

Needs Analysis and the Design of Courses
in English for Academic Purposes: A
Study of the Use of English Language at
the University of Qatar

by

MOHAMMAD ABDULLAH QOTBAH

A thesis submitted for the degree of
Doctor of Philosophy

School of Education
University of Durham

January 1990

The copyright of this thesis rests with the author.
No quotation from it should be published without
his prior written consent and information derived
from it should be acknowledged.



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Beneficient, the Merciful.

Dedication

To my parents, my beloved brothers and my wife with love

ABSTRACT

This thesis is concerned with the teaching of English at the University of Qatar. It describes the context in which the language is used and the problems faced by all those involved, both students and teachers, and proposes, by empirical research, some solutions to these problems based on English for Specific Purposes (ESP).

Chapter I outlines the main aims of the study, defines its scope and limitations, and explains why it is significant.

Chapter II provides a context for analysis of English at the University by exploring the educational background of secondary school students *vis-a-vis* the learning of English. It also assesses the current situation of English teaching at the University and provides a historical and evaluative view of the English Language Teaching Unit (ELTU), which is responsible for the instruction of English as a learning medium.

Chapter III deals with the needs analysis approach to English language teaching in the context of ESP. The nature and historical development of ESP are explored and the different approaches and methods of teaching ESP are identified.

Chapter IV is devoted to the needs analysis research study carried out at the University of Qatar. A full description is given of the aims, population and sample of the study, and the design and contents of the questionnaires are presented.

Chapter V analyses the results of the needs analysis study and discusses in detail the various language skills covered by the questionnaire.

Chapter VI is a summary of the main findings from the previous chapters. The most significant finding after a close examination of the data is that most of the informants are dissatisfied in some respects with the English language syllabus at the University. The study recommends that future syllabuses be constructed on the basis of a needs-analysis survey, and that the chosen courses be ESP-oriented.

Copyright © 1990 by Mohammad Abdullah Qotbah

The copyright of this thesis rests with the author. No quotation from it should be published without Mohammad Abdullah Qotbah's prior written consent and information derived from it should be acknowledged.

ACKNOWLEDGEMENT

I must first express my sincere praise and thankfulness to Allah, without whose help this study would never have been possible.

I also would like to express my deep appreciation to the University of Qatar and the Ministry of Education for providing me with the full scholarship which enabled me to pursue my postgraduate studies and complete this work. My thanks also go to the office of the cultural attaché (Embassy of Qatar) in London for assistance offered during my stay in Britain.

I wish particularly to express sincere gratitude to my supervisor, Dr. Michael Byram, not only for the help he provided with this thesis and the amount of time he has devoted to it, but also for his wise counsel and excellent advice throughout my period of study at the University of Durham. Without his support, encouragement and patience this work could never have come to fruition.

Thanks must also go to the staff of the School of Education particularly Mr. R.F. Goodings and the library staff, who were at all times helpful and supportive. In Durham I would like to thank my brothers in Islam, the members of the Islamic Society, whose help has been invaluable. I wish in particular to thank Zuheir Mackey, my dearest friend Dr. Abdullah Al-Zafiri, Ahmad Abdul-Aziz, Ismail Al-Bishri, Adel Faida, Riyadh Sabbagh, Colin Turner, Saleh Shuaib and Jamal Abdulrahman. In Britain my deep gratitude goes to all friends who helped me during my stay, particularly Mr. Hussein Abbarah and Mohammad Al-Manai.

In Qatar there are many people who have given generously of their assistance and time and I owe an enormous debt of thanks to them all. Sincere thanks go to

the students of Qatar University, without whose help this work could never have been completed. In particular I would like to thank my dear friend, Dr. Darwish Al-Amadidhi, who was of great help to me during my stay here and in Qatar. Also my deepest appreciation goes to Dr. Mohammad Baghdadi and Mr. Tarek Sida whose help and advice were always available when needed. I wish also to thank Mr. Ali Al-Sulaiti, Mr Abdulhalim Abu-Galalah, Dr. Ramiz Qutreiah, Dr. Abdullah Al-Kubaisi, Dr. Mohammad Al-Kubaisi, Dr. Abdulaziz Kamal, and all colleagues in the Faculty of Humanities, particularly the English department and the ELTU. Thanks also to all of those who participated in this work from the University of Qatar, the University of Kuwait, King Saud University, King Abdulaziz University and King Fahd University.

Sincere gratitude goes also to my friends and relatives who stood beside me at all times in my study.

I am heavily indebted to my dear mother whose patience has been of such help and assistance during my period of study. My deepest appreciation goes to my grandmother and my brothers and sisters for their constant love.

Last, but not least, I would like to express my sincere gratitude to my beloved wife without whom I would never have been able to complete this work. She has patiently provided the energy I needed to continue.

I ask God to help me serve my country through my field of work.

C O N T E N T S

	Page
DEDICATION	i
ABSTRACT.	ii
COPYRIGHT	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vi
LIST OF FIGURES	xi
LIST OF TABLES	xii
DECLARATION	xiv
CHAPTER 1. INTRODUCTION.	1
1.1. Statement of the Problem.	1
1.2. The Purpose of the Study.	2
1.3. Scope and Limitation of the Study.	4
1.4. Significance of the Study.	5
CHAPTER II. THE STATUS OF ENGLISH LANGUAGE IN EDUCATION IN QATAR	6
2.1. The State of Qatar.	6
2.2. The Status of English Language in Qatar.	7
2.2.1. Historical Overview.	8
2.2.2. Current English Language Use and Policy	11
2.3. English Language in The School System.	16
2.3.1. Introduction.	16
2.3.2. Overview of Approaches and Methods in Language Teaching in Qatari Schools from 1956 to 1975.	16
2.3.3. The <i>Crescent</i> English Syllabus.	24
2.3.3.1. Introduction.	24
2.3.3.2. Course Objectives.	31
2.3.3.3. Course Contents.	33
2.3.3.4. English Teachers.	36
2.3.3.5. Students.	39

2.3.3.6. Testing.	41
2.3.3.7. Suggestions for Improvement.	43
2.4. English Language Teaching at the University of Qatar	47
2.4.1. Introduction.	47
2.4.2. The University of Qatar.	47
2.4.3. The Department of English and Modern European Languages.	50
2.4.4. The English Language Teaching Unit: Inception and Objectives.	51
2.4.4.1. English Language Teaching Unit: Expansion 1986- to the Present.	52
2.4.4.2. A Critical and Evaluative Overview of the Current Situation.	54
2.4.4.3. Summary.	63

CHAPTER III. ENGLISH FOR SPECIFIC PURPOSES-ESP: NATURE, DEVELOPMENT AND CURRENT SITUATION

3.1. Introduction.	66
3.2. What is ESP.	66
3.2.1. Origins, Background and Development of ESP.	67
3.2.2. Types and Major Trends in ESP- a Review of the Literature.	70
3.2.3. Towards a General Definition of ESP.	76
3.3. ESP Course Design.	76
3.3.1. Introduction.	76
3.3.2. Needs Analysis Approach.	77
3.3.3. The Learner-Centred Approach.	82
3.3.4. The Language-Centred Approach.	84
3.3.5. The Process-Oriented Approach.	84
3.3.6. The Learning-Centred Approach.	89
3.4. ESP: Implementation and Practices.	94
3.4.1. Course Contents	95
3.4.2. Methodology.	99
3.4.3. The ESP Teacher.	102
3.4.4. Material Production.	107
3.5. Language and Study Skills in ESP.	112
3.5.1. Reading Skill.	118
3.5.2. Writing Skill.	120

3.5.3. Speaking and Listening.	122
3.5.4. Translation Skill.	125
3.6. Summary.	129
 CHAPTER IV. FIELD STUDY DESIGN, DEVELOPMENT AND ADMINISTRATION.	 131
4.1. Introduction.	131
4.2. Important Questions to Answer.	133
4.3. Instrument Selection and Construction.	134
4.4. Items and Contents of the Questionnaire .	135
4.4.1. The Students' Questionnaire.	136
4.4.2. The Teachers' Questionnaire.	141
4.5. Pilot Study.	143
4.6. Population and Sample Selection.	145
4.6.1. Students' Questionnaire .	147
4.6.2. Students' Interview Sample.	153
4.6.3. Teachers' Questionnaire.	154
4.6.4. Teachers' Interview Sample.	158
4.7. The Validity of the Questionnaires.	162
4.8. The Reliability of the Questionnaires.	165
4.9. Administration of the Main Study.	166
4.10. Data Analysis Statistical Procedures.	168
 CHAPTER V. DATA PRESENTATION AND ANALYSIS.	 171
5.1. Introduction.	171
5.2. General Information.	171
5.2.1. Teachers' Questionnaire.	171
5.2.2. Students' Questionnaire.	172
5.3. Comparison of the Various Language Skills.	173
5.4. Individual Skills.	178
5.4.1. Explanation of Method of Analysis and Recommendations.	178
5.4.2. Reading Sub-Skills.	180
5.4.3. Writing Sub-Skills.	197

5.4.4. Listening Sub-Skills.	209
5.4.5. Speaking Sub-Skills.	217
5.4.6. Translation Sub-Skills.	224
5.4.7. Analysis of Open-Ended Questions and Interviews.	233
CHAPTER VI. CONCLUSION AND RECOMMENDATIONS.	259
6.1. Introduction.	259
6.2. Analysis of the Context for ELT at the University.	261
6.3. Proposals for English Language Courses	268
6.3.1. Proposals for Change in Contents.	268
6.3.1.1. Reading Sub-Skills.	269
6.3.1.2. Writing Sub-Skills.	270
6.3.1.3. Listening Sub-Skills.	271
6.3.1.4. Speaking Sub-Skills.	272
6.3.1.5. Translation Sub-Skills.	272
6.3.2. Proposals for Structural Change.	273
6.3.3. Recommendations and Suggestions for Further Research.	276
BIBLIOGRAPHY.	279
APPENDICES.	321
Appendix A	322
Gulf Universities Language Centres Report	
Appendix B	336
Faculty of Humanities ELTU Materials	
Appendix C	345
Faculty of Administration and Economics ELTU Materials	
Appendix D	352
Students' Questionnaire.	
Appendix E	364
Teachers' Questionnaire.	
Appendix F	378
Students' Interview Sheet.	
Appendix G	379

Teachers' Interview Sheet.	
Appendix H	380
Frequency Tables	
Appendix I	387
K-W and U Tests Tables.	
Appendix J	411
K-W and U Tests: Individual Sub-Skills	

LIST OF FIGURES

Fig. 3.1	A Classification of ESP proposed by British Council (1975).	71
Fig. 3.2	A classification of ESP proposed by Swales (1980)	71
Fig. 3.3	A Classification of ESP (SP-LT) proposed by Strevens (1978).	72
Fig. 3.4	A Classification of ESP Proposed by Robinson (1980).	74
Fig. 3.5	Needs analysis approach to course design.	79
Fig. 3.6	Elements of a Learner-centred system.	83
Fig. 3.7	A language-centred approach to course design.	86
Fig. 3.8	A dicourse/process-centred approach to course design.	88
Fig. 3.9	A learning-centred approach to course design.	91
Fig. 3.10	Context for language learning and teaching.	98
Fig. 3.11	Components of methodology in TESOL.	101
Fig. 3.12	Elements considered in producing a piece of writing.	123
Fig. 4.1	University student number, population & sample.	149
Fig. 4.2	University student numbers in percentages per Faculty.	149
Fig. 4.3	University students' sample by sex.	151
Fig. 4.4	University students' sample by nationality.	151
Fig. 4.5	University students' sample in Faculties.	152
Fig. 4.6	Comparison of University students' sample with total number.	152
Fig. 4.7	University staff, population and sample.	159
Fig. 4.8	Teachers' sample (subject teachers and language teachers).	159
Fig. 4.9	Language teachers' sample categories.	160
Fig. 4.10	Subject teachers' sample.	160

LIST OF TABLES

Table 2.1	English phrases used by Qatari oil workers.	10
Table 2.2	Proposed scheme for teaching English at pre-university stage.	46
Table 2.3	Number of university students 1987-1988, spring semester 1988.	48
Table 2.4	Number of teaching staff 1987-1988.	49
Table 3.1	Differences Between "Sentence Linguistics" and "Discourse Analysis" Data.	85
Table 4.1	Sample of first pilot study in Kuwaiti and Saudi Arabian Universities.	144
Table 4.2	A list of test validity judges.	164
Table 5.1	Rank index table of informants' estimation of the importance of language skills.	174
Table 5.2	Rank index table of informants' estimation of the students' command of language skills.	175
Table 5.3	Rank index table of informants' estimation of the importance and command of the reading skill. Item No. 13.	181
Table 5.4	Rank index table of informants' estimation of the importance and command of the reading skill. Item No. 3.	184
Table 5.5	Rank index table of informants' estimation of the importance and command of the reading skill. Item No. 1.	186
Table 5.6	Rank index table of informants' estimation of the importance and command of the reading skill. Item No. 15.	188
Table 5.7	Rank index table of informants' estimation of the importance and command of the reading skill. Item No. 4.	189
Table 5.8	Rank index table of informants' estimation of the importance and command of the reading skill. Item No. 6.	191
Table 5.9	Rank index table of informants' estimation of the importance and command of the reading skill. Item No. 11.	193
Table 5.10	Rank index table of informants' estimation of the importance and command of the writing skill. Item No. 5.	198
Table 5.11	Rank index table of informants' estimation of the importance and command of the writing skill. Item No. 8.	200
Table 5.12	Rank index table of informants' estimation of the importance and	

	command of the writing skill. Item No. 10.	202
Table 5.13	Rank index table of informants' estimation of the importance and command of the writing skill. Item No. 1.	203
Table 5.14	Rank index table of informants' estimation of the importance and command of the writing skill. Item No. 2.	205
Table 5.15	Rank index table of informants' estimation of the importance and command of the writing skill. Item No. 4.	207
Table 5.16	Rank index table of informants' estimation of the importance and command of the listening skill. Item No. 7.	210
Table 5.17	Rank index table of informants' estimation of the importance and command of the listening skill. Item No. 9.	211
Table 5.18	Rank index table of informants' estimation of the importance and command of the listening skill. Item No. 5.	213
Table 5.19	Rank index table of informants' estimation of the importance and command of the listening skill. Item No. 4.	215
Table 5.20	Rank index table of informants' estimation of the importance and command of the speaking skill. Item No. 2.	218
Table 5.21	Rank index table of informants' estimation of the importance and command of the speaking skill. Item No. 3.	220
Table 5.22	Rank index table of informants' estimation of the importance and command of the speaking skill. Item No. 5.	222
Table 5.23	Rank index table of informants' estimation of the importance and command of the translation skill. Item No. 4.	226
Table 5.24	Rank index table of informants' estimation of the importance and command of the translation skill. Item No. 2.	228
Table 5.25	Rank index table of informants' estimation of the importance and command of the translation skill. Item No. 1.	230

Declaration

This thesis results entirely from my own work and has not been previously offered in candidature for any other degree or diploma.

Chapter I

INTRODUCTION

1.1 Statement of the Problem:

For many years now complaints have been made by teachers and employers about the low standards of English of the students and graduates of Qatar University. I have become particularly aware of this during my own involvement in English teaching which began in 1980.

A similar concern over the weakness in English of many Qatari students at the end of their secondary school careers was expressed by the Amir of Qatar himself to an official at the Foreign Office during the latter's visit to Qatar in May 1984. (cf. British Council Report, 12 May 1984.)

Reports about exam results published by the Ministry of Education also in 1984, show that English is one of the major subjects with high failure rates. (Report by Ministry of Education, 27 December 1984).

The personal observation of the researcher is in close agreement with these expressed opinions and facts. As a result of my involvement in English teaching in Qatar, both at secondary schools and at university, I have formed an overall opinion about the nature of the courses taught as well as about their advantages and deficiencies. To the best of my knowledge, these courses are not based on any

results of serious research in the field of language teaching or language syllabus design. Neither the teachers nor the students seem to have a clear idea about the objectives of these courses in particular and about the objectives of English language teaching in general.

There was, therefore, a dire need for a sound basis for the development of English courses to be used both at secondary schools and at university. This need is particularly felt at the English Language Teaching Unit (ELTU) at the University of Qatar. The first step in this direction is to have an explicit definition of the objectives of these courses based on a proper analysis of the students' language needs. Such an analysis has not yet been undertaken, and it is in this context that the present study has been carried out with the main purpose of remedying this situation.

1.2 The Purpose of the Study

The present study has as its main aim the analysis of English language teaching at the University. To this end, it is necessary to examine the educational context in which University English teaching takes place. Several aspects will be covered in the following pages:

1. A brief review of the history of English language teaching in Qatar. This provides a useful insight into the problems faced in the current situation.
2. A survey of the current situation of English language teaching in Qatar. This includes an assessment of the existing courses and teaching practices in Qatari

secondary schools as well as an evaluation of their suitability for the needs of the students in general and in particular those students who proceed for higher education at Qatar University. This is another step to gain further insight into the problems and difficulties faced by the students in learning English at university level.

3. A Needs Analysis for a group of students at the University of Qatar, with a view to taking the results yielded by this analysis as a basis for recommendations regarding:

- A. Redefining the objectives of English Language Teaching in Qatar in general and in the University of Qatar in particular.

- B. Improving the current courses and teaching practices, both in secondary schools and at University.

- C. Designing new courses and adopting new teaching methods which should respond more adequately to the actual needs of the students.

4. The framework for the study is that provided by English for Specific Purposes, which offers a systematic approach to the teaching of English in Qatar at University and school level.

The study derives more significance from the fact that it is needed even more urgently, given the recent expansion of the University of Qatar through the addition and/or expansion of various faculties with many new fields of study and research e.g. the Faculty of Engineering and the Faculty of Administration and

Social Sciences, in addition to new courses developed by the already established departments in the Faculty of Sciences such as the biomedical sciences course.

1.3 Scope and Limitation of the Study

The study aims to evaluate English language teaching at the University of Qatar and to suggest possible remedies. The literature survey will cover areas which are linked with the research such as a historical overview of the use of English in Qatar now and in the past. This section offers an insight into the importance of the English language in the past and how it was regarded by the government and people of Qatar. Also a presentation of the status of English in the Qatari educational system is given and the reasons and aims behind the application of the current English language syllabus are explored. This section is important because it gives an idea about the students' background in English, a crucial factor given the fact that the average university student's knowledge of English is based on the secondary school stage. The issues discussed in this section have an indirect effect on English language teaching at the University. In this chapter the researcher has not covered in detail the history of education in Qatar because it does not fall directly within the scope of the study.

In discussing ESP and needs analysis, the researcher has tried to cover the issues pertinent to the implementation of ESP in language learning and teaching.

The study also attempts to provide a framework for ESP/EAP courses based on a needs analysis study; thus it is not confined to courses taught for specific faculties.

1.4 Significance of the Study:

The present study is important for the following reasons:

1. The study is a serious attempt to explore in depth the nature of English language teaching, the syllabus, and the requirements of the students upon which courses will be based. The study is important because it provides answers to some of the questions raised such as: what sub-skills should be emphasized in the syllabus? The study has tried to put needs analysis into practice by concentrating on the language needs of the students.
2. In discussing the ESP theory the study tries to see how the notion is viewed by a non-native speaker of the language and also how it is seen from an Arab point of view. In other words the study tries to facilitate the notions of ESP and needs analysis to be used as a successful method for Arab speakers of the English language.

Chapter II

THE STATUS OF ENGLISH LANGUAGE IN EDUCATION IN QATAR

2.1 The State of Qatar

The state of Qatar is a peninsula, surrounded by several small islands, situated halfway along the western coast of the Arabian Gulf. Bordered by the kingdom of Saudia Arabia to the south-west, the United Arab Emirates to the south-east and the state of Bahrain to the west, Qatar and its dependent islands cover a total area of approximately 11,427 square kilometers (State of Qatar Annual Statistical Abstract, 1987:1). The March 1986 census revealed a population for the state of Qatar of 371,863.

Most of Qatar is flat and arid, covered with sand and salt, and there is no high ground save for a small range of low hills in the north-west.

Summer in Qatar is from the beginning of June until the end of August and is inevitably hot. Winter is short and warm, starting in December and lasting until the end of February. The weather is generally at its most pleasant during March, April, May, October and November.

Qatar was one of the last places in the Arabian Gulf to be governed under treaty with Britain; in 1971 the country obtained full independence. Currently

it is ruled by the al-Thani family, who came to Qatar from Saudi Arabia in the eighteenth century.

The capital, Doha, is the largest city in Qatar and the locus of all important government offices and ministries. Its international airport and harbour link the state with the world. Over 200,000 people live in Doha and its surrounding suburbs such as al-Rayan, 7 kilometers from the city centre and Khalifa town, 6 kilometers away. In these outlying districts shopping complexes, schools and transport facilities are widely available.

Besides the capital, Qatar has several other important towns and cities. Umm Said, on the east coast, is an industrial town famous for its refinery, from which oil is exported to the world. The third town is al-Khawr, a traditional city to the north of Doha. The fourth most important town is Dukhan, the site of the first oil-well which was found at the end of 1939. Dukhan is understandably the hub of the Qatari oil industry, and most of its inhabitants work for the oil companies. The fifth town is al-Shamal, a modern city in which the scattered tribes of northern Qatar were gathered together and settled. Finally one may mention al-Ruwais, a port famous for its ancient forts and ruins.

2.2 The Status of English Language in Qatar

English is currently considered the second language after Arabic, the native tongue of Qatar. The status of English rose dramatically after the discovery of oil, and thus a general historical overview of the development of English from its initial role as a language connected with the oil industry to that of a language used in

everyday life would be of benefit to the reader. Other works which mention English briefly in the context of oil production have not been particularly concerned with its development as a phenomenon worthy of study in its own right; the current study is thus the first attempt on record to survey the historical development of English language use in Qatar.

2.2.1 Historical Overview

English was first used in Qatar as a language of diplomacy, in political and economic agreements such as the 1916 treaty between Britain and Qatar or the 1932 agreement between Qatar and the Anglo-Persian Oil Company. These documents were written in Arabic and English. Discussion is believed to have taken place between the ruler of Qatar and the representatives of the British government through interpreters. The interpreters involved were native speakers of Arabic with a knowledge of English but who did not hail originally from Qatar. One such individual was 'Mr. A. A. Hilmy who attended the discussions and was witness to the signing of the 1932 oil agreement on the British side' (Al-Othman,n.d.,p.63).

There were also interpreters from Qatar such as Mr. Saleh Suleiman al-Mani, the second witness to the agreement, whose reasonable command of English was possibly gained at high schools in neighbouring Arab countries. Mr. al-Mani was from a respected family — originally from Saudia Arabia — who, like other families at that time, used to send their children abroad for their education, mainly to countries such as Egypt and Palestine where schools of a high academic standard were available.

Sometimes discussions took place with the assistance of native speakers of English who had learned Arabic for their own interest and pleasure. One of them was the British Muslim, Hajj Abdullah Williamson, who participated in some of the negotiations and later decided to live in Qatar, where he later led communal prayers:

‘I have seen Hajj Abdullah Williamson several times. He was an English Muslim who speaks Arabic perfectly and can read the Holy Quran. He was leading people in prayer several times. I myself prayed behind him.’ (*ibid*, n.d., :98).

This is how English as a language of communication was used at the outset of oil production in Qatar.

Later, English was also introduced to Qatar through Qataris who had worked in the oil industry in neighbouring countries such as Saudi Arabia and Bahrain, where they acquired the language through communication with English or Indian workers. Following the discovery of oil in Qatar in January 1940, many Qatari workers returned home to join the new industry, bringing their English words and phrases with them. Consequently, many English words and phrases have become a standard feature in Qatari dialect to describe daily activities connected to oil production. (see table 2.1)

After the first shipment of oil abroad on December 31, 1949, it was felt that the more senior members of the industry would also benefit from a knowledge of English. Consequently steps were taken to arrange language classes for them, although this particular type of adult education did not materialize until the mid-

Table 2.1 English Phrases Used by Qatari Oil Workers

English Phrase	The Meaning of the Phrase in Qatari Dialect
Boy	Servant
Store	Store
Rig	Rig
Driver	Driver
Machine	Engine
Number	Number
Pipes	Oil pipes
Wire	Wire
Tractor	Tractor
Mechanic	Mechanic
Camps	Camps

Source: Derived from AL-Othman (n.d.)

fifties.

If the use of English between the oil company workers was limited, in Doha itself there was no daily communication in the medium of English whatsoever:

English people were not allowed to enter Doha, even at the headquarters of the oil company in Doha there was no single English man. Englishmen were not allowed to go to the market without special permission from the ruler, Sheikh Hamad. English women were not allowed to enter Doha at all; the wife of Mr. Dickson, the Director of the oil company, never once set foot in Doha. (*ibid.*, p. 98).

It is clear from the previous paragraph that there was no opportunity for English speakers to communicate with the people. However, certain English phrases were introduced into society by oil company workers who came monthly to visit their families. These people were highly regarded by society because they earned more money than others, who were struggling with the hardships of life in order to make ends meet.

Awareness of the importance of English as a language to learn began to grow, especially when the oil industry started to prosper in the early fifties. In 1949 the first informal school (Al-Islah al-Hamadiyya) was opened with fifty students and three teachers; in the third year English was added to the syllabus (cf. Al-Sadah, 1986:68). In 1956, when formal education was introduced, English featured on the school curriculum.

2.2.2 Current English Language Use and Policy

English as an international language has become the major medium of communication in most of the world, a fact which is given careful and serious consideration by developing countries such as Qatar. The policy on English and its current usage can be divided into two main areas: external use and internal use:

1. External use means the need for English as a tool of communication in the state's relations with the international community. After September 1971, when Qatar declared independence, relations with the rest of the world increased rapidly. Consequently there was a need for the state to give special attention to some of the international languages in order to meet the needs created by the new

era of development. External use can be outlined in the following points:

Firstly, the need to attend different conferences and meetings gave international languages such as English a distinctive role to play, particularly in the context of relations between Qatar and the European countries. Representatives of the state such as ambassadors, cultural attachés or people who travelled abroad to attend meetings are required to have a good command of international languages, English in particular. People with some knowledge of English were thus ideal candidates to represent their state in different countries.

Secondly, the export of oil abroad meant that commercial relations were developed with other members of the international community, particularly the European countries. 'Western Europe traditionally has held the lion's share of trade with the state of Qatar, followed by Asia and the Middle East' (Elmallakh, 1985:138). The commercial relationship with Britain became very strong following the birth of the oil industry. 'The United Kingdom remains Qatar's major supplier, followed by Japan, the United States, Lebanon and West Germany' (Elmallakh, 1985:138).

These strong commercial ties also led to educational and medical agreements. In the oil sector certain senior workers came to Britain to obtain diplomas and attend courses in various aspects of the oil industry. Because these courses were run in English, offices were established within the oil companies to provide English tuition, or to send students to Britain to attend English courses there. In addition some wealthy families began to send their children to learn English in dif-

ferent language schools all over Britain. Students were also sent there to specialize in other subjects.

The government also opened a medical bureau in London and began to send many patients to Britain for medical treatment. The bureau was able to give many individuals from Arab countries the opportunity to work as interpreters and secretaries.

Finally, the British Council has also played an important role in the government's attempt to focus on the importance of English, mainly by acting as advisor in the setting up of English language and other academic courses.

2. Internal use means the policy of the state of Qatar towards English language as a tool of communication in the different sectors of the state. English has become an important language in the different daily aspects of life all over the country and is even sometimes used alongside Arabic in official state documents.

In addition, there are nowadays many English speaking individuals from all over the world working alongside Qatari nationals in the country's banks, hotels, hospitals, media, different ministry offices, private sector companies and various sections of the Qatar general petroleum corporation. Special attention is given to these individuals so that their cultural and social needs may be met: a special newspaper, the *Gulf Times*, is produced in English; a college has been opened to accommodate the children of English-speaking communities; and a special TV channel and various radio programmes broadcast solely in English.

Nevertheless the state is moving towards the Qatarization of all jobs through-

out the country, the objective being that Qataris be trained in all sectors to prepare them for the future handling of jobs that are at present carried out by foreigners, particularly in the oil sector. Thus the Qatar general petroleum corporation has established a modern language centre equipped with all educational facilities to train Qataris and send them to European countries — Britain in particular — to study for higher degrees in areas connected with the oil industry. These, it is hoped, will be the experts of the future.

There are also joint programmes and projects between certain European countries and the state of Qatar. One such project, shared by Britain and Qatar, focuses on North Sea oil and sends senior qualified people from Qatar to Britain to gain practical skills in the field. Naturally, intensive English courses feature prominently in the scheme.

The state is also determined to obtain skills and experience in many other fields. Western and European countries are seen as the main source of knowledge and expertise in most aspects of life; realizing this fact, Qatar has tried to prepare the ground by establishing language institutes in other areas such as the military, medical and civil aviation sectors. The dominant language in all of these fields is English. There is on the other hand an important question that arises when discussing the role of English in Qatar: what exactly is its status? Is it considered to be a second language or a foreign language?

The above question is crucial since the answer will undoubtedly affect the discussion about the current state of English language teaching in schools. In a

situation where English is the second language,

English is the language of the mass media: newspapers, radio and television are largely English media. English is the language of official institutions — of law courts, local and central government — and of education. It is also the language of large commercial and industrial organizations (Broughton, *et al* , 1980:6).

Such a situation exists in countries like Ghana and Singapore. On the other hand, English may be considered a foreign language when:

...it is taught in schools, often widely, but it does not play an essential role in national or social life. In Spain, Brazil and Japan, for example, Spanish, Portuguese and Japanese are the normal medium of communication and instruction: the average citizen does not need English or any other foreign language to live his daily life or even for social or professional advancement (*ibid.*).

However some hold the view that ESL should be understood in the light of the fact that 'English occupies a place, greater or less, increasing or decreasing in the natural environment' (Harrison, 1973:17).

According to the aforementioned criteria, we believe that English cannot be classed as the second language in Qatar since it is not the language of the mass media or official institutions; nor is it the language which embodies Qatari national and cultural identity. Also, it is not strictly possible to consider it as a foreign language since it is used alongside Arabic in several areas of day-to-day life such as in banks and hospitals; thus it can be seen to hold a midway position between

a foreign and a second language. This fact has important ramifications for the teaching of English, particularly when defining specific objectives. This will be dealt with later on in the chapter.

2.3 English Language in the School System

2.3.1 Introduction

As mentioned before, awareness of the importance of English as the main language of international commerce, diplomacy and science has led to the inclusion of English as one of the subjects on the national curriculum. English was first taught in 1949 in the Al-Islah Al-Hamadiyya school which was founded in 1947. Later, particularly after 1954, English was classed as one of the main school subjects in the first constitution written and prepared by Abdulbadi Sadr, the first director of the Ministry of Education. Very little is mentioned about the actual implementation of English in schools in the theses or articles written about the historical development of education in Qatar, and thus it is difficult to be sure exactly when the teaching of English in schools began. One researcher writes that English started in 1956 in the third year of elementary schools (Al-Sadah, 1986:94).

2.3.2 Overview of Approaches and Methods in Language Teaching in Qatari Schools from 1956 to 1975

A brief overview of the Qatari education system would at this point be of benefit to the reader. This will serve as an introduction to the section on the *Crescent English Course* which is used in secondary schools.

Formal education in the real sense began in Qatar in 1956/7:

In 1958 and as a result of a decision taken by the cultural department of the Arab League which was initiated in the same year, elementary, preparatory and secondary stages were considered to be the main formal stages in public schools in Arab countries. The state of Qatar as a member of this league abided by this decision (Ministry of Education Report, March 1985:23).

The current structure of the Qatari educational system is as follows:

1. General: This stage consists of three different levels

a) Elementary level (6 years)

b) Preparatory level (3 years)

c) Secondary level (3 years)

2. Technical: Secondary level only (3 years)

3. Commercial: Secondary level only (3 years)

4. Religious:

a) Preparatory level (3 years)

b) Secondary level (3 years)

Education in Qatar is compulsory and free for both sexes. The total number of students is 54,179 (27,522 boys and 26,657 girls). There are 5,264 teachers (2129 males and 3135 females) employed in the country's 161 schools. Girls' schools number 81, boys' schools 80 (Ministry of Education Annual Report, 1986/7:367).

Syllabuses for all subjects were imported from other countries such as Egypt, Syria, Kuwait, Jordan and Saudi Arabia. However, the adopted curricula have not been able to meet the needs of Qatari society, especially in those subjects which deal with the geography, history and sociology of Qatar itself. Furthermore, teachers who work in Qatar and who have clear ideas about the different aspects of life there were not among the contributors to the syllabuses. In 1965 the Ministry decided on the gradual implementation of locally-written books; 'in 1965 committees were set up to produce Qatar's own educational curricula. This project was carried out in three stages:

- a) Competition (1965/66)
- b) Collective or team work (1966/67)
- c) Compilation; group work (1967-1974)' (Nagi, 1980:6)

The project was criticized on the following grounds:

Curriculum materials are developed and decided upon at the Ministry level and are distributed to the schools for mandatory use. No curriculum planning takes place at the school level. The process of curriculum development is therefore highly centralized, as are other educational planning functions (Al-Ibrahim, 1980:21).

From 1974 to the present day, curricula were well considered and great attention was given to the text books. Highly specialized and qualified teachers helped to prepare curricula for schools. For example, professors from the University of Qatar work together with teachers and inspectors from the Ministry of

Education to define certain objectives before setting up curricula. Also, advisors from UNESCO and ALECSO joined the committees as experts when they were invited. Revision of all textbooks has usually taken place every five years; in 1984 a major revision of all textbooks was carried out. Although there are shortcomings — the lack of participation of Qatari teachers in the composition of textbooks, for example — there is little doubt that curricula development has improved, one of the results being that all Gulf states now teach science textbooks written by a committee composed of members from each of the Gulf states. This process was begun in 1984 and is continuing at present.

Although there is no record of the English text books that were taught during the earlier period, personal contact with older teachers and students reveals that the books were based on the grammar-translation method. This method concentrates on the teaching of grammar rules through translation and similar repetitive exercises. In addition, 'vocabulary was taught through reading and writing and less attention was given to listening and speaking. The high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a pre-requisite for passing the increasing number of formal written examinations that grew up during the century'(Howatt, 1984:132). This method may have equipped students with an excellent knowledge of grammar, but as far as verbal communication is concerned it gave them little. Their limited command of bookish English did not prove conducive to daily communication in the language and proved to be of little help to them in their pursuit of higher education.

The grammar-translation approach was the dominant one at that time in most Arab countries, particularly Egypt, Jordan, Syria, Sudan and Kuwait, and the course books which were taught in these countries were used in Qatar as well. One of these text books was *Morris 1-2*, published by Longman, which was taught in Jordan and Palestine from 1956 to 1959. English was taught 4 times a week, each period lasting 45 minutes.

Qatari schools used the same approach with text books, the exact titles of which are, as noted before, unknown. However, available documents from the period, together with personal contacts, reveal that the following books are probably the ones that were used:

1. *Comprehension and precis pieces for overseas students* . Written by L. A. Hill, published by Longman (1950-56). This text book was used by the oil company.
2. *New method English for the Arab World*. Written by Michael West (1952-63).
3. *I remember*. Written by Husn Fariz, published by Longman, Green and Co. (1953-60).
4. *Easier English Practice*. Written by G. C. Thornly, published by Longman (1962).
5. *Exercises in English Patterns and Usage*. Written by Ronald Mackin, published by Oxford University Press (1960-66).

6. *Junior English Composition and Grammar*. Written by J. A. Bright, published by Longman (1954-70).

7. *English for Use*. Published by the Amalgamated Publishing House, Cairo. No date or author mentioned.

In 1965 the grammar-translation method was replaced with the structural approach. Textbooks using this new approach were first used in schools in 1962 in Kuwait. According to one of the teachers there:

Thus during the academic year 1962-3 (when I first came to be inspector of English) a new course entitled *Living English for the Arab World* by W. S. Allen and Ralph Cook was adopted for use in the following year. The course was thoroughly examined before adoption. It was found to be based on some of the scientific principles underlying the methods of foreign language teaching recently adopted and used in the U.S. and elsewhere. The most important of these principles is the aural/oral approach to the teaching of foreign languages, both to youngsters and adults. Another principle of the same value is emphasis on the structures of the language rather than on vocabulary
(Kharma, 1967:255).

This series, published by Longman, was introduced to Qatar as an English textbook in 1965, following its success in Kuwait. The author was living in Kuwait at that time. The syllabus has the following features:

1. The subjects presented concerned Arab history in general, common habits and shared social customs, old anecdotes about the Arabs and the British, scientific subjects about the discovery of oil in the Arab world, old Arab pastimes

such as falconry, geographical subjects and general information on Arab countries such as Egypt and Syria, and finally discussions on social issues such as women's work in the Arab world. Subjects were confined not only to the Arabian Gulf environment but also embraced the Arab world in general.

2. Methodology: Influenced by the development of approaches in language teaching, the syllabus applied the audiolingual approach developed by Charles Fries, Nelson Brooks and Robert Lado. As Rivers (1968) describes some features of the audio-lingual method :

since the audio-lingual method aims at teaching the language skills in the order of listening, speaking, reading and writing, the emphasis in the early years is on the language as it is spoken in every day situations, moving at advanced levels to the more literary forms of expression as the last two skills receive increasing emphasis. At no stage, however, are the listening and speaking skills neglected. These are kept at a high level by continual practice. At the first level of instruction, Sometimes longer learning is based on the dialogues containing commonly used every day expressions and basic structures of high frequency... pattern drills are practiced orally first, with class room techniques similar to that for dialogues (Rivers, 1968:40-41).

In fact this was the case with the syllabus, which was full of drills and pattern practice. The drills expressed inflection, contraction, replacement, transformation, completion etc. The text book was divided into units, each of which dealt with a specific subject such as 'sea diving', for example, and emphasized the terminologies that were connected with the subject by drilling and repeated exercises. At the end of each subject the relevant words and phrases were listed

in bold type. Listening skills were almost entirely neglected by the book, and the only experience gained by the students in this respect was when they listened to the teacher reading the passage out loud to them. Points of grammar were practised through different drills. For example, students were asked to 'fill in the space by using suitable words or to choose the correct form of the verb from the list.' Grammar was also taught throughout the passage by repetition; for example, an adjective would be repeated several times in the passage and then at the end of the section the students would be asked to give some grammatical information about the repeated word. Finally, each unit was followed by a table outlining the use of punctuation.

The syllabus was received enthusiastically by teachers and students alike in both Qatar and the surrounding countries:

Everybody was pleased with it: teachers, pupils and parents alike. The pupils in particular were very happy with their oral fluency, and the age-old hostility towards learning foreign languages came to an end. This was an excellent start but it was only a small part of the job (Kharma, 1967:256).

At the beginning of the seventies, however, heavy criticism of the method began to appear. In Kuwait, for example, the approach was criticized as follows:

1. Following the hierarchical order of grammatical forms (superficiality).
2. Focussing on grammar in each lesson (alienation from reality).
3. Slowness in course build-up (time consuming artificiality).

4. Grading teaching materials from simple to complex. (Arbitrariness alien to communicative nature of language = low transferability).

5. Negligence of stylistic registers (ignorance of appropriateness) (Baghdadi, 1980: 4-6).

In fact the following criticisms can be made:

1. The syllabus neglected to a great extent listening and speaking skills. Dialogues for practising speaking were artificial, very long and hard to remember or practise.

2. Text books were full of repetitive, boring drills in each unit and students were always asked to memorize lists of words in order to pass the exam.

3. Subjects were often outmoded and uninteresting for the students; for example there were some long old stories full of difficult words. In addition, text books did not have many pictures to interest the students but looked more like novels.

4. The text books contained some very long words which were difficult for students to memorize or even to pronounce. In short a new syllabus was needed to cope with the development of language learning theories and to teach English in an effective way. Thus the era of the communicative approach followed, embodied in a syllabus entitled the *Crescent*.

2.3.3 The *Crescent* English Syllabus

2.3.3.1 Introduction

Like the previous syllabus, the *Crescent* was first used in Qatar in 1976 and later in Kuwait in the late seventies. Before discussing the inception and implementation of *Crescent* a short discussion on the approach behind this syllabus would not be inappropriate.

The communicative view of language came to replace the audio-lingual approach and behaviourist theory which had been rejected by linguists as being incapable of accounting for fundamental dimensions of language.

Scientific development was another factor that urged linguists and language teachers to re-evaluate the role of English language in the teaching of science. Thus the communicative view of language and English for science and technology were developed simultaneously.

Chomsky's dismissal of all empiricist approaches to second language acquisition on the ground that language acquisition is rationalist, and his suggestion that the best that can be done is to provide a linguistically rich environment, have made an enormous impact. Hymes's discussion of communicative competence and his dictum that there are rules of use without which the rules of grammar would be useless (Hymes 1972) have shifted the emphasis from form to communication. Halliday's emphasis on meaning and his work on learning how to mean have further enriched the stock. These contributions, when applied to second language teaching, produced a new legitimacy: teaching for and by communication (Yalden, 1987:61).

Communicative language teaching has been presented as an approach to foreign or second language learning in 1972 and later in 1976 (*Notional Syllabuses*) by Wilkins and Johnson (1979). As Wilkins states:

The aim of CLT is to produce in individuals the ability to create and to construct utterances (spoken and written) which have the desired social value or purpose. That is to say, the individual, in response to some external stimulus or in the process of initiating communication, conceives a message, the exact nature of which neither he (she) nor we could accurately predict, and is able to construct and utter the linguistic form which conveys the message (Wilkins, 1983:34).

In fact, the development of the communicative approach shows language teachers how language reflects its communicative uses, and in what way language syllabus design and methodology respond to the needs of the learners. Several questions were raised about the authenticity of texts in communicative syllabuses, notions and functions applicable to the learner. Also new terminologies began to appear, such as the difference between communicative and communicational teaching, formal and informal approaches to communicative syllabus, strategies of learning, and so on.

The general theoretical features of the communicative approach can be summarized as follows:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (Richards and Rodgers, 1986:71)

As a result of the functional-notional and communicative approach, the threshold level of English was published in 1975 by the Council of Europe as a project which embodies language curriculum development. The work was actually begun in 1971 by experts in the field 'to investigate the feasibility of the European unit/credit scheme for foreign language learning by adults' (Van Ek and Alexander, 1982:VII). Later on the Council of Europe published another series entitled *Waystage English*.

Following the threshold level, the *Crescent Course* was another embodiment of the communicative approach to be used in language teaching. According to Widdowson:

Some years ago a communicative approach to English-language teaching appeared on this scene in the form of the Crescent course. This course, true to its type, concentrated (in its original form) on creating conditions for meaningful uses of language by defining course content in terms of notions and functions, and counted on the learners assimilating grammar incidentally as a function of communicative activity. Such an approach is of course highly valued by current pedagogic thinking (Widdowson, 1986:42).

Implementation of the *Crescent Course* came about in several stages:

In 1975...the ministry sought the help of the American University of Beirut who sent their director of the centre for English language research and training, Dr. Neil Bratton, as a consultant. It also invited a representative of Oxford University Press for consultation with a view to preparing a new English course.

A comprehensive proposal was prepared covering all aspects of English language

teaching in the schools: research into the post-school language needs of students, the adoption of the recent communicative approach to language teaching, the preparation of a completely new set of texts (called the Crescent English Course), the extended use of audio-visual aids, plans for retraining teachers and a thorough revision of the type of examination. To execute this proposal,, the Ministry created the English Language Teaching Development Centre (ELTDC), which has its own premises and staff (Ministry of Education Magazine, April 1984:16).

At the same time the British Council was playing an advisory role in the launch of a cultural agreement between the state of Qatar and the United Kingdom. Through this consultancy the Ministry of Education had reached an agreement with the Oxford University Press on the implementation of the *Crescent Course* project for English teaching in Qatar.

In a report presented to the Ministry of Education by the British Council it was said that:

The aim of the Crescent Course can be summed up as follows: to develop in pupils the communicative competence necessary to use English in real life situations and settings. The approach to syllabus specification can be described as an adaptation of David Wilkins' and others' pioneering work in the development of notional or scientific syllabuses for the Council of Europe...One of the key conditions for developing communicative skills is to establish a suitable balance between the demands of fluency and accuracy and to ensure that pupils are encouraged rather than penalized in their early attempts both in production and reception to communicate and are encouraged to extract what meaning they can get from reading or listening to texts or tasks and are not expected to reach 100% comprehension (British Council Report, 2/9/1978:15).

The *Crescent Course* was used in two schools for one year as a preliminary text before being assigned as the textbook for language teaching in Qatari schools in autumn 1977. The course comprises an attractive series of full colour textbooks consisting of:

- a) Pupil's book
- b) Pupil's work book
- c) Pupil's reference book
- d) Teacher's book
- e) Pupil's handwriting book for elementary stages.

Further materials include cassettes for pupils and teachers, transparencies, and supplementary stories.

The course is very well written and organized. It is divided into units, each of which is subdivided into steps: in Book 1, for example, Unit 1 has 25 steps.

Easy access to the course book can be gained by using the teacher's guide book, in which each step is clearly designed and specified. The teaching procedures are clearly explained, the materials to be used in each step are mentioned and additional work is given at the end of each step if needed.

In addition, special language rooms were built in every school and teachers were supplied with record players and overhead projectors. The syllabus was evaluated and revised regularly. The following reports were written explaining the

negative and positive sides of the course:

1. Oxford University Press (OUP) International Advisory meeting's report on the English language situation in the state of Qatar, 16-19 May, 1977.
2. The British Council's report of 2nd September, 1978.
3. The British Council's report, 1-8 December, 1978.
4. Report on testing consultancy visit for the Ministry of Education-Qatar, 13-23 January, 1980 by Brendan J. Carroll.
5. The British Council report of 10 November, 1980.
6. Arab League educational cultural and scientific organization (ALECSO) report, 18-31 March 1981.
7. The British Council's report, 14-26 February, 1982.
8. The ALECSO report of July 1982.
9. Curriculum and textbooks department's report, December 1988.
10. Cultural consultants, English course instructors, supervisors and English teachers have also submitted reports or carried out short assignments on the *Crescent Course*.

In fact these different reports show that there is ongoing assessment of the project. In the following section a summary of the criticisms voiced in some of these reports will be given in order to show the extent to which these points affected the students' standard of English in the advanced stages of university.

Criticism of the course covers several areas but the most important ones are as follows: course objectives; course contents; English teachers; students; testing.

2.3.3.2. Course Objectives:

The first criticism of the course centered on the clearly defined objectives for English teaching set up by the Ministry of Education. Defining specific objectives for any course is of paramount importance if the course is to be successful.

Objectives translate the content identified in the skills selection process into a statement of what the student is expected to be able to do at the end of a course of instruction (Richards, 1985:201).

What is strange about the *Crescent Course* is that it was written without clear objectives in mind; although there were some general objectives written for the structural courses in 1968, no up-to-date revision of these objectives has taken place. The absence of clearly stated objectives led the authors to select boring subjects and irrelevant topics which did nothing to hold the students' interest, such as imaginary stories set in outer space, and tales featuring people with bizarre names and characters. As a result, neither teachers nor students were motivated to make the best of the course:

A lack of motivation on the part of the students may arise either from a rejection of the aims presupposed by the objectives, or from a rejection of the objectives as a valid mediation towards aims that they do not accept (Widdowson, 1983:7).

These objectives were not explained clearly enough for the *Crescent Course*

authors to plan the course around them. Thus the objectives hypothesized by the authors themselves did not meet the requirements of state policy on English teaching. Consequently some experts claimed that the low standard of English teaching in Qatari schools may be related to the absence of formal policy on the part of the state towards the teaching of English in Qatar. One of the recommendations was that 'a committee should be set up forthwith and entrusted with the task of carrying out a survey of the language needs of Qatari students...The same committee is to undertake the task of formulating the educational objectives for English language in Qatar' (ALECSO report, 1982:1).

In 1985 English teaching objectives were formally produced by the Ministry of Education as 'the terminal performance objectives of English language teaching in general education in Qatar' (Ministry of Education Report, 1985:6).

Although Oxford University Press was advised to start revising the text books according to the objectives, it made no serious attempts to do so and was eventually told not to go ahead with the revision (Ministry of Education Report, 1989:4).

In fact the lack of clearly stated objectives from the start, i.e. before the implementation of the *Crescent Course*, lead the authors to hypothesize their own objectives without adequate field experiments. Although the syllabus is meant to present English to the learners from a communicative point of view, the way in which the communicative approach has been presented has appeared to give more weight to speaking and listening, which in turn has resulted in low standards among secondary school graduates, particularly in highly needed skills such as

writing. 'The field in which the low standard was very clear is writing skill. Out of hundreds of students' paragraphs it was very hard to find an acceptable written text' (British Council Report, 1982:6).

The low standard worried some experts considerably. In his report about testing in the *Crescent Course*, Brendan Carroll stated that the standards currently achieved by the students would not be high enough for them to compete in a university which used English as a medium of communication, or for them to use English in jobs that require a firm command of the spoken language.

Low standards are also noticeable at university level from personal contacts with some language and other subject teachers or from the results of exams which were difficult to obtain formally from the language unit.

2.3.3.3.Course Contents:

The contents of the course were criticized mainly on two points:

1. The course lacks emphasis on writing skills; there are not enough exercises or practice for this skill in the books. Furthermore, the students do not nurture their individual capabilities in writing since most homework is done in the classes in groups; the syllabus does not cater for individual training in or outside the class. The absence of individual skills in writing has resulted in poor and incorrect presentation of sentences, and thus there is a general weakness in writing skills across the board: 'In L1 and L2 classrooms alike it is difficult to devise situations which call for genuine written communication so that students can express themselves in a natural way' (Allen, 1986:17).

It is true that to develop an effective methodology for writing — particularly in communicative teaching — is not easy. According to the authors of the *Crescent Course*:

In the Crescent Course the four language skills have been integrated so that the pupils first listen to new language, then speak, then read and, finally, write it. Note, however, that steps frequently put more emphasis on one or other of the main skills (Butterfield, *et al* 1985:11).

However, the methods of presenting writing skills in *Crescent* are known only to a few teachers who have studied the new orientations and developments in language teaching. Most teachers are not accustomed to the way writing is explained by the *Crescent*, and many complain that the course emphasizes speaking and listening while disregarding writing skills.

Moreover there is no explicit, systematic presentation of grammar in the texts; as a result, students are not fully aware of the grammatical rules that govern the formation of sentences. The grammatical rules presented are scattered throughout the text and thus the students do not have clear ideas about how to apply these rules in their writing.

Some of the reports mention the poor writing ability of the students; however it should be noted that the syllabus deals with writing skills from a communicative view of teaching English. All skills, including writing, are presented and taught indirectly throughout the syllabus in a conversational rather than a structural way.

The authors of the *Crescent Course*, in response to the many criticisms of their style of presentation, abandoned the communicative view and opted for a 'middle way', adding several grammar exercises and drills — particularly in the later versions of the textbooks — without grammatical headings. This method of presentation does not improve the writing skill and the grammatical exercises become a pattern that has to be followed in order for the student to pass exams rather than acting as an aid to mastering writing skills.

In 1984 two books were written about communicative grammar. As stated by Widdowson, 'about two years ago, two colleagues, Ann Brumfit and Scott Widdowson, and I were commissioned to design such a map. We were asked to consider how the *Crescent* course could be supplemented by separate materials which gave explicit emphasis to grammar'(Widdowson, 1986:42). They decided that in communicative grammar,

Reformulation implies a shift or orientation from inferential to referential grammar. This involved the selection of what we regard as grammatical elements which called for focal attention, leaving the rest to be introduced peripherally, and the arrangement of these elements into units which drew attention both to the area of conceptual and communicative meaning they realized (roughly their denotation) and the relationship they contracted with other elements as terms within linguistic systems of English (*ibid*).

In fact the communicative grammar work was not well received by the Ministry and some experts, who considered it an additional load to the existing books. It may be argued that to teach grammar in such an innovative way and to

expect acceptance and success is not possible, particularly with the communicative approach because it needs well qualified and competent English teachers, a resource thin on the ground in Qatari schools. As a result the students at the University who have done the *Crescent Course* are very weak in their writing skills, particularly when it comes to the correct grammatical order of the sentence.

2. The contents of the course were also criticized on the grounds that the English phrases and expressions used in the books are of a very advanced level and are difficult for the teachers and the students to understand. The course clearly needs native speakers to teach it rather than those for whom English is their second language.

As a matter of fact the language expressions need to be taught in a better way, and preferably not in groups as is currently the trend. In group work the students are usually careless because the group leader, whose English is generally good, does more work than the others and thus individual differences are difficult for the teacher to observe.

In addition the course is rich with linguistic activities and new phrases all the way through, which means that no room is left for revision to make sure that the students already comprehend the previous lesson. If the shortness of the academic year is taken into consideration then the actual time spent in revision is not sufficient because there is barely enough time to finish the contents of the course, let alone revise it.

2.3.3.4. English Teachers:

A good course becomes ineffective if it is taught by inefficient teachers. English school teachers in Qatari schools fall into five groups as described by the ALECSO report of December 1981:

1. Traditional teachers who consider group work and modern audio visual aids a waste of time.
2. Teachers who are well experienced in the traditional methods of teaching English but who are willing to cooperate by following the methodologies laid out in the *Crescent Course* books. These teachers are few.
3. Teachers who are convinced of the effectiveness of the communicative methodology and who follow the teacher's book step by step. Again, these are few.
4. Teachers who do not rate communicative methodology highly and who follow no specific methodology in teaching English.
5. Those who are not competent themselves in English. Not a great deal is expected from these teachers, whichever course or methodology they follow. (ALECSO Report, 1981:4)

The English teachers' situation can be seen in the light of the following criteria. Firstly, a successful communicative course should be taught by a teacher whose command of English is good enough to tackle the communicative skills. Secondly, when selecting an English teacher, his experience, degrees and special training — particularly in EFL/ESL — should be carefully considered. Thirdly, the teacher's attitude towards the implementation and acceptance of a new and creative methodology in language teaching is an important element in the application of the new language methods.

When applying such criteria to the situation in Qatar it seems that most of the English teachers' experience comes from the structural courses dominant in schools in their own countries. These courses neglect to a great extent the communicative value of language, and thus a weak command is the result, particularly in language fluency. The *Crescent Course* as it is recommended by several experts needs 'recruitment of a strong cadre of British teachers of English' (British Council Report, 1984:1). Thus it is not fair to ask non-native teachers who are not well trained to teach a highly advanced course such as *Crescent*.

Although the English language teaching centre which was initiated by the Ministry of Education holds many English courses for teachers to improve their command of English, these courses are felt largely to be unsatisfactory, particularly by teachers who are accustomed to the old structural courses. The courses are also seen as an additional load on the timetable, and some teachers find it psychologically difficult to be taught English again. Consequently the courses are not well attended.

The *Crescent Course* also requires integrative communication in the class between the teacher and the students. It would be more successful if the teaching of such a course were to take place in a natural language setting rather than in a foreign language environment. To put it simply:

In a natural setting, teachers usually are native speakers or near-native speakers of the language and can cope with various decision-making steps that deal with language use; on the other hand, in the foreign language setting, teachers are typically non-native speakers who may have never spent time in an English speaking coun-

try and therefore may find it much harder to make decisions of a native-like nature (Dubin and Olshtain, 1986:30-31).

In fact neither the teacher nor the students communicate enough in English in the classroom, simply because they are not competent enough to do so. This is the case with many teachers. Here, the view that English is a foreign language can help remedy the situation. In other words it is useless to put more emphasis on communication skills where the atmosphere in the classroom is not conducive to putting these skills into action. Thus in the students' questionnaire, which will be reviewed later, there is a complaint about the poor use of English in class by teachers, some of whom avoid talking to students in English as far as possible.

2.3.3.5. Students:

The student plays a vital role in the success or failure of any language course. Stern (1984) states that 'it may be a truism but it is nonetheless necessary to state that the language learner is or should be the central figure in any language teaching theory' (1984:360).

The communicative method of teaching implies that 'the students are expected to take an active part in the learning process. They are put into situations in which they must share responsibilities, make decisions, evaluate their own progress, develop individual preferences, and so on' (Dubin and Olshtain, 1986:31).

In describing Qatari students, the ALECSO report states that their level of attainment 'is not as high as it should be' (ALECSO Report, 1982:4). The low

standard of the students in English is one of the educational problems that greatly annoys the Ministry of Education. In research carried out by the Ministry in 1984 to study the low achievement of student in some syllabuses such as English, it was clearly stated that when asking students to state the reasons that lie behind their low standard they declared that:

1. They find it difficult to study English language at school.
2. They are not able to read English alone at home.
3. Low standards obtained in English during the previous calendar year allow them to understand very little from their teacher in the current year.

The reasons mentioned above show the students' individual abilities to read and understand English alone are not well established. One causal factor here is concentration on group work; students do most of their activities in groups and little attention is given to building up individual activities.

In addition the educational exam system also has detrimental effects on student standards. This issue will be discussed later in this chapter.

In fact most of the students at school feel on the whole that English is difficult to learn and that the only thing they are concerned about is how to pass the English exam. If this is the attitude of the students towards English then the *Crescent Course* organizers have to re-evaluate the project. It is important that motivation be regenerated by successful achievement in the classroom (c.f. Clark, 1987:75), but successful achievement can be attained only by the students

themselves. In other words, achievement can happen only if the students nurture a love of the language itself.

2.3.3.6 Testing:

The Ministry of Education has given much consideration to testing the *Crescent Course* as a complementary part of the project. An expert from Britain was appointed and a new type of testing implemented. Furthermore several reports have been written about the *Crescent* tests in which it is stated that the communicative tests are valuable and necessary for the success of the project itself (c.f. the British Council's report of 24 February, 1982). However it would seem that the Ministry of Education is dissatisfied with the results of these tests; a decision was taken to give the responsibility of language testing to the supervisors of English and the test expert has left the country.

To evaluate this situation the following points must be considered:

1. Although the communicative test has its own approach to language testing which makes it different from other approaches, it is part of the educational system and can be affected to a great extent by administrative problems. In other words, the students' percentage success in exams is a criterion assigned by the Ministry of Education to gauge the academic reputation of schools, headmasters and teachers. Thus the headmaster of the school will go to great lengths to achieve high percentages for his students in exams. Also the headmaster writes an evaluative report about the teachers to the Ministry of Education and this report could affect to a great extent the teacher's continuation in the work. The aim of a great

number of teachers is thus to ensure examination success, a motive which tends to affect the objectives and the communicative aims of the course.

Exams are not really a good indicator of the students' actual achievements in the course. On some occasions test results may be doctored by the Ministry of Education if many students fail the exam. In such situations one finds it difficult to put the blame on language testing *per se*.

2. When the new language tests were first implemented, they were based on new thinking, i.e. their contents were taken from real life situations. Several teachers who were accustomed to the old type of test began to complain that the contents of the tests were not taken from the textbooks; as a result the students were not able to make sense of them and the teachers did not know how to prepare the students for the tests. Subsequently, test contents underwent a gradual change and some items from the textbooks were included in them. Several schools began to prepare handouts on testing or on how to prepare students for the tests.

It is clear from the discussion above that attention is focused not on what the student has learned but on how the student will pass the exam and what the percentage of passes will be. This is not a healthy situation for new ideas to be implemented and gain success. The language expert at the British Council in London stated clearly in his report in February 1988 during his visit to Qatar that:

1. The students in secondary and preparatory stages are reaching a very limited standard in communicating in English and its use in their daily life.

2. The current standard achieved by the students is not good enough to use

in a university requiring good command of English or future careers that require good command of English (British Council Testing Report, 1982:7).

In fact the low standard of the students has affected the implementation of good language courses at university level. University courses maintain low standards in order to remedy the shortcomings of the students who have finished secondary schools.

2.3.3.7. Suggestions for Improvement:

The following suggestions may help to remedy the situation in secondary schools:

1. The educational system in Qatar is divided into three stages:
 - Elementary stage: 6 years
 - Preparatory stage: 3 years
 - Secondary stage: 3 years

The time spent learning English, i.e. from the last two years of the elementary stage until the end of the secondary stage, would seem adequate for the achievement of a good command of English. Instead of giving general English only throughout the above-mentioned period, one may suggest the following (see table 2.2):

In the last two years of elementary school, which sees the beginning of English language learning, stress should be put on the command of basic En-

glish such as the alphabet, basic everyday words, correct and near-native speaker pronunciation, etc. The teachers at this stage should have a good command of spoken English, sufficient background knowledge of language acquisition and language learning theories as well as higher qualifications in TESL/TEFL. Language teachers at this stage should be supervised closely by experts who have sufficient linguistic and educational expertise to be able to guide teachers at this stage and furnish them with the necessary advice and recommendations in the form of workshops, seminars and assignments. At the moment, underqualified teachers with little experience are teaching this stage.

Success in passing English tests at this stage should depend on attaining the level of English assigned for this stage. A higher committee should be formed and made responsible for preparing the test battery and monitoring the exams. This may eliminate the influence which some school headmasters have on the board of examination. Students who do not pass English can be given more intensive work in the summer and a re-sit exam can be provided for them. This stage is the seed from which the acquisition of further language skills will grow; special consideration should be given to it by those who make the crucial decisions.

2. In the first two years of secondary school, an intermediate level of English based on the previous stage should be presented. At this stage equal concentration should be given to the different skills rather than putting all the emphasis on speaking skills. Teachers at this and the following stages should be selected according to their language command and their specialization in TESL/TEFL.

3. In the third year of preparatory school and the first year of secondary school an intensive and advanced level of English should be aimed at, bearing in mind, of course, that at the end of this stage the students should have a good command of all the language skills they need.

4. In the last two years of preparatory school the students are asked at the beginning of the two years to choose either a scientific section or to enrol in the literary section, which concentrates more on the humanities. At this stage another important element needs to be presented in language teaching, namely courses of an ESP-oriented nature. Such courses can prepare the students gradually for university courses or a future career. The students in the last two years will be under pressure to enrol in one of the two sections and thus an ESP-oriented course will be in harmony with their choice and will help them to know about the subjects they study.

In fact the Ministry of Education established such courses at the beginning of 1987 in two specialized schools: secondary school commerce and secondary school technical. The set book for the former goes under the title of *Enterprise*, while that for the latter is called *Working English*. Both books are published by Heinemann. In fact the last two years of secondary school are very similar to these two schools and the method implemented here could be a remedy for the current situation.

5. Finally one may stress the point that clearly stated objectives for each stage should be built on a needs analysis study.

**Table 2.2 Proposal for Teaching
English at Pre-University Stage**

Year	Elementary Stage	Preparatory Stage*	Secondary Stage*
1	-	Intermediate Level	Advanced Level
2	-	Intermediate Level	ESP-Oriented Level
3	-	Advanced Level	ESP-Oriented
4	-	-	-
5	Basic English	-	-
6	Basic English	-	-

* Preparatory and secondary are only 3 years stage

2.4 English Language Teaching at the University of Qatar

2.4.1 Introduction

It was stated previously that one of the main aims of the present work is to evaluate the status of English language at the University of Qatar. This aim can not be fulfilled unless we consider the build-up of the English language learning scheme that begins in the first stages of elementary school. Since the pre-university situation cannot be ignored, there is an important link between this section and the previous one. The deficiencies which exist in English teaching must be remedied; the *Crescent course*, with its communicative view of language teaching, is unable to secure the satisfactory achievement that is expected of students who follow it. This fact is a crucial one which must be considered in our assessment of English language teaching at the University.

It would benefit the reader here to gain some insight into the history and workings of the University of Qatar as a context for the points that appear in the chapter.

2.4.2 The University of Qatar

The University of Qatar was inaugurated in November 1973 with two Faculties of Education (one for males and the other for females) as its nucleus. On June 8th 1977, by Emiri Decree (ordinance) no.2 for the year 1977, the University came into formal existence with the addition of the following faculties: Science, Islamic Jurisprudence and Islamic Studies, and Humanities and Social Sciences. In 1980

the Faculty of Engineering was established (for men only), followed in 1985 by the Faculty of Administrative Sciences and Economics. The University transferred to the present campus in 1985, and is located about 15 kilometers from Doha. The number of students at the University is 4707 (male and female) and there are 438 staff (see tables 2.3 and 2.4).

Table 2.3 NUMBER OF UNIVERSITY STUDENTS 1987–1988
SPRING SEMESTER, 1988

Faculty	Qatari		Non-Qatari		Total
	M	W	M	W	
First year(General)	227	851	235	193	1506
Education	110	999	70	252	1431
Humanities and social sciences	143	257	58	61	519
Science	42	121	70	121	354
Islamic studies	78	372	33	20	503
Administration and Economics	73	122	42	8	245
Engineering	105	–	44	–	149

Source: University of Qatar, Annual statistical abstract, Spring 1988:55.

The academic assessment system and courses offered by the University are based on the credit hour system. Students are required to complete 144 credit hours before they can be awarded the degree of B.Sc. or B.A. The system of

Table 2.4 NUMBER OF TEACHING STAFF 1987–1988

TITLE	Qatari		Non-Qatari		Total		Grand Total
	M	W	M	W	M	W	
Professor	1	–	63	7	64	7	71
Assistant Professor	2	2	101	6	103	8	111
Lecturer	19	13	60	16	79	29	108
Assistant Lecturer	22	48	–	–	22	48	70
Demonstrator	25	21	–	25	21	46	108
Expert	–	–	2	2	2	2	4
Instructor	–	2	16	10	16	12	28
Teaching Practice Supervisor	–	10	7	20	7	30	37
Field Work Supervisor	–	7	1	–	1	7	8
Grand Totals	69	103	250	61	319	164	483

Source: University of Qatar. Annual Statistical Abstract 1988:101

‘contact hours’ is also used . This mean that the students may take a subject that is evaluated as two credit hours for example and this subject is taught to him 4 times a week, making a total of 4 taught contact hours .

The academic year is divided into 3 semesters: fall, spring and summer. Fall and spring semesters each last 16 weeks. At the beginning of the academic year the students choose their courses and take up to 18 credit hours if needed, each course having specific credit hours from 1-3.

In developing countries the university usually has a very important role to play in society. Initially, however, the University of Qatar had a limited role to

play and was responsible mainly for training teachers for primary, elementary and secondary stages of education. More important is its goal of fulfilling the broader needs of the society, which it has the ability to develop, educate and influence. As a developing country Qatar has relations with the rest of the international community and since English is considered a very important international language, the teaching of English at the University is accorded great importance. It is important therefore to give a brief account of the Department of English and Modern European languages in which the English language teaching unit originated.

2.4.3 The Department of English and Modern European Languages

The idea that English would play an important role in the University was clear when the two educational colleges were founded as the nucleus of the University of Qatar. The Department was established in 1973 as part of the Faculty of Education. Its aim was to train and prepare secondary school graduates to become English language teachers. The department offers a four year B.Ed in Education which amounts to 144 credit hours, only 62 of which are devoted to English courses. This is clearly insufficient preparation for students who will be English teachers in the future.

The Department also offered various English courses to students from other faculties who were specializing in other subjects. These courses were taught as part of University requirements. They were of a general nature and not chosen on the basis of research or needs analysis studies. Text books were chosen in an ad hoc fashion i.e. according to availability. Up until to the academic year

1983/84, all English courses for both majors and non-majors were taught by the English Department. However the situation was unsatisfactory, with limited staff and facilities in the Department militating against the possibility of any really effective teaching being done. It was clear that a new section had to be set up in the English language department to deal with non- English subject majors in the other faculties and thus the English Language Teaching Unit was born.

2.4.4 The English Language Teaching Unit: Inception and objectives

At the beginning of 1984, the University decided to create the English Language Teaching Unit (hereafter referred to as ELTU) to take on the responsibility of teaching English to non-majors. It was affiliated to the Faculty of Humanities and Social Sciences. The objectives of the ELTU were defined as follows:

A) To organize programmes for the improvement of the language proficiency of students and others, including graduate assistants and assistant teachers.

