26	64

2(d)- The other reasons given for not enjoying English lessons were:

- 1- Time constraints compared to the amount of knowledge given (11%, 10% and 18% in intermediate schools, and 11%, 14% and 9% in secondary schools).

- 2- Limited practice of English inside classrooms (9%, 12% and 13% in secondary schools).
- 3- The large number of students in classes caused frustration among students because opportunities of participation were limited (8% and 11% in first and third grade intermediate, and 9% and 10% in first and third grade secondary).
- 4- Constant change of teachers during the academic year (6% in second grade intermediate, and 10% in third grade secondary).
- 5- Little practice was given to reading and writing in classes (10% in second grade intermediate, and 11% in first grade secondary).
- 6- Total dependence on fellow students in class rather than approaching teachers (12% in second grade intermediate).

3- When new grammar is presented, do you prefer an explanation in Arabic?

Intermediate:	A	S	O	N
First	11	76	13	-
Second	7	75	18	-
Third	7	71	22	-
\bar{X}	8	74	18	-

Secondary:

First	13	69	18	-
Second	11	76	13	-
Third	15	70	15	-
\bar{X}	13	72	15	-

4- When new words are presented, do you prefer the meaning in Arabic?

Intermediate:

	A	S	O	N
First	-	85	15	-
Second	-	79	21	-
Third	-	75	25	-
\bar{X}	-	80	20	-
Secondary:				
First	10	75	15	-
Second	10	78	12	-
Third	7	79	14	-
\bar{X}	9	77	14	-

5- When the class is over, do you feel you can use what you have learnt?

Intermediate:	Y	N
First	72	28
Second	56	44
Third	40	60
\bar{X}	56	44
Secondary:		
First	28	72
Second	32	68
Third	33	67
\bar{X}	31	69

6- Students who were not able to use what they had learnt in class gave the following explanations:

- 1- Fear of embarrassment if mistakes were committed (15%, 20% and 19% in intermediate schools, and 18% in third grade secondary).

- 2- Time constraints in classes left no room for free practice (18% in third grade intermediate, and 29%, 17% and 20% in secondary schools).
- 3- Lack of encouragement from teachers (24% in second grade intermediate, and 21% and 19% in second and third grade secondary).
- 4- Controlled exercises in classes were the only opportunities to practise the language (21% and 22% in first and second grade secondary).
- 5- Irrelevance of knowledge presented to students' lives (13% and 23% in first and third grade intermediate, and 10% in second grade secondary).
- 6- Students are not used to putting new learnt knowledge into practice (28%, 8% and 18% in secondary schools).
- 7- Viewing memorising of language rules and vocabulary as the essence of learning was not acceptable 24% and 11% in first and third grade secondary).

7/a- Do you agree that the teacher's method of teaching helps you to understand?

Intermediate:	SA	A	U	D	SD
First	-	81	-	19	-
Second	-	60	-	40	-
Third	-	49	-	51	-
\bar{X}	-	63	-	37	-
Secondary:					
First	-	34	-	58	7
Second	-	27	-	58	15
Third	-	25	-	57	18
\bar{X}	-	29	-	58	13

7/b- Do you agree that the way the teacher speaks affects your learning?

Intermediate:	SA	A	U	D	SD
First	7	11	-	82	-
Second	7	14	-	79	-
Third	8	11	-	81	-
\bar{X}	7	11	-	81	-
Secondary:					
First	13	26	-	61	-
Second	15	28	-	57	-
Third	13	26	-	61	-
\bar{X}	13	27	-	60	-

7/c- Do you agree that the teacher's personality helps you to learn more?

Intermediate:					
First	-	8	-	92	-
Second	-	10	-	90	-
Third	-	8	-	92	-
\bar{X}	-	9	-	91	-
Secondary:					
First	-	17	-	69	14
Second	-	17	-	68	15
Third	-	18	-	67	15
\bar{X}	-	17	-	68	15

7/d- Do you agree that the teacher speaks in English too much in class?

Intermediate:					
First	6	69	-	25	-
Second	7	74	-	19	-

	SA	A	U	D	SD
Third	11	78	-	11	-
\bar{X}	8	74	-	18	-
Secondary:					
First	17	44	-	39	-
Second	18	49	-	33	-
Third	21	50	-	29	-
\bar{X}	18	48	-	34	-

7/e- Do you agree that the teacher always insists on speaking correctly?

Intermediate:

First	-	76	-	24	-
Second	8	72	-	20	-
Third	10	75	-	15	-
\bar{X}	6	74	-	20	-

Secondary:

First	12	49	-	39	-
Second	14	49	-	37	-
Third	15	47	-	38	-
\bar{X}	14	48	-	38	-

8- Does your teacher use any teaching aid in class?

Intermediate:	Y	N
First	88	12
Second	88	12
Third	90	10
\bar{X}	89	11

Secondary:	Y	N
First	69	31
Second	75	25
Third	76	24
\bar{X}	73	27

9- When the teacher introduces a new lesson, do you like to join in?

Intermediate:	A	S	O	N
First	67	21	12	-
Second	40	54	6	-
Third	38	51	11	-
\bar{X}	48	42	10	-

Secondary:

First	10	53	26	11
Second	8	50	25	17
Third	11	46	25	18
\bar{X}	10	50	25	15

10/a- If you do not like to join in, is it because you fear embarrassment if you speak incorrectly in front of your class mates?

Intermediate:	Y	N
First	14	19
Second	14	39
Third	18	34
\bar{X}	15	31

Secondary:

First	10	60
Second	12	60

	Y	N
Third	14	62
\bar{X}	12	61

10/b- If you do not like to join in, is it because you are not given the opportunity?

Intermediate:

First	17	16
Second	25	28
Third	19	33
\bar{X}	20	26

Secondary:

First	26	44
Second	28	44
Third	26	50
\bar{X}	27	46

10/c- If you do not like to join in, is it because of any other reason?

Intermediate:

First	19	14
Second	21	32
Third	19	33
\bar{X}	20	26

Secondary:

First	27	43
Second	27	45
Third	24	52
\bar{X}	26	47

20% and 26% of students in both stages did not join in because of the following reasons:

- 1- Irrelevance of topics introduced to students' interests (6%, 9% and 8% in intermediate schools, and 12%, 11% and 13% in secondary schools).
- 2- Knowledge presented were more suited to younger students (13%, 14% and 13% in intermediate schools, and 13%, 14% and 13% in secondary schools).
- 3- Students were not given opportunities to relate new knowledge learnt to their own experiences (6% and 8% in second and third grade intermediate, and 9%, 7% and 6% in secondary schools).
- 4- The way new language items were practised was monotonous and boring (9% and 7% in second and third grade intermediate, and 9%, 6% and 8% in secondary schools).
- 5- Teaching aids used were often unsuitable leaving students in doubt concerning their participation, let alone learning (13%, 8% and 7% in intermediate schools, and 9%, 12% and 8% in secondary schools).
- 6- The amount of linguistic knowledge given was often too much, which, in turn, made comprehension and participation quite an ordeal for some students (8% in third grade intermediate, and 12%, 13% and 11% in secondary schools).

11- When you are given exercises in class, are you given opportunities to use the language freely?

Intermediate:	Y	N
First	8	92
Second	8	92
Third	-	100

	Y	N
\bar{X}	5	95
Secondary:		
First	8	92
Second	–	100
Third	8	92
\bar{X}	5	95

12- Are you given tasks to work on in pairs or small groups?

Intermediate:

First	8	92
Second	8	92
Third	–	100
\bar{X}	5	95

Secondary:

First	8	92
Second	–	100
Third	8	92
\bar{X}	5	95

13/a- Do you agree that it would be helpful if you are able to use the language to express yourself even if it meant speaking incorrectly?

Intermediate:	SA	A	U	D	SD
First	21	79	–	–	–
Second	42	58	–	–	–
Third	54	46	–	–	–
\bar{X}	39	61	–	–	–

Secondary:	SA	A	U	D	SD
First	24	76	-	-	-
Second	28	72	-	-	-
Third	29	71	-	-	-
\bar{X}	27	73	-	-	-

13/b- Do you agree that the exercises in your books encourage you to join in and learn more?

Intermediate:

First	-	82	-	18	-
Second	-	56	-	40	4
Third	-	35	-	54	11
\bar{X}	-	58	-	37	5

Secondary:

First	-	33	-	52	15
Second	-	28	-	54	18
Third	-	29	-	50	21
\bar{X}	-	30	-	52	18

13/c- Do you agree that the exercises are interesting?

Intermediate:

First	-	75	-	25	-
Second	-	54	-	42	4
Third	-	29	-	57	14
\bar{X}	-	53	-	41	6

Secondary:

First	-	33	-	49	18
Second	-	21	-	61	18

	SA	A	U	D	SD
Third	-	24	-	65	11
\bar{X}	-	26	-	58	16

13/d- Do you agree that the exercises are varied?

Intermediate:

First	-	82	-	18	-
Second	-	56	-	40	4
Third	-	35	-	54	11
\bar{X}	-	58	-	37	5

Secondary:

First	-	33	-	52	15
Second	-	28	-	54	18
Third	-	29	-	50	21
\bar{X}	-	30	-	52	18

13/e- Do you agree that when you make mistakes while learning in the practice phase, you prefer to be interrupted?

Intermediate:

First	-	17	-	64	19
Second	-	10	-	76	14
Third	-	10	-	66	24
\bar{X}	-	12	-	69	19

Secondary:

First	-	-	-	79	21
Second	-	-	-	76	24
Third	-	-	-	75	25
\bar{X}	-	-	-	77	23

13/f- Do you agree that when the teacher interrupts you for correction purposes, you are discouraged?

Intermediate:	SA	A	U	D	SD
First	19	64	-	17	-
Second	14	76	-	10	-
Third	24	66	-	10	-
\bar{X}	20	68	-	12	-
Secondary:					
First	21	79	-	-	-
Second	24	76	-	-	-
Third	25	75	-	-	-
\bar{X}	23	77	-	-	-

III- Attitude to Instructional Materials:

1- Do you feel that you are getting what you need or expect from your books?

Intermediate:	Y	N
First	83	17
Second	60	40
Third	31	69
\bar{X}	58	42
Secondary:		
First	32	68
Second	26	74
Third	22	78
\bar{X}	27	73

2- Reasons for disapproval of the textbooks were limited to the following:

- a- Textbooks were not designed for girls (17%, 29% and 25% in intermediate schools).**
- b- The textbooks were aimed at boys (13% in third grade intermediate, and 27% and 20% in first and second grade secondary).**
- c- The content was out of touch with daily life (15% and 17% in first and second grade secondary).**
- d- More important topics were overlooked (20% in third grade intermediate, and 35% in third grade secondary).**
- e- All knowledge given was already repeated; taught in Arabic (12% and 20% in first and second grade secondary).**
- f- Linguistic knowledge presented was memorised for the sake of passing end of year exam (15% in second grade secondary).**
- g- Intensity and difficulty of linguistic messages in relation to time limitation (22% in second grade intermediate, and 27% and 21% in first and second grade secondary).**
- h- Topics presented were more suited to lower grade levels (11% in third grade intermediate).**

3- General comments regarding topics dealt with in textbooks were divided into the following categories:

- a- Most topics were irrelevant to students' daily life (49% in first grade intermediate).**
- b- Lack of reading passages (29% in first grade intermediate).**
- c- Textbooks were more suited to boys' needs (22%, 18% and 49% in intermediate schools).**
- d- Arid materials providing knowledge which was irrelevant to future needs (21% and 25% in second and third grade secondary).**

- e- Some topics were acceptable, others were not (39% in second grade intermediate, and 26%, 14% and 25% in secondary schools).
 - f- Information given was already known through Arabic (28% and 40% in second and third grade intermediate, and 28% in second grade secondary).
 - g- Topics given were boring and difficult indicating a huge gap between intermediate and secondary schooling with regard to linguistic content (15% and 39% in second and third grade intermediate, and 32% and 18% in first and second grade secondary).
 - h- Topics given did not satisfy various interests (19% in second grade secondary).
 - i- Topics included were extracts from different sources aimed at teaching students certain language rules and vocabulary (16% in first grade secondary).
 - j- More important topics were overlooked (21% and 19% in second and third grade secondary).
 - k- Simplicity of topics included in textbooks; more suited to younger students (19%, 18% and 31% in secondary schools).
- 4- Views collected concerning exercises given in classrooms were classified as follows:
- a- Exercises helped students to learn difficult language rules and vocabulary (62% and 18% in first and second grade intermediate, and 36%, 39% and 21% in secondary schools).
 - b- Exercises depended on repetition, writing answers and memorisation (19%, 36% and 26% in intermediate schools, and 19%, 21% and 26% in secondary schools).

