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EVALUATION OF THE ENGLISH PROGRAMME (ESA) AT SAUDI INTERMEDIATE SCHOOL

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Summary

Since 1932 English language teaching at Saudi schools passes through different phases of changes and revolutions. When the system of education was changed with the creation of the intermediate stage in 1958, English has become a definite subject with its syllabus which was brought at that time from some neighbouring countries but did not fit into customary Saudi education; nor did it meet the interests of the learners. The programme was called “Living English for the Arab World” ran for nearly twenty years when a new English programme was especially designed for intermediate school

learners in 1980. The programme was called “Saudi Arabian Schools English”- SASE- which, to some extent, responded to the aspirations of Saudi society and learners’ needs. During the last decade the accountable people in the Ministry of Education neither recognized improvements on students achievement nor did they realize student’s competence in English. The Ministry then decided to change the English syllabus which was called Saudi Arabian Schools English (SASE) and the new syllabus launched at the beginning of 1990. The current English syllabus which is called “English for Saudi Arabia - ESA - is prescribed for both stages intermediate and secondary. A general assessment carried out by the researcher on the target learners progress shows little indication of improvement. The learners still suffer from being:

- 1) incapable to understand communicative oral and written messages.
- 2) incapable to convey communicative oral and written messages.
- 3) incapable to read and understand meanings implied in English passages and sentences.
- 4) incapable to write a communicative message or respond to an inquiry.

This study, exists to investigate the reasons of the curriculum (ESA) defects which are deemed to be related to the:

- 1) vague statement of objectives and general specification of their contents and functions.

- 2) improper selection of substance and learning experiences which hardly meet the learners' interdisciplinary needs and interests.
- 3) unstable system of content organization and experiences gradation.
- 4) inconvenient methodology which largely depends on memory-intense approaches.
- 5) lack of effective instructional media and teaching aids.
- 6) shortage of qualified English teachers and supervisors.
- 7) limited resources of the school and handicapped exposures of the environment.
- 8) invalid techniques of evaluation and unreliable strategies of student assessment.

The study, therefore, exists to survey the English teachers and supervisors suppositions in addition to the target learners views regarding the situation of ESA by using a variety of tools such as questionnaires, interviews and analysis of content and test results. Accordingly, the following components are going to be evaluated.

- 1) the current objectives of the syllabus of various classifications with manifold specifications.
- 2) the criteria of content and experiences selection.
- 3) the principles of content organization and experiences gradation.
- 4) the techniques and strategies of instruction and examination.
- 5) the resources which are availed by the school such as library, cloakrooms, play-yards, realia and teaching aids.
- 6) the performance of teacher and the orientation of the English supervisor.

The study ends with an overall picture of what an English syllabus at intermediate school should be. This would involve some suggestions and recommendations based on Saudi Islamic cultural aspects in the light of subject matter prospectus.

الملخص

لقد مر على تعلم اللغة الإنجليزية في مدارس المملكة ثلاث مناهج دراسية. بدأ أولها في عام ١٩٣٢م عندما أدخلت اللغة الإنجليزية كمادة دراسية في المرحلتين المتوسطة والثانوية. حيث استخدم المنهج الدراسي الموجود في بعض البلاد العربية كمقرر دراسي في مدارس المملكة وهو "اللغة الإنجليزية الحية للعالم العربي - Living English for the Arab World". وظل هذا المنهج مقررا في مدراسنا حتى عام ١٩٧٩م عندما (SASE) قامت وزارة المعارف بتأليف منهج جديد للغة الإنجليزية يعكس ثقافة المملكة وتراثها الحضاري والذي يراعي في نفس الوقت ظروف المتعلم السعودي وعاداته وتقاليده الإجتماعية. وقد طبق هذا المنهج في عام ١٩٨٠. ومع نهاية عام ١٩٨٢م تم تطبيق هذا المنهج على سنوات التعليم الثلاث في كل من المرحلتين المتوسطة والثانوية والذي (- إنجليزية المدارس السعودية -). لقد (Saudi Arabian School English) اختصارا لـ: (SASE) سمي بـ) ظل منهم اللغة الإنجليزية المسمى (سيس) "إنجليزية المدارس السعودية"، مقررا في المدارس السعودية الحكومية حتى عام ١٩٨٩م عندما رأت وزارة المعارف بعض القصور في هذا المنهج من الناحية النوعية ومن القدرة الاستيعابية للطلاب الأمر الذي ظهر واضحا من خلال تدني المستوي التحصيلي للطلاب وضعف قدرتهم اللغوية العامة فقررت تطويره في عام ١٩٩٠م وظهر تحت إسم "اللغة الإنجليزية للمملكة العربية السعودية" - وتم تطبيقه على السنة الأولى المتوسطة في (English for Saudi Arabia (ESA) - عام ١٩٩٠م وعلى السنة الثانية المتوسطة والثالثة في الأعوام التالية على الترتيب - ١٩٩١م-١٩٩٢. إلا أنه ورغم ذلك التطوير وما استجد من معلومات في محتوى هذه المناهج وما ظهر من تحديث في أساليب تدريسها لم يكن ليؤدي إلى تحسين نوعي على درجة النتائج التحصيلية للطلاب في المادة كما أن مستواهم اللغوي ما زال متواضعا. وهذه النتيجة تحصل عليها الباحث من خلال مسح مبدئي لآراء الموجهين ومدرسي اللغة الإنجليزية وكذلك من بعض نتائج الطلاب في الإمتحانات السنوية وأساليب تقييمهم وقياس أدائهم وتقديمهم العام في اللغة. للوقوف على مواطن القوة (ESA) وهذا ما حدا بالباحث للقيام بإجراء هذه الدراسة العلمية لتقويم هذا المنهج

والضعف في كل عنصر من العناصر المكونة له وبالتالي تحديد الأسباب الرئيسية التي تؤدي إلى إستمرار تواضع مستوي الطلاب في هذه المادة والتي يرى الباحث أنهما ترجع إلى:-

- (١) عدم وضوح الأهداف التعليمية وتواضع مستوى صياغتها لغويا وتعليميا لتوافق رغبات الطالب وحاجات المجتمع في ضوء معطيات المادة الدراسية.
- (٢) عدم التوفيق في اختيار المادة العلمية والخبرات التعليمية التي تحقق الأهداف الرئيسية من تعلم اللغة الإنجليزية كلغة أجنبية في المملكة.
- (٣) عدم وجود شكل محدد لتنظيم المحتوى المعرفي والخبرات التعليمية بما يناسب المتعلم ويتفق مع منطقيّة المادة العلمية.
- (٤) إتباع طرق تدريس وأساليب تعلم ذات طابع تقليدي يعتمد على الحفظ والإسترجاع.
- (٥) عدم كفاية الوسائل التعليمية المعينة المصاحبة لكل منهج وعدم كفاءة بعضها.
- (٦) قصور طرق التقويم المتمثلة في الإمتحانات والإختبارات الشهرية والفصلية وعدم مصداقيتها لعلمية التعلم ومن ثم تدني درجة ثباتها.

لذا فإن هذه الدراسة تهدف إلى التعرف على آراء مدرسي وموجهي اللغة الإنجليزية بالإضافة إلى بعض الطلاب في المرحلة المتوسطة الذي يشملهم المنهج في السنوات الثلاث وذلك عن وضع منهج اللغة الإنجليزية في استخدام استبيانات ومقابلات شخصية معدة لهذا الخصوص. كما يشمل استخدام (ESA) المرحلة المتوسطة تحليل محتوى المنهج وبعض نتائج امتحانات الفترات لطلاب المرحلة المتوسطة لبعض المدارس للإستدلال بها على الحالة الراهنة للمستوى التعليمي والتحصيلي. وسوف تدور هذه الدراسة حول ستة محاور رئيسية هي:-

- (١) من عدة زوايا : المجتمع، الطالب، مادة اللغة الإنجليزية.(ESA)دراسة الأهداف المصاغة للمنهج الحالي
- (٢) دراسة معايير اختيار المادة العلمية والخبرات التعليمية.
- (٣) دراسة أسس تنظيم المحتوى المعرفي وأساليب ترتيب الخبرات المباشرة والغير المباشرة.

- (٤) مناقشة الوسائل والأساليب المتبعة في التدريس والتقويم في ضوء الأدبيات المعاصرة لتعلم اللغات الأجنبية.
- (٥) دراسة البيئة المدرسية وما تحتويه من فصول ومكتبة وساحات وأفنية وما تمدد هذه المصادر من خبرات مباشرة وشبه مباشرة للطلاب كأحد الوسائل التعليمية المعينة في التعلم والإكتساب.
- (٦) وضع المقترحات والحلول المبنية على نتائج دراسات المحاور الخمس السابقة في حدود الثقافة الإسلامية والتقاليد السعودية وفي ضوء طبيعة الطالب السعودي ضمن معطيات المادة العلمية وأهدافها في التعليم العام.

THE THEORETICAL PART

Chapter I

The Introduction

1.1 Preface:

Since 1932 English language teaching at Saudi schools passes through different phases of changes and revolutions. When the system of education was changed with the creation of the intermediate stage in 1958, English has become a definite subject with its syllabus which was brought at that time from some neighbouring countries but did not fit into customary Saudi education; nor did it meet the interests of the learners. The programme was called "Living English for the Arab World" ran for nearly twenty years when a new English programme was especially designed for intermediate school students in 1980. The programme was called 'Saudi Arabian Schools English' -SASE-, which to some extent, responded to the aspiration of Saudi society and students' needs. However, during the last decade the accountable people in the Ministry of Education in Saudi Arabia neither recognized improvements on students achievement nor did they realize student's competence in English. The Ministry then decided to change the syllabus again and the new syllabus, which is called 'English for Saudi Arabia' - ESA -, has launched at the beginning of 1990 and prescribed for both stages intermediate and secondary.

1.2 The Study Problem:

The advent of the current English curriculum - ESA - at intermediate stage does not imply a great satisfaction in the students' achievement nor does it improve their proficiency in the language. Intermediate school students still suffer from being:

- 1) incapable to understand communicative oral and written messages.
- 2) incapable to convey communicative oral and written messages.
- 3) incapable to read and understand meanings implied in English contexts.

- 4) incapable to write a communicative message or respond literary to an inquiry.

Consequently, the third year intermediate school graders remain defective in using English which causes a problem for later periods of learning at secondary as well as higher education.

1.3 Purposes of the Study:

This study exists to investigate the reasons of the English curriculum - ESA - defects which are deemed to be related to the:

- 1) vague statement of objectives and general specification of their contents and functions.
- 2) improper selection of substance and learning experiences which hardly meet the learners' interdisciplinary needs and interests.
- 3) unstable system of content organization and experiences gradation.
- 4) inconvenient methodology which largely depends on memory - intense approaches.
- 5) lack of effective instructional media and teaching aids.
- 6) shortage of qualified English teachers and supervisors.
- 7) limited resources of the school and handicapped exposures of the environment.
- 8) invalid techniques of evaluation and unreliable strategies of student assessment.

1.4 Objectives of the Study:

The study intends to identify the status of the current syllabus of English at intermediate schools with reference to its:

- 1) identification of aims and instructional objectives.
- 2) manipulation of content and material selection and gradation.
- 3) application of teaching methods and learning techniques.
- 4) criteria of student achievement and assessment.

- 5) quality and quantity of school resources and educational media.

1.5 Inquiries of the Study:

The objectives of the study are demonstrated and achieved by responding to the following inquiries:

- 1) Are aims and objectives of ESA stated clearly in terms of teacher and student's performances that can be achieved?
- 2) Is ESA fulfilling the purposes for which it was designed?
- 3) Are the materials recommended for instructional purposes appropriate and the best updated available for the purpose envisioned?
- 4) Are the settings used in ESA sufficiently close to those in which the students will find themselves to be acceptable?
- 5) Is what the ESA writers considered interesting actually going to be comprehensible and acceptable to our students?
- 6) Does ESA teach the sort of communicative abilities in the sort of situations that we want?
- 7) Are the instructional methods selected the best choices in the light of the goals sought?
- 8) Do the assessment techniques attain the pre stated objectives and identify the programme weaknesses and strengths.

1.6 Significance of the Study:

Any serious attempts to develop or improve English language programmes in the Saudi Arabian schools should stem from the intermediate school curriculum since it is the ground-stone curriculum for advanced EFL syllabus development. Evaluation is a requisite process for further steps of syllabus construction, therefore, it is a fundamental procedure in identifying the shortcomings or reinforcements of ESA in order to improve it or develop a new one. The results of the study are expected to be of great benefit for improving future procedures when designing an English

syllabus not only for intermediate but also for secondary and university education. Deficiencies and defects when are outlined would supply planners with necessary information about locations of weakness within ESA which participate in suggesting resolutions, though help accountable people at the Ministry of Education diagnosing pitfalls and prescribing remedies for improvements.

1.7 Scope of the Study:

The study is concerned with a number of challenges and limitations which are assumed to be:

- 1) The difference between the rural and the urban school students in receiving the target language knowledge and culture. Where urban school students are most likely aware of English linguistics and cultural contrasts with Arabic, rural school students are less able to assimilate that difference and perceive the distinction which entails a fair balanced estimation of the curriculum components subjected to the investigation.
2. The segregation between girls and boys education despite most ESA's content and methodology are similar in both curricula. Evaluation is, therefore, confined to boys' syllabus rather than girls', yet the results can be of multiple benefits to the influential people at the Presidency of Girls Education to develop their own English syllabus.
3. Evaluation is not only concerned with defective pieces but it is also concerned with the effective segments. In other words, valuing the efficiency of the curriculum is part of the evaluation which involves, in addition, the elaboration of deficient aspects of substance and methodology.
4. The study does not deal with the teacher preparation, supervision of English language as a school subject, nor does it manipulate the educational system since such areas require a single dimension of investigation for each of them.

1.8 Organization of the Study:

The study is organized into two parts - theoretical and practical - of five chapters. It starts with the introduction chapter which composes: preface, the study problem, purposes of the study, objectives of the study, inquiries of the study, significance of the study, scope of the study, organization of the study and finally abbreviations. Chapter two discusses literature review of curriculum evaluation, language curriculum evaluation, English language syllabus evaluation and the most related studies concerning English curriculum evaluation with a special reference to some Saudi case studies. Chapter three presents the data collection, data analysis and interpretation of statistical results. Chapter four characterizes the major defects in ESA which need a consideration or processing in a future development. The study ends with chapter five which embraces constructive recommendations and suggestions.

1.9 Abbreviations:

SASE	:	Saudi Arabian School English.
ESA	:	English for Saudi Arabia.
EFL	:	English as a foreign language.
ELT	:	English language teaching.
FL	:	Foreign language.
FLT	:	Foreign language teaching.
TEFL	:	Teaching English as a foreign language.
TESL	:	Teaching English as a second language.
LCE	:	Language curriculum evaluation.

Chapter II

The Literature Review

1) **Curriculum Evaluation:**

If stating objectives, choosing substance, selecting and organizing learning experiences, devising techniques of learning and strategies of instruction, designing supporting material are recognized as subprocesses of curriculum planning and implementation, evaluation is the ring process which connects these subprocesses in an interrelated circle for the purpose of development. The preliminary evaluations actually started at the time of checking objectives, content, experiences and methods of instruction against various criteria derived from educational psychology and from practical experience. Such an intermediate evaluation aims at relating components of curriculum to the pre-stated objectives. Other important psychological and pedagogical variables, viz., learners individualization, environmental conditions in which the learning goes on, the skill of the teacher in setting the conditions as they are planned, personality characteristics of the teacher and the suitability of learning experiences in meeting the precise statements of the exact conditions in producing the effects desired, are to be evaluated too. Stake (1969) distinguishes three terms in the process of evaluation, namely; the 'antecedents' which refers to aspects of the situation that the curriculum is taught in such as the time available, the books and other resources provided; the 'transactions' which refers to what actually happens in lessons including what is done by both teachers and pupils; and finally the term 'outcomes' which refers to learners' achievements, the effect of the curriculum on their attitudes to the subject and the teachers' components feelings about teaching the curriculum. Evaluating such components gives evaluators (influential people and planners) an opportunities to answer questions about why the curriculum was or was not effective in various circumstances. Nevertheless, Stake's three terms hold us to make distinction between the intended curriculum and the observed curriculum in

terms of the above mentioned subprocesses of planning and the actual implementation of substance and pedagogical procedures in the classroom to achieve curriculum objectives. There will certainly be gaps, as Barnes (1982) said 'between our purposes and our performance, between intention and effect, between intended and observed curriculum' (P: 181). Such gaps are only discovered by evaluation which becomes then a process for finding out: how far the content, learning experiences, methodology and assessment - as developed and organized - are actually producing the desired results; and identifying the strength and weaknesses of the plans. This helps to check the validity of the basic hypotheses upon which the instructional programme has been organized and developed, and it also checks the effectiveness of the particular instruments, that is, the teachers and other conditions that are being used to carry forward the educational curriculum. As a result of evaluation it is possible to note in what respects the curriculum is effective and in what respects it needs improvement.

On the other hand, curriculum practitioners and theorists use the term 'curriculum' for reflective, evaluative and developmental action. Yet, they distinguish also between 'part curriculum' and 'whole curriculum' in terms of the totality or partiality of elements that compose curriculum, viz., content, experiences, methods of instruction. A 'review' measures the reflection of a curriculum on practice depending on an organized scrutiny with an oral or a written report on what is observed. An 'evaluation' requires that whatever is observed and reported is examined and judged in the light of criteria, goals, values or standards of worth for which a justification is offered. Development means enabling or undertaking action to modify or change what is reviewed and evaluated, it is the culmination, in whole-hearted action to achieve certain goals or purposes of the events set in train by the reflective and critical phases (Skilbeck - 1984). Akst and Hecht (1980: 264-265) identify five key curriculum areas that may form the focus of evaluation. These are as follows:

- 1) Appropriateness of objective: one may take the position that programme objectives are not open to question, since they are presumably the premises on which the rest of the programme is based on. Occasionally, however, an

evaluator may take exception of objectives that appear to be misguided or unrealistic.

- 2) Appropriateness of content to programme objectives.
- 3) Appropriateness of placement procedures whether tests, exams or school records.
- 4) Effectiveness of instruction and whether students are, in fact, learning the content and, if so, whether their learning is the result of instruction or extraneous factors.
- 5) Efficiency of instruction: Can the same learning be provided at a smaller investment of time or money? Alternatively, can more learning be obtained for the same investment.

2) **Language Curriculum Evaluation:**

Language curriculum is different in nature from other school curricula in so far as language teaching / learning demands for its mobilization a skill practice in addition to content grasp. In other words, language curriculum is mostly a skill subject, but its usage is a prerequisite for its use. This entails that the curriculum should include a good deal of instructional activities and communicative games in order to give learners opportunities to manipulate language features and communicate through its skills and abilities. Teaching a language as a content-subject handicaps its functions as a means of communication and confines its outcomes to knowledge recalling rather than information interacting (Yalden: 1983). Thus language curriculum evaluation should consider certain principles based on good language instruction and language pedagogy. It is very important that evaluation should characterize materials as they take the learner forward towards the objectives of the language programme. Further, the curriculum should be evaluated according to what the learner makes of what he has learned in a situation which is not primarily a learning situation. In other words, it is the distinction between participation in a language drill, a dialogue, a role play, a

simulation on one hand, and on the other hand the ability to carry through a real transaction the ability to express one's feelings or attitudes about real things or events to people who in no way form a part of formal learning situation. Evaluation emphasizes that the language curriculum should bring learner to a point where he can use the language for his own purposes which goes far beyond manipulating structure drills. In order to learn effectively and efficiently, a learner should meet only small pieces of new language at one time in terms of units which should be related to each other in such a way that enables him to relate new language to what he already knew and build up his knowledge by adding new learning units to his existing body of knowledge. This is a sequence that a language curriculum should follow in ordering its material and realized by the process of evaluation. A language curriculum is also evaluated according to the usability of material and stimuli it offers to learners since learning a language is difficult and demanding which requires good motivational situations wherein learning experiences are acquired with whole classes of learners, with small groups and with individuals. Learning activities should be interesting and involving and should present and practise a language in a systematic and comprehensive way so that new language items can be assimilated by the learner (Cunningsworth: 1989).

3) Evaluation of EFL Syllabus:

Evaluation of EFL syllabus is not so much different from evaluation of any language curriculum except in the status of second or foreign language, the difference between English as a lingua franca, English for specific purposes, and English as a foreign language. The purposes and targets in each of the above mentioned English syllabus are different from the others. The content, strategies of learning, tactics of instruction and devices of assessment are also different. Their criteria of evaluation have special approaches in measuring and assessing syllabus inputs and syllabus outcomes. General EFL syllabus evaluation according to Bonomo (1973) include four processes: (1) assessing the student's progress toward the linguistic objectives of

the syllabus, (2) determining his attitude not only toward English but also toward foreign speakers, (3) judging the quality of instruction and of the materials in use and (4) appraising the effectiveness of the total language programme in serving the needs of the learners for what it is intended. Nunan (1993) states some dimensions for EFL syllabus subjected to evaluation, namely; the planning process, implementation, resources, assessment and evaluation. These dimensions contain five evaluative areas: needs analysis, content, methodology, teacher and learners. He, then, sets some criteria for evaluation implied in the following questions:

- 1) Are needs analysis procedures effective?
- 2) Do they provide useful information for course planning?
- 3) Do they provide useful data on subjective and objective needs?
- 4) Can the data be translated into content?
- 5) Are goals and objectives derived from needs analysis?
- 6) Is the content appropriately graded?
- 7) Does the content take speech processing constraints into account?
- 8) Are the materials, methods and activities consonant with the prespecified objectives?
- 9) Do the learners think the materials, methods and activities are appropriate?
- 10) Are resources adequate / appropriate?
- 11) Are the learning strategies of the students efficient?
- 12) Do learners pay attention / apply themselves in class?
- 13) Are the assessment procedures appropriate to the prespecified objectives?

4) Review of Some Related Studies:

A number of studies concerning Language Curriculum Evaluation and Evaluation of EFL Syllabus are conducted by some researchers in the subject-matter field. They are discussed briefly in the following lines:

- 4.1 Al-Kamookh, Ali (1981) conducted a Ph.D. investigation on 'the perception of the English language teachers towards methods of teaching English in Saudi

Arabian school. The researcher selected one hundred forty-four English teachers from two educational zones - Dammam and Al-Hasa - of the Eastern Province as the study sample. He applied a questionnaire which consisted of forty-five statements dealing with language teaching and learning, techniques and methods, behaviours and innovations. The study concludes that:

- a) the English teachers prefer dealing with the audio-lingual method followed by the direct method and finally by grammar translation method.
- b) English is an important subject in the school curriculum.
- c) there was a lack of laboratories, workshops, journals and other publishing concerning English language.

4.2 Another study was led by Surur, Radi (1981) who surveyed the attitudes of students, English teachers and administrators towards English language in Saudi Arabian schools. The tool used to collect data was a questionnaire. The representative sample was six hundred and fifty-six students, seventy-three English teachers and thirty-six administrators from two educational zones. The study showed that:

- a) there was no satisfaction with the current English curriculum including: text-books, and the classroom activities.
- b) learning English had to be without cultural inputs.
- c) there should be a more relaxed atmosphere in teaching and learning the language.
- d) there was a desire for a change in the English curriculum.

4.3 Al-Twajjri, Abdul Aziz (1982) led an investigation on the adequacy of Saudi students' preparation in English. The investigation concluded that:

- a) the materials used in teaching English in Saudi Arabian schools lack clarity and coherence and were not designed specifically for the Saudi environment and culture.
- b) the focus was largely placed on teaching grammatical rules.

- c) the method used in teaching English failed to motivate the students.
- d) the teaching process does not give the students a feeling of success or confidence in what they are learning.
- e) the majority of students were interested in learning English and many of them tried hard to learn it.
- f) the students did not have adequate opportunities or encouragement to practise the language, especially in speaking.
- g) many students rated themselves very poor to poor in the four skills: listening, speaking, reading and writing.