B) To organize programmes designed to meet University requirements.

C) To develop the above programmes in cooperation with the Department of English and other University departments.

D) To provide any information required by the university regarding language study and research. (University of Qatar, 12 Jan 1984:4)

If the above objectives are considered carefully, we may conclude that the objectives are general, and that it was a somewhat ambitious description of the situation of the ELTU at a time when the academic and administrative positions

of the ELTU were not recognized. In other words the ELTU was dependent on the English language department. The head of the Unit and the other teachers were at the same time members of the teaching staff of the English department.

The ELTU was also located on the same site as the department due to the lack of space in the University's old building. Moreover there was only one secretary serving both the ELTU and the English department. Both staff shared the same office facilities such as the photocopying machine and so on. Astonishingly the ELTU, working in this difficult environment, had undertaken the responsibility of teaching English to students of different faculties to help them fulfil the requirements of the University.

Thus the initiation of the ELTU was not based on careful consideration of the implications and requirements of such an important body. There was a need for serious consideration of the situation and this was mentioned in a speech delivered by His Highness the Emir, Sheikh Khalifa bin Hamad AlThani, the head of state and the supreme head of the University of Qatar, on 23rd February, 1985 who stated that the University intended to increase the capacity of the English language unit. The speech was a green light to develop the ELTU into a more consolidated body.

2.4.4.1 English Language Teaching Unit: expansion 1986–to the Present

In a meeting with the Pro-Vice Chancellor of the University, Dr. Abdullah Al-Kubaisi on February-10th 1985, it was suggested that the researcher conduct an extensive survey of English language centres in the Gulf, within the framework

of his research, beginning with Universities in Kuwait and Saudi Arabia. The researcher, at that time engaged in the preparation of his pilot study of the current questionnaire, welcomed the suggestion; not only would it be as ideal opportunity to test the questionnaire, but it would also provide information that would enrich the contents of the items in the questionnaire and make them more accessible to the study by other researchers interested in developments throughout the Gulf as a whole.

After visiting the English language centres at the University of Kuwait, King Abdulaziz University in Jeddah, King Saud University in Riyadh and King Fahd University in Dhahran, the researcher wrote a full report about each one and submitted it to the Pro-Vice Chancellors' office at Qatar University (see Appendix A, p.322). The researcher was informed that his report was valuable and that it was used as one of the guide lines in developing ELTU.

Then in January 1986 a committee was set up to evaluate the work of the previous two years and to redefine the objectives and goals of the ELTU. It was suggested that there should be an improvement in the functions and aims of the ELTU. Accordingly, it was suggested that the name 'Language Centre' replace the ELTU. As mentioned in the minutes of the meeting 'Qatar University interdepartment language centre is the technical and administrative authority entrusted with the teaching of all foreign language courses for non-specialists at the University whether for credit as mandatory University requirements or as optional non-credit remedial instructions' (University of Qatar Report, 1985:7). A new director was

appointed and a five year plan agreed upon in order to fulfil the objectives and functions of the ELTU.

2.4.4.2 A Critical and Evaluative Overview of the Current Situation

Lack of the necessary interaction makes it difficult to evaluate and judge the development of the English Language Unit. Formal reports and minutes of ELTU meetings were subject to restricted access and thus the researcher relied on the help of those of his language teacher colleagues who did have access to the documents. Thus in our analysis we will depend on the information extracted from: ELTU meeting minutes, ELTU annual reports, some available locally produced materials and finally ELTU reports produced by the ELTU and obtained from the Faculty of Humanities. The researcher will refer occasionally to the report he wrote about the language centres in the area. In describing and evaluating the teaching of English at the ELTU, the following areas will be considered: development, resources, courses and syllabuses, examination and staffing.

- **ELTU Development**

As stated in the previous section, a suggestion was made by the committee that the development of the ELTU into a centre be speeded up. For reasons unknown to the researcher, the ELTU has not been changed into the expected centre and instead of the new hierarchical organization of the ELTU, additional committees have been created to perform particular functions. It is sad that the development of the unit has ground to a halt but it would be better to follow a piecemeal plan rather than embark on a large scale project of a highly devel-

oped language centre without considering the actual means available. Thus it is necessary to consider what resources were and are available.

- **Resources**

When defining objectives for any project there should be ample consideration of the resources necessary. 'For the variety of learning procedures envisaged all the necessary technological resources, together with the corresponding manpower, would have to be available on the spot, to be able to respond to new situations and demands as they arose' (King Abdulaziz University Report, n.d.). In the case of the ELTU at Qatar University, the stated objectives ignored the question of the resources required to carry out the programme. In the old building the difficulties of achieving the stated objectives were attributed justifiably to the shortage in buildings and facilities. In fact the same constraints occurred again on the new site. The ELTU finds it difficult to accustom itself to the few places that are left to be used. Also there is still a shortage of English language labs (two labs only are available in the University campus, used solely for the English language department purposes), and a print shop which is used only for the purpose of the Unit. To speed up the objectives, the ELTU needs to have a purpose built site with the necessary facilities and resources.

- **English Language Courses and Syllabuses:**

Before the inception of the ELTU, English language courses at the University were decided upon by the teachers themselves. The courses were divided into different levels and text books were ordered in accordance with the suggestion of

different teachers. Since the inauguration of the ELTU several attempts have been made to evaluate the courses in order to make improvements. In this context the following points can be raised:

1. Implementation of ESP/EAP syllabuses: Serious attempts have been made to implement ESP/EAP courses at the University to be taught in different Faculties, such as the Faculty of Sharia, the Faculty of Engineering, the Faculty of Humanities and the Faculty of Administration. As mentioned in the proposal presented to the Dean of the Faculty of Humanities on 12 December 1986 by Mr Baghdady (the former ELTU director): 'The EFL syllabuses offered by the ELTU are bi-dimensional: a. A general component, i.e. EAP (English for academic purposes e.g. note-making, note-taking, library and dictionary skills, etc.). b. Special components to cover the specific needs of each Faculty, i.e. ESP (English for specific purposes, e.g. English for Engineering, English for Science, English for Business Administration and Economics, English for Humanities, English for Islamic studies and English for Education.)'(Baghdadi, 1986:12).

In fact these courses have been implemented on two occasions. On the first occasion, it was on the initiative of an individual, not supported by the university. This was the ESP/EAP course entitled *Communicate Islam in English* written by Assistant Professor Elnashar for the Faculty of Islamic Studies. This syllabus was highly regarded by the Faculty of Islamic Studies and by students as mentioned by the informants in the interviews carried out later by the researcher and described in a subsequent chapter. The course began in 1986 but was terminated in 1987

and replaced by general English courses (still taught today) that were unrelated to the students' specialization. A venture as successful as this should be evaluated and assessed so that it may be developed and implemented in a more advanced and successful way.

The second achievement in this field was carried out under the supervision of the ELTU and consisted of the production of materials for the different University faculties such as Engineering. The Engineering course was prepared by Tassula Healey, Steven Thomson and Fuad Khalil Hassan. The Humanities' syllabus was prepared by Robin Healey. The Economics and Administration syllabus was prepared by Paul Glanfield. In general, these materials fell short of the standard of imported EAP/EAP course books that are taught in some sections, with the exception of those tried and implemented in the Faculty of Engineering. The reasons for the low academic level of these courses are as follows:

These courses are written for Arab/Qatari students who have their own cultural and social habits and customs. These values were for the most part neglected by the syllabuses. For instance one writer when talking about the official work of the Ministries and offices in Qatari societies, writes that: ' Hassan's staff worked very hard, and every thing was ready for the advisory committee meeting at 9 o'clock. Hassan went to the meeting. Only one committee member was there. A second member arrived a few minutes later. The first member went away. Then a third member arrived. There were important decisions to take, but the Chairman was not there'(Humanities' course: Looking at Life p.28).(see

Appendix B, p.336). The authorities are described as being careless, irresponsible and unpunctual. These shortcomings could be avoided were more Qatari teachers to participate in the writing of these books.

Later the ELTU implemented 'an increase of contact hours for all the Faculties, from 2 to 5 per week for the Faculties of Science, Humanities and Economics and from 3 to 16 per week for the Faculty of Engineering' (University of Qatar, ELTU Report Sep. 1987 to Jan. 1988:2). This was met with objections from some faculties, notably Engineering. Dissatisfaction stemmed from the following defects:

A. The students will have an enormous amount of English at the outset of their specialization but not enough information about advanced engineering subjects that need English; therefore they will finish their English subjects before commencing more advanced engineering courses. English courses could be gradually increased along with advanced engineering subjects so that the knowledge of English obtained may be applied to the advanced engineering courses.

B. English as a subject is supposed to be used as a tool to make engineering subjects easier for the students; it is not an end in itself but rather a means to facilitate greater comprehension of engineering subjects. By increasing English contact hours students will be loaded with a lot of difficult work and their achievement in engineering will suffer accordingly. This may have a detrimental effect on motivation and may lead them to abandon their field of study, simply because they are taking English courses which equal more than half of their engineering

programme in terms of credit and contact hours.

C. Before increasing the number of English courses, these courses should be piloted first with reasonable additions in contact hours; assessment of their suitability should be done at a later stage (cf. University of Qatar, ELTU Report, January 1988).

The materials used were not based on the actual needs of the students; no significant needs analysis study has yet been done by the ELTU as a basis for the new syllabuses. The syllabuses are based on hypotheses formed about the students' need and requirements, particularly the language activities and skills the learners are in need of. Thus some of the courses were lagging behind some intermediate level in the pre-University stages such as that of the Faculty of Administration and Economics by Paul Glanfield (English Book One) which deals with basic elementary strategies in language teaching such as the alphabet which is taught at the first year in elementary school.(see Appendix C, p.345).

● **Evaluation and Exams**

If a well organized system of analysis is implemented, future test forms may be designed which fulfil the necessary criteria and which yield more accurate results upon which to gauge student levels. 'In short, properly made tests can help create positive attitudes towards instruction by giving students a sense of accomplishment and a feeling that a teacher evaluation of them matches what he has taught them. Good English tests also help students learn the language by requiring them to study hard, emphasizing course objectives, and showing them

where they need to improve' (Madsen 1983:5).

It seems that the tests at Qatar University ELTU are still not based on sound objectives because of negligence of the experience of language teachers available at the ELTU. This point was raised in a report produced by the ELTU 'Mr Baghdadi (one of tests experts at the university) pointed out the importance of formulating objectives before devising syllabi and exams' (University of Qatar, ELTU Meeting Report, January 16, 1988: pp.2).

In addition, there is no placement test given to students before they are classified according to their level and academic ability in language. Thus students' difficulties in some aspects of language are not catered for by the courses because no clearly stated record about their past and current standards is available. Also the result of the tests at the University do not reveal the extent of student achievements in different language skills i.e. the tests do not evaluate each skill separately. It is also worth noting that while secondary school students are accustomed to tests based on the communicative view of language learning, university students are tested differently according to the preference of teachers. Thus there should a unified type of test assigned by experts in the field on the basis of specific and clearly defined objectives.

- **Language Teachers:**

Staffing plays a key role in the success or failure of the programme. However well prepared a programme may be, without a good teacher it is useless. Language teachers require two important characteristics.

First, a high degree of awareness of the learners as individuals, of their progress and difficulties, and of the best means at any time of promoting their continued learning; and second, a high degree of self-awareness as a teacher, including conscious effort to improve his or her command of the foreign language and seeking always to extend and improve the grasp and understanding of the profession by keeping in touch with changing ideas and techniques (Strevens, 1987:16).

Being hampered by the general lack of facilities at the ELTU is only one of the problems faced by the language teacher. Since there is no placement test to define levels of achievement, the onus of evaluation is on the teacher himself. However, inordinately large class numbers do not allow him to spend time on individuals in order to assess standards of English, to pinpoint difficulties and attempt to remedy them. However, students spend no more than 16 weeks on each course before moving on to the next, and in this short time it is extremely difficult for the teacher to win the confidence of his pupils. Even if he does succeed in forming a positive relationship with them, assessing their standards, identifying their problems and suggesting solutions, he knows that his help and advice will probably come to nothing when his students leave for another class and another teacher. The importance of the teacher's role in the system cannot be emphasized enough.

Another cause for disappointment is the lack of cooperation among language centres in the Gulf as a whole. Apart from sharing a common language, religion and value system, students in Qatar, Kuwait, Bahrain and the United Arab Emirates

all study the *Crescent Course* at secondary school level. Cooperation between different language centres would enable teachers to draw on the experiences of their colleagues in other parts of the Gulf and so enrich their own teaching situation.

- **Students**

Before designing a course one has to know who is going to be following it and what he expects to achieve at the end. In other words, catering for students' wants and expectations from the learning process is an important starting point when designing a syllabus.

Students need to be motivated to learn English by participating in the learning activities. Student opinions about the course contents are important because their evaluation of the course will tell us exactly about their feelings and about the expectations they have from the course. Since there is no questionnaire or assessment done by the students about the courses at the University, these courses still lack an important element. It is not known what the students' perceptions of the course are and whether the English language course helps them to overcome academic problems in their fields of study.

The students have been given more contact hours in English as means of increasing their standard and command of the language but were not asked for their views on the effects this increase may have. Thus the students are burdened with more English courses every year without careful consideration of their real wants and needs. The students cannot involve themselves fully in learning if they are bored with what they study or if they think that the English courses affect their

standard of achievement in their own field of specialization rather than helping them to achieve a better performance in the subject of study; what matters is the quality of the courses, not the quantity.

2.4.4.3 Summary

In short there are a number of factors which are inhibiting the work of the ELTU.

1. As stated earlier, there is a shortage of resources which are urgently needed by the ELTU such as a print room, audio visual aids, a well stocked library and a work shop for preparation of material. To be effective all of these facilities would need to be situated in a purpose-built centre along with the necessary classrooms, staffrooms and an administration area. If all the facilities were available on one site then they would be more easily integrated into the contents of the programme. For example, the library could be used to offer training and practice in the use of library resources. Such a centre is urgently needed because the unit is teaching 2.000 thousand students a year, an enormous task which needs greater effort and finance.

2. As stated before, the researcher's visit to similar centres in Kuwait and Saudi Arabia gave him the impression that the ELTU is lagging behind in language teaching for academic purposes and that there is a need for an urgent project to implement ESP/EAP materials. There is a need for expert, highly-motivated staff to design and implement the programme with creative insight and appreciation of feed back, both positive and negative. The following categories

of teachers/administrators are needed: technical staff, who would support the implementation and process of preparing materials and would ensure that the requirements are made available; tutors to assist and teach the teachers of the unit how to deal with the problems of ESP/EAP courses, particularly those which are science-oriented; administrative support staff to supervise the project; and official consultants to whom the design of materials should be assigned. The project should include at least one authority on English language and language teaching, and experts in the field of engineering and science who would advise on suitable content areas and ensure that materials produced conform to at least a minimum standard of scientific validity.

3. There is an urgent need for the implementation of an extensive needs analysis study on the university students by the following: a): Secondary school teachers. b): ELTU teachers , c): subject teachers, who use English in their teaching and are interested in the projects of all faculties. The work needs to be supervised by a committee of specialists in the field of needs analysis. This project should be assisted by the University administrative staff. It could also be extended to cover those Gulf states with similar problems.

4. The ELTU unit should cooperate with Qatari linguist teachers in the Department of English. Their opinion is vital particularly in the context of subjects related to the students' culture and religion as these are highly sensitive areas and any misleading points may affect the students' motivation and interest to learn English.

5. There is a need for ESP/EAP courses which are based on the results of a well-designed and implemented needs analysis study. A communicative approach to language teaching with an ESP orientation could be an effective way forward. The course designers should not neglect the experience gained by the students over 8 years of studying syllabuses based on the communicative approach to language teaching. Their experience and attitudes should be assessed by the course designers. The courses at the University could be designed as complementary material to the syllabus at secondary schools.

Chapter III

ENGLISH FOR SPECIFIC PURPOSES-ESP: NATURE, DEVELOPMENT AND CURRENT SITUATION

3.1 Introduction

As stated in the previous chapter, the materials recently developed by the ELTU leave much to be desired; they lack a sound philosophical basis and a clearly stated linguistic orientation. Thus there is a need for a syllabus framework based on needs analysis and an ESP/EAP oriented view. In this chapter we will explore the nature of ESP from the view point of an Arab non-native speaker of the English language seeking to apply ESP in an environment of Arab learners.

3.2 What is ESP?

The many developments in English language teaching have urged teachers and others interested in the field of English language teaching to search continuously for a better method with which to present the English language to students. Thus from time to time new concepts emerge which appear to herald a new era or approach to language teaching. ESP or English for specific /special purposes is one such concept. It claims to present a new kind of English language teaching. As such it is a controversial issue that has raised many questions. Is it a new type of English which is different from general English? What exactly does it stand for?

Is it for specific purposes or special purposes, and is there a difference between the two terms? Could ESP lead to more successful learning? There are no easy answers, mainly because the various definitions of ESP are unclear, as we shall see later on in the chapter. In the following sections we will explore these issues and relate them to the situation of Arab speakers of English who would like to make use of ESP.

3.2.1 Origins, background and development of ESP

There are two main factors that have affected development in English language teaching and particularly ESP.

I. Developments in the field of science and technology. At the end of the second World War in 1945, and as a result of the use of new technology such as the atomic bomb, the search began for new directions in technology and science. Consequently, commercial and technological links between different countries in the world began to flourish. This led to the creation of a world community which was dominated by two forces — technology and commerce — which soon generated the demand for an international language. The role played by Great Britain as the leading colonial power of the eighteenth and nineteenth centuries meant that English would acquire an international status and become the major means of communication and exchange of information between the different parts of the world, particularly in the field of scientific technology and commerce. English is recognized as the language of science and technology, and mastery of this language

is desired by all those non-native speakers of English who would wish to progress in these fields.

English teachers, dealing with ever-expanding scientific terminologies, have thus begun to think about implementing courses that suit the students of science subjects. English teachers and language specialists have written special courses designed to fulfil the needs and demands of specific learners. These appear to be an

...obvious attraction to the client or learner of custom-built courses in the English that will enable him to do his job or pursue his studies, rather than the ubiquitous courses in general English or general literary English whose irrelevance becomes apparent sooner or later (Munby, 1978:3).

II. Development in the field of linguistics. The field of linguistics has undergone various changes and has seen several theories of language learning gain currency since the middle of the century. 'The second development which greatly influenced ESP programmes was a move towards a view of language as not only a set of grammatical structures but also a set of functions' (Kennedy and Bolitho 1984:2).

The Chomskyan revolutionary approach as launched in 1957 in his book *Syntactic Structures* and later in 1965 in *Aspects of the theory of syntax*, had a great impact on the field of linguistics, and language teaching was no exception. For ESP the most important feature was the distinction between performance (surface

structure) and competence (deep structure). It became important to know how people use the language and equally important the competence that enables them to do it.

In the early stages of its development much attention was paid to performance as the actual language mechanism used for communication in the target situation. The notion of competence grew in importance when Dell Hymes introduced the concept of 'communicative competence'. The idea was that as we learn and acquire the rules of the language we also acquire rules of use or of 'appropriateness'. The concept is not totally new and can be traced back to the British sociolinguist J. R. Firth. People working in language teaching realized that it is not important to focus only on the syntax and forms of language but that attention must also be paid to other ingredients of communication. The Threshold syllabus was published by the Council of Europe as a result of work of linguists such as Wilkins and Chancerel in 1975 and was instrumental in the rise of the communicative approach to language teaching which is at present the dominant trend.

The notion of child-centred or learner-centred teaching has been a significant influence on education in general and the learner, his needs and interests have become one of the most important issues in teaching. This gives more weight to ESP courses in the sense that ESP courses consider the learner and his needs as the core. As a result of these changes in linguistics and education in general several ESP courses began to spread in the market, dealing with specific areas of

specialization.

3.2.2 Types and major trends in ESP: a review of the literature

In recent years there have been a number of attempts to clarify and analyse the meaning of ESP and the nature of the courses that can be called ESP courses. An analysis of the following diagrams will provide an overview of various opinions.

Figure 3.1 represents the earlier classification of ESP where it is divided into EAP-English for academic purposes and EOP-English for occupational purposes. Figure 3.2 gives more details about EAP/ EOP but still considers the division of ELT into ESP and EGP (English for general purposes).

Figure 3.3 divides ESP or 'special language teaching' in Streven's term into two types, educational and occupational, and sub-divides these into three types of courses: courses that are given at pre-experience stages; courses that are given simultaneously or in study; and post-study or post-experience courses.

Figure 3.4 indicates that the specification of the course depends on its purpose, thus 'the diagram leaves open the question of special or restricted language' (Robinson, 1980:13). The figure tries to combine (a) purposes e.g EAP, with (b) linguistic analysis e.g 'restricted' code with (c) skills in ESP e.g reading, note taking with (d) needs analysis. It contains many aspects of ESP but mixes them up as if they were all of the same nature.

We also notice in the above figures that many terms are mentioned such

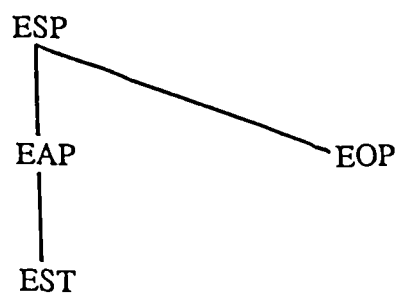


Figure 3.1 A classification of ESP proposed by the British Council (1975)
(from McDonough, 1984 : 6)

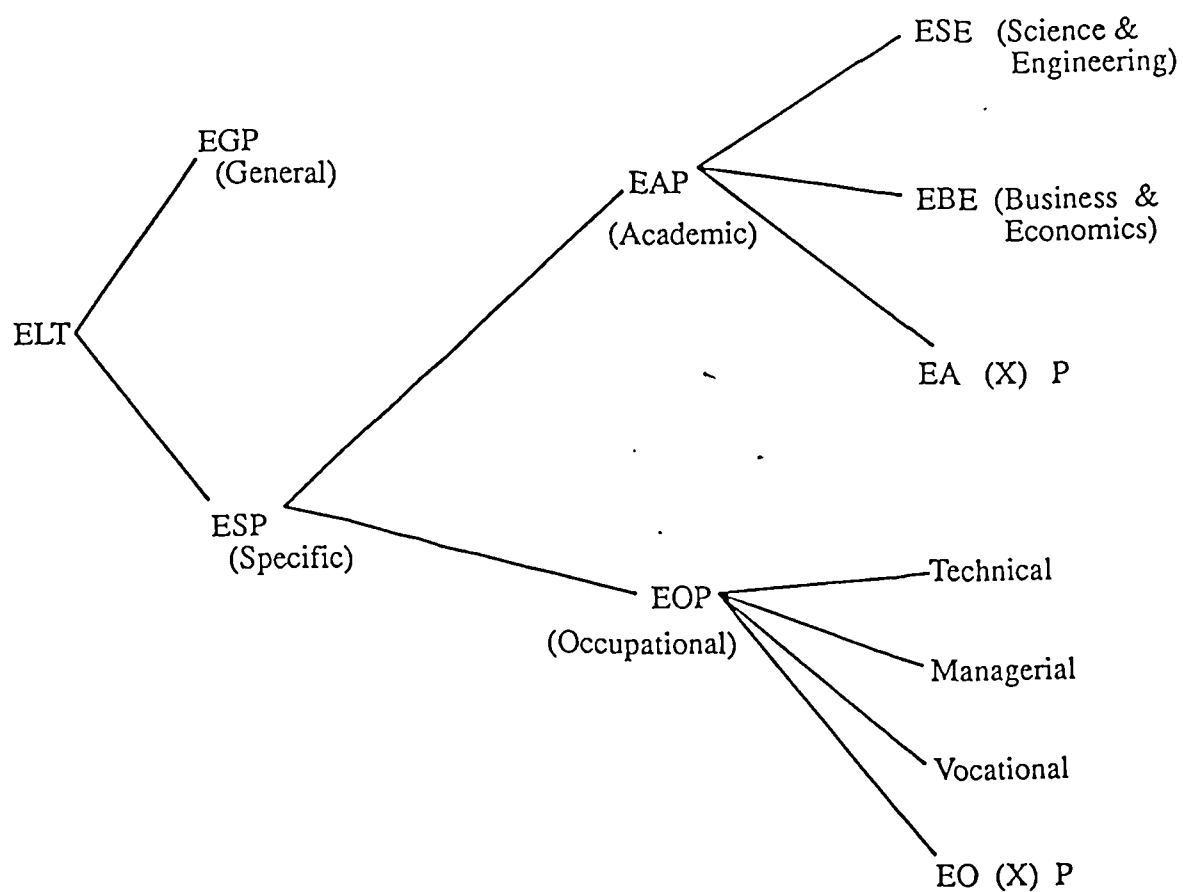


Figure 3.2 A classification of ESP proposed by Swales (1980)
(from Seymour, 1981: 44)

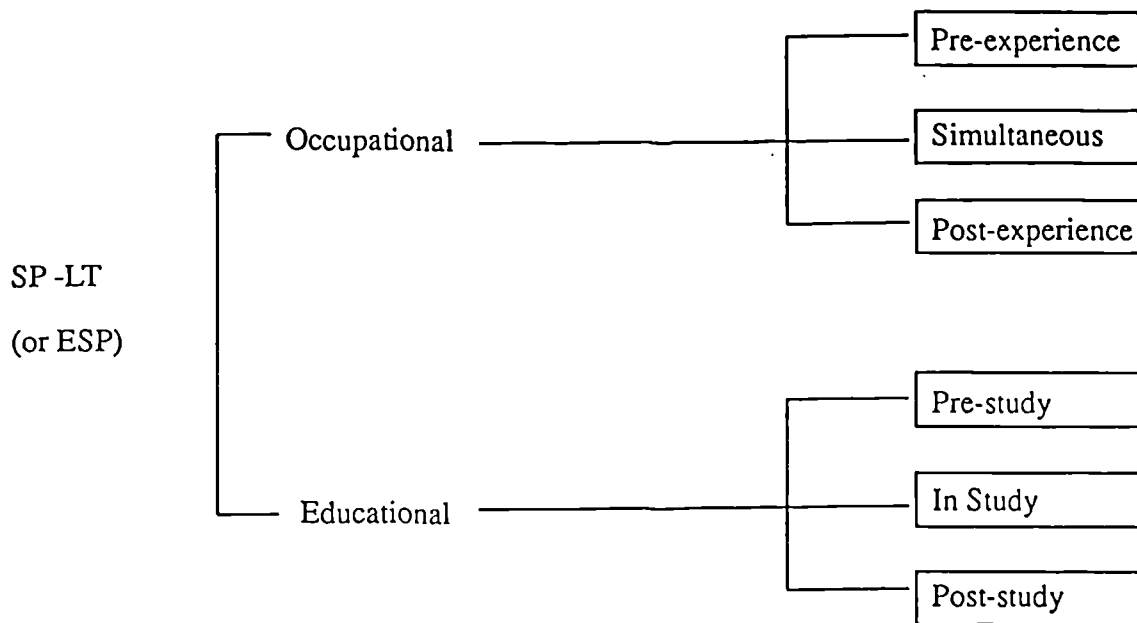


Figure 3.3 A classification of ESP (SP - LT) proposed by Stevens (1978 : 196)

as EEP, EOP, EVP and so forth. Are these terms and their variations a healthy phenomenon in ESP or is it a sign of ambiguity and misunderstanding of the nature of ESP? In fact the nature of ESP and the current work in this field bring about new notions and terms because ESP is a dynamic phenomenon and to unify the various terms into a single form is not possible.

Let us now consider the nature and definition of ESP. Several approaches to ESP have viewed learner needs as the core and essence of ESP. According to Munby, for example, 'ESP courses are those where syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner' (Munby 1978: 74).

This view is supported by others: 'ESP has its basis in an investigation of the purposes of the learner and the set of communicative needs arising from these purposes' (Kennedy and Bolitho 1984:54). ESP is defined similarly by Hutchinson and Waters (1987:9), although they believe that it is not a matter of teaching specialized varieties of English or teaching grammar and science words; rather, it should be seen as an approach, not a product. Robinson (1983:167) emphasizes that 'the prime importance given to subject matter is a key point of difference between ESP and communicative (or indeed any other) language teaching.' Mackay (1978) defines ESP as 'the teaching of English not as end in itself but as an essential means to a clearly identifiable goal' (Mackay, 1978: 28)

There are several problems one faces when trying to define ESP. Firstly, the term itself is a combination of words that are in themselves, controversial. Can

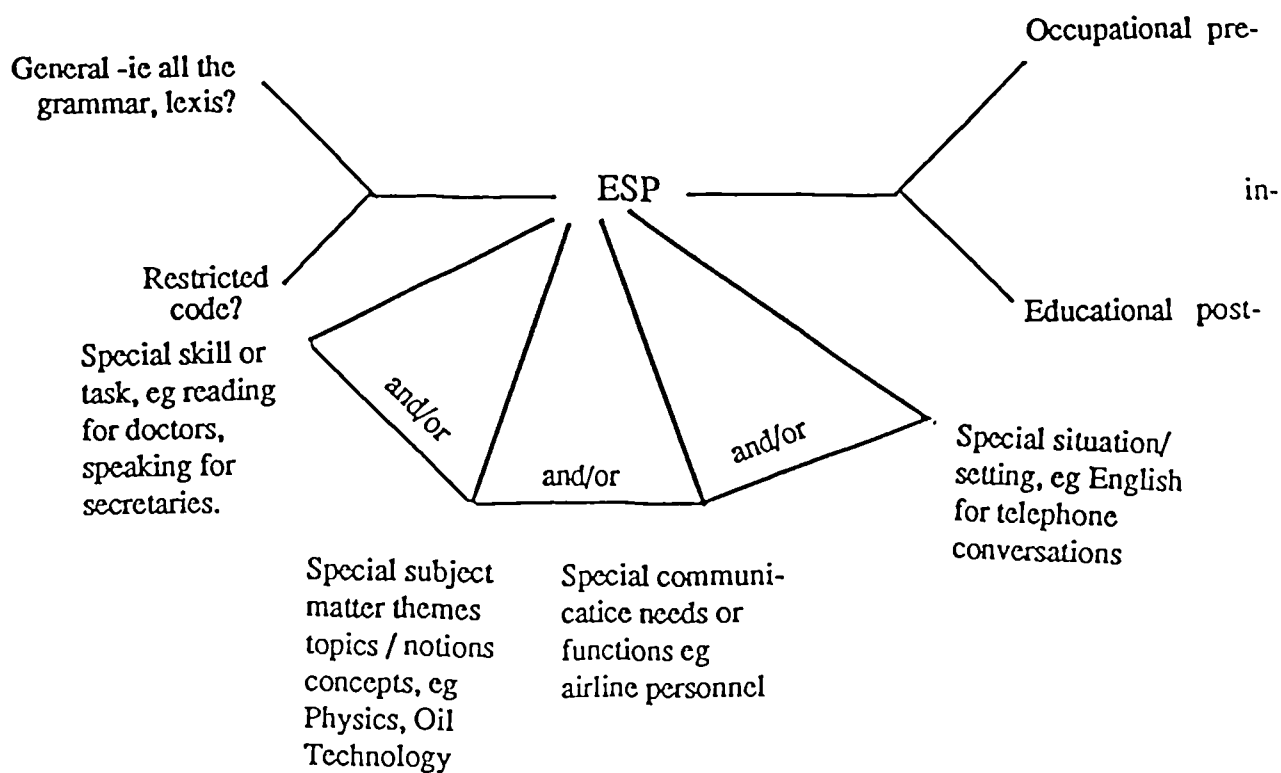


Figure 3.4 A classification of ESP proposed by Robinson (1980 : 13)

we, for example, replace the word 'specific' with term 'special', and if so does the word 'special' mean special language. As Kerr (1977: 11) asked, 'Are we justified in thinking that the purposes for which we teach English are special?' This matter is not settled yet and ESP is often used with both terms; often the term 'special-purpose language teaching' is used by some scholars, such as Strevens (1978: 192).

The term 'purpose' is also disputable in that the purpose of the course should be defined clearly if the course is ESP. Then there is the difficulty of distinguishing ESP from general English. Some scholars believe that there is a difference between ESP and EGP:

ESP is essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined tasks... GPE, on the other hand, is essentially an educational operation which seeks to provide learners with a general capacity to enable them to cope with undefined eventualities in the future (Widdowson 1983:6).

Others think that although there is a difference it is not clear. According to Strevens,

The difficulty recedes (although it does not disappear) (a) once the language course can be shown to possess major characteristics not shared by general courses, or (b) when a course deliberately restricts what it sets out to teach (e.g. eliminating one or more of the 'basic skills' in order to conform to obvious features of the purposes for which it is designed, or (c) when a course is designed round a set of communicative needs having little or no affinity with conventional general courses (Strevens, 1978:188).

3.2.3 Towards a general definition of ESP

Although it is not easy to reach an acceptable definition of ESP, we can say that every variety of language (every text) is an ESP text in that when teaching something to the learner, there is a need for a certain kind of English for that teaching operation. As soon as we define our objectives e.g. learning how to write a letter or a telegram, we move into the realm of ESP. Thus writing a letter is an ESP-oriented skill needed by the learner because it serves needs and carries objectives that differ from those required by the skill of writing a telegram. The question which now arises, however, is whether there is a valid distinction between ESP and 'general English'. Has ESP been defined out of existence? Since writing a telegram, for example, is an activity which is not confined to one profession or to one area of knowledge or to one vocabulary register, should it be seen as an ESP activity or a general English activity? One way to answer this question is to envisage ESP as part of continuum rather than a separate and a self contained phenomenon. It is this view which I shall take in my account of ESP in Qatar.

3.3 ESP course design

3.3.1 Introduction

Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge (Hutchinson and Waters 1987:65).

That which distinguishes the course design in ESP from general English course design is its basic rationale. The inherent nature of ESP is an all-important factor, for 'ESP is an approach to organise English language programs in such a way that the content of the course offered is relevant to the specific needs of specific group of learner' (Markee, 1984:9). Moreover what is observed by ESP course designers is that 'it is not the existence of a need as such but rather an awareness of the need' (Hutchinson and Waters, 1987:53). In the next section we will consider various approaches to course design in ESP environment:

3.3.2 Needs analysis approach

In this respect we will discuss in detail one of the influential models in needs analysis, namely that of John Munby. Munby's model in needs analysis has paved the way for course designers to offer specialized courses in specific areas needed by the learner, taking into consideration the functional specifications of the course. In his book *Communicative Syllabus Design*, John Munby introduced his model by saying that

One starts with the person (a language participant or category of participants) and investigates his particular communication needs according to the sociocultural and stylistic variables which interact to determine a profile of such needs. This profile is eventually translated into the ESP specification that indicates the target communicative competence of the participant (Munby 1978:32).

Munby's model as shown in Figure 3.5 begins with collation of the necessary

information about the learner (participant in Munby's term); it is important to identify the relevant factors that can be used later on when setting of the course and the role of the participant.

The target needs, which must be identified first before the language contents, must be specified by the Communication Needs Processor (CNP) which is the heart of this model. CNP consists of the following categories: purpose, domain, setting, interlocutors, instrumentality, dialect, target level, communication events and finally communication key. The model also urges the designer to consider in the implementation of the model the different variables related to the learner such as his/her target language, mother tongue, and attitudes. Other variables relevant to the contents of the course should be considered such as language skill selection (Munby explains that he uses the term 'skill' as a micro-concept and different from the macro-concept of an activity. He presents a taxonomy of language skills divided into 15 groups of different purposes), meaning processor (which has to do with the sociosemantic base of linguistic knowledge and transfers the communication needs into semantic groups of pragmatic kinds. Munby divides the sociosemantic processing into two types: productive and receptive. For the first type he lists 15 micro-functions such as obligation, assess and so on and 17 micro-functions for the second type such as deny, explanation and so forth), and linguistic encoding (in this section embodies the selection of the actual verbal realisations for the subject matter and micro-functions. Again language realisations were of two types: productive, e.g. where is the receipt?, and receptive, e.g. I'm afraid I've lost it).

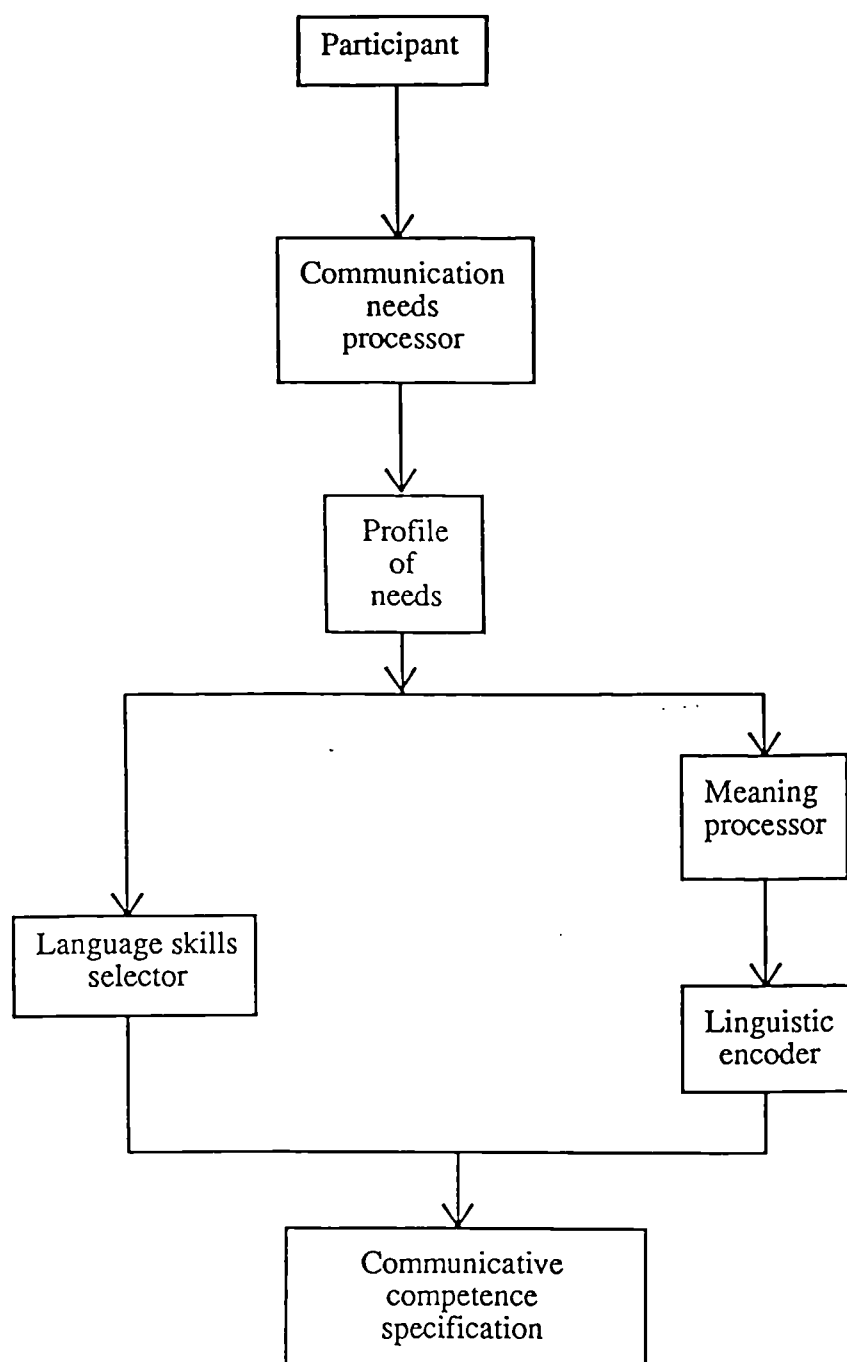


Figure 3.5 Needs analysis approach to course design proposed by Munby (1978 : 31)

Munby's model helps the course designers to fulfil two aims:

1. To produce 'a detailed profile of what the learner needs to be able to do in English in the occupation or studies for which he is being trained.
2. Produce a specification of the language skills, functions and forms required to carry out the communication described in the needs profile' (Hawkey, 1980:81).

The model implies that the appropriate syllabus specification in an ESP course can be introduced effectively only when learners' needs are taken into account. Hence in order to design effective ESP programmes, we have to pinpoint the use to which the learner wishes to put his English and estimate how much knowledge of the language is needed before he is able to perform a specific task. We have also to consider that an ESP course which is designed to fulfil the requirements of foreign students intending to join a course in which to pursue their studies should of necessity contain an English component with a cultural and social orientation. When needs are obvious to the course designer, learning aims can be identified in terms of the specific purposes to which the language will be put. Teaching will then be seen to be effective because the learner will begin to demonstrate communicative ability in his specific area.

Although the model was used in several courses as a means of considering learners' needs, it is too idealistic and theoretical to apply. McDonough states that the model has the following disadvantages:

It presupposes that the investigator has both time and access to the target situation and as such is perhaps more appropriate to the consultant than to the busy teacher....these writers in a sense, are requiring us to suspend a large chunk of our real world knowledge in the interest of being explicit about one aspect of the whole teaching/learning process (McDonough, 1984:33-34)

However, we have to remember that if our information about the learner is sufficient, much time and effort in the devising of teaching materials will be saved. Furthermore, the possibility of success will be greater if the course is based on learners' needs. It is not easy to collate the necessary information about learner' needs; however, the use of the model in course design should not be avoided. Brumfit (1978) said 'Munby's work is so detailed that many problems both practical and theoretical can be examined far more clearly than had been possible in the past' (Quoted in Robinson, 1980:31). Finally we can say that although Munby's approach to syllabus design is a very demanding one, by alerting teachers to the importance of needs analysis it has proved to be an important one. Several other models in needs analysis appeared such as that of the Council of Europe, based on the works of Wilkins and others such as Richterich and Chancerel (Richterich and Chancerel, 1980). Based on this approach was the 'threshold' level for English (for details see Van Ek, 1987: 75) which has the following argument:

Since it is not the place of a language programme to teach an entire academic subject per se, course goals must be limited to the establishment of some realistic 'threshold' level of language competence which will ensure academic success from the standpoint of language skills (though not from the standpoint of academic knowledge,

motivation, intelligence or other factor) (Schutz and Derwing, 1981:33).

Others tried to explore the area such as Jones and Roe (1976), Jordan (1977), Mackay (1978), and Schutz and Derwing (1981).

3.3.3 The learner-centred approach

In this approach the learner is the decision maker, and the key figure in defining his needs and what he wants to achieve in the course. His view of the learning process is the most important one to consider. Learning is viewed in this way as an end product decided upon by the learner only. Some scholars think that it is possible to view the learner-centred approach by stressing that

In a learner-centred system, needs analysis and setting of learning objectives is not something which happens only once at the beginning of the course. It is quite unrealistic to expect learners to be able to participate fully in such an enterprise at this stage for the simple reason that people can't make a valid choice until they have experienced whatever options are being offered (Brindley, 1989:77).

Brindley suggests that 'ongoing negotiation therefore has to be seen as part of a continuing cycle of needs analysis' (*ibid.*, see figure 3.6).

Hutchinson and Waters (1987:72) claim that 'the learner-centred approach does not really exist at the current time...since most learning takes place within institutionalised systems, it is difficult to see how such an approach could be taken, as it more or less rules out pre-determined syllabuses, materials etc.'

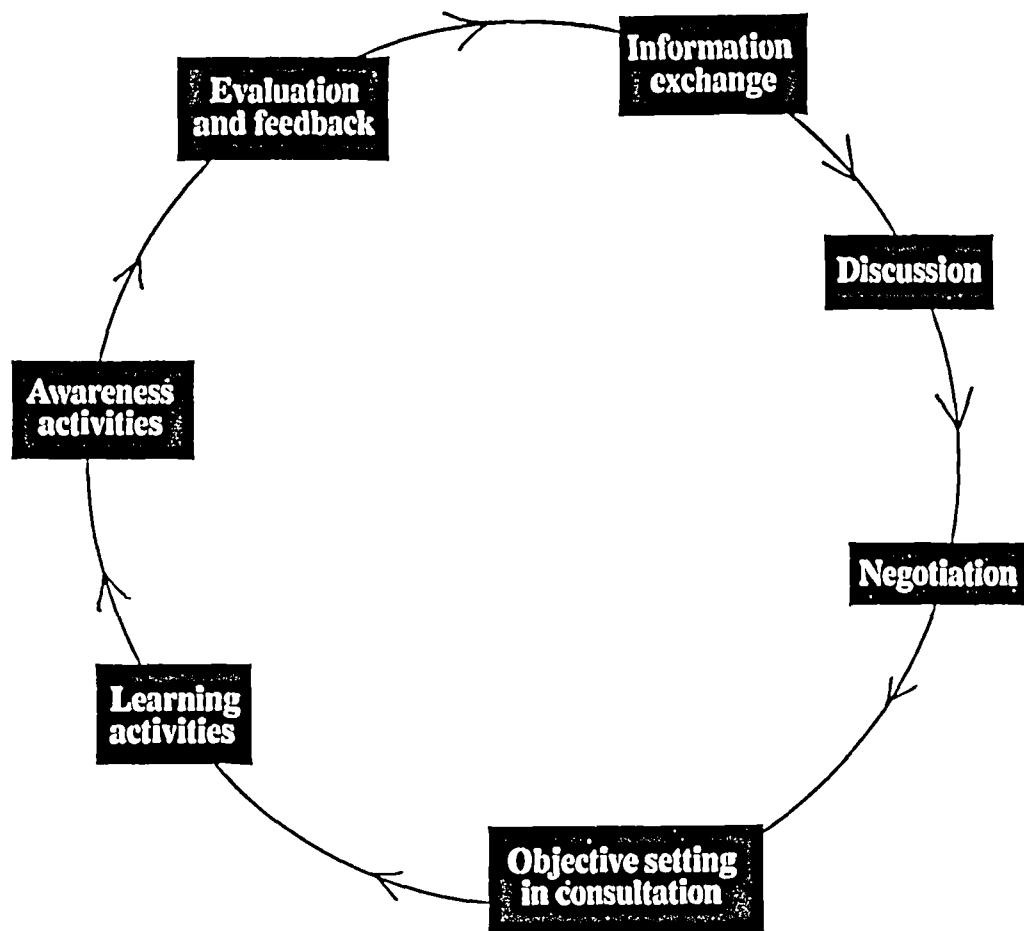


Figure 3.6 Elements of a learner-centered system proposed by Brindley (1989 : 77)

All in all it may be said that it is difficult to consider the learner as the only decision maker in the learning situation but his role should not be disregarded. Thus his opinions can be considered simultaneously with those of the other participants, i.e. the teachers.

3.3.4 The language-centred approach

The language-centred approach 'aims to draw as direct a connection as possible between the analysis of the target situation and the content of the ESP course' (Hutchinson and Waters, 1987:66) (see figure 3.7).

Although it seems from this approach that the route of the syllabus is through the learner by defining his target situation, he is not considered to be the main part in the syllabus. Rather he is simply a point of reference from which the target situation is defined. Therefore, the approach has been criticized as 'a static and inflexible procedure, which can take little account of the conflict and contradictions that are inherent in any human endeavour...it fails to recognize the fact that, learners being people, learning is not a straight forward, logical process' (ibid: 68).

3.3.5 The process-oriented approach

Before discussing this approach, it might be of benefit to the study to differentiate between two types of language data: 'sentence linguistics' and 'discourse analysis'. The following table (3.1) draws the comparison.

**Table 3.1 Differences Between “Sentence Linguistics”
and “Discourse Analysis” Data**

Sentence Linguistics data	Discourse analysis data
Isolated sentences	Any stretch of language felt to be unified
Grammatically well-formed	Achieving meaning
Without context	in context
Invented or idealized	Observed

Source: (Cook, 1989:12)

The first type of data is concerned with how the rules of language work while the other deals with the use of language for communication. The latter is summed up in the simple term ‘discourse’. The learner in the discourse context is looked at as ‘a social agent, located in a network of social relations, in specific places in a social structure’ (Kress 1989:5). The term is defined by other scholars in the field as having two meanings: firstly it refers to

... spoken interaction, which will be analysed in terms of units of meaning, organized into a hierarchy employing some or all of the terms ‘act’, ‘move’, ‘exchange’, ‘transaction’ and others. Secondly, discourse may refer to a stretch of language, either spoken or written, analysis of which will consider aspects of sentence connection, or cohesion (Robinson, 1980:20).

Discourse and discourse analysis were found to be useful to ESP as an

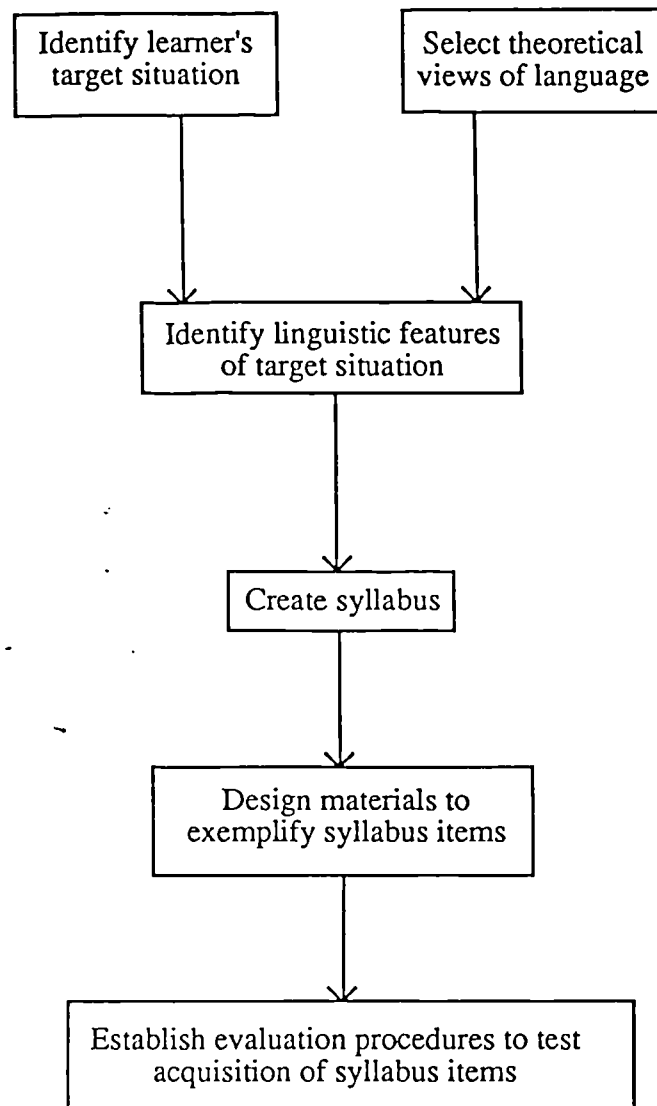


Figure 3.7 A language-centred approach to course design proposed by Hutchinson and waters (1987: 66)

approach to course design. It is termed 'process-oriented' by Widdowson and 'skill-centred' by Hutchinson and Waters.(see figure 3.8)It is based on two principles; theoretical and pragmatic.

a) The basic theoretical hypothesis is that underlying any language behaviour are certain skills and strategies, which the learner uses in order to produce or comprehend discourse. A skill-centred approach aims to get away from the surface performance data and look at the competence that underlies the performance....therefore it will present its learning objectives (though probably not explicitly) in terms of both performance and competence. b) The pragmatic basis for the skill-centred approach derives from a distinction made by Widdowson (1981) between 'goal-oriented' courses and 'process-oriented' courses (Hutchinson and Waters, 1987:69).

Widdowson criticized the target-needs analysis set by Munby in that the term 'needs' is too flexible and can have two indications: goal-oriented, which is concerned with the results of learning i.e. 'what the learner needs to do with the language once he or she has learned it' (Widdowson 1984:178); or process-oriented which refers to 'what the learner needs to do to actually acquire the language'.

Widdowson criticized the target-needs analysis approach because it considers the first meaning of the needs analysis only and ignores the second one, which from his point of view is the more important factor. He thinks that the important element to consider when describing text, register (Halliday's term, see Halliday and Hasan,1989:38) or rhetoric (Selinker, Trimble's term, 1976), is the means and process rather than the goals and ends.

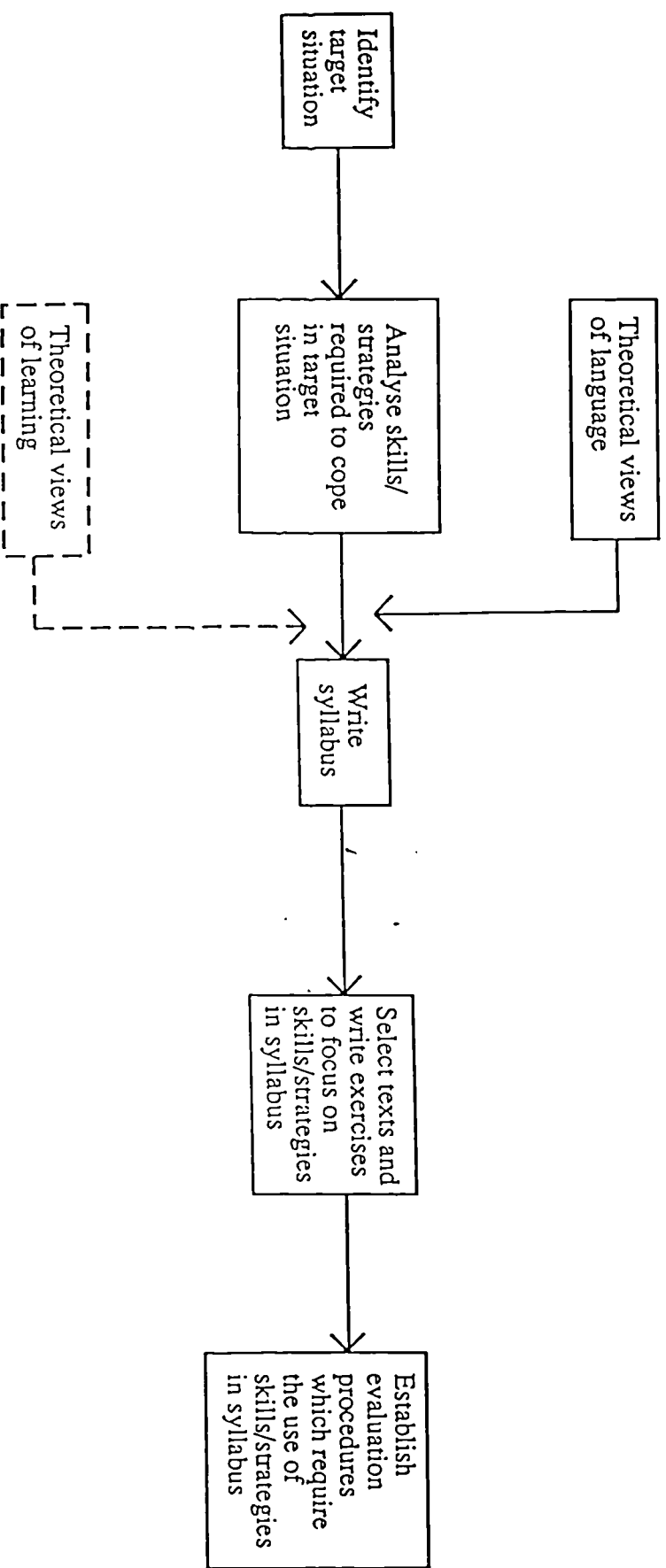


Figure 3.8 A skill-centred approach to course design proposed by Hutchinson and Waters (1987: 71)

In principle, therefore, it is possible to conceive of an ESP course containing very little of the language associated with the special purpose so long as the language that it does contain is effective in developing the ability to achieve the special purpose after the teaching is over. In practice, of course, this facilitating language will often correspond quite closely in some respects to that of the special purpose because of the likely correspondence between what learners need the language for and the ways in which they will acquire it (Widdowson 1984:182).

The process-oriented approach is criticized by Hutchinson and Waters, (1987:70) on the grounds that 'in spite of its concern for the learner, the skill-centred approach (their term) still approaches the learner as a user of language rather than a learner of language. The processes it is concerned with are the processes of language use not of language learning'.

To sum up, we can say that the emphasis in an ESP course should be not on achieving particular ends but on allowing the learner to attain what he can within given limits. The process-oriented approach is realistic in the sense that it concentrates on strategies and processes of making students aware of their own abilities and potential, so that they can continue to improve.

3.3.6 The learning-centred approach

This approach, introduced by Hutchinson and Waters (1987) (see figure 3.9), is based on the claim that learning should be looked at as a much wider circle to consider rather than to include it under the learner's view of learning operation. It is defined as 'an approach with the avowed aim of maximizing the

potential of the learning situation' (Hutchinson and Waters 1987:77). They argue that needs in the learning context are governed not only by the learner himself but by other factors as well such as society. It is true that the learner is the key figure who determines his own routes to the learning operation according to his ability to fulfill the required needs, but it is also true that he will not be able to set his own target and his needs without being affected by society's decision. In other words, the decision-making operation determining the needs of the learner is carried out by other decision-makers such as the society. Hutchinson and Waters base the learning-centred approach on two factors:

Course design is a negotiated process. There is no single factor which has an outright determining influence on the content of the course....Course design is a dynamic process. It does not move in a linear fashion from initial analysis to completed course. Needs and resources vary with time. The course design, therefore, needs to have built-in feedback channels to enable the course to respond to developments (Hutchinson and Waters, 1987:74).

Hutchinson and Waters try in their model to join the target and learning situation together in one stream to obtain an effective ESP course design. What they are trying to explain by this model is that

... the target situation should not necessarily be reflected at every stage in the learning process. Therefore, if the course is already compartmentalized by externally pre-determined parameters, for sure, it will deprive learners of many of the relevant learning stages and variabilities they usually pass through in the process of learning. This is important, especially if we realise that learners follow a certain continuum

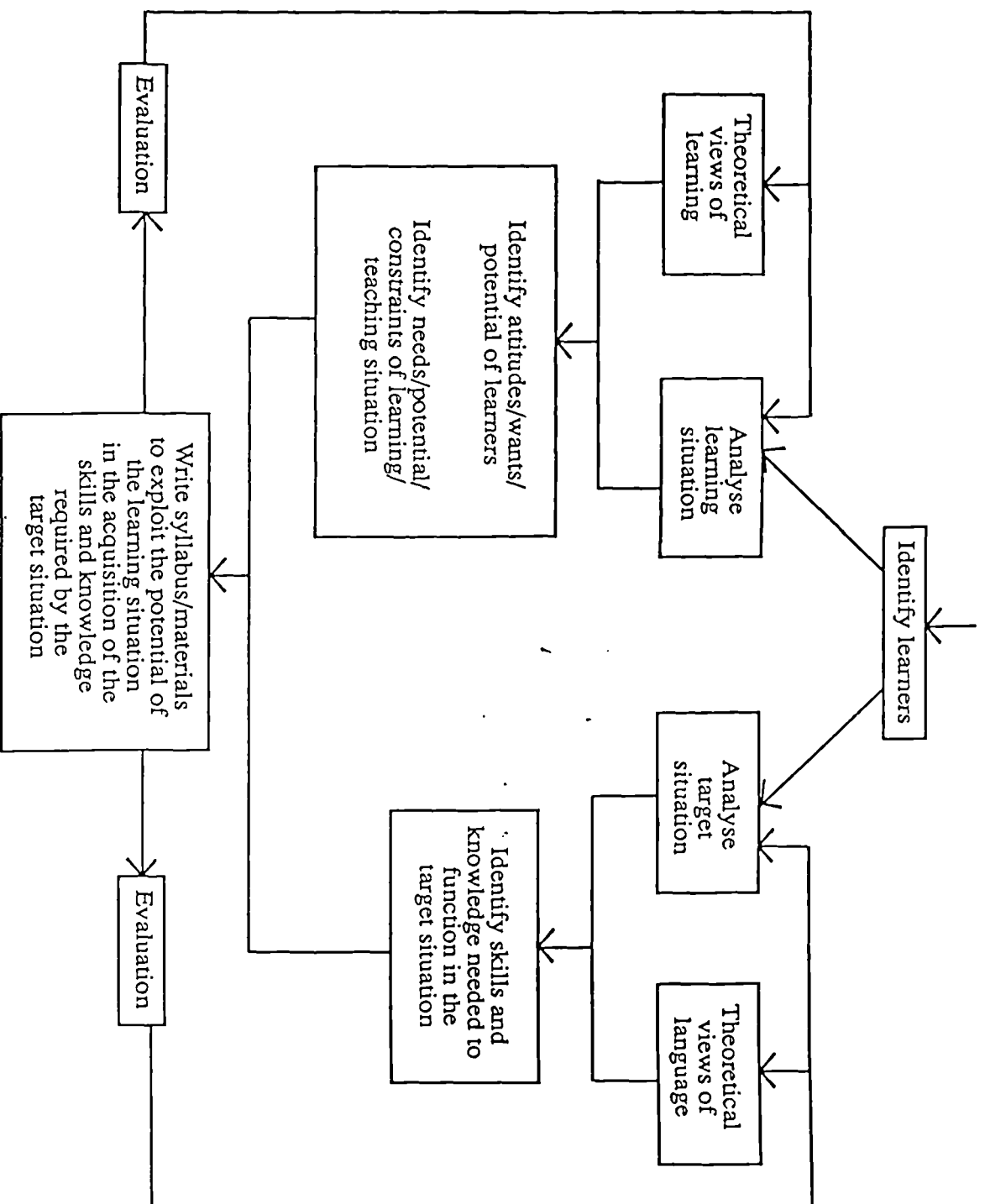


Figure 3.9 A learning-centred approach to course design proposed by Hutchinson and Waters (1987 : 74)

while learning. This continuum is dynamic, not static....The key assumption here is that what the students are expected to cope with (i.e.target performance repertoire) should not be confused with what the students require in order to cope (underlying competence) (Shehadah,1988:27)

Careful consideration of this model brings into focus the following points:

1. The model attempts to draw a comprehensive overview of the factors that should be considered in designing the needs analysis scheme, i.e. that the learning situation is not governed by the learner's wishes or wants only, but that other factors such as society play a vital role in determining the needs of the learner. This is especially true in the context of a non-native speakers' environment. In the Arabian Gulf states, for instance, the following factors affect to a great extent the needs of the students: *the learner, the teacher, and society (including the government)*. If we take, for example, the government as a factor and discuss its role in defining the needs of the learner we will see that in most of the Gulf area the students do not pay fees for their studies at university level. The government bears all the expense; moreover the students are given free accommodation plus a monthly salary. Thus it seems logical for the government to decide upon the outcome of the learning processes, thereby affecting the definition of needs. When the learner decides exactly what his needs are, he takes into consideration not only his future career as an effective cog in the state machine but also the particular niche in society to which his career will lead him. The teacher participates as a decision maker in determining the learner's needs by taking into consideration the

range of opportunities open to the learner now and in the future. The societal factor is not a direct one; rather, it affects the decision indirectly by assigning general objectives to be fulfilled by the learner and the teacher. Thus while it is logical for an ESP course designer to consider these factors, it is also true that the learner has little control over external factors that affect and define his needs, particularly in the Arabian Gulf area where students who graduate from secondary schools face two obstacles when defining their current and future needs. Firstly, the academic advice they get in university is not given an important role in directing the students' interest and desire to achieve their aims. The academic supervisor meets the students only on the day of registration and hardly finds time to discuss with him his needs and aims or what specialisation he wants to choose because the supervisor has to meet a lot of students who have to register as soon as possible. Secondly, the students sometimes fail to get the grades that are required before they can be accepted in their chosen specialisations and are therefore obliged to choose from fields that may not suit their needs. Thus although we cannot depend heavily on the learner to define his needs, the fact remains that he has the key role of determining the aims he wants to achieve at the end of the study. In his choice he is aware directly or indirectly of the objectives and limits given to him by other factors and takes these into account when making decisions. Other factors may be considered in our analysis, but a gradual shifting of emphasis from the learner may lead us in future to consider the other factors more than our awareness of the learner as the chief variable in deciding upon the needs analysis. We suggest

that the process-centred approach can cope with the learning constraints in some stages in the model and can be modified in some way to cater for the different factors. For instance, in addition to the contents of square 'B' (figure 8) , i.e. 'to identify target situation' we can add 'to identify target situation in the context of the particular learning environment'.

In this section we have tried to cover some of the approaches to ESP course design bearing in mind that the approaches included view the situation from different angles. We are not against renovation and development in the approaches to ESP course design but think that it is not a simple matter of phrasing or terminology. It is the effective and practical side that generates the implementation of any suggested approach. Thus it is feasibility of these approaches to course design that we wish to focus on. The process oriented approach would be more appropriate with the suggested modifications. In the following section we will tackle the implementation and practices of ESP.

3.4 ESP: Implementation and practices

We have tried so far to explore the nature of ESP from a theoretical point of view by focusing on the definition of, and different approaches to, ESP course design. In this section we will shed some light on the implementation of ESP in the actual learning environment i.e. course contents, methodology, material production, ESP teacher, skills and activities in ESP and finally the application of needs analysis to ESP. We have discussed in detail the needs analysis approach and

in addition to our brief discussion of the role that needs analysis plays in course design we will explain the application of needs analysis to our situation in Qatar in the following chapter.

3.4.1 Course Contents

In implementation ESP courses one must consider two important points. Firstly, the issues found in general language courses syllabus design are related to some extent to those which arise in specific-purpose courses. Similarities are there even if we try to separate the two issues. Secondly, consideration of the learner's needs in ESP course is affected directly or indirectly by the communicative view of language. It is a well known fact that Munby's model of needs analysis played a major role in course design. To apply such a course the practical problems can be seen from two angles:

(i) the course designer does not have the time to progress in a neat, linear fashion through a predetermined and fixed sequence of steps; and (ii) contrary to the position adopted by Munby (1978,p.217) practical constraints cannot (and perhaps never should) be ignored in the early stages of designing a (pre-)EAP course (Frankel 1983:119).

Thus in ESP implementation one is faced with difficulties when trying to follow the steps suggested by Munby. Munby (1984:64) himself was aware of this problem and appeared to modify his opinion later on when he suggested the following change

The controversy over Communicative Syllabus Design is now jejune given that Munby has recently modified his position: 'Some constraints (type A) e.g. political factors affecting the target language and homogeneity of the learner group, should be applied at the needs analysis stage. Others (type B) e.g. time available for the course, state of resources, styles and traditions of learning, should be applied at the content specification stage. I previously advocated leaving all constraints until after the specification of content, but in practice we found some constraints cannot wait. However, if the designer starts at the outset with all the constraints, he will not know what is needed. Deference to type B constraints should not be made independently of objectively obtainable information on the learners' communication needs (Quoted in Swales (1989:83-84).

However, the ESP course writer needs to consider the following equation:

Successful ESP course= needs analysis study+ representative language descriptions and items+ clear choice of learning theory.