- c- All exercises were alike; almost the same patterns were followed from one grade to the next (39%, 58% and 29% in intermediate schools, and 14%, 24% and 15% in secondary schools).
- d- Exercises were boring, lacked the element of challenge and were not real opportunities for testing what had been learnt (25% in third grade intermediate, and 24%, 26% and 14% in secondary schools).
- e- Some of the exercises included in a unit did not match the new language items presented (22% in third grade intermediate, and 11% in first grade secondary).
- f- Many exercises were useless because they were repetitious and mechanical in nature (17% and 15% in first and second grade secondary).
- g- The exercises were varied (17% in second grade secondary).
- h- Exercises were viewed as purposeless, except for translation exercises (10% and 26% in second and third grade secondary).
- i- Exercises were treated as complementary in class though they were the only real opportunity that students had to practise what had been learnt (10% in third grade secondary).

5- Do you feel you are getting enough practice in speaking?

Intermediate:	Y	N
First	56	44
Second	29	71
Third	25	75
\bar{X}	37	63
Secondary:		
First	29	71
Second	26	74

	Y	N
Third	25	75
\bar{X}	27	73

6- Do you feel you are getting enough practice in listening?

Intermediate:

First	56	44
Second	29	71
Third	24	76
\bar{X}	36	64

Secondary:

First	29	71
Second	26	74
Third	24	76
\bar{X}	26	74

7- Are you happy with your ability in reading?

Intermediate:

First	67	33
Second	42	58
Third	35	65
\bar{X}	47	52

Secondary:

First	32	68
Second	29	71
Third	26	74
\bar{X}	29	71

8- Are you happy with your ability in writing?

Intermediate:	Y	N
First	63	37
Second	42	58
Third	35	65
\bar{X}	47	53
Secondary:		
First	30	70
Second	29	71
Third	26	74
\bar{X}	28	72

9- Those students who were not happy with their ability regarding reading gave the following reasons:

- a- Because of the large number of students and time constraints in classes students were not treated equally (23%, 22% and 25% in intermediate schools, and 42%, 42% and 40% in secondary schools).**
- b- Students were not treated in reading skills (15% in third grade intermediate, and 8%, 24% and 19% in secondary schools).**
- c- Students were always invited to read aloud only a few lines (16% and 10% in second and third grade intermediate, and 23% in second grade secondary).**
- d- Reading was not treated appropriately (22% in second grade intermediate, and 18% and 14% in first and third grade secondary).**
- e- Reading passages were read out of the sense of duty and not for learning or interest (10% in both third grade intermediate and secondary).**

f- No reading passages were provided in textbooks (14% in first grade intermediate).

10- Those students who expressed dissatisfaction with their ability in writing gave the following explanations:

a- Writing was not practised properly in class due to time constraints (22%, 24% and 17% in intermediate schools, and 23%, 24% and 19% in secondary schools).

b- Composition topics were controlled, leaving students no opportunities to write on what they like (15%, 15% and 17% in intermediate schools, and 32%, 26% in first and second grade secondary). 14% of students in third grade secondary described composition topics as "jigsaws" requiring students to look for the missing pieces to complete the picture. As far as students were concerned, writing was generally viewed as transcription; copying answers to exercises and filling in blanks in composition passages.

c- Composition topics were described as boring (20% and 17% in second and third grade intermediate, and 19% in first grade secondary).

d- Writing skills were not taught, neither were reference skills (16% in third grade intermediate, and 22%, 29% and 12% in secondary schools).

11- Those students who felt they were not getting enough practice in speaking gave the following reasons:

a- Because of time constraints and the large number of students in classes, students did not get to speak as much as they expected (19%, 57% and 23% in intermediate schools, and 49%, 35% and 44% in secondary schools).

- b- Teachers spoke too much in class at the expense of students learning and participation (12% and 14% in first and third grade intermediate, and 19% in second grade secondary).
- c- Teachers did not encourage students to participate because of time constraints and the large number of students in classes (21% in third grade intermediate, and 12%, 27% and 30% in secondary schools).
- d- Participation opportunities were limited to answering teachers questions, doing exercises, or, rarely correcting mistakes (11%, 15% and 21% in intermediate schools, and 12% in first grade secondary).
- e- Equal opportunities in classes were given to students only in the presence of language inspectors and headteachers).

12- As regards dissatisfaction with listening, responses were limited to two explanations:

- a- Lack of audio-visual aids (47%, 53% and 54% in intermediate schools, and 36%, 51% and 48% in secondary schools).
- b- Time constraints; no time in class for listening practice (12%, 19% and 27% in intermediate schools, and 40%, 22% and 28% in secondary schools). 16% of students in third grade secondary added that listening passages were given for reading practice.

13/a- Do you agree that your books teach you grammar rather than how to use it?

Intermediate:	SA	A	U	D	SD
First	8	29	-	63	-
Second	14	32	-	54	-
Third	18	43	-	39	-
\bar{X}	13	35	-	52	-

Secondary:	SA	A	U	D	SD
First	15	58	-	27	-
Second	18	58	-	24	-
Third	23	56	-	21	-
\bar{X}	19	57	-	24	-

13/b- Do you agree that the texts in your books are relevant to your future needs?

Intermediate:

First	-	68	-	32	-
Second	-	52	-	48	-
Third	-	31	-	69	-
\bar{X}	-	50	-	50	-

Secondary:

First	-	25	-	57	-
Second	-	23	-	56	21
Third	-	22	-	58	20
\bar{X}	-	23	-	57	20

13/c- Do you agree that the grammar and words you are taught are relevant to your needs?

Intermediate:

First	-	66	-	34	-
Second	-	56	-	44	-
Third	-	35	-	65	-
\bar{X}	-	52	-	48	-

Secondary:

First	-	25	-	60	15
Second	-	28	-	58	14

	SA	A	U	D	SD
Third	-	29	-	56	15
\bar{X}	-	27	-	58	15

13/d- Do you agree that using the Saudi culture to teach the language is acceptable?

Intermediate:

First	-	100	-	-	-
Second	-	100	-	-	-
Third	-	100	-	-	-
\bar{X}	-	100	-	-	-

Secondary:

First	-	100	-	-	-
Second	-	100	-	-	-
Third	-	100	-	-	-
\bar{X}	-	100	-	-	-

13/e- Do you agree that the texts are interesting?

Intermediate:

First	-	64	-	36	-
Second	-	49	-	51	-
Third	-	32	-	68	-
\bar{X}	-	48	-	52	-

Secondary:

First	-	25	-	54	21
Second	-	23	-	56	21
Third	-	22	-	58	20
\bar{X}	-	23	-	56	21

13/f- Do you agree that you do not read and write enough English?

Intermediate: SA A U D SD

First - 33 - 67 -

Second - 58 - 42 -

Third - 65 - 35 -

\bar{X} - 52 - 48 -

Secondary:

First 12 56 - 32 -

Second 15 55 - 29 -

Third 15 58 - 27 -

\bar{X} 14 57 - 29 -

13/g- Do you agree that you do not practise listening and speaking in class?

Intermediate:

First - 44 - 56 -

Second - 71 - 29 -

Third - 75 - 25 -

\bar{X} - 63 - 37 -

Secondary:

First 14 57 - 29 -

Second 15 58 - 27 -

Third 17 58 - 25 -

\bar{X} 15 58 - 27 -

IV- Attitude to Assessment:

1- Is there any difference between what you have been taught and the monthly examination regarding content?

Intermediate:	Y	N
First	-	100
Second	-	100
Third	-	100
\bar{X}	-	100
Secondary:		
First	-	100
Second	-	100
Third	-	100
\bar{X}	-	100

2- Do you depend on memorising the grammar, words, and exercises in your book when preparing for an examination?

Intermediate:		
First	79	21
Second	68	32
Third	67	33
\bar{X}	71	29
Secondary:		
First	67	33
Second	65	35
Third	62	38
\bar{X}	65	35

3- Are the examinations given to you during the school year different from the final examination?

Secondary (only):

	Y	N
First	-	100
Second	-	100
Third	-	100
\bar{X}	-	100

3 & 4-

Intermediate (3): When you are having difficulties with your work or study, do you try to see your teacher to help you?

First	24	76
Second	35	65
Third	39	61
\bar{X}	33	67

Secondary (4): The same question.

First	32	68
Second	35	65
Third	36	64
\bar{X}	34	66

4 & 5.

(intermediate): How do you prepare for your English examination usually?

100%, 67% and 64% of students reported that revising and memorising units and exercises decided upon by teachers were the two ingredients to guarantee success. Students in second and third grade added that teachers were in the habit of distributing the general questions paper in advance, together with model answers to all questions included in the

exam. However, 33% and 34% of students in second and third grade preferred revising without resorting to memorising.

(Secondary): The same question.

65%, 66% and 66% of students stated that learning by heart was the main policy in order to be on the safe side. A different point of view was recorded by 33%, 36% and 37% of students who emphasised the importance of understanding when revising for exams.

5 & 6.

(Intermediate and Secondary): When the teacher informs you that you are going to have an examination, what instructions , does she give you?
(details of content to be covered in exam)

All students in both stages reported that when informed of exams, teachers would decide on the units and exercises to be included. When students were to have a composition exam, they were given two or three topics to prepare beforehand.

V- Overall Attitude:

1- Do you feel that after the time you have spent in studying English, you can use the language now as you have hoped to?

Secondary:	SA	A	U	D	SD
First	-	26	-	63	11
Second	-	24	-	62	14
Third	-	24	-	62	14
\bar{X}	-	25	-	62	13

2 & 5-

Intermediate (2): Do you think learners should be asked for their views on the books they use and the way they are taught English in class?

	Y	N
First	100	-
Second	100	-
Third	100	-
\bar{X}	100	-

Secondary (5): The same question.

First	100	-
Second	100	-
Third	100	-
\bar{X}	100	-

2- Do you think that early experiences in English classes in the intermediate stage affected your attitude to English?

Secondary:

First	100	-
Second	100	-
Third	100	-
\bar{X}	100	-

3- Is there any difference between intermediate and secondary stage schools concerning the teaching of English in general?

Secondary:

First	64	36
Second	40	60

	Y	N
Third	38	62
\bar{X}	47	53

4- (Secondary): The differences described by students were categorised as follows:

- a- English language materials given in intermediate schools were far easier than those in secondary schools (36%, 22% and 12%). 26% of students in third grade added that too much knowledge was given in a limited period of time.
- b- According to 31% and 18% of students in first and second grade the teaching method adopted was the same except for slight differences which were personality differences.
- c- Teachers in secondary schools were more skilled than those in intermediate schools (15% and 11% in second and third grade).

5 & 6- Further comments made by students regarding English language education in general were classified as follows:

- a- English language ought to be introduced in elementary schools (72%, 63% and 60% in intermediate schools, and 62%, 78% and 82% in secondary schools).
- b- English language materials ought to be modified to be more suited to girls' needs and interests, and more important topics should be considered (32%, 37% and 33% in intermediate schools, and 31%, 34% and 32% in secondary schools).
- c- All the necessary (professional standard) teaching aids should be provided in classrooms (12%, 14% and 10% in intermediate schools, and 19%, 18% and 14% in secondary schools).

- d- English language periods per class should increase in number and more time should be devoted to English lessons; a period of one hour on a daily basis was needed (26 and 14% in first and second grade intermediate, and 17%, 25% and 56% in secondary schools).
- e- More classes should be made to absorb the large number of students (35% in second grade intermediate, and 31% in first grade secondary).
- f- 29% of students in third grade intermediate demanded that students should be treated equally in classrooms).
- g- 32% of students in third grade secondary thought that teachers should be more patient and understanding, and should encourage students to take part in classes because students would not be able learn and use the language properly unless they had a fair attempt at it.

B. Teachers:

I- Attitude to Language Goals:

1. Do you think the present English instruction is fulfilling its objective?

	SA	A	U	D	SD
Intermediate:	-	35	-	65	-
Secondary:	-	21	-	79	-

2. Would you say that this objective is relevant to the demands and needs of Saudi society?

	Y	N
Intermediate:	61	39
Secondary:	54	46

3. Would you say that this objective is understood by learners?

	Most	50%	A few	I do not know
Intermediate:	-	22	78	-
Secondary:	-	29	71	-

4. Would you say that learners' general attitude towards English is negative?

Intermediate:	78	22	-	-
Secondary:	62	38	-	-

5/a. Do you agree that with the teaching method adopted in school?