4.4 Nawwab, Fareed (1983), conducted a study to evaluate the previous 'Saudi Arabian School English - SASE'. The study sample was the second grade intermediate. It also surveyed the English teachers and supervisors' opinions about the efficiency of the curriculum. The study concluded that the curriculum had to be developed and equipped with sufficient instructional media.

4.5 In one of the diagnostic studies concerning teaching English as a foreign language in Saudi Arabia, Al-Ahaydib, Mohammad (1986) conducted a research to identify the strengths and weaknesses of the English syllabuses of the intermediate and secondary stages through the perception of the third grade intermediate and secondary students, English teachers and supervisors. The study also surveyed the interests, needs and complaints of students, teachers and supervisors. The instrument used by the study was a questionnaire. Three types of questionnaire were developed: one for English teachers, the second for English supervisors and the third for the 3rd graders of intermediate and secondary. The contents of the questionnaire were: teacher-preparation, English curriculum, English instruction, students' characteristics, aids and media of teaching, teaching atmosphere and improving English language situations. A total number of

836 students, '51' English teachers and '5' supervisors formed the population sample. The researcher concluded that:

- a) the teacher's rating of their preparation was higher than the supervisors' and students' rating.
- b) there was a weakness in displaying the target culture adequately in the English syllabus.
- c) there was a weakness at the student's participation in activities because of the dominant role played by the teacher.
- d) the students' motivation to learn English was low.
- e) there was an emphasis on teaching grammar explicitly coupled with translation of rules into Arabic.

4.6 Clark, John (1987), conducted a Ph.D. investigation on an evaluation of French Curriculum in Scottish schools and concluded that fundamental changes in quality of content and strategy of instruction should take place. He provided a long list of instructional activities and a wide range of assessment techniques.

4.7 Afifi, Mohammad (1990) led a study on evaluation of the English syllabus at the third grade intermediate school. He collected his data from '70' English teachers through a questionnaire of '30' items. The study concluded that:

- a) the EFL syllabus at intermediate third grade was suitable in manipulating reading skill and was supplied with necessary pictures and aids.
- b) the Islamic and Arabic culture was not explicit in the contextual material of the syllabus.
- c) the exercises and activities did not satisfy students' interests nor did they meet their individualization in learning and acquisition.

4.8 A very recent study was conducted by Al-Hazmi, Fatima and Fada'aq, Amal (1995) on the evaluation of English syllabus at the second grade intermediate school for girls. The study objectives were to define the characteristics of

good English syllabus, to identify such characteristics in the second grade English and finally diagnose the weakness of the syllabus. The study concluded that:

- a) there was a concentration of grammar points in the substance of the 2nd grade syllabus.
- b) there was a lack in connecting the learning experiences with the real life situations.
- c) exercises and activities of the syllabus were boring and need to satisfy different desires and interests of the students.
- d) four periods a week were not sufficient for English as a school subject to seek student's proficiency in the language.

4.9 A 'Comprehensive Analysis of the Current System of Teaching English as a Foreign Language in the Saudi Arabian Intermediate Schools' was led by: Zaid, Mohammed (1993) to investigate the system of teaching English in Saudi Arabia. It was concerned with the hypotheses that this system is dated and needs improvement. Textbooks, teaching methods and teacher preparation were examined. Questionnaires were administered to English teaching officials at the Ministry of Education, English Language supervisors in Abha, Jeddah, Riyadh and Dammam and English teachers in Abha schools. The results revealed that the textbooks used for teaching English in Saudi Arabia, although need some improvement, are appropriate and good for teaching and learning English. The teaching method the Audio-Lingual Method was evaluated as a method that needed improvement or replacement with a better method that promotes communication in English.

4.10 Al-Dosari, Hamad (1992) conducted 'a socio-linguistic study of the attitudes of Muslim students, teachers and religious officials on learning and teaching English as a foreign language in Saudi Arabia.' The study investigated the extent to which the Islamic religion and its traditional dominant presence

within both mainstream and specialized cultures of Saudi Arabia have influenced second language learning and teaching English. The study posed the following research question: What are the attitudes of Muslim students, teachers and religious officials on learning and teaching English as a foreign language in Saudi Arabia? A questionnaire is administered to 150 university students, 100 university teachers and 50 religious officials. The questionnaire consisted of 54 items aimed to elicit responses in four subject areas: Language skills, practical uses of second language learning, religious aspects of second language learning and personal responses to second language learning. 'The results show that students in Saudi Arabia favour learning and teaching English as a second language by an overwhelming margin. Teachers were also enthusiastic about second language learning. Religious officials, however, have more reservations about including English in the Saudi curriculum.'

- 4.11 Jan, Mohammed Saleh (1984), conducted a study to investigate the methodology, atmosphere, motivation and facilities of the English programme in Saudi Arabia to determine the kinds of problems and obstacles encountered in the teaching of English in the intermediate boys' schools throughout Saudi Arabia. Three different questionnaires are administered to intermediate schools student, English teachers and supervisors. School visits and classroom observation were used to investigate the class atmosphere of randomly selected intermediate boys' schools. The results which were reported in terms of frequencies and percentages showed that there were many defects within the content of the curriculum. Further, there were also certain obstacles encountered by the English teachers in teaching and many problems faced by students in learning.
- 4.12 A study of EFL teachers' behavioural in EFL classes in Saudi Arabia was led by Arish, Ali (1984) to analyze teacher-student interaction in EFL classes in Saudi Arabia in order to develop an objective systematic analysis of teacher's

behaviour. Teacher-student interaction patterns were coded live and audio-taped. The analysis involved two 20-minute observations of 30 randomly selected EFL Saudi middle school teachers, using a modified Flint (i.e. Foreign Language Interaction) observational system which consists of 25 categories of teacher-student interaction. The following findings are reported:

- 1) The amount of teacher-talk (64.94%) was more dominant than that of student-talk (24.05%).
- 2) There was a high percentage of non-interaction activities.
- 3) The teachers were generally direct whether they used English or Arabic.
- 4) The teacher did not try to relate the content to the students' personal lives.
- 5) The teacher corrected their students' errors and criticized their students' responses regularly.
- 6) The teacher did not use their students' ideas extensively.
- 7) The teachers neglected the affective domain and the target language culture.
- 8) Students' participation was mainly limited and restricted with very rare opportunities for active participation.
- 9) The teachers employed traditional methods of teaching such as the audio-lingual and the grammar translational methods.

Some implications can be drawn from the above summarized researches and studies:

- 1) All Saudi studies discussed the methodology, pedagogy of the English language programme in Saudi Arabia attitudes and motivation of students toward English Curriculum previously used at Saudi schools - SASE. No attempts were made to evaluate the current English curriculum at intermediate school boys - ESA - except Al-Hazmi's.

- 2) The studies focused on quantitative and experimental data rather than qualitative information. They depended on limited samples but generalized the results without consideration to urbanity, multilingualisms and other demographic features which characterize population in general and students in particular in Saudi Arabia.
- 3) The current study of this investigation attempts to avoid gaps and shortcomings implied in the previous studies and deal in evaluation with overall English curriculum - ESA - at intermediate stage.

THE PRACTICAL PART

Chapter III

Data Analysis, Investigation and Interpretation

1) Analysis of the Current English Syllabus:

In order to evaluate an educational programme, its components should be analysed into content and process. This section, accordingly, outlines the general contents of the textbooks and their writers, states the curriculum targets and discusses the content in terms of functions, notions and other linguistic features of English. It also displays the strategy of content selection and gradation and discriminates between the linguistic and communicative manipulations of listening, speaking, reading and writing. The section, finally, evaluates the strategies and techniques of instruction with reference to contemporary theories underlying language learning; and describes the methods of students' assessment.

1.1 The Syllabus Textbooks:

The current English syllabus at intermediate school consists of three courses for first, second and third grades. The three courses have been introduced in the years 1989, 1990 and 1991 respectively replacing the old ones which were called: 'Saudi Arabian Schools English - SASE' and published by: 'The Macmillan Press Limited, London.' The current English syllabus is called "English for Saudi Arabia - ESA" published by The General Directorate of Curriculum - Ministry of Education in Saudi Arabia", written and prepared by: Al-Qurashi, Khedir; Watson, Martin; Hafeseth; and Hickman, Douglas; from King Fahad University of Petroleum and Minerals in Saudi Arabia. Table 1 illustrates the textbooks and the supporting materials of the three grades.

The Pupils' Book is based on four teaching periods per week and consists of twenty-four units. The study year is divided into two terms. Units 'one' to twelve are studied during the first term, while units 'thirteen' to 'twenty four' are covered in the second term. Each unit is divided into four 45-minute lessons. Five weeks of the course are set aside for revision - in Units 12, 13 and 24, and following units 6 and 18. Four tests are provided at the end of each book.

Table 1

ESA's Textbooks and Supporting Materials

1st Grade Textbooks	1) Pupils' Book 2) Teacher's Book - Part I 3) Teacher's Book - Part II
Sup. Materials	1) 43 posters 2) 6 sets of flashcards (107 cards) 3) 1 tape
2nd Grade Textbooks	1) Pupils' Books 2) Teacher's Book - Part I 3) Teacher's Book - Part II
Sup. Materials	1) 25 posters 2) 7 sets of flashcards 3) 1 tape
3rd Grade Textbooks	1) Pupils' Book 2) Teacher's Book - Part I 3) Teacher's Book - Part II
Sup. Materials	1) 28 posters 2) 1 tape

1.2 Goals of teaching English in general education:

Seven goals are set by Ministry of Education for teaching English as a subject in general education. Some of them are stated by the Ministry of Education, others are set by researchers and educationists in the subject-matter field but have been referred to the Ministry of Education as a source. Table 2 outlines the goals of teaching English in Saudi Arabian schools:

Table 2

Goals of Teaching English at Saudi Schools

1.	English is the language most widely used in travel around the world, and it is the most broadly used in mass media.
2.	Since Saudi Arabia has established diplomatic relations with the Western world, English must become the most important foreign language taught in all government schools. Therefore, a number of Saudi students are expected to hold positions that require them to deal with English speaking people; in this case they need good instruction in English so that they can understand the other party and whatever materials are required in their professional development.
3.	English is acknowledged as the leading language of science, technology, education and politics as well as business and commerce.
4.	References, scientific researches and technological terms are written in English, so English should be taught to our students in order for them to comprehend what they read.
5.	Understanding the culture and thinking of other peoples require us to understand the language which reflects their thoughts and ideas. (Al-Kamookh, 1981:3-4)
6.	Developing language ability in various ways that can add to the strength of the Arabic language and help in deriving enjoyment from it and in sensing the aesthetic aspects of its style and ideas.
7.	Teaching the students at least another living language beside their own native one in order to allow them to enrich themselves with science, cultural affairs, arts and useful creative things and working on the conveyance of our

	science and intellectual achievements to their societies, thus contributing to the spread of Islam and the services of humanity.
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(Al-Zaid, 1977: 11)

The goals reflect the philosophy of teaching English in general education, in both stages - secondary and intermediate - as perceived to be the overall and products of TEFL in public education. They are stated in general broad terms which makes them implicit and vague, nevertheless their analysis would give some implications. The first goal which reads that 'English is the language most widely used in travel around the world and in mass media' represents a vital purpose for introducing English to the Community of Saudi Arabia. When English became the world language at the beginning of this century (Yalden, 1983) it was awarded the highest position among languages for tourism and business. This goal is one of the prominent targets as viewed by the Higher Committee of Education in Saudi Arabia not only because it identifies one of the areas of communicative use but also because this area is closely connected with the Nation's aspirations and its future status. The political view expressed by the second goal springs from the crucial role English plays in international meetings, conferences, conventions and diplomatic assemblies. The goal contemplates an expected outcome as well as a quality of learning. The third goal describes English as 'the leading language of science, technology, education and politics, as well as business and commerce.' However, it is still expressed in a broad sense with no specification of the kinds of science, technology, education and politics required for Saudi students and identified through English. The fourth goal adds more targets by ascertaining the importance of English in reading references, scientific researches and books of technology. The fifth goal develops another type of purpose that is the group of culture and thought-patterns of English speaking peoples. The last two goals are loftier and formulated in a very broad sense. Some impressions are issued from these implications; first, there is an inclusion of both types of motivation: integrative and instrumental, in the content of the goals. This would recommend both types as requisites for learning and prerequisites for each other since

each one is affected by the other. Second, the cultural aspects of English should be confined to those situations that require apparently instrumental objectives since the cultural identity of Islam should be as far as possible preserved in integrative motivation. The

third implication is that priority in language learning should be given to global aspects of communication such as travel, social interaction, business dealings and diplomatic encounters. Such goals illustrate the general demands of English as realized by the Authority of Education. They reflect the aspirations and ambitions of the Country with respect to the expansion of its economic affairs and the need for English as a business language.

1.3 Objectives of TEFL at Intermediate Stage:

Four objectives are set by the Authority of Education for teaching English at intermediate stage, each of which refers to an ultimate target that is to be accomplished by the graders at the end of the third year intermediate. Table (3) illustrate these objectives.

Table 3

Ministry's Objectives of TEFL at Intermediate Stage

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 or incident.
2.	To give pupils who finish their formal education in the third year Intermediate enough knowledge of the language to help them in their vocations.
3.	To give pupils who proceed to the Secondary stage a sound foundation on which to build their future studies.
4.	To lay the foundation of a knowledge of the language to enable them to preach their religion to English speakers, and the refute the errors of the enemies of Islam concerning religion.” (Ministry of Education)

From the table it can be inferred that the first objective covers the mastering of the four skills of speaking, reading, listening with understanding to simple current

English and writing a connected passage of up to half a page. Speaking is assigned as the primary skill which justifies its prominence in later interpretation of objectives and methodology. This is evidenced by Bloomfield's words (1971:17) "all languages were spoken through history by people who did not read or write." However, there is no indication of the level of proficiency in speaking which ought to be the standard at intermediate level. The objective also considers the interpretative skills, listening and reading, but the skill of writing is characterized according to the standard of 'a connected passage of up to half a page.' What is implied in the exposure of the four skills is the demand for language use rather than usage. In other words, this implies what communication has to be highlighted by the EFL syllabus. The second objective describes English as a pass to vocations. The rationale behind its statement is the development era Saudi Arabia is passing through, particularly in the sectors of petroleum and minerals industries which entails the birth of many companies, firms and establishments. English is very important in developing such sectors and in marketing their products. It is also so essential in training manpower since most experts and engineers in those industries and companies are non-Arabs. The need for English in vocations expands to cover a wide area of technical schools and professional institutes, i.e. health institute, military and security technical institutes. The third objective emphasises the vital role of English in the intermediate stage as a solid ground for proceeding to secondary grade and establishing a well firm basis for university education. This can be warranted when reference is made to the role of English as a medium of instruction at some universities and colleges in Saudi Arabia, i.e. King Fahad University and all medical and engineering colleges and faculties, after passing a one-year remedial intensive programme (Mulla, 1979). The type of English which is suggested for this purpose is a general communication as a prerequisite for proper progress to the advanced stages. It is widely accepted by pioneers in the field (Morrow and Johnson, 1981; Yalden, 1983; Finocchiaro and Brmfit, 1983) that general communication is much more attractive to and easy for beginners especially if they are children or adolescents. Furthermore, general

communication is a pre-requisite for any interactional situations which might be called for by educational, vocational, commercial or diplomatic contacts in the future. Communication is also proposed by many writers to be the backbone of any social, official or business dealings because it takes place in discourse and social cultural contexts which provide constraints on appropriate language use and also clues as to correct interpretations of utterances. The fourth objective displays the effective duty of Saudi Arabia in preserving the doctrine of Islam by propagating its message all over the world among non-Arabs as well as Arabic speakers. Hosting millions of pilgrims each year from different countries of different nationalities and tongues needs a lingua franca to make this huge gathering understand each other and assimilate rules of Islam. English is found the international language which is used by most pilgrims and therefore the language which should be learned by Saudis to direct, entertain their guests of pilgrims, simultaneously, preaching Islam and its rites through this medium.

Objectives of teaching English at intermediate stage, consequently, should be realized through the Saudi national priorities upon which needs, wants and aspirations are considered. It is widely accepted that the general reasons for incorporating any foreign language programme in a school curriculum are: to socialize students, to improve logical functioning and to prepare linguists (Biggs & Collins, 1982). Nevertheless, learning a foreign language as reported by Milan (1985:58) 'should be a personal experience which opens up a world of ideas, which extends the understanding of language as such, and which creates an opportunity for personal travel, for reading, for study and for relationships in English speaking countries or with English speaking visitors'. Therefore, the ministry's objectives are not reliable or definite. The Saudi Nation's aims are not surveyed, nor is there an indication of any aspect of English culture. They are stated implicitly in general broad terms. Some of them lack specificity and clarity while others are open to multiple interpretation, e.g. 'writing at least one coherent paragraph ...', consequently, objectives of teaching English at intermediate stage need to be analysed specifically

in terms of general, mediate and specific objectives on the basis of actual survey of student needs, society's requirements and subject-matter exponents. Nevertheless, there are some objectives stated by the writers of ESA at the beginning of each lesson in the Teacher's Book for the three courses. Table (4) presents some of these objectives in the three grades of intermediate ESA.

Table 4
"Lessons' Objectives" of ESA

1.	to introduce Good morning (or Good afternoon or Good evening).
2.	to introduce the pronunciation and forms of numbers 1-10 and 0 (zero).
3.	to make a general introduction to the English alphabet.
4.	to introduce left to-right pen movement and general letter shaping.
5.	to introduce Good-bye.
6.	to teach how are you? Fine, thank you.
7.	to revise numbers 1-10 (and 0) and teach the formation of numbers 1-5.
8.	to teach the recognition, formation and joining of j,k,L.
9.	to introduce vocabulary for parts of a house, together with There are.
10.	to practise reading and writing and reinforce objective A.
11.	Homework: to continue to practise reading and writing.
12.	to teach questions and answers using possessive adjectives, pronouns and nouns Whose ... is this? It is mine./It is yours/It is Hassan's.

(1st Grade)

1.	Talk about the pupils' holidays.
2.	Practise listening to and asking /answering questions about holidays.
3.	Read the conversation and complete it in writing.
4.	Homework. Complete workbook page 34.
5.	Hand book and discuss the homework briefly and revise the previous lesson.
6.	Give a dictation.
7.	Practise reading.
8.	Practise writing.
9.	Homework: Complete the paragraph on workbook page 37.
10.	Return the homework and revise briefly the points of the compass and parts of Saudi Arabia from the previous lesson.
11.	Briefly revise more ... than with countable and uncountable nouns.
12.	Teach the most ... with countable and uncountable nouns.

(2nd Grade)

1.	Collect homework.
2.	Revise present continuous and present simple in conversations with I -you -my.
3.	Practise reading.
4.	Practise the conversations with different pronouns.
5.	Return the homework.
6.	Practise going to again.
7.	Introduce temperature.
8.	Practise if clauses.
9.	Practise writing.
10.	Homework: Complete workbook pages 14-15.”

(3rd Grade)

Even these objectives cannot be realized as lesson targets. They are more procedural steps for a teaching process rather than objectives of teaching. Therefore, objectives of teaching English at intermediate stage should be stated according to the interests of the students and requirements of the policy of education within the exponents of English language. Motivation is important for the intermediate stage students since their enthusiasm is tempered partly by their internal state of willingness to learn (intrinsic motivation) and partly by realizing reasons for learning (extrinsic motivation). ESA objectives are not stated appropriately for teachers or learners which makes extrinsic motivation difficult to develop. In other words, students cannot see handy, clear purposes for learning English, thus their instrumental motivation is handicapped. The real aim of ESA should be to bring the student to a point where he can use the language for his own purposes.

1.4 Content Analysis of ESA:

The content is divided into lists and inventories for the purpose of analysis and consequently evaluation. The contextual material involves lists of lesson, structural points, notions, functions, phonology, vocabulary, formulae and expressions. They are illustrated in appendices: I, II, III, IV, V, VI, VII, VIII. From the list of the

lesson's titles (Appendix I) it can be perceived that some of the lessons have motivational titles while others have not i.e. What is this? This is a grape. Read and repeat How much is the grapes? They are 17 Riyals. Whose chairs are those? We must speak Arabic during English lessons. He says he wants to speak to the manager. He was a student ten years ago." Such titles of lessons do not seem relating to each other in such a way that the student can relate new language to what he already knows and can build up his knowledge of English by adding new learning units to his existing body of knowledge. Most units have four lessons but some of them have three, two or only one lesson as seen in unit 2 (1st grade), unit 12 (2nd grade) and unit 23 (3rd grade), however, there is no justification for this exclusion. Although situational English is advisable for zero beginners at the first grade intermediate (Brumfit - 1984), functional and notional English is preferable at later stage of second and third grades intermediate. The titles of the lessons do not follow precise approach, nor do they adopt definite pedagogical technique. Sometimes they are statements, sometimes interrogative, other times informative or misleading sentence, i.e. 'That is the boy that ...' Some confusion arises in some lesson.

The kind of English presented in ESA is, mostly, standard, middle-class, educated, southern British English, however, in some parts of a lesson, it is converted into standard, middle-class, educated, American English.

Appendix II shows that the structural emphasis throughout the three syllabuses is on interrogative and adverbs but it ignores tenses, objectives and requests. Passive forms are insufficiently treated while indirect speech and modal auxiliaries have minor place in the structural content.

With reference to the phonological inventory (Appendix III) juncture is neglected despite its importance in English pronunciation and consequently the

communicative message received. Similarly, stress and intonation are not underlined as determinants of the aural-oral skills.

There is a shortage of expression and formulas which are essential for a tiro learner to communicate in English (Appendix IV). Such formulas as: 'He's absent', 'I am present' 'Time's up', 'It's time to go home' 'You are welcome' 'All the best', 'Great'. English formulas and idioms have to be given priority since they play a distinctive role in communication.

The total number of words in the three syllabuses is about Eight hundred fifty words ordered alphabetically (Appendix V). There are, in addition, one hundred thirty five regular and irregular verbs (Appendix VI). Words and verbs are not selected according to the situations the language functions in because there are no objectives specified. The number of words does not seem to be enough for a student to have any communicative command on the language in three year's study. Howatt (1984:187) states that:

"New vocabulary should be firmly controlled in a notional method even if this conflicted with the intrinsic interest of the text and he (Sweet) reckoned that 3,000 common words would probably suffice for all except specialist purposes."

The selection of words seems to rely on the similarity and regularity of words. Nevertheless, there are some words which need to be excluded such as: forecast, Washington, Arabsat, Crankshaft (for they are of little use and benefit); pyramids, potter, oasis (for they are rarely used). There is no consistence along way the spelling of words, some words have American spelling, e.g. meter, thermometer, some others have British spelling, e.g. colour, centre, centimetre. Likewise, there are American vocabulary such as: apartment; as well as British vocabulary flat.

ESA also fails to cater for functions, themes and notions in instructional situations (Appendices VII & VIII). Functions of expressing and finding out

intellectual and moral attitudes do not exist. It also lacks social functions such as: meeting people, taking leave or attracting attention which are important in daily life. Simultaneously, notions of non-availability, presence, absence, origins, priority, delay, adequacy are not found.