Several scholars in the field of TEFL/TESL have suggested different models and frameworks upon which to implement programmes and courses in language teaching. One interesting framework is that proposed by Tucker (1978:204- 206). (see figure 3.10). This tries to take different variables into consideration. These variables were presented under 3 headings:

1. Individual factors: This concerns the learner and his motivation, needs, characteristics and language aptitudes etc.

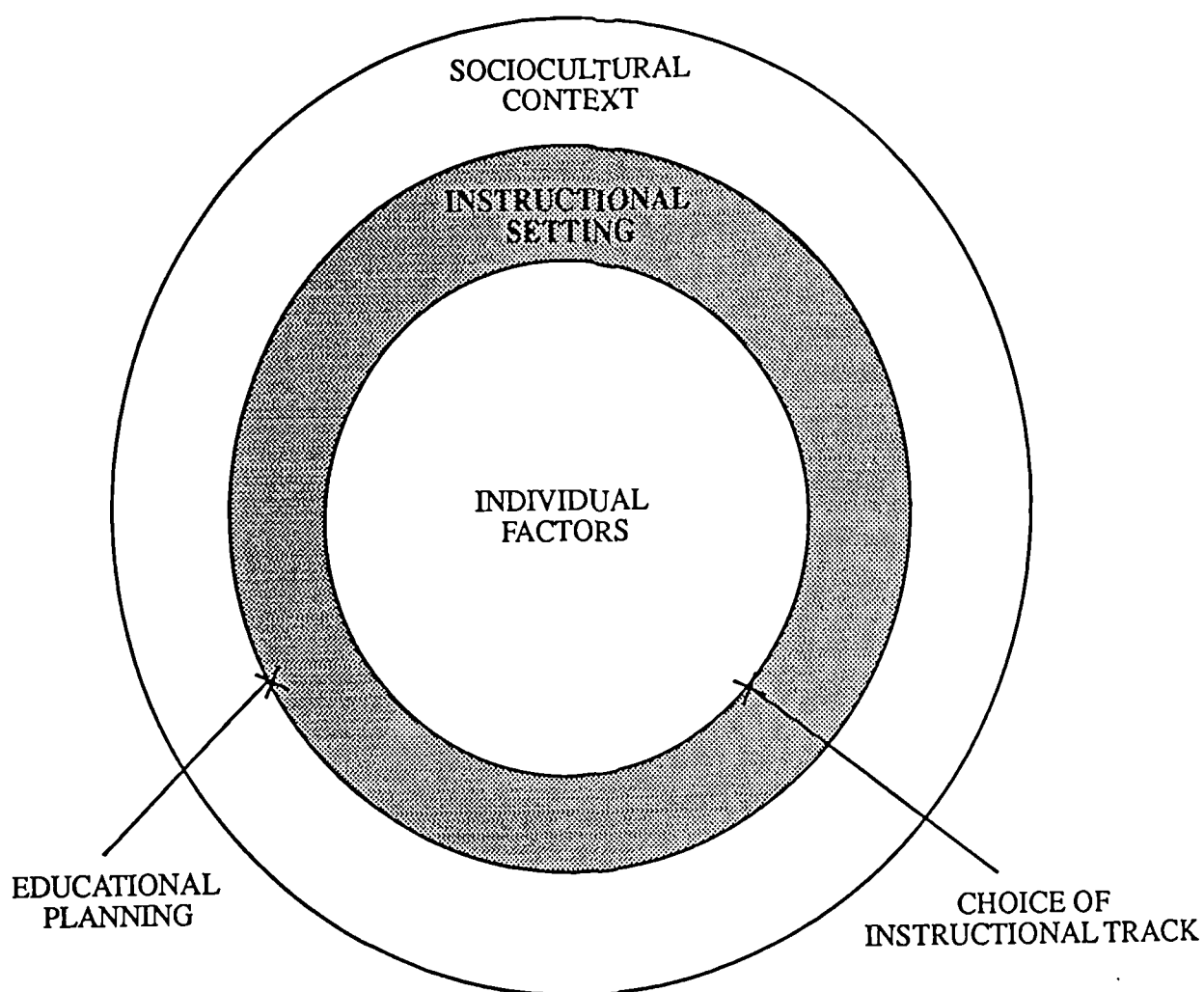
2. Instructional setting: This comprises the context of language learning elements such as the design of syllabus, the procedures, and the language proficiency

and the training of the teacher.

3. Educational planning: This covers the official position and status of the target language and its speaker in the educational setting.

In fact it is of use to apply such a framework to the ESP situation because there is the consideration of different variables which affect the learning and the target situation. If we go back to the four approaches suggested as ESP approaches to course design, i.e learner-centred, language-centred, process-oriented, and the learning approach, we will see that the first two approaches can be omitted from our discussion since their aim is to consider the language item as the main generator of the teaching materials.

In the third approach, the learner is given a dynamic role to play and opportunities to evaluate and judge the skill that is going to be implemented in the syllabus. Thus the process-centred approach is a good choice to consider, and seems to satisfy and suit the needs of the learner. The fourth approach looks from a wide angle at the learning situation and claims to give more consideration to important elements such as teaching techniques and tasks and to see that methodology and the syllabus content are presented side by side: 'In this way the syllabus is used creatively as a generator of good and relevant learning activities rather than just a statement of language contents which restricts and impoverishes the methodology' (Hutchinson and Waters, 1987:93). The layout of the fourth approach is interesting; however, one must remember that it is an approach to language teaching whose theoretical perspective is still negotiable, and thus 'the



Individual Factors

1. Age
2. I.Q. and Aptitude
3. Learning Style
4. Personality
5. Motivation

Instructional Setting

1. Goals
2. Pedagogical Techniques
3. Syllabus
4. Teacher Characteristics
5. Evaluation

Sociocultural Context

1. Role of target language
2. Perceived Status
3. Facilitatory Structures
4. Group size and cohesiveness
5. Cultural Correspondence

Figure 3.10 Context for language Learning and Teaching proposed by Tucker (1978 : 205)

learning centred approach ... requires a theory of language learning that will stress both cognitive (problem-solving) opportunities and affective (intrinsically motivating) variables. In addition, it must take an account of 'learning' needs as well as target needs' (Swales, 1988:3).

3.4.2 Methodology

Methodology is an essential part in syllabus design. It was defined 'by Antony in 1963 ..in relation to two other terms, approach and techniques. Approach took in both theoretical views of language along with psychological ones relating to the learner...techniques were everyday classroom practices and procedures' (Dubin and Olshtain 1986:64).

The current approaches to methodology incorporate it in the planning and material design of the course and in the practical implication of the course in the class room environment. Thus methodology may refer to the use of other terms. Some scholars, e.g. Richards and Rodgers (1987), consider methodology as a result of the interrelation between three terms: approach, design and procedure (see figure 3.11).

Approach encompasses both theories of language and language learning... Design includes specifications of 1) the content of instruction, i.e., the syllabus, 2) learner roles in the system, 3) teacher roles in the system, 4) instructional types and functions...procedure, then, is concerned with issues such as the following: the types of teachings and learning techniques, the types of exercises and practice activities, the resources — time, space, equipment — required to implement recommended practices

(Richards and Rodgers, 1987: 146-153).

In this definition methodology is seen as an eclectic circle that leaves much room for all the elements which affect language learning and teaching. It is a comprehensive way of considering all the variables because in the development of language teaching and learning, the new ideas and approaches make it difficult for designers to disregard the role of different factors in the teaching and learning operations.

Thus when defining the methodology for ESP courses one should broaden the term to cover all the factors which affect the successful operation of learner needs. Although it is the age of ESP, it is difficult to give a specific definition of 'ESP Methodology' because as time passes more bright ideas are emerging which explore the nature of the communicative approach and ESP as a vastly developed trend in this approach. Also there is much concern nowadays to discuss how efficient, explicit and well organized the syllabus is in the class room since methodology definition depends upon its success in implementing the syllabus in the class room. Thus we find ourselves relating to the most comprehensive definition that considers all variables in the scene and tries to benefit in the definition from most of the previous and the current experience in the field of teaching English. Finally we may conclude with the widely accepted idea that:

... there is nothing specific about ESP methodology. The principles which underlie good ESP methodology are the same as those that underlie ELT methodology

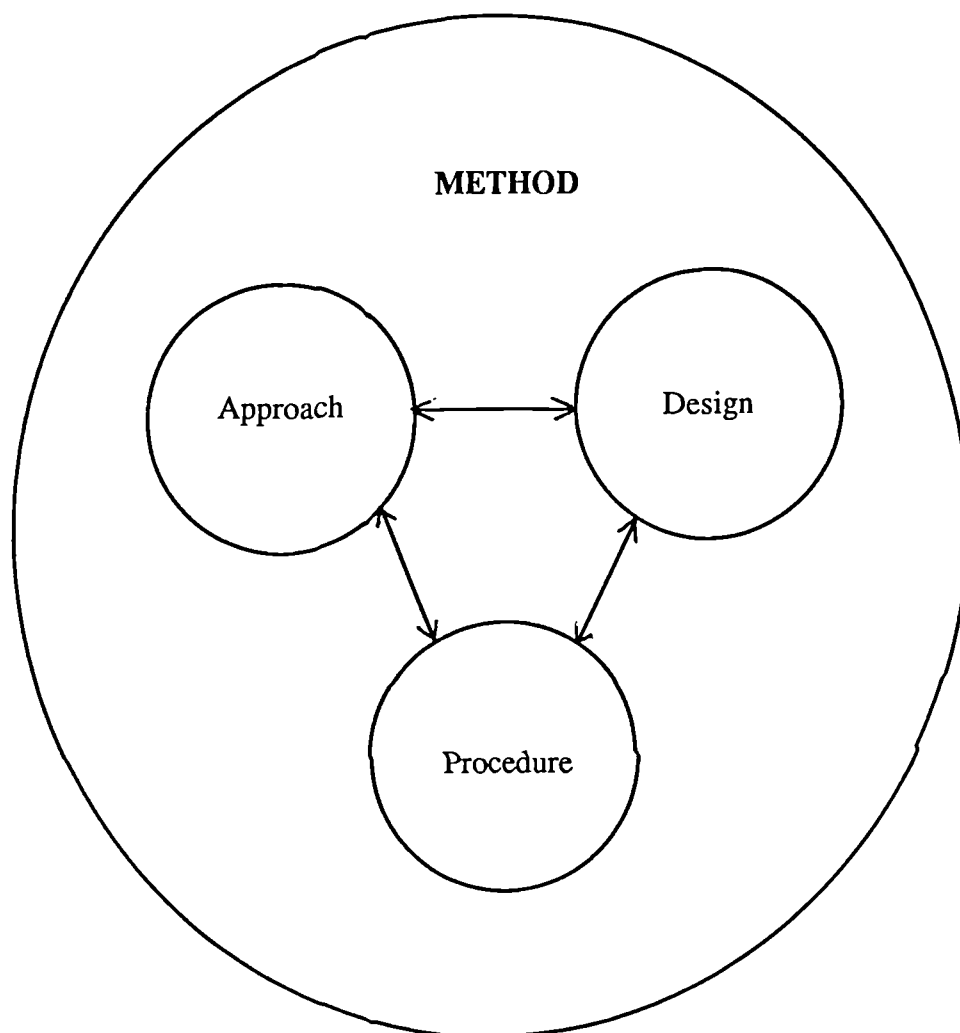


Figure 3.11 Components of methodology in TESOL proposed by Richards and Rodgers (1987 : 146)

in general. Similarly, at the level of techniques the ESP teacher can learn a lot from General English practice. The teacher who has come to ESP from General English need not think that a whole new methodology must be learnt. The classroom skills and techniques acquired in General English teaching can be usefully employed in the ESP classroom (Hutchinson and Waters, 1987: 142).

The difference between methodology in ESP courses and general courses lies in the fact that 'because of the more difficult content material, the ESP teacher needs to learn to trust in his or her ability to be able to function as a trained and expert ESL/EFL/ELT instructor, and not to be overwhelmed with the false notion that he or she cannot 'do' ESP because of a perceived lack of expertise in a specific content area' (Masters, 1987:12).

Finally, a few words of caution:

The method in order to be fully effective makes considerable demands on the student: demand on his self-discipline and on his willingness to set aside sufficient time to enable learning to take place. Above all it requires detailed organisation, considerable patience and great determination (James, 1988:83-84).

3.4.3 The ESP Teacher

The role played by the teacher in implementing a successful programme is very important because whatever the quality of the programme, it will not achieve its aims if the teacher is not up to the demands of the course. If this is the case with general English courses, it is even more crucial in the context of ESP. Early

(1981) said that the ESP teacher 'typically leads an uneasy existence housed in a curriculum unit which exists on the margin of the academic world. It is not a situation which is conducive to a strong sense of professional identity' (Early, 1981: 44). The question, 'Who is the ESP teacher'? has been subject of several articles and books in the field, and several requirements have been set out for ESP teachers. The ESP teacher involved in an ESP teaching environment should be ready to tackle the five obstacles listed by Ewer (1975,1983) and by Strevens (1985), i.e. the 'attitudinal, conceptual, linguistic, methodological, and the organisational'. 'Attitudinal' means that the teacher should have a good attitude to ESP subjects, particularly the science ones; 'conceptual' means the teachers' willingness to acquire the new knowledge offered to him by ESP courses, especially scientific knowledge; 'linguistic' means the ability to cope with the language and terminologies of ESP; 'methodological' means recognition of different methods needed in the classroom according to the type and age of learners; and 'organisational' means the ability to cope with administrative problems arising from the implementation of ESP courses.

In discussing the problems that face the ESP teacher, some scholars claim that one of the problems is the basic amount of knowledge the ESP students have. This knowledge may sometimes exceed the teacher's knowledge in the subject he teaches, particularly in the case of science students. Some scholars go so far as to claim that 'the ESP teacher provides the linguistic framework for the students' specialist contributions on a 50-50 basis' (Robinson, 1981:28, referring to the state-

ment by Drobic (1978)). Others (e.g. Robinson 1980) question this statement and assert that the students' scientific background is not the thing which ESP teachers have to fear. Students' knowledge is basic and some of them may lack even this. In fact students' knowledge of some subjects taught in an ESP environment could be catered for by the teacher but it can be used for the benefit of both participants in the class, i.e. the student and the teacher, since the students do not expect the language teacher to be an expert in science. On the other hand the amount of specific knowledge about any subject dealt with in ESP course books is not impossible for the teacher to understand if it is well prepared. We do not expect the ESP course book to be an encyclopaedia or a major reference work in the subject.

Another important issue is motivation: ESP may require the teacher to give more effort and time than is given in general English teaching, and thus the successful ESP teacher is one who is motivated and has the ability to accept new ideas and approaches and who knows how to manipulate them in his teaching. In other words the teacher has to acquire conscious motivation towards the change based on interest and desire to learn and to develop his knowledge.

The above mentioned problems that general English teachers face when in the ESP situation have lead us to focus on an important issue, namely the training of ESP teachers. The main issues here are training programmes, the ESP teacher's role, characteristics of trainee teachers, the amount of knowledge needed by the teachers specially in EST courses, and so on.

In this context the five important elements or problems mentioned by Ewer (1983) should be considered in ESP training programme:

The most fully developed ESP teachers training programme must be that run by J R Ewer in Chile for EST...the teacher training programme described by Ewer last for 120 hours and is for both practising teachers and undergraduates. The trainees 'conceptual vacuum' is filled in by reading on science and technology, by visits to scientific and technological institutions, and by the building up of portfolios of informative material and visual aids (Robinson 1980:76).

Kennedy (1979) suggests two more variables: the teacher trainee himself and the situation he is prepared for (Kennedy 1979:42). He explains that a trainee will acquire one or more of these characteristics after finishing the programme. The five most important characteristics were:

1. Experience of teaching TEFL
2. Training in TEFL
3. Experience of teaching ESP
4. Native speaker of the target language
5. Knowledge of science/technology. (*ibid.*)

The need for good ESP teacher training programmes has been given considerable attention by course designers and there have been several attempts to provide these courses. In the Seventies, apart from that initiated by Ewer, training programmes were run in Iraq (Falvey 1977) and Iran (Ziahoseiny 1977). In the

Eighties the issue became more important to language teachers; some universities such as Aston University at Birmingham began an M.A course in teacher training. Also special institutes took the responsibility to offer more specific courses in the field of EFL in general and ESP in particular: Eaton school, for example, offered very intensive and practical courses for ESP teachers followed by close observation of trainees and judged by experts in the field. Although ESP teacher training programmes are not yet well-established in the developing countries, which are supposed to be more concerned about the issue, the training programmes are covered on an individual basis in some universities: seminars are held for teachers and courses are run in cooperation with organisations in the field such as the British Council. A major difficulty is the recruitment of good teacher trainers. Davis and Worley (1979:82) list six defects and problems facing language teacher trainers in general. They state that 'it is already proving difficult to find suitably qualified and experienced teacher-trainers to staff the existing courses and this shortage is bound to become even more acute as new training schemes are launched' (Worley and Davies, 1979:82). What other ways exist of helping ESP teachers? Some teachers have begun to talk about self-access or self-directed training schemes. These schemes involve open access to materials which are carefully prepared. Thus teachers individually 'view, read the accompanying guidesheets, decide what interests them or seems to be relevant to the needs of their teaching situation and make notes accordingly' (Byrne 1979:90). The idea has been tried out by some well known bodies in the field of language teaching such as the British Council, and a

collection of ESP materials has been set up by University of Aston in Birmingham.

Finally it may be said that the ESP teacher has an important mission to carry out and thus (going back to our point of motivation) he should be assessed by the organisation responsible for implementing the ESP courses. In other words, he should be assessed by enough sources and access to these sources should be available to him; he should not be under the pressure of time in a course that urges him to do many activities with little time available and in difficult circumstances. Finally, a team of specialists from both subject and language teachers should be available for consultation should he face any type of difficulty. The ESP teacher is not an expert on content; rather, he teaches the language that presents the content of the subject to the students.

3.4.4 Material production

After the setting of the syllabus on a sound theoretical base there comes the question of the material preparation. ESP material production is different from general English courses in that it requires more defined and specific information about specific areas in specific subjects. ESP materials also demand more effort and involve difficult procedures of material collection because the teacher and the learner expect something different from general concepts or knowledge. Thus the quality of ESP material production is always higher so as to satisfy the need of learner and teacher alike. On the issue of ESP materials several questions were put forward for investigation such as the following:

1. Are ESP materials produced on the basis of authenticity ?
2. Are the authentic data in their raw state suitable for ESP courses?
3. What is the possibility of collecting authentic materials?
4. Are the authentic materials the only ones to be adopted in ESP environment?
5. Are these materials interesting and do they motivate the students?

These and similar questions are usually raised and are still awaiting solutions when talking about ESP materials. Before discussing these issues we would like to throw some light on the meaning of 'authenticity'. The *Longman Dictionary of Applied Linguistics* defines it as: 'the degree to which language materials have the qualities of natural speech or writing. Texts which are taken from newspapers, magazines, etc, and tapes of natural speech taken from ordinary radio or television programmes, etc, are called authentic materials' (Richards, *et al* 1985:22).

Thus the word 'authentic' means 'real' (in Morrows' term 1977:13) or 'genuine' (Trimble's term 1985:27) or 'realia' (Robinson's term 1980:35). But here we need to consider the meaning of 'authentic text and passage', and whether it means simply any fragmented pieces of discourse. Morrow thinks that in talking about an authentic text we have to define exactly what we mean. Authentic text is 'a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort' (Morrow 1977:13). Therefore fragmented or random paragraphs or sentences that have no coherent

organisation do not constitute a text. Widdowson draws a distinction between 'authenticity' and 'genuineness' of passage, for example, in that he thinks 'genuineness' is a characteristic of the passage itself and is absolute quality: authenticity is a characteristic of the relationship between the passage and the reader, and it has to do with appropriate response' (Widdowson, 1978:24).

Authenticity in ESP texts has been admired by several experts in the field such as Shettlesworth and Phillips (1978:28) who state that 'authentic materials lend themselves admirably to procedures involving the induction of grammatical rules which can be tested against other occurrences in the text and generalized to create new formations'. Others, however, treat the term with caution. Morrow thinks that 'authentic text' should be used with caution because 'the topic, function, channel and audience of the text will all affect the language which is used...such a text is authentic for our students only if it is appropriate for them in terms of all four elements' (Morrow,1977:15). It seems reasonable to consider this approach to authentic text and to be aware of the cohesion and coherence of the text as explained by Morrow on the same page , but it is possible for the course designer to apply these texts in similar situations and it is also possible to find total similarity among all the four elements mentioned by Morrow, otherwise the authentic text would be ignored totally if we stick literally to the four criteria.

So in order to apply 'authentic text' to a specific learning environment it is left to the teacher to try and find the similarities and differences between the original situation of the authentic text and that of the classroom. Robinson states

that 'it is possible however, that those who advocate the use of authentic — i.e. real — data are confusing authenticity with relevance. Relevance is generally desired in a course, but it is possible to have material which is nonetheless not exploited interestingly or usefully or which is simply not relevant to a particular class of students' (Robinson, 1980:36). Trimble (1985:27-38) thinks that we can use 'genuine materials' but we have to be cautious of the following elements if it is used: first, 'we need learners with fairly solid backgrounds in English' and secondly if the 'genuine' texts are used in many situations the objection is that 'non-native learners who are perfectly capable of grasping the scientific or technical principles involved...still find handling the English lexis difficult'.

Trimble (1985:27-38) suggests that in addition to the 'genuine materials' we can use other types of material such as 'adapted materials', i.e. making some changes in the text to suit our actual wants and needs; secondly 'synthesized materials', i.e. 'the process of taking genuine materials from two or more sources, deleting the unwanted items and fusing the remaining information into a continuous text'; and thirdly created materials where the piece of work is constructed by the writer.

Hutchinson and Waters (1982:100) look at the issue of material production in ESP from another angle. They think much importance is placed on data gathering and analysis in ESP but 'ESP materials do not take into account the realities of the ESP class room, and ...are too often uncreative, the scope of the language activities they attempt to engage the learner in is limited; and their knowledge

content is largely unexploited'. They suggest as a remedy for the situation that two central issues in the design of ESP materials be considered: 'a) the need for both language and content knowledge to be mobilized in the service of solving realistic communication problems, and b) the need for a much more adventurous and imaginative treatment of content, to facilitate this' (ibid p.121).

Finally it may be said that ESP materials should differ from general English materials since they have a specific purpose to serve and fulfil. In other words the following features and trends should be associated with ESP materials:

(i) more concentration on reading and less on speaking and writing; (ii) the use of edited authentic texts from the special fields, usually glossed, as comprehension practice; (iii) collaborative authorship between language teachers and subject specialists; (iv) inclusion of notional, functional, and communicative criteria for the selection of material and the organisation of practical learning teaching tasks (Strevens, 1978:200).

With regard to the issue of authenticity the researcher believes that it is of paramount importance to explore this field as a vital and natural source for ESP, the approach which is based on dealing with reality and facts by considering the actual needs of the learner. So by resorting to a natural resource for our materials, the learner will feel how close the materials are to his needs. On the other hand we have to be cautious in selecting our materials by considering the following variables. Firstly, to gauge how accurate and authentic the data are, particularly if they are taken from spoken discourse where we have several dialects

among the native speakers themselves; we cannot teach the learner — particularly if he is not a native-speaker — the lexicon of a colloquial accent which he may not use himself. Secondly, in order to suit the environment of the learner and the classroom, authentic materials can be used with slight modifications that do not change their natural essence. Such modifications should be carried out by expert language teachers in the field.

3.5 Language and study skills in ESP

As a result of the vast change in the approaches to language teaching such as the ‘functional and communicative’ approaches, language teachers have begun to reconsider the old definitions given to the different parts and areas of language teaching. One of these areas is the division of the language skills into four main skills, i.e. reading, writing, speaking and listening. When looking at the functions of these skills, the old division seems to be inappropriate for current syllabus designers. Several attempts have been made to divide language skills into other headings or sub headings such as study skills and activities. Brumfit suggests that the four skills division needs to be redefined:

This classification has some value if we look at language activities from the outside, in practice most teaching finds itself compromising by combining skills (or operating a separate activity called ‘integrated skills’) and the definition of language implied by this division ignores the function of language altogether; the four categories describe things which happen, but only as external, discrete, unmotivated activities (Brumfit, 1984:69).

He suggests a reconsideration of the function and purpose in our division and suggests the following major activities that students need:

- i) Conversation, or discussion;
- ii) Comprehension (either of speech or writing)
- iii) extended writing

A fourth activity, 'extended speaking', may be added in appropriate circumstances, probably at advanced levels (ibid p.70).

Brumfit's justification for this division is based on two points: 'First that the new classification integrate each activity with communication...second, that it focuses attention on meaning rather than on the analysable formal elements'

Another division is suggested by Candlin *et al* (1978:199):

1. Macro skills: i.e. reading series of macro skills related to study 'modes'.
2. Micro Skills: e.g extensive reading , intensive reading and skimming, etc.

Price (1977:26) discusses the need for 'study skills', which she defines as 'those skills required for study purposes. They include listening to lectures and note-taking, reading specialist texts and note-making'. He thinks that 'study skills...have emerged for serious consideration at a time when it is felt more attention should be paid to the purpose for which a language is being studied and more emphasis given to the functions underlying the surface forms of the language'.

According to McDonough, language learning situations are basically of two

types: those in which one skill is dominant, and those in which more than one skill is dominant. These can be divided further. With regard to the former, the situation is either 'mono-skill', which means simply that a single skill is chosen or practised, or 'mono-skill hierarchical', which means that one skill dominates but other skills are used in a minor way in order to reinforce the main skill; with regard to the latter, the situation is either 'multi-skill', in which case a number of skills are practised separately, or 'integrated', which means that a number of skills are practised in a more or less integrated fashion.

Skills have also been looked at in the context of English for academic purposes as being of two kinds: linguistic (the ability to write simple sentences in English,...the ability to take notes from a book or a lecture,) and non- linguistic (such as library use and dictionary use (c.f Kerr 1977)).

One may assume that the rationale behind such divisions is the consideration of the students' needs and how language skills can be manipulated to serve them. These divisions also satisfy the requirements of different specialities which have different objectives and homogenous groups of learners with different language background and levels.

The most appropriate divisions would seem to be those of McDonough and Kerr, which seems more explicit and direct than the Candlin division which lacks clarity of definition, i.e. 'reading appears to be described as a macro-skill, but so does reading comprehension and listening comprehension' (Robinson 1980:34). Brumfit's division concentrates on the common use of these skills or activities but

is not sufficiently detailed to take into account the different skills or subskills used in different situations. In fact in practical terms, i.e. in the classroom environment, the teacher can afford to use several integrated skills together and teach successfully, even when the course is about one specific skill, with other skills integrated occasionally and used by either the teacher or the learner.

To find out whether there is a real need for ESP oriented skills rather non-ESP oriented-skills, we have two divisions: the skill (such as writing) and the sub-skill (such as writing a report about the field of study). We have not differentiated between skills and activities since we consider both of these to be subskills of the main skill. In our opinion, an activity implies the same procedures as performed in a 'skill'. For instance, library skills, such as looking for information on one of the subjects, are carried out by using several sub-skills together, such as reading and writing, the information available, etc. Thus it is difficult to consider such operations as language activities and not language sub-skills.

In the following sections we will discuss the skills individually or combined together and how they are viewed in the context of ESP. We will consider five rather than four skills : reading, writing, listening, speaking and translation. The inclusion of the translation skill will also be explained. When discussing these skills from an ESP point of view we have to consider the following principles:

1. We have divided the sub-skills into ESP/EAP and non-ESP/EAP sub-skills: if the skill is concerned with the field of study or related to the specific area of specialisation we consider the sub-skill as ESP/EAP. For instance, writing

a report on the subject of study is considered to be an ESP/EAP skill, whereas writing a report on general subjects is considered to be a non-ESP/EAP skill. This division is based on the fact that ESP is concerned more with a special variety of English and relates to a specific area which the learner is interested in. Thus sub-skills that are not related to the learner's specialisation are general English skills and not specific purpose skills. In other words, 'there is currently a disturbing tendency for both practitioner and theorist in the field to lose sight of one of the main elements of ESP, namely its special subject matter' (Robinson, 1983:161). Thus in our division we have considered to a great extent the special variety or domain that separates ESP from general English.

2. The ESP view of language or study skills stems from an essential consideration of the fact that the major factor in the selection of language skills is the aims and objectives of the learner. These aims are viewed in the context of a needs analysis approach to language teaching. In other words the learner's purpose defines the type of skill required and enables the teacher to make a list of the skills in order of priority as indicated by the needs analysis consideration and the level of strategies adaptation in the course.

3. Language skills in ESP are not dealt with in the course on the same basis but they are considered according to their relative importance to the learners' purpose. In other words in ESP courses language skills are not necessarily covered all together at the same speed or depth, or even in the same course, because they are used only when the necessity arises. For instance, students may need reading

more than writing at one stage of the course, the former acting as the main skill and the latter as a subsidiary one.

4. The ESP view of language skills also enables the learner to move more efficiently from one sub-skill to another. For example in reading skill the student 'may have to skim a text rapidly to find out whether it would be of use to him. Thereafter he may scan more slowly, reading more thoroughly to extract the specific information he requires' (Kennedy and Bolitho, 1984:72).

5. In order to help the learner fulfil his needs and requirements, ESP teachers have explored the skills in depth and have suggested several hypotheses and approaches to implement these skills in an effective way. So, 'nowadays one is much more likely to find a distinction made between 'productive' and 'receptive' skills, all of them being regarded as active' (McDonough, 1984:64). Some ESP teachers, for example, in considering science books and scientific discourse have begun to explore the use, function and features of the skills in scientific discourse and have explored the linguistic functions performed by the writer of a science text, such as defining, generalising and so on.

6. Finally, ESP is concerned most with the function of the language skill in question. For example the actual content of the written text may be the same as that of the reading text, the difference being that reading deals with the recognition of aspects of that structure, whereas writing is concerned with the production of the text.

3.5.1 Reading skill

With regard to the role that reading skill plays in the academic life of non-native speakers of English we find that reading is the skill that learners of English make the most of. Their eagerness to understand every bit of the article or passage they read may lead them sometimes to spend hours and hours to make sense of the passage even if they resort to translation to solve the problem. Since students find a lot of difficulties to speed up their reading ability to cover as much as they can in the short time span given to them, they respond more favourably to a syllabus aimed at helping them make the most of their reading ability.

Traditional views of reading and their concentration on forms rather than functions or use of the reading passage were of less help to the learner to process the information scattered in the text, to make sense of it.

More recently, the emphasis on communicative competence has produced a new approach, whereby 'reading is every bit as communicative as oral interaction, and as a skill it is far from passive'. Consequently, categories of communication and discourse analysis have come to the fore (Cortese, 1979:132).

Thus the need of students to recognize the linguistic devices that signal the semantic relations among the sentences in order to realize the rhetorical relations has been the concern of communicative view of language. In EAP as a branch of ESP, focus on reading of scientific journals and texts has been considered as the purpose of the learner:

Still there are many learners of English who are at a level that we call pre-ESP. Before reading in a particular subject field they must become competent in the complex skill of reading itself. not just deciphering the code, but reading longer passages with understanding (Dubin and Olshtain, 1980:353).

Although this is the concern of reading courses in ESP, ESP under the effect of the communicative view of language has gone a long way in exploring the reading techniques that help the learner to get more out of the passage in a short time. A lot of techniques have been developed, e.g. 'skimming' through the text to get the general points and 'scanning' to look for a specific piece of information, intensive reading and so on. So the learner in the ESP environment is taught to look practically, analytically and critically at the text. Thus there are

...important applications for reading in the fact that language considered as communication no longer appears as a separate subject, isolated in its own time-slot, but as an aspect of other subjects 'across the curriculum'. The study of physics or social science, for example, is seen to be not only a matter of becoming familiar with the facts, but of learning to recognize how language is used to give expression to certain reasoning processes; how it is used to define, classify, generalize, to make hypotheses, draw conclusions, and so on (Allen, 1986:15).

In general we can say that the development of language teaching is very fast and seems to offer several approaches even within the skills itself and this is also true of reading.

3.5.2 Writing skill

Each language skill in ESL/ESP has several roles to play in order to enrich the students' command of English. By using the writing skill the students fulfill the following needs:

- to communicate with a reader;
- to express an idea without the pressure of face-to-face communication;
- to explore a subject;
- to record an experience
- to become familiar with the conventions of written English discourse (a text) (Raimes 1983:4).

Thus teachers have begun to look to the purpose and function of the skill and the messages carried out by the writing skill.

Hand-in-hand with ESP development has emerged an awareness of the academic needs and requirements of writing subskills for the learner. Shih (1986,618:619) cites several studies carried out in American universities to find out the academic skills needed by both native and non-native speakers. He cites a study by Eblen at the University of Northern Iowa which covered university students in five academic faculties and others by Rose at the University of California ('UCLA') which studied the writing tasks in university classes, and Ostler at the University of South California who conducted research into international students' needs. According

to scholars 'in most post-graduate courses in Britain and North America, the most frequent learning assignment and the most usual method of assessment is the written essay' (McDonough, 1985: 244). Thus there is an awareness of the different needs required at university level, such as report writing and assignment.

Concerning scientific writing discourse and subject specialism materials, experts have toyed with the problem of how to approach the static and rigid facts and the complex structure of science so as to change it to active and accessible information. Teachers have begun to explore several aspects, functions and tasks of scientific discourse such as defining, contrasting, and summarising and so on, to motivate the students to study this kind of discourse. Also there is an awareness among the writers of the books of the element to be considered when writing a text (see figure 3.12). Some teachers, after trying to investigate the problems of non-native using written technical discourse, have discovered that students' difficulties in ESP 'were not merely a result of technical vocabulary...non-technical words in technical writing would sometimes give students more difficulty than technical ones, e.g. adverbial phrases, conjunctions' (Cohen *et al*, 1979:552). Such observations have led scholars to explore in depth the nature of scientific discourse and to offer valuable observations on English teaching approaches and methodologies in general and ESP in particular. It would be difficult to list all the approaches and views to writing skills in the ESP/EAP context. However one should bear in mind that the ESP view of writing and other skills is not separate from other ESL or EFL developments in language teaching; the ESP view of these skills has

been developed within the same context as general English but it has offered more insight and creative thinking to other approaches by considering the importance of learners' needs.

3.5.3 Speaking and listening

For language teachers speaking and listening are more difficult to carry out in a classroom environment because

... oral communication (speaking and listening) does not give unlimited time for consideration or correction of the language being used. Moreover, whereas thirty or more learners can read and write individually and in silence, oral practice with the same number is much more difficult to arrange (Pattison, 1987:5).

Thus the communicative view of speaking emphasizes the use of language beyond the level of the sentence, so the learner is interested in using language, not English usage, and has a communicative and interactive role to play in the classroom. The communicative approach has tried to develop the ability of the learner as sender (speaking ability) and receiver (listening ability) of the spoken message.

Scholars such as Widdowson (1978) have drawn a useful distinction between 'hearing' and 'listening':

He uses 'hearing' to refer to the listener's ability to recognise language elements in the stream of sound and, through his knowledge of the phonological and grammatical systems of language, to relate these elements to each other in clauses and

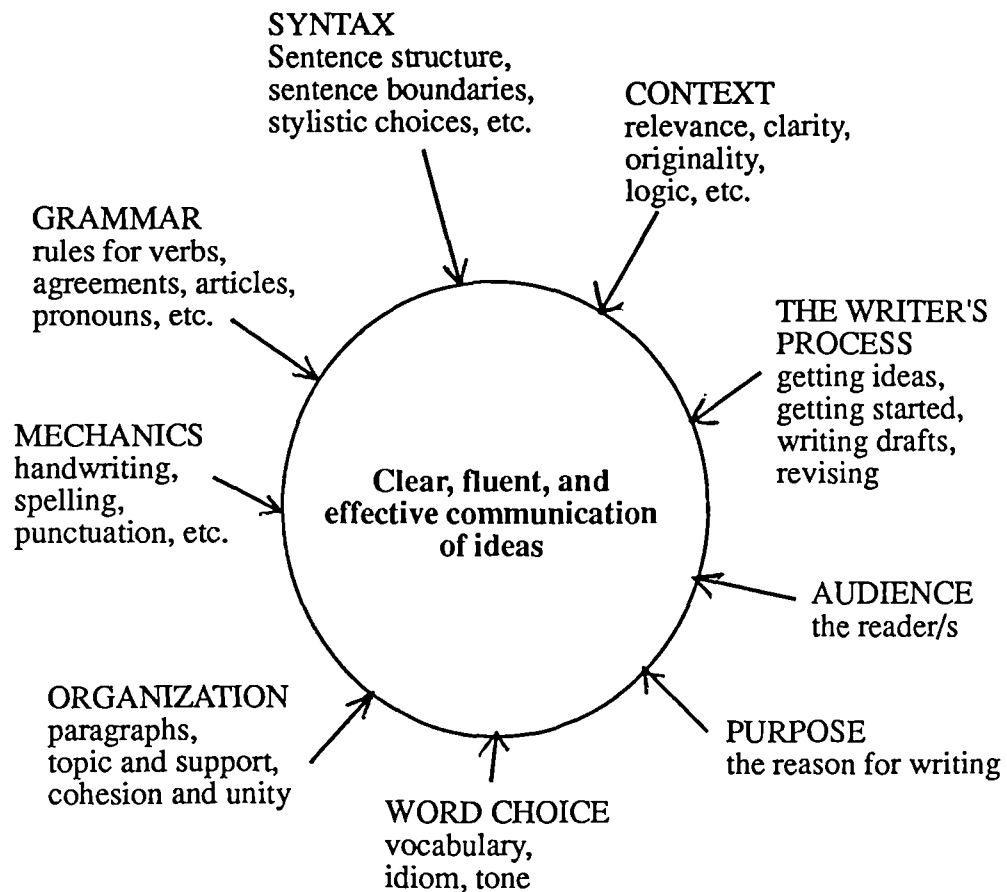


Figure 3.12 Elements considered in producing a piece of writing proposed by Raimes (1983 : 6)

sentences and to understand the meaning of these sentences. He reserves 'listening' to refer to the ability to understand how a particular sentence relates to what else has been said and its function in the communication (Geddes,1981:79).

Teachers have complained that it is difficult to find ready-made oral activities in ESP materials. Thus teachers tried to taxonomize listening skills into subskills. This enables teachers to suggest that some subskills or micro-skills are needed more in conversational listening, as in the case of Richards (1987:167-169), McDonough (1984:71) and so on. Language teachers discuss also how to expose learners to a real kind of oral activity such as listening to authentic oral discourse. They argue that authentic materials are rich in terms of linguistic characteristics, the various types of activities, and the types of process the learner exploits in his interaction with the language he hears. Porter and Roberts (1981) after considering the different aspects of advantages and disadvantages of oral authentic materials argue that 'if the learner is to achieve any degree of real proficiency in language use — as opposed to a rather abstract proficiency, which operates only under the strictly controlled, laboratory-like conditions of the classroom — then he or she must be given the chance to listen in authentic ways' (Porter and Roberts, 1981:41).

With regard to listening to technical and non-technical words in ESP courses, it is found that technical words usually are easy to comprehend by the students but difficulties sometimes lie with non-technical words. Sally (1985) after conducting a study in listening comprehension in an ESP environment at the University in Sri

Lanka finds that

...technical words like 'grain boundaries', 'transducers', and 'dendritic' caused no problems, because they were written on the blackboard and explained with diagrams when necessary. But commonly used words that were taken for granted were a source of difficulty. The following sentences are from the lecture, 'The engineer in society':

1 He came back safe and sound.

2 An engineer must have a sound knowledge of economics.

3 He sounded the manager about a pay-rise.

To most students, 'sound' meant only 'moving waves of energy that affect the ear' as in 'light travels faster than sound', and they were surprised to learn that it could be used in a variety of other ways. They were able to guess the meaning of the word in sentences 2 and 3, but sentence 1 was a mystery (Sally, 1985:189-190).

Finally we can say that exploration of oral materials and discourse in order to incorporate them in ESP courses can also benefit general courses and vice-versa, thus a lot of hard work is needed to investigate oral pieces of language.

3.5.4 Translation Skill

Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. Each exercise involves some kind of loss of meaning, due to a number of factors. It provokes a continuous tension, a dialectic, an argument based on the claims of each language. The basic loss is on a continuum between overtranslation (increased detail) and undertranslation (increased generalisation) (Newmark, 1981:7).

It was mentioned at the beginning of the section about language skills and activities that a justification would be given for considering translation as a fifth language activity. Before presenting our justifications it could be of benefit to the reader to introduce the opinions of some language teachers regarding the use of translation.

Sopher (1974) in exploring the teaching of scientific English to foreign students argues that

translation contrary to the prevalent belief that English only should be used and spoken in the classroom, is a valuable means of leading the student to a rapid understanding of elaborately structured sentences dealing with a subject-matter which the student may find difficult to understand in his native language. I resort frequently to translation

(i) as a means of comparing word-order and sentence-structure in English with the student's native language.

(ii) to clarify the differences in meaning between closely related words such as elaborate and complicated: appropriate and to appropriate.

(iii) to ensure that the meaning of complicated passages has been clearly understood (Sopher, 1974:354).

Urgese (1989:38) discusses and explains the beliefs that abolished translation from L2 classes in that:

(1) Interlingual translation should not be a goal in a basic course

(2) It is not possible to translate below certain levels of linguistic competence

(3) Translation causes students to organize reality according to their own first language

(4) Translation is too analytic an exercise to give to 11-14 year-old pupils

(5) Translation is not consistent with the communicative approach.

He then argues that:

We should not think of translation as a single type of exercise. There are many kinds of translation that can contribute in different ways to learning a foreign language. We can distinguish (a) written, oral, and a mental translation; (b) conscious and unconscious translation; (c) translation from L1 to L2 and from L2 to L1; (d) simultaneous translation that requires attention only to the main ideas, and detailed and carefully edited translation; and (e) translation that is an exercise or a test, and translation that is a tool or a goal (ibid).

We have quoted the two articles to use them as evidence to justify our consideration of translation as one of the important language activities or possibly a fifth skill. The articles can be of help in explaining the first two justifications: first, to explain how non-native English teachers feel about the importance of translation to their students, since we think that it is important to convey their view to native English teachers in order to rethink and re-evaluate the role of information in language teaching. Second, to explain that although translation was eradicated years ago from the context of TESL/TEFL, non-native teachers were in favour of translation in the Seventies (as the case with the first article) and also find it useful to re-evaluate the nature and use of translation at the end of the Eighties (as is

the case with the second article). Third, studies in the nature of second languages have expanded amazingly to study most of the possible factors that can be used in teaching English successfully as a second or a foreign language. Thus it is of no harm to open the file of 'translation' again in the hope that it can contribute to the unlimited effort of considering the needs analysis of non-native speakers of English. Fourth, recent studies in ESP in EFL countries signify the need for translation as a helping method in dealing with scientific discourse in various educational stages: 'students of science and technology who are already initiated into scientific knowledge, concepts and procedures in their native language and through nonverbal symbolisation' (Widdowson, 1979:27) would be able to make use of their L1 to be aware how scientific information is carried through the linguistic system of the target language. Thus, translation would be one way to gear students' attention towards exploitation of the knowledge of science they have in their language to be associated with the way the same knowledge is communicated in the target language' (Tawfiq, 1984:49). Fifth, the trend of Arabising technical and scientific technology is developing very fast in some universities such as the Arabian Gulf Universities e.g. King Abdul Aziz University at Jeddah in Saudi Arabia, and several reference works in the field of engineering have been translated from English into Arabic. It would be of paramount importance for language approaches particularly in the EFL domain to consider the role of translation in L2 and to exploit the trend of Arabisation in the various aspects of English language teaching such as methodology. Finally, a careful consideration of how the presentation of scientific

English takes place in the classroom by teachers of other subjects shows that they resort to translation, and the use of dictionaries as one activity of translation is widely spread in several science departments in Qatar University for instance. The misuse of this study skill may result in considering information as the only way of acquiring scientific knowledge, and thus what we have tried in our study is bring back 'translation' under the language teaching umbrella and to have a preliminary investigation, at least, as to the nature of this skill, to know how it is perceived by different kinds of informants of the study in the hope that the ESP teaching context can benefit from 'translation' in some way or another; as Brumfit (1984: 83) says, 'there is, in comprehension, a role for specific, accuracy-based work, and this may take the form of intensive reading exercises of various kinds, of aural comprehension work, even of translation'. These justifications were behind the decision to add another skill to the four well-known language skills.

3.6 Summary

We have tried in this chapter to fulfil two aims:

1. To provide a definition of ESP by exploring its nature, development and current status in the field of English language teaching.
2. To show the importance of a needs analysis view to language teaching by discussing the different aspects of needs analysis and the relation between needs analysis and course design. We have also discussed how a needs analysis view succeeded in changing the views of language teachers and course designers towards

several aspects of language teaching such as material production, teacher training and various language methods and activities. We also explained how ESP based on needs analysis has provided more specific views in language teaching of the priority of learners' needs.

As a result of all this theoretical coverage of needs analysis and the ESP view of course design, we shall attempt to provide a framework for the teaching of English at the University of Qatar based on needs analysis and an ESP view of language course design. We shall deal with the issue in the following three chapters.

Chapter IV

FIELD STUDY DESIGN, DEVELOPMENT AND ADMINISTRATION

4.1 Introduction

The researcher's main aim in this study is to carry out a needs analysis assessment for students at Qatar university who are studying English as one of the university requirements. In order to achieve this aim the researcher has used the following procedures as a preliminary investigation in order to obtain a general view of the problems faced by students learning English:

1. Examining the University English Language Unit's minutes and annual reports.
2. Careful revision and analysis of materials developed by the Unit.
3. Class observation and visits.
4. Attending seminars given by lecturers of other subjects at the University.
5. Checking students' reports and final projects from different years. Some homework was shown to the researcher by subject teachers to judge writing standards of students, particularly those in the Faculty of Science and Engineering and the Faculty of Administration and Economics.

6. Interviews and questionnaires held individually and in groups with teachers and students in different faculties. Also tape-recorded conversations with a few students and teachers who agreed to having their interviews recorded.

7. Checking and reviewing exam papers to test writing skills.

8. Consulting other reports about English language teaching at Qatar University.

9. A visit made by the researcher in November 1986 to the University of Kuwait's language unit, and to language centres at King Saud University, King Abdulaziz University, and King Fahd University in Saudi Arabia. The researcher's aim was primarily to write a full report on the English teaching units and centres at these universities for the Academic Council of Qatar University in the context of the latter's plans to develop the English language unit. The report was written and duly submitted. The secondary aim was to gain an overall picture of how other language units and centres in the Arabian Gulf states work, and to collect materials and references needed that may help in a literature review. Regarding the second aim, the researcher held several interviews and meetings with people in the field to discuss the shortcomings and problems of teaching English at Arabian Gulf universities.

After carrying out the preliminary investigation, the researcher began to see the need for a main instrument that would be tailor-made for the students of the University of Qatar. The questionnaires and interviews were administered in Qatar University from November 1987 to March 1988. The questionnaires will be

the main topic discussed in this chapter.

4.2 Important Questions to Answer

The questionnaires are designed to answer the following questions:

1. What are the language needs of students at the University of Qatar?
2. Are the English courses at the language unit ESP or ESP-related, or are they general English courses?
3. What type of English do they need at the University?
4. What skills do they need to concentrate on most in their courses?

In order to answer these questions the researcher decided to formulate the issues more precisely. The following points arose from the description and analysis of the situation provided in earlier chapters:

- Points concerning students:

1. Students who enrol at the University after eight years of studying the *Crescent Course* are unable to communicate in English successfully.
2. The students cannot write correctly in English.
3. The students find it difficult to read English effectively.
4. Students find English difficult and thus aim only to pass the exam rather than to learn English for their future needs.
5. Students are not sufficiently aware of their language, academic, social and fu-

ture needs.

- Points concerning courses and textbooks:
 1. The current textbooks do not serve the students' language, academic, socio-cultural or future career needs.
 2. The current courses are ineffective because they are not based on a needs-analysis study.
 3. Courses put insufficient emphasis on desired skills and deal only with very general topics.

4.3 Instrument Selection and Construction

In designing the questionnaire, the researcher adopted a well-organised standard pattern which would help the informants to feel at ease while answering the questions and to express their opinions freely. The researcher aimed to obtain information about two elements in the same questionnaire: the informants were asked to give their views on the importance of the skill and at the same time to express their opinions about the students' proficiency in those skills.

In constructing the questionnaire the researcher resorted to and benefited from:

1. His previous background as a trainee teacher in intermediate and secondary schools and later as a lecturer in the department of English at the University of Qatar.

2. Other works in the field such as:

a) El-Shimy's work on a model ESP course for Arab students in the teacher's college at Kuwait (1982:76-86).

b) Barnes's work on skill requirements of undergraduate students at the Faculty of Science, Kuwait University (Barnes, 1982:8-14).

c) Munby's work on syllabus design (Munby, 1978).

d) Approved stages in designing a questionnaire suggested by pioneers in the field such as Mackay (Mackay, 1978:21-43).

3. Consultation with colleagues in the field about the important language skills and students' needs: Mr. Mohammad Baghdadi (the former head of the language unit); Mr. Tarik Sida (a former language teacher at the unit); and Mr. Darwish Al-Amadidhi (lecturer in the department of English).

4.4 Items and Contents of the Questionnaires

The research instrument consisted of three versions of a questionnaire which was prepared, typed and administered in the same period. The first one is the students' questionnaire, the second is the subjects teachers' questionnaire, and the third is that of the language teachers.

The contents of the three questionnaires were identical because the researcher intended to investigate the suitability of the same items presented to the three sets of informants. The difference between them lies only in the introductory

section and in the communication needs profile questions which deal with the basic information and the demographic data about each group of informants.

4.4.1 The students' questionnaire

This 12-page questionnaire carries on its front cover some information about the researcher, together with his address, given in case some students might wish to contact him at a later date. The second page is an introductory section which explains the aims of the questionnaire and indicates the importance of the students' opinions in this respect. The students are also assured that their answers will be kept with the researcher to be used specifically for research purposes and will not be used against them or affect their results in exams.

The questionnaire is divided into two sections:

A. The Communication Needs Profile:

The aim of this section is to obtain data about the type of students answering the questionnaire and their academic status. It was not clear previously how much of the collected data would be necessary for analysis and interpretation, but it was important to get some idea about the possible variables that might be needed at an advanced stage. This section includes the following:

- **Basic Information:**

This includes basic details such as nationality, sex, age etc. General information of this kind is necessary because different nationalities and sexes were thought to be a variable that affects student achievement; however, it was not used in the

analysis.

- Information about the students' current academic status:

This includes information about each student's faculty; department; major and subsidiary fields of study; number, type and grade of English language course taken; and the date of admission to the University. This section provides information about the different courses given to the students and the extent of their exposure to English so that the type of language courses needed may be gauged. In this section the student was asked 3 more questions about the grades he obtained at school, whether he had studied English in a special institute, and, if his answer was affirmative, in which country he studied and for how long. The aim of these questions was to arrive at an idea of his pre-university academic career.

B. The Main Items:

The second section of the questionnaire consists of:

1. An example which shows how the different items are to be answered.
2. 48 scaled-type items which cover the five skills of reading, writing, listening, speaking and translation. Translation is included since it is believed to be an important skill, in some respects more important than the others. These five skills were considered by the researcher as a possible basis or as contents for an EAP/ESP language course. The items in each skill are one of two kinds:

1. Items that deal with general use of English or English for general purposes. This kind of item is usually available in most English courses since it deals with

basic English requirements. This kind of item is incorporated in the questionnaire in order to see how it is regarded by the students and to gauge the extent of their need for such items in the course.

2. Items that deal with the specific use of English. These items are included in the questionnaire in order to find out the degree of importance attached to them by the students, the language teachers and the subject teachers. It was at times difficult to decide whether some items could be classified as general or specific, since in many cases they could fall into both categories.

For each sub-skill and each item, the student is asked to choose from two different scales. The first scale is entitled 'degree of importance' and the student is asked to choose one of the following: 'extremely important', 'of considerable importance', 'of little importance' and 'not important'. The second scale is entitled 'degree of the students' command of the skill in English.' Here the student is asked to choose from 'very satisfactory', 'just satisfactory' and 'not satisfactory'. The following section provides more details about each skill and its sub-skills.

B.1. Reading skill

Each skill in the questionnaire is listed according to the number of items it encompasses. Since the reading skill has more items than the others, it is listed first.

The reading skill contains 14 items or sub-skills, each of which identifies an area of the reading domain thought to be required by students. At the top of the page the researcher has pointed out that his use of the word 'technical' refers to

that which is specialized and specific to each student's subject. This introductory note helps to explain the items more clearly and also makes them more readable. As for the reading sub-skills, the following items are listed:

- Items 9, 10, 11, 12, 13, and 14 (see Appendix D, p.352). These are considered to be non-EAP/ESP items or general items such as 9 , 'Reading for details (scanning) in non-technical literature.' These items deal with general skills required by the students. and based on the secondary school syllabus and the general courses given by the English language unit.
- Items 1, 2, 3, 4, 5, 6, 7, and 8 (see Appendix D, p.352). These are viewed as EAP/ESP items; they present English that deals with specific areas of specialization. The last item in the reading skill is 15, an open-ended question which gives the informant the opportunity to make suggestions or add points not covered by the reading skill items.

B.2. Writing skill:

Writing sub-skills or items are divided as follows:

- Items 10, 11, 12, and 13. These are considered to be (non-ESP/EAP) general English items (see Appendix D, p.357).
- Items 1, 2, 3, 4, 5, 6, 7, 8 and 9. These are treated as EAP/ESP items. Question 14 is an open-ended question which gives the student the opportunity to express his own opinions.

B.3. Listening skill:

Items 1, 2, 3 and 4 are considered to be (non-ESP/EAP) general English items, while 5, 6, 7, 8 and 9 are seen as ESP/EAP items. Item no. 10 is an open-ended question (see appendix D, p.359).

B.4. Speaking skill:

Items 1 and 4 are considered to be (non-ESP/EAP) general English items, and 2, 3, 5 and 6 are seen as ESP/EAP items. Item 7 is an open-ended question (see Appendix D, P.361)

B.5 Translation skill:

Translation is considered as a separate skill because in several departments of the University it is believed that looking up words and phrases in Arabic is an effective way of helping the students to understand English. In the Engineering department, for example, students are given an English-Arabic scientific dictionary to help them understand the English references they come across. Most of the lecturers in the University are Arabs who use translation a great deal in the preparation and teaching of their subjects. Some of them ask their students to translate pieces of work from English to Arabic and vice-versa. Thus in the questionnaire, translation is treated separately in order to gauge the need for this widely-used skill.

In the translation section the students were asked in items 1, 2, 3 and 4 about the importance of translation to them in their field of study (see Appendix D, p.362). These four items are thus concerned with EAP/ESP. These students were also asked about the importance of translation when dealing with general texts, as

in items 5 and 6. Students were asked about translating from Arabic to English and English to Arabic.

The final part of the questionnaire comprises an open-ended question in four parts (see Appendix d, p.363). The aim of this question is to get some idea of the students' views on their command of general English and also their command in their specialized subject. Sections 1 and 2 are designed to discover whether the students' command of English is better in the general English or the specific courses. In question 6.3 the students are asked about their motivation and interest in using English. Motivation and interest play a vital role in learning English and the question is designed to reveal the extent of student motivation and the reasons behind their love or hate for learning English. The final question calls for the students to identify areas and causes of weakness in their English and to give their opinion on possible ways of improvement.

4.4.2 The Teachers' Questionnaire

The teachers' questionnaire was given to subject teachers and language teachers. The subject teachers are those who teach subjects other than English such as engineering, social science and so on. The communication profile/demographic data are as follows:

A. Subject teachers' questionnaire:

1. Basic information:

This consists of name (optional); nationality; and sex. Here nationality was

thought to be important since some of the Arab teachers held British or American passports, had spent most of their lives abroad and, in some cases, had taught at Western universities; their opinions of the importance of different items may be coloured by their experiences in other countries and cultures.

2. Information about current academic status:

This section covers the following information: post; title; department; faculty; degrees obtained; and other qualifications. The purpose of this section is to obtain information about the teachers' academic careers.

The subject teacher informants were also asked if they had received any formal training in EFL. This question was designed to reveal whether some of them had attended courses in teaching English to foreign students, particularly in the Middle East. Teachers who do have such experience may be in a better position to understand the needs and requirements of students. The teachers were also asked to list the courses they had taught at the University in order to see whether these courses need more ESP or general English.

B. Language teachers' questionnaire:

1. Basic information:

The language teachers' communication profile seeks to elicit the same kind of information as that of the subject teachers', i.e. name (optional), nationality — to determine whether or not he is a native speaker — sex, and post. Sex is important for the differentiation between male and female answers, and post is included since

it shows whether the informant is a course tutor, senior instructor or so on.

2. Academic background:

Questions 8, 9, 10 and 11 deal with information about each language teacher. Question 8 concerns the degrees obtained in the teacher's previous career. Question 10 asks whether the language teacher has been trained in TEFL.

The teachers were also asked about EFL experience at 3 levels: the university, special language institutes, and secondary school. This section seeks to provide more details about the teachers' experience in both Arab and non-Arab countries. The more experience gained by the teacher in different countries where English is the second language, the more information and experience he will have in this field. The last question concerns the English courses taught by the teachers at the University, and whether they are of the ESP or general English variety, and so on. It was difficult to predict how much of this information would actually be used in the data analysis.

4.5 Pilot Study

Before the final version of the questionnaire was applied, it was pilot-tested for the following reasons:

A. To check the appropriateness of the items in terms of clarity, understanding, and formation of the questionnaires.

B. To eliminate repetitive, redundant, difficult and ambiguous questions.

C. To assure the computation of the data after the administration of the questionnaires.

D. To reduce the percentage of subjectivity and personal bias of the instrument.

The questionnaire was piloted twice in different universities. It was first piloted when the researcher visited universities in Kuwait and Saudia Arabia in November 1986. (See Table 4.1)

Table 4.1 Sample of First Pilot Study in Kuwaiti and Saudi Arabian Universities

University	Male		Female		Date of Visit
	staff	students	staff	students	
University of Kuwait	60	160	20	200	12.11.1986
King Abdulaziz University	40	200	-	260	17.11.1986
King Saud University	120	350	-	280	20.11.1986
King Fahd University	40	-	200	-	24.11.1986

In this pilot study, the questionnaires were given to students with different specializations, both male and female. The researcher also met several English language teachers as well as teachers in other faculties, and had long discussions with them about the kind of questionnaire most likely to reveal remedies for the deteriorating situation of English language teaching. The comments elicited about

the questionnaires were very valuable.

As a result of the first study, some changes were made to the questionnaire, and the researcher decided to pilot the questionnaires once more in order to exclude defects and shortcomings. The second pilot study took place at Qatar University in 1987. Two types of informant participated, subject and language teachers and students. The questionnaire was pilot-tested on 12 teachers: 3 from the Faculty of Engineering, 3 from the Faculty of Science, 3 from the ELTU and 3 from faculties within the arts section.

Of the students tested, 20 were males: 7 from the Faculty of Engineering, 7 from the Faculty of Science and 3 from faculties in the arts section. 16 female students were tested: 6 from the Faculty of Science and 10 from faculties in the arts section. The informants were asked to comment on the clarity of meaning and the relevance of the questionnaire to their particular fields of study. They were also asked about the length of the questionnaire and whether they felt that this hindered their concentration when answering. Based on the results of this pilot study, further minor modifications were made in the wording and construction of some items, although the basic content of the questionnaire remained unchanged. The attractive and neatly typed format of the questionnaire was admired and appreciated.

4.6 Population and Sample Selection

The principal use of statistical inference in empirical research is to obtain knowledge about a large class of persons or other statistical units from a relatively

small number of the same elements (Glass and Hopkins, 1984:174). In other words, researchers cannot always observe and examine each section of the target study under controlled circumstances. Thus they resort to sampling. Before going into detail, it is best to define the meaning of the terms 'population' and 'sample'.

Population may refer to the complete set of observations (measures) about which we would like to draw conclusions. There are two interesting features about this definition. First, in this usage the word does not refer to people, but rather to some observed characteristics. Second, this definition clearly indicates that the set of observations which constitutes the population is determined by the specific interest of the investigator (Minium, 1970:11).

Sample is defined as:

The process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. The individuals selected comprise a sample and the large group is referred to as the population (Gay, 1976:66).

The main feature of the population dealt with in this study is that its constituents have one thing in common: they are at one university (the University of Qatar), dealing with English in their daily lives (through English classes) as either students or teachers. The sample is selected in a deliberate fashion in that the researcher attempted to cover different groups within the University by dividing the university faculties into two sections: arts and science. The arts section encompasses the Faculty of Sharia and Islamic Studies, the Faculty of Education, the

Faculty of Economics and Commerce, and the Faculty of Humanities and Social Sciences. The science section covers the Faculty of Engineering and the Faculty of Science.

4.6.1 Students' questionnaire population and sample

The total number of students enrolled at the University is 4707 (University of Qatar, Annual Statistical Report, 1988:55; see figure 4.1). A sub-population of the University was established: 3201 (68% of the total number of students). Of the total number of students, 3.2% were from the Engineering Faculty, 7.3% from the Science Faculty, 5.2% from the Faculty of Economics and Administration, 10.6% from the Faculty of Sharia and Islamic Studies, 11% from the Faculty of Humanities, 30.4% from the Faculty of Education, and 32% were 1st year general (see figure 4.2). 1506 students were not included in the population because they did not take enough English courses to enable them to give opinions required by the questionnaire; 163 of these students got less than 55% in the secondary school examination and were given a second chance to enrol in university after getting more acceptable grades. 391 of the students omitted from the population total were in the first year science section, while 925 pursued arts subjects. These three groups were deemed unsuitable for the questionnaire since they were following intermediate level courses which did not enable them to offer informed opinions about the level of ESP or advanced general courses.

Secondly, the ESP-related or advanced general courses are given after the student has completed a year at the University and has enrolled in one of the

faculties. The questionnaire was given to faculty students who had spent at least one year at the University. Thus the population of the study is 3201.

The researcher distributed 800 questionnaires to two sections, 500 to the arts students and 300 to the science students. Distribution is based on student numbers; those faculties with higher numbers of students, such as the Faculties of Science and Education, were given more questionnaires. In the arts section, the researcher gave 100 questionnaires to the Faculty of Economics and Commerce, 100 to the Faculty of Humanities, 100 to the Faculty of Sharia and Islamic studies, and 200 to the Faculty of Education. 200 questionnaires were distributed among students of the Faculty of Science and 100 were given to those in Engineering.

600 questionnaires were returned, 42 of which were incomplete and thus not taken into consideration. The total of the actual sample was thus 558, or 17.4 of the population (see figure 4.1).

Here the researcher would like to stress an important point concerning the suitability of the sample size:

In general, the minimum numbers of the subject believed to be acceptable for a study depends upon the type of research involved. For descriptive research, a sample of 10% of their population is considered minimum (Gay, 1976:77).

The sample of the study may be considered to be representative in a number of ways:

1. Of the population of 3201, 27.1% were males and 72.8% were females.

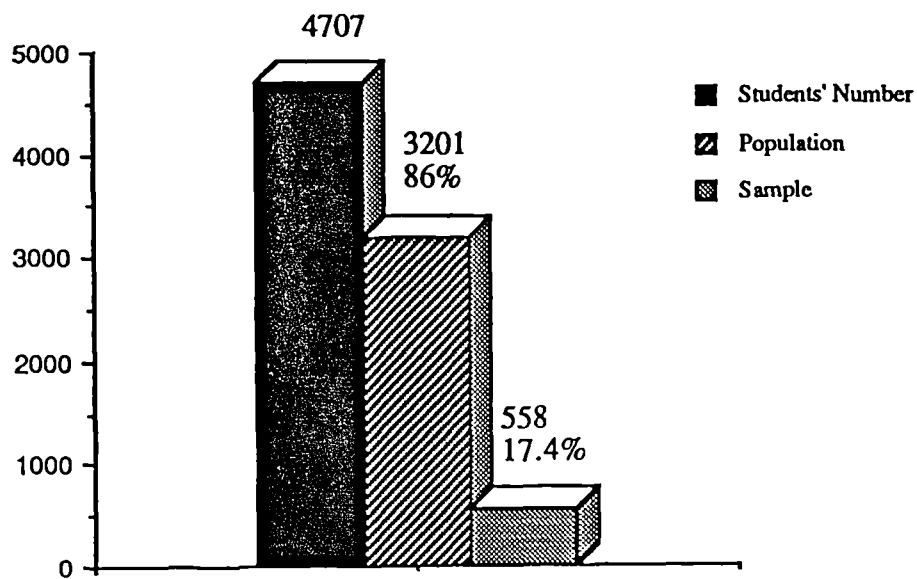


Fig. 4.1 University Students' Number, Population & Sample

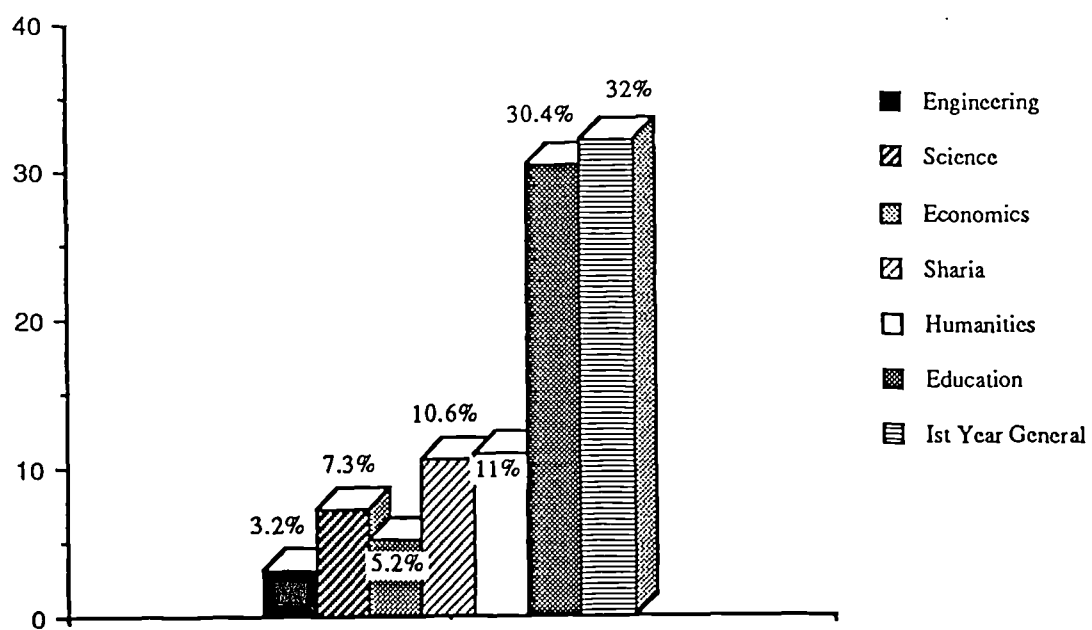


Fig. 4.2 University Students' Numbers in Percentages per faculty.

Source: Derived from University of Qatar, Annual statistical abstract (1988 : 55)

As shown in figure 4.3, of the actual number of the sample (558), 337 or 60.3% were females, which corresponds quite closely to the actual female percentage of the population; 221 or 39.4% were males, which again is close to the actual male percentage of the population.

2. Qatari students accounted for 75.6% (2422) of the population and 66.42% (371) of the sample. Non-Qatari students make up 24.3% (779) of the population and 33.5% (187) of the sample. The closeness of population and sample percentages suggests here that the sample size was representative. Of the males, 125 were Qataris and 96 were non-Qataris; of the females, 246 were Qataris and 91 non-Qataris (see figure 4.4).

Figure 4.5 shows the total numbers distribution as follows:

82 students (14.6%) were from the Faculty of Engineering. All of these were male; there is no female Engineering Faculty at the University of Qatar.

193 students (43.5%) were from the Faculty of Science (63 males, 130 females).

283 students (50.7%) [111 males and 172 females] were from the Arts section. 74 students (12 males and 62 females) were from the Faculty of Economics; 89 (49 males and 40 females) were from the Faculty of Education; 70 (40 females and 30 males) were from the Faculty of Sharia and Islamic Studies; and 50 (30 females and 20 males) were from the Faculty of Humanities.