	SA	S	U	D	SD
Intermediate:	-	35	-	65	-
Secondary:	-	21	-	67	12

5/b. Do you agree with the textbooks in use?

Intermediate:	-	30	-	70	-
Secondary:	-	17	-	75	8

5/c. Do you agree with the classroom exercises?

Intermediate:	-	35	-	65	-
Secondary:	-	17	-	62	21

5/d. Do you agree with the language skills taught?

Intermediate:	-	35	-	65	-
Secondary:	-	25	-	67	8

5/e. Do you agree with the overall time devoted to teaching English?

Intermediate:	-	17	-	83	-
Secondary:	-	12	-	71	17

5/f. Do you agree with the examinations given to students?

	SA	A	U	D	SD
Intermediate:	-	30	-	70	-
Secondary:	-	21	-	71	8

II- Attitude to Teaching Methodology:

1- Comments on the teaching methods adopted in schools were classified as follows:

- a- As far as intermediate schools were concerned, 83% of teachers reported that they would normally present their lessons in the ways felt suitable for their students, and that the steps recommended in the teachers' book were followed only in the presence of language inspectors.
- b- 61% stated that every teacher had her own way of presenting lessons because each knew her class best.
- c- 52% said that some inspectors stressed they should follow the guidelines laid down in the teachers' book without deviation. However, some teachers tried to introduce changes when necessary, e.g. when a given lesson was difficult for students to understand.
- d- 26% of teachers thought that students ought to be encouraged to have a more positive role in class by participating in class activities. This, in their view, was believed to be impossible given the teaching method adopted and time constraints.
- e- 25% of teachers believed that although the textbooks had changed the teaching method remained intact. Teachers still follow the traditional method of presenting new grammar in artificial contexts, and sometimes out of context.

- f- 17% of teachers stated that they prepared the necessary teaching aids themselves.

As for secondary schools:

- a- All the teacher population complained about the heavy, unrealistic teaching load, and were not happy that they had to prepare their own material because classes were not equipped with the necessary teaching aids. The large number of students in classes is causing a major difficulty for teachers and students alike, and given the time constraints under which they work teachers found it extremely difficult to fulfil the double task of teaching and ensuring understanding and participation on the students' part.
 - b- 75% said that when language inspectors visited schools they stated that they were interested in teachers' professional development when the real intention was to check on them to ensure that procedures were going as planned and as prescribed in the teacher's book, e.g. teachers' progress in the syllabus according to the time scale set. However, they admitted that sometimes good ideas and reasonable suggestions were put forward by the inspectors.
 - c- 67% of teachers reiterated that language inspectors insisted on going by the teacher's book although in the few meetings held during the year they encouraged teachers to be flexible and to regard the teacher's book as a guide.
 - d- 39% mentioned that the steps recommended in the teacher's book were logical but each was not fairly treated because of time constraints.
2. When a new language structure is presented, would learners prefer an explanation in Arabic?

	A	S	O	N
Intermediate:	30	70	-	-
Secondary:	21	79	-	-

3. When new vocabulary is introduced, would learners prefer an Arabic equivalent?

Intermediate:	22	78	-	-
secondary:	21	79	-	-

4. When practising new language in class, are learners keen to participate?

Intermediate:	61	39	-	-
Secondary:	29	71	-	-

5. Are learners given opportunities to interact in class in pairs and small groups?

	Y	N
Intermediate:	13	87
Secondary:	8	92

6. Are learners allowed to determine the content of the language they use, in relation to exercises given?

Intermediate:	13	87
Secondary:	8	92

7- Comments concerning exercises included in textbooks were categorised as follows:

a- As far as intermediate schools were concerned 62% of teachers reported that exercises in every single unit were built around the

topic of the unit, and that they did not match the new language items taught, causing boredom among students.

b- 52% of teachers believed that the exercises were of great help to students but were rigid in nature, aiming to encourage students to memorise through repetition.

c- 43% thought the exercises were repetitive, using the same patterns.

As for secondary schools:

a- 71% of teachers stated that although many exercises were built into any one unit, they all tended to be identical, following the same patterns.

b- 62% suggested that free activities ought to be included so as to invite students to express themselves which, in turn, would demonstrate the extent to which they had benefited.

c- 58% believed that the exercises were important as they enabled student to understand what was given, however, they should not be reviewed as ends in themselves.

8. In your opinion, are the exercises interesting for your learners?

	Y	N
Intermediate:	35	65
Secondary:	25	75

9. Are the exercises varied?

Intermediate:	35	65
Secondary:	29	71

9/a. Do you often make up additional exercises of your own?

Intermediate:	17	83
Secondary:	17	83

9/b- State how often you make additional exercises?

17% of teachers in intermediate schools stated that they made up additional exercises about twice a term, while 83% thought that the exercises included in textbooks were enough. Similar percentages were recorded in secondary schools except that additional exercises were made "only when there was a need".

10/a. When mistakes are made during the practice phase, do you invite learners to correct one another once utterance is over?

	Y	N
Intermediate:	61	39
Secondary:	75	25

10/b. When mistakes are made during the practice phase, do you interrupt the learner immediately for correction purposes?

Intermediate:	-	100
Secondary:	-	100

10/c. When mistakes are made during the practice phase, do you draw the student's attention to her mistake once utterance is over?

Intermediate:	83	17
Secondary:	87	13

III- *Attitude to Instructional Materials:*

1/a. So far, as a result of using these materials you would like to see some changes introduced?

	SA	A	U	D	SD
Intermediate:	-	74	-	26	-
Secondary:	8	75	-	17	-

1/b. So far, as a result of using these materials you recommend using them with supplementary materials?

	SA	A	U	D	SD
Intermediate:	-	74	-	26	-
Secondary:	-	83	-	17	-

2. On the whole, the materials are adequate to your students' future needs?

Intermediate:	-	26	-	74	-
Secondary:	-	17	-	75	8

3. Are the topics included in the materials interesting for learners?

	Y	N
Intermediate:	35	65
Secondary:	21	79

4. Do you find the socio-cultural context in which the language is presented acceptable?

Intermediate:	100	-
Secondary:	100	-

5. Do you use tapes, charts or other teaching aids in class?

Intermediate:	100	-
Secondary:	100	-

6. Would you say that the materials designed are intended to teach learners language structure rather than language use?

	SA	A	U	D	SD
Intermediate:	-	70	-	30	-
Secondary:	12	71	-	17	-

6/b. Would you say that the selection and sequence of language items are based on learners' needs?

	SA	A	U	D	SD
Intermediate:	-	30	-	70	-
Secondary:	-	17	-	75	-

6/c. Would you say that the selection and sequence of language items are based on texts?

Intermediate:	-	70	-	30	-
Secondary:	-	75	-	17	-

6/d. Would you say that though reading and writing receive more emphasis learners' level in these two skills is unsatisfactory?

Intermediate:	-	61	-	39	-
Secondary:	13	54	-	33	-

6/e. Would you say that learners' weakness in speaking and understanding spoken English is to be attributed to the little attention given to these skills?

Intermediate:	-	78	-	22	-
Secondary:	13	75	-	12	-

IV- Attitude to Assessment:

1- Comments regarding learners' progress in English were classified as follows for the intermediate schools:

a- 78% of teachers reported that in every class there were two extremes, the hard working who were few and the weak students who formed the majority.

b- 70% of teachers reported slow progress by students for three reasons; first, no importance was attached to English as far as students were

concerned; secondly, the teaching method adopted was thought to be poor and inefficient; and thirdly, students were not involved in the teaching/learning process, they just sat docilely awaiting the flood of information to be given to them without sharing their knowledge or personal experiences.

- c- 65% commented that three quarters of learners progressed slowly, and somehow managed to pass the final exams. Although the annual results were judged normal, they were not really acceptable.

In secondary schools:

- a- Secondary teachers had almost the same comments to report as intermediate with 79% expressing deep concern regarding students' slow progress over the years. In their view, most students joined with a built-in barrier against the language, possibly influenced negatively by their older brothers or sisters. Teachers also believed that materials given were partly responsible.
- b- 54% of teachers stated that most students were aware of the importance of English yet did not make an effort to demonstrate it, they were not interested in working hard to improve their standard.

2- How often are learners examined in the school year?

According to all the teacher population in intermediate and secondary schools, learners were examined on a monthly basis throughout the school year, and units and exercises included in every exam were decided on by teachers.

3- What instructions are given to learners when you have decided to give an examination?

100% of the teacher population in intermediate and secondary schools stated that final exams never covered all the curriculum. (Students were also normally given one end of term exam which always covered what was given during that session).

4. Does the final examination cover all the curriculum?

	A	S	O	N
Intermediate:	-	35	-	65
Secondary:	-	29	-	71

5- What would you like to say concerning the format of the examination paper?

Examination papers given to students received a number of comments which can be arranged as follows:

- a- All the teacher population in intermediate schools disliked the exam paper as it ignored listening and speaking skills.
- b- 62% thought that present exam papers were unreliable, and that they helped students get away with their weakness.
- c- 52% called for exams to be revised and modified to give due treatment to each sub-section. However, 50% thought that exams were fair for students considering their level.

In secondary schools:

- a- All teachers expressed concern over neglect of listening and speaking skills in final exams.
- b- 83% stated that students complained about the difficulty of exams given to them. A very low success rate was therefore feared if present exams were to change.
- c- 71% added that the exam format was almost invariable from one grade to the next.

d- 46% complained about the nature of exams which were in fact tests of memory aiming to estimate the amount of information students had managed to recall.

6. When you are constructing a test are you allowed to choose texts different from those in the main textbooks?

	Y	N
Intermediate:	100	–
Secondary:	100	–

7. Is the test format decided upon and generalised by the education authority?

Intermediate:	100	–
Secondary:	100	–

8. Is the scoring method adopted prescribed by the educational authority?

Intermediate:	100	–
Secondary:	100	–

9- What is your comment on the scoring method?

As for the scoring method followed, 87% of teachers in intermediate schools believed there was too much flexibility within procedure, permitting leniency which helped to increase the success rate. In addition, 43% were convinced that exam sub-sections were not treated fairly in terms of marking, some receiving more weight than others. In secondary schools 87% of teachers supported the first view expressed by intermediate teachers and called for immediate changes to be introduced in order to give due attention to each sub-section. 58% expressed anger because weak and hard working students were treated

almost alike in the end, both succeeding and proceeding to the next grade level regardless of actual ability. 46% went further in judging English exams to be unreliable because, in their view, they were not valid.

V- Overall Attitude:

1. Do you think that after six years of formal English teaching Saudi students are able to use the language to express their thoughts and needs?

	SA	A	U	D	SD
Intermediate:	-	22	17	61	-
Secondary:	-	17	-	71	12

2/a. Would you agree with changing the present method of teaching to maximise understanding and participation on the part of the learner?

Intermediate:	-	65	-	35	-
Secondary:	12	67	-	21	-

2/b. Would you agree with changing the existing instructional material so as to emphasise language use alongside language structure?

Intermediate:	22	48	-	30	-
Secondary:	8	75	-	17	-

2/c. Would you agree with introducing pair and group work in class to encourage personal involvement and interaction?

Intermediate:	22	78	-	-	-
Secondary:	29	71	-	-	-

2/d. Would you agree with introducing the study of English in elementary schools?

	SA	A	U	D	SD
Intermediate:	35	65	-	-	-
Secondary:	29	71	-	-	-

2/e. Would you agree with increasing the number of teaching periods of English in schools?

Intermediate:	35	65	-	-	-
Secondary:	29	71	-	-	-

3. Do you think that learners should have a greater say in the content and method of teaching English?

	Y	N
Intermediate:	61	39
Secondary:	100	-

4. Do you think teachers ought to be consulted as regards the content and method of teaching English?

Intermediate:	100	-
Secondary:	100	-

5. Would you prefer regular meetings with language inspectors to discuss learners progress and raise difficulties?

Intermediate:	100	-
Secondary:	100	-

6- Further comments regarding English language teaching in general were classified into the following:

- a- As far as intermediate schools were concerned all teachers believed that language inspectors should abide by fixed principles or criteria regarding classroom supervision, so that no matter how many inspectors a given teacher would meet during the school year, the teacher's performance would be objectively assessed.
- b- 52% expressed urgent need for in-service sessions during the school year.
- c- 35% of teachers emphasised the importance of teaching English as a language , and the vital role of student participation in classes.