1.5 Analysis of Instruction:

When analysing the instructions written in the Teacher's Book (Appendix IX) some ideas and recommendations deal with the techniques of teaching and strategies of instructions are found worth consideration. One of these comments reads 'posters are used a lot for speaking, flashcards are needed to help with reading'. Such a remark draws teacher's attention to the use of some teaching media, however, are confined in the posters and flashcards ignoring other instructional media like video-tapes, film strips, magnetic boards etc., which are very impressive in enlivening aural-oral situations. Media for the other two skills listening and writing is not mentioned which means that the two abilities are either thought to be less important than speaking and reading or they do not need instructional media in their exhibition and consequently practise. In both cases, instruction would be inefficient because writing and listening are as important as speaking and reading, hence, all abilities require sufficient instructional media and realia for teaching and practising them effectively. One of the important points inherent in the syllabus recommendations is the tactic of using English and Arabic interchangeably. The writers' recommendations for the English teacher is 'to use English from the very first day ... and occasionally ... to use Arabic.' This encourages the classroom communication in English and opens its wide functions and notions which facilitate students' manipulation of English linguistic features. In recommendation (7) which is entitled 'Talk less than your pupils' the

syllabus asks the teacher not to use English all the times and to give the chance for the students to use it. New approaches of TEFL which are based on communicative/functional methodology recommend teachers' most time-portion practise on speaking English in order to train student ears to mechanize new sound-habits, which are in this case, audibly different from Arabic. Under the title of 'Drilling is not every thing' ESA demonstrates in the T.B. four steps for teaching; namely, presenting, practising, applying and revising/ cycling. Guessing games, information gap activities are embedded in the 'applying' step while application means using language in a communicative real situation which is expressed in such games as simulation, problem-solving, drama, dialogue and role-play.

1.6 Type of Instruction in ESA:

Yalden (1987:57) when she talks about the role of the new language teacher states that his role 'must' be concerned with providing an environment that will supply the appropriate sort of intake and in which the learner can engage in creative interaction? Five lessons were observed, each lesson represents a school and each school represents a province. From the analysis and assessment of teachers' preparation and lesson performance only two teachers have got (50's) out of a hundred marks, two teachers have been in the range of forty's while the last one got only thirty six marks according to the evaluation sheet planed for this purpose (Appendix XIII). Table 12 illustrates the results of evaluation which shows that motivation is hardly developed or found in lessons. Instructional aids and realia are generally disregarded. There is also a resistance to socializing in the class since socialization is either absent or done to a little extent. Discipline is generally maintained; the translation is often carried out by teachers. Inductive instruction is used to introduce the discrete elements of English, thus question asked by the teachers are only for predictable responses. Communication never exists in the class therefore

the teacher always corrects student's slips though inhibiting his chance for real communication. Objectives are implicit and vague in some lessons but skipped in others. Cultural aspects of English are utterly over-looked and the class is generally fairly boring. The language is taught as a content subject only where rules of grammar and words-recall dominate the instructional atmosphere.

1.7 Analysis of Test Results:

Bar-chart (2) gives a clear indication on the type of students' performance on English tests. A majority of the five sample-school students (60%) were unable to pass the examination or pass it with a very low standard of achievement (weak). Figure (1) also shows that the 'weak' column is the highest (41.2%) followed by the 'good' column (22.4%) and 'fail' column (18.8). High school of performance of 'very good' and 'excellent' does not exceed more than 17.6%) which implies a very low rank achievement in English and reflects a modest absorption of ESA.

2) Investigation of Data:

2.1 Construction of Tools:

Three types of tools are designed to manipulate, resolve and document results of the analysis of syllabus content. The tools are: Questionnaires, Lesson observation, English tests results.

2.1.1 Questionnaires:

Four questionnaires which are mapped out to investigate opinions, views and perspectives of English teachers, supervisors, students and their parents; about the current English syllabus at intermediate school - ESA. Responses of the questionnaire are intended to clarify, estimate and evaluate the curriculum inputs of substance, learning experiences, activities, games and the process of

teaching/learning; simultaneously the curriculum outputs of student's general command of English and performances on tests. Questionnaire is the most crucial and workable tool because it avoids the emphasis on interpreting answers in addition to the confidence it gives to the respondents themselves during the answer.

2.1.1.1 Teacher's Questionnaire:

It is designed to gather a wide variety of teacher's opinions about certain aspects of teaching and learning English at intermediate school. Three types of items are recognized in this questionnaire ranging from structured response of ticking (✓) column, completion, up to free comments and suggestions at the end of the questionnaire. The questionnaire is built in seven pages holding three items. The first item requires general information about the name of the school the teacher is working in, educational directorate, his nationality, weekly period, his experience and qualifications. The second item states the teacher's view of the feasibility and efficiency of the current intermediate English syllabus - ESA - to fulfill the needs of both students and society. The teacher in this item is required to tick one out of four scales: strongly agree, agree, agree to some extent, disagree. There are fifteen statements set to discuss the objectives of ESA, content, learning experiences, methods of teaching, strategies of learning, supporting material, devices of testing and assessment. The third item consists of fifteen statements argue the content of ESA, its skills and abilities, its regime of competence and performance and its strategy of lesson demonstration and orientation. There is a space left at the end of the second and third items for respondent's free comments and suggestions. (Appendix IX).

2.1.1.2 Supervisor's Questionnaire:

It is administered to investigate the perspectives of English supervisors with regard to ESA. Three items are addressed to the sample group. The first item requires completion of some background information about supervisor's experience, in-service training, number of supervised teachers and qualifications. This item is necessary to construct a reliable and obvious surroundings of the supervisor's job. The second item consists of fifteen statements deal with the current English syllabus. The statements discuss the approach of design, content of the syllabus, experiences, instructional activities and exercises, cultural components, competence and performance. The third item is divided into ten patterns manipulating the process of supervision and teaching guidance which are expressed in terms of pre and post-visits, classroom observation and orientation, strategy of lesson preparation and presentation. The questionnaire gives a supervisor an opportunity to issue any comment, to suggest any idea or criticize any point inherited in the syllabus. (Appendix X).

2.1.1.3 Student's Questionnaire:

It is the most valuable instrument in this process as it reflects the students' desires and attitude towards English and the syllabus of English (ESA). It is originally written in English but then translated into Arabic because students are not able to respond in English. It is put in seven pages containing three items. The first item requires clear-cut answers with Yes/No to twelve questions set to show the student's readiness to learn and cope with English. The item is introductory rather than to be related to English. Some questions inquire about the student's own attitude to English and whether it is considered from his view necessary for his future job, others discuss the position of English among school-subjects, while some other

questions identify the student's interest in listening or reading English expressions and phrases on bottles, cans and road advertising posters and charts. The second item relates to ESA current situation at intermediate school. There are twenty statements involved in the item seeking student's reactions towards learning English. The student is required to tick one scale out of four which is most appropriate to his view. The scale is ranked as: strongly agree, agree, agree to some extent and disagree. The first eight statements deal with the content and learning experiences of ESA. They elaborate the interrelationship between components of English substance, culture and learning experiences in satisfying demands of student in the light of instructional objectives. Pedagogy of ESA is covered by the rest of the statements. Item three is counted for the type of techniques, strategies, skills of language learning and acquisition which are designed by ESA and carried out by the teacher. The statements of this item also manipulate instructional aids and media, cultural aspects of English skills and abilities, games and activities. The statements are ranked according to four scales: to a great extent, to some extent, to a little extent, to a very little extent. The questionnaire ends with a choice-response of what a student likes to add, comment or suggest. (Appendix XI).

2.1.1.4 Parent's Questionnaire:

Educational planning for any school-subject dictates that parents should be involved partly in evaluating any school syllabus in order to get healthy and reliable operation (Saylor et al., 1980). From this stand point the parent's questionnaire is administered to obtain necessary information concerning the society's overall evaluation. The questionnaire is originally put in English but then translated into Arabic because not all parents are able to respond in English. It begins with three

blanks that have to be filled up by respondents. The blanks are connected with the area of residence, qualifications, and occupation. The respondent is also requested in item (A) to tick the suitable box pertaining father's competence of English and his son's grade of intermediate school. Item (B) requires ticking the appropriate box or boxes of five questions. The first question inquires about the importance of English for the parent's son. The second question interrogate about the value of English, while the third question seeks parent's opinion about syllabus - ESA - improvement. Question four attempts to illustrate the dimensions of ESA improvement which are simultaneously, the aspects of evaluation. The last question inquires about the capability of the students to undertake certain skills as a consequence of passing on ESA communicative tasks. These skills are conceived as the end-products objectives of learning outcomes at intermediate English syllabus. The questionnaire gives a chance for parents to express their feeling and personal judgements on the current English syllabus in a space at the end of it. (Appendix XII).

2.1.2 Lesson Observation Parametre:

A parametre for a lesson observation is designed to assess a live English lesson demonstration in order to evaluate the type of instruction carried out in the English classroom. The parametre imports some background information about the school's name, directorate of education, intermediate grade, period, group of students, number of students and teacher's qualification. There are twenty five criteria for characterizing the teacher and student's performances in the involving process of teaching/learning. All class regulations and courteous behaviours are counted inso far they influence the currency of classroom interaction. Approaches, strategies, tactics, techniques of instruction and other pedagogical exponents are evolved in the

parametre. Each criteria is allotted three marks with a total of seventy five marks. At the end of the instrument there are five norms set to assess lesson preparation with five marks for each norm with a total marks of twenty five. The grand total marks assigned for a lesson observation is one hundred. (Appendix XIII).

2.1.3 Results of English Tests:

Results of English tests which are addressed at the first school-semester 1997 are collected from the sample schools in both cities and villages for the three intermediate grades. They are indicators of students' level of achievement in English which provide some evidences on efficiency of the English programme, ESA.

2.2 Validation of Tools:

2.2.1 Validity of the Questionnaire and the Parametre:

The four questionnaires and the parametre in their pilot form were presented to a jury of three experts working in the Diploma of Pedagogic Study, King Abdulaziz University, Jeddah. They were also shown to two English supervisors at Jeddah Directorate of Education for judgement and validation. The questionnaires and the parametre were revised and modified in the light of the valuable comments and suggestions made by the jury, and the number of statements in the questionnaire, as well as the criteria in the parametre was reduced in order to eliminate some of the overlapping and also to curtail and length of the questionnaire and the parametre. Some of the statements and the criteria were rewarded and rephrased for the sake of clarity and comprehension.

2.2.2 Reliability of the Questionnaires.

In order to determine the reliability of the four questionnaires, the researcher chose the test-retest method. For the trial exercise of the questionnaires he selected three intermediate schools in Jeddah and administered the teacher's questionnaire to ten English teachers; student's questionnaire to one third grade intermediate class from each school; parent's questionnaire to parents of students at only one school. Supervisor's questionnaires was administered to six English supervisors at Jeddah Directorate of Education. The four questionnaires were administered twice to the same group of respondents with a gap of two weeks, in between. The data obtained for both the test and re-test were tabulated and the Coefficient of correlation, Pearson 'r' was worked out and it turned out to be positive with a score of 0.69.

2.3 The Study Sample:

Four responding samples are selected to arguing for the analysis of ESA content and instruction, namely: students, English Teachers and Supervisors, and Parents.

2.3.1 Students:

Four hundred forty six students are randomly selected from fifteen intermediate schools in five cities (Makkah, Madina, Jeddah, Riyadh, Dammam) and three schools from three towns (Zahaban, Afif, Seht) to represent the urban and the rural areas in the three main provinces of the Kingdom: (Western, Middle, Eastern).

2.3.2 English Teachers and Supervisors:

Fifty eight English teachers and thirteen supervisors are randomly selected from the eighteenth schools and the three provinces mentioned above. This sample represents the influential people evaluation and judgement on ESA.

2.3.3 Parents:

Ten parents from each city are chosen to reflect necessary information concerning the Saudi society's overall goals and desires. Parents at towns are ignored for their restricted cultural and pedagogical awareness of English language.

3) Interpretation of Data:

3.1 Teacher's Questionnaire:

From the analysis of English teacher's questionnaire the following results are inferred:

Item I:

- 1) Most of the English teachers (93%) are Saudi national.
- 2) A majority of them (73%) have twenty periods or more per week.
- 3) Few of the responding teachers (15%) have less experiences than five years while a majority of them (66%) have between 5 to 10 years experience as an English teacher.
- 4) Concerning the qualifications: 18% of them have undergraduate diploma, 28% have B.A. in English, 42% have B.A. in English and Education, and 12% have M.A. in English.

Item II:

Table (5) shows the distribution of values of ESA content.

Table 5
The Distribution of Vales of ESA Content

No.	Statements	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree	Value of Statements	
	Freqesncies and Scale Value	Freq. 2	Freq. 1	Freq. 0	Freq. -1	Freq. -2	Points out of 116	Result
1.	There are usually clear and specific objectives.	8	20	2	17	11	-3	Dis-agree
2.	Objectives are not important for teaching ESA	0	1	0	33	24	-61	Dis-agree
3.	I always create instructional objectives for lessons I teach	15	34	2	5	2	55	Agree
4.	The content of the current intermediate syllabus is suitable.	6	10	9	21	12	-23	Dis-agree
5.	The learning experiences do not distinguish between participation.	11	18	13	10	6	18	Agree
6.	Contextual material of the syllabus has no functional potential.	17	27	3	6	5	45	Agree
7.	Experiences carried out by students deal only with grammatical points.	24	18	1	7	8	43	Agree
8.	The relationship between linguistic competence and communicative performance is poorly manipulated.	19	22	5	7	5	43	Agree
9.	Cyclical organization is not recognized in the material of ESA.	8	11	16	16	7	-3	Dis-agree
10.	Material and learning experiences are sequenced to meet students' needs.	1	9	4	12	32	-65	Dis-agree
11.	The preparation book should include every single point.	26	25	2	4	1	71	Agree
12.	Activities should be selected cooperatively by students and a teacher.	23	20	7	6	2	56	Agree
13.	There is a common tendency among teacher to develop to English syllabus.	25	22	1	8	2	60	Agree
14.	I teach English because it is an interesting job.	16	26	2	13	1	43	Agree
15.	We are always asked to discuss class-room issues after class.	5	3	0	21	29	66	Agree

Chart (1): Points Distribution

From Table (5) and chart (1), and by totalling the values of statement-scales and manipulating agreement and disagreement points mathematically, five statements are set in the negative side of the chart and ten are stated in the positive side. This implies that there are no clear and specific objectives in ESA, although that the English teachers firmly believe that objectives are important for teaching. They also agree that content is unsuitable, yet the cyclical organization is recognized in ESA material. The responding teachers are satisfied that material and learning experiences are sequenced to meet student's needs. On the other hand, points in the positive side scored high rank in statements '11' and '15'. English teachers have a strong tendency to develop to current English syllabus and they agree that the activities of the syllabus should be selected cooperatively by the teacher and his students. Because lessons of ESA lack specific objectives teachers always create instructional specific objectives for each lesson. The sample respondents also agree that contextual material has no functional potential nor is there a coordination between linguistic and communicative competence. Some teachers are interested in their job while others are not. Regarding the experiences in ESA they deal only with grammatical points and do not distinguish between participation in a language drill, a course book dialogue or a role-play and the ability to carry through a real transaction.

Item III:

Table (6) presents the percentages and the means of each statement responses. The item measures the tendency of the sample English teachers toward the content, methodology and assessment of ESA. There are four scales in each statement with four points (3), 'to a great extent', (2) 'to some extent', (1) 'to a little extent', (0) 'not at all'.

Table 6**Frequency and Scale Value of Item III**

No.	Statements	To a great extent	To some extent	To a little extent	Not at all	Value of Statements		
		Freq. 3	Freq. 2	Freq. 1	Freq. 0	Points out of 174	%	Means
1.	The content of ESA is comprehensive and achieves the student's targets.	4	25	23	6	85	48.8	1.46
2.	Emphasis should be put on listening and speaking in intermediate stage.	14	27	17	0	113	64.9	1.94
3.	The three ESA courses of intermediate are intelocked.	3	29	14	12	81	46.5	1.39
4.	ESA attains the balance between the students' needs and educational requirements.	1	35	12	10	83	47.7	1.43
5.	The methods of teaching ESA serve the purpose of communication.	9	15	14	20	71	40.8	1.22
6.	Simulation,role-play, dramatization etc. Are the most crucial techniques in ESA.	0	5	12	41	22	12.6	0.37
7.	Innovations are always welcomed during the English period.	4	10	21	23	53	30.4	0.91
8.	The structural approach still dominates instruction of ESA.	23	18	13	4	118	67.8	2.03
9.	I teach English because it is an enjoyable career.	14	24	4	16	94	54.0	1.62
10.	Learning English in the classroom is based on student's dynamic interaction.	3	9	17	29	44	25.3	0.751
11.	Listening and speaking are ignored in testing.	29	11	12	6	121	69.5	2.08
12.	The content of the syllabus is sensitive to the Saudi culture.	11	22	25	0	102	58.6	1.75
13.	Teacher's evaluation is carried out by a supervisor objectively.	3	20	15	20	64	36.7	1.10
14.	Much responsibility for self-instruction is given to student themselves.	1	12	13	32	40	30.0	0.68
15.	ESA is based on student's ability to make creative use of things.	0	7	10	41	24	14.0	0.41

Table 7
Deviation, Median and T-value of Item III

No. of Statement	Points: out of 174	Percentage %	Arithmetic Means	Deviation	Median & T-value
1	85	48.8	1.46	10.67	
2	113	64.9	1.94	38.67	
3	81	46.5	1.39	6.67	
4	83	47.7	1.43	8.67	Median = 74.44
5	71	40.8	1.22	3.33	Percentage = 43%
6	22	12.6	0.37	52.33	
7	53	30.4	0.91	21.33	T-value = 28.36
8	118	67.8	2.03	43.67	
9	94	54.0	1.62	19.67	
10	44	25.3	0.75	30.33	
11	121	69.5	2.08	46.67	
12	102	58.6	1.75	27.67	
13	64	36.7	1.10	10.33	
14	40	30.0	0.68	34.33	
15	24	14.0	0.41	50.33	

From table (7) it can be inferred that the median of the responses is low (74.33) and the percentage is also low (43%) which means that the responding English teachers are generally inconvenient with the current English syllabus - ESA, nor are they satisfied with its components of content, experiences and methods of instruction. The table shows that the highest 'mean' is recorded for statement '11' which indicates that the two abilities of listening and speaking are fully ignored in testing although the deviation among responses is also high (46.67). Statement '8' which reads 'the structural approach still dominates instruction of ESA' scores another high 'mean' 2.03 which implies traditional grammar-translation method directing the instruction. Although communicative games(simulation, role-play, etc.)score very low 'percentage' and 'mean' yet they have the highest deviation among respondents. Statement '7' has a low mean (0.91) yet its deviation is

considerable (21.33) which can be interpreted as innovations have a small room in the process of instruction. The range of deviation exposes concentration of such phenomena in some schools only.

* With reference to the comments and issues stated by the teachers they put down the following notes:

1. The English syllabus at intermediate stage should be developed and changed.
2. Students should be given some freedom to participate in selecting the type of learning experiences which fit their pace.
3. The aural-oral abilities should be considered more seriously particularly in testing in any process of EFL syllabus development or renewing.
4. Content of EFL for Saudi students should be functional and achieve personal and interpersonal targets.
5. Much time should be devoted to the communicative games and notional activities rather than traditional linguistic exercises.
6. Students do not practise what they have learned because the contextual material of ESA has no functional potential to cope with communicative targets of EFL in the environment outside the classroom.
7. More aspects of English culture should be involved in EFL programmes at intermediate stage in order to entice students desires and stimulate their intrinsic motives to learn the language.
8. Teachers of English should be given chances to polish their language by enrolling in refreshing courses inside or abroad.

3.2 Parent's Questionnaire:

From the analysis of the parent's questionnaire the following results are inferred:

- 1) A majority of parents (62%) hold secondary school certificate, while some of them (13%) hold university qualifications and the rest (25%) have under secondary school certificate.
- 2) Concerning their competence in English few of them (11%) have a good grasp in English, but their majority (64%) are not competent, while some of them (25%) have no command on the language.
- 3) Most of parents (91%) agree that English is important for their sons, while only few of them (9%) see no prominence from teaching their sons English.
- 4) A majority of respondent-parents (72%) view the English syllabus - ESA - as 'good' meanwhile a few of them (13%) see it 'excellent' and the rest (15%) believe it as 'accepted'.
- 5) A majority of parents (68%) agree that the English curriculum at intermediate stage needs improvement, however, few of them (12%) do not respond to the item while the rest (20%) see no need for change.
- 6) With regard to the components of improvement: "the content of the syllabus" has scored 73.8 percent, making a total of 31 parents, followed by 'the methods of teaching' with a total of 24 respondents and percentage of 57.1, then 'the EFL teacher preparation' (total: 22, 52.3 percent) and finally 'the language skills' with total respondent-parents of 13 and 31.0 percent. The item is calculated as the number of responding parents who ticked each component.
- 7) With reference to the tasks students are carried out to learn English, the following histogram illustrates the weight of each task as selected by the

sample group. The histogram shows that 'communicating with foreigners' scored the highest range among the histogram columns with a frequency of '39', followed by 'responding to phone calls' with '33' frequencies, and 'responding

Histogram (1): Task for Learning English

to letters' with '30'. It comes, thereafter, 'instructions written on appliances' which scored '24' responses followed by 'instructions on medicine' equally with 'dealing with waiters' with '18' frequencies for each. The last three tasks of 'communicating with maid servant and chaueffer' altogether with 'dealing with custom officer' scored low frequencies coming in sequence as '15' '13' '10'.

* Concerning the notes and comments raised by the parents, the following requirements represent them:

- 1 - Periods of English should be increased.
- 2 - Aural-oral communication should be emphasised in EFL syllabus at intermediate stage.
- 3 - English should be taught at elementary stage.

3.3 Supervisor's Questionnaire:

- 1) The analysis of the supervisor's questionnaire, Item (I) shows that:
 - a) Most of the English supervisors (92%) are Saudi while only (1) supervisor is non-Saudi.
 - b) With reference to the years of experience, some of them (16%) have five years or less in the career while their majority (61%) have experience between '11' to '15' years. A few of them (9%) their experience does not extend '5' years and the rest few (14%) their experience are over '15' years.
 - c) The inservice training of the supervisors in ELT is not considerable since most English supervisors (84%) declared that they did not attend

any refreshing inservice ELT courses inside or abroad while two of them (16%) did not respond.

- d) a majority of the responding supervisors (61%) orient a number of English teachers between fifty one to seventy, while some of them (23%) only have under their guidance from thirty one to fifty and a few of them (16) supervise between twenty and thirty.
- e) Most of the supervisors (84.6) have master degrees while only two (15.4) have B.A. in English education.
- 2) The statistical results of responses of item (II) are discussed in table (8) below:

Table 8

Results of Supervisor's Item (II)

No.	Statements	Strongly Agree	Agree	Agree to some extent	Not at all	Value of Statements		
		Freq. 2	Freq. 1	Freq. 0	Freq. -1	Points (39)	%	Means
1.	ESA approach is influenced by the cognitive theory of brain processes.	4	3	3	3	21	53.8	1.61
2.	The content of ESA has variety and pace.	1	1	2	9	7	17.9	0.53
3.	The material has an attractive appearance and competitive element.	1	0	4	8	7	17.9	0.53
4.	The subject matter of ESA texts are of genuine interest to the student.	0	1	4	8	6	15.4	0.46
5.	The activities of ESA appeal to the student.	0	3	3	7	9	23.0	0.69
6.	Activities encourage personal involvement of the students.	0	2	1	10	5	12.8	0.38
7.	Activities are adequate, meaningful and appropriate.	0	1	5	7	7	17.9	0.53
8.	Exercises of English elements are relevant to students.	0	0	3	3	3	7.7	0.23
9.	The material includes aspects of British and English cultures.	2	3	3	15	15	38.4	1.15
10.	The cultural context guides the student in perceiving the social situation.	0	1	6	8	8	20.5	0.61

No.	Statements	Strongly Agree	Agree	Agree to some extent	Not at all	Value of Statements		
		Freq. 2	Freq. 1	Freq. 0	Freq. -1	Points (39)	%	Means
11.	The proportion of time devoted to presentation is approximatley.	3	3	5	2	20	51.2	1.53
12.	I am often asked to give any opinion about any point on ESA evaluation.	4	3	6	0	27	69.2	2.07
13.	Content of ESA is relevant with consistent indications of innovations.	0	1	7	5	9	27.0	0.69
14.	Errors of fact in ESA are trivial	6	3	3	1	27	69.2	2.07
15.	ESA is indeed of development.	3	7	3	0	26	66.6	2.00

From table (8) it can be concluded that there is a minimal rise in the ‘means’ boxes of responses of statements ‘12’ ‘14’ and ‘15’ which implies that English supervisors are often asked to give their opinions about ESA, errors of fact are trivial and so ESA needs developing. Some supervisors (53%) agree that ESA approach is influenced by the congitive theory of brain processes, with a normal mean (1.61), but they regard (38%) ‘the material includes aspects of British and English cultures’, and ‘the proportion of time devoted to presentation is approximately’, which has also a normal ‘mean’ (1.53) and percentage (51%). The remaining nine statements (2, 3, 4, 5, 6, 7, 8, 10, 13) score very low means which reflect supervisors’ bad impression about the variety and pace of content, attractiveness of material, reality of texts, appealing activities and their attraction to students’ interests, and content consistent indications of innovativeness. Ogive (1) shows the cumulative percentage curve of value of supervisors’ responses of item II.