Finally, figure 4.6 reveals that:

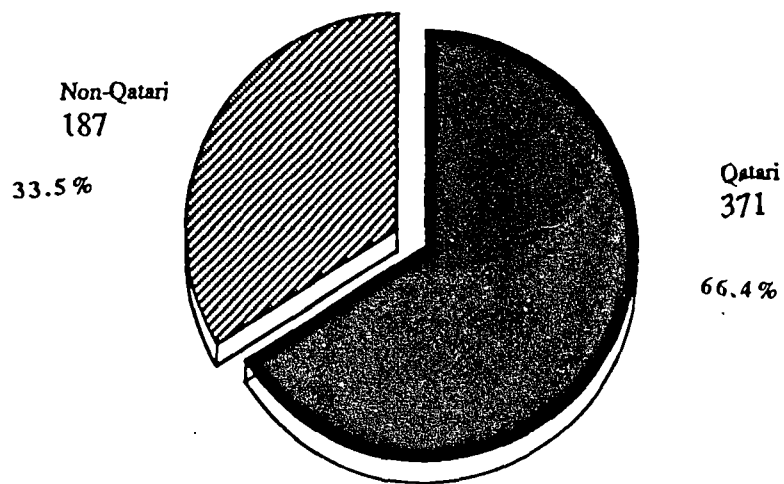


Fig. 4.4 University Students' Sample by Nationality

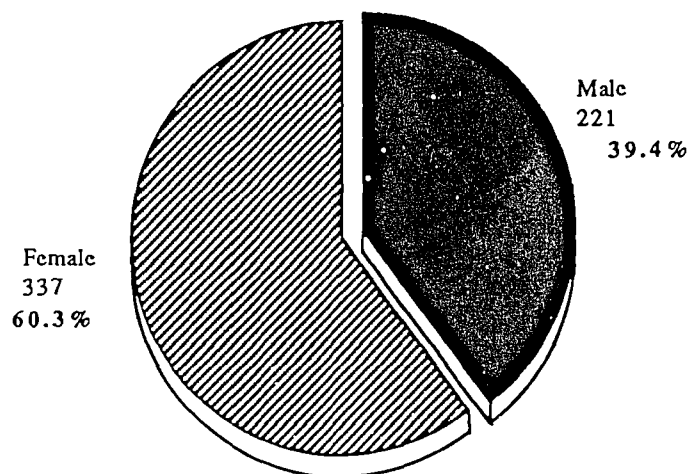


Fig. 4.3 University Students' Sample by Sex

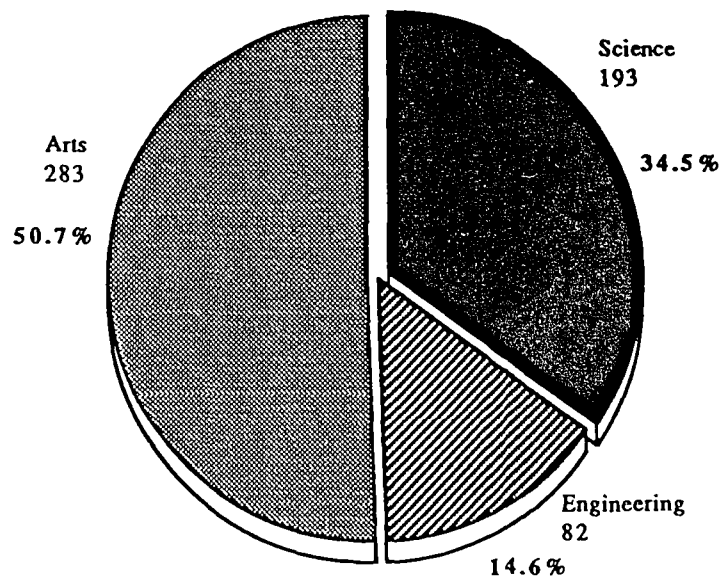


Fig. 4.5 University Students' Sample in faculties

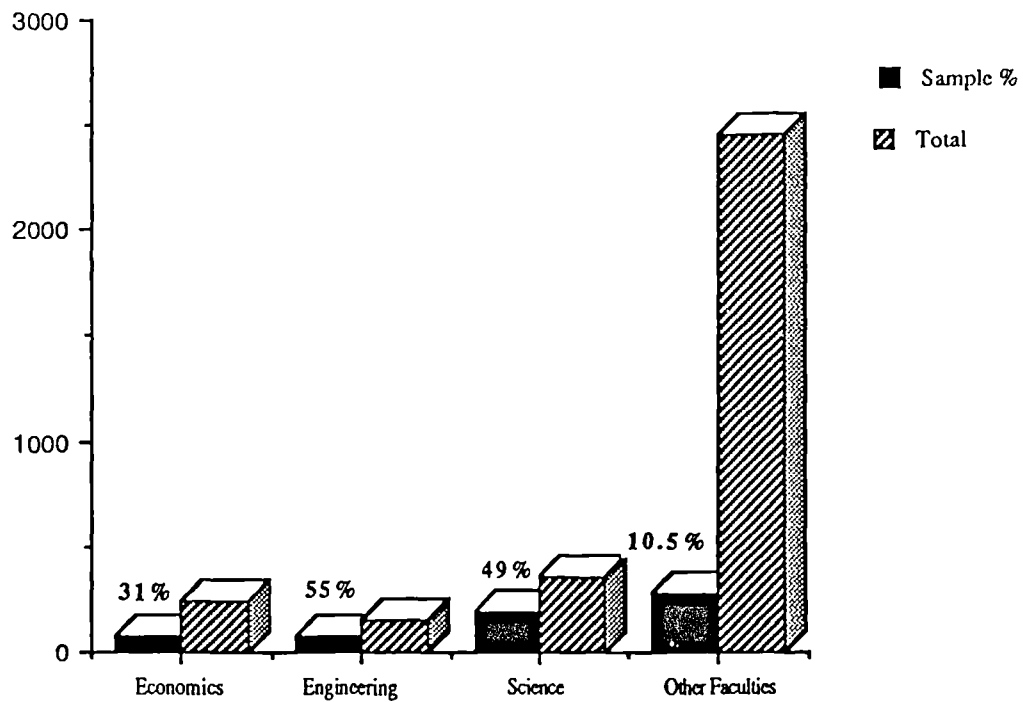


Fig. 4.6 Comparison of University Students' Sample with the total Number of Students in each faculty.

1. The sample of the study in the Faculty of Engineering is 55% of the total number of students in the Faculty.

2. The sample of the study in the Faculty of Science is 49% of the total number of students in the Faculty.

3. The sample of the study in the Faculty of Economics is 31% of the total number of students in the Faculty.

4. The sample of the study in other faculties is 9% of the total number of students in that section. This is because most of their courses are general ones, one result of which is that the students in this section are not sufficiently familiar with some of the items which mention specific areas of study. These students were given the questionnaire simply because when they were given ESP courses their general level of achievement and motivation was seen to increase; this was certainly the case with students from the Faculty of Sharia and Islamic studies who were put on an ESP course specifically designed for them. Thus the researcher decided to give them the opportunity to express their opinions as students.

The researcher tried hard to include students of all academic years in order to get as wide a view as possible. Thus questionnaires were given to students from the 1st, 2nd, 3rd and 4th years, and to students in all departments of each faculty.

4.6.2 Students' Interview Sample

A random sample was used for this purpose, incorporating 49 students chosen from all those who answered the questionnaire in each faculty. 34 of these were

male, 15 female. The researcher was unable to interview each student individually and thus interviews were conducted with two students at a time. The researcher decided against the use of a tape-recorder on the grounds that some of the students might not feel at ease, and thus opted to record the interviews in writing.(see Appendix F, p.378)

Interviews with female students were carried out in writing with the assistance of female relatives of the researcher who have a good command of English.

4.6.3 Teachers' Questionnaires

There are two types of teacher population relevant to this study:

1. Ph.D holders who are by far the largest group of staff in each faculty. The researcher did not include M.A or other degree-holders in the study since their numbers are small, they do not come into daily contact with the students, and they hardly teach the students or evaluate their examinations. Ph.D holders are referred to by the researcher as 'subject teachers'. There are some important points to be noted here regarding the selection of subject teachers for the questionnaire.
- Subject teachers are those teachers involved on the practical side of the issue, i.e. they are in a position to observe the output of the English courses as shown in the report, through assignments submitted to them by their students in the form of projects in the final year (as in the case of the Engineering students), through laboratory work and homework. The subject teachers are thus ideal candidates to answer the questionnaire and are capable of considering

the students' needs.

- The subject teachers involved are those who use English in their teaching and who agreed to answer the questionnaire in the light of the importance of English to the students.
- Before handing out the questionnaire, the researcher questioned the teachers on their use of English with the students and also on the extent of their ability to evaluate the importance of the skills and the proficiency of the students in these skills. Those who claimed that they were able to do so were then given the questionnaire to answer. Some teachers who had not met the researcher but who had seen him talking to informants individually approached him to ask whether they too could participate. They professed a desire to be asked such questions and apparently had much information to offer.
- With regard to the teachers in the different faculties of the arts section (the division will be explained later in this chapter), it was not possible to question more than 13.65% since most of the subjects on offer in these faculties are taught in Arabic, and English is hardly ever used. Also, most of these teachers have a very poor knowledge of English and thus feel that they would not be able to offer relevant or constructive opinions in a questionnaire of this kind. After consultation with colleagues, the researcher decided to use only those teachers who had a considerable knowledge of English, who use English in class, and who were willing to answer the questionnaire. Some teachers asked for a copy of the questionnaire because they use English in class even though they are

not required to do so. One such teacher, from the Faculty of Humanities, asked for a questionnaire because he teaches international relations and makes considerable use of reference material, magazines and reports that are written in English. Several other similar cases existed in other faculties.

- In the course of the study the researcher, who as a teacher has taught English to students who have to take language courses as part of the university requirements, heard accounts from subject teacher colleagues of experiences very similar to his own, namely that the English courses are not fulfilling their objectives, that students' command of English is poor, and that whatever suggestions they make on ways of improving the courses always fall on deaf ears. Such teachers were also considered ideal candidates for the questionnaire.

For the reasons stated above, the researcher considered the subject teachers to be a significant sub-group of the population of the study, and subsequently decided to take 60% (164) of their total number of 290 as a population.

2. The other sub-group of the population consisted of the language teachers at the English language unit. They teach English to the students who enrol in other faculties and who take English courses as one of the University's requirements. This section of the population is important for two reasons:

- They are the only teachers who use nothing but English in their teaching at the University. Thus they are in an ideal position to be able to evaluate the importance of language skills to the students and to judge the proficiency of students in various skills.

- Their opinion is of value because they are the ones who understand above all the need for such research at the University. In fact, such research should be conducted by them so that they might define the deficiencies in the language courses and suggest alternatives.
- With regard to language teachers, no sample was used because of their small numbers (30 teachers) and therefore the whole population was taken.

The researcher distributed 194 questionnaires in all, 30 to the language teachers and 164 to the subject teachers. He endeavoured to meet each teacher from each group individually; whenever this was not possible, his colleague Dr. Al Amadihi acted on his behalf.

In each meeting, the purpose of the study was explained, the teacher's queries were answered, and the questionnaire was given to be filled in. 130 questionnaires were returned, 16 of which could not be considered since they were returned with most items unanswered. Of these 16, two were from the language teachers and 14 from the subject teachers. The remaining 114 questionnaires were analysed and considered as the sample of the study.

One final point needs to be mentioned, namely that the researcher excluded those language teachers who work in the English language department. Teachers in this department teach English to students who will themselves be English teachers in the future. They are not in contact with the students of other departments and thus their opinions are not relevant to the domain of the research. Similar considerations also obviate the inclusion of administrative and clerical staff.

The total number of university staff is 483 (see figure 4.7). The population of the study is 290, representing 60% of the total number of teachers at the university. The sample of the study numbers some 114 teachers, 39% of the population (see figure 4.7). Of the sample number, 86 were subject teachers and 28 were language teachers (see figure 4.8). Of the 28 language teachers, 19 hold the degree of M.A in Applied Linguistics, 6 have an M.A in TEFL and 2 are Ph.D holders (see figure 4.9).

With regard to the subject teachers' sample, the following can be stated (as shown in figure 4.10):

The whole engineering staff numbers 32; the sample used is 53% or 17 teachers. The staff of the Faculty of Science numbers 88; the sample used is 52% or 46 teachers. The Faculty of Economics has a staff total of 12; the sample used was 33% or 4 teachers. It is worth mentioning that the latter is a new faculty, opened in 1986, and some of its teachers did not answer the questionnaire because they did not rate their experience and contact with students sufficient enough to be able to evaluate student standards.

With regard to other faculties, the researcher initially decided to take 60% of the population but, as is explained in page (155) , several obstacles prevented him from doing so and eventually only 13.6% agreed to answer the questionnaire.

4.6.4 Teachers' Interview Sample

The researcher spared no effort in asking all the teachers whom he met for

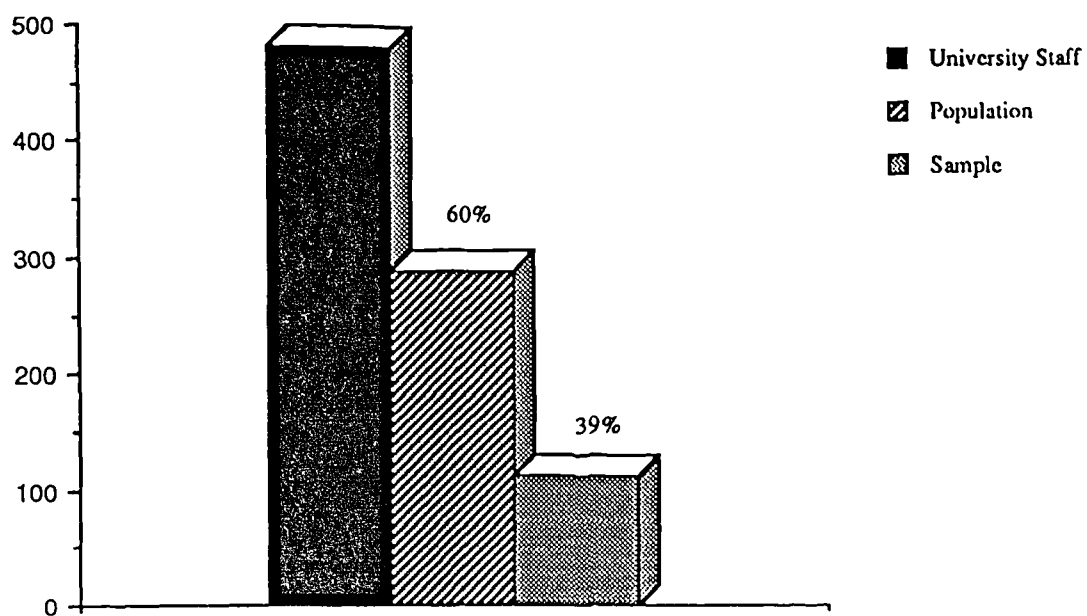


Fig. 4.7 University Staff, Population and Sample

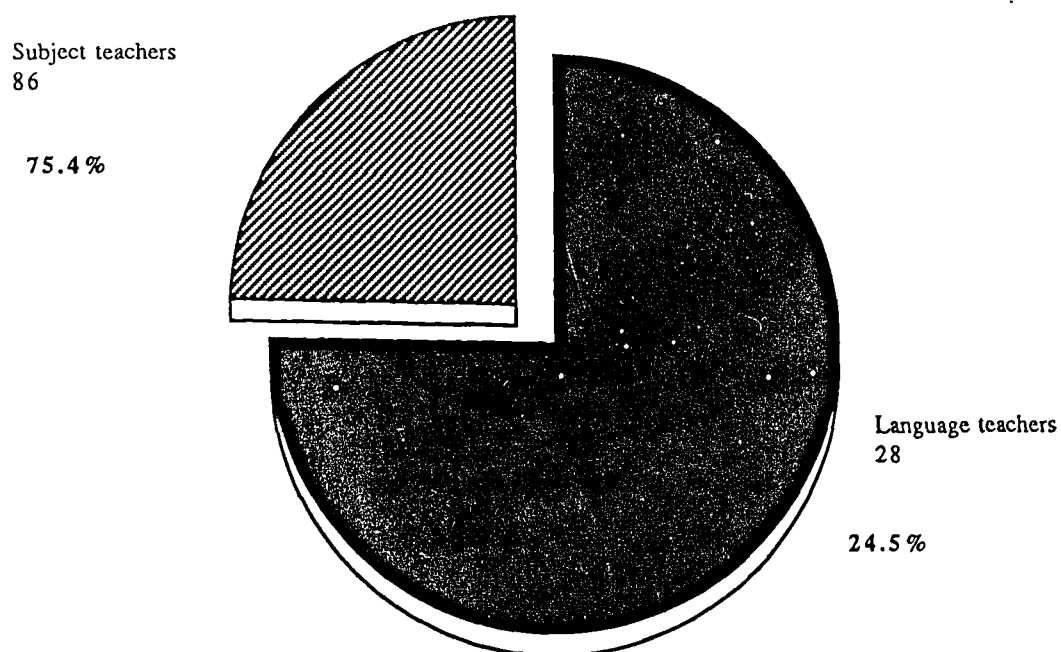


Fig. 4.8 Teachers' Sample (Subject teachers and Language teachers)

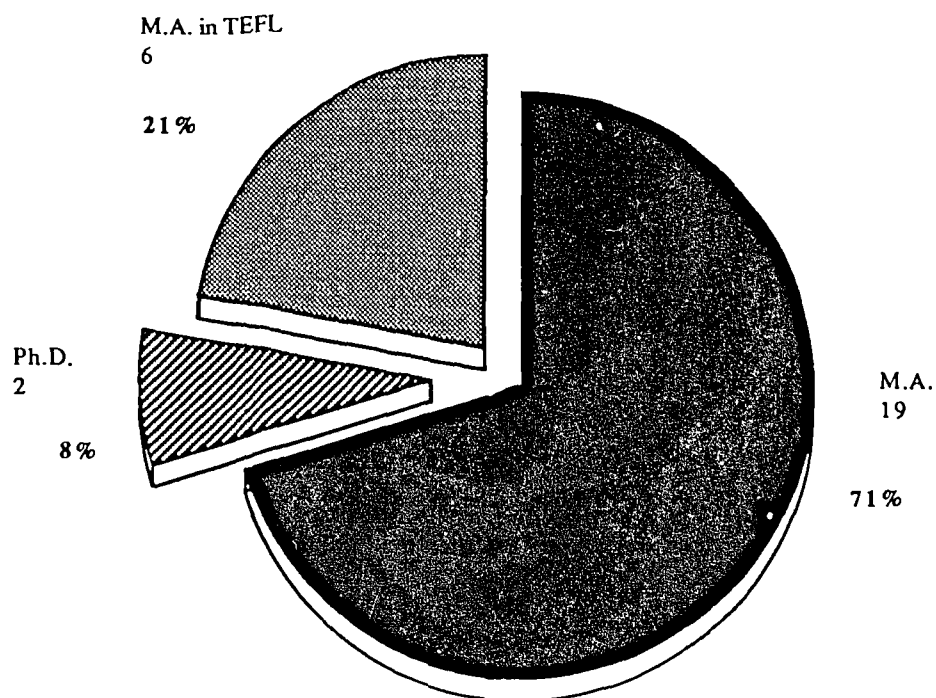


Fig. 4.9 Language Teachers Sample Categories

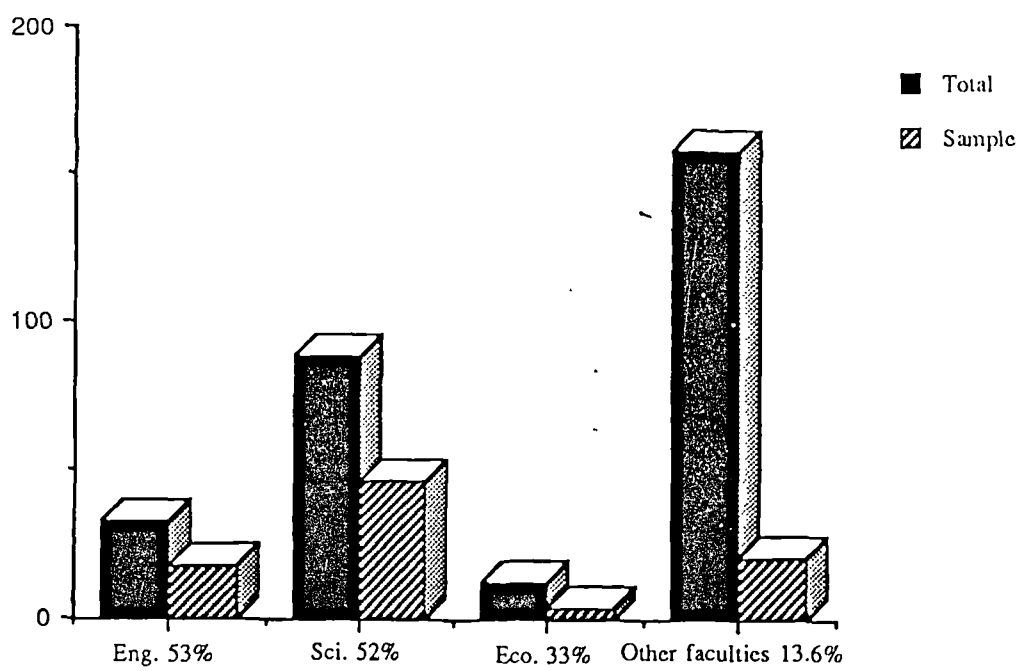


Fig. 4.10 Subject Teachers' Sample

an interview (see Appendix G, p.379). Most of them, constrained by their heavy schedules, declined apologetically. The total number of teachers who did kindly agree to be interviewed was 47, 40 of whom were subject teachers and 7 of whom were language teachers. Interviews were carried out on a one-to-one basis, each lasting 40 minutes. Each teacher interviewed was asked whether he/she preferred to tape the interview or record it in writing; 10 agreed to having the interview taped. In order to obtain as many opinions as possible about the teaching of English at the University, and to incorporate as representative a sample as possible, the researcher approached the consultancy committee for assistance. This committee was established in 1986 by the University Council and comprises 6 members, 4 of whom are professors in the field of engineering at leading American universities. Members come to Qatar each year in May or June to be consulted on the academic affairs of the University. When the Faculty of Engineering was established they were also asked to evaluate the most recent projects carried out by final year Engineering Faculty students. In 1987 they were asked to evaluate the English language courses for engineering students and thus the researcher approached them for an interview. 4 of them accepted and kindly agreed to express their views, in writing, on the proficiency of the final year engineering students on the basis of their project work. The interview result of both students and teachers will not be used in our analysis for two reasons:

- 1- The interview questions were similar to some degree to the open-ended question mentioned at the end of the questionnaire.

2- The information provided by the open-ended question was enough to serve the purpose of this research. Thus the results of the interview would add nothing further to the study and have thus been omitted.

4.7 The Validity of the Questionnaire

As Gay mentions, any test or instrument should be checked for validity:

For any given test it is important to seek evidence concerning the appropriate type of validity, given the intended purpose or purposes of the test (Gay, 1976:88).

The test is considered valid if the data serve the purpose for which they were collected. As Dalen says,

A test may be highly valid for one purpose or for one age or type of subject, but invalid in another situation (Dalen, 1979:135).

Another way of putting it is as follows:

A measure's validity refers to the degree to which it actually measures the concept it is supposed to measure (Slavin, 1984:80).

Validity is of four kinds:

- content validity
- construct validity
- concurrent validity

- predictive validity

To measure the validity of the questionnaire, content validity has been used. The reason for this is that the questionnaire used in the study measures an intended content area. In other words, the informants were asked to give their opinion about specific language contents designed as the suggested contents of an English course. Content validity is appropriate because it is 'the degree to which a test measures an intended content area' (Gay, 1976:88). The other types of validity are not relevant here. For example, predictive validity is unsuitable since the questionnaire is not being used as a predictive test in the way that, for example, TOEFL tests are, where individuals are classified according to their scores on the test. Neither is concurrent validity applicable here since it is 'the degree to which scores on a test are related to scores on another already established test' (Gay, 1976:89).

Content validity is commonly assessed by those with expert judgement. Comparisons are drawn between the items included in the test and those which the experts think should be included:

If the test is covering course content, then the test items should correspond to the materials covered in the course (Hatch and Farhady, 1982:251).

In addition, content validity is of two sorts:

Content validity requires both face validity and sampling validity. Face validity is concerned with whether the test measures the intended content area, and sampling validity is concerned with how well the test samples the total content area (Gay, 1976:88).

To determine the content validity of the teachers' and students' questionnaires, the contents of the questionnaires were shown to 8 specialists in the field of study and education (see table 4.2). These experts were given a clear idea about the purpose of the instrument and what the instrument is supposed to measure, and were then asked to judge the validity of the questionnaires.

Table 4.2 A List of Test Validity Judges

Name	Academic Position	Place of Work
1. Prof. Ahmed Kheiry Kazim	Dean Of the Faculty of Education	University of Qatar
2. Dr. Hamad Alneel Alfadhil	Lecturer at the Curricula and Syllabus Department	University of Qatar
3. Dr. Fawzi Ahmed Zahir	Head of the Education Technology	University of Qatar
4. Dr. Darwish Al-Amadihi	Lecturer at the English Language Department	University of Qatar
5. Prof. Mohammad Al-Husseini	Head of the Sociology Department	University of Qatar
6. Mr. Mohammad Baghdadi	A former Head of the English Language Teaching Unit	University of Qatar
7. Mr. Tariq Sida	A Former Lecturer at English Language Teaching Unit	University of Qatar
8. Mr. Abdulhalim Abu-Galalah	Inspector of English	Ministry of Education

The judges were satisfied with the face validity of the questionnaire since all of the items dealt to a great extent with the English language course contents. They also thought that the sample validity of the questionnaires was apparent since all of the basic language skills and sub-skills were covered.

4.8 The Reliability of the Questionnaires

An instrument is said to be reliable if it gives a stable result when reapplied under similar conditions after a reasonable passage of time:

The term reliability refers to the degree to which a measure is consistent in producing the readings when measuring the same thing (Slavin, 1984:77).

The more reliable the instrument, the more confidence one has that the same result can be obtained when the test is re-administered. In other words, the higher the reliability of the test, the less the effect of chance on the results. There are several ways of gauging the reliability of a test, such as: equivalent forms reliability; split-half reliability; rationale equivalence reliability; and test-retest reliability. The reliability of the research instrument was submitted to the test-retest reliability technique, conducted according to the procedures defined by Gay:

(1) Administer the test to a sample; (2) after some time has passed, say a week, administer the same test again to the same individuals; and (3) correlate the two sets of scores. if the resulting coefficient (referred to as coefficient stability) is high, the test has good test-retest reliability (Gay, 1976:93).

The researcher applied this technique to test the reliability of the questionnaire by choosing 40 students, 20 males and 20 females. Of the males, there were 6 from the Faculty of Engineering, 5 from the Faculty of Science, 2 from the Faculty of Sharia and Islamic Studies, 2 from the Faculty of Humanities, 2 from the

Faculty of Education, and 3 from the Faculty of Economics and Commerce. Of the females, 8 were from the Science section and 12 from the arts section.

24 teachers were chosen for the test: 6 from the ELTU, 6 from the Faculty of Engineering, 6 from the Faculty of Science, and 6 from faculties in the arts section. The teachers and students chosen for the test-retest reliability procedure were given the same questionnaires they had been given before, two weeks after the first administration of the test and under the same conditions.

The questionnaires were then taken to a specialist at the computer centre in Qatar University who then ran a correlation coefficient test on the two sets of results. The findings are as follows:

A. The correlation coefficient between the two teachers' questionnaire tests was 0.84.

B. The correlation coefficient between the two students' questionnaire tests was 0.88.

This result gave the researcher confidence in the reliability of the questionnaires since the correlation was high. As Gay states, 'if the resulting coefficient (referred to as the coefficient of stability) is high, the test has good test-retest reliability' (Gay, 1976:93).

4.9 Administration of the Main Study

As a result of the pilot survey and the subsequent revisions, minor changes were made to the questionnaire. It was re-typed on an Apple Macintosh laser

printer and then bound attractively in order to motivate the students to answer the questions, which were in Arabic so as to avoid problems of comprehension. The contents of the Arabic version were identical to those given to the teachers (see Appendices D and E pp.352-377).

Before administering the questionnaire, the researcher visited the deans of the various faculties and explained the purpose of the questionnaire to them, and asked for their written agreements to show to the heads of department in the various faculties. The students' questionnaire was administered in two ways:

1. The researcher first decided to attend lectures given by certain subject teachers; he was then introduced by the teachers to the students. The researcher then gave the questionnaire to the students and explained the aims of the research and the role it might play in the improvement of English courses, adding that all answers would be accorded strict confidentiality and would not in any way affect their grades or be shown to teachers. The researcher then answered queries and the students completed the questionnaires individually, although the researcher was present to offer assistance if necessary. The questionnaire took approximately 35 minutes to complete.

2. The students' time-table is a particularly complex one, with several sub-groups of the sample having lectures at the same time, and thus it was not possible for the researcher to work alone. Consequently, he was aided in the task by several colleagues — both language and subject teachers — who administered the questionnaire to the sample students in their classes on his behalf. These

teachers were approached individually and the researcher explained the purpose of the research to them, read every item of the questionnaire and focused their attention on the queries he had received while administering the questionnaire himself. No significant problems were recorded.

As for the teachers' questionnaire, the researcher visited the teachers individually or in groups (male and female), explained the purpose of the questionnaire and asked them to have a quick look at it so as to root out any ambiguities. If the teachers were ready to answer the questionnaire on the spot, then this was done; failing that, the teachers were asked to fill it in as soon as possible and return it to the English department, where the researcher works, or to his home address. The researcher's telephone number was also given in case any of the informants had further queries.

4.10 Data Analysis Statistical Procedures

After the questionnaires had been administered, they were collected and prepared in data FORTRAN sheets in order to be analysed by the statistical package of social science (SPSSX). The data were computerized and frequency tables (see Appendix H p.380) were produced. To find out whether there were any significant differences of opinion among the subject teachers, the language teachers and the students, it was suggested by statisticians at Qatar University that the data be subjected to parametric tests such as ANOVA (analysis of variance test) and that a follow up test, such as the T test, be used on each pair of informant groups.

The ANOVA and T tests revealed significant differences of opinion on reading, listening and translation skills among the three sets of informants. There was no significant difference among the three groups with regard to the writing and speaking skills.

Later, at Durham University, a statistician at the computer centre advised the researcher to use non-parametric tests on his data since it is ordinal data that reveals the opinions of the students. His advice was based on the observations of Siegel, who claimed that:

Parametric statistical tests, which use means and standard deviations (i.e. which require the operations of arithmetic on the original scores), ought not to be used with data in an ordinal scale. The properties of an ordinal scale are not isomorphic to the numeral system known as arithmetic (Siegel, 1956:26).

After further consultations and a more detailed study of the data, the researched accepted the second opinion and decided to carry out the non-parametric tests, bearing in mind that these are also available in the SPSSX package.

The tests applied were Kruskal-Wallis one-way ANOVA, to replace the previous ANOVA parametric tests, and the Mann-Whitney U or Willcoxon rank sum W test to replace the follow-up parametric T test. It would help to define what we mean by non-parametric tests of significance or distribution free tests of significance before we present and discuss their results in the next chapter. By non-parametric tests, we mean 'tests that do not directly incorporate estimates pertaining to population characteristics' (Williams, 1986:110). In other words, these tests 'make no

assumption concerning the parent distribution' (Porkess, 1988:110). The Kruskal-Wallis one-way ANOVA test is:

A non-parametric test of the Null hypotheses that three or more samples are drawn from the same parent population. the test is carried out on the overall ranks of the items sampled, and so is a test for differences in location of the particular samples (Porkess, 1988:118).

As Siegel asserts, this test

...seems to be the most efficient of the non-parametric tests for K (number of samples) independent sample. It has power efficiency of 3=95.5 per cent, when compared with F test, the most powerful parametric test (Siegel, 1965:194).

This test will be referred to henceforth as the K.W test. The Mann-Whitney U Wilcoxon rank sum W test is:

...one of the more powerful of the non-parametric tests and it is a most useful alternative to the parametric T test when the researcher wishes to avoid the T test (Siegel, 1956:116).

The test is based on the ranking of scores and has as powerful a status as the T test. This test will be referred to henceforth as the U test. The result of the non-parametric tests were used as the main method of interpreting the scores; the analysis of the frequency tables has been omitted. The following chapter deals with the analysis and interpretation of the study.

Chapter V

DATA PRESENTATION AND ANALYSIS

5.1 INTRODUCTION:

The major purpose of the current work is to investigate the need for effective English language courses at the University of Qatar. As the theoretical part of the study shows, ESP/EAP courses are needed to improve the teaching and learning of English at the University of Qatar.

The present chapter will discuss and analyse the results of the teachers' and students' questionnaires. Firstly general information about the informants will be presented.

5.2 GENERAL INFORMATION:

5.2.1 Teachers' Questionnaire:

114 teachers make up the sample: 87 subject teachers and 27 language teachers. Of these, 95 were male and 19 female; the overwhelming majority of teachers at the university are male. It was difficult to increase the number of females included in the study since few of them would come to the men's building to be interviewed or to answer questionnaires; those who did take part were met either by appointment or by asking female colleagues to administer the questionnaire to them, with the necessary explanations, occasionally in the presence of the researcher.

There were 101 Arab and 13 non-Arab teachers questioned. Of these, 14 were professors, 44 were assistant professors, 31 were lecturers, and 25 were assistant lecturers, i.e those who had not yet obtained doctorates. Two of the language teachers hold Ph.D degrees and teach in the Faculty of Education. Only 6 teachers hold an M.A in TEFL, and 19 of the language teachers have M.A. degrees in general and applied linguistics. Teachers with special training in TEFL numbered 30, most of whom were language teachers.

5.2.2 Students' Questionnaire:

As stated in Chapter 4, 558 students from different faculties of Qatar University make up the sample: female students were 337 (60.3%) and male students 221 (39.4%). (Females make up 71.74% of the total number of students at the University.) Of these, 372 were Qataris and 186 were non-Qataris. Each student was asked about the number of courses he had studied at the university. 242 said that they had studied two courses; 104 said they had studied 3 courses; 178 said that they had studied four courses; and 34 said that they had done 5 courses. Thus all informants included in the sample had done at least two courses.

The students were asked to list the courses they had done at the University and the grades they had obtained. The question asks the informant to specify whether the course was an introductory or an advanced course. 376 said that they had done an advanced course while 182 had done general introductory courses.

5.3 COMPARISON OF THE VARIOUS LANGUAGE SKILLS

The first stage of analysis was to consider global skills and perception of their significance and students' competence. Table 5.1 shows the mean ranks of the assessments of the various language skills in terms of importance. An index of the relative importance of each language skill as expressed in the opinion of the three categories of informants combined (language teachers, subject teachers, and students) was worked out, and table 5.1 was computed by combining sub-skills (see tables 8-22 in Appendix I, pp. 387-410) to give the overall ranking of the five major skills. Table 5.2 is also extracted from tables 8-22 (see Appendix I, pp. 387-410) to indicate the mean rank of the assessment of the various language skills in terms of students' command of the skills. Again an index of the relative command of each language skill as expressed in the opinion of the three groups of informants has been made.

In order to determine the relative importance of each skill for each category of informants these skills were ranked on the basis of the various mean rank values for each language skill. The test used is a non-parametric test of significance known as the Kruskal-Wallis one-way analysis of variance, (see methodology chapter IV). The probability value refers here to the significance level or rejection region which is defined as 'a level of probability set by the researcher as grounds for the rejection of the null hypothesis' (Williams, 1986:58). In our test the probability of 0.05 is taken as a level suitable for rejection of the null hypothesis. Thus a probability value of the item less than 0.05 indicates a statistically significant difference between the

**Table 5.1 Rank Index Table of Informants' Estimation
of the Importance of Language Skills**

Rank Index for Each Category							Probability
Language Skill	Language Teachers	Rank Order	Subject Teachers	Rank Order	Students	Rank Order	Value
Reading	318.24	2	191.26	5	314.18	4	0.0000
Writing	281.22	4	263.07	2	290.81	5	0.4171
Listening	307.61	3	228.35	3	314.38	3	0.0005
Speaking	347.00	1	286.35	1	321.36	2	0.1991
Translation	262.67	5	200.83	4	328.98	1	0.0000

opinions of the informants. The results are presented in tables 5.1 and 5.2

Table 5.1 shows that the Speaking skill is ranked highest in terms of importance by both the subject teachers, and the language teachers. It is ranked second by the students. However the probability value of this skill is 0.1991 which shows that there is no significant difference in the opinions of the three categories regarding this skill. This result suggests therefore a shared opinion among the three informants of the importance of the speaking skill to the students.

At the same time we find in table 5.2 that the speaking skill is ranked 1st in the students' command of the skill. This suggests that the students' command of this skill is satisfactory. This seems to be at odds with the researcher's own observation of the unsatisfactory command of the skill during interviews with some teachers and students. It may be that this result indicates a certain resigned realism on the part of teachers and students who accept the present level of command as

**Table 5.2 Rank Index Table of Informants' Estimation
of the Students' Command of Language Skills**

Rank Index for Each Category							Probability
Language Skill	Language Teachers	Rank Order	Subject Teachers	Rank Order	Students	Rank Order	Value
Reading	189.63	4	95.15	5	310.56	4	0.0000
Writing	166.77	5	122.89	4	297.34	5	0.0000
Listening	267.70	2	138.91	3	316.89	3	0.0000
Speaking	304.27	1	190.25	1	326.85	1	0.0000
Translation	242.20	3	178.20	2	325.95	2	0.0000

an improvement brought about by the communicative *Crescent Course* which put greater emphasis on oral skills.

Another important point also emerges, namely that reading and writing each occupy second position in terms of importance with language teachers (LT) and subject teachers (ST) respectively (Table 5.1 above). The students relegate reading and writing to 4th and 5th positions respectively. The teachers' opinions of the importance of the various skills, while still reflecting the weighting of the various skills in the current secondary school syllabus (notice that both LT and ST assign 1st and 3rd positions to speaking and listening respectively), seem to support the researcher's own assessment of the relative importance of reading and writing at university level.

In terms of skills command, all three categories of informants agree that reading and writing are more problematic than speaking and listening, writing being

most problematic of all. This probably reflects the relative emphasis put on the various skills at the secondary school and university level, i.e at school they have a low priority but at university they are given a high status. The same general impression arises from the open-ended question analysed at the end of this chapter.

There would seem to be general agreement among all the informants that the listening skill is the third most important one for the students. At the same time table 5.2 shows that the students' command of the listening skill is also ranked 2nd by the subject teachers and 3rd by language teachers and students. In fact students at university rarely have the opportunity to listen to English being spoken since classes are conducted mostly in Arabic. Thus it is possible that they face problems in this skill as indicated by the subject teachers and the students who ranked the listening skill third in the students' command of the skill.

Translation is ranked 1st in importance by the students. This may express the value of the skill for the students when, with the new trend of arabicizing the sciences, English will most likely lose ground and translation will become the main mediating tool between the two languages. Therefore translation could be one of the important skills in future, bearing in mind that students are given many projects in translation and often resort to translation in order to understand texts, particularly scientific ones, written in English.

As far as state policy is concerned, translation will be used in order to enrich the scientific literature which will be written in Arabic. This trend has already begun in Saudi Arabia's King Saud University and King Abdulaziz University at

Jeddah. The students also indicate that they are proficient in translation since it is ranked 2nd in table 5.2. The subject teachers rank the students' command of translation second, while the language teachers rate it third.

It is worth noting that teachers do not hold the same opinion about the importance of translation, with the language teachers ranking it last in terms of importance. One explanation for this could be that the language teachers' view of language teaching methods makes translation a low priority: they want students to understand without translating. Thus it is not an important skill for them. The subject teachers put translation in fourth place in terms of importance ; they think that students are good enough in translation and that other skills should be regarded as being more important and given greater emphasis. To summarize we can say that oral skills are ranked higher overall than written skills, with translation consistently occupying a lower position in the view of the teachers and an advanced position in the eyes of the students in terms of its importance as a skill (table 5.1).

Table 5.2 shows that the students are considered least competent in reading and writing and have a better command of speaking and listening. However, the ranking of the various skills as based on the students' and teachers' opinions above can be better understood when looked at in the light of the findings of the section on language teaching in school. The ranking seems to reflect the weighting given to the various skills at secondary school level where the emphasis is put on oral skills (listening and speaking) (cf. chapter II).

5.4 INDIVIDUAL SKILLS:

5.4.1 Explanation of method of analysis and recommendations:

In analysing the individual sub-skills, the researcher will use the following method of analysis:

1. The researcher will consider the subject teachers' opinion first about the importance and the command of the skill. Thus the items will be listed according to the subject teachers' assessment. (The reasons for considering the subject teachers' opinion as the basis in the discussion are mentioned in the methodology chapter).
2. The items that will be considered as important in the sub-skills will be those ranked highly by the subject teachers:
 - A. Items 1-7 in the reading sub-skills
 - B. Items 1-6 in the writing sub-skills
 - C. Items 1-4 in the listening sub-skills
 - D. Items 1-3 in the speaking sub-skills
 - E. Items 1-3 in the translation sub-skills

Items ranked low by subject teachers are listed separately (see tables 23-27 in Appendix J, pp. 411-413.)

In this way we shall take approximately half of each list of sub-skills to be most important. As pointed out above more details on reading, writing and listening

are given in the analysis of data and this scheme means that only small numbers of sub-skills will be considered for speaking and translation.

3. With respect to each important item as determined by the subject teachers, we shall consider their opinion regarding the command of the skill. If they were satisfied with the students' command of the skill then the recommendation will be that 'no changes are needed in the ELT syllabus'. If the subject teachers were not satisfied, the recommendation will state that 'changes are needed in the ELT syllabus'.
4. The language teachers' opinions will be considered second in the evaluation of the sub-skills. If there is an agreement on the importance of the skill between both kinds of teacher then this will be noted. Where both are satisfied with the skill command, then no further action need be taken. If there is a disagreement between the language teachers and the subject teachers, then a note will be made of the difference in perception of the importance and command of the skill. Where such disagreement exists, there will be a need to make language teachers aware that their perceptions differ and that some adjustment needs to be made so that subject teachers and their students are better served in the future.
5. The students' points of view will be considered last. If they agree with the subject teachers then this will be noted. If there is a difference of perception between subject teachers and students, we shall consider the implications. It may be that subject teachers underestimate the difficulty of some tasks they

give to students and that there is a need for more help in these skills from language teachers.

6. Finally, at the end of each group of sub-skills a section will be added about the ESP/EAP skills and how they are perceived first by the subject teachers, then by the language teachers, and finally by the students in terms of importance and command of the skill.

5.4.2 Reading Sub-skills:

For the second stage of analysis each sub-skill was tabulated and the significance of the differences of opinion among the three categories of informant was established by the Kruskal-Wallis test.

The results of each item in the different skills is presented in a table comprising two sections. The first section presents the results of the Kruskal-Wallis test (hereafter KW test) for the three groups of informants regarding the importance and the command of the skill. The second section of the table presents the results of the Mann-Whitney U test (here after U test) between each pair of informants separately in both importance and command of the skill.

Rank no. 1: item 13 *'Reading to find out the writer's view on a particular issue'* involves evaluation. Evaluation is a high level skill. In order to be able to evaluate a text i.e. to have a personal opinion about it, the reader should have mastered the lower reading skills e.g. decoding meaning etc. The fact that this item is ranked 1st in terms of importance by the subject teachers shows that this

Table 5.3 : Rank Index Table of Informants' Estimation of the Importance and Command of the Reading Skill. Item No. 13

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	367.04	1	439.96	2	321.58	14	0.0000	14.2832
COMMAND OF THE SKILL	197.94	6	292.07	5	346.36	12	0.0000	52.1087
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE	MEAN RANK	U VALUE	PROBABILITY VALUE		
LTs	63.79	832.0	0.0379	64.54	755.0	0.0041		
STs	50.53			48.81				
LTs	390.68	5035.0	0.0010	242.04	6371.0	0.0962		
Ss	287.56			290.35				
STs	356.51	18919.5	0.0380	188.14	11483.5	0.0000		
Ss	312.53			330.01				

key:

LTs : Language teachers STs : subject teachers Ss : students

sub-skill is crucial for the students if they are to read efficiently (see table 5.3)

The results of the subject teachers' assessment of the students' command of this sub-skill, presented in table 5.3, suggest that this important skill is considered to be within the students' grasp. Subject teachers ranked it 6th indicating a good command of the skill. In this case our recommendation would be that if this skill is incorporated by the ELT syllabus then no changes are needed concerning the weight of the skill.

By looking at the language teachers' classification we find that there is agreement between the two kind of teachers as well. The item is ranked 2nd by the language teachers in terms of importance and 5th in terms of command. Both rankings indicate that the skill is important to students and that they have a good command of the skill.

At the same time we find in the lower section of the same table a significant difference between the subject teachers and the language teachers (P value 0.0379). This difference is related to the difference in the mean rank of the two kind of teachers and not the rank order.

The students on the other hand have ranked the item 14th which indicates that it is not important at all to them. As for the command of the skill, the students ranked the item 12th which shows that they are not satisfied with the command of the skill. Thus we find a significant difference between the students and the subject teachers (P:0.0380) and between language teachers and the students (P: 0.0010) in terms of importance of the skill.

In terms of the command of the skill, there is also a significant difference at least between the students and the subject teachers (P: 0.0000). The difference in opinion between the students and the both kinds of teachers may be related to the fact that the teachers are aware of the importance of the item to the students and are happy with their level of achievement in the skills but that the students have not been able to grasp this advanced skill and the teachers may thus have overestimated the students' command. Since both teachers agree on the importance of the skill

and are happy with the students' command of the skill, the teachers' attention may be directed to the fact that students feel they need even more teaching in this skill. This also shows that the teachers expect the students to be able (at university level) to read efficiently and to be able to pass judgements on what they read. Thus the following recommendation can be made:

Recommendation 1: There is no need for a change in the position given to the skill in the ELT syllabus. In addition teachers should evaluate the students' command of the skill again to see if there is a need for more emphasis in the syllabus.

Rank no 2: item 3 *'Decoding and/or interpreting information presented in charts, diagrams in technical literature'.*

As indicated by table 5.4, this item is the 2nd choice for the subject teachers in terms of importance. The item is also ranked third in terms of command of the skill. This means that the subject teachers are satisfied with the students' command of the skill, which suggests that no change is needed in the ELT syllabus. The same item is ranked 10th by the language teachers which indicates that they feel the item is unimportant but are satisfied with the students' command of the skill. The difference between the subject teachers and language teachers on item no. 3 suggests that language teachers have not realized how much work subject teachers have with charts and diagrams, chiefly because they are hardly involved in courses designed to suit the students' field of study and therefore should accept the need to teach item no. 3 or should ask subject teachers to give an introductory

Table 5.4 : Rank Index Table of Informants' Estimation of the Importance and Command of the Reading Skill. Item No. 3

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	352.98	2	287.43	10	332.80	12	0.4363	2.8854
COMMAND OF THE SKILL	233.35	3	300.48	3	346.56	11	0.0000	32.7089
MANN-WHITNEY U TEST								
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	48.29	846.0	0.0638		65.55	950.5	0.0740	
STs	60.50				54.18			
LTs	253.64	6696.0	0.2004		249.43	6578.0	0.1642	
Ss	292.37				289.45			
STs	335.98	22319.0	0.3370		222.16	15229.0	0.0000	
Ss	316.93				330.61			

Key:

STs : Language teachers STs : subject teachers Ss : students

specialist course to students before they begin the course itself.

The students on the other hand do not feel the current need for this skill in their future career; they rank the item 12th. They also ranked the item 11th in terms of the command of the skill. Thus we find in the lower part of the table a significant difference between them and the subject teachers (P value: 0.0000). Perhaps because the students are at too early a stage to notice such a major need, the course should make them aware by using actual text-books with charts etc.

in them. In addition the students' opinion may be explained by the fact that the skill is more important for the engineering students who are a small proportion of the sample.

Recommendation 2: The ELT syllabus need not give more emphasis to interpretation of information presented in charts and diagrams skill but language teachers are advised to consider the need more carefully.

Rank no 3: item 1 *'Students consulting technical references designated by you'.*

The subject teachers ranked item no. 1 3rd in terms of importance (table 5.5). In fact this item is one that is used a lot by the students in their academic reading skills.

The subject teachers also expressed their highest satisfaction with the students' command of the skill by ranking the item in the highest position. This means that there is no need for changes regarding this item in the syllabus. The item is ranked 9th by the language teachers which signifies that the item is of low importance in their point of view. The language teachers are not satisfied with the command of the skill, ranking the item 12th. It seems that the language teachers are unaware of the fact that the students must resort to references in English to get the information they need for their research and academic topics, because the language teachers do not use such skill in their teaching and their attention should be directed to the needs for the item.

The students themselves seem to be worried about the skills that call for

Table 5.5 : Rank Index Table of Informants' Estimation of the Importance and Command of the Reading Skill. Item No. 1

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	346.43	3	321.61	9	332.14	13	0.7470	0.5834
COMMAND OF THE SKILL	248.97	1	225.80	12	346.07	13	0.0000	32.8707
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE	MEAN RANK	U VALUE	PROBABILITY VALUE		
LTs	52.64	1068.0	0.4282	53.79	1100.0	0.5600		
STs	57.79			57.40				
LTs	283.46	7531.0	0.7826	186.52	4816.5	0.0003		
Ss	291.91			291.65				
STs	331.15	22289.5	0.5078	234.07	16091.5	0.0000		
Ss	317.73			326.92				

Key:

LTs : Language teachers STs : subject teachers Ss : students

greater effort; consequently they say it is not important for them and rank it 13th. They also expressed dissatisfaction with their command of the skill by ranking it 13th. Thus we find a statistically significant difference between them and the language teachers on the one hand (P:0.0003) and between the students and the subject teachers (P:0.0000) on the other. In this case, the language teachers' and the students' assessment is not considered valid here. A suggestion may be made for the language teachers to discuss the importance of the item with the subject

teachers in order to develop the language courses to include this skill. This will probably show that current approaches are effective and no further development is necessary concerning the teaching of this item.

Recommendation 3: The current emphasis on the consultation of technical references is enough and no changes are needed.

Rank no 4: item no 5 *'Reading technical passages for specific information to do an assignment'*.

In table 5.6 the subject teachers ranked highly those items that involve academic skills such as scanning and skimming. Thus item no. 5 is ranked 4th by subject teachers. This item involves scanning.

The subject teachers also feel that the item is not a problem for the students and that their performance is acceptable; the item is ranked 5th by the subject teachers which obviates any need for changes in the syllabus. The language teachers rank the item 7th which shows that they feel the item is important to the students. The subject teachers also ranked the item 7th which shows that they too are happy with the students' achievement in the skill.

If we check the students' command of this item we find that there is a significant difference between the opinions of the subject and the language teachers. This significant difference is the rating given to the skills but it is still in the domain of importance. In table 5.6 we also find that students feel the item is not important to them since they rank it in 10th position, although they are confident that they are good enough at this skill and rank it 5th. The students' opinion here is in

Table 5.6 : Rank Index Table of Informants' Estimation of the Importance and Command of the Reading Skill. Item No. 15

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	315.81	4	345.50	7	336.25	10	1.5591	1.1620
COMMAND OF THE SKILL	202.92	5	276.82	7	354.20	5	0.0000	60.6507
MANN-WHITNEY U TEST								
	IMPORTANCE OF THE SKILL				COMMAND OF THE SKILL			
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE	MEAN RANK	U VALUE	PROBABILITY VALUE		
LTs	61.75	1085.0	0.3740	68.32	873.00	0.0162		
STs	56.12			53.27				
LTs	298.25	7539.0	0.7941	223.00	5838.0	0.0151		
Ss	290.63			292.37				
STs	303.19	22333.5	0.3135	192.65	12720.5	0.0000		
Ss	322.61			336.83				

Key:

LTs : Language teachers STs : subject teachers Ss : students

agreement with the subject teachers and the language teachers as well, at least in the command of the skill.

The total agreement of both sets of teachers on the importance of the skill and their satisfaction about the students' command of the skill, plus the partial agreement of the students with the teachers on the command of the skill, suggest that the weight given to the skill is enough in the course or syllabus and no change of emphasis is required.

Recommendation 4: Reading technical passages for specific information to do an assignment is given enough emphasis in the current courses and there is no need for change.

Rank no. 5: Item no. 4 ‘Reading technical passages for gist’ is ranked 5th by the subject teachers (table 5.7).

Table 5.7 : Rank Index Table of Informants’ Estimation of the Importance and Command of the Reading Skill. Item No. 4

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	306.55	5	388.41	6	334.71	11	0.1026	4.5533
COMMAND OF THE SKILL	238.90	2	235.27	10	345.07	14	0.0000	27.8769
MANN-WHITNEY U TEST								
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE	MEAN RANK	U VALUE	PROBABILITY VALUE		
LTs	66.34	844.5	0.0197	66.02	797.5	0.0062		
STs	51.80			51.23				
LTs	336.57	6550.0	0.1262	281.175	7483.0	0.7490		
Ss	290.28			290.94				
STs	296.26	20890.0	0.1873	229.17	15389.0	0.0000		
Ss	322.93			330.62				

Key:

LTs : Language teachers STs : subject teachers Ss : students

Item no.4 involves skimming, a necessary skill for the students to master if

they want to develop their academic reading skills. The subject teachers are very satisfied with the students' command of the skill, which they rank 2nd.

There is also an agreement between the language teachers and the subject teachers on the importance of the skill. The language teachers ranked the item 6th. However, by ranking it 10th in terms of command, the language teachers admit that this skill is causing problems for the students to a certain extent. Thus there is a significant difference between them in the importance of the skill as stated by the P value (0.0197) but the difference is not in the rank order of the skill but in the mean rank between both groups. The difference is still in the domain of importance. Again the students seem to be unaware of the importance of this skill for their reading because they rank it 11th. At the same time they indicate that this item is the most problematic for them by ranking it 14th in terms of command. The skill is not usually practised by the students since it is not part of the course, and it is clear that it causes special problems for the students. Thus the language teachers should put more emphasis on the use of this skill in the course in cooperation with the subject teachers who seem to be more aware of the academic needs of the students which can be seen in their work in reports and assignments.

Recommendation 5: Reading technical passages for specific information to do an assignment is an important skill for the students. Thus more emphasis needs to be put on this skill in the syllabus.

Rank no.6 : item no 6 *'Reading intensively for all the information in a*

Table 5.8 : Rank Index Table of Informants' Estimation of the Importance and Command of the Reading Skill. Item No. 6

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	258.88	6	250.77	12	349.90	4	0.0000	28.1718
COMMAND OF THE SKILL	174.32	11	232.80	11	361.42	2	0.0000	91.2168
MANN-WHITNEY U TEST								
	IMPORTANCE OF THE SKILL				COMMAND OF THE SKILL			
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	57.93	1192.0	0.9308		67.00	910.0	0.0249	
STs	57.36				53.71			
LTs	207.34	3599.5	0.0018		180.30	4642.5	0.0001	
Ss	295.24				295.06			
STs	245.02	17331.0	0.0000		163.62	10252.5	0.0000	
Ss	331.66				341.86			

Key:

LTs : Language teachers STs : subject teachers Ss : students

technical text'.

This item involves intensive reading and a comprehensive understanding of the information in the text. The item is ranked 6th by the subject teachers (table 5.8). However, the subject teachers are not satisfied with the students' command of the skill, which they rank 11th. This indicates the need for changes in the syllabus regarding the item. Here we have a significant disagreement between the informants as is indicated by the probability value (0.0000) where we have language

teachers who ranked this item low in importance, i.e. 11th.

The language teachers also expressed dissatisfaction with the students' command of the skill by ranking it 11th.

The students gave the item top ranking in terms of importance and second ranking in terms of command of the skill. In terms of the students' command of the skill we have difference between the three kinds of informants. We notice in the second part of the table that there is no statistically significant difference between the types of teachers ($P: 0.9308$), but rather that it is between the students and the two types of teachers (the P value between the subject teachers and the students is 0.0018 , and the P value is 0.0000 between the language teachers and the students). It seems that the subject and language teachers appreciate the difficulty of a skill like this which needs a reasonable command of English and thus feel that at present the students have insufficient command to be able to practise this skill. This indicates that the skill needs to be given full consideration by the language teachers and a change in emphasis is needed in the syllabus.

Recommendation 6: Reading intensively to understand the required information in the text should be given greater emphasis by the designed syllabus.

Rank no. 7: item no.11 *'Reading for specific information in non-technical literature'.*

As indicated by table 5.9, item no.11 is ranked 7th by subject teachers in terms of importance. This item involves scanning which is an important skill

Table 5.9 : Rank Index Table of Informants' Estimation of the Importance and Command of the Reading Skill. Item No. 11

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	257.53	7	431.55	3	337.85	8	0.0000	23.2642
COMMAND OF THE SKILL	170.00	13	300.25	4	354.98	4	0.0000	91.5870
MANN-WHITNEY U TEST								
	IMPORTANCE OF THE SKILL				COMMAND OF THE SKILL			
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE	MEAN RANK	U VALUE	PROBABILITY VALUE		
LTs	80.04	545.0	0.0000	72.00	742.0	0.0007		
STs	49.41			51.33				
LTs	366.02	5529.5	0.0082	242.75	6391.0	0.0878		
Ss	285.07			289.27				
STs	251.12	17690.0	0.0002	161.17	9966.0	0.0000		
Ss	327.78			338.71				

Key:

LTs : Language teachers STs : subject teachers Ss : students

for the students, particularly those who study general subjects. Although the item deals with general English which does not fall in the domain of the subject teachers' interest and use, it is nonetheless placed in an important position. As for the command of the skill the item is ranked 13th. This judgement by the subject teachers is a call for change in the ELT syllabus. The language teachers also consider this an important item for the students. It is ranked 3rd in terms of importance and in a prominent position in terms of the command of the skill. The

students are not very keen to master such an item and rank it 8th.

The students feel that their command of the skill is acceptable although the subject teachers think that the students have a very low command. There is also a statistically significant difference between the language teachers and the subject teachers in terms of command of the skill ($P:0.0007$) and between the subject teachers and the students in terms of command of the skill ($P 0.0000$).

The clear distinction between the subject teachers on the one hand and the language teachers and the students on the other may indicate that the item is practised enough by the students as is indicated by the judgement of the language teachers and the students. Here we may say that because the item deals with general English the subject teachers' evaluation is not acceptable. Consideration should be given to the language teachers' and the students' opinions and the following recommendation can be made.

Recommendation 7: The ELT syllabus need not change the emphasis given to the item and the subject teachers should be satisfied that the sub-skill is being treated in a reasonable way in the syllabus.

ESP/EAP and Non-ESP/EAP items in reading skill:

The researcher mentioned in the introduction of the research that it is hoped to envisage a framework for ESP/EAP as a more systematic approach to the teaching of English in Qatar University (thesis introduction p. 3). In order to pursue this aim the researcher divided the items into ESP/EAP and non-ESP/EAP.

In this section we will examine the evaluation of ESP/EAP sub-skills in each skill by the three groups of informants in order to find out which sub-skills are favoured by them. In our discussion we will analyse only the items that have been ranked highly by the informants.

The reading ESP/EAP sub-skills versus non-ESP/EAP sub-skills are as follows:

1. ESP/EAP sub-skills are items: 1, 2, 3, 4, 5, 6, 7, and 8.
2. Non-ESP/EAP items are : 9, 10, 11, 12, 13, and 14.

The tables show that the subject teachers rank item 13 in table 5.3 (Non-ESP/EAP item) first in terms of importance. Yet the subject teachers' 2nd, 3rd, 4th, 5th and 6th choices are ESP/EAP items 3, 1, 5, 4, and 6 respectively as indicated by table 5.4-5.8. Their 7th choice is a non-ESP/EAP item, i.e. item 11 in table 5.9. The other non-ESP/EAP items are relegated to lower ranks in terms of the importance of the skill. Although 1st and 7th positions go to non-ESP/EAP items, most of the other choices are ESP/EAP items which signifies that the subject teachers support the implementation of ESP/EAP sub-skills in the English language teaching syllabus (hereafter referred to as ELT syllabus). As for the command of the skill, they are happy with the students' grasp of ESP/EAP skills by ranking items 3, 1, 5, and 4 in 3rd, 1st, 5th, and 2nd positions.

The language teachers seem to be more in favour of non-ESP/EAP items. They ranked the ESP items lower in terms of importance. Items 3, 1, 6, are ranked

10th, 9th, 12th. Non-ESP items i.e. 13 and 11 are ranked 2nd and 3rd respectively. In terms of command of the skill, non-ESP items (13, 11) are ranked 5th and 4th respectively. Thus the language teachers favour the non-ESP items. The difference in viewpoint between the two groups of teachers may be related to the fact that at secondary school the students practise several general English language skills but have to repeat them at university level because of generally weak standards. The need for these skills is recognised more by the language teachers in the first general year when the students study general subjects only. In the first year the students are not exposed to specialized subjects. Consequently the subject teachers are not in full contact with the students during this year, and thus they expect the students to practice more advanced skills rather than elementary ones that have already been taught at secondary school. Thus the subject teachers think that non-ESP/EAP skills are of little importance for university students.

The students ranked ESP/EAP items 1st, 2nd, 3rd, and 4th in terms of the importance of the skill as indicated by tables 5.8, 5.11, 5.15 and 5.7. They ranked non-ESP/EAP items (9, 12 and 14) 5th, 6th, and 7th. In terms of the command of the skill ESP/EAP items were ranked 1st, 2nd, 3rd, and 5th.

It is possible that the language teachers have rated the non-ESP items as more important for the students because most of their courses are general courses and ESP courses are implemented only in some advanced classes. Thus most of them have not yet seen the need for ESP courses and implementation in reality.

It is also possible that the subject teachers have gone for the importance of

ESP-related items rather than non-ESP items because they favour courses that cater for the items and the skills in their specialization; but for the students to agree on the importance of ESP-related items is really a consolidated evaluation here. It seems that the students are in favour of the courses that help them in their specialization rather than general courses. Thus the students' judgement should be taken into consideration.

The difference in the opinions of the language teachers on the one hand and the subject teachers and the students on the other hand is a cue for the university to re-evaluate the courses and the weight that is given to ESP and non-ESP skills.

5.4.3 Writing Sub-skills:

Tables 5.10 to 5.15 present and analyze the results of the mean rank order of the three groups of informants regarding the importance and command of writing skills. Here again we will discuss the items ranked by the subject teachers and consider of language teachers' and students' opinions.

Rank no. 1: item 5 *' Writing down the interpretation of tabulations, diagrams or charts'.*

As table 5.10 shows, this item is ranked 1st by the subject teachers in terms of the importance of the skill. In fact the items deal with writing for special purposes which is the area with which the subject teachers are concerned. The item is ranked 5th by the subject teachers in terms of command of the skill. This is an indication that the subject teachers are satisfied with the students' command of

Table 5.10 : Rank Index Table of Informants' Estimation of the Importance and Command of the Writing Skill. Item No. 5

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	379.12	1	356.64	3	322.23	13	0.0206	7.7623
COMMAND OF THE SKILL	242.90	5	262.56	5	345.73	9	0.0000	30.3441
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	52.68	1069.0	0.3695		57.74	1033.0	0.5448	
STs	58.42				54.10			
LTs	318.46	6833.0	0.3076		218.81	5530.0	0.0127	
Ss	286.97				291.93			
STs	363.70	19320.5	0.0081		230.30	15482.0	0.0000	
Ss	309.76				328.80			

Key:

LTs : Language teachers STs : subject teachers Ss : students

the skill, and thus there is no need for change in the ELT syllabus if the item is dealt with.

The language teachers ranked the item 3rd in terms of importance and 5th in terms of command. This shows that there is agreement between both kinds of teachers on the importance of the skill and also that they are satisfied with the command of the skill.

We find however that the students disagree, at least with the subject teachers' evaluation. They consider the item unimportant, ranking it 13th. The disagreement is clear from the lower part of the table where P value is : 0.0081, indicating a statistically significant difference between the two informants. They also expressed dissatisfaction with the command of the item by ranking it 9th. This too is statistically significant if we look at the lower part of the table where we have P: 0.0127 between the language teachers and the students, and P: 0.0000 between the subject teachers and the students. We think that the students' opinion is not valid here however, because it is in contrast with the opinions of the two kinds of teachers. The teachers' opinion is of importance here because they know the exact needs of the students. Thus we may conclude that:

Recommendation 1: The ELT syllabus need not change the emphasis on writing and interpreting tables and diagrams.

Rank 2 : item 8 *'Stating in writing the aims of scientific experiments in his/her field of study'.*

The item is ranked 2nd by subject teachers, probably because this sub-skill helps the students to organize and prepare their reports or assignments, an important skill particularly for those who are in science and engineering. The subject teachers were also satisfied with the students' command of the item and ranked it 4th. Thus there is no need for a change in the emphasis given to the sub-skill in the ELT syllabus.

The language teachers disagree with the subject teachers and think that the

Table 5.11 : Rank Index Table of Informants' Estimation of the Importance and Command of the Writing Skill. Item No. 8

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	371.46	2	315.82	7	322.94	12	0.0626	5.5421
COMMAND OF THE SKILL	247.32	4	291.92	4	338.36	12	0.0000	12.9381
MANN-WHITNEY U TEST								
	IMPORTANCE OF THE SKILL				COMMAND OF THE SKILL			
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	50.71	1014.0	0.1796		59.46	924.0	0.2410	
STs	59.71				52.77			
LTs	279.61	7423.0	0.8251		245.46	6031.0	0.1706	
Ss	286.33				285.85			
STs	355.25	19887.5	0.0198		236.05	159053.0	0.0000	
Ss	308.03				323.51			

Key:

LTs : Language teachers STs : subject teachers Ss : students

skill occupies a lower position in terms of importance; they rank it 7th. The language teachers do not use a lot of this type of sub-skill, simply because they are not yet convinced of the need for such items. The difference between both kinds of teachers is not significant as shown by P value 0.1796. The language teachers agreed with the subject teachers in their judgement regarding the command of the skill. They ranked the item 4th, which is not significantly different (P: 0.2410).

The students disagree with the subject teachers, ranking the sub-skill 12th in

importance, with a statistically significant difference ($P: 0.0198$). They are also in disagreement with the subject teachers with regard to command, ranking it 12th.

To conclude we can say that the subject teachers' opinion has to be considered because they are the ones who see the need for this item in the assignments or reports written by the students. The students' judgement seems to be based on a wrong understanding of their level in this sub-skill. Thus their self-evaluation is not accepted in this item particularly since there is a general agreement on their command between their teachers.

Recommendation 2: The ELT syllabus should not make a change in the emphasis on 'stating in writing the aim of scientific experiments in the students' field of study'.

Rank no. 3: Item 10 *'Note-taking from written text'*.

Note-taking techniques are ranked 3rd by the subject teachers as shown in table 5.12. However, they feel that the students have a low command of the item, ranking it 11th. Since the item is important, and the students' performance is unsatisfactory, there is clearly a need for a change in the ELT syllabus.

The language teachers ranked this item 13th in importance but agreed with the subject teachers' judgement of the low command of the skill, ranking it 12th. So there is agreement between both kinds of teachers on the low command of the skill which gives extra weight to our recommendation above.

At the same time we find that the students are in agreement with the subject

Table 5.12 : Rank Index Table of Informants' Estimation of the Importance and Command of the Writing Skill. Item No. 10

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	254.41	3	289.36	13	347.92	2	0.0000	25.8831
COMMAND OF THE SKILL	194.89	11	228.96	12	355.37	1	0.0000	75.2361
MANN-WHITNEY U TEST								
	IMPORTANCE OF THE SKILL				COMMAND OF THE SKILL			
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE	MEAN RANK	U VALUE	PROBABILITY VALUE		
LTs	61.32	1097.0	0.4451	59.98	1078.5	0.4569		
STs	56.26			55.34				
LTs	222.54	58025.0	0.0138	183..48	4731.5	0.0000		
Ss	292.91			292.83				
STs	241.66	17041.5	0.0000	182.05	11722.0	0.0000		
Ss	330.52			336.03				

Key:

LTs : Language teachers STs : subject teachers Ss : students

teachers in that they ranked the item 2nd. Yet they disagree strongly with both sets of teachers with regard to their command of the skill; for them this is their best item and they accord it top ranking. As a result of this disagreement we find that the lower part of the table shows a statistically significant difference between the students and the subject teachers (P: 0.0000), and the students and the language teachers (P:0.0000). The agreement between both kinds of teachers on the lower command of the skill suggests that the students' opinion is not of importance here

and thus the following recommendation can be made:

Recommendation 3: The ELT syllabus should put more emphasis on note-taking from written texts.