In secondary schools:

- a- 83% of teachers complained that with regard to materials used, the units were too long and too condensed given the time constraints under which they work. An increase in the number of periods per class, as well as more time, was desperately needed.
- b- 58% complained about subjective assessment as far as classroom inspection was concerned, which echoes comments made by intermediate school teachers.
- c- 45% suggested meeting visitors from different neighbouring countries whose interest lie in foreign language education. This, in their view, was bound to enrich the field through exchange of views and expertise.
- d-32% expressed keenness to update their professional knowledge. For this purpose periodicals should be circulated in schools rather than teachers being totally dependent on inspectors to report recent developments and make suggestions during school visits.

C. Medical Students:

I- *General Background:*

1- For how many years did you study English, and where did you receive it?

All first year medical students had studied English for six years in Saudi state schools.

2- Have you studied English outside state schools (private schools, private tuition)?

None of the students had learned English in private schools or with private teachers.

3. Do you use English in your home with members of your family?

A	S	O	N
8	25	18	49

4. Did you join any language course to improve your English?

Y	N
29	71

5- All those students who joined other courses to improve their standard, (29%), studied English in private centres but followed different courses at different levels for different lengths of time.

6. Do you think it is important to learn English in school?

SA	A	U	D	SD
27	73	-	-	-

7/a. Learning English is not necessary because few learners will need it for their future career?

SA	A	U	D	SD
-	-	-	100	-

7/b. Learning English is not necessary because few learners will need it for higher education?

-	-	-	100	-
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7/c. Learning English is not necessary because of any other reason?

-	-	-	100	-
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II- *Previous Use of English at School:*

1. Would you say that the time you have spent in studying English in school has been beneficial?

-	27	-	55	18
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2. Are you satisfied with your achievement level in English?

-	27	-	55	18
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3. Would you have improved more had the number of lessons been increased in school?

12	63	-	25	-
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4. Those who expressed dissatisfaction with their achievement level in English attributed their opinion to the following reasons:

- a- English language instruction in schools did not meet students' current needs or prepare them for future needs as far as higher education was concerned (54%).
- b- Poor teaching methods were followed which ignored students participation (47%).
- c- English language instruction in schools had no clear goal (25%).
- d- Learning English depended entirely on memorising language rules and words (29%).
- f- English was not given the attention it merited as a language (13%).

5. Had many changes been introduced to the teaching method in schools, would you have achieved better?

Y	N
84	16

6. Had learners been given opportunities to use the language to express their views in school, would you have been able to use English more effectively?

84	16
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7. Did you like English classes in school?

GL	L	U	D	GD
14	86	-	-	-

8/a. Do you agree with the time given to the different skills (reading, writing, listening and speaking)?

SA	A	U	D	SD
-	25	-	59	16

8/b. Do you Agree with the textbooks you have read?

SA	A	U	D	SD
-	25	-	57	18

8/c. Do you agree with the classroom exercises you were given?

-	27	-	55	18
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8/d. Do you agree with the teaching method adopted?

-	25	-	59	16
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8/e. Do you agree with the examinations given in schools?

-	25	-	59	16
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9. Disagreement with the language skills taught in school was attributed to the following:

a- Little attention was given to listening and speaking skills (37%).

b- Inability to express views or suggestions correctly despite the long cycle in formal education (35%).

c- Improper treatment of reading and writing skills (26%).

d- Principles of sound writing were not taught and no practice was given on the writing of assignments or reports (22%).

10- Disagreement with the textbooks used was assigned to the following:

a- Textbooks aimed at stuffing students' minds with irrelevant and inapplicable linguistic knowledge; lists of vocabulary and language rules. What was given did not prepare students for higher education. (57%).

- b- Irrelevance of the topics included; more important topics were not considered. (49%).
- c- Futility of reading passages given which were extracts from various sources with the aim of presenting certain language rules and vocabulary (34%).

11- The following explanations given accounted for dissatisfaction with classroom exercises on students part:

- a- Most exercises had no obvious purpose except filling in blanks, conjugating verbs, and answering comprehension questions (30%).
- b- Although exercises were important for students, as they helped in understanding difficult language rules, it was soon noticed that language items presented were memorised through repetition in those exercises (23%).
- c- Exercises were meaningless, repetitive, and boring as they followed uniform patterns (23%).

12- Disagreement with the teaching method adopted was related to the following reasons:

- a- The teaching method reinforced the view that learning English depended on memorisation rather than comprehension (46%).
- b- Invariability of steps followed by teachers in classes; teaching steps did not change from one grade to the next from intermediate to secondary schools (28%).
- c- Due to time constraints neither the language nor students' participation were treated fairly (22%).
- d- Tendency to use Arabic and to speak in English too much in classes on the teachers' part (18%).

13- The following reasons were given for dissatisfaction with English examinations given in school:

a- Exams are boring because they force students to memorise language content covered, often without understanding, even with the exercises and composition (55%).

b- Exams help in promoting students from one grade level to the next but fail to show them whether they have actually acquired the skill of using the language (23%).

14. Would you have improved had you been given opportunities to choose the content of the language in use, in relation to tasks given?

Y	N
84	16

15. Would you have improved more had you been given tasks to perform in pairs and groups?

82	18
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16. Would you have found it helpful to be able to use the language more to express your thoughts even if it meant speaking incorrectly?

SA	A	U	D	SD
18	66	-	16	-

17. Would you say that the materials you have used in school are designed to teach you language grammar rather than language use?

18	64	-	18	-
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III- Present Language Difficulties at the University:

1. Do you feel you can use English now to express your thoughts and needs as you would like?

SA	A	U	D	SD
-	16	-	66	18

2. Responses collected regarding ranking the four language skills demanded by their study were arranged into four categories, demonstrating the first, second, third, and fourth rank given to each skill in terms of difficulty, beginning with the most difficult:

a- The first rank for each skill (most difficult):

- Understanding lectures and making notes (41%).
- Asking questions and expressing view in lectures (23%).
- Reading and understanding scientific texts (20%).
- Writing up assignments or reports (16%).

b- The second rank for each skill:

- Reading and understanding scientific texts (37%).
- Understanding lectures and making notes (30%).
- Asking questions and expressing views in lectures (25%).
- Writing up assignments or reports (8%).

c- The third rank for each skill:

- Asking questions and expressing views in lectures (31%).
- Writing up assignments or reports (27%).
- Reading and understanding scientific texts (21%).
- Understanding lectures and making notes (21%).

d- The fourth rank for each skill (least difficult):

- Writing up assignments or reports (51%).
- Reading and understanding scientific texts (21%).
- Asking questions and expressing views in lectures (20%).
- Understanding lectures and making notes (8%).

By comparing the percentages reported per ranking per skill, it can be seen that understanding lectures and making notes is clearly viewed as the most difficult skill, and writing up assignments and reports the least difficult. Reading and understanding scientific texts comes in second place before asking questions and expressing views in lectures.

3. Do you find scientific texts difficult?

A	S	O	N
78	14	8	-

4/a. If you find scientific texts difficult, do you find the reason of difficulty is because you are not familiar with the subject matter?

Y	N
90	10

4/b. If you find scientific texts difficult, do you find the reason of difficulty is because the language is difficult?

87	6
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4/c. If you find scientific texts difficult, do you find the reason of difficulty is because you are a slow reader?

84	8
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4/d. If you find scientific texts difficult, do you find the reason of difficulty is because you lack certain skills involved as extracting main points and recovering meanings from contexts?

Y	N
82	10

4/e. If you find scientific texts difficult, do you find the reason of difficulty is because of any other reason?

47	45
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25% stated that they were not in the habit of reading long texts, while 22% complained about the amount of reading required.

5. Do you find difficulty in speaking?

A	S	O	N
76	18	6	-

6/a. If you find difficulty in speaking, do you find the reason of difficulty is because you did not practise speaking English in school?

Y	N
84	10

6/b. If you find difficulty in speaking, do you find the reason of difficulty is because you do not know the language needed to express certain kind of functions?

84	10
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6/c. If you find difficulty in speaking, do you find the reason of difficulty is because you do not know how to use the language appropriately in different types of situations?

37	63
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6/d. If you find difficulty in speaking, do you find the reason of difficulty is because of any other reason?

Y	N
37	57

37% of students blamed it on the teaching method adopted in classes which granted teachers the opportunity to do all the talking at the expense of students' (23%), while 16% of students put it down to limited participation and controlled responses on students' part.

7. Do you have difficulty in understanding lectures?

A	S	O	N
76	18	6	-

8/a. If you have difficulty in understanding lectures, do you find the reason of difficulty is because you are not familiar with the subject matter?

Y	N
84	10

8/b. If you have difficulty in understanding lectures, do you find the reason of difficulty is because of lectures' teaching habits?

21	74
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8/c. If you have difficulty in understanding lectures, do you find the reason of difficulty is because the language is difficult?

86	8
----	---

8/d. If you have difficulty in understanding lectures, do you find the reason of difficulty is because of any other reason?

Y	N
35	59

The other reasons were: the large number of lectures given (23%), inexperience in listening skills (20%), and students were in the habit of trying to write down lectures word for word and were unable to select what was important (16%).

9. Do you have difficulty in making notes in lectures?

A	S	O	N
76	16	8	-

10/a. If you have difficulty in making notes in lectures, do you find the reason of difficulty is because you cannot make notes and follow the lecture at the same time?

Y	N
84	8

10/b. If you have difficulty in making notes in lectures, do you find the reason of difficulty is because you cannot select noteworthy points in the flow of information?

88	4
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10/c. If you have difficulty in making notes in lectures, do you find the reason of difficulty is because of any other reason?

41	51
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41% of students added the following explanations:

- a- Lack of listening practice in schools (22%).
- b- The tendency of some lecturers to speak too fast (19%).

11. Do you have difficulty in writing assignments or reports?

A	S	O	N
78	14	8	-

12/a. If you have difficulty in writing assignments or reports, do you find the reason of difficulty is because of spelling?

Y	N
20	53

12/b. If you have difficulty in writing assignments or reports, do you find the reason of difficulty is because you cannot find the exact vocabulary to express your ideas?

86	10
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12/c. If you have difficulty in writing assignments or reports, do you find the reason of difficulty is because you cannot write correct grammatical sentences without too many mistakes?

49	43
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12/d. If you have difficulty in writing assignments or reports, do you find the reason of difficulty is because you cannot present ideas in a logical progression?

96	4
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12/e. If you have difficulty in writing assignments or reports, do you find the reason of difficulty is because of any other reason?

Y	N
33	67

33% of students added the following reasons; 18% blamed it on the limited time and attention given to writing in schools, while 16% related the difficulty to the nature of composition topics dealt with in schools.

13. Would you say that though reading and writing receive more emphasis in schools, you are still unsatisfied with your ability in these skills?

SA	A	U	D	SD
16	66	-	18	-

14. Are you satisfied with your ability regarding speaking and understanding spoken English?

Y	N
16	84

15. If you are not satisfied with your ability regarding speaking and understanding spoken English, would you attribute your weakness to little attention given to these skills in schools?

SA	A	U	D	SD
18	66	-	16	-

16. Would you have been more competent had English been introduced in elementary schools?

Y	N
82	18

17. Do you think learners should have a greater say in the content and methodology of English in schools?

Y	N
100	-

18- Long-term expectations of English education were limited to the following:

- a- Eagerness to use English for religious purposes; spread Islam where it was not properly known (47%).
- b- Keenness to apply what they have learnt in language classes (28%).
- c- Ambition to further their medical education (25%).

19- Regarding use of English after graduation, all students expressed awareness of the vital role of English in furthering their medical studies, attending conferences and symposiums, and updating their knowledge in the field. For some students graduation was only the end of the beginning.

20- Arabising medical studies was a controversial issue for students. While 35% voiced disapproval believing that it was still an immature procedure, 55% expressed full support for this policy which, in their view, was bound to help those students who dropped the study on linguistic grounds. 10% of students were neutral, stating that such a policy has its advantages and disadvantages.