Ogive (1)

The Cumulative Percentage Graph of Responses of Item II

Table (9) represents the value of each statement of item III in terms of points obtained, percentage and mean.

Table 9
Value of Statements of Item III

No.	Statements	To a great extent	To some extent	To a little extent	Not at all	Value of Statements		
						Freq. 3	Freq. 2	Freq. 1
1.	Supervision is enjoyable career.	1	7	3	2	20	51.3	1.53
2.	I visit schools only twice a year.	5	4	4	0	27	69.2	2.07
3.	Post-visit conferences are held with teachers to discuss pedagogical issues.	2	4	2	5	16	41.0	1.23
4.	All instructions embedded in the TB are followed by English teachers.	0	8	4	1	20	51.3	1.53
5.	I need further training to update EFL knowledge.	6	7	0	0	32	82.0	2.46
6.	Suggestions whether said orally or in writing are undertaken by a teacher.	1	5	5	2	13	33.3	1.00
7.	Teachers use Arabic in explanation.	3	6	2	2	23	59.0	1.76
8.	Arguments with teachers are handled in a logical and lucid way.	2	7	3	1	23	59.0	1.76
9.	Teachers are very enthusiastic.	1	2	7	3	14	35.9	1.07
10.	The preparation book is well prepared to enable the teacher to be on the spot.	1	3	5	4	14	35.9	1.07

The ratios that each supervisor has given to each statement of the item have been rescaled so that to adapt to a total points of '39'. The figure for each use and utility of supervision and teaching guidance represents a popularity rating in percentage and mean terms:

- 1) 'I need further training to update EFL knowledge' comes first with a percentage of 82.0 and a means of 2.46 which is high.
- 2) 'I visit schools only twice a year' comes second with a percentage of 69.2 and means 2.07 which is a bit high.

- 3) 59.0 percent of the total percentage for both 'teachers use Arabic' and 'arguments are handled in a logical and lucid way' with a normal means of 1.76.
- 4) 'Supervision is enjoyable career' and 'all instructions are followed by English teachers' come in the fourth position with responses of 51.3 percent and means of 1.53 for each.
- 5) the fifth position is ranked for 'post-visit conferences' with a total percentage of 41.0 and low means 1.23.
- 6) the low value two statements: 9,10 come after with 35.9 percent and low means of 1.07 which evinces that English teachers are less interested in their profession and their preparation books are generally unprepared well to enable the teacher to be on the spot.
- 7) the lowest value scored by 'suggestions are undertaken by a teacher' with 33.3 percent and a very low means 1.00 which reflects the teacher's unaccountable behaviours towards constructive instruction.

* The most important remarks obtained by the English supervisors are:

- 1) ESA content and learning experiences are less communicative.
- 2) Approach of ESA is still structural/analytical and new trends in TEFL have changed into communicative/synthetical.
- 3) Students needs are slightly considered in ESA, much more consideration of students 'as well as society' ambitions should be involved in any new EFL curriculum.
- 4) Learning experiences are mostly vicarious. There should be more authentic material to beget as a consequence direct experiences.
- 5) EFL syllabus at intermediate stage should be changed.

3.4 Student's Questionnaire:

Analysis of student's questionnaire embraces interpretation of three items:

- I) The first item is an attitude-test of EFL:
 - 1) Some of the sample students (nearly 58%) like English language.
 - 2) Some of them (52%) also like English subject, however (6%) less than the first question.
 - 3) Nearly half of the respondents (47%) feel delight and happiness for the advent of English period.
 - 4) A majority of the sample students (61%) face a problem in learning English.
 - 5) A few of the responding-students (19%) agree that there are circumstances available for them to use English in everyday life situations.
 - 6) Most of the students (91%) agree that English is important for their social as well as interpersonal relationship at home and outside.
 - 7) Most respondents (82%) are also satisfied with English as an important pass for their future career.
 - 8) Some sample-students (55%) try to read and understand English words and items written on cans and bottles.
 - 9) A majority of respondents (65%) are interested in watching English films and T.V. 2nd channel.
 - 10) A majority of the responding students (63%) recommend an increase of English periods to be more than four per week.
 - 11) A majority of the sample students (67%) see that the English teacher is favourable to them.
 - 12) Some of the students (48%) respond that they are interested in seeing and understanding road and street commercial advertisements and posters.

Item II are demonstrated in table (10).

Table 10
Values of Statements of 'Student' Item II

No.	Statements	Strongly Agree	Agree	Agree to some extent	Not at all	Value of Statements		
		Freq. 3	Freq. 2	Freq. 1	Freq. 0	Points	Means	S.D.
1.	The content of ESA is attractive.	21	33	206	186	335	0.75	1.09
2.	The content of ESA emphasizes linguistics.	143	152	124	27	857	1.92	0.98
3.	The content reflects cultural aspects.	8	27	105	286	175	0.39	1.12
4.	The content is logically presented in ESA.	17	38	114	277	224	0.50	1.11
5.	The content meets the student needs.	41	67	158	180	415	0.93	1.08
6.	The content and learning experiences enable to use English communicatively.	22	29	276	119	400	0.89	1.08
7.	The content of ESA and its learning experiences are authentic.	6	5	25	410	53	0.11	1.13
8.	The content of ESA is difficult to absorb.	198	126	112	10	793	1.77	1.00
9.	Objectives of ESA are obvious.	67	20	161	198	402	0.90	1.08
10.	The content does not satisfy my needs.	84	123	159	80	657	1.47	1.13
11.	The learning experiences are limited.	132	171	92	51	830	1.86	0.99
12.	Communicative games are rarely used in the class.	265	147	30	4	1119	2.50	0.85
13.	There is no relationship between lessons, topics or units in ESA.	66	47	248	85	320	0.71	1.10
14.	I am able now to communicate in English with non-Arabs.	3	19	57	367	104	0.23	1.12
15.	I am able now to communicate in English literately with non-Arabs.	7	71	28	340	191	0.42	1.11
16.	There is a big gap between classroom, English and everyday-situational English.	186	166	80	14	970	2.17	0.94
17.	Exercises in ESA do not require more than inserting words in blanks.	198	152	79	17	977	2.19	0.96
18.	Home-works contribute and reinforce lessons assimilation.	6	21	145	274	205	0.46	0.81
19.	Cassette material is available.	18	26	68	334	174	0.39	1.12
20.	Units and lessons of ESA are organized logically.	5	34	133	274	216	0.48	1.11

Responses of this item relate to the current situation at intermediate school. By totalling the values of the scales of statement “1” and dividing that total by the number of the responding students in each scale, it is found that the mean is 0.75 which is low, and the standard deviation is only 1.09 which is slightly small. This means that the content of ESA is not attractive. On the contrary, the mean view of Statement “2” ‘the content of ESA emphasizes linguistics’ is high 1.92, but the standard deviation is very small which indicates that content of ESA is conducted by the structural approach. The mean: 0.39 of ‘the content reflects cultural aspects’ is very low while the standard deviation 1.12 is normal. The mean view in the responses of statement “4” ‘the content is logically presented’ is very low (0.50), but the standard deviation is normal (1.11). The content, then, can be sequenced psychologically, but since ESA did not survey students’ needs nor did it attain their interests, therefore its sequence of material at random without any approach of organization. This is demonstrated in the next statement ‘The content meets the students needs’ which score also low mean “0.93” and normal standard deviation 1.08. The mean in ‘the content and learning experiences enable me to use English communicatively is 0.89 which is low and the standard deviation is 1.08 which is normal. The students’ responses to statement “7” were very negative on average 0.11 but with a normal (S.D. 1.13) which expresses their total disagreement with the statement. Most students agreed in statement “8” that the content of ESA is difficult to absorb with a high mean and a small deviation 1.00. The mean view for responses to statement “9” is low 0.90 and the deviation is normal which indicates that objectives of ESA to most students are vague. The students’ responses to the three statements “10,11,12” showed a high frequency in the agreement scales which made up high means for these statements 1.47, 1.86, 2.50 and fairly small standard

deviations. Most of the respondents in statement “13” agree that there is no relationship between lessons, topics or units in ESA with a very small mean of 0.71 but normal standard deviation 1.10 which means that there is a common agreement on the content of the statement. Statement “14” ‘I am able to communicate in English with non-Arabs’ was rejected by most of the students (367), and that means they are unable to use English they learned for communication. The same applies to statement “15” with very low mean and normal standard deviation 1.11. Means in statements 16, 17 are high but the standard deviations are small, that identifies the big gap between classroom English and situational English in one hand, and on the other hand, the exercises of ESA which are stereotype traditional ‘fill in blanks’. Homeworks, furthermore, do not contribute to assimilation and use of language as shown by the low mean (0.46) and small standard deviation (0.81). The mean view in ‘Cassette material is audible’ is 0.39 which is very low but the standard deviation is normal which expresses student incapability to access to the recorded material of ESA and understand its features. The last statement ‘units and lessons are organized logically’ scored very low mean 0.48 and a normal standard deviation 1.11 which means that there is a fairly common sense among students that units and lessons of ESA are organized at random which argues the type of techniques, strategies, skills of language learning and acquisition prescribed by ESA and administered by the English teacher. Bar chart 1 shows that the mode of means is 3.40 in favour of the statement ‘the black-board is the only media which is used in the English lessons’. There are other high means marked by other statements of the item as in number 3,4,12,24,5,8, 10,13 and 25 which comprise that the teacher of English encourages students to

Table (11)

Responses of Student's Item III

No.	Statements	To a great extent	To some extent	To a little extent	To a very little extent	Not at all	Value of Statements	
	Frequencies	Freq. 4	Freq. 3	Freq. 2	Freq. 1	Freq. 0	Points (1784)	Means (4)
1.	The English teacher is qualified and competent in English and education.	58	83	170	113	22	934	2.09
2.	He is generous, kind and sympathy.	21	94	139	147	45	791	1.77
3.	The teacher encourages us to memorize words and rules.	154	217	44	15	16	1370	3.07
4.	The teacher explains structures in details and translate them into Arabic.	218	173	22	23	10	1458	3.26
5.	The teacher translates lessons into Arabic.	134	167	105	22	18	1269	2.84
6.	The teacher speaks English most of the class time.	36	46	45	122	197	494	1.10
7.	The teacher is culturally qualified.	12	159	128	87	60	868	1.94
8.	The teacher does every thing alone without student participation.	167	94	78	58	49	1164	2.60
9.	The teacher states the objectives and justifies its prominence.	26	40	132	167	81	655	1.46
10.	The teacher demonstrates, revises, inquire and answer at the same time.	136	181	72	25	32	1256	2.81
11.	Chances in the classroom are available for us to use English communicatively.	7	27	202	147	63	650	1.45
12.	The teacher cares only with covering the syllabus and not with what is grasped.	189	134	82	41	0	1363	3.05
13.	We are cautious to speak English because the teacher pauses us for any single slip.	83	157	186	13	6	1188	2.66
14.	Methods of ESA do not satisfy my interests or meet my needs.	151	142	111	29	13	1281	2.87
15.	There is no chance to use English elsewhere outside the classroom.	90	163	69	120	4	1107	2.48
16.	Fluency is often considered by the teacher when we communicate in English.	22	37	37	190	160	463	1.03
17.	Nearly all lessons are	14	26	168	190	48	660	1.47

	recorded in tapes.							
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No.	Statements	To a great extent	To some extent	To a little extent	To a very little extent	Not at all	Value of Statements	
	Frequencies	Freq. 4	Freq. 3	Freq. 2	Freq. 1	Freq. 0	Points (1784)	Means (4)
18.	The school and the class atmosphere is promoting.	27	72	110	107	130	615	1.45
19.	Role-playing is used in the classroom.	18	52	157	98	121	640	1.43
20.	The black-board is the only media which is used in English lesson.	265	129	29	15	8	1520	3.40
21.	Demonstration of lessons is accompanied by films and film strips.	0	11	9	32	394	83	0.18
22.	Individualization is rarely regarded during the classroom instruction.	17	58	111	74	186	538	1.20
23.	There is a balance between the receptive abilities and productive abilities.	62	65	107	138	74	795	1.78
24.	The teacher prepares us only for the test.	217	112	79	23	15	1385	3.10
25.	EFL learning is only memorizing words.	93	167	107	42	37	1129	2.53
26.	The teacher presents and revises lesson in English without translation.	44	47	88	139	128	632	1.41
27.	The teacher is punctual.	56	118	206	17	49	1007	2.25
28.	Demonstration of lessons is reinforced by teacher facial expression.	21	67	131	180	47	727	1.63
29.	Explanation of new lesson is introduced by connecting its topic with a previous one or the surroundings.	74	98	125	160	56	1000	2.24

memorize words and rules of English after he explains them in Arabic, translates lessons into Arabic, does every thing by himself, cares only with covering the syllabus, pauses us for any single slip, prepares us for the test and so EFL learning is only memorizing words and rules, all of which are implied in the principles of

structural approach. Other means of the rest of the statements are fairly small which give a clear

Diagram 1: Illustrates the percentage of each response and statements of the attitude test

Bar Chart 1 showing means-value of statements of student's item III

impression of student's poor convictions on their contents. This indicates that the methods of instruction are also irrelevant.

* **Student's notes and comments:**

No serious constructive comment is raised by students except some calls for changing the syllabus and build another one meet their interests.

Chapter IV

Summary, Discussion and Recommendations

This chapter attempts to summarize the results of the data analysis and discuss them with reference to the communicative objectives of teaching English at intermediate stage, content selection and experiences organization, teaching and learning, assessment and technical supervision. The chapter recommends constructive viewpoints for renewing EFL curriculum at intermediate stage.

1) Objectives:

Instructional objectives involved in lessons are not stated in terms of behavioural representation of student's actions and outcomes. They are surface, general and some times vague, but do not produce competent English users. Objectives of TEFL at intermediate stage should be expressed primarily in terms of communicative functions within the range of three main themes: talking about student himself as an individual and as a Saudi citizen, talking about physical surroundings in the class, at school and in his city or town, interacting and dealing with the physical and immaterial phenomena of Saudi environment and some alien cultural aspects. These themes are selected on the basis of their usefulness to the learner, their intrinsic interest and the amount of complexity and predictability that beginner-student at intermediate school can cope with. Such communicative function as greetings, requests, apologies and suggestions derive from those themes. Setting specific and relevant shorter-term objectives in the context of general language teaching is both feasible and beneficial. Buckky (1981) reports that the use of graded short-term objectives and tests in foreign language learning in British comprehensive secondary schools resulted in very significantly more positive attitudes .. at all points of the aptitude scale together with a significantly higher percentage of pupils opting for foreign language learning when it became optional.

A major concern has been to respond to the perceived needs and desires of students, teachers, supervisors and parents that the teaching of EFL should result in skills which are unable in themselves in addition to serving as a springboard for further study in English. English syllabus at intermediate stage and assessment arrangements have, as their primary objective, the development of communicative competence and confidence among the students. By this is meant the promotion of real language in real use, enabling the student to speak, listen and read in real-life situations. In promoting speaking as a primary skill it has been kept particularly in mind that listening and speaking are interdependent and that speakers are interactive, most conversations having a purpose rather than being an occasion for mere language display. It is the intention, not merely to give more prominence to the oral/aural skills, but to swing the nature of oral work in the classroom much more closely towards purposeful conversation which will be characterised by personal involvement and will entail genuine exchange of information. Not merely will the use of the spoken language be shifted from practice language towards real-life conditions, but the levels of performance demanded of all students will be significantly raised. An important implication of the proposals will therefore be to encourage the use of English in the classroom and reduce the dominant use of Arabic as the medium of teaching. The ability to communicate implies the ability to be communicated with, and student's understanding of what he hears will always be greater than their capacity to speak. Nor does his understanding always show itself through answering questions, whatever be the language he uses. Non-verbal reaction often demonstrates understanding and may be use as part of the techniques of assessment. (Rea-Dickins & Germaine).

2) **Content and Experiences:**

The most effective parameters for selection and sequence in language are the ones which depend on objectives (Sterns, 1983). The general principles of language material-order mentioned in Mackay (1965) are influenced by the principles of

gradation in general syllabus. They are also aspirated by the traditional structural approach. Since ESA is a skill subject, principles of selection are expected to deviate from rules of other subjects' content selection and gradation. In other words, functions, themes and settings should be the criteria for the processes of selection and gradation, yet there are no precise objectives defined for the syllabus, so there is not a clear-cut standard for selection or sequential development. The lack of survey of the students' needs and desires defeat the attempts of the syllabus writers to select and organize material, because the selection and organization in this case follow their perspectives and the subject-matter logic. The list of titles gives a true picture of the heterogeneity of the lessons and experiences involved: 'Is it an envelope? No, it is not, 'Say the numbers,' 'Capital letters and small letters' (Unit 3: Lesson: 1, 2, 3 1st grade).

The phonetic sequence in language learning does not follow any regularities or criteria except those applying to the gradation of objectives, functions and situations. Nevertheless, the contrast between the native and the target languages' phonetic system has to be considered. In other words, English /ny/, /p/ and /v/ have to be delayed in ESA '1' till the student has a good grasp of English phonology since they have not counterparts in Arabic. Grammatical sequence in the traditional structural approach follows three types of sequence, namely, structure-words, inflectional forms and word-order. On the contrary, the communicative/functional approach ignores all these norms and signifies only the needs and the purpose of instruction as criteria of sequence. The grammatical sequence in the syllabus is based on some themes and functions such as: greetings, identifying people, age locations, utilities, time. Some functions are repeated in a number of lessons, e.g., identifying people and greetings - which do not need that focus as such; others are not really functions but range between grammatical points (The past), settings (The post office) and notions (existence: quantity). Sometimes the grammatical sequence follows the traditional approach schemes in as much as articles 'the', 'a' and 'an' are ordered in learning. On the other hand, 'going to', is introduced instead of 'will' and 'shall' although the latter are more common, easy in pronunciation and semantically less

difficult than the former; that is because 'going to' consists of three morphemes: verb + participle + preposition. In the lexical selection some vocabulary is rarely used by English speaker therefore it should not be used at intermediate. For example words like: 'gravity', 'fore-cast' and 'crankshaft' are of little benefit for student's daily use. In the lexical sequence some words should be introduced by some other, e.g., 'restaurant' has to be introduced by 'fork', 'spoon', 'knife' and names of some food. (Al-Subahi - 1994).

The syllabus equips the student to use English in a wide range of situations such as greetings, farewells, welcoming, introductions, getting attention, requests and thanking. The language he learns has not communicative potential because the syllabus does not combine usefulness and application in the outside world with learnability in the classroom. Therefore, English of ESA is unrealistic and unpractical. The content does not take the student forward to the objectives which are pre-stated in line with the overall aim of teaching ESA, nor does it achieve the balance between the needs of the students and the constraints imposed by the necessity of learning the structure and vocabulary of English. Material of ESA is designed with a fairly general readership in mind which aims to give students a basic competence in most aspects of English. When considering how far a piece of material meets a particular student or group of students, it is just as important to ask oneself what the material teaches the student to do in English as to ask oneself what sort of is being taught. Further, there are not structural components at the end of each lesson or unit which revises and summarizes the structure presented in the unit. If such components are supplied they provide the students with practice in the manipulation of language form which is necessary for the development of oral fluency, and with a convenient checklist of structures that they have learned which, as a consequent, helps to establish a balance of emphasis between English function and form. The essential objective of the syllabus is the skill of manipulating English forms, with little concern for the functional meaning that the content as well as the learning experiences of ESA are in shortage of cultural aspects whether alien or vernacular. Such aspects of

culture provide a range of clearly identifiable situations for the presentation and subsequent practice of language items and so gives the teacher opportunity to make his material meaningful through being contextualized. It also lends itself to the creation of recognizable characters who appear regularly throughout the course, giving a degree of continuity to the material and providing a sense of security for the student, who may well identify with one or more of them. Some of the characters may well feature in a serial story or dialogue in the syllabus providing the student with added motivation to mark through the course to the end. Units and lessons of ESA, in so many cases, are not related to each other in such a way that the student can relate new language to what he already knows and can build up his existing body of knowledge. Some lessons are not intellectually stimulating, e.g. 'Capital letters and small letters', 'Yesterday', 'Read the letter' in addition to the fourth lesson of each unit which is entitled 'Revision'. The language in ESA is presented as a closed grammatical system and not as an integral part of the pattern of social behaviour. The relationship between form and function are poorly manipulated and put over to the students. Most grammatical points such as verbs, tenses and lexical verbs are labeled under structural form rather than functional exponents, and no relationship between the form of sentence and its effective use in a context of social interaction exists. Based on student's responses on item II 'Student Questionnaire', most learning activities and exercises are not interesting and involving. They do not present and practice English in a systematic and comprehensive way so that new language items can be assimilated by the students. They do not also present different aspects of language as systematically as possible, having regard to the need to present new language items to the student in small assimilable units. Fluency activities should have a paramount role in developing the student's competence in communication. Communicative games are recommended to enhance student to prompt into interaction as required by the situation. They are not real in the sense that they provide vicarious experiences but the language used within these games is exploited to supply necessary functions, notions and situations. Students in these games are

encouraged to participate in activities involved in them regardless of their command of the linguistic patterns. Unlike the practice activities, communicative games and activities involve the students on a personal level. The more freedom they are given to select their roles, the more communicative the play will be and the more gap between the classroom and the English environment is bridged. Construction of such games should be, therefore, familiar to student's everyday Saudi-life since this gives them a feeling that English can become theirs, related to their interests and fulfilling their needs. They should contain some thing that interests students of what they learn about or involve themselves in, quite apart from the language itself. English should come ever as a means of conveying messages of consequence of relevance and as a means through which one's experience is enriched and winded. Further, content of such games and exercises should, implicitly or explicitly bring students to a point where they can operate in English above sentence level. It should not simply be to teach the student to write or say grammatically correct sentences, but also to develop an awareness of how sentences are organized together in English for communicative purposes. (Ellis - 1984).