Rank 4: item 1: *'Drawing and labelling diagrams and making graphs from a given input in a specific field'.*

Table 5.13 : Rank Index Table of Informants' Estimation of the Importance and Command of the Writing Skill. Item No. 1

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	352.56	4	312.13	8	331.05	9	0.4959	1.4027
COMMAND OF THE SKILL	275.79	1	260.72	6	340.44	11	0.0006	14.6898
MANN-WHITNEY U TEST								
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE	MEAN RANK	U VALUE	PROBABILITY VALUE		
LTs	50.98	1021.5	0.2308	53.50	1066.5	0.6645		
STs	58.98			56.15				
LTs	275.64	7312.0	0.6137	221.22	5595.0	0.0191		
Ss	291.25			290.77				
STs	336.58	21966.0	0.3199	261.64	18230.0	0.0014		
Ss	316.29			323.67				

Key:

LTs : Language teachers STs : subject teachers Ss : students

This item, which is very important for the science and engineering students, is

ranked 4th by the subject teachers. They are also very satisfied with the students' command of the skill, and rank it 1st. Thus no changes are needed in the ELT syllabus.

The language teachers ranked the item 8th in importance which means that they disagree with subject teachers on the importance of the skill; however there is no significant difference between them as shown in the lower part of the table (P: 0.1275). The language teachers are happy with the students' command of the skill, ranking it 6th. So there is agreement between both kinds of teachers on the students' good command of the sub-skill.

The students ranked the item 9th in terms of importance and 11th in terms of command. So there is a clear statistical significant difference between the students and the subject teachers (P: 0.0191), and between the students and the language teachers (P: 0.0014).

To conclude we can say that it seems that the subject teachers' evaluation is more reasonable than that of the students because their judgement is based on their observation of the students' work. Moreover it is agreed on by the language teachers, which leaves in no doubt the conclusion that:

Recommendation 4: The ELT syllabus should not change the emphasis given to the skills that deal with drawing , labelling and making graphs.

Rank 5: item no 2 *'Using correctly in writing the terminology of the subject'.*

Table 5.14 : Rank Index Table of Informants' Estimation of the Importance and Command of the Writing Skill. Item No. 2

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	352.20	5	300.11	10	332.32	8	0.3340	2.1931
COMMAND OF THE SKILL	255.61	3	239.50	10	348.51	8	0.0000	29.1222
MANN-WHITNEY U TEST								
	IMPORTANCE OF THE SKILL				COMMAND OF THE SKILL			
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE	MEAN RANK	U VALUE	PROBABILITY VALUE		
LTs	49.91	991.55	0.1275	55.00	1134.0	0.6711		
STs	59.34			57.66				
LTs	264.70	7005.5	0.3316	199.00	5166.1	0.0013		
Ss	292.33			294.11				
STs	335.86	22111.5	0.3117	240.95	16826.01	0.0000		
Ss	316.98			329.91				

Key:

LTs : Language teachers STs : subject teachers Ss : students

The item is ranked 5th by the subject teachers as shown in table 5.14, perhaps because the item is an ESP/EAP related item and is of importance to them. The subject teachers think that the students' command of the skill is quite good and rank it 3rd. This means that there is no need for change of emphasis in the ELT syllabus regarding this sub-skill.

The language teachers, however, ranked the item 10th which indicates it is considered unimportant for the students. The language teachers also disagreed

with the subject teachers' point of view and ranked the students' command 10th. By looking at the P values in the lower part of the table for importance (P: 0.1275 and command (P: 0.6711) of the skill, we find that there is no significant difference between both sets of teachers. The students considered the item to be 8th in terms of importance. They also indicate a low command of the skill, ranking it 8th.

In fact neither the language teachers' assessment nor the students' evaluation can be accepted because the language teachers are not sufficiently acquainted with the students' command of the skill. As the students' evaluation shows, it would seem that they are encountering difficulties in this sub-skill. Thus the language teachers and the students need to be made aware that the sub-skill is important.

Recommendation 5: There is no need for a change in the ELT syllabus regarding this item; the language teachers should be aware of the importance of the sub-skill in their syllabus .

Rank 6 : item 4 *'Stating facts, problems and experimental procedures in writing'*.

As is clear from table 5.15, the item is ranked 6th by subject teachers in terms of importance. In terms of command, the subject teachers feel that the students are up to the required standard, and rank it 6th. This suggests that there is no need for change in the syllabus.

The language teachers also give prominence to the importance of the item, ranking it 4th. Thus there is no significant difference between the teachers (P value: 0.9359). The language teachers also gave a prominent ranking to the command of

Table 5.15 : Rank Index Table of Informants' Estimation of the Importance and Command of the Writing Skill. Item No. 4

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	351.55	6	355.23	4	325.92	11	0.3552	2.0702
COMMAND OF THE SKILL	229.51	6	295.15	3	340.99	10	0.0000	13.6336
MANN-WHITNEY U TEST								
	IMPORTANCE OF THE SKILL				COMMAND OF THE SKILL			
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE	MEAN RANK	U VALUE	PROBABILITY VALUE		
LTs	57.89	1193.0	0.9359	61.81	923.0	0.1262		
STs	57.37			52.76				
LTs	311.84	6962.5	0.3926	247.33	6300.0	0.1877		
Ss	286.25			285.83				
STs	337.68	21656.5	0.2195	218.26	14494.0	0.0000		
Ss	313.16			325.66				

Key:

LTs : Language teachers STs : subject teachers Ss : students

the skill, i.e. 3rd position.

The students, however, ranked the item 11th. This means that they consider the item unimportant, a view which is at odds with the judgement of both sets of teachers. Yet we find that there is no statistically significant difference in the opinions of the three groups of informants regarding the importance of the skill as understood from the insignificant P values (0.3926, 0.2195). It would appear that the students occasionally accord low rankings to items with which they are

experiencing difficulties.

The students express dissatisfaction with the command of the skill by ranking the item 10th. It is possible that subject teachers may have underestimated the difficulties faced by students in this skill, and so their attention should be directed to the difficulties faced in this item. There is a significant disagreement between the students and the subject teachers regarding the command of the skill, as indicated by the statistically significant $P: 0.0000$.

Recommendation 6: The ELT syllabuses should not change the emphasis given to the sub-skill which deals with stating facts, problems and experimental procedures in writing, but the teachers should be notified about the students' opinion regarding the item.

ESP/EAP and non-ESP/EAP items in writing skill:

In evaluating the ESP/EAP and non-ESP/EAP items, there seems to be an agreement between the two kinds of teachers that ESP/EAP items are more important than the non-ESP/EAP items. The subject teachers rank ESP/EAP items as their 1st, 2nd, 4th, and 6th choices in terms of importance i.e. items 3, 8, 1, and 4. In terms of the command of the skill, the subject teachers' priorities are ESP/EAP items. These are ranked 1st, 2nd, 3rd, 4th, and 6th; this shows that they believe that the students have a satisfactory command of the sub-skills.

The language teachers have ranked the ESP/EAP items (3, 5, 4, 9 and 7) 1st, 3rd, 4th, 5th and 6th respectively in terms of importance. As for the command of the skill, we find that they also give priority to ESP/EAP items, which they rank

3rd, 4th, 5th and 6th.

The students' evaluation of the importance of the skills takes the other direction. They think that non-ESP/EAP items are more important. Their 1st, 2nd, 3rd and 4th choices are non-ESP items. They also feel that their command of non-ESP skills is satisfactory, ranking them 1st, 2nd, 4th and 6th. The strong agreement between both kinds of teachers entails without a single doubt the need for the ESP skills by the student.

5.4.4 Listening sub-skills:

The following tables from 5.16 to 5.19 present and analyze the results of the mean rank order of the three informants regarding the importance and command of listening skills. Here again we will discuss the items as ranked by the subject teachers with consideration of language teachers' and students' opinions.

Rank 1: item 7 ' *Understanding a lecture based on information presented in charts*'.

Table 5.16 shows that the subject teachers ranked the item 1st. With regard to command of the skill, the subject teachers expressed their satisfaction by ranking it 2nd. The table shows that the language teachers also considered the item important for the students by ranking it 2nd. The language teachers were in agreement with the subject teachers' assessment of command by ranking the item 1st. Thus we have no significant difference between the two groups of teachers, ($P: 0.9013$).

Table 5.16 : Rank Index Table of Informants' Estimation of the Importance and Command of the Listening Skill. Item No. 7

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	360.43	1	366.46	2	329.58	8	0.2216	3.0138
COMMAND OF THE SKILL	273.63	2	336.95	1	341.69	7	0.0030	11.6077
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE	MEAN RANK	U VALUE	PROBABILITY VALUE		
LTs	57.09	1159.5	0.9013	65.20	904.5	0.0310		
STs	56.30			52.90				
LTs	323.88	6433.5	0.2910	286.25	7609.5	0.8487		
Ss	291.45			291.77				
STs	346.63	21241.5	0.1462	262.73	18321.0	0.0008		
Ss	317.14			327.43				

Key:

LTs : Language teachers STs : subject teachers Ss : students

The students, however, took the opposite view, ranking the item 8th in terms of importance, and expressed their dissatisfaction with their command of the skill by ranking it 7th.

Again the subject and the language teachers are more acquainted with the students' standard in different skills, and their assessment is based on actual observation and thus cannot be ignored. As it is clear from the teachers' assessment that the students' standard is satisfactory, we recommend the following:

Recommendation 1: There is no need for change of emphasis in the ELT syllabus regarding the sub-skill ‘understanding a lecture based on information presented in charts or diagrams’.

Rank 2: item 9 ‘Understanding a technical lecture and taking notes’.

Table 5.17 : Rank Index Table of Informants’ Estimation of the Importance and Command of the Listening Skill. Item No. 9

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	352.23	2	371.75	1	323.12	9	0.1471	3.8337
COMMAND OF THE SKILL	266.77	3	286.24	7	337.78	8	0.0009	14.1270
MANN-WHITNEY U TEST								
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE	MEAN RANK	U VALUE	PROBABILITY VALUE		
LTs	60.20	1128.5	0.5733	58.81	1058.0	0.5528		
STs	56.62			55.10				
LTs	326.03	6480.5	0.1526	241.43	6140.5	0.1240		
Ss	283.93			286.05				
STs	339.10	21276.0	0.1501	254.17	17780.5	0.0004		
Ss	311.18			322.13				

Key:

LTs : Language teachers STs : subject teachers Ss : students

The item is ranked 2nd by the subject teachers in terms of importance and 3rd in terms of command. The subject teachers’ judgement, based on the results

of observation in the classes or laboratories, seems valid and thus there is no need for a change in the syllabus regarding this item.

Table 5.17 shows also that the language teachers ranked the item 1st. It is ranked high by the two groups of teachers because it deals with the specific technical subject which the subject teachers are enthusiastic about and work for. The language teachers seem to realise the importance of specialized subjects to students, which is a good sign. However, they ranked the item in a lower position with respect to command, which means that they are not satisfied with the students' achievement in this skill.

The students, however, thought the item unimportant and placed it 9th, the lowest rank; they also seemed unhappy with their command of the item for they ranked it 8th. It may be that the subject teachers have underestimated the difficulties faced by the students in this skill. These problems have to be addressed given the statistically significant difference between the students and the subject teachers ($P: 0.0004$).

Recommendation 2: There is no need for change of emphasis in ELT syllabus on understanding a technical lecture and taking notes.

Rank 3 : item 5 *'Listening and understanding the key-words or main subsidiary points in a lecture or seminar'.*

This item requires a reasonable command of English and an ability to follow a talk in English, and thus the subject teachers considered it to be one of the prominent items in terms of importance, ranking it 3rd. As for the command of

Table 5.18 : Rank Index Table of Informants' Estimation of the Importance and Command of the Listening Skill. Item No. 5

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	289.11	3	328.46	8	342.35	5	0.0238	7.4795
COMMAND OF THE SKILL	228.93	4	247.68	9	353.69	3	0.0000	46.5556
MANN-WHITNEY U TEST								
	IMPORTANCE OF THE SKILL				COMMAND OF THE SKILL			
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	62.11	1047.0	0.2888		59.39	1095.0	0.5327	
STs	55.32				55.54			
LTs	280.86	7458.0	0.6622		202.79	5272.0	0.0012	
Ss	293.09				295.98			
STs	276.79	19872.0	0.0064		215.98	14565.0	0.0000	
Ss	327.76				335.21			

Key:

LTs : Language teachers STs : subject teachers Ss : students

the skill, the subject teachers seemed to be satisfied, ranking the skill 4th. The language teachers ranked the item 8th in terms of importance, indicating that it is the least important to the students, and 9th in terms of command, which as the bottom position shows how dissatisfied they are with the students' command of the skill. That the subject teachers consider the item important while the language teachers do not is quite amazing when one considers that the students are exposed to an English environment in the English language classes. The language teachers

should be the first to realise the importance of being able to follow a lecture given in English; thus their evaluation here is an anomaly and does not make sense.

Although there is a clear difference between the opinions of the subject teachers and the language teachers there seems to be no statistically significant difference between them as indicated by the P value which is (0.2888). This is due to the fact that the P value becomes significant when there is a difference between the two mean ranks of the informants as opposed to the relative ranking. If there is no substantial difference between the mean ranks then the P value is not significant as the case in this item.

The students considered the item to be of little importance by ranking it 5th. Here we have a statistically significant difference between the students and the subject teachers (P: 0.0064). Having said this, the P value between the language teachers and the students is not significant.

The students agreed with the subject teachers' evaluation by ranking their command of the skill 3rd. There seems to be an agreement between the students and the subject teachers but the lower part of the table indicates that there is a statistically significant difference between them as indicated by (P: 0.0000). The difference exists because the students' mean rank (335.21) is higher than the subject teachers' mean rank (215.98) which signifies more acceptance of the command of the item despite the similarity in relative ranking. The following recommendation can be made:

Recommendation 3: The ELT syllabus should not change the em-

phasis on the sub-skill 'listening and understanding the main points in a lecture or seminar'.

Rank 4: item 4 '*Understanding and following a question-answer inter changes between the lecturer and other students*'.

Table 5.19 : Rank Index Table of Informants' Estimation of the Importance and Command of the Listening Skill. Item No. 4

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	285.30	4	339.34	5	338.35	6	0.0200	7.8228
COMMAND OF THE SKILL	209.28	7	302.50	6	349.12	5	0.0000	51.3691
MANN-WHITNEY U TEST								
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE	MEAN RANK	U VALUE	PROBABILITY VALUE		
LTs	65.09	991.5	0.1135	68.86	802.0	0.0036		
STs	55.03			51.66				
LTs	288.75	7665.0	0.9923	248.14	6542.0	0.1375		
Ss	288.49			290.04				
STs	273.77	19803.5	0.0056	199.62	13082.5	0.0000		
Ss	324.26			333.08				

Key:

LTs : Language teachers STs : subject teachers Ss : students

As table 5.19 shows, the subject teachers considered the item to be of some importance to the students as is indicated by their ranking of the item 4th . The

subject teachers are unhappy with the students' command of the skill, which they rank 7th.

The language teachers think that the item is of little importance to the students by ranking it 5th. The language teachers seem to agree with the subject teachers' evaluation of the skill by ranking the command of the skill 6th. Although there is apparent agreement in this respect, there is a statistically significant difference between them as indicated by the P value 0.0036.

The students relegate the item to 6th place in terms of importance and a statistically significant difference between the students and the subject teachers is indicated by the P value (0.0056). The students also express their dissatisfaction with their command of the skill by ranking it 5th.

As is clear from table 5.19, dissatisfaction with the command of the skill is shared by the three informants although there is a statistically significant difference (P: 0.0000) between the students and the subject teachers which is a function of the mean rank rather than the rank order.

Recommendation 4: The ELT syllabus should account for the fact that it is necessary for students to be able to follow question-answer interchanges between the lecturer and other students. Thus more emphasis in the ELT syllabus should be put on this sub-skill.

ESP/EAP and non-ESP/EAP items in listening skill:

As for the ESP/EAP sub-skills versus non-ESP/EAP sub-skills we notice that

the subject teachers' prominent choices (1st, 2nd, and 3rd) are ESP/EAP sub-skills (7, 9, and 5 respectively). As for the command of the skill they also gave priority to ESP/EAP items. They ranked items 6, 7, 9 and 5 as their 1st, 2nd, 3rd and 4th choices.

The language teachers agree with the subject teachers by ranking items 9, 7 and 6 (ESP/EAP items) 1st, 2nd and 3rd in terms of importance. As for the command of the skills they ranked ESP/EAP items 7 and 6 in 1st and 4th positions.

The students ranked the non-ESP/EAP items 1st, 2nd and 4th in terms of importance of the skill and 1st and 4th in terms of command. It may be that the preference of the students for non-ESP/EAP is due to the fact that they have not yet been exposed to technical talk about the field of study in the language classes where they hear a lot of English from the language teachers. Thus they are not worried about listening to specialized technical texts in the field of study.

In addition, the students usually listen to general English conversations in movies and Western or American films and are accustomed to conversation in general subjects as they understand many words and phrases but are not required to watch films about science in English by their teachers at the university or on T.V. It is possible that this may have affected their answers regarding ESP/EAP items.

5.4.5 Speaking Sub-Skill:

Tables 5.20 to 5.22 present and analyze the results of the mean rank order

of the three groups of informants regarding the importance and command of the speaking sub-skills. Here again we will first discuss the items that show statistically significant differences between the three groups and then deal with those items that show no significant difference.

Rank 1: item 2 *'Taking part in seminars and tutorials in English'*.

Table 5.20 : Rank Index Table of Informants' Estimation of the Importance and Command of the Speaking Skill. Item No. 2

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	338.69	1	381.91	1	323.09	6	0.2143	3.0808
COMMAND OF THE SKILL	278.48	1	379.04	1	327.68	6	0.0063	10.1458
MANN-WHITNEY U TEST								
	IMPORTANCE OF THE SKILL			COMMAND OF THE SKILL				
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE	MEAN RANK	U VALUE	PROBABILITY VALUE		
LTs	61.76	951.5	0.1957	66.68	683.0	0.0022		
STs	53.46			49.43				
LTs	334.15	6044.0	0.1056	325.36	5691.0	0.1197		
Ss	283.61			281.04				
STs	327.22	21478.5	0.4570	270.05	18553.0	0.0086		
Ss	311.98			317.14				

Key:

LTs : Language teachers STs : subject teachers Ss : students

As indicated by table 5.20, the item is ranked 1st by the subject teachers in

terms of importance. As for the students' command of the skill we find the same ranking recorded by the subject teachers. The language teachers agree totally with the subject teachers' evaluation and give the item top ranking both in terms of importance and command. We find also a significant difference between the teachers as indicated by the statistically significant P value 0.0022 which is again based on different means rather than relative ranking. The agreement between the two groups of teachers with regard to ranking is very important because it signifies a real need for the item to be implemented in the syllabus but also signifies no need for a change in the current syllabus regarding this skill.

The students ranked the item 6th in both importance and command, and we find a statistically significant difference between the subject teachers and the students as indicated by the P value 0.0086.

This item is significant in that there is total agreement between the two types of teachers on its importance. They think the students can take part in seminars because their speaking ability is good enough. Yet the students seem to find it difficult to participate in English because they think their command is poor. Once again it is possible that the teachers have overestimated the students' ability.

Recommendation 1: There is no need for change of emphasis in ELT syllabus regarding the participation of students in seminars and tutorials in English.

Rank 2: item 3 *'Discussing in English the procedures of scientific experiments with the lecturer'.*

Table 5.21 : Rank Index Table of Informants' Estimation of the Importance and Command of the Speaking Skill. Item No. 3

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	330.51	2	354.96	3	331.66	4	0.8003	0.4454
COMMAND OF THE SKILL	268.57	2	329.73	3	337.71	5	0.0032	11.4593
MANN-WHITNEY U TEST								
	IMPORTANCE OF THE SKILL				COMMAND OF THE SKILL			
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	58.75	1057.0	0.4945		61.58	830.0	0.0717	
STs	54.39				50.88			
LTs	310.71	7218.0	0.5159		281.65	6972.0	0.7986	
Ss	290.53				289.35			
STs	317.62	22642.0	0.9612		258.38	17430.0	0.0008	
Ss	318.63				324.37			

Key:

LTs : Language teachers STs : subject teachers Ss : students

The item deals with communication between the students and the lecturers in asking relevant questions related to the subject of study. The subject teachers emphasized the importance of the skill to the students by ranking it 2nd.

The subject teachers seemed happy with the command of the skill, which they ranked 2nd. The language teachers were in agreement with their colleagues about the importance of the skill and ranked it 3rd. This high ranking in terms of command of the skill shows that there is no need for changes in the ELT syllabus.

The language teachers also rank the command of the item 3rd which shows that they are satisfied with students' command. Thus we find no significant difference between them (P: 0.4945).

The students ranked the item 4th in terms of importance. When questioned on the subject of teacher-student communication they seemed reluctant to accord it any real importance; this may be because they rarely communicate with their teachers in English, particularly those teachers who do not speak English or use it to some degree in their lectures. It may also be that they find it difficult to communicate in English because they are not sufficiently encouraged or motivated to do so.

The students also expressed dissatisfaction with their command of the skill, which they ranked 5th. Thus we have a statistically significant difference between the subject teachers and the students (P: 0.0008.)

It is not easy to accept the students' opinion given the fact that their teachers hold such different views, and thus we feel that the teachers' point of view is the relevant one; however, it may be that the students need more encouragement and that they themselves need to spend more effort on the skill.

Recommendation 2: The ELT syllabus should not change the emphasis on the skill that enables the students to communicate with their lecturers.

Rank 3: item 5 : *'Describing in English technical apparatus, e.g.. laboratory apparatus'.*

Table 5.22 : Rank Index Table of Informants' Estimation of the Importance and Command of the Speaking Skill. Item No. 5

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	330.38	3	345.07	5	329.20	5	0.9069	0.1954
COMMAND OF THE SKILL	255.28	3	323.08	4	338.25	4	0.0002	16.6631
MANN-WHITNEY U TEST								
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	56.81	1058.0	0.7122		62.62	803.0	0.0431	
STs	54.40				50.54			
LTs	302.26	7067.0	0.6589		273.96	6772.0	0.6364	
Ss	288.35				288.14			
STs	317.48	22470.0	0.9569		245.24	16379.5	0.0000	
Ss	316.35				324.61			

Key:

LTs : Language teachers STs : subject teachers Ss : students

The item enables the students to describe individually or in front of the students the technical apparatus in the laboratory. As indicated by table 5.22 the subject teachers ranked the item 3rd, which shows that they feel the item to be of some importance. They also felt that the students have a reasonable command of the item, ranking it 3rd in this respect. Thus there is no need for change of emphasis on the sub-skill in the syllabus.

The language teachers ranked the item 4th and thus there is a statistically

significant difference between them and the subject teachers (P: 0.0431). The language teachers also disagreed with the subject teachers' assessment of the importance of the skill and ranked it 5th. In fact this was to be expected since the subject teachers are generally in favour of using specific purposes English. The language teachers hardly deal with this sub-skill, which they regard as being unnecessary for the students.

The students agreed with the language teachers and ranked the item 5th in importance; the difference between the students and the language teachers is not significant (P:0.6589). Like the language teachers, the students ranked the item 4th in command. Thus we find that there is a significant difference between the students and the language teachers on the one hand and the subject teachers on the other (P: 0.0000 and P: 0.0431). In fact the subject teachers' evaluation is the key factor here because it is they who see the actual performance of this sub-skill in the class room and laboratories.

Recommendation 3: The ELT syllabus should cater for the sub-skill that helps the students to describe in English the technical apparatus and there is no change needed in the syllabus regarding the skill.

ESP/EAP and non-ESP/EAP items in speaking skill:

In this skill, the subject teachers rank the ESP/EAP items as their first set of choices in terms of importance. They ranked items 2, 3 and 5 in 1st, 2nd and 3rd positions.

They also ranked ESP/EAP items 2, 3, and 5 in 1st, 2nd and 3rd positions

as well. This is a strong indication that the subject teachers are very happy with the students' command of the skill.

Language teachers are also in favour of ESP/EAP sub-skills by ranking items 2 and 3 in 1st and 3rd positions in terms of importance. They ranked the same items 1st and 3rd also in terms of command. So there is a strong agreement between the two groups of teachers on the importance of these items and they are satisfied with the students' command of the ESP/EAP sub-skills.

Again, students seem to be in disagreement with both kinds of teachers by giving 1st and 3rd ranks to non-ESP/EAP items, i.e. items 1 and 4. Also in terms of command of the skill those items were ranked 2nd and 3rd . Thus it is clear that students are in favour of non-ESP/EAP items.

It is worth mentioning here that to communicate in spoken English at an Arab university is no mean feat when one bears in mind that oral communication in English is not one of the university requirements for admission to a scientific field of study, an area where English is most needed. It is true that written scientific English is used in classes with subject teachers but spoken English is hardly ever used.

5.4.6 Translation Sub-Skill:

Translation was classed as a skill because the researcher, from his previous knowledge as a student and assistant lecturer at the same university, has noticed that the students use the skill a lot in their study, particularly at the outset of

specialisation. The students are sometimes given texts in English and asked to translate them to Arabic. Also they are asked to prepare assignments in some topics where most of the references are in English. Thus they seek the assistance of English-Arabic dictionaries to understand the meaning of some terminologies in the subject they are looking for. In some faculties such as Engineering the students are given a free copy of an Arabic-English scientific dictionary to use in their studies. For these reasons we thought that translation skills are indispensable at the university stage, for otherwise access to the references of several subjects, particularly the scientific, would be very difficult because most reference works are in English. This fact prompted the researcher to study this skill and to deal with translation on the same basis as the other skills.

Tables 5.23 to 5.25 present and analyze the results of the mean rank order of the three sets of informants regarding the importance and command of the translation sub-skills. Again we will discuss the items that show statistically significant differences among the three groups in terms of their rank by the subject teachers. In the following tables, two important elements should be noticed: first, the statement in the first four items says 'translating accurately'; second, one should notice that the students are asked about translation (1) from Arabic into English and (2) from English into Arabic.

Rank 1: item 4 *'Translating accurately technical passages in the major field of study from English into Arabic'.*

Item 4 deals with the importance of 'translating accurately technical passages

Table 5.23 : Rank Index Table of Informants' Estimation of the Importance and Command of the Translation Skill. Item No. 4

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	291.91	1	309.52	2	331.31	6	0.1578	3.6930
COMMAND OF THE SKILL	282.33	1	364.76	1	325.55	6	0.0427	6.3076
MANN-WHITNEY U TEST								
	IMPORTANCE OF THE SKILL				COMMAND OF THE SKILL			
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE	MEAN RANK	U VALUE	PROBABILITY VALUE		
LTs	57.21	969.9	0.5281	56.98	693.5	0.1305		
STs	52.97			48.78				
LTs	200.23	2855.0	0.0033	210.43	4188.0	0.0190		
Ss	291.64			287.86				
STs	191.33	12177.0	0.0000	194.30	12189.5	0.0000		
Ss	333.28			331.26				

Key:

LTs : Language teachers STs : subject teachers Ss : students

in the major field of study from English into Arabic'. The subject teachers ranked the item 1st. This indicates that they are using the sub-skill to a great degree and find it important for their students. In terms of command, the subject teachers expressed their satisfaction with the students' command of the skill by ranking the item 1st. Thus there is no need for a change in the emphasis on the skill in the ELT syllabus. The language teachers here are in total agreement with the subject teachers about the importance of no.4. This is because technical passages are on

the whole easier to translate from English into Arabic rather than vice versa. The language teachers ranked the item 2nd. The language teachers echoed the subject teachers' judgement by according top rank to the students' command of the skill.

The students, however, took the opposite view and ranked the item 6th. Thus we find a statistically significant difference between them and the language teachers (P: 0.0033), and between the subject teachers and the students (P: 0.0000). The students are also in total disagreement with the teachers' point of view on command by ranking it 6th. This shows that they are dissatisfied with their command of the skill. So there is a statistically significant difference between the students and the language teachers (P: 0.0190) and between the subject teachers and the students (P: 0.0000). We have to conclude that the students' judgement is not valid because both teachers are in full agreement about the good command of the skill.

Recommendation 1: There is a need for including in the ELT syllabus the sub-skill 'Translating accurately technical passages in the major field of study from English into Arabic'.

Rank 2: item 2 *'Translating accurately technical terminology in the major field of study from English into Arabic'.*

This item is one of the most important for the subject teachers, who ranked it 2nd. As for the command of the skill they showed their satisfaction by ranking the item 2nd. Therefore there is no need for a change in the ELT syllabus regarding the emphasis on the item.

The language teachers ranked the item 5th indicating that it is of less im-

Table 5.24 : Rank Index Table of Informants' Estimation of the Importance and Command of the Translation Skill. Item No. 2

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	269.07	2	272.21	5	341.93	5	0.0004	15.7154
COMMAND OF THE SKILL	251.58	2	262.05	3	341.77	5	0.0000	24.5025
MANN-WHITNEY U TEST								
	IMPORTANCE OF THE SKILL				COMMAND OF THE SKILL			
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	54.21	1058.5	0.8780		54.66	898.5	0.8199	
STs	55.25				53.20			
LTs	231.50	5668.0	0.0473		218.89	4582.5	0.0292	
Ss	291.19				288.17			
STs	255.85	17747.0	0.0003		240.88	16664.0	0.0000	
Ss	326.23				328.09			

Key:

LTs : Language teachers STs : subject teachers Ss : students

portance to the students. The difference between both kinds of teachers is related to the fact that the language teachers are not in daily contact with these terminologies, and their concern is not directed to the need for such a skill. They did, however, express their satisfaction with the command by ranking it 3rd.

The students also ranked the item 5th in terms of importance. A statistically significant difference exists between the subject teachers and the students (P: 0.0003). The students also seem to have a higher mean rank (291.19) than the

language teachers, thus there is a significant difference between them as indicated again in the lower part of the table.

The students ranked the skill 5th in terms of command, disagreeing with both sets of teachers and expressing dissatisfaction with their performance in the skill. Therefore we find a statistically significant difference between the students and the subject teachers (P: 0.0292), and another significant difference between the students and the language teachers (P: 0.0000.) It seems nevertheless that the subject teachers' evaluation is more valid because of their actual daily contact with the use of terminologies by the students.

Recommendation 2: The ELT syllabus should include item no.2 in the syllabus and there is a need to make both LTs and Ss more aware of importance of the skill.

Rank 3: item 1 *'Translating accurately technical terminology in the major field of study from Arabic into English'.*

Translation from Arabic into English is hardly used in the language courses as there are no translation courses at the language unit.

The subject teachers ranked the item 3rd which signifies some importance given to the item. As for the command of the skill, the subject teachers ranked this 3rd, a high position. This indicates that there is no change needed in emphasis on this skill in the ELT syllabus.

The language teachers agreed with the subject teachers and ranked the item

Table 5.25 : Rank Index Table of Informants' Estimation of the Importance and Command of the Translation Skill. Item No. 1

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	232.47	3	298.81	3	347.12	2	0.0000	29.9612
COMMAND OF THE SKILL	219.57	3	301.79	2	345.34	2	0.0000	39.7583
MANN-WHITNEY U TEST								
	IMPORTANCE OF THE SKILL				COMMAND OF THE SKILL			
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	61.17	892.5	0.1949		64.21	727.0	0.0181	
STs	52.38				50.38			
LTs	251.13	6178.5	0.1926		250.08	5702.0	0.2117	
Ss	291.83				288.61			
STs	221.59	14767.0	0.0000		210.71	13875.0	0.0000	
Ss	332.30				331.73			

Key:

LTs : Language teachers STs : subject teachers Ss : students

3rd. They ranked the item 2nd in terms of command, a sign of their satisfaction. Thus we find no significant difference between the teachers regarding the command of the skill and there is general agreement between the teachers on the relative importance of the item.

The students ranked the item 2nd which shows that it is important for them. There is a statistically significant difference between the students and the subject teachers (P: 0.0000). They also ranked the command of the skill 2nd, indicating

their satisfaction, and we find a statistical difference between them and the subject teachers (P:0.0000) and between the students and the language teachers (P:0.0191). In class the subject teachers speak Arabic and ask the students only to memorize the terminologies because exams are held in Arabic according to the constitution of the university. Thus they may think that translation from Arabic into English is easy because the only thing they need to know is the meaning of terminologies.

Recommendation 3: The ELT syllabus should cater for ‘translating technical terminologies in the major field of study from Arabic into English’ with no change in the emphasis on the skill.

ESP/EAP and Non-ESP/EAP items in translation skill:

In evaluating the ESP/EAP and non-ESP/EAP items, there seems to be agreement between the three groups of informants that ESP/EAP items are more important than non-ESP/EAP items. The subject teachers rank ESP/EAP items (4,2 and 1) 1st, 2nd and 3rd in terms of importance. In terms of the command of the skill, the subject teachers’ priorities are ESP/EAP items as well. Items 4, 2 and 1 are ranked 1st, 2nd and 3rd respectively, which indicates that they think the students have a satisfactory command of the sub-skills. As far as the subject teachers are concerned, we notice that they were concerned in their judgement about ‘translation from English into Arabic’ as in items 4 and 2 which were ranked 1st and 2nd respectively. Also the items are ranked in the same position in terms of command of the skill which suggests that the students are proficient in these items. As for ‘translation from Arabic into English’, the subject teachers were not

in favour of the skills in this respect neither in terms of importance nor in terms of command (see items 1, 3 and 5). The fact that the subject teachers accorded a low degree of importance to these sub-skills may be related to the lack of sufficient works of reference in Arabic the field of science, and so they want the students to be trained to obtain the necessary information from the original sources. Moreover, when the students pursue their post-graduate studies in the future, most of them will have to go to Western countries to do so, and therefore training in how to find information in English is possibly a future need for the students and as such has priority in this respect.

The language teachers also ranked the ESP/EAP items (4 and 1) 2nd and 3rd. As for the command of the skill we find that the language teachers give priority to ESP/EAP items. They assign 1st, 2nd and 3rd ranks to items 4, 2 and 1. The strong agreement between both kinds of teachers shows without a doubt the students' need for ESP skills.

The students' evaluation of the importance of the skills takes the same line by assigning importance to the ESP/EAP skills. They think that ESP/EAP items are more important to them. Their 1st and 2nd choices are ESP/EAP items. Furthermore they feel that their command is satisfactory in the ESP/EAP skills as indicated by their rank of 2nd and 3rd. Finally we can say that translation is an important skill for the students but that it needs to be directed to the specialisation of the informants rather than dealing with general aspects and knowledge of life.

5.4.7 Analysis of the open-ended question:

In addition to the previous tables, the researcher added an open-ended question at the end of the questionnaire in order to give the informants an opportunity to express their opinions freely about English language teaching at the University.

The following formula, divided into four sections, was given to the language and subject teachers .

‘In the space below, you are kindly invited to give your opinion on the students’ command of English. I am particularly interested in the following points:

- 1. The students’ command of English in general:**
- 2. The students’ command of English in the subject(s) you teach:**
- 3. The students’ motivation and interest in using English:**
- 4. The causes of weakness in English and how the students’ English might be improved’.**

The same was asked of the students in a slightly different way:

‘On this page you are kindly invited to give your opinion about your command of English. I am particularly interested in the following points :

- 1. What do you think of your command of English in general?**
- 2. What do you think of your command of English in the subject(s)**

you study?

3. Are you interested or motivated to use English?

4. In your opinion, what is the cause of your language weaknesses, if any, and how do you feel English at the University might be improved?’

As regards question no. 1, the points mentioned in the answers will be listed with the percentage of the informants answering thus in brackets []. The answers of the three sets of informants to each question will be listed and discussed thoroughly at the end of each question. **The procedure followed in the analysis of the open-ended questions was as follows:**

i. most answers are short and repetitive; thus similar answers were combined to give the percentage of performance who made similar claims. In the presentation of the data repetitive words and expressions nonetheless were omitted to give a representative summary statement.

ii. the answers were divided into the following headings and sub-headings. Under each title the answers of the three kinds of informants were listed in the following order: language teachers, subject teachers, students.

1. Students’ general command of English.

2. Students’ command of English in the subject.

3. Students’ motivation and interest.

4. Cause of weaknesses in English and recommendations for improvements.

4.1 Pre-university study.

4.2 University study.

4.2.1 The general university system.

4.2.2 English language teaching unit.

The first answers are those given by the language teachers.

- A. The students' command of English in general is below average. They tend to translate from English into Arabic in order to comprehend the skill. In many cases they are unable to understand simple texts in English [43%].
- B. The students are better in aural/oral skills than in others and have a low standard of writing [36%].
- C. Students on the whole have a good command of English [3.5%].
- D. Just satisfactory after the first year of study [3.5%].
- E. Some of them are very good even when faced with sophisticated structures [11%].
- F. In general female students are better than male students [11%].
- G. Science students are far better than arts students [29%].
- H. The average is less than satisfactory. In each group you might find a maximum of three students whose degree of proficiency is very satisfactory. [36%]
- I. In general most of them are weak in sentence building and in spelling [29%].

As seen above, the teachers believe that the general standard of the students is not up to the required level. Their main problem seems to lie in the area of sentence structure, be it in writing or speaking. This opinion is expressed by 36% .

The subject teachers' answers to question no. 1 were as follows:

- A. The students' command of English is very poor [64%].
- B. The students' command of English is reasonable [36%].
- C. The students' command of English is satisfactory in reading technical materials [35%].
- D. The students' command of written English is unsatisfactory when expressing their own views [39%].

As can be seen from their answers, the subject teachers are less than satisfied with the students' command of English. Again this opinion may be a result of the fact that they see the students' performance in assignments or reports they write to their teachers.

Comparing the answers of the two groups of informants we see that they agree in general that the writing skills of the students are very weak. The reasons for this must therefore be pinpointed. It would seem that the language teachers' answers are more precise than those of the subject teachers since they are in daily contact with the students and thus in a better situation to evaluate standards.

The students' answers to question no. 1 were listed as follows:

- A. My general command of English is very good [25%].
- B. My general command of English is reasonable [35%]
- C. My general command of English is weak [40%].
- D. My general command of English is acceptable but I find difficulties in communication [30%].
- E. My general command of English is not good enough. I hesitate to talk in English to my teachers or to inquire about the difficult points because I might make mistakes and invite ridicule from my friends [37%].
- F. My general command of English is acceptable but I do not understand the terminologies unless I translate them into Arabic [40%].
- G. I can communicate in English but I need a few minutes to think about the sentence construction before I speak [35%].
- H. In general I can pass the exam but most of my problems occur in writing because grammar was not part of my pre-university language education [35%].
- I. All in all my command is good but I find it hard to read particularly general passages. It is easy for me to read a subject in my own field because I come across the terminologies frequently [30%].

From the above it can be seen that student opinions vary from one group to another. 35% say that their general command of English is reasonable, which may indicate their satisfaction about their standard, yet 40% admit weakness in general

command of English. Comparing the students' answers with those of both sets of teachers one sees that there is consensus between the three groups of informants as regards the low standard of the students in some skills, particularly in writing.

As regards question no.2'**the students' command of English in the subject(s) you teach'** The following answers were mentioned.

Again they will be listed with the percentage of the informants answering;
the answers listed first are those of the language teachers:

- A. Most of the students are weak in the writing skills [40%].
- B. The students' command is reasonable; out of 30 students one or two can be given grade (A), 4 or 5 grade (B), the rest (C) or (D) and 3 or 4 can be given (F). [20%]
- C. The students do well in the science section but badly in the arts sections [45%].
- D. They manage to overcome some problems when they are exposed to specific technical terms [30%].
- E. At the beginning of the year they are somewhat worried but after completing the first year their standard becomes 'just satisfactory' [25%].

From the language teachers' comments one can see that again it is the writing skill that is the problem, even in more specific fields of specialization. This indicates the need for careful consideration of writing skills by teachers and syllabus designers.

The subject teachers' answers to question no.2 are as follows :

- A. The students' command in the subject I teach is just satisfactory [30%].
- B. The students' command in the subject I teach is unsatisfactory [40%]
- C. They do very well if the subject is of interest to them [35%].
- D. Their command is acceptable in reading but they face difficulties in writing.
Although they know the terms of the subject taught, they do not know how to use them in useful sentences or in correct context [35%].
- E. They require English only in order to understand the meaning of a technical terminology. In most of the subjects they study there is no need for the student to be familiar with the language to the point where one may judge his command of it since most of the subjects are taught in Arabic [25%].
- F. The girls' aptitude for self-improvement in English in the subject we teach is higher than that of the boys. [30%]
- G. The students can follow technical material but their writing is not as satisfactory as their understanding [37%].
- H. No special training in English is needed for the topics we teach in the science section. However, report writing skills are lacking in most students. On the other hand, a stronger background in maths and physics is crucial so that the students can proceed easily through a text full of equations, such as is typical in engineering [45%].

- I. The students' command is generally poor save for that of those who have the opportunity to learn the language here in Qatar or abroad. The general stream of students coming from normal education channels is poor; they find it extremely hard to use English in their technical study [32%].

The subject teachers here seem to give more detailed explanations about the students' command of English in the subject they teach. Again their opinion is based on field observation; in other words they test the students' command in real field work by asking the students to write reports on their area of study. Thus their judgment is of considerable value.

The subject teachers again seem to be unhappy about the students' standard in skills such as writing.

The students' answers to question no.2 are as follows:

- A. My command of English in the subject I study is very good because most of the expressions I need become familiar to me as a result of repetition [36%].
- B. My command of English is acceptable because most of the teachers are not concerned with language errors and in any case study takes place in Arabic [40%].
- C. I find difficulties in some skills such as report writing and oral presentation of assignments in some subjects. Thus English affects my average to a great extent. [46%]

The students' answers in this section seem to offer valuable information about

the situation. Here the students explain that English is hardly used in the class because most of the subject teachers do not use English in their class. This seems to the students to be an accepted standard. However they could not disregard the fact that they still face some problems such as report writing or the oral presentation of assignments.

The third question was about ‘the students’ motivation and interest in using English’.

The language teachers’ opinions are listed first :

- A. The students’ general academic motivation is perhaps lower than their enthusiasm for communicative English [25%].
- B. Female students are motivated in using English inside and outside the class room [20%].
- C. Their motivation to do hard work is not satisfactory [40%].
- D. Female science students are highly motivated [60%].
- E. Students are not motivated because they remain unaware of the importance of English for their future career [40%].
- F. Quite a lot of students are highly motivated [15%].
- G. Science students are more motivated than those in humanities [40%]
- H. Science and arts students both lack interest and motivation [25%].
- I. Motivation to study outside the class is lacking but inside the class is reason-

able [30%].

Most of the language teachers admit that motivation does exist, albeit not always where it should. Science students appear to be more motivated than arts students. This may be related to the fact that most of the science students are usually those who have obtained good grades in their secondary schools. They have also been more exposed to English through reading references and thus their motivation increases due to their feeling that they need English for future purposes.

The subject teachers' answers are as follows:

- A. The students' motivation and interest are just satisfactory [15%].
- B. Most of them have no interest at all and are unaware that their inability to understand English will present them with problems in the future. [35%]
- C. Most of them are really interested but find difficulty in speaking and writing [40%].
- D. Some of them are highly motivated but most of them are not since they know that irrespective of their hard work in the university most of them will get a well-paid job and equal wages after graduation [35%].
- E. The motivation is there but their command of the language is very poor. Interest stems only from the fact that presentation and defense of the final year project must be in English for Engineering Faculty students. Thus students are always willing to speak about and discuss in English the presentation for that day [38%].

- F. Interest and motivation varies from one student to another but one may claim that 60.0% are interested particularly in the science section and 40.0% are not interested. A small percentage (10.0%) of them are interested in reading from English text books [30%].
- G. There is a lack of initiative, desire and motivation. The general tendency is to do without English wherever possible, or at least to put as little effort towards the use of English as they can [20%].
- H. English is an international language in the engineering disciplines, and students realize this fact from the text books they use. However they do not use English in their daily activities since Arabic is their mother tongue. This does not conflict with the fact that those students are interested in becoming fluent in the use of English for everyday life, attending language schools and spending time in an English-speaking country [38%].

The subject teachers agree in general that motivation exists and that it is natural to find it in science students since their subject references are in English; however, motivation is sometimes hampered by the fact that good or bad grades are of no consequence where future government jobs are concerned .

The students' answers to question no. 3 are as follows :

- A. We are interested to learn English because it is an international language which will help us to know about other cultures [40%].
- B. We are interested to know English language because it will be a great help to

- us in our future post-graduate studies, and it is good to know more than one language [30%].
- C. We want to study English because it is the language of commerce and we need it in our future to deal with the West [45%].
- D. We would like to learn English but we are limited by a very heavy time-table that leaves no time for us to do so. [60%]
- E. Most of us are really interested but we do not feel that English is an important means of communication in our university. Most of the teachers do not speak English when they teach us, nor are we examined in English except in the final project in some faculties. Thus English for most of us is a matter of personal interest and not an academic aim. [56%]
- F. Interest flags as we progress through university studies since we feel that there is a conflict between the language unit and our faculties. The courses we study deal with general facts of life that do not help a lot in the pursuit of academic studies. On the other hand our subject teachers claim the necessity for intensive courses and not general ones. [65%]
- G. We are interested but we face problems in our studies such as report writing, assignments and library skills which we feel that English courses do not cover. [80%]
- H. As girls we feel the need to learn English but our link with the language ends after the first two years of university study because all our studies are then

in Arabic. It is good to use your language but we feel we can get more from English. [60%]

The students' answers to question no. 3 show that they are interested and aware of the importance of English but also that they have problems of motivation. The problems are mainly academic such as the pressure of the busy time-table and general courses. Here we may remember the point mentioned by the language teachers when they stated that female students' achievement is better than male students' achievement because females, who are socially more restricted than males, have more available spare time. Female ambition is consciously directed by society to professions such as teaching, which takes place in a single-sex environment, so as to obviate the need for male-female social interaction, undesirable in an Islamic milieu.

The last question was about 'the cause of weaknesses in English and how students' English might be improved':

In order to give a clear picture we will divide the answers of all informants in the following categories:

1. Pre-university study.

2. University study:

A. The general university system.

B. Language Teaching Unit courses

1. **Pre-university:** .

A. Language teachers:

The following reasons were mentioned:

1. The current secondary school syllabus is not helpful to the students to use English at University level, because it is over-ambitious and students fail easily. It would be better if the schools were to re-assess their language teaching objectives in order to give the students a firm command of basic English. [40%]
2. The tension caused by monthly exams and the dire prospect of failure hampers student achievement Learning a language is better achieved in an atmosphere in which the emphasis is on the students mastering or improving their language skills rather than on succeeding in exams. [45%]
3. Students learn by rote in order to pass exam which does not help their powers of observation or deduction. [30%]
4. Lack of practice in the class with other students as well as with their teachers is also a factor.[50%]

B. Subject teachers:

1. The teaching of English in secondary schools is of poor standard in all skills, and thus the students' general English is of no help to their advanced studies of different subjects at university level. [60%]
2. Methods of evaluation do not take into consideration the output as a

way of success; exams which are easy to pass are the only way of evaluation.[45%]

3. Students do not work hard in the schools. The final goal for them is only to pass their exam. Moreover they are not exposed enough to English since it is studied only for 45 minutes daily.[45%]

C. The students.

1. The textbooks do not concentrate on grammar and writing in the elementary and preparatory stages.[60%]
2. We are told to memorise the language in order to satisfy the examiners and pass exams.[70%]
3. We feel that the text books are alien to our culture and irrelevant to our own background. The textbooks require us to know more about Britain than about our country.[40%]
4. The teachers hardly ever use English with us in the class, which makes us think that their standard is not high enough to teach English. It is clear that some teachers are not very good and this leads us to think that English must be a very difficult language to learn.[35%]
5. We think that individual differences are not recognized by the teachers and textbooks because those of our colleagues with good backgrounds are always praised by the teachers and given good grades. We hesitate to ask or inquire about difficult points because we feel that if we do so

we will be accused of laziness.[45%]

It is obvious from these answers that all the informants blame the pre-university school system for being unequipped to deal with most aspect of language teaching. The course faces several defects in methodology, language content, grammar presentation and social elements related to students' background. In addition the teachers at the schools are accused of lacking good qualifications in language teaching.

2. University study.

A. University general system:

A. Language teachers.

1. The university system is not helpful for the students because the time allocated for English language courses is not enough to achieve the necessary linguistic tasks.[40%]
2. The system insists that exams should be in Arabic rather than English, which detracts further from the motivation of the students.[54%]

B. Subject teachers.

1. Lectures, notes and exams in the university are all in Arabic. This does not encourage the students to work hard in English.[42%]
2. The students spend a lot of their time at the university studying other subjects. This does not leave enough time to revise their daily English quota.[46%]

C. Students.

1. We would like to improve our language but it is very difficult to concentrate on several subjects at once. We begin our daily programme usually at seven in the morning and finish it at five in the evening. This leaves us with hardly enough time to do the homework in our specialization and prepare for next day. We think there is not enough time to do additional work in another language.[60%]

2. At present we like exams to be in Arabic because it obviates the need for extra work on language problems and with dictionaries. If exams are in English then teaching should also be in English.[35%]

3. We feel that the link between the students and the university authorities has not been well established because we cannot tell the authorities about the problems we face in learning English with some language or subject teachers who we feel are not qualified enough to teach.[25%]

As for the general system of the university which insists on using Arabic in testing, it is accused of hampering the students' motivation and interests.

B. English language teaching unit

A. Language teachers:

1. The use of non-locally prepared materials or text books which are irrelevant to the students' major field of study and interests is the reason for under achievement. The students say that they need courses which are not repetitive and which are related to their specialization to help them in understanding and

coping with the language problems in their courses.[30%]

2. The number of hours devoted to the learning of English is insufficient.[48%]
3. Most of the students feel too shy to speak L2 inside or outside the class room. They are not exposed enough to English to overcome the problem.[52%]
4. Most of the students do not read additional material in English.[31%]
5. Students lack motivation and interest in learning English as a result of poor presentation on the part of the teachers and also because courses that are not based on cultural orientations and students' needs.[32%]
6. Basic grammar is not studied in the classes and as a result the students' command of basic structures in English is poor.[23%]
7. The courses at the university are not intensive, some of them being similar to, or of a lower standard than those in secondary schools. The courses also lack clearly defined objectives. In addition there are no suitable techniques, teaching aids, not enough language labs and audio-visual aids.[41%]
8. Exam standards are not very clear to the teachers and students alike and thus most of the students pass exams easily even when their command of basic skills is poor. They face problems with the new courses because they are not well prepared for them.[56%]

As seen from the above comments, the causes of language weakness are many: the use of materials which do not serve the needs of the students; lack of well-prepared exams; an inordinately heavy load of academic work; and materials which

are unsuitable for the various fields of ESP, EAP, ESL, EFL etc. Since these are the reasons which are mentioned by those in the university with expertise, namely the language teachers themselves, they should be taken into serious consideration.

B. Subject teachers' opinions:

1. There are no bridging courses in English for secondary school graduates to investigate their weaknesses so that they may be dealt with and the students helped. Thus students enrol in the science sections without their real standards being known to their teachers.[53%]

2. The courses taught are not up to standard: some of them teach very general and elementary subjects. The courses do not improve the students' ability to deal with subjects of academic nature that need a good command of English.[46%]

3. There is a gap between the taught courses and the students' field of specialization. Thus the students are not motivated to learn English because the courses do not aid them in their studies.[48%]

4. The students lack practice in reading and writing skills as a result of the absence of bridging courses to link their past studies with their present ones.[51%]

5. There seems to be no defined objectives for the courses and the materials which are taught. Consequently the students' command of English after finishing these courses has not really improved.[35%]

6. There is a lack of cooperation between the language unit and other departments as far as the exchange of information and discussion of students' performance

is concerned.[37%]

7. The system of evaluation and exams in the language unit is superficial and lacks well experienced organizers. Thus some students find it very easy to pass.[30%]

8. The students themselves do not pay enough attention to the language they learn because it is not an obstacle on their way to success.[42%]

The three points agreed upon by language and subject teachers are as follows:

1. The absence of clearly defined objectives when assigning the English courses. These objectives can help the students and the teachers to know exactly the students' standards according to the objectives assigned.

2. The absence of the 'bridging courses' or general intensive courses which is defined as a result of placement tests or exams. These courses help the students to overcome the problems they have faced in secondary schools and prepare them for the advanced courses.

3. The two groups of teachers complain about the weakness that the students show in their writing skills. They think that there should be intensive exercises to overcome this problem.

From the above it may be said that there is a need for a placement test in the first year of the university in order to assess the students and define their level. Some of the points listed above are important, such as the absence of remedial

studies to define the causes of weaknesses in English. The second important point concerns the omission of elements in the English courses related to the students' field of specialization. Language teachers seem particularly concerned about this since the incorporation of such elements would help them solve the language problems they face when teaching the students.

C. Students' points of view:

1. We think that there are not enough language advisers to help us choose the appropriate language courses.[35%]

2. We feel that the materials are totally irrelevant to our fields of specialization. Some of the material is of no interest to us at all.[47%]

3. As a result of the large numbers in the classes we do not find time for consultation or tuition from our teachers . Also we do not practise English inside or outside the classes because everyone avoids talking in English.[42%]

4. The subject teachers do not correct our mistakes in writing or speaking. Some of them claim that their job is not to correct language mistakes and that they are concerned only with the content of the texts.[25%]

The students feel that there is no-one whom they may consult about their language problems. Individual tuition is difficult to apply with such big groups (some classes have as many as 60 students) but it would be possible if there were enough tutors who were well acquainted with the students' language problems. In King Fahd University in Saudi Arabia individual tuition for an hour a week

is available in the language centre, the success of which was attested to by the language director and the teachers in an interview with them in December 1986.

In general the students opt for English courses that are related to their fields of study. As a result they need ESP courses to be taught at least at advanced level.

The informants were also asked how they thought the standard of English at the University could be improved. **The language teachers answered as follows :**

1. In the case of elementary and secondary courses in English, school teachers need to take refresher courses every two years in order to acquaint themselves with the latest developments in the field of teaching English and methodology.[39]

2. English courses should be elective rather than compulsory in order to motivate the students to learn. Motivation and reinforcement can be done through the usage through the university particularly in classes and through initiating English clubs with English as the medium of instruction.[20%]

3. The language courses at the university need to be redesigned on the basis of a needs analysis study; culturally oriented as well as clearly defined objectives need to be written. Also the materials must be relevant to the age and needs of the students.[41%]

4. Re-assessment of the importance of English in every field of study is essential in order to determine the necessity of the different skills to the students; also,

English courses should be integrated with the students' major field of study. This requires determined coordination between the different departments and college staff.[56%]

5. Assessment of the students' knowledge of English upon entrance to university in order to pin-point weak areas; remedial courses can then be introduced to help overcome such problems.[47%]

6. More attention should be given to writing and reading rather than speaking skills.[65%]

7. Intensive use of language aids such as language labs.[32%]

8. Familiarizing the students with the clearly defined courses objectives and learning tasks.[55%]

As is clear from the recommendations made by the language teachers, there is an urgent need to evaluate the status of English not only in the University but through out the educational system as a whole. These recommendations are valuable and specific. In short, there is a need for syllabuses that meet the students' needs and that concentrate on their areas of study with special emphasis on highly needed skills such as writing.

A. Subject teachers

1. A thorough reassessment should be made of course books, materials and the methods of English teaching at pre-university level.[52%]

2. It should be recognized that teaching English is not the objective of science

education; rather it is a channel through which to convey knowledge and ought to be viewed accordingly.[59%]

3. Different methods should be tried out to enhance student interest and motivation.[36%]

4. Students should be classified and divided at the beginning of the new year according to their actual level. This classification should be based on placement tests.[43%]

5. Students' English may improve if they are exposed to English courses that deal with their field of specialization. By studying such courses they will feel that English is used as a tool to convey the information about their subjects to them.[52%]

6. The courses at the language unit should be intensive and use the necessary audio/visual aids to motivate the students; also it should focus on the practice and application of English.[62%]

7. There should be cooperation between the University and the Ministry of Education in order to define the necessary requirements that are needed at the university level.[39%]

In short, the subject teachers' recommendations insist on re-evaluation of the pre-university school syllabuses with a view to bringing them in line with the students' academic courses at the university. Again there is the recommendation that more specialized courses be implemented at university level in order to satisfy

the students' academic needs.

C. Students

A. Pre-university stage:

1. School text books need to be revised and unnecessary topics or skills omitted.[62%]
2. Grammar and writing should have prominence in the language teaching system.[63%]
3. More qualified teachers are needed in the schools.[43%]
4. Initiating commercial language institutes with reasonable wages to teach English besides the formal schools.[32%]
5. Concentration in the class should be on comprehension rather than memorization.[34%]

B. University stage:

1. English courses should contain exercises on the advanced necessary skills such as report writing, use of reference books, and the vocabulary of the field of study.[56%]
2. All students should participate in the topics raised in the class and not the good students only.[36%]
3. Intensive courses should be given in the first year at a time that suits the students because the current intensive courses are chosen either in summer

when the weather is very hot or during a particularly intensive part of the timetable.[42%]

At the end of question no.6 we notice that the students' recommendations are also very precise and helpful in pointing out the problems of teaching English at the university. These recommendations are valuable to the research because they come from the very people who are under pressure and who are in the best position to demonstrate the shortfalls in the system. All informants agree in general on the importance of reassessment of English syllabuses in secondary schools. This is because the effect of the English syllabuses on the students' academic achievements at University level is hardly noticeable even though English in schools is taught from the age of eleven.

As for the recommendations regarding the university level, lack of cooperation between the three groups of informants is one of the chief causes for complaint. All informants agree that the general standard of the current syllabuses is weak. One of the major requirements is for more intensive courses at the appropriate time as well as more courses orientated towards the students' field of speciality.

Finally, recommendations about exams and tests at the university level are worth noting. There is a need for an academic body with enough expertise specialized only in testing, as is done in language centres in countries such as Kuwait and Saudi Arabia.

Chapter VI

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

As indicated in chapter 1, the main aim of the study is to evaluate English language teaching at the University of Qatar in order to propose a framework based on an ESP/EAP orientation in language teaching and a needs analysis carried out by the means of questionnaires. It was also stated that it would be of benefit to the research to examine the educational context in which English learning at the University takes place. This can be done by looking at the current syllabus and situation of English at the pre-university stage i.e. the secondary school. It was suggested that such an overview would give an indication of the students' educational background and their first steps in learning English, thus linking the findings to form a complete picture of the situation and help to present a comprehensive analysis and recommendations.

Chapter 2 provides a context for the analysis of ESP at the university by exploring the educational context and background of students in secondary school *vis-a-vis* the learning of English and also by tracing the development and the current situation of the English language syllabus *Crescent Course*. Chapter 2 also assesses the current situation of English teaching at the University and provides a historical and evaluative view of the ELTU, the body responsible for the teaching

of English as a learning medium.

Chapter 3 offers an in-depth look into ESP and the needs analysis approach to English language teaching by considering the nature, development, course design, role of teacher and students, and material design and syllabuses in ESP. The chapter also discusses the way language skills are viewed by ESP and needs analysis, and suggests a possible ESP framework for language teaching at Qatar University.

Chapter 4 provides a picture of the needs analysis research study carried out at the University of Qatar and the methodology followed during the field work. A full description is given of the aims, population, and sample of the study, and the design and contents of the questionnaires. It also presents the actual implementation of the study and statistical methods used to carry out the work.

Chapter 5 analyses the results of the needs analysis research carried out at the University of Qatar. The chapter discusses in detail the various language skills incorporated in the questionnaire and also analyses the open-ended question at the end of the questionnaire.

In this chapter a summary of the main findings from the previous chapters will be given in order to help finalize the research recommendations. The results of the questionnaire, which will be used as a basis for recommendations to remedy the situation, will be presented in full. In our recommendations we will focus on the core topic of the thesis i.e. the English language syllabus at Qatar University. Finally a statement will be made about various interesting areas of study not covered by the research, and about the possibility of tackling these areas in the

future.

6.2 Analysis of the Context for ELT at the University

The findings of the study can be summarized as follows:

1. It was observed in Chapter 2 that the status of English language in the system of education is the cause of much dissatisfaction, most of which centres on the ineffectiveness of the *Crescent course* which is taught in secondary schools. Several reports reveal negligence on the part of teachers in teaching grammar, writing and reading skills, the students' command of which is consequently affected. Also the absence of clearly stated objectives from the outset of the course has led the authors of the syllabus, Terry O'Neill and Peter Snow, to suggest the objectives and aims of the course rather than basing the course on the objectives originally written for the old syllabus in 1964. The objectives of the Ministry of Education regarding the teaching of English had not been formulated at that time and it appears that it was left to the authors of the *Crescent Course* to define their own. According to several reports presented to the Ministry of Education, language teachers were not accustomed to the methodology followed in *Crescent* since most of them adhered to the structural approach to language teaching and were unaware of the new trend in language teaching i.e. the 'communicative approach', and thus examination results deteriorated from year to year. This failure is attributed to the ineffective teaching of the course by the language teachers and the difficulties caused as a result of this for the students. The *Crescent Course* needs a teacher with a good command of English since it is based on communication; most of the

teachers are lacking in this respect. These are the general results of the research with regard to this area.

2. With respect to the teaching of English at the University of Qatar the following points were made:

A. Students enrol in the University without taking a placement exam, and so there are no established criteria at the ELTU by which students can be assigned courses according to their level of performance in English. Thus teachers have very limited information about students' past history of 8 years of studying English.

B. There is no responsible body at the ELTU to assess the students' command of English in the ELTU courses. Consequently, tests at the University vary considerably in standard depending on teachers' own experience in the field of testing.

C. The ELTU is not well-established in terms of resources and facilities. There is no proper position assigned for the ELTU; instead classes are scattered all over the campus. Thus many language activities such as the use of labs and videos are either unavailable or virtually impossible to implement.

D. The local production of materials and syllabus is not based on sound criteria resulting from a needs analysis research of the exact requirements of students and teachers, and thus the following defects were observed. Firstly, materials were not written, assessed or revised by experts in the field of ESP/EAP or needs analysis. Secondly, existing syllabuses and those locally prepared neglect to a great extent the psychological and socio-cultural background of the students, and the

experience of Qatari experts in the field was overlooked. Thirdly, syllabus and test objectives are not clearly defined and thus there are no statements explaining the level of competence in English required from the students. Fourthly, the required cooperation between the ELTU teachers and subject teachers from other faculties is not forthcoming and thus no agreement can be reached on how English can be implemented in an ESP/EAP oriented syllabus. There is a general feeling among the students that the courses do not meet their current and future needs and requirements and are not related to the subjects studied at the University. Finally, current teaching methodologies and practices are lagging behind in terms of improvements and developments. For instance there is no sufficient use of language labs or other technological aids.

Another view of the situation was obtained via teachers' and students' questionnaires described and analysed in chapter 5. First of all, with respect to the pre-University school system, the following findings were observed.

A. Pre-University Stage

- 1- The secondary school syllabus is of little help to the students in their advanced subjects at the University as indicated by both kinds of teachers in an open-ended question.
- 2- Students are not sufficiently exposed to English at secondary school according to the subject teachers in response to the open-ended question.
- 3- Teachers in secondary school do not practise English with their students, even in English classes. Moreover, students are told to memorize English subjects

for the sake of success in exams, according to students in their answers to the open-ended question.

- 4- Text books do not pay enough attention to the students' culture and social customs and thus, as indicated by their answers to open-ended question, it does not motivate them.

B. University Stage

On the work of the ELTU and the language syllabus the questionnaire produced a number of related issues:

1. A lack of well-experienced administration in the Unit does not motivate teachers to participate in the development of language teaching at the University. This was expressed by language teachers in their response to the open-ended question.
2. There is a lack of cooperation between the Unit and the other faculties as far as the exchange of information and discussion on students' performance is concerned. This was expressed by the subject teachers.
3. There are not enough language advisors to help the students solve their language problems, according to the students themselves.
4. The materials used are irrelevant to the students' field of study and those that are locally produced are below the required level, as indicated by language teachers and students as well as the subject teachers in the open-ended question.

5. There is no bridging course between the secondary and the University level to improve the students' performance of English to a level suitable for University. This is indicated by the subject teachers' answers to the open-ended question.
6. Clearly defined objectives and learning tasks are lacking in the University courses, as indicated by the subject teachers' response to the open-ended question.
7. Courses at the ELTU are not intensive and do not focus on practical application of English in everyday life, as indicated by the subject teachers in the open-ended question.
8. English courses do not give enough attention to exercises dealing with advanced skills such as report writing, library skills and vocabulary in the field of study, as indicated by language teachers in the open-ended question.
9. Students are not consulted concerning materials relevant to their needs at the university, as indicated by students in response to the open-ended question.

When we turn to the question of language skills, the data from the quantifiable part of the questionnaires reveals several important issues.

- Consultation with the two major groups of informants i.e. language teachers and subject teachers, shows that the balance of language skills in the current syllabus does not fulfil the aims of the subject teachers. According to the language teachers, the syllabus should concentrate on speaking (1) reading (2) listening (3) writing (4) and translation (5). This is the order of importance

according to the language teachers (see Table 5.1 in chapter 5). The subject teachers on the other hand agree with the language teachers in part of their classification and differ with them in respect to some of the skills. They rank the skills as follows: speaking (1) writing (2) listening (3) translation (4) and reading (5). So there is a different perception of emphasis given by the language teachers and the subject teachers. The distinction is particularly clear where the language teachers put emphasis on reading as the second skill and consider writing as less important to the students. The subject teachers give prominence to writing rather than reading. This is because the students use writing skills more than reading in their assignments, projects, reports and essays. As a consequence the different perceptions held by both kinds of teachers leads to dissatisfaction among subject teachers about the emphasis given to language skills by language teachers, who are responsible for the implementation of English language courses. We think that both skills should be treated equally because they are complementary.

- There is an indication of the need for translation skills to be fitted into the syllabus. An indication of this is given by the subject teachers (translation is ranked 4th) and students (translation ranked 1st). So there is a need for a serious study to find out the real benefits that can be achieved from such a skill.
- Although the speaking skill is considered highly by both kinds of teachers, from the researcher's observation of the situation and the open-ended question, it

appears that little effort is made to help the students develop this skill at the University with, for example, language labs, personal and free consultation and individual tutorials with students to encourage them to speak in English.

Finally we turn to students.

- The students' command of English in general is below average, but they are better in oral skills than in writing, as indicated by the language and subject teachers' answer to the open-ended question.
- The students find it difficult to understand terminologies unless they are translated into Arabic. This much was clear from the students' reply to the open-ended question. Writing seems to be a problematic area, even in the ESP/EAP courses written for some faculties such as Engineering. This is strongly indicated by subject and language teachers as well as students in their answer to the open-ended question. Teachers stated that it is the skill most needed at the University because it is particularly important for the students when pursuing higher studies in the future.
- Students who do science subjects are far better than those in the arts section in terms of their studies and motivation. This is stated by the language teachers and subject teachers in response to the open-ended question.
- Female science students are more highly motivated than male students as indicated by the language teachers' answers to the open-ended question.
- As indicated by both subject and language teachers, the students' lack of mo-

tivation is related to the fact that they are not aware of the importance of English to their future career.