21- Further comments added by students were arranged in six categories representing different aspects of English education in general:

- a- English material ought to be changed to include relevant, important, and interesting knowledge as far as girls' were concerned (43%).
- b- Listening and speaking skills should be given due attention and treatment (37%).
- c- Classes should be provided with the necessary teaching aids, which ought to be realistic, practical, and clear (37%).
- d- Language examinations should be reviewed with the aim of testing what has been really learnt not just memorised (24%).
- e- Introduction of English in elementary schools was imperative (45%).
- f- Students ought to be encouraged to take part in classes rather than just accept whatever was given (32%).

D. Questionnaire Results:

I- *Parents' Attitude to English Language:*

1/a. Would you say that your parent/guardian encourage you to study English in school?

Intermediate:	A	S	O	N
First	31	25	19	25
Second	27	26	14	33
Third	20	25	22	33
\bar{X}	26	25	19	30

Secondary:

First	13	19	20	48
Second	16	16	23	45
Third	14	14	23	45
\bar{X}	14	17	22	47

1/b. Would you say that your parent/guardian think there are more important subjects than English?

Intermediate:	Y	N
First	52	48
Second	56	44
Third	60	40
\bar{X}	56	44
Secondary:		
First	64	36
Second	60	40
Third	46	54
\bar{X}	57	43

1/c. Would you say that your parent/guardian are against teaching English in schools because of religious reasons?

Intermediate:		
First	7	93
Second	4	96
Third	4	96
\bar{X}	5	95
Secondary:		
First	4	96
Second	1	99
Third	1	99
\bar{X}	2	98

2. Regarding the use of learning English, parents' views, as reported by students in both stages, were limited to the following categories:

- a- Religious purpose, to spread Islam (80%, 75% and 75% in intermediate , and 86% , 87% and 92% in secondary schools).
- b- English language is the world's first language (77%, 67% and 53% in intermediate, and 86%, 71% and 57% in secondary schools).
- c- English was the language of science and technology in today's world (74%, 67% and 54% in intermediate schools, and 66%, 55% and 79% in secondary schools).
- d- Future studies (76%, 73% and 59% in intermediate schools, and 29%, 31% and 28% in secondary schools).
- e- Future career (65%, 58% and 49% in intermediate schools, and 21%, 21% and 19% in secondary schools).
- f- Tourism (40%, 28% and 32% in intermediate schools, and 30%, 24% and 21% in secondary schools).

II. General view :

1- Students' ranking of English in order of preference in intermediate schools (1 to 5):

first: (1) 18%, (2) 13%, (3) 10%, (4) 11%, and (5) 9%.

second: (1) 16%, (2) 13%, (3) 8%, (4) 10%, and (5) 10%.

third: (1) 9%, (2) 9%, (3) 10%, (4) 9%, and (5) 9%.

The rest, 39%, 43% and 54% of students did not rank English as one of their five favourite subjects in school.

The ranking of English in order of preference in secondary schools:

first: (1) 7%, (2) 5%, (3) 7%, (4) 7%, and (5) 52%.

second: (1) 6%, (2) 6%, (3) 8%, (4) 7%, and (5) 52%.

third: (1) 4%, (2) 8%, (3) 7%, (4) 7%, and (5) 54%.

The rest of the students, 22%, 21% and 22% did not rank English as one of their favourite school subjects.

2- Have you ever studied English outside state school?

Intermediate:	Y	N
First	5	95
Second	10	90
Third	11	89
X	9	91
Secondary:		
First	8	92
Second	8	92
Third	8	92
\bar{X}	8	92

- 3- As we have seen above, on average 9% and 8% in intermediate and secondary schools, respectively, received English education outside schools. The reasons for taking extra English courses were related to parents' keenness, and students desire to improve their standard and prepare themselves for secondary and tertiary education. The places where those courses were followed were limited to the following
- a- Private elementary schools (2%, 6% and 5% in intermediate schools, and 2%, 1% and 1% in secondary schools).
 - b- Private centres (1%, 2% and 1% in intermediate schools, and 4%, 4% and 3% in secondary schools).
 - c- Europe and America (1%, 15% and 3% in intermediate schools, and 1%, 2% and 3% in secondary schools).
 - d- At home with private teachers (1%, 1% and 25% in intermediate schools, and 1% in each grade level in secondary schools).

4. Do you use English in your home with members of your family?

Intermediate:	A	S	O	N
First	7	13	16	64
Second	9	15	14	62
Third	7	14	12	67
\bar{X}	8	14	14	64
Secondary:				
First	5	18	16	61
Second	7	18	12	63
Third	7	18	12	63
\bar{X}	7	18	13	62

5- Do you agree that it is important to study English in school?

Intermediate:	SA	A	U	D	SD
First	15	71	-	13	1
Second	14	67	-	16	3
Third	14	67	-	17	2
\bar{X}	14	68	-	15	2
Secondary:					
First	14	71	-	13	2
Second	18	69	-	10	3
Third	16	71	-	11	2
\bar{X}	16	71	-	11	2

6/a. Learning English is necessary because it will be useful for higher education.

Intermediate:	Y	N
First	32	68

	Y	N
Second	29	71
Third	24	76
\bar{X}	28	72
Secondary:		
First	23	77
Second	25	75
Third	21	79
\bar{X}	23	77

6/b. Learning English is necessary because people look up to you in society.

Intermediate:

First	50	50
Second	40	60
Third	35	65
\bar{X}	42	58

Secondary:

First	18	82
Second	19	81
Third	20	80
\bar{X}	19	81

6/c. Learning English is necessary because people consider you an educated person.

Intermediate:

First	46	54
Second	34	66

	Y	N
Third	30	70
\bar{X}	37	63
Secondary:		
First	17	83
Second	18	82
Third	19	81
\bar{X}	18	82

6/d. Learning English is necessary because it will be useful for future work.

Intermediate:

First	29	71
Second	27	73
Third	21	79
\bar{X}	26	74

Secondary:

First	23	77
Second	25	75
Third	21	79
\bar{X}	23	77

6/e. Learning English is necessary because it will help you to read English literature.

Intermediate:

First	19	81
-------	----	----

	Y	N
Second	16	84
Third	14	86
\bar{X}	16	84
Secondary:		
First	13	87
Second	12	88
Third	10	90
\bar{X}	12	88

6/f. Learning English is necessary because it will help you to speak with English native speakers.

Intermediate:

First	62	38
Second	54	46
Third	51	49
\bar{X}	56	44

Secondary:

First	48	52
Second	48	52
Third	49	51
\bar{X}	48	52

7/a. Learning English is not necessary because you already know your language.

Intermediate:

First	14	86
Second	219	81

	Y	N
Third	19	81
\bar{X}	17	83
Secondary:		
First	14	86
Second	13	87
Third	13	87
\bar{X}	13	87

7/b. Learning English is not necessary because you will not need it for work in the future.

Intermediate:

First	14	86
Second	19	81
Third	19	81
\bar{X}	17	83

Secondary:

First	14	86
Second	13	87
Third	13	87
\bar{X}	13	87

7/c. Learning English is not necessary because you do not use it in every day life.

Intermediate:

First	19	81
Second	24	76
Third	27	73
\bar{X}	23	77

Secondary:	Y	N
First	21	79
Second	21	79
Third	22	78
\bar{X}	21	79

7/d. Learning English is not necessary because of any other reason.

Intermediate:

First	-	100
Second	-	100
Third	-	100
\bar{X}	-	100

Secondary:

First	-	100
Second	-	100
Third	-	100
\bar{X}	-	100

8. Do you enjoy English classes in school?

Intermediate:	A	S	O	N
First	29	33	13	25
Second	15	39	13	33
Third	11	40	12	37
\bar{X}	18	37	12	31

Secondary:

First	18	63	10	9
Second	19	60	12	9
Third	16	62	12	8
\bar{X}	18	62	11	9

9/a. During English classes you become completely bored.

Intermediate:	Y	N
First	15	85
Second	21	79
	Y	N
Third	20	80
\bar{X}	19	81
Secondary:		
First	25	75
Second	26	74
Third	20	80
\bar{X}	24	76

9/b. During English classes you force yourself to keep listening to the teacher.

Intermediate:		
First	47	53
Second	56	44
Third	58	42
\bar{X}	54	46
Secondary:		
First	46	54
Second	44	56
Third	43	57
\bar{X}	44	56

9/c. During English classes you keep yourself busy doing something else till the class is over.

Intermediate:	Y	N
First	15	85
Second	21	79
Third	17	83
\bar{X}	18	82
Secondary:		
First	13	87
Second	13	87
Third	12	88
\bar{X}	13	87

10. Do you wish you could speak English like a native speaker?

Intermediate:

First	36	64
Second	29	71
Third	21	79
\bar{X}	29	71

Secondary:

First	21	79
Second	19	81
Third	16	84
\bar{X}	19	81

11. Would you consider joining extra English classes outside school at some time during your study to improve your English level?

Intermediate:

First	15	85
Second	20	80

	Y	N
Third	21	79
\bar{X}	19	81

Secondary:

First	20	80
Second	22	78
Third	18	82
\bar{X}	20	80

12/a. Do you agree with beginning the study of English in elementary schools?

Intermediate:	SA	A	U	D	SD
First	12	74	-	14	-
Second	14	67	-	19	-
Third	14	66	-	20	-
\bar{X}	13	69	-	18	-

Secondary:

First	15	70	-	15	-
Second	18	69	-	13	-
Third	17	70	-	13	-
\bar{X}	16	70	-	14	-

12/b. Do you agree with removing the teaching of English from school?

Intermediate:

First	-	14	-	85	1
Second	-	19	-	80	1
Third	-	20	-	80	-
\bar{X}	-	17	-	82	-

Secondary:	SA	A	U	D	SD
First	-	15	-	82	3
Second	-	13	-	83	4
Third	-	14	-	85	1
\bar{X}	-	14	-	83	3

12/c. Do you agree with increasing teaching periods of English in schools?

Intermediate:

First	9	77	-	14	-
Second	7	74	-	19	-
Third	7	73	-	20	-
\bar{X}	8	75	-	17	-

Secondary:

First	9	67	-	24	-
Second	9	66	-	25	-
Third	9	73	-	21	-
\bar{X}	8	69	-	23	-

E. Students (literary/scientific division):

I- *General Attitude:*

1- English as a favourite subject in school:

Second:

Literary 30%

Scientific 28%

Third:

Literary 28%

Scientific 14%

\bar{X} Literary 29%

\bar{X} Scientific 21%

2- Did you study English outside school?

Second:	Y	N
Literary	22	78
Scientific	33	67
Third:		
Literary	25	75
Scientific	33	67
\bar{X} Literary	24	76
\bar{X} Scientific	33	67

3- English education received outside school:

literary:

- Private centres in Saudi Arabia (16% and 11% in second and third grade).
- Private elementary schools (3% and 3% in second and third grade).
- Abroad (America and Britain) (3% and 8% in second and third grade literary).
- At home with private teachers and parents (3% in third grade).

scientific:

- Private centres (11% and 14% in second and third grade).
- Private elementary schools (8% and 11% in second and third grade).
- Abroad (6% and 8% in second and third grade).
- At home (8% in second grade).

4- Do you think it is important to learn English in school?

Second:

Literary	75	25
----------	----	----

	Y	N
Scientific	92	8
Third:		
Literary	61	39
Scientific	97	3
\bar{X} Literary	68	32
\bar{X} Scientific	94	6

5)- Reasons for disapproval of learning English in school:

- a- Irrelevance of topics given to students (14% and 12% in second and third literary, and 6% and 3% in the scientific).
- b- Pride in L1 (2% and 5% in the literary, and 4% and 3% in the scientific).
- c- English was not needed for future work or study, (11% and 8% in the literary, and 4% and 3% in the scientific).
- d- Difficulty of language and monotony of procedures and activities in classes (15% in second grade literary, and 7% in second grade scientific).
- e- Inapplicability of language content given (23% and 13% in the literary).
- f- English is not needed for every day life (19% in second grade literary).
- g-What was needed and important was not given (30% in third grade literary).

6/a. Do you agree with the teacher's method of teaching?

Second:	SA	A	U	D	SD
Literary	-	34	-	56	10
Scientific	-	21	-	63	16

	SA	A	U	D	SD
Third:					
Literary	-	33	-	60	7
Scientific	-	19	-	70	11
\bar{X} Literary	-	33	-	58	9
\bar{X} Scientific	-	20	-	67	13

6/b. Do you agree with the books you read?