With reference to the selection and gradation of content and experiences, material of ESA is not ordered according to any system or devised on any certain progression. English aspects incorporated in the syllabus are not selected and sequenced according to their usefulness to the students, the extent to which they meet the Saudi students' linguistic and communicative needs from EFL at intermediate school. The earliest items in the syllabus should be those that the students need most in the situations within which they will use English. ESA still exhibits many structural forms, whether explicitly, such as negation and modal verbs where, in this sense, 'making requests for information' means more than interrogative form of modal verbs followed by infinitive.' On the other hand, it does not exhibit all exponents and uses of lexical as well as structural item, in that it gives only one or two situations for an item use. Items should define one another in terms of what they do mean and what they do not mean, and of where they can be used appropriately and where they cannot

be used. It is after all just as important to know what a structure or a word does not mean as to know what it does mean. The criterion of content and learning experiences selection should be the usefulness rather than grammatical factors in so far a learning process has an immediate practical result in that the students can use what they have learned outside the classroom at a relatively early stage. Students who do not complete the intermediate school will still take away with them something useful in the form of a limited communicative ability in English. Since there are not precise objectives defined for the syllabus so there is not a clear-cut standard for selection or sequential development. The lack of survey of the students' needs and desires defeat the attempts of the syllabus writers to select and organize material, because the selection and organization in this case follow their perspectives and the subject-matter logic. The list of titles gives a true picture of the heterogeneity of the lessons (Appendix I). Detached units reflect on the lessons inherent. For instance, there is no concordance among the four lessons of unit '18' ESA-3. 'Hello. How are you? Hello I'm very well thanks,' 'I can see myself', 'Read the letter' and 'Revision'. Such lessons, further, should have been taught right at the beginning of ESA-1 since it deals with initial every day interpersonal communication. The process of material gradation of ESA follows a cyclical progression which moves fairly quickly from one language item to another and then progressively returns to each item, once, twice or more times later in the course. The effect of this is that the student acquires a wider range of expressive possibility in English at an earlier stage but has not learnt each item as thoroughly as in linear progression. (Abbott & Wingard - 1985).

The approach of TEFL at Saudi intermediate school should be the humanistic movement which is concerned with developing and bringing into play all aspects of the student's personality and not just the cognitive or intellectual side. Consequently, a good deal of emphasis is placed on the expression of feelings and attitudes on the part of the student together with a sense of sharing and supportiveness in the class as a whole. EFL syllabus content following this approach should meet a number of criteria:

- a) there should be some thing for the emotions as well as for the intellect.
- b) the materials should provide occasions for the students to interact with one another.
- c) the materials should allow students to draw on present realities as well as on thdistant future goals.

The first criterion relates to the concern for the feelings and attitudes which is typical of humanistic education. Students should be given opportunities to talk about their feelings and attitudes in order to communicate because they are able to convey things which are important to them and which are of immediate relevance to their present lives. Interaction, on the other hand, must be encouraged as has already been appreciated by mainstream TEFL thinking. The interaction in the classroom has to be as realistic as possible because the students are using English to say what they actually think and feel. Students should be invited to talk about themselves and other real people and to discuss real topics that are of immediate interest. (Brumfit - 1984). There is a shortage of realia and teaching aids supplied by the syllabus which affects negatively the process of learning. Learning a new item is facilitated if the student can relate it, through similarity, comparison or contrast, with what is already familiar. Since English launches at intermediate stage for the first time and student there are supposed to be zero beginners, therefore, such relationship could not be established from past background knowledge of English except from non-linguistic materials.

3) **Teaching and Learning:**

In the revolution of EFL pedagogy the emphasis has shifted from language teaching to language learning and the job of the English teacher changes from material presenter and content demonstrator to learning situations manager. The methodology of the syllabus puts out considerable emphasis on language and on the desired linguistic performance of the student, but tends to neglect the student as an individual by imposing rigid teaching methods implied in the T.B. procedures and steps of presentation, practice and application. This presupposes as a consequent

rigid learning process, nonetheless, there is no one 'best' way of learning and that students adopt different learning strategies. The syllabus does not teach the student to understand and produce whole units of language nor does it indicate any of the rules and conventions for doing so. It is only a statement of how it is to be taught within which the English items are listed but not sequenced for teaching purposes. ESA claims that it adopts the inductive learning as a strategy of instruction. From the presentation and practice of most live lessons recorded it is realized that the student is given an explanation of the rule in an analytical way and then applies the rule and provides instances either from the textbook exercises or from his own guided by examples. This type of learning is deductive rather than inductive because the route which is taken in attaining the objective, is receptive rather than productive. Further the syllabus does not distinguish between visuals which can be used for teaching an item such as a new verb form and visuals which serve only as illustration, to make the page look more attractive, and do not form an integral part of the teaching material. Attractive presentation is certainly important but it is of primary importance that visuals should be rooted in the teaching material rather than superimposed on it. ESA ignores phonology (Appendix III) and teaches only pronunciation in an incidental fashion as an off-shoot of a structure drill. Strategies of instruction does not have at its base, a consideration of what the students need to learn, that is, what they will do with English on completing ESA, nor does it looking beyond the confines of the classroom into the outside world and focusing on the use that the student will make of what he has learned, in a situation which is not primarily a learning situation. Learning experiences in the syllabus do not distinguish between participation in a language drill, dialogue or a role-play on the one hand, and on the other hand, the ability to carry through a real transaction, the ability to express one's feelings or attitudes about real things or events to people who in no way form part of a formal learning situation. In other words, the syllabus provides language used primarily in a learning situation but neglect language used for communicative interaction. If drills and exercises are practiced in the syllabus they should be used as means to an end and

never an end in themselves that is because the ultimate goal of language teaching is to bring the learner to a point where he can use the language for his own purposes. The strategy of learning throughout the instruction of ESA largely leans to habit formation in exercises in response to external stimuli which is based on behaviourist theory. The strategy implied in the pedagogy of ESA presupposes that students develop habits of use in EFL without much effort to internalize rules. The exercises and activities display patterns of linguistic behaviours and students acquire the correct habits. With the absence of the necessary equipment as supporting materials the strain on the teacher is immense diverting his energies from the central task of teaching to fiddling around with machinery which he does not really understand. Further, English teacher, like any other teacher, is accountable of doing some administrative works pertaining recording and distributing marks on special statistical sheets which margins his principle job and exhausts his energy. The recorded material on cassettes, mainly for listening comprehension, lacks a pause and review facility when played on standard turntables. Further, recorded material is either contrived or recorded. There is no authentic materials on tape, yet the majority in a studio, often by professional actors which may result in tapes which are in a sense over-pronounced, where weak forms are stressed and the rhythm of speech is distorted. One of the characteristics which qualifies the syllabus is the lists of vocabulary and the index of structures at the end of the Pupil's and Teacher's Books, which allow the teacher to locate quickly and easily any particular item for reference or for remedial work. With this information at his disposal the teacher who wishes to prepare some supplementary material of his own, to use a text from another source, or to write some test items can check quickly and easily whether a particular vocabulary item is already known to the students.(Richards & Nunan - 1990).

In order to obtain an effective result from teaching and learning English, the process of instruction should pass through eight stages of operation, absorption, interpretation and reaction. The first stage is the 'motivation phase' where the student is motivated toward learning either intrinsically or extrinsically. In intrinsic

motivation the reward is associated with bodily pleasures or a mental satisfaction. When the student cannot be intrinsically motivated for such reasons as intellectual immaturity or lack of interest in a programme's outcomes, generating an 'expectancy' of a reward is required for achieving targets and purposes of learning. In doing so, the English teacher should clarify and simplify specific objectives of a lesson, asking questions which tap the learner's interests or illustrating with realia and media simple introductory features of the new material. The second stage is the 'apprehending phase' which is divided into three processes, starting with the student's attending to the situation in order to select those parts that fulfill his needs, then perceiving those parts with similar selectivity, and finally comprehending the significance of those parts which depends on the student's mental ability and his background knowledge of the topic. Teacher's role at timing, grading and sequencing material is vital for the student to apprehend those features. The third stage is the 'acquisition phase' which is interpreted as the moment in time at which some newly formed language entity is entered into the short-term memory, later to be further transformed into a persisting state in long-term memory. The English teacher ordering and structuring of material facilitate the process of acquisition. Ways in which the data are encoded may also be suggested by the teacher. The fourth stage is 'retention' where the material encoded in the last phase enters the long-term memory. Verbal statements demonstrated by hints, pictures, realia or diagrams are recommended for the teacher in this phase to reinforce storing away of what language has been learned. The fifth stage is the 'recall phase' in which the act is exhibited in some way as performance. The English teacher's job is to ask questions, set tests and provide review material and exercises. The retrieved material in the fifth stage needs to be applied in different contexts if it is to be generalized. The sixth stage of 'generalization' refers to the transfer of learning where the work of the teacher is to supply as varied contexts as possible in which the learned material is applied. The 'performance' phase is the next phase where the student is given the opportunity to show what he has learned. The opportunities given by a teacher to apply what has been grasped are essential to promote learning. This phase

is connected with the last 'feedback' phase at which point the student finds out what objectives and purposes of learning have been achieved. It is crucial stage for the English teacher since he can assess the learner's performance with reference to the objectives stated (Gagne and Briggs: 1974).

Inductive approach of instruction is more convenient for intermediate school students since they are presented with a number of examples which embody the rule and by identifying similarities between the examples hypothesizes what he thinks the rule might be and tries it out, seeking confirmation of the hypothesis. The exponents presented to the student should be systematic and fully representative of the rule which is to be learned. The students will have worked out for themselves perhaps intuitively, the rule for this particular structure, and that they will be able to use it, given sufficient practice. The sequence of inductive instruction reinforced by deductive instruction proves to be the most effective, particularly for adolescents. The presentation of material should be acceptable as exponents of communicative functions, for function purposes and not as language for language's sake. The instances of English being taught should have a communicative potential at the presentation and practice stage, in addition to activities and games which should be actually and genuinely communicative and realistic. Teaching material should be more sensitive to the student's learning process and instead of bombarding him with batteries of mechanical drills, it now tends to stimulate the student to encourage him in his problem solving activities, guide him in seeking out and putting into use the rules that he is learning. The presentation should be through a dialogue, put in context by a lesson paragraph which the teacher reads and discusses with the class, ensuring that the relationship between the speaker is fully understood. The presentation through dialogue should not contain many examples of new structures in so far as it appears realistic, however, it exemplifies in a natural way the function which are being taught. Each function and new structure is then practiced in controlled exercises which should not be mechanical drills because they allow the student, within the linguistic framework of the vocabulary and structures available to him, to

express his own likes and dislikes and to agree and disagree as he wishes. Every teaching/learning situation should be a unique combination of context and personality, and materials are not anticipated to be used exactly the same way with dull uniformity, in all sorts of different situations. It is up to the English teacher, at last, to find his own way of teaching, one which suits the teacher and the class. With experiences, the teacher's range of techniques will widen his perception, will sharpen his assimilation and become less dependent on outside support whether from colleagues or from books. EFL at intermediate school should be seen as acquisition of the ability to participate in the dynamic and creative process of communication, and not just an acquisition of separate, isolated units of language. The student should perceive the social situation and to select appropriate language. One aspect of the task is the no-linguistic and the other is the linguistic, but they are so closely connected that English teacher cannot afford to neglect either aspect. The student should have a greater receptive ability than productive at the beginning of the EFL programme and to understand things that he would not be able to express easily. Understanding should be developed faster than speaking and reading faster than writing so that the student's performance in the different skills to some extent reflects that of the English speaker. The student is not expected to be able to say every thing that he hears or reads, nor is he expected to be able to write every thing that he hears or reads. English aspects should be taught according to their occurrence in the functional situations. Vocabulary is taught as part of a structural system by identifying and exploiting relationships between words as empirical evidence suggests that items are learned and recalled more readily if relationships can be perceived between the items forming the system. The lexicon of English should be structured in various ways, both formally and semantically, and it is therefore desirable that this structuring should be exploited for learning purposes. Teaching of verb tenses in the syllabus should rely on comparing the form and meaning of a new tense with the tenses which have already been learned. The present simple tense, for instance, used to refer to a regular or habitual action, can be compared with the

present continuous used to describe an action taking place now. Similarly, the meaning of the present perfect form of the verb can be taught in a context which contrasts it with the past simple. Regarding the sound system, and where the articulation of phonemes is concerned, there is little to motivate the student if he is asked to intone apparently meaningless sounds in isolation. When they form part of an amusing dialogue, the learning process comes alive as it takes on meaning and acquires a purpose for designing an EFL syllabus for intermediate school zero beginners, great care must be taken not to use pronunciation exercises which include structures or vocabulary which are too difficult for the students. Teaching should be for one thing at a time, avoiding adhoc fashion a new grammatical structure that happens to crop up in a pronunciation exercise. On the other hand, when using controlled practice material, it is important to select exercises which exert sufficient control over the student's production to avoid excessive error, but to use no more control than is necessary. EFL syllabus should contain a variety of exercises with different degrees of control, beginning for each new language item taught with tightly controlled exercises and progressing through a gradual relaxation of control until the student is given a good deal of freedom in making his individual choices. The student should ultimately be brought to a point where he selects appropriately and accurately from the options open at any point in the formulation of discourse. The student should be aware of the options which are open to him and of the implications for future options of each choice that he makes since as one progresses through a conversational exchange the number of options tends to diminish and later options are largely determined by earlier choices. A vitally important aim for teaching and learning EFL at intermediate school is to engage the student's interest and involvement. Thirteen, fourteen and fifteen years old students at intermediate assume significance only if they can be made to feel the relevance and importance of their curriculum to their own life and development and that English is relevant to their general social, educational and vocational needs. The process should carry important social and educational implications, focusing on the primary purpose of language use,

namely, communication between people. At the same time the focus on practical language skills in no way diminishes the necessity for proper attention being paid to the appropriate grammatical structure. Teachers should play an increasingly central role in providing this aspect of linguistic study for students. The context in which English is used should be rooted in the students' own interests and in real life wherever possible. In this case, the context is America, Britain, Australia and New Zealand and the English speaking world, but it may also be English-speaking people in Saudi Arabia: supermarkets, restaurants, cafes, bookshops, airports, taxi-drivers, chauffeur etc., and these contexts should be used to stimulate interest both to develop English and to break down the natural insularity of students. As students learn to communicate within such contexts another objective assumes importance - that of developing their confidence. Communication can be achieved in the teeth of language mistakes, halting fluency, incomplete understanding and fresh starts. Students should be encouraged to face problems in English and overcome them. If the intermediate stage is considered both as an end in itself and as a preparation for continuation at secondary and university education, then the students must be given a sense of confidence in what they can do, rather than a sense of inadequacy in what they do not know. In developing the students' confidence in their ability to communicate about things which interest them the teacher should also foster their ability to find things out for themselves. By fostering this capacity for self-reliance the teacher will be equipping the students with an internal mechanism which serves them not only in future language learning, but also in wider educational and social contexts (Hutchinson & Waters - 1987).

4) **Communicative Skills and Abilities:**

The skills and abilities of listening, speaking, reading and writing are poorly manipulated by ESA. Concentration is still put on the English discrete elements. The communicative approach to 'speaking' is to use the language above the level of the sentence which is known as the 'ability to speak'. If 'speaking' deals only with

reporting the language, then it is termed as the 'skill of speaking'. Teaching speaking whether as a skill or an ability cannot be carried out effectively unless some particular psychomotor experiences are learned first. These experiences are prerequisites for enabling the students to modify the positions of the speech organs and the articulation processes to fit the English pronunciation habits. It includes training the speech organs to operate as required by the new customs of the target language, e.g., pronouncing the English alphabet, words, group of words and a sentence. The experiences should incorporate distinguishing and discriminating between two similar letters, words or morphemes either in English or between English and Arabic. Such a phase is important for beginners in the first grade since the contrasts between Arabic and English pronunciation - as well as in other areas - are very wide. This phase is absent in ESA and there is no reference to it except some general guidelines in ESA '1'. Teacher's Book: 'The more general skills of listening, speaking, reading and writing are also developed gradually.'

Listening ability, on the other hand, refers to the ability to understand the function of a particular sentence with reference to its position in the communicative pattern. It depends on the skill of listening which is called by Widdowson (1978) 'hearing' and incorporates at least three stages, namely, recognition of sounds, relating language elements to each other and understanding sentences. The syllabus highlights the skill of listening at the expense of the ability which is clearly shown in the texts selected for listening in tables (12) and (13).

Table (12) : Examples of Listening Material

Example 1: Practice some sounds of U.

<u>List 1</u>	<u>List 2</u>
Uncle	Unit
Understand	the United States of America
Until	Use
Upside down	Usually

Example 2: Umar, where are your brothers?

Father: Umar, where are your brothers?
Umar: They are playing outside.
Father: Don't let them play outside.
Umar: But they don't want to come in.
Father: Well, make them come in. It's time for breakfast.

Example 1 practices different articulation of the letter U. The second example is a conversation which practices a mere structural point of command 'make them come in', which is practiced later on other similar exercises. Both texts lack motivation since there is no indication of the context that the texts are drawn from. Authentic material is hardly found in listening except those done in classroom communication. The writers' words to the teacher: 'Be sure to use English from the very first day and expect pupils to use the language for classroom situations. Teach words like Listen, Look, Stop, Say, Read and Write early you can add more, e.g., Clean the board, please, Put up your hands. Finished? Hurry up. Come here. Draw'.

There is no indication of communicative reading, skimming, or reading for inference. Although reading in language aims at obtaining intellectual, factual and /or emotional information, yet it could be guided by the pedagogical approach which intends to sustain either the phonological or grammatical facets of talking (Widdowson, 1978). Most questions, if not all, written to check students' comprehension of passages are almost correspondent to the passage sentences and follow the same sequential order which make them cognitively unrelated to any reading practice outside the text (Johnson & Morrow, 1981). Authentic material has its best chance in reading than in listening and speaking, nevertheless, genuine reading texts, such as newspaper simple articles, real letters and memorandum, never be included in the syllabus. Table (13) presents a reading text followed by questions from ESA '2' unit: eleven, Lesson: four.

Table (13)

Umar's family had a bad month

"Umar's family had a bad time last month. His father broke his thumb and two fingers. His sister hurt her back. His brother fell off his bike and cut his face. Umar went into hospital. He had an operation on his knee. They are much better now, but Umar's father still has a bandage on his hand. Umar still cannot play football.

The events of the text give an impression that the story is fictional and its ideas are contrived. The sentences are sequenced in artificial row and three successory sentences start with the possessive pronoun 'his' which seem to be dull and weaken the style of the text. Surprisingly, all members of Umar's family had an accident in that month.

Referring to 'writing' instructions displayed by the writers put consideration in 'writing' as a skill and not as an ability. Some instructions submitted by English supervisors in some bulletins manifest that writing is linguistically approached in the syllabus. Most writings in ESA '1' and '2' are copying, handwriting, dictation, exercises and drills while writing in ESA '3' is developed through short guided compositions. Table (14) illustrates some instructions submitted by English supervisors.

Table (14): Supervisors' Instructions Concerning 'Writing'

1. Writing correct English without any dictational mistakes.
2. He - teacher - must write the letter several times on the chalk-board in a magnified form repeating its name and pronunciation while the process of writing is going on.
3. Pupils studying in intermediate first grade should be trained only in penmanship or simple handwriting. The second type of exercises - dictation, composing short sentences, composing compound and complex sentences, paragraph writing, dialogue writing, story writing, letter writing and short compositions - should be introduced in intermediate second and third grades."

(Bulletin, 205 Ministry of Education).

On this basis, it can be said that the ability of writing is not recognized by ESA since both types of writing: practical (summary, memorandum, notes) and communicative (letter, short report) are overlooked.

Listening should be for information, for instructions, or for enjoyment. The most effective way of ensuring that listening is promoted to the level of valid and immediate exercise is to try to ensure that English is used as much as possible in the classroom. By attempting to create a microcosm of Britain or United States through the use of English, the teacher is ensuring that English is elevated to equal status with the mother tongue. As long as English is constantly used for practice language, and switches are made, in ESA, to Arabic for real communication, then the students are bound to regard English as of second class status. Listening too becomes devalued - it becomes an exercise to be fitted into a certain slot in the timetable, instead of an all pervading activity, the specific practice of which is merely an intensification of what is daily routine. Although listening to English is to be for understanding, yet many of the things students hear are originally intended to be listened to with enjoyment or recreation in mind. Listening may not relate solely to pieces giving factual information but may include poems, proverbs, anecdotes and jokes. (Finocchiera & Brumfit -1983).

Speaking activities should involve the students in face-to-face conversation, in group discussions, in simulation and role playing exercises - all of which entail forward planning and careful organization by the English teacher. While the ultimate goal is the production of authentic English, in many cases resource has to be made, in the classroom, to simulation. The students' imagination is given free rein and their dramatic talents brought to the fore. Students are asked to prepare in advance situations of their own choosing in which English is used. They are presented with situations in which they have to improvise and bring their imagination into play. Such creative exercises should not be considered a 'reward' for good work in other

areas. They should become a regular technique in classroom activities. Although speaking demands a process of interaction and participation, yet the process should permeate the whole of teaching; and the teacher should be seen as an enabler, as a manager of resources, as an agent to assist in the achievement of desired outcomes. He has to accept that error making is an inescapable part of the process of language acquisition, and that over-eagerness to correct errors may in fact stifle oral production, undermine confidence, and encourage silent passivity. This does not mean that the English teacher should not aim for a minimum of errors in the language produced by the students, rather it means that overemphasis on correction may be counterproductive. In recent years the strategies of paired and group activities have gained currency; thus can be extended throughout the three grades of intermediate, aiming at real language use rather than practice language (Dickinson - 1983).

In reading, interesting fictional material can be found in adolescent magazines, comics and published readers. Reading can provide a stimulus for student activities which are communicative tasks, e.g., note-taking of times, locations and events, comparisons of things and persons, extracting information, making choices and carrying out instructions. Understanding of the printed word should not always be checked by the answering of questions, nor solely by the use of reading passages. Where passages are used, they should not be seen as puzzles, but should deal with topic areas with which students can reasonably be expected to be familiar, geared to their interests and needs as indicated in the analysis of the questionnaire, i.e. soccer, stories of adventure and recipes. Material in such areas legitimately include the use of graphics and varying type - face. Motivation is the psychological preparation of the students to read. Unless the student is interested in what he reads, his valuation of the reading material decreases, and he loses comprehension in reading. The teacher can create motivation in intensive reading in the classroom by talking about the topic and describing its importance in life, uses in life and general dimensions of access towards it. Alien components of culture should be explained and contrasted with Arabic especially those dealing with humanities. In intensive reading the topics

should be enticing to stimulate students to read. They should be selected for pleasure, i.e. stories of adventure, detective stories, soccer, sports and recipes. Students' ability to read is affected by the cultural background knowledge seeing that seeing that the process is not just a decoding of symbols but an interaction between an individual's background knowledge and the text (Gatbenten & Tucker, 1971). The teacher needs to determine what cultural background information is contained in the text and to what extent the cultural assumptions in the text differ from those in Arabic. (Al-Subahi - 1988).

Writing, on the other hand, comprises several activities which are distinct in the demands they make on the writer. There are two stages in developing writing suggested by Smith (in Byron, 1980); namely, assembling words to form grammatical sentences and arranging these words that they accomplish the communicative target. Students' attention should be drawn to the direction of English writing from left to right, and letters with similar shapes can be taught together to avoid mirror shapes confusion, e.g., h:n -p:q. Students should be helped to memorize spellings of some words where the graphical appearance is different than the phonological hearing. Controlled writing can, then, be introduced in terms of writing simple isolated words or sentences as dictation or as a guide or a substitutional - writing where a word as a grammatical form is substituted by another word, a form of words or a grammatical signal. It is recommended at the end of the first grade and second grade intermediate where a great deal of notions and vocabulary are learned which need rehearsal (Grew - in Forum, 1985:9). Dictation which, then, follows, should promotes the student to contextualize English aspects and distinguishes the use of different forms and items by looking for the mistakes to correct them. The passage or material for dictation should be selected carefully in advance. Reading the passage should be timed and its content should be based on lexical and structural material already mastered aiming at pre-stated objectives. Content of dictation should be familiar to students not only in its construction but also in the message it conveys. The most appropriate ones for such a

situation are those surrounding the student: classroom, window, pen, home, street, home, garden, casino, landscape and their ingredients. (Abott & Wingard - 1981).