- Students' interest is hindered by their deficiencies in writing and speaking, as explained by subject teachers in their response to the open-ended question. The students' answers to the open-ended question reveal that their weak command of the writing skill discourages them from learning English.
- Students are keen to learn English but are not motivated by their language and subject teachers. In fact they lack the ability to express themselves in English, particularly in front of their colleagues, as indicated by them in the interview.
- Students do not have enough time to study English in the library i.e. they are burdened with a lot of work and assignments given to them by their subject teachers as additional requirements of the courses they study. Moreover students, particularly those in the science field, spend long hours in their classes. These are mentioned by the students and by subject teachers in response to the open-ended question.

6.3 Proposals for English Language Courses

6.3.1 Proposals for change in content

As a consequence of our emphasis on ESP, the investigation described in Chapters 4 and 5 was focused on the different language skills needed and used successfully by students. We shall summarize the recommendations arising from a comparison of the responses from subject teachers, language teachers and students.

6.3.1.1 Reading sub-skills

The course should build on efficient reading habits by presenting a variety of texts and strategies. The reading sub-skill items would be listed under two headings: those that are given enough emphasis in the syllabus and where no change in emphasis is needed, and those needing more emphasis. The first type is as follows:

1. "Reading to find out the writer's view on a particular issue" .
2. "Decoding and interpreting information presented in charts, diagrams in technical literature". (Language teachers are advised to consider the need more carefully although the amount of time spent seems adequate).
3. "Students consulting technical references designated by you".(i.e. by subject teachers)
4. "Reading technical passages for specific information to do an assignment".
5. "Reading for specific information in non-technical literature". (subject teachers are to be notified that the skill is given enough emphasis in the syllabus).

The following are those where more emphasis is needed in the syllabus:

1. "Reading technical passages for gist".
2. "Reading intensively for all the information in a technical text".

ESP/EAP items: Subject teachers and students are in favour of ESP/EAP items; language teachers are sometimes in favour of non-ESP/EAP items.

As indicated above the reading components of the course should consist of advanced ESP/EAP sub-skills, moderate to difficult and taken from the field of students' specialization. These components could play a successful role in teaching reading comprehension and in generating interest and motivation in vocabulary building.

6.3.1.2 Writing sub-skills

Again here the first type that need no change of emphasis in the syllabus are as follows:

1. "Stating in writing the aims of scientific experiments in his/her field of study".
2. "Drawing and labelling diagrams and making graphs from a given input in a specific field".
3. "Using correctly in writing the terminology of the subject". (Language teachers should be made more aware of the importance of the item).
4. "Stating facts, problems and experimental procedures in writing".

The following items are those which need more emphasis in the English syllabus:

1. "Writing down the interpretation of tabulations, diagrams or charts".
2. "Note-taking from written text".

ESP/EAP items: ESP/EAP items are more important for subject teachers and language teachers but students are in favour of non-ESP/EAP items.

The above recommendations yield the following concluding statement. One of the main aims of the writing components of the course is to develop a well-thought out piece of composition such as report writing and assignment to remedy the students' inability to state the aim, develop the idea and organize the information in the body of the composition. There should also be a way to develop the acquisition of terminologies of the subject studied.

6.3.1.3 Listening sub-skills

The courses should develop the following listening sub-skills in students by exposing them to a natural variety of speech and accent. The first type are those which need no changes and have enough weight in the syllabus:

1. "Understanding a lecture based on information presented in charts".
2. "Understanding a technical literature and taking notes".
3. "Listening for and understanding the key-words or main subsidiary points in a lecture or seminar".

The second type are those which need more emphasis in the syllabus:

1. "Understanding and following a question-answer interchange between the lecturer and other students".

ESP/EAP items : ESP/EAP items are preferred by the subject and language teachers but the students preferred non-ESP/EAP items.

It is clear from this part that both groups of teachers are keen to incorporate

in their syllabus items that deal with technical passages and subjects, therefore the course should give good attentions to this area in order to train students to understand and make sense of technical passages.

6.3.1.4 Speaking sub-skills

The course should aim at operating effective communication with reasonable accuracy in the following sub-skills and situations recommended as a result of the data analysis. In the speaking skill we have only one type of recommendation, i.e. the first type which states that there is no need for a change on the emphasis given to the items:

1. "Taking part in seminars and tutorials in English".
2. "Discussing in English the procedures of scientific experiments with the lecturer".
1. "Describing in English technical apparatus, e.g. laboratory apparatus".

ESP/EAP items: Subject and language teachers are in favour of ESP/EAP sub-skills but the students preferred non-ESP/EAP items.

In this section we can state that the course is giving good consideration to speaking skills that deal with seminars, tutorials and discussions.

6.3.1.5 Translation sub-skills

Translation is neglected by the current course but is rated highly by all informants particularly with respect to ESP/EAP items. The following items are those

need to be incorporated into the syllabus:

1. "Translating accurately technical passages in the major field of study from English into Arabic".
2. "Translating accurately technical terminology in the major field of study from English into Arabic".
3. "Translating accurately technical terminology in the major field of study from Arabic into English".

ESP/EAP items: The three groups of informants agreed on ESP/EAP in terms to be included.

As indicated above, translation is an important area which needs to be incorporated in the syllabus by some methods of language teaching. It seems to be particularly helpful for science students.

6.3.2 Proposals for structural change

Throughout the previous chapters a number of possible changes have been discussed in the light of the different kinds of data and analysis carried out. These recommendations are brought together here in summary form.

- A serious needs analysis study on a large scale should be conducted at the English Language Unit in cooperation with other University departments. This study should be designed and prepared by experts in the field of TEFL/TESL and by subject teachers who speak English and are willing to participate in

this study.

- In the view of this study, a serious attempt should be made to implement ESP/EAP courses for all University Faculties, given the precedence set by neighbouring countries and other countries in the world. In writing the courses the language unit, as the main supervisor for this scheme, should seek the opinions of other faculties at the University.
- Course objectives should be prepared and written beforehand by the English Language Unit with the cooperation of other faculties.
- Before implementing the new courses, they should be revised and accepted by a higher committee of specialists in the field who are also acquainted with the nature of the cultural, social, academic and future needs of the students.
- The new courses should be implemented as pilot courses for a specific period before being implemented on a large scale.
- The courses should then be divided into levels with strict assessment of the students' level and their eligibility for transference to a higher level.
- The decision to move students to higher levels should be taken by a committee after an oral interview with the students.
- The committee should take into consideration reports written by the teacher about the students' performance in classes and exams.
- ESP/EAP courses should be preceded by an advanced refresher course covering the different aspects of English language. The aim of this course would be to

prepare the students for the ESP/EAP courses, and provide a bridge from schools.

- There should be an assessment of ESP/EAP courses after a specific period of time to pinpoint the shortcomings and defects and ways of overcoming them.
- The weight of English in the courses should vary from one faculty to another according to the need and use of English both now and in the future.
- The following equation is important if an advanced level in language teaching is to be reached: Definite objectives for the teaching of English at the University with specific aims for each English course + qualified staff, particularly in EFL/ESL and ESP/EAP + proper selection of materials by people of the specialism + appropriate numbers of credit hours + advisors for a specific number of students to look after their language and social problems = highly motivated students + a successful programme.
- Advanced ESP/EAP qualifications for language teachers should be gained from a reputable university at least. Also the language teachers should have taught in an Arab country and have reasonable teaching experience. It would be preferable to have some knowledge of Arabic.
- Language teachers should have an academic record of the students' improvement during the course and students should be notified about their level of performance from time to time.
- Subject teachers should try to help students build their language skills inside

and outside the class. Any difficulties in the process of learning English can be reported to the English Language Unit in order to develop a solution for the problem.

- Subject teachers should convince students of the importance of English for their future careers. They should also motivate them to speak English in front of their colleagues.
- Subject teachers should not overload the students with additional work when there is no time left to study other University requirements such as English.
- Subject teachers who teach Science and Engineering sections should have a reasonable command of English in order to participate in the implementation of new ESP/EAP courses.
- Students should realize the importance of English language to them both now and in the future. They should take the matter seriously and spare no effort to understand and cope with English as an international language.
- Students should not hesitate to ask the subject teachers for assistance in overcoming their language problems and developing linguistic skills.
- Students should train themselves to communicate in the class in English and ask their teachers to direct them.

6.3.3 Recommendations and suggestions for further research

At the beginning of the thesis we stated the limits and scope of the work. As

a result of that and of our findings just mentioned in earlier stages of this chapter, other research and development is needed. There are some important areas that could not be covered by the thesis because of the size and time-consuming nature of the work. Thus the following recommendations and proposals for further research can be put forward:

1. In the questionnaire we came across the point mentioned by teachers and students that females are more motivated than male students. This suggests that the same methodology and needs analysis study needs to be done between males and females to see their opinions about the items and whether there is a difference in their perception of the importance of different skills. Finally we need to know females' own interests and needs, whether they are cultural, social, academic and so on.
2. There is a need for further research between different subject teachers to see whether there is a difference in the perception of the need for ESP/EAP courses. This is because our analysis was explanatory and did not sub-divide by faculty, since the ELTU teaches all students together. Further consideration should be given to faculty-based courses and the data of this study could be further analysed faculty by faculty as a first step in this direction. Thus there is a need for more detailed comparison between students of different faculties to see again what is their preference and priority regarding the language skills, and also the areas of the sub-skills that are of interest to them. Also there is a need to carry out further study regarding the preference

of ESP/EAP skills and whether one group of students is different from the other according to their faculty.

3. The data of the study can be used to assess the students' needs by language teachers who have academic experience in TEFL/TESL and those who do not. This may reveal whether experience affects the teachers' perceptions of different skills.

Finally, the researcher has noticed the similarity between the universities in the Arabian Gulf States *vis-a-vis* the problem faced by English teachers. Each university is trying to explore the situation by developing partial solutions on its own but cooperation between these universities in the field would be of great benefit to all of them.

BIBLIOGRAPHY

- Abbott, G. (1983) 'Training Teachers of EST: avoiding orthodoxy', *The ESP Journal*, vol. 2, no. 1, pp. 33-35.
- Adams-Smith, D.E. (1980) 'Co-operative Teaching: Bridging the Gap Between E and SP', *ELT Documents 106. Team Teaching in ESP*. London: British Council. pp. 76-79.
- Adkins, A. and McKean, I. (1983) *Text to Note. Study Skills for Advanced Learners*. London: Edward Arnold.
- Alatis, J. et al (1981) *The Second Language Classroom: Directions for the 1980's*. Oxford: OUP.
- Al-Hamash, K. (1973) 'Observations on the Success and Failure of the Teaching of English in Iraq' , *Journal of the Institute for the Development of English Language Teaching in Iraq*, no. 1, Baghdad Iraq, pp. 6-23.
- Al-Ibrahim, A. (1980) 'Toward A Conceptual Model for Curriculum Development: The case of Qatar'. Unpublished Ph.D Thesis, SUNY at Buffalo, New York.
- Allen, G.R. (1973) *The Graduate students' Guide to Thesis and Dissertation: A Practical Manual for Writing and Research*. London: Jossey-Bassud.
- Allen, J.P. (1986) 'Functional-Analytic Course design and the variable Focus curriculum' *ELT Document 124: The practice of communication teaching*. Oxford: Pergamon Press, pp.3-24.
- Allen, J.P. and Widdowson, H.G. (1985) 'Teaching the Communicative Use of English' in Swales, J. (ed.) *Episodes in ESP*. London: Pergamon Press. pp.

69-90.

Allen, W. and Spada, N. (1983) 'Designing a communicative syllabus in the people's Republic of China' in Jordan, R. R.(ed.) *Case Studies in ELT*. London: Collins, pp. 132-147.

Allwright, J. and Allwright, R. (1977) 'An Approach to the Teaching of Medical English' in Holden, S. (ed.) *English for Specific Purposes*, London: Modern English Publication Limited, pp. 58-62.

Allwright, R.L. (1981) 'What do we want teaching materials for?', *English Language Teaching Journal*, vol. 36, no. 1, pp. 5-18.

Al-Mutawa, N. (1986). 'English as a University Requirement at Kuwait University: Opinions of Student-Teachers in the Faculty of Education', *University of Kuwait Educational Magazine*, vol. 3, no. 11, pp. 9-35.

Al-Othman, N.M. (n.d.) *al-Sawā'id al-sumr: qīṣaṣ al-naft fī Qaṭar (Youthful Arms: The Story of Oil in Qatar)*. Doha: Doha Modern Printing Press.

Alptekin, C. and Alptekin, M. (1984) 'The question of Culture: EFL teaching in non-English-speaking Countries', *EFL Journal*, vol. 38, no. 1, pp. 14-20.

Al-Sadah, I. (1986) *al-Ta'lim al-ibtidā'ī fī Qaṭar (Elementary Education in Qatar)*. Cairo: Modern House Printing Press.

Altmann, H.B. (1980). 'Foreign Language Teaching: focus on the learner', in Altmann and James (eds), *Foreign Language Teaching: meeting individual needs*, Oxford: Pergamon Press , pp. 1-16.

Anderson, P.L. (1986) 'English for Academic Listening: Teaching the Skills Asso-

- ciated with Listening to Extended Discourse', *Foreign Language Annals*, vol. 19, no. 5, pp. 391-397.
- Anthony, E.M. (1976) 'English for Special Purposes - A Lexical Context' in Richards, J. (ed.) *Teaching English for Science and Technology*, Singapore, Singapore University Press, pp. 79-93.
- Arab League Educational, Cultural and Scientific Organisation (ALECSO) (1981) 'Second Report on English Language Development Project in Qatar', a report submitted to the Ministry of Education, Qatar, pp.1- 12
- (1982), 'Final Report on English Language Development Project in Qatar', a report submitted to the Ministry of Education, Qatar, pp.1-25
- Aslanian, Y. (1985). 'Investigating the reading problems of ESL Students: An alternative', *English Language Teaching Journal*, vol. 39, no. 1, pp. 20-26.
- Baghdadi, M. (1980) 'Why a Communicative Approach?' A paper read at the ELT Inspectors' Workshop, Ministry of Education, Kuwait. pp. 2-12.
- (1986) 'General Framework for ELTU objectives', A report presented to the English Language Teaching Unit, University of Qatar, pp.1-20
- (1986) 'A proposal for ELTU syllabuses'. A report presented to the Faculty of Humanities and Social Sciences, University of Qatar, 1-30.
- Barnes, B.R. (1982) 'A Quantitative investigation into the English and Study Skill Requirements of Undergraduate Students in the Faculty of Science, Kuwait University'. Kuwait.
- Bates, M. (1978) 'Writing 'Nucleus' ' in Mackay and Mountford (eds) (1978)

- English for Specific Purposes*. London: Longman, pp. 78-96.
- Beretta, A. and Davies, A. (1985) 'Evaluation of the Bangalore Project', *English Language Teaching Journal*, vol. 39, no. 2, pp. 121-127.
- Bloor, M. (1984) 'Identifying the components of a language syllabus: a problem for designers of courses in ESP or Communication studies', *ELT Documents 117: Common Grounds: Shared interests in ESP and Communication Studies*. Oxford: Pergamon Press. pp. 15-27.
- Boyle, J. (1980) 'The Strategies for improving lexical proficiency in ESP', *Journal of Applied Linguistics*, vol. 6, no. 1, pp. 86-93.
- Breen, M. and Candlin, C. (1980) 'The Essentials of a Communicative Curriculum in Language Teaching', *Applied Linguistics*, vol. 1, no. 2, pp. 89-112.
- Brew, A. (1979) 'Responses of Overseas Students to Differing Teaching Styles'. SELMOUS Spring Seminar, University of Newcastle upon Tyne, pp. 1-13.
- Brindley, G. (1989) 'The Role of Needs Analysis in Adult ESL program design'. in Johnson, K. (ed.) *Second Language Curriculum*. Cambridge: CUP pp.63-79.
- British Council (1978) 'Crescent Course Evaluation': A report submitted to the Ministry of Education, Doha, Qatar, pp.1-4.
- (1980) 'Team Teaching in ESP.' E.L.T. Documents: 106. London: The British Council.
- (1981) 'The ESP Teacher: Role, Development and Prospects.' E.L.T. Documents: 112. London: The British Council.
- (1982) 'Crescent Course Evaluation': A report submitted to the Ministry

- of Education, doha, Qatar, pp.1-30
- (1982) 'Testing the Crescent Course': A report submitted to the Ministry of Education, Doha, Qatar, pp.1-15.
- (1983) 'Language Teaching Projects for the Third World', *ELT Document*: 116. London: Pergamon Press.
- (1984) 'Possible ways of improving the Eenglish language Proficiency of Qatari students': A report submitted to the Mministry of Education, Doha, Qatar, pp.1-2.
- (1986) 'ESP for the University'. *ELT Documents*: 116. London: Pergamon Press.
- Broughton, G. et al (eds.) (1980) *Teaching English as a Foreign Language*. London: Routledge and Kegan Paul.
- Brown, P.J. and Hirst, S.B. (1983) 'Writing Reading courses: the Interrelationship of Theory and Practice'. *ELT Document:116: Language Teaching Projects for The Third World*. Oxford: Pergamon Press, pp.135-151
- Brumfit, C.J. (1978) 'The Teaching of Advanced reading skills in foreign languages, with particular reference to English as a foreign language' in Kinsella, V. (ed.) *Language Teaching and Linguistics: Surveys*. Cambridge: CUP, pp. 173-185.
- (1979a) 'Integrating Theory and Practice' in Holden, S. (ed.) *Teacher Training*, London, Modern English Publications. pp. 1-8.
- (1979b) 'Commonsense about ESP' in Holden, S. (eds.) *English for Specific*

Purposes, London: Modern English Publications.

——— (1980). *Problems and Principles in English Teaching*. Oxford: Pergamon Press.

pp. 71-73.

——— (1984a) *Communicative Methodology in Language Teaching*. Cambridge: CUP.

——— (1984b) 'Function and structure of a state school syllabus for learners of second or foreign languages with heterogeneous needs'. *ELT Document 118: General English Syllabus Design*. Oxford: Pergamon Press. pp.75-81. Council.

——— (1984c) *Common Ground Shared Interests in ESP and Communication studies*. Oxford: Pergamon Press.

——— (1986) 'Introduction: Communicative Methodology'. *ELT Documents 124: The Practice of Communicative Teaching*. Oxford: Pergamon Press, pp. vii-3.

Brumfit, C.J. and Johnson, K. (eds.) (1979) *The Communicative Approach to Language Teaching*. London: OUP.

Brumfit, C.J. and Morrow, K. (1981) 'Teaching the general student' in Johnson, K. and Morrow, K. (eds.) *Communication in the Classroom*. London: Longman, pp. 46-59.

Bu-Gahhoos, K.A.A. (1989) 'The Biology curriculum in Bahrain secondary schools: An Evaluation of the third Grade'. Unpublished thesis (1989) University of

Leeds, Great Britain.

- Burstall, C. (1979) 'Factors affecting foreign-language learning: a consideration of some recent research finding' in Kinsella, V. (ed.) *Language Teaching and Linguistics: Surveys*. Cambridge: CUP, pp. 1-22.
- Butler, C. (1985) *Statistics in Linguistics*. Oxford: Billings.
- Butterfield, N. , et al (1985) *Crescent English Course: Teachers' Book 8*. Oxford: OUP.
- Canale, M. and Swain, M. (1980) 'Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing', *Applied Linguistics*, vol. 1, no. 1 , pp. 1-47.
- Candlin, C. (ed.) (1981) *The Communicative Teaching of English: Principles and an Exercise Typology*. London: Longman, 1981.
- Candlin, C.M., et al, (1978) 'Study Skills in English: theoretical issues and practical problems' in Mackay and Mountford (eds), *English for Specific Purposes*. London: Longman, pp.190-220.
- Candlin, C. et al (1978). 'Study Skills in English: Theoretical Issues and Practical Problems' in Mackay, R. and Mountford, A. (eds.) *English for Specific Purposes*, London: Longman. pp. 190-219.
- Central Statistical Organisation (1987). *Annual Statistical Abstract*. Doha: Doha Modern Printing Press.
- Chambers, F. and McDonough, J. (1981) 'How Many People? Opposing Views of the Function and Preparation of the ESP Teacher' *ELT Documents 112*:

- The ESP Teacher: Role, Development and Prospects*. London: The British Council, pp. 71-79.
- Chirnside, A. (1986) 'Talking for specific Purposes'. *ELT Documents 123: ESP For the University*. Oxford: Pergamon Press, pp.141-148.
- Clark, J. (1987) *Curriculum Renewal in School Foreign Language Learning*. Oxford: OUP.
- Cohen, A. (1984) 'Studying Second Language Learning Strategies: How Do We Get the Information?', *Applied Linguistics*, vol. 5, no. 2, pp. 101-111.
- Cohen, A. *et al* (1979) 'Reading English for Specialized Purposes: discourse Analysis and the Use of Student Informants', *TESOL Quarterly*, vol. 13, no. 4, pp. 551-562.
- Cook, G. (1989) *Discourse*. Oxford:OUP.
- Cook, V.J. (1983) 'What should language teaching be about?', *English Language Teaching Journal*, vol. 37, no. 3, pp. 229-234.
- Corbluth, J.D. (1975) 'English? - or Special English?', *English Language Teaching Journal* vol. 29, no. 4, pp. 277-286.
- Corder, S.P. (1978) 'Language-Learner's Language' in Richard (ed.). (1978) *Understanding Second and Foreign Language Learning: Issues and Approaches*. Rowley, Massachusetts: Newbury House Publishers Inc.
- Cortese, G. (1979) 'English for Academic Purposes: A Reading Course for Students of Political Sciences' in *Rassegna Italiana Di Linguistica Applicata*, vol. 2, pp. 125-149.

- Coupland, J. (1984) 'Writing Texts: Cohesion in Scientific and Technical Writing'. *ELT Documents 117: Common Ground: Shared Interests in ESP and Communication Studies*. Oxford: Pergamon Press, pp.55-62.
- Coupland, N. (1984) 'Aims and Attitudes in Teaching communication studies and English for specific purposes; the challenge of sociolinguistics', *ELT Documents 117: Common Ground: Shared Interests in ESP and Communication Studies*. Oxford: Pergamon Press, pp.9-14.
- Cowie, A.P. and Heaton, J.B. (ed.) (1977) *English for Academic Purposes*. London: BAAL/SELMOUS Publications.
- Crocker, T. (1981) 'Scenes of 'Endless Science': ESP and Education', *ELT Documents 112: The ESP Teacher: Role, Development and Prospects*. London: The British Council, pp.7-15.
- Crombie, W. (1985) *Discourse and language learning: A Relational Approach to syllabus Design*. Oxford: OUP.
- Cunning^{Worth}, W.A. (1988) *Evaluating and selecting EFL Teaching Materials*. London: Heine mann.
- Crystal, D. (1980). *A First Dictionary of Linguistics and Phonetics*. Cambridge: CUP.
- Currie, W. (1973). *New Directions in Teaching English Language*. London: Longman.
- Dalen, D.B.V. (1979) *Understanding Educational Research*. New York: McGraw-Hill Book Company.

- De Suarez, J.S. (1983) 'A communicative approach to Translation in ESP with specific relevance to reading for academic purposes in science studies'. Unpublished M.Ed, Dissertation, University of Exeter.
- Dickinson, L. (1989) *Self-Instruction in Language Learning*. Cambridge: CUP.
- Dickinson, L. and Carver, D. (1981) 'Learning how to Learn: Steps towards Self-Direction in Foreign Language Learning in Schools', *English Language Teaching Journal*, vol. 35, pp. 1-7.
- Dirven, R. (1981) 'Is it really so hard to get Young Children Interacting in a foreign Language?', *English Language Teaching Journal*, vol. 35, pp. 287-293.
- Dorrity, T. (1983) 'Using logical problems in ESP', *English Language Teaching Journal*, vol. 37, no. 2, pp. 145-149.
- Doushaq, M.H. (1986) 'An Investigation into Stylistic Errors of Arab Students Learning English for Academic Purposes', *English for Specific Purposes*, vol. 5, no. 1, pp. 27-40.
- Dubin, F. and Olshtain, E. (1980) 'The Interface of Writing and Reading', *TESOL Quarterly*, vol. 15, no. 3, pp. 353-363.
- (1986) *Course Design: Developing Programs and Materials for Language Learning*. Cambridge: CUP.
- Dubois, B.L. (1986) 'Needed: EST Public Communication for Non-Native Speakers of English', *English for Specific Purposes*, vol. 5, no. 1, pp. 73-81.
- Dudley-Evans, A (1977) 'Planning a course for Science and Engineering Students'in Holden, S. (ed.) *English for Specific Purposes*. London: Modern

- English Publications Limited. pp. 38-39.
- Early, P.B. (1981) 'The ESP Teachers' Role: Implications for the 'Knower' - Client Relationship'. *ELT Documents 112: The ESP Teacher Role, Development and Prospects*. London: The British Council, pp.42-52.
- Edge, J. (1983) 'Reading to take notes and to summarise: a Classroom Procedure', *Reading in a Foreign Language*, , vol. 1, no. 2, pp. 93-98.
- Edmundson, W. (1974) 'An Approach to the Short Language - Teaching Course', *English Language Teaching Journal*, vol. 28, no. 2, pp. 112-117.
- El-Fadil, H. N. (1985) 'Defining learning objectives for ELT', *English Language Teaching Journal*, vol. 39, no. 2, pp. 96-100.
- El-Shimy, M.A.M. (1982) 'A Model English for specific purposes course for Arab students in Teacher Training Colleges: A case study of Kuwait Learners'. Unpublished Ph.D Thesis, Wales, Cardiff.
- Ellis, R. (1982) 'Informal and formal approaches to communicative language teaching', *English Language Teaching Journal*, vol. 36, no. 2, pp. 73-81.
- (1984) *Classroom second Language Development*. Oxford: Pergamon Press.
- (1985) *Understanding Second Language Acquisition*. Oxford: OUP.
- Elmallakh, R. (1985) *Qatar: Energy and Development*. London: Croom Helm.
- Estaire, S. (1982) 'A Modular communicative Syllabus (2): the Project', *English Language Teaching Journal*, vol. 36, no. 2. pp. 89-97.
- Evans, A.D. and Swales, J. (1980) 'Study modes and Students from the Middle East'. *ELT Documents 109: Study Modes and Academic Development of*

- Overseas Students*. London: The British Council. pp. 91-104.
- Evans, A.D. and Bate, M. (1987) 'The Evaluation of ESP Text Books'. *ELT Documents 126: ELT Textbooks and Materials: Problems in Evaluation and Development*. Oxford: Modern English Publications. pp. 99-109.
- Evans, T.D. (1979) 'Planning a course for Science and Engineering Students' in Holden, S. (ed.) *English for specific purposes*. London: Modern English Publication, pp.41-42.
- Ewer, J.R. (1976) 'Teaching English for Science and Technology: The Specialised Training of Teachers and Programme Organisers' in Richards, J. (ed.) *Teaching English For Science and Technology*. Singapore: Singapore University Press. pp. 247-57.
- (1983) 'Teacher Training for E.S.T.: Problems and Methods', *The E.S.P. Journal*, vol. 2, no. 1, pp. 9-31.
- Ewer, J.R. and Latorre, G. (1967) 'Preparing an English course for students of science', *English Language Teaching Journal*, vol.21, no. 3, pp. 221-29.
- Ewer, J.R. and Hughes-Davies, E. (1985) 'Further Notes on Developing an English programme for Students of Science and Technology' in Swales, J. (ed.) *Episodes in ESP*. Oxford: Pergamon Press. pp. 45-57.
- Fanning, P. (1988) 'Skills-based Syllabus: Some Issues', *English for Specific Purposes*, vol. 7, pp. 103-112.
- Finocchiaro, M. and Brumfit, C. (1983) *The Functional Notional Approach from Theory to Practice*. Oxford: OUP.

- Fitch, R.K. (1980) 'Experiences of a Postgraduate Physics Course Tutor with Overseas Students'. *ELT Documents 109: Study Modes and Academic Development of Overseas Students*. London: The British Council. pp. 44-49.
- Flick, W.C. and Anderson, J.I. (1980) 'Rhetorical Difficulty in Scientific English: A Study in Reading Comprehension', *TESOL Quarterly*, vol. 14, no. 3, pp. 345-351.
- Flowerdew, J. (1986) 'Cognitive Style and Specific-Purpose Course Design', *English for Specific Purposes*, vol. 5, no. 2, pp. 121-129.
- Fortune, A. (1979) 'Making Courses in Science and Technology more Relevant to the Needs of the Student' in Holden, Susan (ed) (1979). *English for Specific Purposes*, London: Modern English Publication. pp. 44-46.
- Foster, P. (1980) 'The Tunisian Textbook Project 1969-1977: Problems affecting Materials Production'. *ELT Documents Special*. London: The British Council. pp. 198-207.
- Fowler, F.J. (1984) 'Survey Research Methods', *Applied Social Research Methods Series*, vol. 1. London: Sage Publications.
- Frankel, M.A. (1983) 'Designing a pre-EAP reading course: Practical Problems' in Jordan, R. (ed.) *Case studies in ELT*. London: Collins. pp. 119-132.
- Fried-Booth, D. (1982) 'Project work with advanced classes', *English Language Teaching Journal*, vol. 36, no. 2, pp. 98-103.
- Frydenberg, G. (1982) 'Designing an ESP reading skill course', *English Language Teaching Journal*, vol. 36, no. 3, pp. 156-163.

- Gardner, R.C. and Lambert, W.E. (1972) *Attitudes and Motivation in Second-Language Learning*. Rowley, Massachusetts: Newbury House.
- Gay, L.R. (1976) *Educational Research*. Ohio: Bell and Howell.
- Geddes, M. (1977). 'Reference Skills' in Holden, Susan (ed) *English for Specific Purposes*. Modern English Publications, pp. 20-23.
- (1981) 'Listening' in Johnson and Morrow (eds.) *Communication in the Classroom*. London: Longman. pp. 78-81.
- Gee, S., Huxley, M. and Johnson, D. (1984) 'Teaching Communication Skills and English for Academic Purposes: a Case of a Problem Shared'. *ELT Document 117: Common Ground: Shared Interests in ESP and Communication Studies*. Oxford: Pergamon Press, pp.115-126.
- Glass, G.V. and Hopkins, K.D. (1970) *Statistical Methods in Education and Psychology*. New Jersey: Prentice-Hall.
- Graham, J.G. and Beardsley, R.S. (1986) 'English for Specific Purposes: Content Language and Communication in a Pharmacy Course Model', *TESOL Quarterly*, vol. 20, no. 2, pp. 227-239.
- Grellet, F. (1981) *Developing Reading Skills, A Practical Guide to Reading Comprehension Exercises*. Cambridge: CUP.
- Groebel, L. (1981) 'A Comparison of Students' Reading Comprehension in the Target Language', *English Language Teaching Journal*, vol. 35, pp. 54-59.
- Gulf Arab States Educational Research Centre (1983). *Final Report of the scientific Seminar on the Development of ELT Approaches in public Schools in*

the Arab Gulf States. Manama, Bahrain.

Hall, D., et al (1986) 'Patterns of Thought in Scientific Writing: A Course in Information Structuring for Engineering Students', *English for Specific Purposes*, vol. 5, no. 1, pp. 147-160.

Halliday, M.A. and Hasan, R. (1976) *Cohesion in English*. London: Longman.

——— (1989) *Language, Context and Text: Aspects of Language in a social-semiotic Perspective*. Oxford: OUP.

Harmer, J. (1982) 'What is communicative?', *English Language Teaching Journal*, vol. 36, no. 3, pp. 164-168.

Harrison, B. (1973) *English as a second and Foreign Language*. London: Edward Arnold Publishers.

Hatch, E. and Farhady, H. (1982) *Research Design and Statistics for Applied Linguistics*. Rowley, Massachusetts: Newbury House.

Hawkes, N. (1983) 'Some aspects of Communicative Course Design' in Johnson, K. and Porter, D. (eds.) *Perspectives in Communicative Language Teaching*. London: Academic Press, pp.89-102.

Hawkey, R. (1980) 'Syllabus Design for Specific Purposes'. *ELT Documents Special: Projects in Material Design*. London: The British Council, pp.82-133.

Heaton, J.B. (1981) 'Communication in the Classroom: Preparing a Functional Language Course for Teachers', *English Language Teaching Journal*, vol. 35, pp. 22-27.

Henderson, W. and Skehan, P. (1980) 'The Team Teaching of Introductory Eco-

- nomics to Overseas Students'. *ELT Documents 106: Team Teaching in ESP*. London: The British Council. pp. 34-46.
- Herbert, A.J. (1985) 'The Structure of Technical English' in Swales, J. (ed.) *Episodes in ESP*. Oxford: Pergamon Press, pp.17-27.
- Higgins, J. (1966) 'Notes on Teaching English to Science Students', *ELT*, vol. 21, no. 1, pp. 55-60.
- Hill, D. (1986) 'Writing Practice: From Sentence to Essay Level'. *ELT Documents 123: ESP for the University*. London: Pergamon Press, pp.149-156.
- Hill, J.K. (1981) 'Effective Reading in a Foreign Language: An Experimental Reading Course in English for Overseas Students', *English Language Teaching Journal*, vol. 35, no. 3, pp. 270-81.
- Hill, S. et al (1982) 'Teaching ESL Students to Read and Write Experimental Research Papers', *TESOL Quarterly*, vol.16, no.3.
- Hoel, P.G. (1976) *Elementary Statistics*. New York: John Wiley and Sons.
- Holden, S. (ed.) (1977) 'English for Specific Purposes', London: Modern English Publications.
- (ed.) (1979) 'Teacher Training', London: Modern English Publications.
- Horowitz, D. (1986) 'Essay Examination Prompts and the Teaching of Academic Writing', *English for Specific Purposes*, vol. 5, no. 2, pp. 107-120.
- (1986) 'What Professors Actually Require: Academic Tasks for the ESL Classroom', *TESOL Quarterly*, vol. 20, no. 3, pp. 445-462.
- Howatt, A.P. (1984) *A History of Language Teaching*. Oxford: OUP.

- Huerta, T., Ibanez, I. and Kaulen, A. (1986) 'Balancing Institutional and Motivational factors in ESP Syllabus Design', *English for Specific Purposes*, vol. 5, no. 2, pp. 189-195.
- Hughes, A. (1983) 'Second Language Learning and Communicative Language Teaching' in Johnson, K. and Porter, D. (eds.) *Perspectives in Communicative Language Teaching*. London: Academic Press. p. 1-21.
- Hutchinson, T. and Waters, A. (1980) 'ESP at the Crossroads' in Swales, J. (ed.) *Episodes in ESP*. Oxford: Pergamon Press. pp. 174-187.
- (1980) 'Communication in the Technical Classroom: 'You just shove this little chappie in here like that' '. *ELT Document: Special Projects in Materials Design*. London: The British Council, pp.7-63.
- (1981) 'Performance and competence in English for Specific Purposes', *Applied Linguistics*, vol. 11, no.1.
- (1982) 'Creativity in ESP Materials or "Hello" I'M A Blood Cell'. In Waters, A. (ed.) *Issues in ESP*. Oxford: Pergamon Press, pp.99-121.
- (1987) *English for Specific Purposes*. Cambridge: CUP.
- Hymes, D. (1972) 'On Communicative Competence' in Pride, J. and Holmes, J. (eds) *Sociolinguistics: Selected Readings*. London: Penguin. pp. 269-93.
- Jacobson, W.H. (1986) 'An Assessment of the Communication Needs of Non-Native Speakers of English in an Undergraduate Physics Lab', *English for Specific Purposes*, vol. 5, no. 2, pp. 173-188.
- James, C.V. (1974) 'Estimating Adult Needs'. *Teaching Languages to Adults for*

Special Purposes, CILT Reports and Papers 11, No.5. London: Centre for Information on Language Teaching Research. pp. 76-90.

James, K. (1983) 'The Teaching of Spoken English to Overseas Students in a British University' in Jordan, R. R. (ed.) *Case studies in ELT*. London: Collins. pp. 56-68.

——— (1984) 'The Writing of Theses by Speakers of English as a Foreign Language: The Results of a Case Study'. *ELT documents 117: Common Ground: Shared Interests in ESP and Communication Studies*. Oxford: Pergamon Press, pp.99-114.

——— (1988) 'EAP → ESP → Self-Sustaining Growth', *ELT Documents 129: Academic Writing*. Hong Kong: Modern English Publications, pp.75-84.

James, K. and Mullen, L. (1973) 'English as She is Heard': Aural difficulties experienced by Foreign Learners', *English Language Teaching Journal*, vol. 28, no. 1, pp. 15-22.

Johns, A.M. (1986) 'Coherence and Academic Writing: Some Definitions and Suggestions for Teaching', *TESOL Quarterly*, vol. 20, no. 2, pp. 247-265.

Johnson, K. (1977a) 'Why are Foreign Students incoherent?' in Holden, S. (ed.) *English for Specific Purposes*. London: Modern English Language Publications. pp.58-62.

——— (1977b) 'Teaching Virtuous Writing' in Holden, S. (ed.) *English for specific purposes*, London: English Language Publications, pp. 17-20.

——— (1982) *Communicative Syllabus Design and Methodology*. Pergamon Institute of English, Great Britain, Wheaton & Co. Ltd., Exeter.

- (1983) 'Syllabus design: possible future trends' in Johnson, K. and Porter, D. (eds.) *Perspectives in Communicative Language Teaching*. London: Academic Press. pp. 47-69
- Johnson, K. and Morrow, K. (1977) 'Meeting Some Social Language Needs of Overseas Students' in Cowie, A. and Heaton, J. (eds.) *English for Academic Purposes*. London: BAAL/SELMOUS Publications. pp.53-63.
- (eds.) (1981) *Communication in the Classroom*. London: Longman.
- Johnson, K. and Porter, D. (1983) (eds.) *Perspectives in Communicative Language Teaching*. London: Academic Press.
- Johnston, S.A. (1985) 'An Approach to the Teaching of Academic Writing', *English Language Teaching Journal*, vol. 39, no. 4, pp. 248-252.
- Jones, K. and Roe, P. (1976) 'Problems in Designing Programmes in English for Science and Technology (EST) Overseas' in Richards, J. (ed.) *Teaching English for Science and Technology*. Singapore: Singapore University Press. pp. 18-36.
- Jordan, R. (1977) 'Study Skills and pre-sessional Courses' in Holden, Susan (ed.). *English for Specific Purposes*. London: English Language Publications, pp. 24-26.
- (1977) 'Identification of Problems and Needs: A Student Profile' in Cowie, A. and Heaton, J. (eds.). *English for Academic Purposes*. London: BAAL/SELMOUS Publications. pp.12-20.
- (1979) 'Study Skills and Pre-sessional Courses' in Holden, S. (eds.) *English for Specific Purposes*, London: English Language Publications, pp. 24-25.

- Joycey, E.D. (1984) 'Analysing the Reading Process', *English Teaching Forum*, New York. pp. 25-31.
- Jupp, T.C. (1977) 'Developing Skills and Resources for Teachers in an ESP Situation'. British Council, English for Specific Purposes, An International Seminar 17-22 April 1977, Columbia, pp.71-86.
- Kachru, B.B. (1986) 'ESP and Non-Native varieties of English: Toward a shift in Paradigm', *Studies in the Linguistics Sciences*, vol. 16, no. 1, pp. 13-30.
- Kelliny, W. (1981) 'A Model English for Special Purposes Course for Egyptian 2 University Students of Science and Technology'. Unpublished Ph.D thesis. Cardiff, Wales.
- Kelly, R. (1981) 'Aspects of Communicative Performance', *Applied Linguistics*, vol. 2, no. 2, pp. 169-79.
- Kennedy, C. (1979) 'The Training of Teachers of ESP' in Holden, S. (ed.) *Teacher Training*. London: Modern English Publications Limited. pp. 41-46.
- (1980) 'Fundamental Problems in ESP'. *ELT Documents 106*. *Team Teaching in ESP*. London: The British Council. pp.118-124.
- (1983) 'How Specific is ESP Teacher Training?', *The ESP Journal*, vol. 2, no. 1, pp. 51-2.
- Kennedy, C. and R. Bolitho (1984) *English for Specific Purposes*. London: Macmillan.
- Kerr, L. (1977) 'English for Special Purposes' in Holden, S. (ed.) *English for Specific Purposes*, London: Modern English Publications, pp. 11-13.

- Kerr, V. and McDonough, J. (1979) 'Phasing an ESP Programme into an EFL Course', *English Language Teaching Journal*, no. 39.
- Kharma, N. (1967) 'The Teaching of English in Kuwait', *English Language Teaching Journal*, vol. 21, no. 3, pp. 253-260.
- (1980) 'An Attempt to Individualise the Reading Skill at Kuwait University', *English Language Teaching Journal*, vol. 34, pp. 398-404.
- King Abdulaziz University, (n.d.) 'A Report about the Language Centre Development'. Language Centre, Jeddah, Saudi Arabia.
- King, J. (1983) 'Reading in English: Some Early Problems faced by Arabic Speakers'. ELC Occasional Papers No.1, King Abdulaziz University, Saudi Arabia, pp.47-50.
- King, P.B. (1973) 'Translation in the English Language Course', *English Language Teaching Journal*, vol. 28, no. 1.
- (1978) 'The CSE Programme for Medical Students at KAAU and the Science or Language Dilema'. *ELT documents 101: English for Specific Purposes*. London: The British Council, pp.60-64.
- Kirwan, D. and Swales, A. (1981) 'Groupwork: An Attempt to Change Teachers' Attitudes'. *ELT Documents 110: Focus on Teacher*. London: The British Council, pp.46-71.
- Krashen, S. (1981) *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press.
- Kress, G. (1989) *Linguistic Processes in Sociocultural Practice*. Oxford: OUP.

- Lapp, D. et al (1982) 'Classroom Practice can make use of What Researches Learn', *The Reading Teacher*, vol. 35, pp. 772-777.
- Laufer, B. and Sim, D.D. (1985) 'Measuring and Explaining the Reading Threshold Needed for English for Academic Purposes Texts', *Foreign Language Annals*, vol. 18, no. 5, pp. 405-411
- Lee, K. (1976) 'Trends in the Linguistic Study of English for Science and Technology' in Richards, J. (ed.) *Teaching English for Science and Technology*, pp. 3-16.
- Lewis, O.G. (1973) *Statistical methods in Education*. London: Open University Press.
- Lindstromberg, S. (1985) 'Schemata for ordering the teaching and learning of vocabulary', *English Language Teaching Journal*, vol. 39, no. 4, pp. 235-243
- Littlewood, W. (1981) *Communicative Language Teaching: an Introduction*. Cambridge: CUP.
- Long, M. and Richards, J. (1987) *Methodology in Tesol: A book of Readings*. Newbury House Publishers.
- Mackay, R. (1978) 'Identifying the Nature of the Learner's Needs' in Mackay, R. and Mountford, A. (eds.) *English for Specific Purposes*. London: Longman.
- Mackay, R. and Mountford, A. (eds.) (1978) *English for Specific Purposes*. London: Longman.
- (1978) 'A Programme in English for Overseas Post Graduate Soil Scientists at the University of Newcastle' in Mackay, R. and Mountford, A. (eds.) (1978)

- English for Specific Purposes*, pp. 127-60.
- Mackay, R. et al (1979) *Reading in a Second Language: Hypotheses, Organization, and Practice*. Rowley, Massachusetts: Newbury House.
- Mackay, R. and Palmer, J.D. (eds.) (1981) *Language for Special Purposes: Program Design and Evaluation*. Rowley, Massachusetts: Newbury House.
- Maclean, J. (1975) *English in Basic Medical Science, English in Focus*. London: OUP.
- Macmillan. J. (1971) 'Teaching English to Scientists of Other Languages'. C.I.L.T. Reports and Papers, no.7, pp. 19-30.
- Madsen, H.S. (1983) *Techniques in testing*. Oxford: OUP.
- Malamah-Thomas, A. (1987) *Classroom Interaction*. Oxford: OUP.
- Maley, A. (1986) 'A Rose is a rose or is it? Can communicative competence be taught?'. *ELT Documents 124: The Practice of Communicative Teaching*. Oxford: Pergamon Press, pp.87-98.
- Mariani, L. (1979) 'Some Guidelines for Teacher Training Programmes' in Holden, S. (ed.) *Teacher Training*, London: Modern English Publications, pp. 73-78.
- Mark and Ellis, P. (1987) 'Learning by Design: some criteria for ELF course books'. *ELT Documents:126*. London: Modern English Publications in association with the British Council. pp.90-98.
- Markee, N. (1984) 'The Methodological Component in ESP Operations', *The ESP Journal*, vol. 3, no. 1, pp. 3-24.
- (1986) 'The Relevance of Sociopolitical factors to Communicative Course

- Design', *English for Specific Purposes*, vol. 5, no. 1, pp. 3-16.
- (1986) 'Toward an Appropriate Technology Model of Communicative Course Design: Issues and Definitions', *English for Specific Purposes*, vol. 5, no. 2, pp. 161-172.
- Marton, W. (1988) *Methods in English Language Teaching: Frameworks and options*. New Jersey: Prentice Hall International.
- Masters, P. (1987) 'The Methodology of teaching English for specific purposes'. A paper read at ESP conference, US Embassy, Dahrán, Saudi Arabia. pp. 1-12.
- Maurice, K. (1987) 'The Communicative Approach and EST: Methodological Problems and Potential', *English Teaching Forum*, Washington, pp.7-12.
- McAlpin, J. (1986) 'English course for First year Medical students'. *ELT Document 123: ESP for the University*. Oxford: Pergamon Press, pp.67-94.
- McCarthy, M.J. (1984) 'A New Look at Vocabulary in EFL', *Applied Linguistics*, vol. 5, no. 1, pp. 12-37.
- McDonough, J. (1984) *ESP in Perspective: a Practical Guide*. London: Collins ELT.
- (1986) 'English for Academic Purposes: A Research Base?', *English for Specific Purposes*, vol. 5, no. 1, pp. 17-26.
- McDonough, S. (1985) 'Academic writing practice', *English Languages Teaching Journal*, vol. 39, no. 4, pp. 244-247.
- McLaughlin, B. (1987) *Theories of Second-Language*. London: British Library

Cataloguing Publication Data.

- Mendelsohn, D. and Klein, M. (1974) 'An Experiment in the Teaching of Listening Comprehension to Advanced Students', *English Language Teaching Journal*, vol. 28, no. 4, pp. 343-349.
- Ministry of Education. (1984) 'Teaching English in Qatari schools', *Education Magazine* Doha, Qatar.
- (1985) 'The position and direction of Education in the State of Qatar'. Doha: Modern Printing Company, 1985.
- (1985) 'Reports on objectives'. Doha,
- (1987) 'Annual Report for the academic year 1986/87'. Doha: Modern Printing Company.
- (1989) 'Report about Teaching English Language in the State of Qatar from 1975-1988'. Doha, Qatar.
- Ministry of Information. (1983) *Qatar Year Book 1982-83*. Doha: Press and Publication Department.
- Minium, E.W. (1970) *Statistical Reasoning in psychology and Education*. New York: John Wiley and Sons Inc.
- Mitchell, R. and Johnson, R. (1986) 'The Routinization of communicative Methodology'. *ELT Documents 124: The Practice of Communicative Teaching*. Oxford: Pergamon Press, pp.123-144.
- Moore, J.D. (1977) 'Materials Development: A Case Study'. English for Specific Purposes, An International Seminar, 17-22 April 1977, Bogota, Colombia,

- published by the British Council, Colombia, pp.41-51.
- Morrison, A. and McIntyre, D. (1973) *Teachers and Training*. London: Penguin.
- Morrow, K. (1977) 'Authentic Tests and E.S.P.' in Holden, S. (ed), *English for Specific Purposes*, London: Modern English Publications. pp.13-25.
- (1981) 'Principles of Communicative Methodology' in Keith, J. and Keith, M. *Communication in the classroom*. London: Longman. pp. 59-70.
- Mountford, A. (1975) Discourse Analysis and The Simplification of Reading Materials for English for Special Purposes'. Unpublished M.A. dissertation, University of Edinburgh.
- (1976) 'The Notion of Simplification and Its Relevance to Materials Preparation for English for Science and Technology' in Richards (ed.) *Teaching English for Science and Technology*, Singapore: Singapore University Press, pp.143-162.
- Munby, J. (1978) *Communicative Syllabus Design*. Cambridge: CUP.
- Mustapha, H., et al (1986) 'Course for First year students of the college of Earth sciences'. *ELT Document 123: ESP for the University*. Oxford: Pergamon Press, pp.95-104.
- Naerssen, M.V. (1984) 'Science Conference Poster Presentations in an ESP Program', *The ESP Journal*, vol. 3, no. 1, pp. 47-52.
- Nagi, K. (1980) 'Development of school curricula in Qatar (from the start of formal education up to now)'. Doha: Ministry of Education.
- (1983) 'Development of Education in Qatar during the past 25 years'.

- Doha: Ministry of Education.
- Nesi, H. and Skelton, J. (1987) 'The Structure of Oral Presentations', *ESPMENA Bulletin*, no. 24, pp. 6-13.
- Newmark, P. (1981) *Approaches to Translation*. Oxford: Pergamon Press.
- Norusis, M.J. (1983) *Introductory Statistics Guide SPSS*. Chicago: SPSS Inc.
- Nunan, D. (1988) *Syllabus design*. Oxford: OUP.
- Nuttall, C. (1982) *Teaching Reading Skills in a Foreign Language, Practical Language Teaching (PLT)*. London: Heinemann Education Books.
- O'Keeffe, L. (1979) 'Unique and Recurrent Elements in syllabuses of ESP'. *ELT Documents 116: Language Teaching Projects for the Third World*. Oxford: Pergamon Press, pp.151-160.
- O'Neil, R. (1982) 'Why use textbook?', *English Language Teaching Journal*, vol. 36, no. 2, pp. 104-111.
- O'Neil, T. and Snow, P. (1977) *Crescent English Course, Teacher's Book 1*. Oxford: OUP.
- Otto, S.A. (1979) 'Listening for Note-taking in EST', *TESOL Quarterly*, vol. 13, no. 3.
- Ovaiza, S. (1985) 'Listening comprehension-a lecture-based approach', *English Language Teaching Journal*, vol. 39, no. 3, pp. 187-192.
- Parsons, C.J. (1973) *Theses and Project Work. A Guide to Research and Writing*. London: Allen and Unwin.

- Pattison, P. (1987) *Developing Communication Skills: a practical handbook for language teachers, with examples in English, French and German*. Cambridge: CUP.
- Payne, C. (1986) 'The Design of the Foundation course'. *ELT Documents 123: ESP for the University*. Oxford: Pergamon Press, pp.105-120.
- Payne, M.H. (1986) 'Task and Teaching: and ELC lesson'. *ELT Documents 123: ESP for the University*. Oxford: Pergamon Press, pp.133-140.
- Phillips, D. and Stencel, V. (1983) 'The Second foreign language'. London: British Library Cataloguing Publication Data.
- Pilbeam, A. (1987) 'Can Published materials be widely used for ESP courses?' *ELT Documents 126: ELT Textbooks and Materials: Programmes in Evaluation and Development*. Oxford: Modern Publications, 119-124.
- Porkess, R. (1988) *Dictionary of statistics*. Glasgow: Collins.
- Porter, D. and Roberts, J. (1981) 'Authentic listening activities', *English Language Teaching Journal*, vol. 36, no. 1, pp. 37-47.
- Potts, P.J. (1985) 'The Role of Evaluation in a communication curriculum, and some consequences for Materials Design', in Anderson, J. (ed.) *Lancaster Practical papers in English Language Education*, Oxford : Pergamon Press, vol.6. pp.19-45
- Price, J. (1977) 'Study skills-with special reference to seminar strategies and one aspect of academic writing' in Holden, S. (ed.) *English for specific purposes*. London: Modern English Publications. pp.25-30.

- (1980) 'The structure of postgraduate taught courses in engineering: some implications for language course Design'. *ELT Documents 109: Study Modes and Academic Development of Overseas Students*. London: The British Council, pp.50-68.
- Purvis, K. (1983) 'The teacher as moderator: a technique for interactional learning', *English Language Teaching Journal*, vol. 37, no. 3, pp. 221-228.
- Raimes, A. (1983) *Techniques in Teaching Writing*. Oxford: OUP.
- Rea, P.M. (1983) 'Evaluation of educational projects, with special reference to English language education'. *ELT Documents 116: Language Teaching Projects for the World*. Oxford: Pergamon Press, pp.85-98.
- Richards, J. (ed.) (1976) *Teaching English for Science and Technology*, Papers from the RELC Seminar on the Teaching and Learning of English for Scientific and Technological Purposes in South East Asia, Singapore 21-25 April 1975, Singapore University Press.
- (ed.) (1978) *Understanding Second and Foreign Language Learning*. Rowley, Massachusetts: Newbury House.
- (1983) 'Communicative needs in foreign language learning', *English Language Teaching Journal*, vol. 37, no. 2, pp. 111-120.
- (1985) *The Context of Language Teaching*. Cambridge: CUP.
- Richards, J.C. and Rodgers, T. (1986) *Approaches and methods in language teaching, a description and analysis*. Cambridge: CUP.
- (1987) 'Method: Approach, Design and Procedure'. in Long and Richards

- (eds.) *Methodology in TESOL*. New York: Newbury House Publishers, pp.133-161.
- Richards, J., et al , (1985) *Longman Dictionary of Applied Linguistics*. London: Longman.
- Richterich, R. and Chancerel, J. (1980) *Identifying the Needs of Adults Learning a Foreign Language*. Oxford: Pergamon Press.
- Rivers, W. (1968) *Teaching Foreign-Language Skills*. Chicago: The University of Chicago Press.
- (1987) *Interactive Language Teaching*. Cambridge: CUP.
- Rivers, W. and Temperley, M. (1978) *A Practical guide to the teaching of English as a second or foreign language*. Oxford: OUP.
- Roberts, J.T. (1982) 'Recent development in ELT' in Valerie, K. (ed.) *Surveys 2. Eight state-of-the-art articles on key areas in language teaching*. Cambridge: CUP. pp. 96-142.
- Robertson, R.G. (1983) 'Approaches to encourage young Arab students to monitor and improve their writing skills' in Jordan, R. R. (ed.) *Case Studies in ELT*. London: Collins. pp. 46-56.
- Robinson, Pauline (1980) *ESP (English for Specific Purposes)*. Oxford: Pergamon Press.
- (1983) 'ESP, Communicative Language Teaching, and the Future' in Johnson, K. and Porter, D. (eds.) *Perspectives in in Communicative Language Teaching*. London: Academic Press. pp. 169-70.

- (ed.) (1988) 'Academic Writing: Process and Product'. *ELT Documents:129*
Hong kong: Modern English Publications.
- Robinson, Peter (1980) 'Role-Planning and Class Participation', *English Language Teaching Journal*, vol. 4, no. 3, pp. 384-386.
- (1981) 'Language Learning at the Advanced Level', *English Language Teaching Journal*, vol. 35, pp. 101-105.
- Rocca, M. and Pusey, M. (1977) 'Constructing and Applying a Questionnaire'.
English for Specific Purposes: An International Seminar, 17-22 April 1977,
Paipa, Bogota, Colombia, The British Council, Colombia, pp.87-90.
- Roe, P. (1980) 'The English Language Centre'. Jeddah, in *ELT Document Special. Projects and Materials Design*. London: The British Council, pp.172-197.
- Rutherford, W. (1987) *Second language grammar: Learning and Teaching*. London; Longman.
- Ryan, J.P. (1982) *Writing Thesis and Dissertations: A practical Handbook for Students*. University of Manchester.
- Sally, O. (1985) 'Listening Comprehension: a lecture-based approach' *ELT Journal* vol.39/3 pp.187-192.
- Sayi, E.D. (1985) 'Phasing EGP Teachers into ESP Teaching'. Unpublished M.A. Thesis, University of Durham.
- Sayi, E.D. and Naoui, A. (1985) 'ESP (English for Specific Purposes)', Durham Papers Applied Linguistics, University of Durham, 1985.
- Schibeci, R.A. (1981) 'Science Teachers and Science-related Attitudes', *European*

Journal of Science Education, vol. 3, no. 4.

- Schutz, N.W. and Derwing, B.L. (1981) 'The problem of needs assessment in English for specific purposes: some theoretical and practical considerations' in Mackay and Palmer (eds.). *Language for Specific Purposes* New York, Newbury House Publishers, pp.29-44.
- Seliger, H.W. (1972) 'Improving Reading Speed and Comprehension in English as a Second Language', *English Language Teaching Journal*, vol. 27, no. 1, pp. 48-55.
- Selinker, L. et al (1976) 'On Reading English for Science and Technology: Pre-suppositional Rhetorical Information in the Discourse' in Richards, J. (ed.) *Teaching English for Science and Technology*, pp.36-70.
- Selinker, L. et al (eds.) (1981) *English for Academic and Technical Purposes: Studies in Honour of Louis Trimble*. Rowley, Massachusetts: Newbury House.
- Selinker, L. (1987) 'A note on Research in an EAP writing clinic', *ESPMENA Bulletin*, no. 24, pp. 1-6.
- Seymour, A. E. (1981) 'English for Special Purposes, Aston 1980', *Al-Manakh Language Journal*, vol. 5, no. 1. University of Kuwait.
- Shehadeh, A. (1988) 'ESP English for Specific Purposes' Unpublished M.A. Dissertation, Durham University.
- Shih, M. (1986) 'Content-Based Approaches to Teaching Academic Writing', *TESOL Quarterly*, vol. 20, no. 4, pp. 617-648.
- Siegel, S. (1956) *Nonparametric Statistics for the Behavioural Sciences*. New York:

McGraw-Hill.

- Simpson, A. (1981) 'Interviews Between Native Speakers and Non-Native Speakers as Material for Listening Comprehension', *English Language Teaching Journal*, vol. 35, pp. 372-375.
- Sinclair, J. (1980) 'Some Implications of Discourse Analysis for ESP Methodology', *Applied Linguistics*, vol. 1, no. 3, pp. 253-61.
- Sinclair, J. (1980) 'Applied Discourse Analysis: An Introduction', *Applied Linguistics*, vol. 1, no. 3, pp. 185-188.
- Skeham, P. (1980) 'Team Teaching on the Role of the ESP Teacher'. *ELT Documents 109: Study Modes and Academic Development of Overseas Students*. London: The British Council, pp.23-, 37.
- Slavin, R.E. (1984) *Research Methods in Education*. New Jersey: Prentice Hall Inc.
- Smith, M.A. et al (1980) 'Common Sense and ESP: an Industrial Language Training Project'. *ELT Documents special: Projects in Materials Design*. London: The British Council, pp.207-221.
- Sopher, E. (1974) 'An Introductory Approach to the Teaching of Scientific English to Foreign Students', *English Language Teaching Journal*, vol. 28, no. 4, pp. 353-359.
- Stanley, J. (1978) 'Teaching Listening Comprehension: An Interim Report on a Project to use Uncontrolled Language Data as a Source material for Training Foreign Students in Listening Comprehension', *TESOL Quarterly*, 12/3 Sep. 1978.

- State of Qatar (1987) 'Annual Statistical Abstract'. Central Statistical Organization, Doha: Doha Modern Printing Press.
- Stern, H. H. and Weinrib, A. (1979) 'Foreign Languages for Younger Children: Trends and Assessment' in Kinsella, V. (ed.) *Language Teaching and Linguistics: Surveys*. Cambridge: CUP. pp. 152-73.
- Stern, H.H. (1984) *Fundamental Concepts of Language Teaching*. Oxford: OUP
- Stevens, P. (1973) 'Technical, Technological, and Scientific English (TTSE)', *English Language Teaching Journal*, vol. 27, no. 3, pp. 223-234.
- (1977) 'Special-Purpose Language Learning: A Perspective', *Language Teaching and Linguistics Abstracts*, vol. 10, no. 3, pp. 145-163.
- (1978) 'Special-Purpose Language Learning: A Perspective' in Kinsella, V. (ed.) *Language Teaching and Linguistics: Surveys*. Cambridge: CUP. pp. 185-203.
- (1979) 'Differences in teaching for different circumstances, or the teacher as chameleon' in Yorio, C.A., Perkins, K. and Schachter, J. (eds.) *TESOL '79: The Learner in Focus, Teachers of English to Speakers of other Languages*. Washington DC. pp. 2-11.
- (1985) *New Orientation in the Teaching of English*. Oxford: OUP
- (1985) 'The Learner and the Teacher of ESP'. Lectures given at the International Conference on ESP, Sri Lanka, April, 1985.
- (1985) 'ESP after 20 Years'. Lectures given at the International Conference on ESP, Sri Lanka, April, 1985.

- (1985) 'Language Learning and Language Teaching: Towards an Integrated Model'. LSA/TESOL Institute 1985: Forum Lecture.
- (1986) 'Six Postulates for a Model of Language Learning/Teaching'. Paper presented at the Annual Meeting of the British Association for Applied Linguistics, Reading, September, 1986.
- (1987) 'The Nature of Language Teaching ', in Long and Richards (eds.) *Methodology in TESOL*. New York: Newbury House Publishers.
- Swales, J. (1971) *Writing Scientific English*. London; Nelson.
- (1975) 'Introducing teachers to English for Science and Technology', *EDUTEC*, 3 April 1975, (Mexico). pp. 37-42.
- (1977) 'ESP in the Middle East' in Holden, S. (ed.) *English for Specific Purposes*. London: Modern English Publications. pp. 36-38.
- (1978) 'Writing Scientific English' in Mackay and Mountford (eds.) *English for Specific Purposes*, pp. 43-55.
- (1980a) 'The Educational Environment and its Relevance to ESP Programme Design'. *ELT Documents Special: Projects in Materials Design*. London; The British Council, pp.61-70.
- (1980b) 'Reflections on the Teaching of English Reading Skills in the Arab World', *IDELTI Journal*, no. 17, pp. 90-137.
- (1980c) 'ESP: The Textbook Problem', *The ESP Journal*, vol. 1, no. 1, pp. 11-23.
- (1983) 'Thoughts on, in and outside the ESP Classroom'. Paper given at

- the SELMOUS Conference, University of Exeter.
- (ed.) (1985) *Episodes in ESP*. London: Pergamon Press.
- (1986) 'ESP in the Big World of Reprint Requests', *English for Specific Purposes*, vol. 5, no. 1, pp. 81-86.
- (1988) 'Communicative Language Teaching in ESP contexts'. *Annual Review of Applied Linguistics*. Cambridge: CUP, pp.48-56.
- (1989) 'Service English Programme Design and Opportunity Cost' in Johnson (ed.) *The Second Language Curriculum*. Cambridge: CUP.
- Swales, J. and Mustafa, H. (eds.) (1984) *English for Specific Purposes in the Arab World*. Aston University, Birmingham.
- Swan, M. (1985) 'A Critical Look at the Communicative Approach (2)', *English Language Teaching Journal*, vol. 39, no. 2, pp. 76-87.
- Tarone, E. and Yule, G. (1989) *Focus on the Language Learner*. Oxford: OUP.
- Tawfiq, A.S. (1984) 'Developping Communicative ESP Reading Skills: A study of Methods of teaching English as a foreign language with emphasis on EST for students of the faculty of Medicine in Iraq'. Unpublished Ph.D thesis, University of Sheffield.
- Taylor, C.V. (1972) 'Why Throw Out Translation'. *English Language Teaching Journal*, vol. 27, no. 1, pp. 56-58.
- Taylor, K. (1984) 'Teaching Summarisation Skills', *Journal of Reading*, vol. 27, no. 5, pp. 399-393.
- Tinkler, T. (1981) 'Learning to Teach Listening Comprehension', *English Lan-*

- guage Teaching Journal*, vol. 35, pp. 28-34.
- Titford, C. (1983) 'Translation for advanced learner', *English Language Teaching Journal*, vol. 37, no. 1, pp. 52-57.
- Titone, R. (1973) 'Some Factors underlying Second Language Learning', *English Language Teaching Journal*, vol. 27, no. 2, pp. 110-117.
- Trimble, L. (1985) *English for Science and Technology: a Discourse Approach*. Cambridge: CUP.
- Trimble, T. , et al (eds.) (1978) *English for Specific Purposes: Scientific and Technical English*. Corvallis: Oregon State University Press.
- Tucker, G. (1978) 'The Implementation of Language Teaching Programme ' in Richard (ed.) *Understanding Second and Foreign Language Learning: Issues and Approaches*. Rowley, Massachusetts: Newbury House Publishers.
- University of Qatar, (1984) 'ELTU General Meeting Unit', *English Language Teaching Unit*. Doha Modern Printing Press, pp.1-15.
- University of Qatar, (1985) 'Course description' . Doha: Doha Modern Printing Press.
- (1985) *Studies in Education and Teaching*. Educational Research Centre. Vol.10, Doha: Gulf Establishment Printing Press.
- (1985) *University of Qatar: Inception and Development*. Doha.
- (1985) 'A Pruposal for Qatar University Language Centre'. Higher ELTU Committee Meeting, Doha, pp.1-21.
- (1986) *Committee report on study of the suggestion for developing English*

- Language Teaching programme. Engineering Faculty. Doha, pp.1-15*
- (1988) *ELTU General Meeting Minutes, English Language Teaching Unit, Doha, pp.1-7.*
- (1988) 'Annual Statistical Report'. Cultural Affairs Department. Doha: Al Ahliyah Press, pp.1-12.
- (1988) 'Report on First Semester (Sept.1987-Jan.1988)'. English Language Teaching Unit. Doha, pp.1-15
- (1988) *The Development of the University Facts and Figures. Cultural Affairs Department, Doha.*
- Urgese, T. (1989) 'Translation: How, When, and Why'. *English Teaching Forum*, vol. XXVII/3: pp.38-39.
- Van Ek, J. (1975) 'Threshold Level English'. Oxford: Pergamon Press. pp. VII.
- (1987) 'The Threshold Level' in Long and Richards (eds.) *Methodology in TESOL*, New York: Newbury House Publishers, pp.78-85.
- Virgilio, C.M. (1988) 'The use of Discourse knowledge in the reading and learning of English as a foreign language'. Unpublished Ph.D. Thesis, University of London, Institute of Education.
- Wallace, M.J. (1980) *Study Skills in English*. Cambridge: CUP.
- Waters, A. (1979) 'Some characteristics of English for science programmes' in Holden, S. (ed.), *English for Specific Purposes*. London: Modern English Publications, pp. 41-42.
- Waters, A. and Hutchinson, T. (1983) *Performance and Competence in English*

for Specific Purposes in Applied Linguistics, vol. 2, no. 1.

——— (1983) 'How Communicative is English for Specific Purposes? A paper presented at the 17th IATEFL Conference, Motives and Incentives in the Teaching and Learning of English as a Foreign or Second Language. 5-8 April, 1983, St. Mary's College, Twickenham, London, U.K.

Watt, J.C. (1980) 'Performance of overseas postgraduate students: A Management Teacher view'. *ELT Documents 109: Study Modes and Academic Development of Overseas Students*. London: The British Council, pp.38-43

Weir, C. (1988) *Communicative Language Testing*. University of Exeter. *Exeter Linguistics Studies*, vol.II

White, R. (1983) 'Curriculum development and English Language Syllabus Design' in Johnson, K. and Porter, D. (eds.) *Perspectives in Communicative Language Teaching*. London: Academic Press, pp.69-81.

Whiteson, V. (1981) 'Foreign Language Testing: A Current View', *English Language Teaching Journal*, vol. 35, pp. 345-351.

Widdowson, H. (1974) 'Literary and Scientific Uses of English', *English Language Teaching Journal*, vol. 28, no. 4, pp. 282-292.

——— (1975) 'E.S.T. in Theory and Practice'. *E.T.I.C. Occasional Paper 1975*, The British Council.

——— (1978) *Teaching Language as Communication*. Oxford: OUP.

——— (1979) 'The Teaching of English as Communication' in Brumfit, C. and Johnson, K. (eds.) *The Communicative Approach to Language Teaching*.