Second:

Literary	-	30	-	55	15
Scientific	-	22	-	62	16

Third:

Literary	-	26	-	64	10
Scientific	-	18	-	69	14
\bar{X} Literary	-	28	-	59	13
\bar{X} Scientific	-	20	-	65	15

6/c. Do you agree with the classroom exercises?

Second:

Literary	-	25	-	65	10
Scientific	-	16	-	70	14

Third:

Literary	-	27	-	63	10
Scientific	-	16	-	72	12
\bar{X} Literary	-	26	-	64	10
\bar{X} Scientific	-	16	-	71	13

6/d. Do you agree with the overall time given to English?

Second:	SA	A	U	D	SD
Literary	-	19	-	65	16
Scientific	-	16	-	64	20
Third:					
Literary	-	19	-	68	13
Scientific	-	13	-	63	24
\bar{X} Literary	-	19	-	67	14
\bar{X} Scientific	-	14	-	64	22

6/e. Do you agree with the exams given?

Second:					
Literary	-	25	-	63	12
Scientific	-	22	-	65	13
Third:					
Literary	-	25	-	68	7
Scientific	-	19	-	69	12
\bar{X} Literary	-	25	-	65	10
\bar{X} Scientific	-	20	-	67	13

II- Attitude to Teaching Methodology:

1- Do you enjoy English classes in school?

Second:	A	S	O	N
Literary	9	45	28	18
Scientific	7	54	22	17
Third:				
Literary	9	42	29	20
Scientific	9	50	20	21

	A	S	O	N
\bar{X} Literary	9	43	29	19
\bar{X} Scientific	8	52	21	19

2/a. If you do not enjoy English classes, is it because of the teacher?

Second:	Y	N
Literary	33	58
Scientific	19	39
Third:		
Literary	30	55
Scientific	17	39
\bar{X} Literary	31	57
\bar{X} Scientific	18	39

2/a. To explain in what way English lessons were not enjoyed because of the teachers, students in both stages gave the following comments:

- a- Teachers tend to involve bright students only (28% in third grade literary, and 12% in third grade scientific).
- b- Teachers were in the habit of interrupting students for correction purposes (33% and 14% in second and third grade literary section, and 19% and 7% in the scientific).
- c- Teachers tend to bring their difficulties into classes taking their anger and frustration out on students (8% in third grade literary, and 9% in third scientific).
- e- teachers are only really interested in completing the courses on time (9% in third literary section, and 9% in second scientific).

2/b. If you do not enjoy English classes, is it because of the teaching method?

Second:	Y	N
Literary	64	19
Scientific	83	14
Third:		
Literary	61	19
Scientific	86	11
\bar{X} Literary	62	19
\bar{X} Scientific	84	13

2/b. To explain how the English lessons were not enjoyed because of the teaching method, students gave the following comments:

- a- Lack of necessary teaching aids (25% and 23% in the literary, and 19% and 25% in the scientific).
- b- Repetition of utterances was taken as an indication of learning and student participation was limited; they did not talk unless asked by teachers to answer questions (25% in second grade literary, and 36% in second grade scientific).
- c- The teaching method adopted lacks attraction and excitement (25% and 19% in the literary, and 14% and 27% in the scientific).
- d- Teachers dominate classes (18% and 14% in the literary, and 19% and 35% in the scientific).

2/c. If you do not enjoy classes, is it because of the materials?

Second:

Literary	69	22
Scientific	78	11

	Y	N
Third:		
Literary	67	14
Scientific	80	8
\bar{X} Literary	68	18
\bar{X} Scientific	79	10

2 (c)- To explain how English lessons were not enjoyed because of the materials, students gave the following comments:

- a- Topics included were irrelevant and far removed from what was needed (35% and 32% in the literary section, and 32% and 30% in the scientific).
- b- Instructional materials were not made available to students until several months after the school year had started (22% in second grade literary).
- c- Speaking and listening skills were ignored (23% in second grade literary, and 27% in second grade scientific).
- d- Texts given were varied but not relevant (17% in third grade literary, and 14% in second grade scientific).
- e- Materials given were long and boring, and most information included was already known to students through L1, which, in turn, killed excitement in student learning (14% second grade literary, and 19% and 15% in the scientific).
- f- Information given was repeated (9% second grade literary, and 14% and 39% in the scientific).
- g- Lack of logical sequence in materials (14% and 18% in the literary, and 11% in second grade scientific).

2/d. If you do not enjoy English classes, is it because of other reasons?

Second:	Y	N
Literary	22	72
Scientific	30	58
Third:		
Literary	25	67
Scientific	33	53
\bar{X} Literary	23	70
\bar{X} Scientific	31	56

2/d- The other reasons given for not enjoying English lessons were:

- a- Large number of students in classes (16% in second and third grade literary, and 14% in second and third grade scientific).
- b- Time limitation (6% and 11% in the literary, and 19% and 8% in the scientific).
- c- Constant changes of teachers for some classes during the year was disturbing to students (7% in third grade literary, and 22% in third grade scientific).
- d- Lack of opportunities for free participation in class (6% in third grade literary, and 11% in third grade scientific).

3- When new grammar is presented, do you prefer an explanation in Arabic?

Second:	A	S	O	N
Literary	15	68	17	-
Scientific	9	78	13	-
Third:				
Literary	18	63	19	-

	A	S	O	N
Scientific	11	77	12	-
\bar{X} Literary	16	66	18	-
\bar{X} Scientific	10	77	13	-

4- When new words are presented, do you prefer the meaning in Arabic?

Second:

Literary	11	73	16	-
Scientific	6	83	11	-

Third:

Literary	10	73	17	-
Scientific	6	84	10	-
\bar{X} Literary	11	73	16	-
\bar{X} Scientific	6	83	11	-

5- When the class is over, do you feel you can use what you have learnt?

Second:	Y	N
Literary	36	64
Scientific	25	75

Third:

Literary	36	64
Scientific	30	70
\bar{X} Literary	36	64
\bar{X} Scientific	28	72

6- Students who were not able to use what they had learnt in class gave the following explanations:

- a- Teachers never encourage students to use what had been introduced (25% and 17% in the literary, and 19% and 22% in the scientific).
- b- Free use of language in class was not possible due to time constraints (14% and 22% in the literary, and 28% and 14% in the scientific).
- c- Students were not able to use what is learnt because of total dependence on the teacher, and fear of embarrassment if mistakes occurred (18% in third grade literary, and 18% in the scientific).
- d- Students were not used to putting language learnt into practice (19% and 22% in the literary, and 15% and 13% in the scientific).
- e- Controlled exercises were the only opportunity students had to practice the language (19% and 8% in the literary, and 10% in third grade scientific).
- f- Inapplicability and irrelevance of what was given (12% in second grade literary, and 14% in second grade scientific).
- g- Students grew to learn that memorisation is the only way to learn English (22% in third grade literary, and 14% in third grade scientific).

7/a. Do you agree that the teacher's method of teaching helps you to understand?

Second:	SA	A	U	D	SD
Literary	-	30	-	51	19
Scientific	-	22	-	67	11
Third:					
Literary	-	27	-	51	22
Scientific	-	22	-	64	14
\bar{X} Literary	-	28	-	52	20
\bar{X} Scientific	-	22	-	65	13

7/b. Do you agree that the way the teacher speaks affects your learning?

Second:	SA	A	U	D	SD
Literary	19	33	-	48	-
Scientific	11	22	-	67	-
Third:					
Literary	17	30	-	53	-
Scientific	8	22	-	70	-
\bar{X} Literary	18	31	-	51	-
\bar{X} Scientific	9	22	-	69	-

7/c. Do you agree that the teacher's personality helps you to learn more?

Second:					
Literary	-	19	-	63	18
Scientific	-	14	-	72	14
Third:					
Literary	-	22	-	59	19
Scientific	-	14	-	75	11
\bar{X} Literary	-	20	-	61	19
\bar{X} Scientific	-	14	-	74	12

7/d. Do you agree that the teacher speaks in English too much in class?

Second:					
Literary	22	28	-	50	-
Scientific	14	39	-	47	-
Third:					
Literary	25	25	-	50	-
Scientific	18	33	-	49	-
\bar{X} Literary	24	26	-	50	-
\bar{X} Scientific	16	36	-	48	-

7/e. Do you agree that the teacher always insists on speaking correctly?

Second:	SA	A	U	D	SD
Literary	11	28	-	61	-
Scientific	17	47	-	36	-
Third:					
Literary	11	33	-	56	-
Scientific	19	42	-	39	-
\bar{X} Literary	11	31	-	58	-
\bar{X} Scientific	18	45	-	37	-

8. Does your teacher use any teaching aid in class?

Second:	Y	N
Literary	89	11
Scientific	61	39
Third:		
Literary	86	14
Scientific	67	33
\bar{X} Literary	87	13
\bar{X} Scientific	64	36

9. When the teacher introduces a new lesson, do you like to join in?

Second:	A	S	O	N
Literary	5	43	33	19
Scientific	11	58	17	14
Third:				
Literary	8	40	30	22
Scientific	14	53	19	14
\bar{X} Literary	7	42	31	20
\bar{X} Scientific	13	55	18	14

10/a. If you do not like to join in, is it because you fear embarrassment if you speak incorrectly in front of your class mates?

Second:	Y	N
Literary	14	50
Scientific	11	69
Third:		
Literary	18	53
Scientific	8	72
\bar{X} Literary	16	51
\bar{X} Scientific	10	70

10/b. If you do not like to join in, is it because you are not given the opportunity?

Second:		
Literary	8	53
Scientific	22	36
Third:		
Literary	8	61
Scientific	17	39
\bar{X} Literary	8	57
\bar{X} Scientific	19	37

10/c. If you do not like to join in, is it because of any other reason?

Second:		
Literary	19	61
Scientific	33	28

	Y	N
Third:		
Literary	17	67
Scientific	30	36
\bar{X} Literary	18	64
\bar{X} Scientific	31	32

19% and 17% of students in the literary section, and 33% and 30% in the scientific did not join in because of the following reasons:

- 1- Irrelevance of topics introduced to student's interests (12% and 9% in the literary section, and 11% and 13% in the scientific).
 - 2- Knowledge presented was suited to younger students (9% and 12% in the literary section, and 10% and 9% in the scientific).
 - 3- Students were not given opportunities to relate new knowledge learnt to their personal experiences (12% and 7% in the literary section, and 11% and in the scientific).
 - 4- The way new language items were practised was monotonous and boring (12% and 8% in the literary section, and 9% and 10% in the scientific).
 - 5- Teaching aids were inappropriate (9% and 7% in the literary, and 13% and 9% in the scientific).
 - 6- The amount of linguistic knowledge given was too much, making comprehension and participation difficult for students (9% and 6% in the literary section, and 13% and 8% in the scientific).
11. When you are given exercises in class, are you given opportunities to use the language freely?

Second:

Literary	-	100
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	Y	N
Scientific	-	100
Third:		
Literary	11	89
Scientific	6	94
\bar{X} Literary	5	95
\bar{X} Scientific	3	97

12. Are you given tasks to work on in pairs or small groups?

Second:

Literary	-	100
Scientific	-	100

Third:

Literary	11	89
Scientific	6	94
\bar{X} Literary	5	95
\bar{X} Scientific	3	97

13/a. Do you agree that it would be helpful if you are able to use the language to express yourself even if it meant speaking incorrectly?

Second: SA A U D SD

Literary	22	78	-	-	-
Scientific	33	67	-	-	-

Third:

Literary	22	78	-	-	-
Scientific	36	64	-	-	-
\bar{X} Literary	22	78	-	-	-
\bar{X} Scientific	35	65	-	-	-

13/b. Do you agree that the exercises in your books encourage you to join in and learn more?

Second:	SA	A	U	D	SD
Literary	-	28	-	58	14
Scientific	-	28	-	50	22
Third:					
Literary	-	28	-	53	19
Scientific	-	31	-	47	22
\bar{X} Literary	-	28	-	55	17
\bar{X} Scientific	-	30	-	48	22

13/c. Do you agree that the exercises are interesting?

Second:					
Literary	-	25	-	61	14
Scientific	-	17	-	61	22
Third:					
Literary	-	31	-	58	11
Scientific	-	17	-	72	11
\bar{X} Literary	-	28	-	60	12
\bar{X} Scientific	-	17	-	67	16

13/d. Do you agree that the exercises are varied?