5) **Student Assessment:**

The official regulation of the tests follows the system of halving the school year into two terms, each of which has a separate test, yet the total marks are accumulated at the second term test. ESA, as any other school subject, has one hundred marks distributed as '30' marks for pupil's activities and incessant evaluation during the two semesters '15' marks for each; and '70' marks for the final achievement test for the two semesters too, '35' marks for each. Students must attain twenty-five percent of the total marks of the second semester test '35 marks' as a condition to pass the school year which equals $8\frac{3}{4}$ marks. The regulation of testing applies to all school subjects at intermediate as well as secondary. The thirty marks which are awarded for the curricular activities and incessant evaluation give reasonable weight to assessing students' performance in English during the two semesters. However, attaining $8\frac{3}{4}$ of the total marks as a condition to pass is not reliable. It minimizes the level of competence and proficiency in English of the student in as much as any student may not bother to get more than $8\frac{3}{4}$ marks required to pass if he has already got the full activities 'marks. Thus, significance of the two final tests is reduced and their prominence is faded away. For developing such a system to fulfill the objectives of EFL at intermediate stage mentioned above, the 30 marks of the yearly rating tasks should not be given too generously to students but should reflect the degree of participation in revision-activities, communicative games, discussion and curricular activities in English club. Distribution of marks as '3' marks for written and oral works, '3' marks for homework, '3' marks for daily exercises, '3' marks for individual or team work, and '3' marks for lesson participation is confusing and unreliable. Except for the '3' marks for homework, the rest does not give clear incident of what is meant by: written and oral works, daily exercises and individual participation in the class. Further, passing the examination becomes the

over-riding objective of ESA because it puts a very heavy responsibility on the teacher to ensure that what their examinations require students to do is truly and fully representative of genuine language use.

Analysis of English test-papers collected from the sample schools (Appendix) shows that all tests are achievements of two types: standardized and classroom tests which suffer from three defects. The first defect is the domination of the discrete point items rather than integrated abilities items. Knowledge of grammar and vocabulary is the target that a test aims at. Such an approach highlights the memorization and recall of lexical and structural items at the expense of their use in real life situations. The second defect is the absence of the oral skills (listening and speaking) in the measurement while the focus of test is only put on the two literate skills, reading and writing. Depriving students of the assessment of their aural-oral proficiency inhibits their capabilities to use the language. These two shortcomings pertain to the content and construct validities of tests, though they also suffer from reliability. Most questions of the tests are unreliable. They measure more than a point at a time which entail either bearing more than one answer for one question or dividing the answer into serial bits that are marked subjectively according to the perception and estimation of the scorer. Assessment of EFL at intermediate stage should be based on certain pedagogical principles which underline the functional/communicative approach recommended for zero-beginners which moves away from test-eliciting linguistic behaviours to test-eliciting communicative behaviours. Evaluation of EFL syllabus at intermediate stage should help students as well as a teacher to monitor progress in the communicative use of English to function in social survival and educational pursuit. Testing listening requires the student to show clear understanding of basic information, yet, understanding of the spoken word should not always be tested by question and answer. It is appreciated that the authenticity of items for listening will be harder to guarantee than the authenticity of items for reading. Appropriate use could be made of contextualizing and signalling devices such as sound effects and of supporting visual material. (Heaton - 1975).

6) **Technical Supervision:**

The strategies of supervision and the techniques of teaching/ learning orientation follow the regulation of Saudi education. Education in Saudi Arabia is centrally directed, therefore, the process of instruction should be characterized with reference to the supervision directives and prescriptions which are handed down to English teachers for accomplishment. Technical supervision in ESA suffers from inefficiency of performance and illegitimate manipulation of teacher's exposure. Results of analysis show that the supervisor's knowledge and experience do not contribute to the improvement of teaching/ learning the language. This is supported by the supervisors' responses that their suggestions are not adopted by the teachers. Further the number of visits carried out by supervisors to schools is not sufficient to undertake proficient supervision. Saudi English teachers are non-native who deal with English setting and may have never spent time in an English speaking country, thus, their performance has to be characterized with reference to their command of English, training and teaching experiences. (Allwright - 1988).

Conclusion:

Based on the results of the study it can be concluded that there is dissatisfaction among students, parents, English teachers and supervisors with the present programme of English at Intermediate Saudi School -ESA. This seems to be produced by faulty syllabus, inadequate level of competence among teachers, lack of instructional material, misleading instructional supervision, poor working conditions, emphasis on reading and writing as opposed to listening and speaking and lack of exposure to spoken English. The study provides some criteria for developing a new EFL programme for intermediate school students. It also suggests principles for EFL instruction and evaluation which are built on contemporary EFL literature of functional/ notional approach.

Appendix I

List of Lesson Titles

ESA '1'

Unit	Lesson	Title of Lesson
1	1	Good morning. Say the number. Say the letters.
1	2	No title.
1	3	What is this? This is a page.
1	4	Say the numbers.
2	1	No title.
2	2	What is this? This is an airplane.
2	3	Look at this.
3	1	It is an envelope? No, it is not. Is it a pen? Yes, it is.
3	2	Say the numbers.
3	3	Capital letters and small letters. Say the letters. He is a school boy.
4	1	He is a teacher.
5	1	What is it? Is it a pen? No, it is not. it is a ...
5	2	Where is your book?
5	3	Where are the keys? They are on the chair.
5	4	How old is he? He is 12. How old are you? I am 12.
6	1	Who is this? Hassan or Mr. Al-Bassam?
6	2	Who is that? This is ... Who is this? That is ...
6	3	No title.
6	4	Where are the pupils? They are at school.
7	1	What is it? Read and repeat.
7	2	This is my friend. This is his sister.
7	3	Where is she from? She is from Cairo?
7	4	Which country are they from? They are from Jordan.
8	2	This is my house.
8	3	That is our apartment.
8	4	Revision.
9	1	Say the numbers.
9	2	Hassan Al-Bassam's family.
9	3	Where is Hassan's house?
9	4	Whose chair is this? ... that? It is Sami's.
10	1	Is there a market near here?
10	2	Are there any grapes?
10	4	How much are the grapes? They are 17 riyals.
11	1	What are they like? They are good.
11	2	What is he like? He is big.

Unit	Lesson	Title of Lesson
11	3	What colour is it? It is black. IT is a black pen.
11	4	How heavy is he? He is 60 kilos. Revision.
12	1	Whose chairs are those? They are their chairs.
12	2	Where is number 12? It is in a blue square.
13	1	Look at Hassan's family.
13	3	Look at the pictures. Read the sentences.
13	4	Look, read and write.
14	2	How many potatoes are there? There are not many.
14	3	Are there any bananas? Is there any coffee?
14	4	I would like some juice. Revision.
15	1	What time is it? It is 8 O'clock.
15	2	What day is it?
15	3	What lesson is it? It is religion.
15	4	What year is it? Hassan's week at school. Revision.
16	1	He is a Saudi student.
16	2	It is cold in January.
16	3	It is hot and sunny in June.
16	4	What are these months like? Revision.
17	1	It is 12.30 in the morning. What is Mr. Al-Badr doing?
17	3	Hassan is not here. Where is he?
17	4	Revision.
18	1	What time is it in England? It is 4.45.
18	2	On the airplane.
18	3	Read Hassan's postcard.
18	4	Revision.
19	1	What is happening? Read and say.
19	2	Is he phoning? Look and say.
19	3	What are you looking at? A fire.
19	4	What are they doing? Revision.
20	1	How tall is Sami? He is 1 metre 75.
20	2	Read this.
20	3	He has fair hair and blue eyes.
20	4	The police are looking for a missing boy.
21	1	He has a blue and yellow ice cream.
21	2	Mr. Al-Badr's time-table.
21	3	Revision.
22	1	Every day.
22	2	Where does he come from?
22	4	Talk about his man. Revision.
23	1	What is your family name?
23	3	Why does the wind blow? Do you know?
24	1	What are the boys doing?
24	2	What time is it, please?

Unit	Lesson	Title of Lesson
1	1	Revision
1	2	Where do you come from? How old are you?
1	3	What is his favourite sport? Football.
1	4	Revision.
2	1	Look at these signs.
2	2	Religion is the first lesson.
2	3	Turn left into Seventh street.
2	4	Walk tall. Look, read and do. Revision.
3	1	I can spell 8. Hassan cannot.
3	2	Do not speak quickly! Speak slowly!
3	3	Umar's bike is old. He wants a new one.
3	4	Umar says he wants to sell his old bike. Revision.
4	1	Umar has more stamps than Hassan.
4	2	Umar has fewer books than Hassan. Hassan has less juice than Umar.
4	3	Ahmad is taller than Sami
4	4	Which motorbike does Sami want? Revision.
5	1	How long is the road?
5	2	Bridge B is longer than bridge A
5	3	Jeddah is not as hot as Riyadh.
5	4	Umar is as tall as his father. Revision.
6	1	What do people do on holiday?
6	2	What are you doing next holiday?
6	3	What date is it today?
6	4	What is Umar doing next week? Revision.
7	1	Every Thursday. Last Thursday.
7	2	Yesterday.
7	3	Do you know.
7	4	It rained yesterday. Revision.
8	1	What did you do yesterday.
8	2	What else did you do?
8	3	Last Thursday Umar's friend invited him to his house.
8	4	Revision.
9	1	It is ten (minutes) to twelve.
9	2	Umar flew to Riyadh last Thursday with his father.
9	3	What else did they do?
9	4	He brought me a book. He brought it to me.
10	1	He was a student ten years ago.
10	2	Was he in London a year ago? Was he in London six months ago?
10	4	There was a butcher's here fifty years ago. Revision.
11	1	In the headmaster's office.
11	2	What was the matter with him?

Unit	Lesson	Title of Lesson
11	4	Umar's family had a bad month. Revision.
12	1	Revision. What is different?
12	2	Revision. What can you see?
13	3	Revision. What did Umer do yesterday?
13	4	Revision. What do the boys at school?
14	1	Which one is more modern?
14	2	What was it like? Was it better or worse?
14	3	Mine is better than yours.
14	4	Kamal's motorbike. Revision.
15	1	The regions of Saudi Arabia.
15	2	Airports in Saudi Arabia.
15	3	People in Saudi Arabia.
15	4	Rain in Saudi Arabia. Who had the most money?
16	1	Mine's the most powerful.
16	2	Abdullah is the tallest boy in the class. He is also the heaviest.
16	3	What is the fastest animal on land?
16	4	Revision.
17	1	A good cyclist always rides carefully.
17	2	Study and Learn. Umar rides more carefully than Badr.
17	3	To be a good footballer.
17	4	It was Thursday! Revision.
18	1	That is the doctor that examined him.
18	2	The wheat that Adil grew. Which falcon is this?
18	3	That is the boy that ...
18	4	Ameen got the cake that Bandar wanted.
19	1	Going to.
19	2	Is Umar going to watch the film?
19	3	Are you going to watch the film?
19	4	I am going to travel to England next week.
20	1	What is he going to be when he grows up?
20	2	He is not going to be a mechanic when he leaves school.
20	3	Halley's comet.
20	4	Revision.
21	1+2	I will do it later.
21	3	How long will he take if he goes by...?
21	4	What will the world be like in the year 3000 AD?
22	1	Your bicycle will last longer if you..
22	2	... make ... don't let ...
22	3+4	The boy that shouted "Wolf". Revision.
23	1	It is too full.
23	2	What will happen if ...
23	3	The farmer's problem.
23	4	The thirsty falcon.
24	1	Revision.
24	3	Revision.
24	4	Revision.

ESA '3'

Unit	Lesson	Title of Lesson
1	1	All these people speak English. Who is this?
1	2	Talk about yourself.
1	3	Word game. Find words that start with AB.
1	4	Revision.
2	1	Is Uthman a good pupil? Yes, he's good.
2	2	What is the different between these two printers?
2	3	How much fruit is there? How many vegetables are there?
2	4	There are more books on Ali's desk than on Badr's.
3	1	He is drawing a picture. He likes drawing.
3	2	Fahd is making a model plane.
3	3	Some people collect stamps because ...
3	4	How often? Revision.
4	1	Telephone numbers. What are you doing next Wednesday?
4	2	What is Uthman doing on Saturday morning?
4	3	The weather forecast.
4	4	Answer the questions. What's the temperature going to be?
5	1	Where were you yesterday? Were they on a plane yesterday?
5	2	Did you have a good race?
5	3	The news.
5	4	How King Abdul Aziz captured Riyadh. Revision.
6	1	Ahmad and Bill are talking.
6	2	Could you lend me your pencil sharpener, please?
6	3	Can you explain that again, please?
6	4	We must not speak Arabic during English lessons.
7	1	Uthman has got his ticket and his passport.
7	2	Have you got a map of the U.S.? Yes, I have. No, I haven't?
7	3	What have you got in your luggage? I've got .. I haven't got.
7	4	Read the postcard. Then answer the questions.
8	1	I've been there!
8	2	I've backed it already.
8	3	Beautiful Asir.
8	4	Revision.
9	1	How to write a letter.
9	2	What happens next?
9	3	A letter from Uthman in Asir.
9	4	Revision.
10	1	He has been there since 5 0'clock.

Unit	Lesson	Title of Lesson
10	2	Oil, planes and trains in Saudi Arabia.
10	3	Roads, buses and satellites.
10	4	How long have you owned a bike?
11	1	He's been a potter for forty years.
11	3	Camels.
11	4	The camel race.
12	1	Uthman and Umar have both got examinations on Saturday.
13	2	Jameel's has got some... but Fareed's has not.
13	3	Revision. Pharmacy.
13	4	Revision. Make sentences with 'should do' and 'has/have done'.
14	1	What is it for? What are they for?
14	3	You will be able to keep cool with an a/c.
14	4	Was he able to take out the light bulb.
15	1+2	Mr. Smith has been to the moon.
15	3	Space.
15	4	Revision.
16	1	He says he wants to speak to the manager.
16	2	He said he wanted to speak to you.
16	3	Salahuddin and King Richard.
16	4	Revision.
17	1	Surprise your friends.
17	2	What did Uthman tell Bill to do?
17	3	Stone Soup.
17	4	Revision.
18	1	Hello. How are you? Hello I'm very well thanks.
18	2	I can see myself.
18	3	Read the letter.
18	4	Revision.
19	1	At the post office.
19	3	I'd like to send this parcel by airmail.
19	4	Revision.
20	1	What's a mechanic? A mechanic is a person that repairs cars.
20	2	A teacher is a person who teaches children.
20	3	The stolen thob.
20	4	What is a bicycle?
21	1	It looks heavy. It looks light.
21	2	It smells good. It smells bad.
21	3	The proof of the pudding is in the eating.
21	4	Revision.
22	1	The nurse is looking after a patient.
22	2	He's going to turn the tap on ... He has turned it on.
22	4	Electricity in Uthman's house.
23	1	Water and Uthman's house.
24	1	Revision.

Appendix II

A List of Structural Points

ESA '1'

1. What is your ...? What is this? This is a ...
2. My name is ... How are you?
3. Imperatives.
4. Hello / Is it a ...? Yes, it is / No, it is not.
5. Is he a ...? Yes, he is/No, he is not.
6. Plural nouns.
7. Where is he from?
8. Here / There, in /on.
9. How old is he? How old are you?
10. Who is this? This / That.
11. Where is he? Where are they?
12. Questions and Statements, Prepositions of place.
13. Which country is he (are they) from?
14. I, you, he, she, it, we, my, your, his, her, our.
15. There are ... There is ... Is there ...? Are there ...?
16. Whose ...? mine, yours. Possessives.
17. Whose is this? that?
18. Are there any ...? Yes, there are ... No there are not any.
19. How much is / are ...? What are ... like?
20. Predicate and attributive adjectives; How heavy is ...?
21. Adverbials of place.
22. Uncountable food items: a lot / not many/ not much.
23. Adverbs: usually Vs. now.
24. Introduction to present continuous.
25. Adverbial expressions of time: in the morning (afternoon).
26. Why ...? Because ...
27. How tall / Short is he?
28. Present simple of have (possession), with more routine events.
29. Yes /No questions with have / when ...?
30. How do you spell ...? How do you say...? What does ... mean?
31. Questions /Dr. you know?
32. Present simple: universal laws (Why does the wind blow?).

ESA '2'

1. Negative imperatives.
2. Ordinal numbers.
3. Can /Cannot (can't).
4. Understand / the pronoun one.
5. Reported speech: present tense.
6. Comparative nouns: more .. than (countable and uncountable).
7. Simple comparative objectives.
8. The pronoun ones.
9. Adjectives: long, high, wide, not as ... as and both.
10. Present continuous tense with future meaning.
11. Past simple: regular verbs / irregular verbs.
12. Verb + direct object + indirect object and the past tense.
13. There was and there were.

ESA '3'

1. Has / have got, be able to.
2. I'd like.
3. What are they for?
4. Reported speech (no tense change, present to past changes).
5. Reported instructions (positive and negative).
6. Adverbial links.
7. Reflexive pronouns.
8. Subject questions: Who went ...?
9. It / He look + adjective.
10. Present perfect tense: She has looked after her for a long time.
11. Separable and inseparable 2 word verbs.

APPENDIX III

Inventory of Phonology

It refers to English consonants, vowels, word-stress, sentence-stress, junctures, intonation and pronunciation embedded in ESA.

1.	<u>Consonants</u>	<u>Types</u>	<u>Example</u>
	/P/	Voiceless	Past, pencil, pet.
	/b/	Voiced	bad, because, brother.
	/t/	Voiceless	talk, television, tomato.
	/d/	Voiced	Dad, different, door.
	/k/	Voiceless	Key, kit, Kuwait.
	/g/	Voiced	game, gas, grape.
	/c/	Voiced	chalk, channel, child.
	/j/	Voiced	January, job, just.
	/f/	Voiceless	fast, feet, four.
	/v/	Voiced	very, video, vehicle.
	/θ/	Voiceless	thirteen, thob, thumb.
	/ /	Voiced	this, there, those.
	/s/	Voiceless	sweet, surprised, sandals.
	/3/	Voiced	occasion, television, usually.
	/h/	Voiceless	hammer, hair, hot.
	/L/	Voiced	land, lesson, line.
	/m/	Voiced	Madina, mechanic, milk.
	/n/	Voiced	name, notice, nurse.
	/b/	Voiceless	missing, long, morning
	/w/	Voiced	Wajh, women, waste.
	/r/	Voiced	race, rice, room.
	/y/	Voiced	Yanbu, yellow, year.

2.	<u>Vowels:</u>	<u>Type:</u>	<u>Example:</u>
	/i:/	unrounded	key, tea, knee.
	/e/	unrounded	pen, ten, pedal.
	/æ/	unrounded	cat, capital, cart.
	/ɪ/	unrounded	list, six, sick.
	/ʌ/	unrounded	sunlight, subjectg, nut.
	/ɑ:/	unrounded	afternoon, bath, camera.
	/o/	rounded	hot, job, wrong.
	/ɔ:/'	rounded	ago, box, call.
	/ʊ/	rounded	foot, could, put.

APPENDIX IV

A list of formulae and expressions

Good morning.
Good afternoon.
Good evening.
Stand up.
Sit down.
Say the names.
Say the numbers.
Listen to me ... to the cassettee...
Look at this.
This group!
That group.
Quiet please!
Good! Very good!
Well!
Now!
Excuse me.
I am sorry
Thank you.
Of course.
Certainly
Ah!
Be careful
O.K.
Right?
It's too small.
Could you ...?
Have you been to ...?
Where are you from?

APPENDIX V

A List of Words

A

able is ...
abroad
absent
accident
AD
address
Afganistan
afraid
afternoon
again
age
ago
ahead
air
airmail
airplane
airport
alarm clock
all right
aloud
alphabet
alphabetical
already
always
ambulance
America
American
Amman
Angry
Animal
another
anything
anywhere
apartment
apple
April
Arab
Arabian
Arabian Gulf

Arabic
Arabsat
Argument
art
assistant
Athens
August
Australia
Australian
away.

B

back
bad
bad time
bag
Baghdad
Bahrain
Bahraini
ballon
banana
bandage
barber's
bar of soap
basin
basket ball
bath
bathroom
beard
beautiful
because
bed
bedroom
bell
Best Wishes
bicycle
big
bike
bill
bird

birth
black
blue
board
book
bored
bottle
both
box
boy
brakes
bread
break
breakfast
bridge
Britain
British
brochure
broken
brother
brown
builder
Building
Bulb
bus
bus station
businessman
butcher
butcher's
butter