Oxford: OUP, pp. 117-21.

——— (1979) *Explorations in Applied Linguistics*. Oxford: OUP.

——— (1980) 'Conceptual and Communicative Function in Written Discourse', *Applied Linguistics*, vol. 1, no. 3, pp. 234-43.

——— (1983) *Learning purpose and language use*. London: OUP.

——— (1984) 'Explorations in Applied Linguistics 2' Oxford: OUP.

——— (1986) 'Design Principles for a communicative Grammar'. *ELT Documents 124: The Practice of Communicative Teaching*. Oxford: Pergamon Press, pp.41-50.

Wilkins, D. (1972) 'Grammatical, Structural and National Syllabuses' in Brumfit and Johnson (eds.) 1979, pp.82-90.

——— (1974) *Second Language Learning and Teaching*. London: Edward Arnold.

——— (1979) 'Current developments in the teaching of English as a foreign language' in Holden, S. (ed.) *English for Specific Purposes*, London: Modern English Publications. pp. 5-8.

——— (1983) 'Some Issues in Communicative Language Teaching and their relevance to the Teaching of Language in Secondary Schools' in Johnson and Porter (eds.) *Perspectives in Communicative Language Teaching*. London: Academic Press.

——— (1985) *Linguistics in Language Teaching*. London: The Chaucer Press Ltd.

Williams, D. (1983) 'Developing criteria for textbook evaluation', *English Lan-*

- guage Teaching Journal*, vol. 37, no. 3, pp. 251-255.
- Williams, F. (1986) *Research with statistics: How to read Quantitative Research*. New York: CBS College Publishing.
- Williams, R. (1981) 'The Potential Benefits to the ESP Profession form Greater Awareness of Developments and Practices in L2 Communication Skills Teaching'. *ELT Documents 112*:. Oxford: Pergamon Press, pp.90-95.
- William, R., et al (1984) 'Two halves of a single profession: current concerns of shared Interest in communication studies and ESP'. *ELT Documents 117: Common Grounds: Shared Interests in ESP and Communication Studies*. Oxford: Pergamon Press, pp.1-8.
- Willis, J. (1981) 'The training of non-native speaker teachers of English: A New approach'. *ELT Documents 110: Focus on the Teacher*. London: The British Council, pp.41-53
- Wingard, P. (1983) 'Training English lecturers in an overseas University' in Jordan, R. (ed.) *Case studies in ELT*, pp. 244-254.
- Worley, P. and Davis, B. (1979) 'Who Trains the Trainers' in Holden, S. (ed.) *Teacher Training* London: Modern English Publications.
- Wright, T. (1987) *Role of Teachers and Learners*. Oxford: OUP.
- Xiaoju, Li (1984) 'In Defence of the Communicative approach', *EFL Journal*, vol. 38, no. 1, pp. 2-13.
- Yalden, J. (1984) 'Syllabus design in General Education'.*ELT Documents 118*. Oxford: Pergamon Press, pp.13-22.

- (1986) 'An Interactive Approach to Syllabus Design: The Frame works project'. *ELT Documents 124. The Practice of Communicative Teaching* Oxford: Pergamon Press, pp.25-40.
- (1987) *Principles of Course Design for Language Teaching*. Cambridge: CUP.

APPENDICES

APPENDIX A

Gulf Universities Language Centres Report

STATE OF QATAR

The University of Qatar



دولة قطر
جامعة قطر

Ref:

Date: ١٩٨٥/١٢/٢٣

السيد الدكتور عبدالله جمعة الكبسي ، نائب مدير جامعة قطر ، المحترم

السلام عليكم ورحمة الله وبركاته وبعد ،

أود في هذا التقرير السريع الموجز أن أعطي فكرة موجزة عن مواكـز
اللغة في جامعة الكويت وبعض جامعات المملكة العربية السعودية وذلك بعد
ان قمت برحلة ودراسة ميدانية لهذه الجامعات بدأت في ٢٠ / ١١ / ١٩٨٥ وانتهت
في ١٢ / ١٢ / ١٩٨٥ م ، آمل ان يكون هذا التقرير نافعا ومفيدا في تطويع
مركز اللغات عندنا .

والله ولي التوفيق . .

والسلام عليكم ورحمة الله وبركاته ،

محمد عبدالله قطب

مدرس مساعد بقسم اللغة الانجليزية

جامعة قطر

تقرير موجز عن مراكز اللغة في جامعة الكويت وجامعة جدة
وجامعة الملك سعود وجامعة الظهران بالمملكة العربية
السعودية .

مركز اللغات بجامعة الكويت

يحتوي المركز كما هو مبين في الشكل (١) على ٩ وحدات ويكون موقع
الوحدة في نفس مبنى الكلية التي تتبعها ولكنها ذات قسم منفصل تماما . وتحتوي
كل وحدة على ٢٠-٣٠ مدرس ومدرسة .

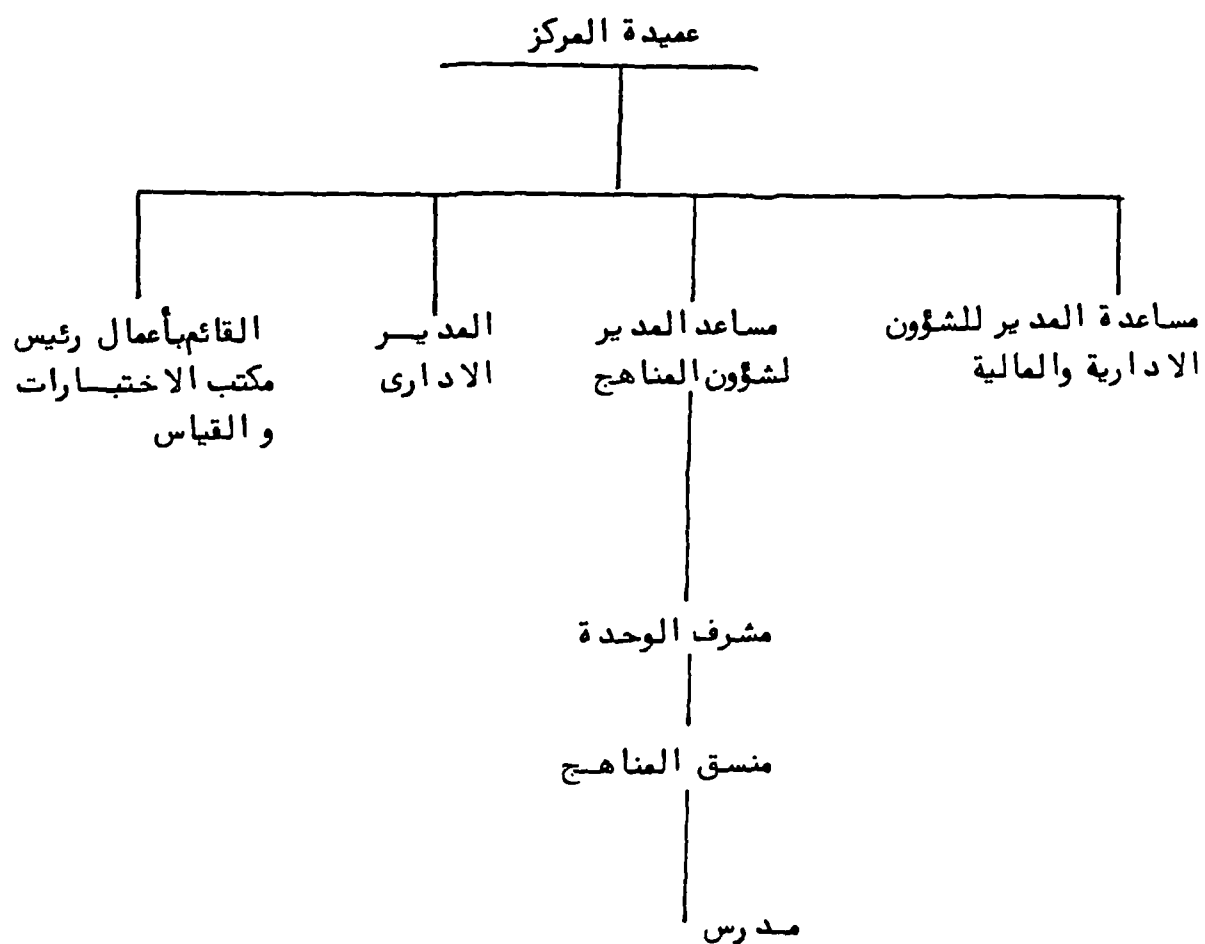
عمل الوحدة :

تكون الوحدة تابعة اداريا للمركز ، ولكن لها طاقمها الخاص الذي
يقوم بالأعمال المهمة التالية :-

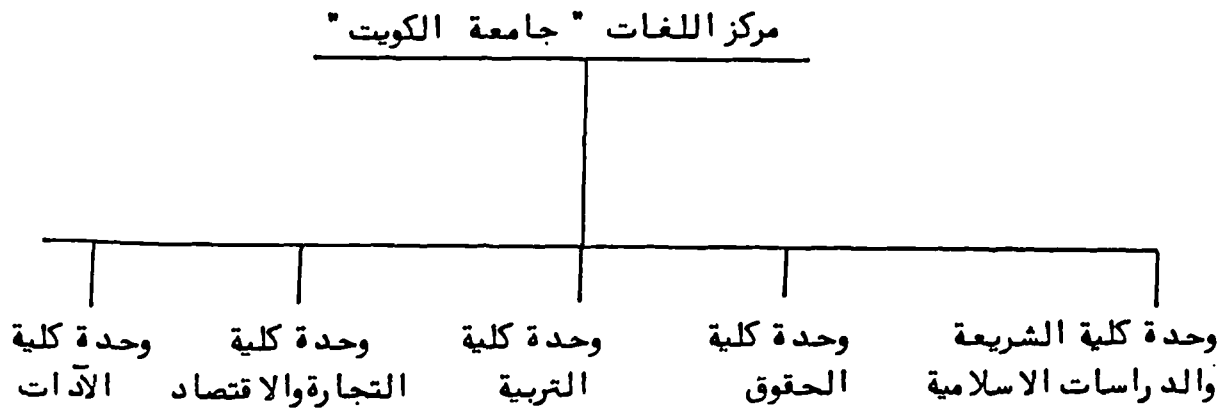
(١) اعداد منهج للطلبة يشترك في اعداده اساتذة الوحدة ثم يعرض
البرنامج على مديرة الوحدة التي ترفع بدورها البرنامج الى لجنة من
المركز وبعد موافقة اللجنة يطبع الكتاب ليصبح مقرا خاصا بالوحدة .
وقد لاحظت ان كل هذه الوحدات لها مناهج معدة محليا مع
الاعتماد القليل على الكتب الاجنبية (غير موجود بجامعة قطر) .

(٢) قبل ان يدرس الطالب أى مقرر للغة الانجليزية تقوم الوحدة بعمل
امتحان له يتحدد على اساسه مستواه والكورس الذي يدرسه (فسير
موجز بجامعة قطر ما عدا كلية التجارة والاقتصاد) .

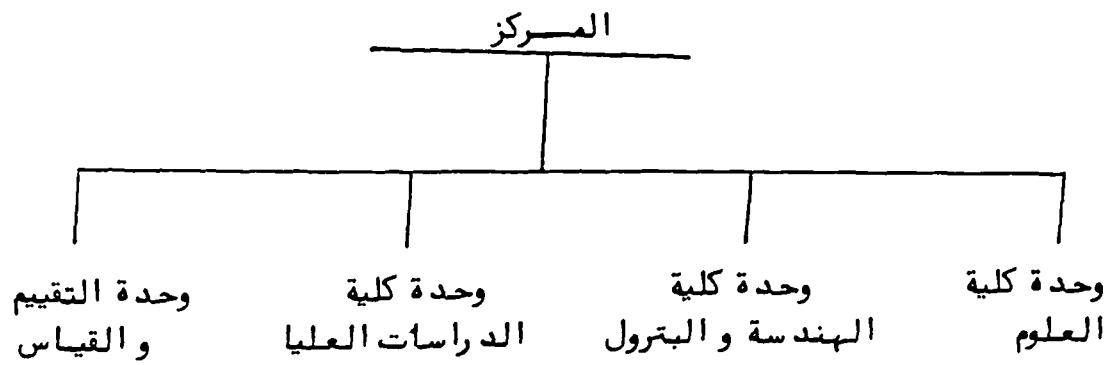
(٣) مناهج هذه الوحدات تتلائم تماما مع تخصص الطالب وتعينه على فهم
مادته وتخصصه الذي يدرسه .



جدول (٣) الهيكل الاداري لمركز اللغات (جامعة الكويت)



جدول (١) يوضح الهيكل التنظيمي لمركز اللغات



جدول (٢) تابع

عدد الساعات الدراسية :

يختلف من كلية الى كلية ولكن الطالب عادة ما يدرس ٥ ساعات أسبوعياً تحتسب له ٣ ساعات معتمدة ، وهناك مقرر يحمل رقم (٠٩٩) للطلبة المبتدئين والذين لم يوفقوا في امتحان تحديد المستوى ولذلك فالطالب يمر تدريجياً بالكورسات التالية ٠٩٩ أ و ١٠١ لطالب ذى مستوى ضعيف . هذا المقرر ٥ ساعات أسبوعياً بدون ساعات معتمدة وهو اجباري للطلبة العضاء في المادة .

- ١٠٢ : ٥ ساعات اسبوعياً (٣ ساعات معتمدة للطلبة متوسطي المستوى) .
- ١٠٣ : ٣ ساعات اسبوعياً - ٣ ساعات معتمدة (المستوى قوى) .
- ١٠٤ : ٣ ساعات اسبوعياً - ٣ لساعات معتمدة (مستوى ممتاز) .

أى ان الطالب العادى جدا يدرس بمعدل ٢٠ / ٢٥ ساعة خلال دراسته الاكاديمية = ١٢ ساعة معتمدة مع العلم ان هذا غير كافى للطلبة باقرار المدرسين . (وا لنموذج للساعات اعلاه خاص بكلية التجارة والاقتصاد والعلوم السياسية كمثال فقط و للتوضيح يرجى العودة للتقارير الاصلية المرفقة) .

- (١) لاحظت ان الادارة وادارة الوحدات كلها كويتية من حملة الماجستير .
- (٢) التنسيق واضح بين الجهاز الادارى (المدير ونائب المدير من جهة ورئاسة الوحدة من جهة أخرى)
- (٣) وجود الطابع الوطني في الادارة خفف من حدة الالمبالاة والاستغالية من الكوادر الاجنبية وساعد كثيرا على حل مشاكل الطلبة وأبعد السيطرة الاجنبية الامريكية والبريطانية تماما . وقد اثبتت الكوادر الوطنية حسبما شاهدت حسن قيادتها وتنظيمها للأمور .
- (٤) الكتب تؤلف محليا وهذا له أثر كبير في ملاحظة البيئة التي تحيط بالطالب واهتماماته المحلية الناتجة عن العيش في مجتمعه (لدرجة أن بعض هذه المراكز تصدر مجلات ذات مستوى راق مثل المناخ) وهذا ما نفتقده في الجامعة .
- (٥) تأليف الكتب محليا يبين جدارة المدرسين وبالتالي يكون التقييم على اسس علمية وبراهين واضحة .
- (٦) المدرسون اما من حملة الماجستير في Applied Linguistics اللغويات التطبيقية (خاصة تدريس اللغة أو [E.L.T] Eng Language teach. وهذا ما نفتقد في جامعتنا ايضا . أو [T.E.S] Teach. E. as a second Language .
- (٧) وجود الوحدة في نفس الكلية سلبية وايجابية في نفس الوقت فهي سلبية من ناحية صعوبة التفاعل بين المركز الام والوحدة لبعد المسافة . وايضا ايجابية من حيث التنسيق بين الكلية والوحدة .
- (٨) الجامعة متعاونة بكل معنى الكلمة وبكافة اعضائها فلقد كان استقبالي مشرفا وباعثا على السرور .
- (٩) يطرح المركز مقررات مسائية لمن يرغب في تعلم اللغة الانجليزية .

مركز اللغة الإنجليزية بجامعة الملك عبد العزيز بجدة .

الساعات الدراسية :

تختلف من قسم لآخر ولكن يمكن القول بان الطالب يتدرج في دراسته للغة في الجامعة . حيث يبدأ الطالب في أول مقرر له ب ٢٠ ساعة دراسية في الاسبوع في الفصل الواحد ، يأخذ الطالب في هذه الفترة مقررات اساسية في اللغة ، ثم وبعد ان اجاد بعض الاسس يقوم لمدة فصل واحد بتخفيف ساعات الدراسة الى ١٦ ساعة اسبوعيا في مقرر أصعب وأكثر قوة من حيث المحتوى على المقرر السابق وعند اجادته لهذا المقرر ينتقل الى المقرر الذي بعده حيث يدخل في دراسة مصطلحات خاصة بمجال تخصصه لمدة ساعتين اسبوعيا .

عدد اعضاء هيئة التدريس :

٦٠ مدرس + ١٢ مدرسة

الجنسيات :

سعودي - امريكاني - بريطاني - باكستاني

تاريخ المركز :

يبدو حسبما سمعت ان المركز انشيء اساسا لكلية الطب تحت ادارة المجلس الثقافي البريطاني وبعد فترة من الزمن وظهور بعض المساوئ الادارية مثل : تشغيل مدرسين دون الحاجة اليهم ودفع رواتب خيالية احيانا لمدرسين غير عاملين الا في حدود ضيقة أو غير موجودين وطلب المجلس دائما من الجامعة مبالغ طائلة مع فرض السيطرة الانجليزية على القسم تماما كل هذه الظروف ادت الى رفض رئاسة المجلس وابعاده عن المركز وتسليمه لايدي وطنية منذ سنة ١٩٧٥ م .

تابع مركز اللغة الانجليزية بجامعة الملك

عبد العزيز بجدة .

تقسيم المركز الى اقسام ادى الى :-

- (١) تأليف كتب محلية دقيقة جدا وتربية جدا لمجال التخصص وهي من افضل المراكز التي اهتمت بهذا المجال في نظري .
- (٢) يوجد تنسيق طيب بين المركز والاقسام حيث يقيم المركز بتدريس مواد ه بالاتفاق مع المواد والموضوعات العلمية التي يطرحها القسم وبالتالي هناك تناسق بين ما يدرسه المركز ومحتويات مناهج التعليم وتوجد لجان خاصة من كل كلية وقسم ولجان من المركز تقوم بعملية التنسيق .
- (٣) المركز مع اقسامه في مبنى واحد وهذا سهل الإتصال مع اقسامه وايضا قاعات التدريس في نفس المبنى .
- (٤) ادخال الاجهزة الحديثة للتدريب مثل الكمبيوتر ساعد وسهل اكتساب المهارات اللغوية المطلوبة .
- (٥) وجود الكوادر الوطنية المتخصصة في نفس المجال ابعد السيطرة الاجنبية الاستغلالية سابقا وادى الاهتمام بالعمل الى توسيع اعمال المركز لتشمل ككل الكليات بدلا من كلية الطب فقط .

تابع مركز اللغات الاوروبية والترجمة
جامعة الملك سعود

ملاحظات وانطباعات عن المركز :

- (١) يقوم المركز بتدريس اللغات التالية بالاضافة للغة الانجليزية :-
أ- فرنسي ب- الماني ج- اسباني
- (٢) يدرس المركز دورات مكثفة للكليات التي تحتاج اللغة الانجليزية اكثـر
من غيرها .
- (٣) اما عن تأليف الكتب فقد لاحظت ان معظمها محلي التأليف وييسـاع
للطلبة وفيها قضية التخصص فاقسام المركز تؤدي وتخدم في مجال
دراسي بكلية الهندسة والطب مثلا .

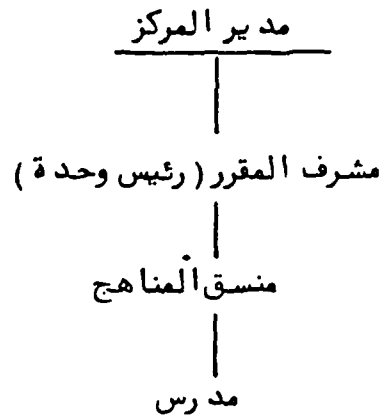
مركز اللغات الاوروبية و الترجمة بجامعة الملك سعود

النشأة وطريقة التدريس :

أنشئ مركز اللغات الاوروبية و الترجمة بجامعة الملك سعود في سنة ١٩٧٧ كقسم تابع لكلية الاداب اما عن وضعه الحالي فهو قسم كبير جدا يخدم معظم كليات الجامعة في مجال اللغة الانجليزية و يقوم ايضا بتدريس اللغات الآتية : الالمانية - الفرنسية - الاسبانية .

يتبع سياسة تعليمية تميل الى تحديد الاقسام التي تحتاج اللغسة الانجليزية في التدريس ثم يقوم المركز بعمل دورات مكثفة تتراوح بين ١٥-٢٠ ساعة أسبوعيا و دورات غير مكثفة للكليات الادبية حيث يدرس الطالب ٣ ساعات اسبوعيا حسب متطلبات القسم .

الهيكل الادارى لمركز اللغات :



جدول (٥) يوضح الهيكل الادارى لمركز اللغات

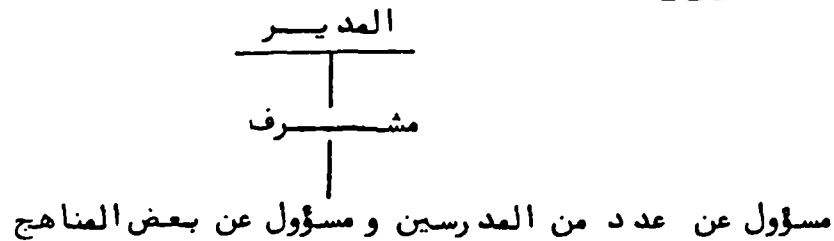
برنامج السنة التحضيرية بجامعة البترول و المعادن بالظهران

اما عن هذا المركز الذى يظهر انه قد سمي ببرنامج السنة التحضيرية فهو في رأيي من أفضل المراكز على الاطلاق في الخليج والكويت والسعودية بالنسبة لتنظيمه وقودة ادارته .

تاريخ المركز :

لقد مر المركز بمرحلة كان فيها نصيب الكوادر الوطنية معدوما بل مشكوكا في قدرتهم على العطاء . وكانت الادارة اجنبية (بريطانية أو امريكية) وكانت تحاول ان تضيق الخناق على الطلبة الوطنيين وترفض كثيرا من الجيدين منهم . وبعد جهد طيب استلم احد السعوديين الدكتور محمد امين ملا المدرس الوحيد سابقا (سعودى) . فقام بانشاء المركز على احسن الاسس العلمية بل كان نفسه يعمل ضعف اعضاء هيئة التدريس ولا زال . وقام بنفسه باستقدام مدرسين دون استشارة احد من المجالس الثقافية رغم ان المجلس الثقافي البريطاني ارسل وفدا له يعرض فيه المساعدة على استقدام المدرسين ولكن جهود المجلس باءت بالفشل ويحتوى المركز على حوالي ٧٥ مدرسا معظمهم من جامعات امريكية والبعض بريطاني . والمركز يتميز بالخصائص التالية :

الجهاز الادارى :



ملاحظات وانطباعات عن هذه الجامعة :

- ١- نلاحظ ان الادارة كلها في يد واحد فقط وبالتالي فان المشرفين هم الذين يقومون بتكليف من تحتهم بتأليف الكتب ومراجعتها ثم يراجعها المشرف ثم يرفعها الى مدير المركز .
- ٢- يستخدم المركز كل التقنية الحديثة في التدريس كالكومبيوتر لتعليم (Vocabulary + Reading) ولديه حوالي ٨ معامل لغة أو أكثر .
- ٣- يعمل كل مدرس حوالي ٢٠-٢٥ ساعة أسبوعيا و يجبر كل مدرس على أن يجلس كل واحد من طلبته لمدة ساعة أسبوعيا يناقشه فيها لكي تزيد حصيلة اللغوية .
- ٤- الكتب تجدد و تراجع سنويا و تقيم كذلك و ايضا يقوم الطلبة بتقييم المدرسين في استبيان يعده المدرسون و يطلبون فيه من الطلبة تقييم المدرس ثم ترفع التقارير الى مدير البرنامج .
- ٥- يحرص المركز على عمل ندوات كل اسبوعين و هي ندوات علمية يشارك فيها اساتذة زائرون . و من أساتذة المركز ايضا .
- ٦- يقوم المركز بتغيير المشرفين والمسؤولين بين فترة و اخرى حتى يبعد السلطة الفردية عن ميدان العمل .
- ٧- يحاول المركز استقدام مدرسين ذو كفاءة عالية في تدريس اللغة اما :
١- ماجستير في Applied Linguistics
٢- ماجستير في English Language Teaching
٣- ماجستير في Teaching Eng. as a foreign language

٨- يحاول المركز تأليف الكتب محليا وهي كتب رائعة فعلا . ولا يوجد حاليا تعاون مكثف مع المجلس البريطاني أو غيره لان النتائج اثبتت فشل مثل التعاون حسب ما توفر لدى من معلومات .

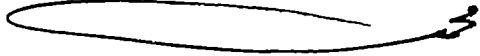
٩- يصدر المركز مجلة تصدر بصورة غير منتظمة حاليا نظرا لميزانية الحاجة اسمها (الفريق) - Team

وفي الختام أحب ان أشكر الاخ الدكتور على حسن اهتمامه وعلى تسهيل مهمتي واحب أن أقول بانني قد استفدت كثيرا من رحبتي العلمية هذه . فلدى جميع مناهج هذه المراكز تقريبا ولدى معرفة واسعة بمشاكلها وايجابياتها و سلبياتها وهيكلها التنظيمية ولقد حاولت معرفة وزيادة كل ما يفيدني ويوسع افقي في هذا المجال . وانا مستعد لبدء الرأي أو توضيح اية نقطة تحتاج الى توضيح وأسأل الله ان أخدم الجامعة مستقبلا في انشاء مركز على أسس علمية حيث ان هذا التصور أصبح واضحا الان واعتقد ان مركز جامعتنا بحاجة فعلا الى مراجعة دقيقة وعاجلة جدا وهذا ليس بصعب ولا بمستحيل اذا صدقت النيات والعزائم .

والسلام عليكم ورحمة الله وبركاته ،،،

محمد عبد الله قطب

مدرس مساعد بقسم اللغة الانجليزية / جامعة قطر



مرفق مع التقرير :

- ١- تقرير عن مركز اللغة بجامعة الكويت .
- ٢- تقرير عن مركز اللغة بجامعة الملك عبد العزيز بجدة .
- ٣- تقرير عن مركز اللغة بجامعة الملك سعود بالرياض .
- ٤- تقرير عن مركز اللغة بجامعة البترول والمعادن بالظهران .
- ٥- صور الغلاف من المناهج المطروحة في المراكز (المناهج موجودة لدى ولم أرفقها لانها كثيرة جدا) .



UNIVERSITY OF QATAR
ENGLISH LANGUAGE TEACHING UNIT

LOOKING AT LIFE



BY ROBIN HEALEY

UNIT ONE

LIVING HAPPILY EVER AFTER

Stories for children often end with the words "They got married and lived happily ever after." However, this is not a story for children.

Ahmad got married, and moved into a large new house with his wife , Amina . Ahmad had a good job in a ministry, and he earned a good salary. 8. He also owned three shops and four taxis. These brought in plenty of money. In a word, Ahmad was not short of money-- although the wedding had been very expensive and magnificent.

Before getting married, Amina had been a schoolteacher. Ahmad did not want her to continue working. He explained to her, "I make plenty 10. of money. There is no need for you to work. Why should you get up early 6 mornings a week ? Why should you get tired ? You must stay at home, run the house, and cook for me. I want several sons. You can prepare everything for our family."

Amina agreed. She knew that she had to change her life after marriage. 15. In the future she would look after her husband and children. That was the most important thing in her life.

At first she was busy and happy. The new house was big, but she wanted to make a lot of changes. She did not like the furniture and decorations. 20. She told Ahmad, "I want to change a lot of things. Do you mind ? It will cost a lot of money."

Ahmad agreed willingly. "Money is no problem," he said. "Furniture and decorations are your business, not mine." He did not tell Amina, but he was sad. His mother and sisters had chosen the furniture, and had spent 25. a lot of money on it. They would not be pleased ! However, the changes were soon made.

One Saturday morning, Amina got up and prepared Ahmad's breakfast as usual. He then went to work. Amina cleared the table and washed the dishes. That did not take her long. Then she sat down and thought.,

30. "What am I going to do all day ? What am I going to do all week ?

I've done the cooking and cleaning. I don't need to go shopping. I have nothing new to tell my friends, and they have nothing new to tell me."

Saturday morning passed very slowly. Amina drank several cups of
35. coffee, and ate a whole box of chocolates. At midday, Ahmad phoned and said that he would not be in for lunch. Amina went to bed. She could not sleep, because she was not tired. The afternoon passed even more slowly than the morning had passed.

Finally, at 6 o'clock, Ahmad came in. "I want to go back to my job
40. at the school," Amina said. "No, of course not," Ahmad replied. "You know that we don't need the money."

That was the end of the conversation. After a few minutes, Ahmad went out again. Amina went to her room and, for some reason that she could not understand, she started crying.

UNIT TWO

I WANT A SERVANT

Mohammad got married to a girl called Shaikha. She was 18 years old, and had just finished secondary school. Mohammad was much older than her.

They lived in a large house. They did not have a servant , so
5. Shaikha had to do all the housework herself. She cleaned the house, cooked and washed the clothes. She did the ironing too. It was hard work.

One day, Shaikha complained to Mohammad. "I need a servant, " she said. "I don't like cleaning and cooking. All my friends have servants.
10. My friends have lovely hands, and they always look beautiful. Just look at my hands."

Mohammad liked discussing things with his wife. "It's better not to have a servant, " he said. "A servant will not clean the house properly. A servant from India will not know Arabic food. She will not cook the
15. way I like it. And you must look after our children. That is your duty. Can you give your baby to a strange woman to look after ?"

Shaikha was unhappy. "My friends say that we are poor," she said. "They say that you do not want to spend money on a maid. They feel sorry for me. They think that you are mean !"

20. Mohammad was not angry when his wife accused him of being mean. He knew that she was young, and he tried to explain to her, "It isn't a matter of money. The question is: how are we going to live ? Are you going to

look after your family, or is a strange woman going to look after all of us ?"

25. "How are we going to live ! How are we living now ? " Shaikha shouted. "It is OK for you. You have a good salary, a nice house, a big car, and a big office. But what about me ? I want to live too. I have a rich husband, but I live like a poor woman. That is not right. I have better things to do in my life!"

30. "Let us talk about the things that you want to do, " Mohammad said. "Of course, I want you to be happy, and to live a full and interesting life."

"I want to register for a course at the University of Qatar." Shaikha answered. "Most of my friends are going to study there. Studying is much better than cleaning the house, cooking and washing."

At that moment, Mohammad's brother arrived, and the conversation ended. And that is the end of the story !

UNIT FOUR

BLACK SATURDAY

Do you like Saturday morning? I prefer Thursday midday!

One Saturday morning. Hassan's children were ready to go to school. They went to the car, but the driver was not there. They called his name, "Shiva!", but there was no answer.

5. Noura came out and asked, "What has happened?" The children explained, and they started knocking on Shiva's door. There was silence. Hassan arrived with the key. He opened the door and went in. He knew immediately what had happened!

The room was empty, except for the bed, the television and the air conditioner. At least Shiva had not stolen anything.

"He's gone," Hassan announced. He was fed up, and so was Noura. They knew exactly what this meant - problems, all kinds of problems! Only the maid was happy. She hated Shiva.

Everyone was angry and nervous. The little girl said, "I'm going to be 15. late for school," and she started crying. Noura said, "I have an important meeting at 7.15." Hassan said nothing, but he thought, "The advisory committee has a meeting at 9 o'clock. I need to prepare a lot of things before the meeting." The maid went to the kitchen and started smiling. She did not dare to smile in front of Noura and Hassan.

20. "O.K.," Hassan said. "Get into the car. Don't worry. I'll take you all to school." He drove very fast, and very nervously. At one time, Noura said, "Slow down." Later, she said, "Be careful." Hassan did not thank her for her advice. Noura arrived on time for her meeting at 7.15, but she was tense and nervous.

25. Hassan hurried to his office, and arrived there at 7.35. He went in, and found only one typist there. He was sleeping on his typewriter. "Where are Hamad, Issa and Mohammad?" Hassan asked. .

The typist looked at Hassan, and said, "Hamad has gone to the Health Centre. Issa went to the bank ten minutes ago. And I don't know about 30. Mohammad."

"Have you typed the report for the advisory committee meeting?" Hassan asked. "What report?" the typist said, looking at Hassan sleepily.

My friend Hassan is a very polite, very calm, very patient person. But enough is enough! He woke the typist up, and the typist started typing the 35. report very quickly. Much more quickly than he usually typed! When Mohammad finally arrived, the typist whispered something to him. 30 seconds later, Mohammad was hard at work!

Then Issa returned from the bank. He asked the tea boy for a cup of coffee. However, after a very short conversation with Hassan, Issa promised 40. to get a Cashcard, and forgot about the coffee.

It was the beginning of a bad week.

UNIT FIVE

NO DRIVER

Hassan's staff worked very hard, and everything was ready for the advisory committee meeting at 9 o'clock. Hassan went to the meeting. Only one committee member was there. A second member arrived a few minutes later. The first member went away. Then a third member arrived. They waited until 9.30. At 9.30, Hassan decided to postpone the meeting. There were important decisions to take, but the chairman was not there. What could Hassan do?

"I'll go to the police and report the missing driver," he thought. He went to the police station, and a policeman started questioning him.

"Where is your driver?" the policeman asked. Hassan thought to himself, "What a stupid question! If I knew the answer, I would not be here."

Then the policeman told him, "The best thing is if you find him." Hassan was wasting his time talking to this policeman, so he went away.

He drove home, and took Shiva's passport out of his safe. He then took the passport to the ministry of the interior. "Please cancel this man's residence permit," he said.

Then he went to another section, to apply for a visa for a new driver. "There is a waiting list," he was told. "We give only a limited number of visas for drivers each week."

"How long will I have to wait?" Hassan asked.

"That depends," was the answer.

Hassan phoned me from his car. "I have a big problem," he told me. "My driver has disappeared. What am I going to do?"

"Why do you need a driver?" I said.

"Why is everybody asking stupid questions today?" Hassan shouted.

25. "My life will be impossible without a driver, I will have to drive my
four children to four different schools. Don't think that these 4 schools
are all close together. I will have to take Noura to her school too. Her
school is 12 kilometres away. Then I must collect them all at the end of
the morning. In the afternoon and evening I must drive them to their friends'
30. houses, and to Noura's father's house. Her father lives 10 kilometres away,
as you know, and she visits him most days."

"Well," I said, "Your children can take the school bus. Can't Noura's
school provide transport for her?"

"Impossible," Hassan replied. "The children refuse to take the school
35. bus. They complain about the drivers, and about the other children."

"How can you drive your family and at the same time do your job properly?"
I asked.

"I can't." Hassan said. "That is why I need a driver."

APPENDIX C

Faculty of Administration and Economics ELTU Materials

ENGLISH BOOK One

prepared by
Paul Glanfield

FIRST LESSON

WHAT'S YOUR NAME ?

What is

1. What's your name ?

My _____

2. What is

What's his name ? _____

His _____

3. What is

What's her name ? _____

Her _____



Ahmed



Aida

GRAMMAR

1. is = VERB, SINGULAR

2. QUESTION:

What's his name ?

3. ANSWER:

His name's Ahmed.

The alphabet

					A a	
B b	C c	D d	E e	F f		
G g	H h	I i	J j	K k		
L l	M m	N n	O o	P p		
Q q	R r	S s	T t	U u		
V v	W w	X x	Y y	Z z		

Where is

1. Where's Doha ?
2. Where's Dukhan ?
3. Where's Khor ?
4. Where's Salwa?
5. Where's Al Mafjar ?
6. Where's Um Bab ?
7. Where's Al Wakra ?
8. Where's Al Arish ?

1. e.g.

2.

3.

4.

5.

6.

7.

8.

THIRD LESSON

ARE YOU A STUDENT ?

1. Are you a student ?

Yes, _____

2. Are you a teacher ?

No, I am not.

↓
No, I'm not _____

Answer the questions: Yes, I am/No I'm not.

1. Are you a teacher ? No, I'm not.
2. Are you a doctor ? _____
3. Are you an engineer ? _____
4. Are you a student ? _____
5. Are you a businessman ? _____
6. Are you from Saudi Arabia ? _____

FOURTH LESSON

WHERE ARE YOU FROM ?

1. Where are you from ?

I am



I'm _____

Where is



2. Where's he from ? _____

He is



He's _____



Ahmed
Saudi Arabia

GRAMMAR

I	am	from Saudi Arabia.
You	are	from Oman.
He	is	from Kuwait.
She	is	from Qatar.
		VERB
		SINGULAR

Answer the Questions

1. What's your name ?

2. Where are you from ?

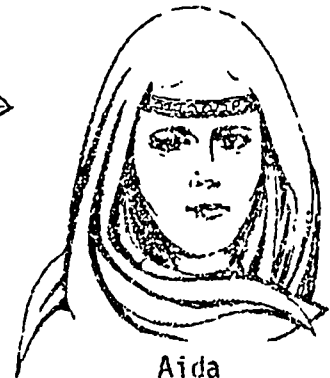
3. What's his name ? - - - - - →



Ahmed
Saudi Arabia

4. Where's he from ?

5. What's her name ? - - - - - →



Aida
Kuwait

6. Where is she from ?

READING

Ahmed is a student. He is from Saudi Arabia, from Hofuf. Hofuf is in the east of Saudi Arabia. The capital of Saudi Arabia is Riyadh. Riyadh is in the Centre of the country.

Students' Questionnaire

بسم الله الرحمن الرحيم

إستبانه الطلاب

جامعة درم
المملكة المتحدة
كلية التربية

جامعة قطر
قسم اللغة الإنجليزية
كلية الإنسانيات
والعلوم الاجتماعية

الباحث

محمد عبدالله عبدالرحمن قطبه
مدرس مساعد
بقسم اللغة الانجليزية - جامعة قطر

الدوحة / قطر
ص . ب / ٧٦٤٦

بسم الله الرحمن الرحيم

أخي الطالب :

يستهدف هذا الإستبيان استطلاع رأي الطالب الغير متخصص في مادة اللغة الانجليزية عن أهمية مآدرسه من مقررات في اللغة الانجليزية وعن الصعوبات التي يواجهها الطالب في مهارات اللغة الانجليزية المختلفة . من أجل هذا فإن آراءك الصريحة الواضحة ستكون محل اهتمام الباحث وسيكون لها بمشيئة الله أثر فعال في عملية تطوير مناهج وطرق تدريس اللغة الانجليزية بجامعة قطر .

أخي الطالب :

أرجو أن تراعي الدقة عندما تجيب على أسئلة الاستبيان كما أرجو منك الإجابة علي جميع الاسئلة دون ترك واحد منها بلا إجابة وكن واثقا بأن جميع الاجابات التي سترد في هذا الإستبيان ستستخدم فقط لأغراض البحث المشار اليه وليست لأغراض أخرى .

أشكرك مقدما على حسن تعاونك وأدعو الله لك بالتوفيق والنجاح والمستقبل الباهر .

والسلام عليكم ورحمة الله وبركاته ::::

مع تحيات الباحث

محمد عبدالله عبدالرحمن قطبه

(٢)

هذه المربعات لاستخدام

الباحث فقط

رقم القيد:

قطري () غير قطري ()

ذكر () أنثى ()

(١) الجنسية :

(٢) الجنس :

(٣) السن :

(٤) الكلية :

(٥) القسم :

(٦) التخصص :

(٧) مقرر أو مقررات اللغة الإنجليزية التي سبق أن درستهما

في الجامعة والتقدير الذي حصلت عليه في كل مقرر .

رقم المقرر - التقدير

رقم المقرر - التقدير

--	--	--	--	--	--	--	--

رقم المقرر - التقدير

--	--	--	--	--	--	--	--

رقم المقرر - التقدير

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

(٨) تاريخ الإلتحاق بالجامعة :

(٩) الدرجة الحاصل عليها في إمتحان اللغة الإنجليزية في

الشهادة الثانوية العامة

الدرجة

--	--

(١٠) هل سبق لك أن درست اللغة الإنجليزية في أحد المعاهد الخاصة ؟

(٢) لا

(١) نعم

--

--

إذا كانت الاجابة بنعم فأجب على السؤال رقم ١١

(١١) أذكر البلد

البلد

--

--

(٣) في الأسئلة التالية الرجاء عمل الآتي :

أولاً : بين من وجهة نظرك أهمية المهارات اللغوية

المذكورة ادناه بالنسبة لتخصصك .

ثانيا : قِيمُ مستواك الفعلي الحالي في كل من المهارات اللغوية المذكورة.

مثال :

المهارة اللغوية

(١) كتابة مذكرات اثناء محاضرة علمية باللغة الانجليزية .

١ مهارة القراءة .

١/١ القراءة السريعة لموضوعات غير علمية للإلمام
بتفاصيلها .

٢/١ قراءة موضوعات غير علمية لإدراك خلاصتها .

٣/١ القراءة في موضوعات غير علمية لإستخلاص معلومات محددة .

٤/١ إستخدامك لمراجع يحددها المحاضر.

٥/١ قراءة مواد متنوعة مثل البرقيات والنشرات السياحية والتعليمات وأدلة الجامعات والدعائيات.

٦/١ قراءة التعليمات المكتوبة بفرض إستعمال الأجهزة العلمية .

(३)

(٤)					
غير مرضي	مرضي	مرضي جداً	غير مهم	مهمة الى حد ما	مهمة جداً
					٧/١ إستنباط وتفسير المعلومات الموجودة في الرسوم البيانية والتوضيحات التي تحتوي عليها الكتب والمراجع العلمية .
					٨/١ قراءة نصوص علمية لإستخلاص الفكرة الأساسية للموضوع .
					٩/١ قراءة نصوص علمية لإستخلاص معلومات معينة لأداء عمل يحدده أستاذ المادة .
					١٠/١ القراءة بتركيز لإستخلاص كل المعلومات الموجودة في نص علمي .
					١١/١ القراءة للتعرف علي وجهة نظر الكاتب في قضية أو موضوع معين .
					١٢/١ فهم الأنماط اللغوية المختصرة مثل لغة البرقيات وأشباهاها في مجال تخصصك .
					١٣/١ فهم وإستنتاج معلومات واردة في نص معين
					١٤/١ النطق السليم عند قراءة تقرير فني من إعدادك أو إعداد الآخرين .

(d)

١٥/١ الرجاء ذكر وتقييم مهارات اخرى في مجال القراءة
لم تذكر من قبل:

..... (i)

..... (ب)

.....ج

٢ مهارة الكتابة

(الرجاء تقييمها بالنسبة لمجال تخصصك) .

١/٢ استخراج النقاط الرئيسية من نص مكتوب .

٢/٢ تدوين النقاط الرئيسية أثناء المحاضرات أو الأفلام العلمية أو المناقشات أو اللقاءات العلمية.

٣/٢ عمل رسوم توضيحية وبيانية بناء على نصوص مكتوبة في مجال علمي محدد.

٤/٢ الإستخدام السليم والفعال للمصطلحات العلمية
عند الكتابة في مجال التخصص .

٥/٢ كتابة مقالات قصيرة وتقارير تتعلق بموضوع الدراسة .

(٦)

٦/٢ صياغة الحقائق والمسائل العلمية والخطوات المتبعة
في التجارب العلمية عند الكتابة .

٧/٢ تفسير الجداول والرسوم البيانية كتابة .

٨/٢ الإستخدام الصحيح للتركيب النحوية للغة
الإنجليزية عند كتابة الرسائل والمقالات القصيرة .

٩/٢ التعبير كتابة عن آرائك الشخصية والدفاع عنها
في مجال تخصصك الرئيسى .

١٠/٢ استخدام أساليب كتابة التقارير مثل وضع خطة
التقرير وتنظيمه وتلخيصه .

١١/٢ التعبير كتابة عن أهداف التجارب العلمية في
مجال التخصص .

١٢/٢ كتابة وصف باللغة الانجليزية للأجهزة المستخدمة
في التجارب مع عمل الرسوم التوضيحية اللازمة .

١٣/٢ استخدام أساليب تدوين المذكرات مثل
الإختصارات الشائعة والرموز .

غير مرضي	مرضي	مرضي جداً	غير مهم	مهمة الى حد ما	مهم	مهمة جداً
						١٤/٢ الرجاء ذكر وتقييم مهارات أخرى في مجال الكتابة لم تذكر من قبل . (أ) (ب) (ج)
						٣ مهارة الإستماع : ١/٣ إدراك الاختلافات في المعنى الناتجة عن تنوع التنغيم والنبرة على سبيل المثال في الأسئلة والأجوبة .
						٢/٣ فهم أي حوار يجري بين إثنين يتحدثان إليك مباشرة .
						٣/٣ فهم محاضرة قائمه على إستخدام الرسوم البيانية والتوضيحية .
						٤/٣ إستخلاص معلومات فنية مفصلة من مصادر سمعية وبصرية مثل الراديو والتلفزيون .

(A)

(٨)						
غير مرضي	مرضي	مرضي جداً	غير مهم	مهمة الى حد ما	مهم	مهمة جداً
						٥ / ٣ فهم حديث يلقي عن موضوع غير علمي .
						٦ / ٣ فهم محاضرة علميه وتخصيصه وكتابة النقاط الرئيسية .
						٧ / ٣ فهم ومتابعة أسئلة وأجوبة بين المحاضر والطلبة الآخرين .
						٨ / ٣ فهم النقاط الرئيسية وكذا النقاط الإضافية التي تشكل البنية الأساسية للمحاضرة .
						٩ / ٣ الإستماع وفهم الطلبة الآخرين عندما يتحدثون بالإنجليزية في اللقاءات العلمية المصغرة .
						١٠ / ٣ الرجاء ذكر وتقييم مهارات أخرى فى مجال الاستماع لم تذكر من قبل . أ) ب) ج)

[illegible]

(١٠)

- أ)
ب)
ج)

٥ مهارة الترجمة

١/٥ الترجمة الدقيقة للمصطلحات الفنية في مجال تخصصك من اللغة العربية إلى اللغة الإنجليزية.

٢/٥ الترجمة الدقيقة للمصطلحات الفنية في مجال تخصصك من اللغة الإنجليزية إلى اللغة العربية .

٣/٥ الترجمة الدقيقة لنصوص علمية في مجال تخصصك من اللغة العربية إلى اللغة الإنجليزية .

٤/٥ الترجمة الدقيقة لنصوص علمية في مجال تخصصك من اللغة الإنجليزية إلى اللغة العربية.

٥/٥ ترجمة الخطابات الشخصية والرسمية والمذكرات من اللغة العربية إلى اللغة الإنجليزية .

٦/٥ ترجمة الخطابات الشخصية والرسمية والمذكرات من اللغة الإنجليزية إلى اللغة العربية .

٦ في الفراغ أدناه اكتب موضحاً رأيك في مدى تمكنك من اللغة الإنجليزية خاصة في المجالات الآتية :

١/٦ تمكنك من إجادة اللغة الإنجليزية بشكل عام .

.....
.....
.....

٢/٦ تمكنك من اللغة الإنجليزية المستخدمة في مواد تخصصك الدراسي .

.....
.....
.....

٣/٦ مدى إهتمامك وتحمسك لتعلم اللغة الإنجليزية .

.....
.....
.....

٤/٦ ماهي في نظرك أسباب ضعف الطلبة في اللغة الإنجليزية .

.....
.....
.....

٥/٦ ماهي مقترحاتك لرفع مستوى الطلبة في اللغة الإنجليزية .

.....
.....
.....

TEACHERS' QUESTIONNAIRE

UNIVERSITY OF DURHAM
SCHOOL OF EDUCATION

MOHAMMAD ABDULLAH
QOTBAH

ASSISTANT LECTURER
DEPARTMENT OF ENGLISH
UNIVERSITY OF QATAR
P.O. BOX 7646
DOHA
QATAR



Date: / February 1988.

Dear Colleague,

I am presently conducting research in the field of *English for Specific Purposes (ESP)*, which involves an analysis of students' relevant needs at the University of Qatar.

Attached is a questionnaire designed to investigate these two aspects.

I look forward to your help and cooperation in completing this questionnaire by ticking (/) what you believe to be the appropriate response. Any assistance you can give me by completing this form will be greatly appreciated. Your views and opinions will be treated as entirely confidential.

With thanks,

Mohammad Qotbah

Personal Data :

1. Name: (Optional)

2. Nationality:

3. Sex: Male () Female ()

4. Post:

5. Department:

6. Faculty:

7. Degrees obtained: (please mention specialization)

A

B

C

D

9. Other qualifications:

10. Special training in teaching English as a foreign language
(TEFL):

.....

.....

11. Please name the courses you taught/or are teaching now at the
University of Qatar:

.....

.....

.....

Please consider first **how important each of the following areas is for your students** in learning the specialized subject(s) you teach. Then, consider **how adequate students' command of English is in each area.**

1. Use the following scale to estimate the importance of English in each area and tick (/) the relevant box.

Extremely important	Of considerable importance	Of little importance	Not important
---------------------	----------------------------	----------------------	---------------

2. Use the following scale to estimate your students' present command of the skill in English.

Very satisfactory	Just satisfactory	Not satisfactory
-------------------	-------------------	------------------

Example.

B. Writing:

1) Note-taking during a lecture.

Degree of Importance				Degree of students' present command of the skill in English		
	/			/		
Extremely important	Of Considerable importance	Of little importance	Not important	Very satisfactory	Just satisfactory	Not satisfactory

A. Reading:

"Please note that the researcher uses the word **"technical"** to mean: specialized and specific to your subject".

	Degree of importance				Degree of students' command of the skill in English		
	Extremely important	Of considerable importance	Of little importance	Not important	Very satisfactory	Just satisfactory	Not satisfactory
1. Student's Consulting technical references designated by you.							
2. Reading written instructions for use of technical apparatus.							
3. Decoding and/or interpreting information presented in charts, diagrams, graphs... etc. in technical literature.							
4. Reading technical passage for gist.							
5. Reading technical passage for specific information to do an assignment.							
6. Reading intensively for all the information in a technical text.							
7. Understanding elliptical forms of writing, e.g., specific telegraphese about the field of study.							

	Degree of importance				Degree of students' command of the skill in English		
	Extremely important	Of considerable importance	Of little importance	Not important	Very satisfactory	Just satisfactory	Not satisfactory
8. Using correct pronunciation in reading technical passage or report.							
9. Reading for details in non-technical literature.							
10. Reading for gist in non-technical literature.							
11. Reading for specific information in non-technical literature.							
12. Reading miscellaneous items such as: cables, tourist leaflets, university prospectuses, advertisements..... etc.							
13. Reading to find out the writer's view on a particular issue.							
14. Understanding information in a text through making inference.							
15. Other kinds of reading. Please specify and judge: _____ _____							

B. Writing:

	Degree of importance				Degree of students' command of the skill in English		
	Extremely important	Of considerable importance	Of little importance	Not important	Very satisfactory	Just satisfactory	Not satisfactory
1. Drawing and labelling diagrams and making graphs from a given input in a specific field.							
2. Using correctly in writing the terminology of the subject.							
3. Writing short essays and reports on the subject of study.							
4. Stating facts, problems and experimental procedures in writing.							
5. Writing down the interpretation of tabulations, diagrams or charts.							
6. Expressing and defending in writing his/her own personal points of view on topics in the major field of study.							
7. Using techniques of report writing e.g. planning and summarizing.							
8. Stating in writing the aims of scientific experiments in his/her field of study.							

	Degree of importance				Degree of students' command of the skill in English		
	Extremely important	Of considerable importance	Of little importance	Not important	Very satisfactory	Just satisfactory	Not satisfactory
9. Describing in writing the apparatus used, along with appropriate diagrams.							
10. Note-making from written texts.							
11. Note-taking from lectures, video-films discussions and /or seminars.							
12. Using correct grammatical structures in written communication, e.g., letters.							
13. Using note-taking techniques such as common abbreviations, symbols, ellipsis... etc.							
14. Other kinds of writing . Please specify and judge: _____ _____ _____ _____							

C. Listening:

	Degree of importance				Degree of students' command of the skill in English		
	Extremely important	Of considerable importance	Of little importance	Not important	Very satisfactory	Just satisfactory	Not satisfactory
1. Decoding differences in meaning through intonation and stress, e.g., the difference between the intonation in questions and answers.							
2. Understanding conversation between two people who are not speaking directly to the student.							
3. Understanding a talk on a non-technical subject.							
4. Understanding and following a question-answer interchanges between the lecturer and other students.							
5. Listening to and understanding the key-words or main subsidiary points in a lecture or seminar.							
6. Listening to other students speaking in English in seminar.							

	Degree of importance				Degree of students' command of the skill in English		
	Extremely important	Of considerable importance	Of little importance	Not important	Very satisfactory	Just satisfactory	Not satisfactory
7. Understanding a lecture based on information presented in charts, diagrams, graphs... etc.							
8. Eliciting detailed technical information from audio-visual sources, e.g., radio and T.V.							
9. <i>Understanding a technical lecture and taking notes.</i>							
10. Any other kinds of listening. Please specify and judge: _____ _____ _____ _____							

D. Speaking:

1. Communicating in English with you as a lecturer, e.g., being able to ask relevant questions.
2. Taking part in seminars and tutorials in English.
3. Discussing in English the procedures of scientific experiments with the lecturer.
4. Presenting in English talks from notes he/she has made himself/herself.
5. Describing in English technical apparatus, e.g., laboratory apparatus.
6. Expressing and defending orally his/her own position on a particular issue relevant to his/her major field of study.
7. Other kinds of speaking. Please specify and judge:

Degree of importance				Degree of students' command of the skill in English		
Extremely important	Of considerable importance	Of little importance	Not important	Very satisfactory	Just satisfactory	Not satisfactory

E. Translation:

	Degree of importance				Degree of students' command of the skill in English		
	Extremely important	Of considerable importance	Of little importance	Not important	Very satisfactory	Just satisfactory	Not satisfactory
1. Translating accurately technical terminology in his/her major field of study from Arabic into English.							
2. Translating accurately technical terminology in his/her major field of study from English into Arabic.							
3. Translating accurately technical passages in his/her major field of study from Arabic into English.							
4. Translating accurately technical passages in his/her major field of study from English into Arabic.							
5. Translating formal and informal letters, notes and memos from Arabic into English.							
6. Translating formal and informal letters, notes, reports and memos from English into Arabic.							

F. In the space below, you are kindly invited to give your opinion on the students' command of English.

I am particularly interested in the following points:

1. The students' command of English in general:

.....

.....

.....

.....

.....

2. The students' command of English in the subject(s) you teach:

.....

.....

.....

.....

.....

3. The students' motivation and interest in using English:

.....

.....

.....

.....

4. The causes of weaknesses in English and how students' English might be improved:

.....

.....

.....

.....

.....

.....

Thank you.
Mohammad Abdullah Qotbah

APPENDIX F

Students' Interview Sheet

CONFIDENTIAL

Students' Interview Sheet

Please answer in English or Arabic

1. Do you feel that current developments in the ELTU have brought English language teaching up to the required standard?
2. If you were asked to evaluate your standard in English language, what would your opinion be of:
 - a) Your standard in general
 - b) Your standard when using English which is related to your field of study?
3. In which skill do you think you are weak?
4. Can you rate the language skills according to their importance to you?
5. Do you think that the language materials produced recently by some staff members for various faculties are satisfactory; do they meet the requirements of students and staff; and are they able to compete successfully with materials produced by expert publishing houses?
6. What do you think of the level and range of inter-departmental cooperation between the ELTU as a University service unit and other faculties/academic departments of the University?

APPENDIX G

Teachers' Interview Sheet

CONFIDENTIAL

Subject and Language Teachers' Interview Sheet

Please answer in English or Arabic

1. Do you feel that current developments in the ELTU have brought English teaching up to the required standards?
2. If you were asked to evaluate the students' standard in English language, what would your opinion be of:
 - a) Their standard in general
 - b) Their standard when using English which is related to their subject of study?
3. In which skill do you think the students are weak?
4. Can you rate the language skills according to their importance to students?
5. Do you think that the teaching materials produced recently by some staff members for various faculties are satisfactory; do they meet the requirements of students and staff; and are they able to compete successfully with materials published by expert publishing houses?
6. What do you think of the level and range of inter-departmental cooperation between the ELTU as a University service unit and other faculties/academic departments of the University?

APPENDIX H

Frequency Tables

Table 1 : Reading skills. Assessment of skills importance & skills command command by language teachers, subject teachers & students

ITEM No	ITEM DESCRIPTION	TYPE OF INF.	TOTAL	SKILLS IMPORTANCE					TOTAL	SKILLS COMMAND			
				E. I	C. I	L. I	N. I	MD		V. S	J. S	N. S	MD
				%	%	%	%			%	%	%	
1	Reading for details in non-technical literature	LTs	27	22.2	74.1	3.7	0.0	0.0	27	3.7	51.9	44.4	0.0
		STs	86	8.0	34.5	40.2	16.1	1.1	84	3.4	27.6	65.5	3.4
		Ss	553	26.9	36.4	28.7	7.2	0.9	547	11.1	64.9	22.0	2.0
2	Reading for gist in non-technical literature	LTs	27	25.9	70.4	3.7	0.0	0.0	27	3.7	66.7	29.6	0.0
		STs	85	5.7	28.7	48.3	14.9	2.3	82	2.3	29.9	62.1	5.7
		Ss	546	22.4	35.1	31.7	8.6	2.2	540	16.3	62.0	18.5	3.2
3	Reading for specific information in non-technical literature	LTs	27	37.0	55.6	7.4	0.0	0.0	27	11.1	51.9	37.0	0.0
		STs	86	12.6	34.5	40.2	11.5	1.1	85	2.3	31.0	64.4	2.3
		Ss	549	26.9	37.8	26.9	6.8	1.6	554	17.9	63.8	15.9	2.3
4	Reading miscellaneous items such as: cables, tourist leaflets ... etc	LTs	27	25.9	37.0	33.3	3.7	0.0	27	3.7	59.3	37.0	0.0
		STs	85	3.4	42.5	28.7	23.0	2.3	81	1.1	40.2	51.7	6.9
		Ss	554	34.2	28.3	25.1	11.6	0.7	547	19.0	59.0	20.1	2.0
5	Reading to find out the writer's view on a particular issue	LTs	27	29.6	48.1	22.2	0.0	0.0	27	7.4	44.4	48.1	0.0
		STs	80	18.4	41.4	25.3	6.9	8.0	78	1.1	21.8	66.7	10.3
		Ss	554	19.2	30.6	31.2	18.3	0.7	547	14.2	52.0	31.9	2.0
6	Understanding information in a text through making inference	LTs	27	48.1	40.7	11.1	0.0	0.0	27	3.7	51.9	44.4	0.0
		STs	82	14.9	48.3	27.6	3.4	5.7	83	3.4	27.6	64.3	4.6
		Ss	551	40.7	34.2	20.4	3.4	1.3	546	17.7	62.2	17.9	2.2

Key:

INF : Informants

E. I : Extremely Important

L. I : of Little Importance

C. I : of Considerable Importanc

N. I : Not Important

M. D : Missing Data

J. S : Just Satisfactory

V. S : Very Satisfactory

N. S : Not Satisfactory

LTs : Language Teachers

STs : Subject Teachers

Ss : Students

% : Percentage of informants in each category

Table 2 : Reading skills : Assessment of skills importance & skills command by language teachers, subject teachers & students

I T E M N o	ITEM DESCRIPTION	TYPE OF INF.	T O T A L	SKILLS IMPORTANCE					T O T A L	SKILLS COMMAND			
				E. I	C. I	L. I	N. I	MD		V. S	J. S	N. S	MD
				%	%	%	%			%	%	%	
1	Student's consulting technical references designated by you	LTs	27	33.3	37.0	25.9	3.7	0.0	27	3.7	33.3	63.0	0.0
		STs	85	37.9	49.4	9.2	1.1	2.3	85	8.0	35.6	54.0	2.3
		Ss	554	44.8	26.7	18.6	9.1	0.7	544	19.4	49.6	28.5	2.5
2	Reading written instructions for use of technical apparatus	LTs	27	29.6	44.4	18.5	7.4	0.0	26	0.0	48.1	48.1	3.7
		STs	87	32.2	44.8	14.9	8.0	0.0	85	2.3	40.2	55.2	2.3
		Ss	554	68.6	18.6	10.4	10.6	0.7	550	31.0	52.9	14.7	1.4
3	Decoding and/or interpreting information presented in charts, diagrams in technical literature	LTs	27	29.6	48.1	14.8	7.4	0.0	27	7.4	51.9	40.7	0.0
		STs	87	46.0	42.5	9.2	2.3	0.0	86	9.2	33.3	56.3	1.1
		Ss	552	46.8	28.9	16.3	7.0	1.1	545	17.4	55.2	25.1	2.3
4	Reading technical passage for gist	LTs	27	59.3	25.9	14.8	0.0	0.0	27	3.7	66.7	29.6	0.0
		STs	83	27.6	59.8	3.4	4.6	4.6	83	3.4	44.8	47.1	4.6
		Ss	556	45.5	34.1	15.4	4.7	0.4	552	16.5	56.3	26.2	1.1
5	Reading technical passage for specific information to do an assignment	LTs	27	44.4	55.6	0.0	0.0	0.0	27	3.7	66.7	29.6	0.0
		STs	87	44.8	49.4	4.6	1.1	0.0	86	2.3	42.5	54.0	1.1
		Ss	553	53.8	31.7	11.3	2.3	0.9	549	23.1	57.2	18.1	1.6
6	Reading intensively for all the information in a technical text	LTs	27	25.9	63.0	7.4	3.7	0.0	27	0.0	51.9	48.1	0.0
		STs	87	33.3	48.3	13.8	4.6	0.0	86	1.1	28.7	69.0	1.1
		Ss	553	63.1	21.1	11.1	3.8	0.9	550	27.8	29.3	21.5	1.4
7	understanding elliptical forms of writing, e.g. specific telegraphese about the field of study	LTs	27	22.2	44.4	25.9	7.4	0.0	26	3.7	40.7	51.9	3.7
		STs	82	11.5	31.0	32.2	19.5	5.7	80	1.1	23.0	67.8	8.0
		Ss	553	49.3	21.5	15.9	12.4	0.9	546	17.4	53.9	26.5	2.2
8	Using correct pronunciation in reading technical passages or reports	LTs	26	18.5	48.1	29.6	0.0	3.7	27	0.0	48.1	51.9	0.0
		STs	86	20.7	34.5	33.3	10.3	1.1	85	1.1	27.6	69.0	2.3
		Ss	557	71.1	20.4	7.0	1.3	0.2	551	31.5	51.6	15.6	1.3

Key:

INF : Informants

E. I : Extremely Important

L. I : of Little Importance

C. I : of Considerable Importance

N. I : Not Important

M. D : Missing Data

J. S : Just Satisfactory

V. S : Very Satisfactory

N. S : Not Satisfactory

LTs : Language Teachers

STs : Subject Teachers

Ss : Students

% : Percentage of informants in each category

Table 3 : Writing skills, assessment of skills importance & skills command by language teachers, subject teachers & students

ITEM No	ITEM DESCRIPTION	TYPE OF INF.	TOTAL	SKILLS IMPORTANCE					TOTAL	SKILLS COMMAND			
				E. I	C. I	L. I	N. I	MD		V. S	J. S	N. S	MD
				‡	‡	‡	‡			‡	‡	‡	
1	Drawing and labelling diagrams and making graphs from a given input in a specific field	LTs	27	25.9	48.1	22.2	3.7	0.0	26	0.0	48.1	48.1	3.7
		STs	86	36.8	41.4	10.3	10.3	1.1	84	2.3	56.3	37.9	3.4
		Ss	552	37.1	31.2	18.5	12.2	1.1	547	17.6	50.9	29.6	2.0
2	Using correctly in writing the terminology of the subject	LTs	27	44.4	48.1	3.7	3.7	0.0	27	0.0	48.1	51.9	0.0
		STs	86	63.2	29.9	4.6	1.1	1.1	86	3.4	49.4	46.0	1.1
		Ss	553	60.0	24.7	11.3	3.0	0.9	550	20.4	51.1	27.1	1.4
3	Writing short essays and reports on the subject of study	LTs	27	44.4	48.1	7.4	0.0	0.0	26	3.7	33.3	59.3	3.7
		STs	87	31.0	54.0	8.0	6.9	0.0	81	2.3	29.9	60.9	6.9
		Ss	558	43.4	30.6	19.4	6.6	0.0	556	16.7	57.3	25.6	0.4
4	Stating facts, problems and experimental procedures in writing	LTs	27	37.0	51.9	7.4	3.7	0.0	26	11.1	25.9	59.3	3.7
		STs	87	39.1	50.6	4.6	5.7	0.0	83	2.3	32.2	60.9	4.6
		Ss	546	40.0	31.2	15.6	11.1	2.2	540	12.0	50.4	34.4	3.2
5	Writing down the interpretation of tabulations, diagrams or charts	LTs	27	25.9	59.3	14.8	0.0	0.0	26	0.0	40.7	55.6	3.7
		STs	86	32.2	52.9	8.0	5.7	1.1	83	0.0	41.4	54.0	4.6
		Ss	548	30.1	32.8	22.8	12.5	1.8	549	12.5	53.8	32.1	1.6
6	Expressing and defining in writing his/her own personal points of view on topics in the major field of study	LTs	27	25.9	48.1	25.9	0.0	0.0	27	0.0	37.0	63.0	0.0
		STs	85	25.3	37.9	27.6	6.9	2.3	82	2.3	21.8	70.1	5.7
		Ss	548	47.0	29.6	14.3	6.8	2.3	548	19.9	47.8	30.5	1.8
7	Using techniques of report writing, e.g., planing and summarizing	LTs	27	29.6	63.0	3.7	3.7	0.0	27	0.0	25.9	74.1	0.0
		STs	86	32.2	42.5	13.8	10.3	1.1	82	0.0	31.0	63.2	5.7
		Ss	549	39.6	33.5	18.1	7.2	1.6	547	12.5	52.2	33.3	2.0
8	Stating in writing the aims of scientific experiments in his/her field of study	LTs	27	37.0	40.7	7.4	14.8	0.0	25	7.4	44.4	40.7	7.4
		STs	87	44.8	35.6	10.3	9.2	0.0	83	0.0	41.4	54.0	4.6
		Ss	543	34.2	34.1	19.4	9.7	2.7	541	12.0	52.5	32.4	3.0
9	Describing in writing the apparatus used along with appropriate diagrams	LTs	26	14.8	59.3	11.1	11.1	3.7	24	3.7	51.9	33.3	11.1
		STs	82	26.4	33.3	21.8	12.6	5.7	79	0.0	36.8	54.0	9.2
		Ss	550	27.6	29.0	25.6	16.3	1.4	546	12.2	45.9	39.8	2.2

Key : See previous table (No. 42)

Table 4 : Writing skills, assessment of skills importance & skills command by language teachers, subject teachers & students