Second:					
Literary	-	36	-	50	14
Scientific	-	19	-	59	22
Third:					
Literary	-	33	-	53	14
Scientific	-	25	-	47	28
\bar{X} Literary	-	34	-	52	14
\bar{X} Scientific	-	22	-	53	25

13/e. Do you agree that when you make mistakes while learning in the practice phase, you prefer to be interrupted?

Second:	SA	A	U	D	SD
Literary	-	-	-	81	19
Scientific	-	-	-	72	28
Third:					
Literary	-	-	-	75	25
Scientific	-	-	-	75	25
\bar{X} Literary	-	-	-	78	22
\bar{X} Scientific	-	-	-	74	26

13/f. Do you agree that when the teacher interrupts you for correction purposes, you are discouraged?

Second:					
Literary	19	81	-	-	-
Scientific	28	72	-	-	-
Third:					
Literary	25	75	-	-	-
Scientific	25	75	-	-	-
\bar{X} Literary	22	78	-	-	-
\bar{X} Scientific	26	74	-	-	-

III- Attitude to Instructional Materials:

1- Do you feel that you are getting what you need or expect from your books?

Second:	Y	N
Literary	30	70
Scientific	22	78

Third:	Y	N
Literary	25	75
Scientific	19	81
\bar{X} Literary	27	73
\bar{X} Scientific	21	79

2- Those students who felt they were not getting what they needed from their books gave the following explanations:

- a- What was learnt was only important for passing the end of the year examination (33% and 32% in the literary, and 35% and 37% in the scientific).
- b- All knowledge given was already known (19% in second grade literary, and 14% in second grade scientific).
- c- Topics were irrelevant to girls interests (27% in second grade literary, and 22% in second grade scientific).
- d- Irrelevance of topics to every day life (9% in second grade literary, and 11% in second grade scientific).
- e- Many important topics were missing: topics of general interest such as environment problems and protection, awareness of dangers at home, at work, and in the street; drugs and smoking, first aid; religious topics (biographies of eminent personalities, and major events in Islamic history); historic events, information technology, and recent events taking place in different parts of the world. Students felt they ought to be able to talk about such vital issues at that stage (42% in third grade literary, and 45% in third grade scientific).

3- Students in both sections had the following comments concerning topics included in their books:-

- a- Materials given were arid offering students only general information, and many important topics were overlooked (33% and 34% in the literary, and 31% and 34% in the scientific).**
- b- Some topics were acceptable, others were not (36% and 35% in the literary, and 31% and 33% in the scientific).**
- c- Students were given repeated information (38% in second grade literary, and 42% in second grade scientific).**
- d- Topics were varied but did not satisfy various needs (37% in second grade literary, and 40% in second grade scientific).**
- e- Materials were boring and difficult (28% in second grade literary, and 19% in second grade scientific).**
- f- Students' ability was underestimated (33% in third grade literary, and 31% in third grade scientific).**
- g- Topics given were suitable to younger students (24% and 27% in the literary, and 23% and 25% in the scientific).**

4- The following were students' views regarding exercises given in class:-

- a- Too many exercises but all were similar; following the same pattern from one grade level to the next (33% in the literary, and 35% and 29% in the scientific).**
- b- Exercises help students to understand difficult rules and words through repetition (35% and 31% in the literary, and 36% and 31% in the scientific).**
- c- Exercises are boring and lack the element of challenge (27% and 25% in the literary, and 26% and 23% in the scientific).**

- d- Exercises depend on repetition and writing (23% and 21% in the literary, and 22% and 21% in the scientific).
- e- Exercises were varied (26% in second literary, and 17% in second grade scientific).
- f- Only translation exercises were interesting (21% and 19% in the literary, and 24% and 17% in the scientific).
- g- Exercises were treated as complementary to each teaching period when they were the only opportunity students had to practise what was learnt (19% in the literary and 16% in the scientific).
- h- Most exercises were useless, not real opportunities for using the language (19% in second grade literary, and 15% in second grade scientific).

5- Do you feel you are getting enough practice in speaking?

Second:	Y	N
Literary	30	70
Scientific	22	78
Third:		
Literary	25	75
Scientific	25	75
\bar{X} Literary	27	73
\bar{X} Scientific	23	77

6- Do you feel you are getting enough practice in listening?

Second:		
Literary	30	70
Scientific	22	78
Third:		

	Y	N
Literary	22	78
Scientific	25	75
\bar{X} Literary	26	74
\bar{X} Scientific	23	77

7- Are you happy with your ability in reading?

Second:

Literary	33	67
Scientific	25	75

Third:

Literary	28	72
Scientific	25	75
\bar{X} Literary	30	70
\bar{X} Scientific	25	75

8- Are you happy with your ability in writing?

Second:

Literary	30	70
Scientific	28	72

Third:

Literary	28	72
Scientific	25	75
\bar{X} Literary	29	71
\bar{X} Scientific	26	74

9- Those students who were not satisfied with their ability in reading gave the following reasons:-

- a- The large number of students in classes and time limitation were the two major problems facing teachers and students. Therefore, only bright students are usually invited to read aloud (33% and 31% in the literary, and 34% and 31% in the scientific).
- b- Students are not trained in reading skills (25% and 23% in the literary, and 19% and 20% in the scientific).
- c- Students read in classes out of a sense of duty not interest (20% in third grade literary, and 25% in third grade scientific).
- d- Although more time was given to reading than writing, students felt it was still not treated properly (19% in second grade literary, and 27% in second grade scientific).
- e- Students read only a few lines (14% in second grade literary, and 15% in second grade scientific).

10- Those students who were not happy with their ability in writing gave the following comments:

- a- All composition topics given were controlled, denying students opportunities to write on issues of concern to them (22% and 23% in the literary, and 28% and 25% in the scientific).
- b- Writing was not practised properly due to time constraints (29% and 25% in the literary, and 32% and 28% in the scientific).
- c- Students were not taught the basics of sound writing (27% and 23% in the literary, and 28% and 27% in the scientific).

11- Those students who reported they were not getting enough practice in speaking gave the following explanations:

- a- The large number of students in classes was a major problem for teachers and students alike. Students were not allowed to speak

unless invited by teachers (33% and 31% in the literary, and 33% and 29% in the scientific).

b- Because of time constraints teachers do not encourage students to practice speaking in class (30% and 27% in the literary section, and 33% and 29% in the scientific).

c- Teachers were the only ones who spoke freely in classes; students' participation was limited (19% in second grade literary, and 17% in second grade scientific).

d- Equal opportunities to practice were denied except in the presence of language inspectors and head teachers (27% in third grade literary, and 21% in third grade scientific).

12- As regards listening, students who reported they were not getting enough practice had the following comments:-

a- Lack of appropriate audio-visual aids. Students did not listen to tapes and have never been to language laboratories (39% and 41% in the literary, and 38% and 36% in the scientific).

b- Because of time constraints students were denied practice (31% and 29% in the literary, and 39% and 35% in the scientific).

c- Listening passages were given for reading practice because of lack of good materials (28% in third grade literary, and 21% in third grade scientific).

13/a. Do you agree that your books teach you grammar rather than how to use it?

Second:	SA	A	U	D	SD
Literary	14	58	-	28	-
Scientific	22	59	-	19	-

Third:	SA	A	U	D	SD
Literary	17	58	-	25	-
Scientific	28	55	-	17	-
\bar{X} Literary	16	58	-	26	-
\bar{X} Scientific	25	57	-	18	-

13/b. Do you agree that the texts in your books are relevant to your future needs?

Second:

Literary	-	28	-	55	17
Scientific	-	17	-	58	25

Third:

Literary	-	25	-	58	17
Scientific	-	19	-	59	22
\bar{X} Literary	-	26	-	57	17
\bar{X} Scientific	-	18	-	59	23

13/c. Do you agree that the grammar and words you are taught are relevant to your needs?

Second:

Literary	-	30	-	59	17
Scientific	-	25	-	58	17

Third:

Literary	-	33	-	56	11
Scientific	-	25	-	56	19
\bar{X} Literary	-	31	-	58	11
\bar{X} Scientific	-	25	-	57	18

13/d. Do you agree that using the Saudi culture to teach the language is acceptable?

Second:	SA	A	U	D	SD
Literary	-	100	-	-	-
Scientific	-	100	-	-	-
Third:					
Literary	-	100	-	-	-
Scientific	-	100	-	-	-
\bar{X} Literary	-	100	-	-	-
\bar{X} Scientific	-	100	-	-	-

13/e. Do you agree that the texts are interesting?

Second:					
Literary	-	25	-	58	17
Scientific	-	19	-	56	25
Third:					
Literary	-	25	-	61	14
Scientific	-	19	-	56	25
\bar{X} Literary	-	25	-	60	15
\bar{X} Scientific	-	19	-	56	25

13/f. Do you agree that you do not read and write enough English?

Second:					
Literary	17	50	-	33	-
Scientific	14	61	-	25	-
Third:					
Literary	15	55	-	30	-
Scientific	17	61	-	22	-
\bar{X} Literary	16	53	-	31	-
\bar{X} Scientific	15	61	-	24	-

13/g. Do you agree that you do not practise listening and speaking in class?

Second:	SA	A	U	D	SD
Literary	14	56	-	30	-
Scientific	17	61	-	22	-
Third:					
Literary	14	56	-	30	-
Scientific	18	63	-	19	-
\bar{X} Literary	14	56	-	30	-
\bar{X} Scientific	14	62	-	21	-

IV- Attitude to Assessment:

1- Is there any difference between what you have been taught and the monthly examination regarding content?

Second:	Y	N
Literary	-	100
Scientific	-	100
Third:		
Literary	-	100
Scientific	-	100
\bar{X} Literary	-	100
\bar{X} Scientific	-	100

2- Do you depend on memorising the grammar, words, and exercises in your book when preparing for an examination?

Second:		
Literary	65	35
Scientific	70	30

Third:	Y	N
Literary	66	34
Scientific	70	30
\bar{X} Literary	65	35
\bar{X} Scientific	70	30

3- Are the examinations given to you during the school year different from the final examination?

Second:

Literary	-	100
Scientific	-	100

Third:

Literary	-	100
Scientific	-	100
\bar{X} Literary	-	100
\bar{X} Scientific	-	100

4- When you are having difficulties with your work or study, do you try to see your teacher to help you?

Second:

Literary	35	65
Scientific	30	70

Third:

Literary	34	66
Scientific	30	70
\bar{X} Literary	35	65
\bar{X} Scientific	30	70

5- How do you prepare for your English examination usually?

To prepare for their exams students in both sections would either:

- a)-Memorise answers to questions and exercises (35% and 30% in the literary, and 34% 30% in the scientific).
- b)-Revise units and exercises (65% and 66% in the literary, and 70% in each grade in the scientific).

6- When the teacher informs you that you are going to have an examination, what instructions , does she give you? (details of content to be covered in exam)

All students in each grade in both sections stated that when teachers decide to give them exams, they inform them which units and exercises are included, and distribute a general questions paper covering units decided on. With composition exams , teachers often decide on the topics beforehand expecting students to revise them at home.

V- Overall Attitude:

1- Do you feel that after the time you have spent in studying English, you can use the language now as you have hoped to?

Second:	SA	A	U	D	SD
Literary	-	21	-	64	15
Scientific	-	26	-	59	13
Third:					
Literary	-	25	-	59	16
Scientific	-	21	-	66	13
\bar{X} Literary	-	23	-	62	15
\bar{X} Scientific	-	24	-	63	13

2- Do you think that early experiences in English classes in the intermediate stage affected your attitude to English?

Second:	Y	N
Literary	100	-
Scientific	100	-
Third:		
Literary	100	-
Scientific	100	-
\bar{X} Literary	100	-
\bar{X} Scientific	100	-

3- Is there any difference between intermediate and secondary stage schools concerning the teaching of English in general?

Second:

Literary	44	56
Scientific	36	64

Third:

Literary	36	64
Scientific	39	61
\bar{X} Literary	40	60
X Scientific	38	62

4- Those differences reported were:

a)-English materials given in secondary schools were condensed, and there was a huge gap between the two stages (29% and 23% in the literary, and 27% and 22% in the scientific).

- b)-The teaching method adopted was similar except for a few changes which were attributed to personality differences among teachers (23% in second grade literary, and 21% in second grade scientific).
- c)-Teachers in secondary schools were more skilled and understanding than teachers in intermediate schools (22% and 16% in the literary, and 21% and 19% in the scientific).
- 5- Do you think learners should be asked for their views on the books they use and the way they are taught English in class?