C

Cafe
Cairo
cake
calender
call box
camel
camera
campsite

canal
capital
capital
car
carefully
carelessly
cart
case
cassette
cat
centimetre
central
centre
chain
chair
chalk
channel
cheap
cheese
chicken
child
circle
city
classroom
clay
cleaner's
clearly
closed
clothes
cloudy
coffee
cold
cold
collecting
collection
colour
comb
comet
comfortable
comma
commentator

computer	doctor	evening	floor
congratulation	donkey	every	flower
conversation	door	every day	float
cooker	door bell	every where	football
cool	double	exam	footballer
corn	Downstairs	examination	fork
corner	drawing	example	form
correct	drive shaft	excellent	fort
counter	dry	excuse me	forwards
country	during	expensive	
four			
crankshaft	dust	eye	fourteen
crossword			fourth
crowded	E	F	France
cupboard			fresh
water customs officer	each	face	
Friday			
cut	early	fact	fridge
cyclist	earth	fair	friend
	east	falcon	fruit
D	eastern	false	full
	edge	family	
fullstop			
Dad	egg	famous	future
Damascus	Egypt	farmer	
Dammam	eight	fast	G
dangerous	eighteen	fat	
date	eighth	father	game
date	electric	favourite	gate
dead	electricity	fax	garage
dear	eleven	February	garden
December	eleventh	feet	gas
degree	else	few	generation
delicious	embarrassed	fifteen	
Germany			
desert	Empty Quarter	fifth	geography
desk	end	filling-station	ghatra
Dharan	enemy	film	girl
diary	engine	finally	
glass			
dictionary	engineer	fine	glasses

different	England	finger	good
different from	English	fire	good
afternoon difference	enough	fireman	good evening
dinner	envelope	first	Good luck!
dirty	equipment	fish	good morning
dishwasher	eraser	five	Good bye!
goods	how	K	lots
government	how long		Luggage
grandfather	how many	key	lunch
grape	how much	kg	lunch-
time			
gravity	how often	Khamis Mushayt	
Great!	however	kilo	M
Greece	human	kilometre	
green	humid	kind	machine
grocer	hundred	King	Madina
grocer's	hungry	Kingdom	Madrid
ground	hypo	kit	magazine
Gulf		kitchen	mail
	I	k.m.	main
H		knee	Makkah
	ice cream	knife	manager
hammer	idea	kph	man
hair	if	Kuwait	many
half	immediately		map
half past	India	L	march
hand	information		mark
happy	instruction	ladder	market
hard	instrument	land	match
head	Islam	language	
mathematics			
headache	intermediate	last	matter
headmaster	iron	late	May
height	Italy	later	meat
helicopter		lazy	mechanic
Hello	J	least	men
here		left	menu
Here you are!	January	leg	message
history	Japan	lemon	metre
hobby	Jeddah	lesson	mice
hole	Jizan	letter	middle

holiday	job	library	Middle
East			
home	Jordan	light	milk
homework	journey	line	minus
horse	juice	list	minute
hospital	July	listen	mirror
hot	June	little	missing
hotel	just	living-room	model
hour		London	model
making			
house		long	modern
Monday	noisy	P	picnic
money	normally		picture
month	north	p.m.	piece
moon	noise	P.O. Box	pilot
more	not	page	pipe
morning	nothing	pain	pitch
mosuqe	notice	pair of scissors	place
most	November	Pakistan	plant
mother	now	palace	plate
motorbike	number	Palestine	
playground			
mountain	nurse	pan	please
Mouse	nut	paper	plus
moustache		paper-clip	
policeman			
mouth	O	paragraph	porter
Mr.		parcel	postcard
much	oasis	pardon?	post code
Much better	O.K.	parent	post
office			
Muscat	occasion	Paris	poster
Muslim	occasionally	park	potato
	o' clock	part	pot
N	occupation	partner	potter
	October	passage	pottery
nail	of course	passenger	powder
nails	office	past	powerful
name	officer	past	present
national park	often	patient	probably
nationality	Oh!	pay	problem
neighbour	oil	pedal	proof

never
new
news
New Zealand
night
nine
nieteen
ninth
no
nobody
No good!
noise
noiser

old
Oman
one
only
operation
opposite
orange
order
other
out of order
outside
over there

pen
pencil
pencil sharpner
people
perhaps
person
petrol
pharmacy
phone
photo
photograph
photography
pick up

public
pudding
puncture
pyramids

Q

quarter
quickly
quiet
quiz

R	schoolboy	some	surprised
	science	someone	sweet
race	screw	something	
swimming			
rain	screw-driver	sometimes	
swimming pool			
rainy	sea	somewhere	Syria
rally	season	soon	
rare	second	sorry	T
razor	September	sound	
Really?	Seasme Street	soup	table
Red	seven	sour	table
tennis			
Red Sea	sewage	south	Tabuk
region	shade	south west	Taif
regularly	sheep	south western	tail
religion	shelf	space	tailor
reporter	shine	Spain	tailor's
restaurant	shirt	special	talk
rice	shoe	spoon	tall
right	shop	sport	Taxi
right	shopkeeper	square	tea
Riyadh	shopping	S.R.	teacher
riyals	short	stamp	television
road	shower	stamp collecting	
temperature			
Rome	sick	station	ten
room	sight-seeing	still	tennis
court			
rough	sights	stomach	tent
round	sign	stone	tenth
ruler	signal	story	terrible
Russian	silent	street	test
	silently	string	than
S	since	strong	that
	sir	student	the
sad	sister	subject	
thermometer			
safe	six	sugar	then
salt	sixteen	suitcase	there
same	sixth	summer	thief
sandals	slowly	sun	thin

sandwich	small	Sunday	thing
satellite	smile	sunny	third
Saturday	snow	sunlight	thirsty
Saudi Arabia	soil	sunrise	thirteen
saying	soldier	supermarket	
thirtieth			
school	solution	supper	thirty
first			
this	two	worry	
thob	tyre	wrestling	
those		wrong	
thousand	U		
three		Y	
through	USA		
thumb	uncomfortable	Yanbu	
Thursday	uncle	year	
ticket	underlined	yellow	
time	upside down	yes	
timetable	upstairs	yesterday	
tin-opener	usually		
title		Z	
today	V		
together		zero	
toilet	vegetable		
tomato	vehicle		
tomorrow	very		
too	video		
too	view		
tool	village		
toothbrush			
toothpaste	W		
top			
touring	Wajh		
towel	waiter		
town	wall		
traffic	warm		
traffic light	washing machine		
train	Washington		
training	waste water		
travel agent	watch		
trousers	water		
truck	water heater		

tube
Tuesday
T.C.
twelfth
twelve
twentieth
twenty
twenty second

Wolf
woman
women
wood
wool
word
workmen
world

Appendix VI

A List of Verbs

A	clean	explain	I	M	push
	climb				put
add	close	F	imagine	mail	
agree	collect		invite	make	
answer	comb	fall	interest	match	R
arrange	complete	feel		mean	
arrive	come	fetch	J	measure	race
attack	connect	fight		mend	reach
	cook	find	join	miss	read
B	cool	finish	judge	move	
	remember				
	copy	fly	jump		
be	cost	fold		N	
become	correct	follow	K		
begin	count	forecast		need	
believe	crash	forget	keep		
bleed	cross		kill	O	
blow	cut	G	knock		
bore			know	open	
borrow		get		orbit	
break	D	give	L	order	
breathe		go		owe	
bring	decide	grow	Land	own	
build	depend	guess	last		
burn	describe	guide	laugh	P	
buy	dig		lead		
	draw	H	leak	pack	
C	drink		learn	paint	
	drive	happen	leave	pay	
call	dry	hear	lend	pass	
camp		heat	let	pick	
capture	E	help	like	play	
carry		hold	live	point	
change	eat	hope	lock	post	
chase	enjoy	hurry	look	practise	
check	enter	hurt	lose	pray	

choose

examine

pull

Appendix VII

A List of Themes and Functions

ESA '1'

No.	Themes and Functions	Exponents
1.	Greetings	Good morning /afternoon /Good bye
2.	Identifying people	What is your name? My name ...
3.	Identifying classroom	What is this?
4.	Identifying objects	This is a ... / an ...
5.	Classroom instructions	Look at this! Clean the blackboard.
6.	Identifying people occupation	Is he a teacher? ... a doctor?
7.	People's origins	Where are you from?... is he from?
8.	Locating objects in the class	Where are the keys? They are on the chair.
9.	Age	How old are you? How old is he?
10.	Families / House	Whose chair is this? It is Sami.
11.	Shops / Shopping	Is there a market near here? How much are?
12.	Quality / Describing	What are they like? They are good.
13.	Quality / Colour	What colour is it? It is black.
14.	Weighing people & things	How heavy is he? How heavy are they?
15.	Food and drinks	How many potatoes are there? ... bananas?
16.	Time	What time is it? It's 8 o'clock.
17.	Days of the week	What day is it?
18.	School subjectgs	What lesson is it? It is religion.
19.	Months / Climate	It is hot and sunny in June/
20.	Current actions	What's Mr. Al-Badr doing? He's eating.
21.	Time / countries	What time is it in England? It's 4.45.
22.	Relative positions	On the airplane.
23.	Describing events	What is happening? What are they doing?

24.	Asking for and giving reasons	Is he phoning?
25.	Describing people?	How tall is Sami? He has fair hair and blue eyes. He is wearing a white thob.
26.	Daily routines	He writes his homework everyday.
27.	School routines	They have English before the break on Saturday.
28.	Family status	What is your family name?
29.	Universal laws	Why does the wind blow?

ESA '2'

No.	Themes and Functions	Exponents
1.	Giving instructions	Look at these sings.
2.	Asking the way	Can you tell me how to get to the school?
3.	Ability	I can spell 8. Hassan cannot.
4.	Manner	Do not speak quickly! Speak slowly!
5.	Describing things	Umar's bike is old. He wants a new one.
6.	Reporting information	He says he wants to sell his old bike.
7.	Comparing things	Saudi Arabia has more oil than England.
8.	Comparing people	Ahmad is taller than Sami.
9.	Describing things with numbers and dimensions	How long is the road?
10.	Holidays	What do people do on holiday?
11.	The calendar	Today is Saturday the thirty-first of December.
12.	The future	What is Umar doing next week?
13.	The past	It rained yesterday.
14.	Time	Do you know? In the headmaster's office.
15.	The regions of Saudi Arabia.	There are six regions in Saudi Arabia.
16.	Airports in Saudi Arabia.	The northern region has the most airports.

17.	Iron in Saudi Arabia.	The western region has the most iron.
18.	People in Saudi Arabia.	The eastern region has the fewest region.
19.	Rain in Saudi Arabia.	The Empty Quarter has the least rain.
20.	The tradesman's problem.	Who had the most money?
21.	World records.	What is the fastest animal on land?
22.	The future with intention.	What is he going to be when he grows up?
23.	The future with inevitability.	Halley's Comet.
24.	Suggesting and refusing a course of action.	I will do it later.
25.	Condition and result	How long will he take if he goes by plane?
26.	Giving permission	Write...! make...! Don't let...?
27.	Lack of ability	The boy that shouted 'Wolf'.
28.	Narrative	Did they work or play?

ESA '3'

No.	Themes and Functions	Exponents
1.	Talking about people.	Is Uthman a good pupil? Yes, he is good
2.	Existence: quantity	How much fruit is there?
3.	Hobbies.	He likes drawing.
4.	Making arrangements	What are you doing next Wednesday?
5.	The Weather	What is the temperature in June?
6.	Making and responding to suggestions.	Let's ... That's a good idea.
7.	Making polite requests.	Could you lend me your pencil, please!
8.	Obligation.	We must not speak Arabic during English lessons.
9.	Possession.	Has he got any money? Yes, he has.
10.	Describing place.	This is an excellent hotel. It's got computer games and table tennis.
11.	Time: indefinite and definite.	I've packed it already.
12.	Personal hygiene.	What should he do? He should cut his nails.

13.	Household items	A tin-opener is for opening tins.
14.	Space	Mr. Smith has been to the moon.

15.	Historical anecdote	Salahuddin and King Richard.
16.	Story	'stone soup'.
17.	Post office	I'd like to send this parcel by airmail
18.	Transport.	What's a car.
19.	Classification Definition.	A mechanic is a person that repairs, cars.
20.	Utilities.	'Electricity in Uthman's house.

Appendix VIII

A List of Notions

No.	Notion	Exponents
1.	Existence	There is some rice.
2.	Non existence	There is not any egg in the cupboard.
3.	Availability	I have got some books.
4.	Non availability	I can't find your watch in my bag.
5.	Occurance	Did any thing happen to you?
6.	Non occurance	No, nothing happenedd to me.
7.	Relative position	undedr, on, by, of, off, for, from, down, up, near, out of, on to, after, before, upright, turn left, turn right.
8.	Distance	How can I get from A to B, for, from ...
9.	Motion	Stop, go, get, sit, walk, learn, arrive, pass.
10.	Direction	north, south, east, west, right, left, straight, send, across, along, up, down, back, bring, walk.
11.	Dimension	<u>Size</u> : long, short, too short, too long, wide, wide enough, right size, wrong size, size six, small, big, pair of ..., tall, short. <u>Length</u> : foot, mile, metre, long, short. <u>Pressure</u> : heavy. <u>Weight</u> : weigh, kilo, grammer. <u>Temperature</u> : hot, cold, warm, degree, wet.
12.	Point of time, Period	What's the time? It's... O'clock. Yesterday, today, tomorrow morning, afternoon, evening , on Tuesday, dates, Summer, Autumn, Spring, Winter, AD, AH., now, until, soon. next Friday, next week, fortnight, week, the day after tomorrow, weekend.
13.	Future reference	going to, will, soon, next week, present simple and continuous .
14.	Present reference	now, today.
15.	Past reference	Past continuous, simple, past, yesterday.
16.	Earliness	early.

17.	Lateness	Late.
18.	Length of time	for, take: The journey from Riyadh to Jeddah takes ..., to last, long, short.
19.	Frequency	always, ever, every, never, often, rarely, sometimes, usually, occasionally.
20.	Commencement	start, begin, from.
21.	Cessation	stop, end, until.
22.	Stability	stay, how long.
23.	Number	cardinal numbers up to four digits. ordinal numbers up to two digits.
24.	Quantity	all, a lot of, any, both, each, enough, few, little, many, much, most, more.
25.	Degree	very, too: the box is too heavy.
26.	Shape	square, triangle, circle.
27.	Moisture, humidity	dry, wet.
28.	Visibility	can see, dark.
29.	Audibility	can hear, loud; listen, sound, noise.
30.	Taste	taste, good, awful.
31.	Smell	The cheese smells awful.
32.	Texture	soft, weak.
33.	Colour	blue, black, brown, white, green, red, yellow.
34.	Age	I am... How old are you? older, oldest, young.
35.	Physical Condition	It looks good, broken, cut, repair, well, fasten.
36.	Accessibility	open, shut: The butcher opens at 8:30.
37.	Cleanness	clean, dirty, waste.
38.	Material	wood, wooden.
39.	Value, Price	price: expensive, cheap, cost, how much?
40.	Fullness	full: full name.
41.	Quality	good, well, excellent.
42.	Rightness	right.
43.	Acceptability	accept, disagree: I don't want to be a doctor.
44.	Desirability	like, love.
45.	Undesirability	dislike, hate.
46.	Facility, difficulty	easy, difficult.
47.	Reflection	hope: know, remember.
48.	Expression	ask, answer, talk, speak, thank, tell, write.
49.	Possessive	my, your, mine, our, his, her belong to.

50.	Manner, Means	noisy, friendly, slowly, fastly.
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Appendix IX

Teacher's Questionnaire

Dear Colleague:

I am in the process of completing my research on the evaluation of ESA (English for Saudi Arabia), yet I remain in need of your valuable information which I hope this attached questionnaire would fulfill it. The purpose of the study is to find out your feelings and impressions about the current syllabus of English in intermediate stage, and to take this opportunity to pick up some constructive ideas about an alternative project of English. I hope you will take pride as you complete your questionnaire since this is one of the national jobs - may Allah give you rewards - which we should all deal with actively and honestly.

Please be frank and objective since all information - ideas and opinion - you give would be kept confidential and will be used for the statistical purposes. Your name is not required, but your time and effort are what I need and greatly appreciated.

Thank you for your cooperation.

**Sincerely / Researcher
Dr. AbdulHai Al-Subahi
Associate Professor of English Education**

I) General Information:

- 1) Name of School:
- 2) Educational Directorate:
- 3) Nationality:
- 4) Weekly period:
- 5) Your teaching experience (Check /):
 - a) 1 to 5 years ()
 - b) 6 to 10 years ()
 - c) 11 to 15 years ()
 - d) Over 15 years ()
- 6) Qualifications in TEFL (Check /):
 - a) Diploma ()
 - b) B.A. ()
 - c) Post-graduate Diploma ()
 - d) M.A. ()
 - e) Ph.D. ()

II) Please tick (/) under one scale which you think it gives your opinion about the following statements:

No.	Statements	Strongly agree	Agree	Un-decided	Disagree	Strongly Disagree
1.	There are usually clear and specific objectives occur in each English lesson and therefore no need to state or specify more objectives.					
2.	Objectives are not very important for teaching ESA, because content can be learned without definite objectives.					
3.	I always create instructional objectives for lessons I teach because I believe that the existing objectives inherited in the syllabus are not stated in terms of language functions.					

4.	The content of the current intermediate syllabus is suitable for students to acquire communicative competence.					
5.	The learning experiences do not distinguish between participation in a language drill, a course book dialogue or a role-play on the one hand, and on the other hand the ability to carry through a real transaction and the ability to express one's feelings or attitudes about real things or events.					
6.	Contextual material of the syllabus has no functional potential to cope with communicative targets of EFL.					
7.	Experiences carried out by students mostly deal with grammatical points and structural segments but neglect communicative skills and functional interactions.					
8.	The relationship between linguistic competence and communicative performance is poorly manipulated in ESA.					
9.	Although it is written in the syllabus that organization and sequencing of material follow cyclical approach yet this is not recognised in the material presented in the lessons.					
10.	Material and learning experiences are organised and sequenced to meet students' need and motivation.					

11.	The preparation book should include every single point and event which will occur in the classroom instructional-process.					
12.	Activities should be selected equally by students and a teacher.					
13.	There is a common tendency among English teachers to develop the English syllabus at intermediate - ESA.					
14.	I teach English because it is an interesting job.					
15.	We are always asked by a supervisor to discuss classroom EFL issues after class and matters relating to ESA construction and implementation in post-visit conferences.					

* Any more comments or issues, please state:

III) The following statements are set with reference to different dimensions in case to allow a wide variety of choices. Please tick (/) one box which you feel is correct:

No.	Items	To a great extent	To some extent	To a little extent	Not at all
1.	The content of the syllabus (ESA) is comprehensive and achieves the student's targets in expressing his feel-ing and inter-personal commun-ication.				
2.	When teaching English in inter-mediate stage, emphasis should be put on listening and speaking and not on reading and writing.				
3.	The three inter-mediate syllabuses (ESA 1, 2 and 3) are interlocked to form a coherent, well designed TEFL curriculum.				
4.	ESA does not attain the balance between the students' exigen-cies at Saudi inter-mediate school and the educational requirements at that stage in the light of the subject-matter (English).				
5.	The methods of teaching prescribed by the text-book writers serve the purpose of commu-nication.				
6.	Simulation, role-play, dramatization are the most crucial techniques in teach-ing English at inter-mediate stage.				
7.	Innovations either from me or from students are always welcomed during the English-period since they feed the student's				

	curiosity about the language.				
8.	The structural approach still dominates the methods of teaching of the syllabus.				
9.	I teach English because it is an enjoyable career.				
10.	Learning English in the classroom is based on the student's ability to participate in a dynamic interactive process rather than acquisition of language aspects.				
11.	Listening and speaking in the current syllabus are more or less, considered in teaching but ignored in testing.				
12.	The content of the syllabus is sensitive to the Saudi culture and student's background.				
13.	Teacher's evaluation is carried out by a supervisor objectively.				
14.	Much responsibility for the learning process is given to the students themselves, individually or collectively.				
15.	ESA is based on the concept that students have to learn things in such a way that they can make independent and creative use of them.				

* Any more comments or issues, please state below:

Appendix X

Parent's Questionnaire

Dear Parent:

English language, as you know, occupies an important place in our school-subjects in public pre-university education as well as university education. Its important position expands to encompass travelling abroad to non-Arabic countries which requires dealing with passport and customs officers at airports and getting things done in multiple purposes. Further, its prominence increases day by day especially in the case of our country, Saudi Arabia which has some commercial dealings with non-Arabic countries. For fulfilling all these purposes I need some information pertaining to your feelings and impressions about the situation of the current English syllabus at intermediate school - ESA. All what you jot or mark would be kept safe for the purpose of the research which I am conducting at the moment. For this, your name is not required here, but your frank opinions and constructive suggestions are very much required and appreciated. Thank you, in advance, for your cooperation.

Sincerely Yours
Researcher
Dr. AbdulHai Al-Subahi
Associate Professor of English Education

A) Personal Information:

- 1) Name of the city (town, village) you live in:
- 2) Your qualification:
- 3) Your competence in English language. Tick (/) the suitable box: good () not bad () nothing at all ().
- 4) Your son's grade. Tick one please: 1st grade () 2nd grade () 3rd grade ().

B) Answer the following questions by ticking the appropriate box or boxes:

1. Do you think that English is important for your son?
Yes () No ()
2. What's your evaluation about the English syllabus with reference to its value for your son?

Excellent () Very good () Good () Accepted ()
3. Do you think that the curriculum of English needs improvement?

Yes () No ()
4. Which of the following components do you suggest the improvement is necessary for (Tick one or more):
 - in the content of the syllabus ()
 - in the methods of teaching ()
 - in the language skills ()
 - in the EFL teacher preparation ()

5. What are the tasks that your son is able to carry out as a consequence of learning English?

- in reading and understanding instructions on electrical appliances. ()
- in reading and understanding instructions on medicine.()
- in dealing with the custom officers at foreign airports. ()
- in communicating with foreign people and get our things done. ()
- in communicating with the non-Arab chauffer. ()
- in communicating with the non-Arab maid servant. ()
- in dealing with waiters in foreign restaurant in the Kingdom. ()
- in receiving and responding to international phone-calls. ()
- in replying on business letters and faxes in English. ()

* Do you have any comment, idea or suggestion concerning the English syllabus?

Please add here:

بسم الله الرحمن الرحيم

(إستبانة ولي أمر الطالب)

عزيزي ولي أمر الطالب .. السلام عليكم ورحمة الله وبركاته .. وبعد ..

حيث أن اللغة الإنجليزية تشغل حيزاً كبيراً في مناهجنا المدرسية بالإضافة إلى أهميتها القصوى في السفر إلى خارج المملكة - إلى الدول الأجنبية - أو في التعامل مع إدارات الجوازات والجمارك في المطارات الدولية وقضاء حاجياتنا التي جئنا من أجلها زيادة على أهميتها بالنسبة للتعامل بها في موطنها الأصلي كبريطانيا وأمريكا والتي تربطنا بهذه البلاد صلات تجارية وأعمال مختلفة. لذا فإني أتوفى في شخصكم مدى بعض المعلومات البسيطة لإكمال بحثي هذا والذي يهدف إلى تقويم منهج اللغة . أخي الكريم .. ولي الأمر .. تأكد بأن English for Saudi Arabia - ESA الإنجليزية في المرحلة المتوسطة المعروف باسم المعلومات التي تعطيها ستبقى سرية لغرض البحث. لذلك ليس مطلوب منك ذكر الإسم لأن المعلومات التي تدونها هي التي تهتم الباحث.

الباحث

د. / عبد الحي أحمد السبحي

أستاذ تعليم اللغة الإنجليزية المشارك

جامعة الملك عبد العزيز، بجدة

أ - معلومات شخصية:

- (١) إسم المدينة (أو القرية) التي تعيش فيها:
- (٢) المؤهل الذي تحمله:
- (٣) مدى إلمامك باللغة الإنجليزية (ضع الإشارة // في الخانة المناسبة).
ليس لدى إلمام بها () . لا بأس () جيد () جيد جداً ()
- (٤) مهنتك الحالية:
- (٥) مرحلة إبتك المتوسطة: السنة الأولى () السنة الثانية () السنة الثالثة () .

ب - أجب على الأسئلة التالية بوضع العلامة (/) في خانة أو أكثر مما يلي:-

- (١) هل تعتقد أن اللغة الإنجليزية هامة لإبتك؟ نعم () لا () .
- (٢) ما هو تقويمك لمنهج اللغة الإنجليزية من حيث مستواه العام ودرجة إستفادة إبتك منه؟
مقبول () . جيد () جيد جداً () ممتاز ()
- (٣) لا () . هل نرى أن المنهج يحتاج إلى تطوير؟ نعم ()
- (٤) في أي مجال من المجالات التالية تعتقد أن منهج اللغة الإنجليزية يحتاج إلى تطوير؟
في طرق التدريس () في المهارات اللغوية () في المحتوى المعرفي ()
في إعداد معلم اللغة الإنجليزية الكفو () .
- (٥) ما هي الأشياء التي أصبح بمقدور إبتك القيام بها بعد مروره بهذه الفترة من تعلم اللغة الإنجليزية؟

- () - في قراءة بعض التعليمات في تشغيل الأجهزة الكهربائية
- () - في قراءة تعليمات إستعمال الدواء المكتوب عليها.
- () - في التعامل مع موظفي وجمارك المطارات الأجنبية
- () - في التحدث والإتصال وقضاء الحاجة في البلاد الأجنبية
- () - في المفاهمة مع السائق الأجنبي
- () - في المفاهمة مع الخادمة الأجنبية
- () - في التعامل مع السفري في بعض المطاعم الأجنبية داخل المملكة
- () - في إستقبال والرد على المكالمات الأجنبية
- () - في ترجمة وإرسال الفاكسات الأجنبية

Appendix XI

Supervisor's Questionnaire

Dear English Supervisor:

I am conducting an investigation to evaluate the current English syllabus at intermediate school (ESA). However, the data available to me are no more reliable without your participation which I hope would be reflected in the enclosed questionnaire. Two types of items are included in the questionnaire. The first one is a structured-response item which requires ticking one of the boxes given. The other kind is a free response item which gives you a chance to express and delineate your suggestions and speculations in more democratic way, bearing in mind that what you ticked or jotted with remain secret and saved for the purpose of the study. Please respond thoughtfully to all items of the questionnaire according to your background EFL knowledge and experience as an English teacher then supervisor. Your honest and sincere responses would definitely contribute to the success of the research.

**Sincerely /Researcher
Dr. AbdulHai Al-Subahi
Associate Professor of English Education**

I) General Information:

- 1) Educational Directorate:
- 2) Nationality:
- 3) Years of experience as a supervisor. Tick (/) one please:
 - a) 1 to 5 years ()
 - b) 6 to 10 years ()
 - c) 11 to 15 years ()
 - d) Over 15 years ()
- 4) In-service training inside or outside Saudi Arabia in ELT. Tick (/) one please:
 - a) Years ()
 - b) Months ()
 - c) Days ()
- 5) Number of English teachers under your supervision and guidance.