I T E M N o	ITEM DESCRIPTION	TYPE OF INF.	T O T A L	SKILLS IMPORTANCE					T O T A L	SKILLS COMMAND			
				E. I	C. I	L. I	N. I	MD		V. S	J. S	N. S	MD
				%	%	%	%			%	%	%	
1	Note-making from written texts	LTs	27	33.3	59.3	7.4	0.0	0.0	27	11.1	37.0	51.9	0.0
		STs	87	31.0	44.8	20.7	3.4	0.0	85	1.1	49.4	47.1	2.3
		Ss	550	58.4	27.6	10.2	2.3	1.4	546	27.1	57.2	13.6	2.2
2	Note-taking from lectures , video-films discussions and/or seminars	LTs	27	33.3	59.3	7.4	0.0	0.0	27	0.0	40.7	59.3	0.0
		STs	87	35.6	49.4	11.5	3.4	0.0	86	3.4	39.1	56.3	1.1
		Ss	552	55.2	28.5	10.9	4.3	1.1	548	23.5	48.6	26.2	1.8
3	Using correct grammatical structures in written communication, e.g., letters,short essays..etc	LTs	27	51.9	40.7	3.7	3.7	0.0	27	3.7	14.8	81.5	0.0
		STs	87	21.8	31.0	28.7	18.4	0.0	83	2.3	12.6	80.4	4.6
		Ss	550	51.8	28.1	13.8	4.8	1.4	547	12.1	51.4	34.6	2.0
4	Using note-taking techni-ques such as common abbreviations..etc	LTs	27	22.2	37.0	37.0	0.0	3.7	27	3.7	40.7	55.6	0.0
		STs	85	24.1	28.7	34.5	10.3	2.3	81	0.0	36.8	56.3	6.9
		Ss	552	39.2	29.7	22.9	7.0	1.1	551	20.4	55.9	22.4	1.3

Key:

INF : Informants

E. I : Extremely Important

L. I : of Little Importance

C. I : of Considerable Importance

N. I : Not Important

M. D : Missing Data

J. S : Just Satisfactory

V. S : Very Satisfactory

N. S : Not Satisfactory

LTS : Language Teachers

STs : Subject Teachers

Ss : Students

% : Percentage of informants in each category

Table 5 : Listening skills, assessment of skills importance & skills command by language teachers, subject teachers & students

I T E M No	ITEM DESCRIPTION	TYPE OF INF.	T O T A L	SKILLS IMPORTANCE					T O T A L	SKILLS PROFICIENCY			
				E. I %	C. I %	L. I %	N. I %	MD		V. S %	J. S %	N. S %	MD
1	Decoding differences in meaning through intonation and stress,e.g., the difference between the intonation in questions and answers	LTs	27	48.1	33.3	18.5	0.0	0.0	27	14.8	59.3	25.9	0.0
		STs	80	18.4	40.2	20.7	12.6	8.0	74	6.9	33.3	44.8	14.9
		Ss	540	47.8	32.1	12.4	4.5	3.2	536	21.1	56.3	18.6	3.9
2	Understanding conversation between two people who are not speaking directly to the student	LTs	27	18.5	40.7	40.7	0.0	0.0	27	3.7	70.4	25.9	0.0
		STs	84	19.5	39.1	16.1	21.8	3.4	79	3.4	34.5	52.9	9.2
		Ss	556	63.1	24.2	7.3	5.0	0.4	556	29.4	56.3	14.0	0.4
3	Understanding a talk on a non-technical subject	LTs	27	3.7	74.1	22.2	0.0	0.0	27	3.7	81.5	14.8	0.0
		STs	86	11.5	33.3	35.6	18.4	1.1	84	9.2	36.8	50.6	3.4
		Ss	551	26.7	37.1	27.8	7.2	1.3	550	20.4	58.2	19.9	1.4
4	Understanding and following quiston-answer interchanges between the lecturer and other students	LTs	27	55.6	44.4	0.0	0.0	0.0	27	11.1	77.8	11.1	0.0
		STs	87	46.0	48.3	2.3	3.4	0.0	84	3.4	57.5	35.6	3.4
		Ss	548	63.6	24.2	8.6	1.8	1.8	547	28.7	57.3	12.0	2.0
5	Listening and understanding the key-wards or main subsidiary points in a lecture or seminar	LTs	27	63.0	25.9	11.1	0.0	0.0	27	3.7	59.3	37.0	0.0
		STs	86	42.5	48.3	8.0	0.0	1.1	85	3.4	52.9	41.4	2.3
		Ss	556	62.4	28.3	7.9	1.1	0.4	554	24.6	58.2	16.5	0.7
6	Listening to other students speaking in English in seminars	LTs	27	37.0	48.1	14.8	0.0	0.0	27	7.4	70.4	22.2	0.0
		STs	84	19.5	46.0	25.3	5.7	3.4	82	2.3	42.5	49.4	5.7
		Ss	558	40.0	39.4	17.0	3.6	0.0	557	22.2	60.8	16.8	0.0
7	Understanding a lecture based on information presented in charts..etc	LTs	27	37.0	55.6	7.4	0.0	0.0	27	3.7	81.5	14.8	0.0
		STs	85	40.2	48.3	6.9	2.3	2.3	84	3.4	60.9	32.2	3.4
		Ss	557	40.9	34.9	17.4	6.6	0.2	554	19.7	55.9	23.7	0.7
8	Eliciting detailed technical information from audio-visual sources, e.g., radio, and T.V.	LTs	27	33.3	40.7	22.2	3.7	0.0	27	7.4	55.6	33.3	3.7
		STs	84	14.9	52.9	20.7	8.0	3.4	81	0.0	39.1	54.0	6.9
		Ss	556	40.1	31.5	22.7	5.6	0.4	555	19.0	54.5	26.0	0.5
9	Understanding a technical lecture and taking notes	LTs	27	44.4	55.6	0.0	0.0	0.0	27	3.7	51.9	40.7	3.7
		STs	87	51.7	42.5	4.6	1.1	0.0	85	3.4	49.4	44.8	2.3
		Ss	543	46.6	31.7	14.7	4.3	2.7	541	16.1	49.6	31.2	3.0

Key : See previous table (No. 44)

Table 6 : Speaking skills, assessment of skills importance & skills command by language teachers, subject teachers & students

I T E M No	ITEM DESCRIPTION	TYPE OF INF.	T O T A L	SKILLS IMPORTANCE					T O T A L	SKILLS COMMAND			
				E. I	C. I	L. I	N. I	MD		V. S	J. S	N. S	MD
				%	%	%	%			%	%	%	
1	Communicating in English with you as a lecturer , e.g.,asking relevant technical questions	STs	27	63.0	29.6	7.4	0.0	0.0	27	0.0	77.8	22.2	0.0
		LTs	83	26.4	49.4	12.6	6.9	4.6	82	9.2	21.8	63.2	5.7
		Ss	554	63.6	25.3	8.8	1.6	0.7	555	16.1	51.4	31.9	0.5
2	Taking part in seminars and tutorials in English	STs	26	22.2	66.7	3.7	3.7	3.7	24	0.0	48.1	40.7	11.1
		LTs	84	19.5	48.3	20.7	8.0	3.4	82	0.0	24.1	70.1	5.7
		Ss	554	26.5	32.6	22.8	15.6	2.5	540	5.0	31.2	60.6	3.2
3	Discussing in English the procedures of scient-ific experiments with the lecturer	STs	24	25.9	59.3	7.4	7.4	0.0	23	0.0	59.3	33.3	7.4
		LTs	81	21.8	47.1	18.4	8.0	4.6	84	0.0	33.3	59.8	6.9
		Ss	554	31.2	35.5	20.8	11.8	0.7	551	9.5	44.6	44.6	1.3
4	Presenting in English technical talks from notes he/she has made himself/herself	STs	27	29.6	55.6	11.1	3.7	0.0	25	3.7	44.4	44.4	7.4
		LTs	84	18.4	49.4	21.8	6.9	3.4	82	1.1	34.5	58.6	5.7
		Ss	550	35.3	33.5	19.4	10.4	1.4	547	12.2	51.8	34.1	2.0
5	Describing in English technical apparatus , e.g.,laboratory apparatus	STs	26	14.8	59.3	18.5	3.7	3.7	25	0.0	66.7	25.9	7.4
		LTs	83	18.4	41.4	19.5	16.1	4.6	82	0.0	34.5	58.6	6.9
		Ss	550	24.0	34.2	26.3	14.0	1.4	548	10.6	48.2	39.4	1.8
6	Expressing and defending orally his/her own posi- tion on a particular issue in the field of study	STs	26	37.0	44.4	14.8	0.0	3.7	26	7.4	48.1	40.7	3.7
		LTs	84	28.7	40.2	16.1	11.5	3.4	32	2.3	25.3	66.7	5.7
		Ss	552	49.6	29.7	15.4	4.1	1.1	553	20.1	49.3	29.7	0.9

Key:

INF : Informants

E. I : Extremely Important

L. I : of Little Importance

C. I : of Considerable Importance

N. I : Not Important

M. D : Missing Data

J. S : Just Satisfactory

V. S : Very Satisfactory

N. S : Not Satisfactory

LTs : Language Teachers

STs : Subject Teachers

Ss : Students

% : Percentage of informants in each category

Table 7 : Translation skills, assessment of skills importance & skills command by language teachers, subject teachers & students

I T E M No	ITEM DESCRIPTION	TYPE OF INF.	T O T A L	SKILLS IMPORTANCE					T O T A L	SKILLS COMMAND			
				E. I %	C. I %	L. I %	N. I %	MD		V. S %	J. S %	N. S %	MD
1	Translating accurately technical terminology in the major field of study from Arabic into English	LTs	25	37.0	14.8	25.9	14.8	7.4	23	3.7	40.7	40.7	14.8
		STs	83	18.4	31.0	32.2	13.8	4.6	83	0.0	29.9	65.5	4.6
		Ss	553	47.7	27.2	16.3	7.9	0.9	549	10.6	52.9	34.9	1.6
2	Translating accurately technical terminology in the major field of study from English into Arabic	LTs	25	37.0	18.5	25.9	11.1	7.4	21	3.7	40.7	33.3	22.2
		STs	84	33.3	37.9	18.4	6.9	3.4	85	1.1	51.7	44.8	2.3
		STs	550	54.8	26.5	13.1	4.1	1.4	548	15.6	56.6	26.0	1.8
3	Translating accurately technical passages in the major field of study from English into Arabic	LTs	27	18.5	40.7	18.5	11.1	11.1	22	3.7	48.1	29.6	18.5
		STs	83	29.9	32.2	23.0	10.3	4.6	82	2.3	40.2	51.7	5.7
		Ss	543	39.4	30.6	17.7	9.5	2.7	538	10.2	41.0	45.2	3.6
4	Translating accurately technical passages in the major field of study from Arabic into English	LTs	27	14.8	25.9	22.2	29.6	7.4	21	3.7	22.2	51.9	22.2
		STs	82	16.1	21.8	36.8	19.5	5.7	79	0.0	21.8	69.0	9.2
		Ss	548	43.7	33.2	14.5	6.8	1.8	548	12.0	50.5	35.7	1.8
5	Translating formal and informal letters, notes from Arabic into English	LTs	27	22.2	25.9	22.2	22.2	7.4	22	0.0	37.0	44.4	18.5
		STs	89	5.7	19.5	34.5	31.0	9.2	79	0.0	18.4	72.4	9.2
		Ss	553	26.9	32.3	23.7	16.3	0.9	555	10.6	52.2	36.7	0.5
6	Translating formal and informal letters, notes from English into Arabic	STs	27	14.8	29.6	25.9	14.8	14.8	19	0.0	48.1	22.2	29.6
		LTs	88	9.2	23.0	32.2	25.3	10.3	78	0.0	33.3	56.3	10.3
		Ss	551	33.0	32.6	22.0	11.1	1.3	548	17.7	53.6	26.9	1.8

Key:

INF : Informants

E. I : Extremely Important

L. I : of Little Importance

C. I : of Considerable Importance

N. I : Not Important

M. D : Missing Data

J. S : Just Satisfactory

V. S : Very Satisfactory

N. S : Not Satisfactory

LTs : Language Teachers

STs : Subject Teachers

STs : Students

% : Percentage of informants in each category

APPENDIX I

K-W and U Tests Tables

Table 8 : Rank index table of informants' estimation of the importance of reading skills

No	ITEM DESCRIPTION	Mean Rank LTs	R O	Mean Rank STs	R O	Mean Rank Ss	R O	P Value	CHI-S
1	Student's consulting technical references designated by you	321.61	9	346.43	3	332.14	13	0.7470	0.5834
2	Reading written instructions for use of technical apparatus	203.27	13	240.78	9	355.68	2	0.0000 *	53.9834
3	Decoding and/or interpreting information presented in charts, diagrams in technical literature	287.43	10	352.98	2	332.80	12	0.4363	2.8854
4	Reading technical passage for gist	388.41	6	306.55	5	334.71	11	0.1026	4.5533
5	Reading technical passage for specific information to do an assignment	345.50	7	315.81	4	336.25	10	1.5591	1.1630
6	Reading intensively for all the information in a technical text	250.77	12	258.88	6	349.90	4	0.0000 *	28.1718
7	understanding elliptical forms of writing, e.g. specific telegraphese about the field of study	281.13	11	223.70	13	350.97	3	0.0000 *	37.1821
8	Using correct pronunciation in reading technical passages or reports	200.59	14	171.75	14	366.43	1	0.0000 *	119.8065

Continued...

No	ITEM DESCRIPTION	Mean Rank LTs	R O	Mean Rank STs	R O	Mean Rank Ss	R O	P Value	CHI-S
9	Reading for details in non-technical literature	428.41	4	239.23	11	343.18	6	0.0000 *	31.6421
10	Reading for gist in non-technical literature	447.14	1	238.14	12	337.52	9	0.0000 *	34.3926
11	Reading for specific information in non-technical literature	431.55	3	257.53	7	337.85	8	0.0000 *	23.2642
12	Reading miscellaneous items such as cables	334.18	8	240.20	10	347.61	5	0.0000 *	24.6221
13	Reading to find out the writer's view on a particular issue	439.96	2	367.04	1	321.58	14	0.0000 *	14.2832
14	Understanding information in a text through making inference	389.13	5	255.13	8	338.60	7	0.0000 *	18.4504

Key :

LTs : Language teachers STs : Subject teachers Ss : Students * : Significant difference
R O : Rank order P Value : Probability value CHI-S : CHI-square

Table 9 : Rank index table of informants' estimation of the students' command of reading skills

No	ITEM DESCRIPTION	Mean Rank LTs	R O	Mean Rank STs	R O	Mean Rank Ss	R O	P Value	CHI-S
1	Student's consulting technical references designated by you	225.80	12	248.97	1	346.07	13	0.0000 *	32.8707
2	Reading written instructions for use of technical apparatus	207.00	14	179.42	9	360.24	3	0.0000 *	92.8447
3	Decoding and/or interpreting information presented in charts, diagrams in technical literature	300.48	3	233.35	3	346.56	11	0.0000 *	32.7089
4	Reading technical passage for gist	235.27	10	238.90	2	345.07	14	0.0000 *	27.6769
5	Reading technical passage for specific information to do an assignment	276.82	7	202.92	5	354.20	5	0.0000 *	60.6507
6	Reading intensively for all the information in a technical text	232.80	11	174.32	11	361.42	2	0.0000 *	91.2168
7	understanding elliptical forms of writing, e.g. specific telegraphese about the field of study	262.35	9	180.23	8	350.84	8	0.0000 *	72.5420
8	Using correct pronunciation in reading technical passages or reports	211.18	13	150.52	14	365.81	1	0.0000 *	122.1799

Continued ...

No	ITEM DESCRIPTION	Mean Rank LTs	R O	Mean Rank STs	R O	Mean Rank Ss	R O	P Value	CHI-S
9	Reading for details in non-technical literature	301.18	2	188.46	7	352.35	7	0.0000 *	72.3334
10	Reading for gist in non-technical literature	317.05	1	172.07	12	348.35	10	0.0000 *	81.6095
11	Reading for specific information in non-technical literature	300.25	4	170.00	13	354.98	4	0.0000 *	91.5870
12	Reading miscellaneous items such as cables	278.30	6	203.29	4	348.78	9	0.0000 *	55.2256
13	Reading to find out the writer's view on a particular issue	292.07	5	197.94	6	346.36	12	0.0000 *	52.1087
14	Understanding information in a text through making inference	267.86	8	175.60	10	353.69	6	0.0000 *	84.2675

Key :

LTs : Language teachers STs : Subject teachers Ss : Students * : Significant difference
R O : Rank Order P Value : Probability value CHI-S : CHI-square

Table 10: Rank index table of informants' estimation of the importance of writing skills

No	ITEM DESCRIPTION	Mean Rank LTs	R O	Mean Rank STs	R O	Mean Rank Ss	R O	P Value	CHI-S
1	Drawing and labelling diagrams and making graphs from a given input in a specific field	312.13	8	352.56	4	331.05	9	0.4959	1.4027
2	Using correctly in writing the terminology of the subject	300.11	10	352.20	5	332.32	8	0.3340	2.1931
3	Writing short essays and reports on the subject of study	382.43	1	321.51	9	336.51	6	0.3071	2.3615
4	Stating facts, problems and experimental procedures in writing	355.23	4	351.55	6	325.92	11	0.3552	2.0702
5	Writing down the interpretation of tabulations, diagrams or charts	356.64	3	379.12	1	322.23	13	0.0206 *	7.7623
6	Expressing and defining in writing his/her own personal points of view on topics in the major field of study	292.46	11	260.71	12	341.40	5	0.0003 *	16.2731
7	Using techniques of report writing, e.g. planning and summarizing	318.96	6	321.59	8	333.67	7	0.7898	0.4723

Continued ...

No	ITEM DESCRIPTION	Mean Rank LTs	R O	Mean Rank STs	R O	Mean Rank Ss	R O	P Value	CHI-S
8	Stating in writing the aims of scientific experiments in his/her field of study	315.85	7	371.46	2	322.94	12	0.0626	5.5421
9	Describing in writing the apparatus used along with appropriate diagrams	322.63	5	349.79	7	326.85	10	0.5634	1.1474
10	Note-making from written texts	269.36	13	254.41	3	347.92	2	0.0000 *	25.8831
11	Note-taking from lectures , video-films discussions and/or seminars	300.18	9	284.48	10	342.83	3	0.0091 *	9.4031
12	Using correct grammatical structures in written communication e.g. letters	379.45	2	211.39	13	349.05	1	0.0000 *	46.7549
13	Using note-taking techniques e.g. abbreviation	284.67	12	280.04	11	342.22	4	0.0055 *	10.3982

Key :

LTs : Language teachers STs : Subject teachers Ss : Students * : Significant difference
R O : Rank order P Value : Probability Value CHI-S : CHI-square

Table 11: Rank index table of informants' estimation of the students' command of writing skills

No	ITEM DESCRIPTION	Mean Rank LTs	R O	Mean Rank STs	R O	Mean Rank Ss	R O	P Value	CHI-S
1	Drawing and labling diagrams and making graphs from a given input in a specific field	260.72	6	275.79	1	340.44	11	0.0006 *	14.6898
2	Using correctly in writing the terminology of the subject	239.50	10	255.61	3	348.51	8	0.0000 *	29.1222
3	Writing short essays and reports on the subject of study	257.56	7	198.64	10	354.80	3	0.0000 *	62.5886
4	Stating facts, problems and experimental procedures in writing	295.15	3	229.51	6	340.99	10	0.0000 *	31.6336
5	Writing down the interpretation of tabulations, diagrams or charts	262.56	5	242.90	5	345.73	9	0.0000 *	30.3441
6	Expressing and defining in writing his/her own personal points of view on topics in the major field of study	255.68	8	188.30	13	353.54	5	0.0000 *	68.0844
7	Using techniques of report writing, e.g. planning and summarizing	204.25	13	228.67	7	349.64	7	0.0000 *	50.7507

Continued...

No	ITEM DESCRIPTION	Mean Rank LTs	R O	Mean Rank STs	R O	Mean Rank Ss	R O	P Value	CHI-S
8	Stating in writing the aims of scientific experiments in his/her field of study	291.92	4	247.32	4	338.36	12	0.0000 *	21.9381
9	Describing in writing the apparatus used along with appropriate diagrams	320.92	1	258.47	2	334.69	13	0.0010 *	13.7776
10	Note-making from written texts	228.96	12	194.89	11	355.37	1	0.0000 *	75.2361
11	Note-taking from lectures, video-films discussions and/or seminars	244.41	9	217.15	8	353.08	6	0.0000 *	50.9501
12	Using correct grammatical structures in written communication e.g. letters	235.68	11	182.29	12	354.90	2	0.0000 *	79.9251
13	Using note-taking techniques e.g. abbreviation	319.96	2	203.80	9	353.91	4	0.0000 *	65.2951

Key :

LTs : Language teachers STs : Subject teachers Ss : Students * : Significant difference
R O : Rank order P Value : Probability value CHI-S : CHI-square

Table 12: Rank index table of informants' estimation of the importance of listening skills

No	ITEM DESCRIPTION	Mean Rank LTs	R O	Mean Rank STs	R O	Mean Rank Ss	R O	P Value	CHI-S
1	Decoding differences in meaning through intonation and stress, e.g. the difference between the intonation in questions and answers	332.77	6	222.86	8	338.34	7	0.0000 *	30.6393
2	Understanding conversation between two people who are not speaking directly to the student	220.41	9	192.02	9	360.92	1	0.0000 *	81.7435
3	Understanding a talk on a non-technical subject	343.23	4	249.24	7	344.80	2	0.0000 *	20.3138
4	Understanding and following a question-answer interchanges between the lecturer and other students	339.34	5	285.30	4	338.35	6	0.0200 *	7.8228
5	Listening to and understanding the key-words or main subsidiary points in a lecture or seminar	328.46	8	289.11	3	342.35	5	0.0238 *	7.4795
6	Listening to other students speaking in English in seminar	360.18	3	262.16	6	344.57	3	0.0004 *	15.5914
7	Understanding a lecture based on information presented in charts	366.46	2	360.43	1	329.58	8	0.2216	3.0138
8	Eliciting detailed technical information from audio-visual sources, e.g. radio and T.V.	331.20	7	277.43	5	342.59	4	0.0100 *	9.2196
9	Understanding a technical lecture and taking notes	371.75	1	352.23	2	323.12	9	0.1471	3.8337

Key :

LTs : Language teachers STs : Subject teachers Ss : Students * : Significant difference
R O : Rank order P Value : Probability value CHI-S : CHI-square

Table13 : Rank index table of informants' estimation of the importance of the students' command of listening skills

No	ITEM DESCRIPTION	Mean Rank LTs	R O	Mean Rank STs	R O	Mean Rank Ss	R O	P Value	CHI-S
1	Decoding differences in meaning through intonation and stress, e.g. the difference between the intonation in questions and answers	310.64	3	204.59	8	335.02	9	0.0000 *	40.4297
2	Understanding conversation between two people who are not speaking directly to the student	280.14	8	168.06	9	357.01	1	0.0000 *	84.8034
3	Understanding a talk on a non-technical subject	328.30	2	225.01	5	347.70	6	0.0000 *	37.4375
4	Understanding and following a question-answer interchanges between the lecturer and other students	302.50	6	209.28	7	349.12	5	0.0000 *	51.3691
5	Listening to and understanding the key-words or main subsidiary points in a lecture or seminar	247.68	9	228.93	4	353.69	3	0.0000 *	46.4556
6	Listening to other students speaking in English in seminar	311.54	4	398.70	1	354.21	2	0.0000 *	60.0428
7	Understanding a lecture based on information presented in charts	336.95	1	273.63	2	341.69	7	0.0030 *	11.6077
8	Eliciting detailed technical information from audio-visual sources, e.g. radio and T.V.	310.12	5	211.60	6	349.19	4	0.0000 *	44.8534
9	Understanding a technical lecture and taking notes	286.24	7	266.77	3	337.78	8	0.0009 *	14.1270

Key :

LTs : Language teachers STs : Subject teachers Ss : Students * : Significant difference
R O : Rank order P Value : Probability value CHI-S : CHI-square

Table 14 : Rank index table of informants' estimation of the importance of speaking skills

No	ITEM DESCRIPTION	Mean Rank LTs	R O	Mean Rank STs	R O	Mean Rank Ss	R O	P Value	CHI-S
1	Communicating in English with you as a lecturer , e.g., asking relevant questions	357.46	2	222.77	6	347.48	1	0.0000 *	40.1572
2	Taking part in seminars and tutorials in English	381.91	1	338.69	1	323.09	6	0.2143	3.0808
3	Discussing in English the procedures of scientific experiments with the lecturer	354.96	3	330.51	2	331.66	4	0.8003	0.4454
4	Presenting in English talks from notes he/she has made himself/herself	352.32	4	301.84	4	334.32	3	0.2573	2.7148
5	Describing in English technical apparatus , e.g., laboratory apparatus	345.07	5	330.38	3	329.20	5	0.9069	0.1954
6	Expressing and defending orally his/her own position on a particular issue in the field of study	333.04	6	265.52	5	341.34	2	0.0013 *	13.2250

Key :

LTs : Language teachers STs : Subject teachers Ss : Students * : Significant difference
R O : Rank order P Value : Probability value CHI-S : CHI-square

Table 15 : Rank index table of informants' estimation of the students' command of the speaking skill

No	ITEM DESCRIPTION	Mean Rank LTs	R O	Mean Rank STs	R O	Mean Rank Ss	R O	P Value	CHI-S
1	Communicating in English with you as a lecturer , e.g., asking relevant questions	357.54	2	226.58	5	346.70	2	0.0000 *	33.9616
2	Taking part in seminars and tutorials in English	379.04	1	278.48	1	327.68	6	0.0063 *	10.1458
3	Discussing in English the procedures of scientific experiments with the lecturer	329.73	3	268.57	2	337.71	5	0.0032 *	11.4593
4	Presenting in English talks from notes he/she has made himself/herself	292.42	6	234.51	4	342.94	3	0.0000 *	29.7732
5	Describing in English technical apparatus , e.g., laboratory apparatus	323.08	4	255.28	3	338.25	4	0.0002 *	16.6631
6	Expressing and defending orally his/her own position on a particular issue in the field of study	311.46	5	192.51	6	352.24	1	0.0000 *	58.7125

Key :

LTs : Language teachers STs : Subject teachers Ss : Students * : Significant difference
R O : Rank order P Value : Probability value CHI-S : CHI-square

Table 16 : Rank index table of informants' estimation of the importance of translation skills

No	ITEM DESCRIPTION	Mean Rank LTs	R O	Mean Rank STs	R O	Mean Rank Ss	R O	P Value	CHI-S
1	Translating accurately technical terminology in the major field of study from Arabic into English	298.81	3	232.47	3	347.12	2	0.0000 *	29.9612
2	Translating accurately technical terminology in the major field of study from English into Arabic	272.21	5	269.07	2	341.93	5	0.0004 *	15.7154
3	Translating accurately technical passages in the major field of study from Arabic into English	243.94	6	203.30	6	350.42	1	0.0000 *	53.6299
4	Translating accurately technical passages in the major field of study from English into Arabic	309.52	2	291.91	1	331.31	6	0.1578	3.6930
5	Translating formal and informal letters, notes from Arabic into English	316.69	1	221.98	5	344.67	3	0.0000 *	30.7679
6	Translating formal and informal letters, notes from English into Arabic	276.84	4	222.80	4	343.84	4	0.0000 *	32.1340

Key :

LTs : Language teachers STs : Subject teachers Ss : Students * : Significant difference
R O : Rank order P Value : Probability value CHI-S : CHI-square

Table 17 : Rank index table of informants' estimation of the students' command of the translation skill

No	ITEM DESCRIPTION	Mean Rank LTs	R O	Mean Rank STs	R O	Mean Rank Ss	R O	P Value	CHI-S
1	Translating accurately technical terminology in the major field of study from Arabic into English	301.79	2	219.57	3	345.34	2	0.0000 *	39.7583
2	Translating accurately technical terminology in the major field of study from English into Arabic	262.05	3	251.58	2	341.77	5	0.0000 *	24.5025
3	Translating accurately technical passages in the major field of study from Arabic into English	256.40	6	203.08	5	344.61	3	0.0000 *	51.7772
4	Translating accurately technical passages in the major field of study from English into Arabic	364.76	1	282.33	1	325.55	6	0.0427 *	6.3076
5	Translating formal and informal letters, notes from Arabic into English	257.80	5	202.23	6	349.18	1	0.0000 *	54.9291
6	Translating formal and informal letters, notes from English into Arabic	259.79	4	210.06	4	341.88	4	0.0000 *	44.3306

Key :

LTs : Language teachers STs : Subject teachers Ss : Students * : Significant difference
R O : Rank order P Value : Probability value CHI-S : CHI-square

Table 18: Rank index table of informants' estimation of the importance and the command of reading skills (Mann-Whitney U-Test)

ITEM No	ITEM DESCRIPTION	TYPE OF INFORMANT	IMPORTANCE OF THE SKILL			COMMAND OF THE SKILL		
			MEAN RANK	U VALUE	PROBABILITY	MEAN RANK	U VALUE	PROBABILITY
1	Student's consulting technical references designated by you	LTs	52.64	1068.0	0.4282	53.79	1100.0	0.5600
		STs	57.79			57.40		
		LTs	283.46	7531.0	0.7826	186.52	4816.5	0.0003
		Ss	291.91			291.65		
		STs	331.15	22289.5	0.5078	234.07	16091.5	0.0000
		Ss	317.73			326.92		
2	Reading written instructions for use of technical apparatus	LTs	51.82	1045.0	0.2631	61.28	991.5	0.2591
		STs	59.35			54.30		
		LTs	165.95	4240.5	0.0000	159.72	3934.5	0.0000
		Ss	297.85			295.35		
		STs	224.93	15603.0	0.0000	167.61	10509.5	0.0009
		Ss	335.34			340.39		
3	Decoding and/or interpreting information presented in charts, diagrams in technical literature	LTs	48.29	946.0	0.0638	65.55	950.5	0.0740
		STs	60.50			54.18		
		LTs	253.64	6696.0	0.2004	249.43	6578.0	0.1642
		Ss	292.37			289.45		
		STs	335.98	22319.0	0.3370	222.16	15229.0	0.0000
		Ss	316.93			330.61		
4	Reading technical passage for gist	LTs	66.34	844.5	0.0197	66.02	797.5	0.0062
		STs	51.80			51.23		
		LTs	336.57	6550.0	0.1262	281.175	7483.0	0.7490
		Ss	290.28			290.94		
		STs	296.26	20890.0	0.1873	229.17	15389.0	0.0000
		Ss	322.93			330.62		
5	Reading technical passage for specific information to do an assignment	LTs	61.75	1085.0	0.3740	68.32	873.0	0.0662
		STs	56.12			53.27		
		LTs	298.25	7539.0	0.7941	223.00	5838.0	0.0151
		Ss	290.63			292.37		
		STs	303.19	22333.5	0.3135	192.65	12720.5	0.0000
		Ss	322.61			336.83		
6	Reading intensively for all the information in a technical text	LTs	57.93	1192.0	0.9308	67.00	910.0	0.0249
		STs	57.36			53.71		
		LTs	207.34	3599.5	0.0019	180.30	4642.5	0.0001
		Ss	295.24			295.06		
		STs	245.02	17331.0	0.0000	163.62	10252.5	0.0000
		Ss	331.66			341.86		

Continued ...

ITEM No	ITEM DESCRIPTION	TYPE OF INFORMANT	IMPORTANCE OF THE SKILL			COMMAND OF THE SKILL		
			MEAN RANK	U VALUE	PROBABILITY	MEAN RANK	U VALUE	PROBABILITY
7	Understanding elliptical forms of writing, e.g. specific telegraphese about the field of study	LTs	65.09	851.5	0.0403	64.57	767.5	0.0021
		STs	51.51			49.72		
		LTs	230.54	6049.0	0.0339	211.78	5340.0	0.1022
		Ss	295.10			290.72		
		STs	213.19	13947.0	0.0000	170.51	10310.5	0.0000
		Ss	333.87			333.62		
8	Using correct pronunciation in reading technical passages or reports	LTs	63.48	959.0	0.1760	67.23	875.5	0.0000
		STs	54.28			52.92		
		LTs	151.11	3702.0	0.0000	158.45	4030.5	0.2995
		Ss	29.35			296.69		
		STs	160.46	9984.5	0.0000	140.10	8198.5	0.0000
		Ss	346.07			345.12		
9	Reading for details in non-technical literature	LTs	82.96	463.0	0.0000	69.73	777.5	0.0007
		STs	48.45			51.37		
		LTs	359.95	5811.5	0.0190	245.95	6480.5	0.0878
		Ss	287.51			290.15		
		STs	233.78	16216.5	0.0000	179.10	11379.0	0.0000
		Ss	332.68			336.20		
10	Reading for gist in non-technical literature	LTs	84.95	379.5	0.0000	73.77	608.5	0.0193
		STs	47.02			48.51		
		LTs	376.70	5146.5	0.0022	257.79	6812.0	0.0248
		Ss	282.93			285.89		
		STs	233.62	16054.0	0.0000	164.56	10008.5	0.0000
		Ss	328.10			332.97		
11	Reading for specific information in non-technical literature	LTs	80.04	545.0	0.0000	72.00	742.0	0.0041
		STs	49.41			51.33		
		LTs	366.02	5529.5	0.0082	242.75	6391.0	0.0962
		Ss	285.07			289.27		
		STs	251.12	17690.0	0.0002	161.17	9968.0	0.0000
		Ss	327.78			338.71		
12	Reading miscellaneous items such as: cables, tourist leaflets... etc	LTs	69.66	807.5	0.0087	64.91	828.5	0.0103
		STs	52.11			50.86		
		LTs	279.02	7406.5	0.6744	227.89	5975.0	0.0066
		Ss	292.13			291.08		
		STs	230.58	15799.0	0.0000	192.93	12194.5	0.0000
		Ss	332.98			331.71		

Continued...

I T E M No	ITEM DESCRIPTION	TYPE OF INFORMANT	IMPORTANCE OF THE SKILL			COMMAND OF THE SKILL		
			MEAN RANK	U VALUE	PROBABI LITY	MEAN RANK	U VALUE	PROBABI LITY
13	Reading to find out the writer's view on a particular issue	LTs	63.79	832.0	0.0379	64.54	755.0	0.0041
		STs	50.53			48.81		
		LTs	390.68	5035.0	0.0010	242.04	6371.0	0.0962
		Ss	287.56			290.35		
		STs	356.51	18919.5	0.0380	188.14	11483.5	0.0000
		Ss	312.53			330.01		
14	Understanding information in a text through making inference	LTs	72.46	645.0	0.0002	66.25	819.0	0.0103
		STs	48.96			51.11		
		LTs	331.16	6561.5	0.1541	216.11	5645.0	0.0066
		Ss	287.91			291.16		
		STs	247.17	16699.5	0.0001	165.49	10084.0	0.0000
		Ss	326.69			336.03		

Key :

LTs : Language teachers

STs : Subject teachers

Ss : Students

Table 19 : Rank index table of informants' estimation of the importance and the command of writing skills (Mann-Whitney U-Test)

ITEM No	ITEM DESCRIPTION	TYPE OF INFORMANT	IMPORTANCE OF THE SKILL			COMMAND OF THE SKILL		
			MEAN RANK	U VALUE	PROBABILITY	MEAN RANK	U VALUE	PROBABILITY
1	Drawing and labelling diagrams and making graphs from a given input in a specific field	LTs	50.98	1021.5	0.2308	53.50	1066.5	0.6645
		STs	58.98			56.15		
		LTs	275.64	7312.0	0.6137	221.22	5595.0	0.0191
		Ss	291.25			290.77		
		STs	336.58	21966.0	0.3199	261.64	18230.0	0.0014
		Ss	316.29			323.67		
2	Using correctly in writing the terminology of the subject	LTs	49.91	991.5	0.1275	55.00	1134.0	0.6711
		STs	59.34			57.66		
		LTs	264.70	7005.5	0.3316	199.00	5166.1	0.0013
		Ss	292.33			294.11		
		STs	335.86	22111.5	0.3117	240.95	16826.0	0.0000
		Ss	316.98			329.91		
3	Writing short essays and reports on the subject of study	LTs	66.02	965.5	0.0818	60.22	912.0	0.1489
		STs	54.73			51.90		
		LTs	330.91	6767.3	0.2014	211.33	5328.0	0.0043
		Ss	291.62			295.92		
		STs	310.28	22943.5	0.4864	187.24	11739.0	0.0000
		Ss	324.38			337.39		
4	Stating facts, problems and experimental procedures in writing	LTs	57.89	1193.0	0.9359	61.81	923.0	0.1262
		STs	57.37			52.76		
		LTs	311.84	6962.5	0.3992	247.33	6300.0	0.1877
		Ss	286.25			285.83		
		STs	337.68	21656.5	0.2195	218.26	14494.0	0.0000
		Ss	313.16			325.66		
5	Writing down the interpretation of tabulations, diagrams or charts	LTs	52.68	1069.0	0.3695	57.74	1033.0	0.5448
		STs	58.42			54.10		
		LTs	318.46	6833.0	0.3076	218.81	5530.0	0.0127
		Ss	286.97			291.93		
		STs	363.70	19320.5	0.0081	230.30	15482.0	0.0000
		Ss	309.76			328.80		

Continued ...

ITEM No	ITEM DESCRIPTION	TYPE OF INFORMANT	IMPORTANCE OF THE SKILL			COMMAND OF THE SKILL		
			MEAN RANK	U VALUE	PROBABILITY	MEAN RANK	U VALUE	PROBABILITY
6	Expressing and defending in writing his/her own personal points of view on topics in the major field of study	LTs	61.59	1033.5	0.3107	63.54	895.0	0.0345
		STs	54.80			52.05		
		LTs	245.38	6464.5	0.1417	206.64	5380.0	0.0038
		Ss	289.14			292.68		
		STs	248.41	17296.5	0.0001	177.25	11036.5	0.0000
		Ss	325.26			335.36		
7	Using techniques of report writing, e.g., planning and summarising	LTs	56.55	1177.5	0.9284	51.63	1039.5	0.4141
		STs	57.15			56.17		
		LTs	276.91	7347.5	0.6763	167.13	4273.5	0.0000
		Ss	289.62			294.19		
		STs	307.45	22478.0	0.5641	213.50	13972.5	0.0000
		Ss	319.06			329.46		
8	Stating in writing the aims of scientific experiments in his/her field of study	LTs	50.71	1014.0	0.1796	59.46	924.0	0.2410
		STs	59.71			52.77		
		LTs	279.61	7423.0	0.8251	245.46	6031.0	0.1706
		Ss	286.33			285.85		
		STs	355.25	19887.5	0.0198	236.05	15953.0	0.0000
		Ss	308.03			323.51		
9	Describing in writing the apparatus used along with appropriate diagrams	LTs	51.07	1001.0	0.4894	60.04	774.0	0.0743
		STs	55.64			49.42		
		LTs	285.56	7332.0	0.9092	273.88	65022.0	0.6793
		Ss	289.17			286.55		
		STs	335.15	20727.0	0.2934	248.55	16306.0	0.0002
		Ss	313.18			321.64		
10	Note taking from written text	LTs	61.32	1097.0	0.4451	59.98	1078.5	0.4569
		STs	56.26			55.34		
		LTs	222.54	5825.0	0.0138	183.48	4731.5	0.0001
		Ss	292.91			292.83		
		STs	241.66	17041.5	0.0000	182.05	11722.0	0.0000
		Ss	330.52			336.03		

Continued ...

I T E M No	ITEM DESCRIPTION	TYPE OF INFORMANT	IMPORTANCE OF THE SKILL			COMMAND OF THE SKILL		
			MEAN RANK	U VALUE	PROBABI LITY	MEAN RANK	U VALUE	PROBABI LITY
11	Note-taking from lectures, video-films discussions and/or seminars	LTs	60.14	1130.0	0.5899	60.25	1099.0	0.4837
		STs	56.64			55.93		
		LTs	254.54	6721.0	0.1949	198.66	5156.5	0.0015
		Ss	292.32			293.09		
		STs	271.34	19594.5	0.0040	204.22	13703.5	0.0000
		Ss	327.00			334.49		
12	Using correct gramatical structures in written communication, e.g., letters, short essays... etc.	LTs	79.73	581.5	0.0000	60.21	988.0	0.1162
		STs	50.26			53.20		
		LTs	314.21	7008.0	0.3772	198.96	4913.0	0.0004
		Ss	288.24			293.02		
		STs	204.63	13857.0	0.0000	170.09	10456.5	0.0000
		Ss	336.31			335.88		
13	Using note-taking techniques such as common abbreviations .. etc.	LTs	57.22	1101.0	0.8118	56.21	1072.0	0.6935
		STs	55.61			53.90		
		LTs	241.44	6141.0	0.1033	178.25	4585.0	0.0001
		Ss	292.38			295.68		
		STs	266.93	18852.0	0.0037	190.40	11992.0	0.0000
		Ss	326.35			334.24		

Key :

LTs : Language teachers STs : Subject teachers Ss : Students

Table 20: Rank index table of informants' estimation of the importance and the command of listening skills (Mann-Whitney U-Test)

ITEM No	ITEM DESCRIPTION	TYPE OF INFORMANT	IMPORTANCE OF THE SKILL			COMMAND OF THE SKILL		
			MEAN RANK	U VALUE	PROBABILITY	MEAN RANK	U VALUE	PROBABILITY
1	Decoding differences in meaning through intonation and stress, e.g., the difference between the intonation in questions and answers	LTs	67.88	717.5	0.0036	63.32	677.0	0.0036
		STs	49.08			46.27		
		LTs	279.39	7417.0	0.8539	261.82	6925.0	0.4360
		Ss	284.76			283.58		
		STs	213.78	13728.5	0.0000	195.32	11557.0	0.0000
		Ss	324.08			319.94		
2	Understanding conversation between two people who are not speaking directly to the student	LTs	60.75	1029.0	0.3444	68.54	671.0	0.0006
		STs	54.40			48.10		
		LTs	174.16	4470.5	0.0000	226.11	5925.0	0.0163
		Ss	298.46			295.84		
		STs	179.62	11422.5	0.0000	159.46	9357.0	0.0000
		Ss	340.96			339.67		
3	Understanding a talk on a non-technical subject	LTs	70.91	800.5	0.0058	70.21	764.0	0.0026
		STs	52.42			51.20		
		LTs	286.82	7625.0	0.9135	272.59	7226.5	0.5206
		Ss	290.16			290.88		
		STs	239.82	16729.5	0.0000	215.80	14425.5	0.0000
		Ss	330.64			332.82		
4	Understanding and following question-answer interchanges between the lecturer and other students	LTs	65.09	991.5	0.1135	68.86	802.0	0.0036
		STs	55.03			51.66		
		LTs	288.75	7665.0	0.9923	248.14	6542.0	0.1375
		Ss	288.49			290.04		
		STs	273.77	19803.5	0.0056	199.62	13082.5	0.0000
		Ss	324.36			333.08		
5	Listening and understanding the key-word or main subsidiary points in a lecture or seminar	LTs	62.11	1047.0	0.2888	59.39	1095.0	0.5327
		STs	55.32			55.54		
		LTs	280.86	7458.0	0.6622	202.79	5272.0	0.0012
		Ss	293.09			295.98		
		STs	276.79	19872.0	0.0064	215.98	14565.0	0.0000
		Ss	327.76			335.21		

Continued ...

I T E M No	ITEM DESCRIPTION	TYPE OF INFORMANT	IMPORTANCE OF THE SKILL			COMMAND OF THE SKILL		
			MEAN RANK	U VALUE	PROBABI LITY	MEAN RANK	U VALUE	PROBABI LITY
6	Listening to other students speaking in English in seminars	LTs	68.38	815.5	0.0116	69.06	739.5	0.0019
		STs	51.83			50.13		
		LTs	306.30	7453.5	0.6601	256.95	6788.5	0.1843
		Ss	292.86			294.81		
		STs	252.33	17457.5	0.0001	189.57	12034.0	0.0000
		Ss	331.21			338.39		
7	Understanding a lecture based on information presented in charts.. etc.	LTs	57.09	1159.5	0.9013	65.20	904.5	0.0310
		STs	56.30			52.90		
		LTs	323.88	6433.5	0.2910	286.25	7609.5	0.8487
		Ss	291.45			291.77		
		STs	346.63	21241.5	0.1462	262.73	18321.0	0.0008
		Ss	317.14			327.43		
8	Eliciting detailed technical information from audio-visual sources, e.g., radio and TV	LTs	63.00	966.0	0.1480	66.42	704.0	0.0046
		STs	53.64			46.30		
		LTs	282.70	7509.5	0.7387	257.19	6336.0	0.2425
		Ss	292.99			292.58		
		STs	265.80	18575.0	0.0025	202.80	12984.0	0.0000
		Ss	328.09			334.61		
9	Understanding a technical lecture and taking notes	LTs	60.20	1128.5	0.5733	58.81	1058.0	0.5528
		STs	56.62			55.10		
		LTs	326.03	6480.5	0.1526	241.43	6140.5	0.1240
		Ss	283.93			286.65		
		STs	339.10	21276.0	0.1501	254.17	17780.5	0.0004
		Ss	311.18			322.13		

Key :

LTs : Language teachers STs : Subject teachers Ss : Students

Table 21 : Rank index table of informants' estimation of the importance and the command of speaking skills (Mann-Whitney U-Test)

ITEM No	ITEM DESCRIPTION	TYPE OF INFORMANT	IMPORTANCE OF THE SKILL			COMMAND OF THE SKILL		
			MEAN RANK	U VALUE	PROBABILITY	MEAN RANK	U VALUE	PROBABILITY
1	Communicating in English with you as a lecturer, e.g., asking relevant questions	LTs	72.93	660.0	0.0003	72.39	660.0	0.0003
		STs	49.55			49.55		
		LTs	299.04	7545.0	0.7744	299.64	7556.0	0.7856
		Ss	291.12			291.61		
		STs	214.72	14204.0	0.0000	218.59	14385.0	0.0000
		Ss	333.86			233.08		
2	taking part in seminars and tutorials in English	LTs	61.76	951.5	0.1957	66.68	683.0	0.0022
		STs	53.46			49.43		
		LTs	334.15	6044.0	0.1056	325.36	5691.0	0.1197
		Ss	283.61			281.04		
		STs	327.22	21478.5	0.4570	270.05	18553.0	0.0086
		Ss	311.98			317.14		
3	Discussing in English the procedures of scientific experiments with the lecturers	LTs	58.75	1057.0	0.4945	61.58	830.0	0.0717
		STs	54.39			50.88		
		LTs	310.71	7218.0	0.5159	281.65	6972.0	0.7986
		Ss	290.53			289.35		
		STs	317.62	22642.0	0.9612	258.38	17430.0	0.0008
		Ss	318.63			324.37		
4	Presenting in English talks from notes he/she has made himself/herself	LTs	63.59	949.5	0.1139	61.60	855.5	0.0931
		STs	53.44			51.56		
		LTs	303.23	7315.5	0.6389	244.33	6001.5	0.1340
		Ss	288.80			289.03		
		STs	290.42	20617.0	0.1352	223.95	14819.0	0.0000
		Ss	321.01			377.91		
5	Describing in English technical apparatus, e.g., laboratory apparatus	LTs	56.81	1058.0	0.7122	62.62	803.0	0.0431
		STs	54.40			50.54		
		LTs	302.26	7067.0	0.6589	273.96	6772.0	0.6364
		Ss	288.35			288.14		
		STs	317.48	22470.0	0.9569	245.24	16379.5	0.0000
		Ss	316.35			324.61		
6	Expressing and defending orally his/her own position on a particular issue in the field of study	LTs	64.80	869.5	0.0632	69.13	698.5	0.0008
		STs	52.48			49.62		
		LTs	282.24	7242.5	0.7481	256.33	6543.0	0.2372
		Ss	290.38			292.17		
		STs	255.05	17683.0	0.0003	183.89	11574.0	0.0000
		Ss	327.47			337.07		

Key :

LTs : Language teachers STs : Subject teachers Ss : Students

Table 22: Rank index table of informants' estimation of the importance and the command of translation skills (Mann-Whitney U-Test)

I T E M No	ITEM DESCRIPTION	TYPE OF INFORMANT	IMPORTANCE OF THE SKILL			COMMAND OF THE SKILL		
			MEAN RANK	U VALUE	PROBABI- LITY	MEAN RANK	U VALUE	PROBABI- LITY
1	Translating accurately technical terminology in the major field of study from Arabic into English	LTs	61.17	892.5	0.1949	64.21	727.0	0.0191
		STs	52.38			50.37		
		LTs	251.13	6178.5	0.1926	250.08	5702.0	0.2117
		Ss	291.83			288.61		
		STs	221.59	14767.0	0.0000	210.71	13875.0	0.0000
		Ss	332.30			331.73		
2	Translating accurately technical terminology in the major field of study from English into Arabic	LTs	54.21	1058.5	0.8780	54.66	898.5	0.8199
		STs	55.25			53.20		
		LTs	231.50	5668.0	0.0473	218.89	4562.5	0.0292
		Ss	291.19			288.17		
		STs	255.82	17747.0	0.0003	240.88	16664.0	0.0000
		Ss	326.23			328.09		
3	Translating accurately technical passages in the major field of study from Arabic into English	LTs	57.21	969.9	0.5281	56.98	693.5	0.1305
		STs	52.97			48.78		
		LTs	200.23	4855.0	0.0033	210.43	4188.0	0.0190
		Ss	291.64			287.86		
		STs	191.33	12177.0	0.0000	194.30	12189.5	0.0000
		Ss	333.28			331.26		
4	Translating accurately technical passages in the major field of study from English into Arabic	LTs	56.38	965.5	0.6465	63.26	684.0	0.0271
		STs	53.27			49.44		
		LTs	266.14	6328.5	0.5456	313.50	5439.5	0.2782
		Ss	285.35			279.61		
		STs	280.13	19568.0	0.0623	273.89	18864.0	0.0303
		Ss	317.96			315.44		
5	Translating formal and informal letters, notes from Arabic into English	LTs	63.00	741.0	0.0321	58.26	730.0	0.0704
		STs	49.00			48.86		
		LTs	267.19	6596.0	0.4603	211.54	4589.5	0.0109
		Ss	291.07			292.73		
		STs	212.48	13492.5	0.0000	192.87	11963.0	0.0000
		Ss	330.60			334.44		
6	Translating formal and informal letters, notes from English into Arabic	LTs	58.34	791.5	0.1655	56.50	661.5	0.1376
		STs	49.28			47.59		
		LTs	231.50	5462.5	0.0673	214.29	4269.0	0.0256
		Ss	291.09			287.71		
		STs	212.52	13361.0	0.0000	201.47	12510.0	0.0000
		Ss	328.75			328.67		

Key :

LTs : Language teachers STs : Subject teachers Ss : Students

**Table 23: Rank Index Table of Informants' Estimation of the Importance
and Command of the Reading Skill. Item No. 14**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	255.13	8	389.13	5	338.60	7	0.0000	18.4504
COMMAND OF THE SKILL	175.60	10	267.86	8	353.65	6	0.0000	84.2675
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	72.46	645.0	0.0002		66.25	819.0	0.0103	
STs	48.96				51.11			
LTs	331.16	6561.5	0.1541		216.11	5645.0	0.0066	
Ss	287.91				291.16			
STs	247.17	16699.5	0.0001		165.49	10084.0	0.0000	
Ss	326.69				336.03			

**Table 24 Rank Index Table of Informants' Estimation of the Importance
and Command of the Reading Skill. Item No. 2**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	240.78	9	203.27	13	355.68	2	0.0000	53.9834
COMMAND OF THE SKILL	179.42	9	207.00	14	360.24	3	0.0000	92.8447
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	51.82	1045.0	0.2631		61.28	991.5	0.2591	
STs	59.35				54.30			
LTs	165.95	4240.5	0.0000		159.72	3934.5	0.0000	
Ss	297.85				295.35			
STs	224.93	15603.0	0.0000		167.61	10509.5	0.0009	
Ss	335.34				340.70			

Key:

LTs : Language teachers STs : subject teachers Ss : students

**Table 25: Rank Index Table of Informants' Estimation of the Importance
and Command of the Reading Skill. Item No. 12**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	240.20	10	334.18	8	374.61	5	0.0000	24.6221
COMMAND OF THE SKILL	203.29	4	278.30	6	348.78	9	0.0000	55.2256
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	69.66	807.5	0.0087		64.91	828.5	0.0193	
STs	52.11				50.86			
LTs	279.02	7406.5	0.6744		227.89	5975.0	0.0248	
Ss	292.13				291.08			
STs	230.58	15799.0	0.0000		192.93	12194.5	0.0000	
Ss	332.98				331.71			

**Table 26: Rank Index Table of Informants' Estimation of the Importance
and Command of the Reading Skill. Item No. 9**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	239.23	11	428.41	4	343.18	6	0.0000	13.6421
COMMAND OF THE SKILL	188.46	7	301.18	2	352.35	7	0.0000	72.3334
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	82.96	463.0	0.0000		69.73	777.5	0.0021	
STs	48.45				51.37			
LTs	359.95	5811.5	0.0190		245.95	6480.5	0.1022	
Ss	287.51				290.15			
STs	233.78	16216.5	0.0000		179.10	11379.0	0.0000	
Ss	332.68				336.20			

Key:

LTs : Language teachers STs : subject teachers Ss : students

**Table 27: Rank Index Table of Informants' Estimation of the Importance
and Command of the Reading Skill. Item No. 10**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	238.14	12	447.14	1	337.52	9	0.0000	34.3926
COMMAND OF THE SKILL	172.07	12	317.05	1	348.35	10	0.0000	81.6093
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	84.95	379.5	0.0000		73.77	608.5	0.0000	
STs	47.02				48.51			
LTs	376.70	5146.5	0.0022		257.79	6812.0	0.2995	
Ss	282.93				285.89			
STs	233.62	16054.0	0.0000		164.56	10008.5	0.0000	
Ss	328.10				332.97			

**Table 28: Rank Index Table of Informants' Estimation of the Importance
and Command of the Reading Skill. Item No. 7**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	223.70	13	281.13	11	350.97	3	0.0000	37.1821
COMMAND OF THE SKILL	180.23	8	262.35	9	350.84	8	0.0000	72.5420
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	65.09	851.5	0.0403		64.57	767.5	0.0071	
STs	51.51				49.72			
LTs	230.54	6049.0	0.0339		211.78	5340.0	0.0071	
Ss	295.10				290.72			
STs	213.19	13947.0	0.0000		170.51	10310.5	0.0000	
Ss	333.87				333.62			

Key:

LTs : Language teachers STs : subject teachers Ss : students

**Table 29: Rank Index Table of Informants' Estimation of the Importance
and Command of the Reading Skill. Item No. 8**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	171.75	14	200.58	14	366.43	1	0.0000	119.8065
COMMAND OF THE SKILL	150.52	14	211.18	13	365.81	1	0.0000	122.1799
MANN-WHITNEY U TEST	<div>IMPORTANCE OF THE SKILL</div> <div>COMMAND OF THE SKILL</div>							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	63.48	959.0	0.1760		67.23	875.5	0.0140	
STs	54.28				52.92			
LTs	151.11	3702.0	0.0000		158.45	4030.5	0.0000	
Ss	29.35				296.62			
STs	160.46	9984.5	0.0000		140.10	8198.5	0.0000	
Ss	346.07				345.12			

**Table 30: Rank Index Table of Informants' Estimation of the Importance
and Command of the Writing Skill. Item No. 9**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	349.79	7	322.63	5	326.85	10	0.5634	1.1474
COMMAND OF THE SKILL	258.47	2	320.92	1	334.69	13	0.0010	13.7776
MANN-WHITNEY U TEST	<div>IMPORTANCE OF THE SKILL</div> <div>COMMAND OF THE SKILL</div>							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	51.07	1001.0	0.4894		60.04	774.0	0.0743	
STs	55.64				49.42			
LTs	285.56	7332.0	0.9092		273.88	65022.0	0.6793	
Ss	289.17				286.55			
STs	335.15	20724.0	0.2934		248.55	16306.0	0.0002	
Ss	313.18				321.64			

Key:

LTs : Language teachers STs : subject teachers Ss : students

**Table 31: Rank Index Table of Informants' Estimation of the Importance
and Command of the Writing Skill. Item No. 1**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	321.59	8	318.96	6	333.67	7	0.7898	0.4723
COMMAND OF THE SKILL	228.67	7	204.25	13	349.64	7	0.0000	50.7507
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE	MEAN RANK	U VALUE	PROBABILITY VALUE		
LTs	56.55	1177.5	0.9284	51.63	1039.5	0.4141		
STs	57.15			56.17				
LTs	276.91	7347.5	0.6763	167.13	4273.5	0.0000		
Ss	289.62			294.19				
STs	307.45	22478.0	0.5641	213.51	13872.5	0.0000		
Ss	319.06			329.46				

**Table 32: Rank Index Table of Informants' Estimation of the Importance
and Command of the Writing Skill. Item No. 3**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	321.51	9	382.43	1	336.51	6	0.3071	2.3615
COMMAND OF THE SKILL	198.64	10	257.56	7	357.80	3	0.0000	62.5886
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE	MEAN RANK	U VALUE	PROBABILITY VALUE		
LTs	66.02	965.5	0.0818	60.22	912.0	0.1489		
STs	54.73			51.90				
LTs	330.91	6764.5	0.2014	211.33	5328.0	0.0043		
Ss	291.62			295.92				
STs	310.28	22943.5	0.4841	187.24	11739.0	0.0000		
Ss	324.38			337.39				

Key:

LTs : Language teachers STs : subject teachers Ss : students

**Table 33: Rank Index Table of Informants' Estimation of the Importance
and Command of the Writing Skill. Item No. 11**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	284.48	10	300.18	9	342.83	3	0.0091	9.4031
COMMAND OF THE SKILL	217.15	8	244.41	9	353.08	6	0.0000	50.9501
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	60.14	1130.0	0.5899		60.25	1099.0	0.4837	
STs	56.64				55.93			
LTs	254.54	6721.0	0.1949		198.66	5156.5	0.0015	
Ss	292.32				293.09			
STs	271.34	1994.55	0.0049		204.22	13703.5	0.0000	
Ss	327.00				334.49			

**Table 34: Rank Index Table of Informants' Estimation of the Importance
and Command of the Writing Skill. Item No. 13**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	280.04	11	284.67	12	342.22	4	0.0055	10.3982
COMMAND OF THE SKILL	203.80	9	319.96	2	353.91	4	0.0000	65.2951
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	57.22	1101.0	0.8118		56.21	1072.0	0.6935	
STs	55.61				53.90			
LTs	241.44	6141.0	0.1033		178.25	4585.0	0.0001	
Ss	292.38				295.68			
STs	266.93	18852.0	0.0037		190.40	1192.0	0.0000	
Ss	326.35				334.24			

Key:

LTs : Language teachers STs : subject teachers Ss : students

**Table 35: Rank Index Table of Informants' Estimation of the Importance
and Command of the Writing Skill. Item No. 6**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	260.71	12	292.46	11	341.40	5	0.0003	16.2731
COMMAND OF THE SKILL	188.30	13	255.68	8	353.54	5	0.0000	68.0844
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	61.59	1033.5	0.3107		63.54	895.0	0.0345	
STs	54.80				52.05			
LTs	245.38	6464.5	0.1417		206.64	5380.0	0.0038	
Ss	289.14				292.68			
STs	248.41	17296.5	0.0001		177.25	11036.5	0.0000	
Ss	325.26				335.36			

**Table 36: Rank Index Table of Informants' Estimation of the Importance
and Command of the Writing Skill. Item No. 12**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	211.39	13	379.45	2	349.05	1	0.0000	46.7549
COMMAND OF THE SKILL	182.29	12	235.68	11	354.90	2	0.0000	79.9251
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	79.37	581.5	0.0000		60.21	988.0	0.1162	
STs	50.26				53.20			
LTs	314.21	7008.0	0.3772		198.96	4913.0	0.0004	
Ss	288.24				293.02			
STs	204.63	13857.0	0.0000		170.09	10456.5	0.0000	
Ss	336.31				335.88			

Key:

LTs : Language teachers STs : subject teachers Ss : students

**Table 37: Rank Index Table of Informants' Estimation of the Importance
and Command of the Listening Skill. Item No. 8**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	277.43	5	331.20	7	342.59	4	0.0100	9.2196
COMMAND OF THE SKILL	211.60	6	310.12	5	349.19	4	0.0000	44.8534
MANN-WHITNEY U TEST								
	IMPORTANCE OF THE SKILL				COMMAND OF THE SKILL			
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	63.00	966.0	0.1480		66.42	704.0	0.0046	
STs	53.64				46.30			
LTs	282.70	7509.5	0.7387		257.19	6336.0	0.2425	
Ss	292.99				292.58			
STs	265.80	18575.0	0.0025		202.80	12984.0	0.0000	
Ss	328.09				334.61			

**Table 38: Rank Index Table of Informants' Estimation of the Importance
and Command of the Listening Skill. Item No. 6**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	262.16	6	360.18	3	344.57	3	0.0004	15.5914
COMMAND OF THE SKILL	398.70	1	311.54	4	354.21	2	0.0000	60.0428
MANN-WHITNEY U TEST								
	IMPORTANCE OF THE SKILL				COMMAND OF THE SKILL			
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	68.38	815.5	0.0116		69.06	739.5	0.0019	
STs	51.83				50.03			
LTs	306.30	7453.5	0.6601		256.95	6788.5	0.1843	
Ss	292.86				294.81			
STs	252.33	17457.5	0.0001		189.57	12034.0	0.0000	
Ss	331.21				338.39			

Key:

LTs : Language teachers STs : subject teachers Ss : students

**Table 39: Rank Index Table of Informants' Estimation of the Importance
and Command of the Listening Skill. Item No. 3**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	249.24	7	343.23	4	344.80	2	0.0000	20.3138
COMMAND OF THE SKILL	225.01	5	328.30	2	347.70	6	0.0000	37.4375
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	70.91	800.5	0.0058		70.21	764.0	0.0026	
STs	52.42				51.20			
LTs	286.82	7625.0	0.9135		272.59	7226.5	0.5206	
Ss	290.16				290.88			
STs	239.82	16729.5	0.0000		215.80	14425.0	0.0000	
Ss	330.64				332.82			

**Table 40: Rank Index Table of Informants' Estimation of the Importance
and Command of the Listening Skill. Item No. 1**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	222.86	8	332.77	6	338.34	7	0.0000	30.6393
COMMAND OF THE SKILL	204.59	8	310.64	3	335.02	9	0.0000	40.4297
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	67.88	717.5	0.0036		63.32	677.0	0.0036	
STs	49.08				46.27			
LTs	279.39	7417.0	0.8539		261.82	6925.0	0.4360	
Ss	284.76				283.58			
STs	213.78	13728.5	0.0000		195.32	11557.0	0.0000	
Ss	324.08				319.94			

Key:

LTs : Language teachers STs : subject teachers Ss : students

**Table 41: Rank Index Table of Informants' Estimation of the Importance
and Command of the Listening Skill. Item No. 2**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	192.02	9	220.41	9	360.92	1	0.0000	81.7435
COMMAND OF THE SKILL	168.06	9	280.14	8	357.01	1	0.0000	84.8034
MANN-WHITNEY U TEST	<div>IMPORTANCE OF THE SKILL</div> <div>COMMAND OF THE SKILL</div>							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	60.75	1029.0	0.3444		68.54	671.0	0.0006	
STs	54.40				48.10			
LTs	174.16	4470.5	0.0000		226.11	5925.0	0.0163	
Ss	298.46				295.84			
STs	179.62	11422.5	0.0000		159.46	9357.0	0.0000	
Ss	340.96				339.67			

**Table 42: Rank Index Table of Informants' Estimation of the Importance
and Command of the Speaking Skill. Item No. 4**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	301.84	4	352.32	4	334.32	3	0.2573	2.7148
COMMAND OF THE SKILL	234.51	4	292.42	6	342.94	3	0.0000	29.7732
MANN-WHITNEY U TEST	<div>IMPORTANCE OF THE SKILL</div> <div>COMMAND OF THE SKILL</div>							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	63.59	949.5	0.1139		61.60	855.5	0.0931	
STs	53.44				51.56			
LTs	303.23	7315.5	0.6389		244.33	6001.5	0.1340	
Ss	288.80				289.03			
STs	290.42	20617.0	0.1352		223.95	14819.0	0.0000	
Ss	321.01				377.91			

Key:

LTs : Language teachers STs : subject teachers Ss : students

**Table 43: Rank Index Table of Informants' Estimation of the Importance
and Command of the Speaking Skill. Item No. 6**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	265.52	5	333.04	6	341.34	2	0.0013	13.2250
COMMAND OF THE SKILL	192.51	6	311.46	5	352.24	1	0.0000	58.7125
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	64.80	869.5	0.0632		69.13	698.5	0.0008	
STs	52.48				49.62			
LTs	282.24	7242.5	0.7881		256.33	6543.0	0.2372	
Ss	290.38				292.17			
STs	255.05	17683.0	0.0003		183.89	11574.0	0.0000	
Ss	327.47				337.07			

**Table 44: Rank Index Table of Informants' Estimation of the Importance
and Command of the Speaking Skill. Item No. 1**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	222.77	6	357.46	2	347.48	1	0.0000	40.1572
COMMAND OF THE SKILL	226.58	5	357.34	2	346.70	2	0.0000	33.9616
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	72.93	660.0	0.0003		72.39	660.0	0.0003	
STs	49.55				49.55			
LTs	299.04	7545.0	0.7744		299.64	7556.0	0.7856	
Ss	291.12				291.61			
STs	214.72	14204.0	0.0000		218.59	14385.0	0.0000	
Ss	333.86				233.08			

Key:

LTs : Language teachers STs : subject teachers Ss : students

**Table 45: Rank Index Table of Informants' Estimation of the Importance
and Command of the Translation Skill. Item No. 6**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	222.80	4	276.84	4	343.84	4	0.0000	32.1340
COMMAND OF THE SKILL	210.06	4	259.79	4	341.88	4	0.0000	44.3306
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	58.34	791.5	0.1655		56.50	661.5	0.1376	
STs	49.28				47.59			
LTs	231.50	5462.5	0.0673		214.29	4269.0	0.0256	
Ss	291.09				287.71			
STs	212.52	13361.0	0.0000		201.47	12510.0	0.0000	
Ss	328.75				328.67			

**Table 46: Rank Index Table of Informants' Estimation of the Importance
and Command of the Translation Skill. Item No. 5**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	221.98	5	316.69	1	344.67	3	0.0000	30.7679
COMMAND OF THE SKILL	202.23	6	257.80	5	349.18	1	0.0000	54.9291
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE		MEAN RANK	U VALUE	PROBABILITY VALUE	
LTs	63.00	741.0	0.0321		58.26	730.0	0.0704	
STs	49.00				48.86			
LTs	264.19	6596.0	0.4603		211.54	4589.5	0.0109	
Ss	291.07				292.73			
STs	212.48	13492.5	0.0000		192.87	11963.0	0.0000	
Ss	330.60				334.44			

Key:

LTs : Language teachers STs : subject teachers Ss : students

**Table 47: Rank Index Table of Informants' Estimation of the Importance
and Command of the Translation Skill. Item No. 3**

KRUSKAL-WALLIS TEST	MEAN RANK STs	RANK ORDER	MEAN RANK LTs	RANK ORDER	MEAN RANK Ss	RANK ORDER	PROBABILITY VALUE	CHI SQUARE
IMPORTANCE OF THE SKILL	203.30	6	243.49	6	350.42	1	0.0000	53.6299
COMMAND OF THE SKILL	203.08	5	256.40	6	344.61	3	0.0000	51.7772
MANN-WHITNEY U TEST	IMPORTANCE OF THE SKILL COMMAND OF THE SKILL							
TYPE OF INFORMANTS	MEAN RANK	U VALUE	PROBABILITY VALUE	MEAN RANK	U VALUE	PROBABILITY VALUE		
LTs	56.38	965.5	0.6465	63.26	684.0	0.0271		
STs	53.27			49.44				
LTs	266.14	6328.5	0.5456	313.50	5439.5	0.2782		
Ss	285.35			279.61				
STs	280.13	969.9	0.5281	56.98	693.5	0.0303		
Ss	317.96			48.98				

Key:

LTs : Language teachers STs : subject teachers Ss : students