Second:	Y	N
Literary	100	-
Scientific	100	-
Third:		
Literary	100	-
Scientific	100	-
\bar{X} Literary	100	-
\bar{X} Scientific	100	-

- 6- Additional comments given by students regarding English language teaching in schools were:
- a)-English language ought to be introduced in primary schools (45% and 44% in the literary, and 42% and 41% in the scientific).
- b)-English language periods should increase in number, and more time should be devoted to English lessons (27% and 25% in the literary, and 31% and 27% in the scientific).
- c)-Appropriate teaching aids are needed urgently in classrooms (42% and 39% in the literary, and 48% and 37% in the scientific).
- d)-Teachers ought to be more encouraging and patient with students (25% and 23% in the literary, and 28% and 23% in the scientific).

F. Questionnaire (literary/scientific division):

II- *Parents' Attitude:*

1/a- Would you say that your parent/guardian encourage you to study English in school?

Second:	A	S	O	N
Literary	13	15	14	58
	A	S	O	N
Scientific	20	17	17	46
Third:				
Literary	10	13	20	57
Scientific	18	16	19	47
\bar{X} Literary	11	14	17	58
\bar{X} Scientific	19	16	18	47

1/b- Would you say that your parent/guardian think there are more important subjects than English?

Second:	Y	N
Literary	58	42
Scientific	63	37
Third:		
Literary	41	59
Scientific	54	46
\bar{X} Literary	50	50
\bar{X} Scientific	58	42

1/c- Would you say that your parent/guardian are against teaching English in schools because of religious reasons?

Second:

	Y	N
Literary	2	98
Scientific	-	100
Third:		
Literary	2	98
Scientific	-	100
\bar{X} Literary	2	98
\bar{X} Scientific	-	100

2- Views regarding the usefulness of learning English as far as parents were concerned were organised in the following categories:

- a)- Religious purposes, to spread Islam (97%, 96% in the literary, and 71%, 86% in the scientific).
- b)- English is the language of modern technology (60%, 43% in the literary, and 87%, 76% in the scientific).
- c)- English is the first international language (41%, 77% in the literary, and 75%, 82% in the scientific).
- d)- For higher education (22%, 17% in the literary, and 26% in both second and third grade scientific).
- e)- Tourism (24% in both second and third grade literary, and 41%, 34% in the scientific).
- f)- For future career (17%, 16% in the literary, and 26%, 24% in the scientific).

In almost all categories higher percentages were recorded in the scientific section except for the first category.

II. General View:

1- Students' ranking of English in order of preference in intermediate schools (1 to 5):

literary: (1) 5% in both second and third grade, (2) 5%, 4%, (3) 7%, 6%, (4) 6% in both grades, and (5) 53%, 56%.

scientific: (1) 8%, 4%, (2) 7%, 2%, (3) 9%, 6%, (4) 8% in both grades, and (5) 50%, 54%.

24%, 23% of students in the literary section, and 18%, 26% in the scientific did not rank English as one of their five favourite subjects.

2- Have you ever studied English outside state school?

Second:	Y	N
Literary	6	94
Scientific	11	89
Third:		
Literary	6	94
Scientific	11	89
\bar{X} Literary	6	94
\bar{X} Scientific	11	89

3- English courses taken outside state schools were in the following locations:

- Private centres in Jeddah (3% , 3% in the literary section, and 2%, 3% in the scientific).
- Abroad with parents (1%, 2% in the literary, and 4%, 3% in the scientific).
- Private elementary schools (1% in second grade literary, and 3%, 3% in the scientific).

– At home with private teachers (1%, 1% in the literary, and 1%, 2% in the scientific).

4- Do you use English in your home with members of your family?

Second:	A	S	O	N
Literary	6	15	10	69
Scientific	8	22	19	51
Third:				
Literary	6	17	11	66
Scientific	8	19	15	58
\bar{X} Literary	6	16	11	67
\bar{X} Scientific	8	20	17	55

5- Do you agree that it is important to study English in school?

Second:	SA	A	U	D	SD
Literary	15	75	–	7	3
Scientific	23	73	–	2	2
Third:					
Literary	15	76	–	7	2
Scientific	18	78	–	3	1
\bar{X} Literary	15	75	–	7	3
\bar{X} Scientific	20	76	–	3	1

6/a. Learning English is necessary because it will be useful for higher education.

Second:	Y	N
Literary	17	83
Scientific	36	64

Third:	Y	N
Literary	14	86
Scientific	31	69
\bar{X} Literary	16	84
\bar{X} Scientific	33	67

6/b. Learning English is necessary because people look up to you in society.

Second:		
Literary	17	83
Scientific	22	78
Third:		
Literary	24	76
Scientific	22	78
\bar{X} Literary	20	80
\bar{X} Scientific	22	78

6/c. Learning English is necessary because people consider you an educated person.

Second:		
Literary	17	83
Scientific	21	79
Third:		
Literary	24	76
Scientific	21	79
\bar{X} Literary	20	80
\bar{X} Scientific	21	79

6/d. Learning English is necessary because it will be useful for future work.

Second:	Y	N
Literary	17	83
Scientific	26	74
Third:		
Literary	16	84
Scientific	24	76
\bar{X} Literary	17	83
\bar{X} Scientific	25	75

6/e. Learning English is necessary because it will help you to read English literature.

Second:		
Literary	14	86
Scientific	9	91
Third:		
Literary	10	90
Scientific	10	90
\bar{X} Literary	12	88
\bar{X} Scientific	10	90

6/f. Learning English is necessary because it will help you to speak with English native speakers.

Second:		
Literary	44	56
Scientific	54	46
Third:		
Literary	43	57
Scientific	58	42
\bar{X} Literary	44	56
\bar{X} Scientific	56	44

7/a. Learning English is not necessary because you already know your language.

Second:	Y	N
Literary	16	84
Scientific	9	91
Third:		
Literary	17	83
Scientific	8	92
\bar{X} Literary	16	84
\bar{X} Scientific	9	91

7/b. Learning English is not necessary because you will not need it for work in the future.

Second:		
Literary	15	85
Scientific	9	91
Third:		
Literary	17	83
Scientific	8	92
\bar{X} Literary	16	84
\bar{X} Scientific	9	91

7/c. Learning English is not necessary because you do not use it in every day life.

Second:		
Literary	22	78
Scientific	19	81

Third:	Y	N
Literary	21	79
Scientific	23	77
\bar{X} Literary	22	78
\bar{X} Scientific	21	79

7/d. Learning English is not necessary because of any other reason.

Second:

Literary	–	100
Scientific	–	100

Third:

Literary	–	100
Scientific	–	100
\bar{X} Literary	–	100
\bar{X} Scientific	–	100

8- Do you enjoy English classes in school?

Second: A S O N

Literary	5	17	27	51
Scientific	9	11	23	57

Third:

Literary	5	19	21	55
Scientific	7	13	23	57
\bar{X} Literary	5	18	24	53
\bar{X} Scientific	8	12	23	57

9/a. During English classes you become completely bored.

Second:	Y	N
Literary	33	67
Scientific	25	75
Third:		
Literary	22	78
Scientific	18	82
\bar{X} Literary	27	73
\bar{X} Scientific	22	78

9/b. During English classes you force yourself to keep listening to the teacher.

Second:		
Literary	45	55
Scientific	43	57
Third:		
Literary	50	50
Scientific	40	60
\bar{X} Literary	48	52
\bar{X} Scientific	42	58

9/c. During English classes you keep yourself busy doing something else till the class is over.

Second:		
Literary	14	86
Scientific	10	90
Third:		
Literary	14	86
Scientific	8	91
\bar{X} Literary	14	86
\bar{X} Scientific	9	91

10. Do you wish you could speak English like a native speaker?

Second:	Y	N
Literary	18	82
Scientific	21	79
Third:		
Literary	15	85
Scientific	17	83
\bar{X} Literary	17	83
\bar{X} Scientific	19	81

11. Would you consider joining extra English classes outside school at some time during your study to improve your English level?

Second:		
Literary	19	81
Scientific	29	71
Third:		
Literary	17	83
Scientific	24	76
\bar{X} Literary	18	82
\bar{X} Scientific	26	74

12/a. Do you agree with beginning the study of English in elementary schools?

Second:	SA	A	U	D	SD
Literary	18	69	-	13	-
Scientific	18	74	-	8	-
Third:					
Literary	15	68	-	17	-

	SA	A	U	D	SD
Scientific	21	71	-	8	-
\bar{X} Literary	16	69	-	15	-
\bar{X} Scientific	19	73	-	8	-

12/b. Do you agree with removing the teaching of English from school?

Second:

Literary	-	13	-	84	3
Scientific	-	8	-	91	1

Third:

Literary	-	17	-	83	-
Scientific	-	8	-	91	1
\bar{X} Literary	-	15	-	83	2
\bar{X} Scientific	-	8	-	91	1

12/c. Do you agree with increasing teaching periods of English in schools?

Second:

Literary	7	68	-	25	-
Scientific	11	64	-	25	-

Third:

Literary	4	79	-	17	-
Scientific	9	65	-	26	-
\bar{X} Literary	6	73	-	21	-
\bar{X} Scientific	10	64	-	26	-

Appendix XII

Tables of questions with Chi-squared Test

A. Intermediate stage

Table (1)

Respondents	Response mode			X2
	Agree	Disagree	Total	
Teachers	8	15	23	4. 28*
Students	124	92	216	
Total	132	107	239	

Table (2)

Respondents	Response mode			X2
	Agree	Disagree	Total	
Teachers	7	16	23	6. 77*
Students	127	89	216	
Total	134	105	239	

Table (3)

Respondents	Response mode			X2
	Agree	Disagree	Total	
Teachers	8	15	23	3. 93*
Students	122	94	216	
Total	130	109	239	

Statistically significant differences are denoted by x2 or x2** according to degree of significance. None significance is denoted by NS.

Table (4)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	7	16	23	5. 87*
Students	123	93	216	
Total	130	109	239	

Table (5)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	3	20	23	1. 98 NS
Students	12	204	216	
Total	15	224	239	

Table (6)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	3	20	23	1. 98 NS
Students	12	204	216	
Total	15	224	239	

Table (7)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	6	17	23	5. 89*
Students	114	102	216	
Total	120	119	239	

Table (8)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	23	0	23	2. 97 NS
Students	191	25	216	
Total	214	25	239	

Table (9)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	16	7	23	4. 16*
Students	104	112	216	
Total	120	119	239	

B. Secondary stage

Table (1)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	5	19	24	0.64 NS
Students	62	154	216	
Total	67	173	240	

Table (2)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	4	20	24	1.16 NS
Students	58	158	216	
Total	62	178	240	

Table (3)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	4	20	24	0.91 NS
Students	56	160	216	
Total	60	180	240	

Table (4)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	5	19	24	0.18 NS
Students	54	162	216	
Total	59	181	240	

Table (5)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	2	22	24	0.28 NS
Students	12	204	216	
Total	14	226	240	

Table (6)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	2	22	24	0.28 NS
Students	12	204	216	
Total	14	226	240	

Table (7)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	4	20	24	1.57 NS
Students	51	165	216	
Total	55	185	240	

Table (8)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	24	0	24	8.29**
Students	159	57	216	
Total	183	57	240	

Table (9)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	20	4	24	0.57 NS
Students	165	51	216	
Total	185	55	240	

Table (10)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	4	20	24	0.71 NS
Students	53	163	216	
Total	57	183	240	

C. Secondary School Students & Medical Students

Table (1)

Respondents	Response mode			
	Agree	Disagree	Total	X2
Teachers	13	38	51	0.19 NS
Students	62	154	216	
Total	75	192	267	

Table (2)

Respondents	Response mode			
	Agree	Disagree	Total	X2
Teachers	13	38	51	0.03 NS
Students	58	158	216	
Total	71	196	267	

Table (3)

Respondents	Response mode			
	Agree	Disagree	Total	X2
Teachers	14	37	51	0.04 NS
Students	56	160	216	
Total	70	197	267	

Table (4)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	42	9	51	0.80 NS
Students	165	51	216	
Total	207	60	267	

Table (5)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	12	39	51	0.04 NS
Students	54	162	216	
Total	66	201	267	

Table (6)

Response mode				
Respondents	Agree	Disagree	Total	X2
Teachers	8	43	51	1.79 NS
Students	53	163	216	
Total	61	206	267	

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