Tick (/) one please:

- a) 20 to 30 ()
 - b) 31 to 50 ()
 - c) 51 to 70 ()
 - d) Over 71 ()
- 6) Qualifications. Please tick (/) one or more:
- a) B.A. in English Education - TEFL ()
 - b) B.A. in English Language ()
 - c) Post-graduate Diploma in TEFL ()
 - d) M.A. in TEFL ()
 - e) Ph.D. in TEFL ()

II) Please tick (/) under one scale which you think it gives your own opinion and be convenient to your interest in the following statements.

No.	Statements	Strongly agree	Agree	Agree to some extent	Disagree
1.	The underlying characteristics of ESA approach to English teaching is influenced by the cognitive theory which loads the brain of the student with so many mental processes that have no performance in communicative situation.				
2.	The content of ESA has variety and pace.				
3.	The material has an attractive appearance (visuals, layout, typography) and involves a competitive element.				
4.	The subject matter of reading texts, listening passages, etc., likely to be of genuine interest to the student, taking into account their age, social background and cultural background, their learning objectives and the composition of the class.				
5.	The learning activities in ESA material likely to appeal to the students.				
6.	The activities encourage the personal involvement of the students in the learning process by talking about them-selves or finding out about each other.				
7.	Activities for new structures are adequate in number, meaningful and appropriate to the given context.				

8.	Exercises for English elements are relevant to students' needs and interests.				
9.	The material includes aspects of British and/or American culture so that English is seen as a vehicle for cultural understanding.				
10.	The cultural context of the material guides the students in perceiving and categorizing the social situation they may find themselves in with a view to helping them to match their language to the situation.				
11.	The relative proportion of time devoted to presentation of new English items is approximately.				
12.	I am often asked to give my opinion about any point or problem of the syllabus, hence, participating in its evaluation.				
13.	Content of ESA is relevant, with consistent indications of innovativeness and originality.				
14.	Errors of fact in ESA intermediate are few and trivial.				
15.	The current English syllabus at intermediate school ESA is in need of development.				

* Any more comments, statements or issues, please identify below:

III) The following patterns are set with reference to the process of supervision and guidance carried out in or outside the school. Please tick (/) one box which you believe is appropriate.

No.	Items	To a great extent	To some extent	To a little extent	Not at all
1.	Educational supervision of EFL is a very enjoyable carrer because it is an exchange of ideas and experiences among teachers and supervisors.				
2.	I visit schools and supervise teachers of English only twice a year, one in each semester.				
3.	Post-visit conferences are held with the teachers in order to discuss pedagogical points arise during class instruction.				
4.	All instructions and suggestions embedded in the Teacher's Book are followed by English teachers.				
5.	I need further training and education to up-date EFL knowledge and consequently gui-dance to teachers.				
6.	It is found that suggestions whether said orally or in writing by a supervisor are undertaken by a teacher of English.				
7.	Teachers of English use Arabic in their explanation of lessons.				
8.	Arguments with teachers are handled vigorously and in a logical, lucid and convincing way.				
9.	Teachers of English are very enthusiastic in their profession.				
10.	The preparation book is well prepared and well designed as to enable the teacher to be on the spot every instructional moment he spends.				

* Any more statements, comments or issues, please state below:

Appendix XII

Student's Questionnaire

Dear Student,

Since I am involved in an investigation concerning your current English syllabus ESA, I hope that you complete the attached sheet of paper by answering every question with the material that satisfies your needs and mark every item with what pleases you. Do not hesitate to ask me or your teacher about any thing vague or complex. Please, express all your feelings and give all your desires because this questionnaire is originally built for you to give your constructive description needed to evaluate the syllabus. Be sure, my dear, that all information you supply in this paper would serve only the purpose of the research and will be confidential. Thank you for your time and effort.

Researcher
Dr. AbdulHai Al-Subahi

I) Answer the following questions with "yes" or "no" in the two brackets given below:

1. Do you like English language? ()
2. Do you like English subject you study now? ()
3. Do you feel delight and happiness for the advent of English period?
()
4. Do you face any problem in learning English? ()
5. Are all circumstances available for you to use English in everyday life situations. ()
6. Do you think English is important for your social as well as interpersonal relationships at home and outside? ()
7. Is English important for your future career? ()
8. Do you usually try to read and understand words and items written on cans and bottles? ()
9. Are you interested in watching English films and T.V. 2nd channel?
()
10. Would you recommend an increase of English periods to be more than four per week? ()
11. Is the English teacher favourable to you? ()
12. Are you interested in seeing and understanding road and street commercial advertisements and posters? ()

II) The following items discuss your current English syllabus (ESA). Please read each item carefully then tick (/) the appropriate column. Each column has a meaning:

- Strongly agree: you agree that the item is correct 100%.
- Agree: you agree that the item is correct 75%.
- Agree to some extent: you agree that the item is correct 50%.
- Disagree: you disagree on the item.

No.	Statements	Strongly agree	Agree	Agree to some extent	Disagree
		100%	75%	50%	
1.	The content of ESA is interested and attractive.				
2.	The content of ESA emphasizes linguistic elements.				
3.	The content reflects cultural aspects of English.				
4.	The content is logically presented to students as to more gradually from simple to difficult.				
5.	The content meets the student needs and satisfies his curiosity.				
6.	The content and learning experiences enable me to use English communicatively in terms of the four abilities: listening, speaking, reading and writing.				
7.	The content of ESA and its learning experiences are authentic and can be exploited to attain interactive as well as educational and social purposes.				
8.	The content of ESA is difficult to absorb and need translation into Arabic.				
9.	Objectives of ESA are				

	obvious and handy.				
10.	Often I find myself in the dreamland at English class because the content does not satisfy my exigencies.				
11.	The learning experiences written which English is used through communicatively are limited.				
12.	Communicative games such as drama, simulation, etc., are rarely used in the class.				
13.	There is no clear relationship between English lessons, topics or units.				
14.	With what I have learned till now, I am able to communicate, aurally-orally, in English with non-Arabs.				
15.	With what I have learned up till now I am able to communicate literately in English with non-Arabs.				
16.	There is a big gap between classroom. English and situational every day life. English outside the school.				
17.	Instructional exercises involved in the workbook do not require much more effort than inserting words or items in gaps.				
18.	Home work is useful and always contribute to the assimilation of the lesson and reinforce its absorption				
19.	The substance in the cassette is audible and understandable and helps in listening and performing the language.				
20.	All units and lessons are organized logically as to reflect compatible relation between topics and its functions.				

* Do you have any comment, idea or suggestion, please write it down:

III) Concerning your English teacher and the instructional methods, techniques, aids and realia he uses, the following items manipulate such dimension. You are required to tick (/) the appropriate column out of four which are ranked as:

- To a great extent: express your idea 100%.
- To some extent: expresses your idea 70%.
- To a little extent: expresses your idea 40%.
- To a very little extent: expresses your idea less than 10%.

No.	Items	To a great extent	To some extent	To a little extent	To a very little extent
		100%	70%	40%	10%
1.	The English teacher is qualified and competent.				
2.	He is generous, kind and sympathy.				
3.	The English teacher encourages us to memorize words and rules of grammar without understanding.				
4.	The English teacher explains structures in details and asks us to write them down and translate them into Arabic in order to learn by heart.				
5.	The English teacher translates lessons into Arabic so that we do not exert any effort to understand them.				
6.	The English teacher speaks English most of the class-time and does not allow us to speak Arabic at all.				
7.	The English teacher is culturally qualified enough to demonstrate English material and experiences efficiently.				

8.	The English teacher undertakes every thing alone: presenting, practising and assessing material, without any participation from student.				
9.	In each lesson, the English teacher states the objectives and justifies their prominence for communi-cative interaction.				
10.	The English teacher demon-strates, revises, inquires and answers at the same time without giving us opportunities to react.				
11.	Chances in the classroom are available for us to use English communicatively through activities, tasks and language games.				
12.	The English teacher only cares about when the syllabus is covered and not about what or how it is taught or acquired.				
13.	We are cautious to speak English during the period because the teacher pauses us for any single error or a slip.				
14.	The methods of teaching the syllabus do not satisfy my interest nor they meet my needs.				
15.	There is no chance to use English elsewhere outside the classroom, i.e. school-transmission, wall charts or school associations.				
16.	Fluency is often considered by the teacher when we communicate in English rather than accuracy.				
17.	Nearly all lessons are recorded in tapes and in every lesson the				

	teacher plays the cassette and we practise pronunciation.				
18.	The school and the class atmosphere is promoting and the English media, realia, posters or walls entice me to live the language life and absorb its contextual material.				
19.	Role-playing is one of the most important game which is often used in the class i.e.buyer-seller, doctor-patient, friend-friend, etc.				
20.	The blackboard is the only media which is used in the English lesson.				
21.	Demonstration of the English lesson is usually accompanied by film-strips or video-films that reflect the English language cultural aspects.				
22.	Individualization is rarely regarded during the classroom instruction carried out by the English teacher.				
23.	There is a balance between the receptive abilities (listening and reading) and the productive abilities (speaking and writing) in ESA.				
24.	The English teacher prepares us only for test. He asks us to memorize words and practise grammar points just for performing monthly or yearly test.				
25.	EFL learning, in my opinion, is only knowing and memorizing words and grammar.				
26.	The English teacher is fluent, presents a lesson and revises it in English				

	without any translation.				
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27.	The English teacher is punctual and controls the class discipline competently				
28.	Demonstration of a lesson is reinforced by teacher facial expressions, tools and nods of head, and voice stressing.				
29.	Explanation of a new lesson is introduced by connecting its topic with a previous topic or the environment surrounding the student in order to simulate us to it.				

* Do you have any comment, idea or suggestion, please state below:

بسم الله الرحمن الرحيم

إستبانة الطالب

أخي .. وإبني الطالب في المدرسة المتوسطة ..

السلام عليكم ورحمة الله وبركاته .. وبعد

أعد هذا الإستبيان كجزء من دراسة ميدانية متعلقة بمنهج اللغة الإنجليزية وتقويمه من حيث محتواه والخبرات التعليمية والتربوية التي يقدمها لك وتحديد نقاط القوة والضعف فيه. كما يتطرق الإستبيان إلى طرق التدريس والتعلم والوسائل التعليمية ESA والأنشطة الصيفية واللاصفية واللا مدرسية الخاصة بمقرر اللغة الإنجليزية في المرحلة المتوسطة والمعروف باسم

لهذا فقد تم إختيارك كواحد من الطلاب الذين يساهمون في عملية التقويم للمنهج المذكور. وما عليك إلا أن تملأ هذا الإستبيان بصدق وصراحة حسب ما تراه مناسباً وحسب الواقع الفعلي لوضع المنهج وطرق تدريسه في الفصل الدراسي أو خارجه. أرجو منك عدم التردد في الإستفسار أو السؤال عن أي نقطة غامضة مما قد يعترض طريق فهمك لها وبالتالي الإجابة المناسبة لها. تأكد بأن إجابتك سوف تكون سرية ولن يطلع عليها في هذا الإستبيان غيري. لذلك فإن إسمك غير مطلوب كتابته ولكن صراحتك وصدقك في الإجابة هو المطلوب.

وفقك الله تعالى وجعل النجاح دائماً حليفك.

والسلام عليكم،،،

الباحث

د. / عبد الحي أحمد السبحي

أولاً:

أجب على الأسئلة التالية بـ(نعم) أو (لا) بين القوسين أمام كل جملة فيما يأتي:-

- () هل تحب اللغة الإنجليزية؟ (١)
- () هل تحب مادة اللغة الإنجليزية التي تدرسها الآن في المدرسة (٢)
- () هل تحب حصة اللغة الإنجليزية (٣)
- () هل تجد صعوبة في تعلم اللغة الإنجليزية حالياً في الفصل (٤)
- () هل تجد الظروف الملائمة لإستخدام اللغة الإنجليزية في حياتك اليومية؟ (٥)
- () هل تعتبر اللغة الإنجليزية مهمة لحياتك الإجتماعية في المنزل وخارجه؟ (٦)
- () هل اللغة الإنجليزية ضرورية للمهنة التي سوف تلتحق بها في المستقبل؟ (٧)
- () أتحاول دائماً أن تقرأ الكلمات والعبارات الإنجليزية المكتوبة على العلب والصفائح والزجاجات وتعرف معناها؟ (٨)
- () هل تحب مشاهدة الأفلام الأمريكية على القناة الثانية التلفزيونية؟ (٩)
- () هل تحب أن يزيد عدد حصص اللغة الإنجليزية أكثر من أربع حصص في الأسبوع؟ (١٠)
- () هل تحب مدرس اللغة الإنجليزية أكثر من غيره من المدرسين؟ (١١)
- () هل تستمتع بمشاهدة الإعلانات التجارية باللغة الإنجليزية في الشوارع والطرق السريعة والميادين العامة؟ (١٢)

ثانياً:

. أرجو أن تقرأ كل عبارة بدقة (ESA) فيما يلي مجموعة من العبارات التي تتعلق بمنهج اللغة الإنجليزية الحالي وعناية ثم تضع الإشارة (/) في الخانة التي تمثل درجة موافقتك أو عدمها لكل عبارة. أختار خانة واحدة فقط وضع الإشارة فيها. وإليك معنى كل خانة:

- موافق تماماً: معناها أن العبارة تعبر عن موافقتك بنسبة ١٠٠%.
- موافق: معناها أن العبارة تعبر عن معظم موافقتك بنسبة ٧٥%.
- موافق إلى حدما: معناها أن العبارة تعبر عن بعض من موافقتك بنسبة ٥٠%.
- غير موافقة: معناها أنك لست موافق تماماً على العبارة.

الرقم	العبارة	موافق تماماً	موافق	موافق إلى حدما	غير موافق
		١٠٠%	٧٥%	٥٠%	

١	محتوي المادة الموجودة في منهج اللغة الإنجليزية الحالي شيق وممتع ولهذا انتمي انتماء كاملاً للمادة.			
٢	محتوى المادة فيها تركيز على أجزاء اللغة من مفردات وقواعد.			
٣	المحتوى يعكس جوانب مشوقة من ثقافة اللغة الإنجليزية.			
٤	المحتوى يقدم للطالب بطريقة متدرجة من السهولة إلى الصعوبة.			
٥	المحتوى مصمم ليراعي عنصر التشويق والإثارة لدى الطالب في هذه السن.			
٦	يساعد في المحتوى والخبرات التربوية في المنهج على استخدام اللغة الإنجليزية استخداماً عملياً في الإستماع والفهم، التحدث، القراءة والكتابة.			
٧	المحتوى الدراسي في المنهج والخبرات التربوية التي نشارك في أدائها حقيقة وواقعية يمكن توظيفها لخدمة أهداف إجتماعية وتربوية وإتصالية.			
٨	محتوى المادة العلمية الموجود في منهج اللغة الإنجليزية تصعب الفهم ويحتاج إلى ترجمة إلى العربية.			
٩	أرى أهداف واضحة وجلية ويمكن تحقيقها من تعلم اللغة الإنجليزية.			
١٠	كثيراً ما أغفو في أحلام اليقظة في حصة اللغة الإنجليزية لأن المحتوى الدراسي للمنهج لا يراعي ميولي وإهتماماتي.			
١١	الخبرات التربوية التعليمية والتي نمارس فيها اللغة ممارسة فعلية قليلة جداً في المحتوى المدرسي للمادة.			
١٢	الأنشطة الصيفية واللاصفية مثل المسرحيات والتمثيلات التعليمية نادراً ما نقوم بها في الفصل أو في المدرسة.			

١٣	لا أكاد أجد علاقة بين دروس ووحدات المقرر الدراسي من حيث ترابط الموضوعات والأفكار. كما أن التراكم اللغوية الكلمات غير متجانسة.			
١٤	لا أجد أي علاقة بين ما تعلمته من لغة وبين ما أسمع وأراه من لغة إنجليزية في الواقع.			
١٥	التمارين الموجودة في كتاب التمارين لا تحتاج إلى جهد كبير سوى وضع بعض كلمات مكان أخرى أو إختيار بعض الكلمات ووضعها في فراغ.			
١٦	الواجبات المنزلية التي يطلبها منا المعلم ذات فائدة كبيرة جداً في فهم اللغة الإنجليزية وتعزز دائماً وبطريقة إيجابية ما سبق أن تعلمناه في الحصة من لغة وإستخداماتها.			
١٧	المحادثات والمحتوى اللغوي التي تحويها الأشرطة المسجلة مفهومة وحيدة وتساعدني على إكتساب الفهم والنطق الصحيح للغة الإنجليزية من أهل اللغة.			
١٨	الدروس والوحدات في المنهج الدراسي للغة الإنجليزية منظمة			

			ومرتبة ترتيباً منطقياً يسهل إيجاد العلامة بينها.	
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* هل هناك أي ملاحظة أو تعليق أو إضافة لما سبقته كتابته عن وضع المنهج ومحتواه؟ فضلاً أذكرها هنا:

ثالثاً:

بالنسبة لمعلم اللغة الإنجليزية وطريقة تدريسية والوسائل التي يستخدمها لتعيينه على التدريس، هذه مجموعة من العبارات التي أرغب منك - أخي الطالب - أن تقرأها بعناية كافية وتضع العلامة (/) في الخانة المناسبة أمام كل عبارة. هناك أيضاً أربع خانوات متدرجة في النسبة:-

- إلى حد كبير: معناها أن العبارة تعبر عن رأيك بنسبة ١٠٠%.
- إلى حد وسط: معناها أن العبارة تعبر عن رأيك بنسبة ٧٠%.
- إلى حد قليل: معناها أن العبارة تعبر عن رأيك بنسبة ٤٠%.
- إلى حد قليل جداً: معناها أن العبارة تعبر عن رأيك بنسبة أقل من ١٠%.

الرقم	العبارة	إلى حد كبير أكثر من ٧٠%	إلى حد وسط ٤٠ - ٧٠%	إلى حد قليل ١٠ - ٤٠%	إلى حد أقل من ١٠%
١	معلم اللغة الإنجليزية من المعلمين الأكفاء ومتمكن من مادته العلمية ومن لغته الإنجليزية.				
٢	يتميز معلم اللغة الإنجليزية باللطف والمودة وتشعر دائماً بأنه أخ أكبر لنا.				
٣	معلم اللغة الإنجليزية يطلب منا دائماً حفظ القواعد والجمل الممثلة لكل قاعدة وكذلك الكلمات ثم نريدها دون فهم.				
٤	يشرح المعلم قواعد اللغة الإنجليزية شرحاً مفصلاً على السبورة ويطلب منا كتابة القاعدة وترجمتها إلى العربية إذا أردنا ذلك.				
٥	معلم اللغة الإنجليزية غالباً ما يترجم لنا كلمات كل درس لذلك فنحن لا نبذل جهداً في فهم معانيها.				
٦	المعلم يتكلم اللغة الإنجليزية باستمرار في الفصل: في التحدث معنا وأثناء الشرح وعند القيام بالإنشطة ولا يدع لنا مجالاً للتحدث بالعربية.				
٧	المعلم ذو ثقافة أجنبية جيدة تساعد على شرح الدرس وتقديمه وعرضه بطريقة مشرقة بإدخال بعضاً من عناصر الثقافة الإنجليزية.				
٨	يقوم معلم اللغة الإنجليزية وحدة بشرح الدرس والقاء الأسئلة وحل التمارين دون مشاركة الطالب.				

٩	في كل درس يشرح معلم اللغة الإنجليزية أهداف الدرس وأهميتها بالنسبة لنا في التعامل الغوي مع الناطقين بغير العربية.				
١٠	المعلم يقوم بالشرح والتوضيح وطرح الأسئلة والإجابة عليها دون أن يترك لنا فرصة للإجابة والمناقشة.				
١١	أحد فرصة كبيرة داخل الفصل لتحدث اللغة الإنجليزية عن				

				طريق الأنشطة الصيفية مثل المسابقات والتمثيلات التعليمية ولعب الأدوار.
١٢				لكثرة الدروس المقررة علينا فإن معلم اللغة الإنجليزية يحاول أن ينهي كل درس في حصيته سواء فهم جميع الطلاب وتحققت أهداف الدرس أم لم متحقق.
١٣				تحجل من التحدث باللغة الإنجليزية لأن المعلم دائماً يؤخذنا بكل خطأ ولا يترك لنا أي مجال لمواصلة الحديث بالإخطاء حتى البسيطة منها.
١٤				طريقة المدرس في الشرح لا تناسبني ولا تتوافق مع حاجاتي الشخصية لذلك لا أفهم كثيراً مما يلقيه المعلم علينا من مادة لغوية.
١٥				ليس هناك أي فرصة لإستخدام اللغة الإنجليزية خارج الفصل في الإذاعة المدرسية مثلاً أو اللوحات الحائطية أو الجمعيات المدرسية.
١٦				لا يهتم المعلم كثيراً بالإخطاء اللغوية بقدر إهتمامه بقدرتنا على التحدث والكتابة بالسرعة المناسبة.
١٧				نستمع دائماً إلى شريط التسجيل في جميع القطع والدروس المسجلة وذلك من أجل نطق الكلمات ومخارجها نطقاً صحيحاً.
١٨				الجو الدراسي في الفصل والمدرسة يساعدني كثيراً على تعلم اللغة الإنجليزية لأن هناك الكثير من الوسائل السمعية والبصرية المعلقة على حائط الفصل وجدران المدرسة وكذلك الإذاعة المدرسية التي تعكس عناصر الثقافة الإنجليزية.
١٩				دائماً نقوم بتمثيل أدوار إجتماعية مثل بائع - مشتري، طبيب - مريض، صديق - صديق، في الفصل في اللغة الإنجليزية.
٢٠				لا يستخدم معلم اللغة الإنجليزية أي نوع من الوسائل التعليمية سوى بعض الصور والكروت والسيبورة إثنا الشرح.
٢١				لا يستخدم معلم اللغة الإنجليزية أي وسيلة وسيلة تعليمية في الشرح سوى السيورة فقط.
٢٢				عادة ما يصاحب درس اللغة الإنجليزية شرحاً على خريطة أو فلماً أو صوراً لبعض المدن الأجنبية مما يجذب معه إنتباهنا نحو الثقافة الأجنبية.
٢٣				المعلم لا يراعي حاجاتنا الشخصية وميولنا ورغباتنا إثنا الشرح والعرض والمراجعة والتطبيق.
٢٤				أشعر أن هناك توازن كامل بين القدرات والمهارات المستقبلية (الإستماع والقراءة) والقدرات والمهارات المرسلية (التحدث والكتابة).
٢٥				معلم اللغة الإنجليزية ليس له هم سوى إعدادنا للإختبارات الشهرية والإمتحانات الفصلية. وهو يحاول أن يجعلنا نستوعب ونحفظ التمارين المهمة فقط والتي سوف تأتي في الإختبارات.
٢٦				تعلم اللغة الإنجليزية في رأيي ليس أكثر من حفظ للكلمات والتراكيب والقواعد.

			المعلم يتكلم اللغة الإنجليزية بطلاقة وبشرح الدرس ويقوم بتطبيق التمارين باللغة الإنجليزية دون إستخدام العربية إلا نادراً.	٢٧
			معلم اللغة الإنجليزية دائماً يهتم بضبط الفصل وحسن إدارته وحالته الصحية والتنظيمية.	٢٨
			المعلم يستخدم بنرات الصوت المختلفة للتعبير عن الجمل الخبرية والإستفهامية وكذلك الإيماءات والإيماءات في التعبير عن ثقافة اللغة الإنجليزية في القيام ببعض السلوك.	٢٩
			يعمل المعلم في شرح كل درس جديد على ربطة بموضوعات سابقة وبيئة الطالب مما يزيد من عنصر التشويق منه ويؤدي إلى تكوين واقعية لدى الطالب للتفاعل مع الإلغاء.	٣٠

* فضلك أذكرها هل هناك أي تعليق أو ملاحظة أو إضافة جديدة بالنسبة لعملية التدريس، وطريقة المعلم فيه؟ من هنا:

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