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**AN INVESTIGATION OF THE PROBLEMS OF THE ENGLISH
PROGRAM IN THE INTERMEDIATE BOYS'
SCHOOLS OF SAUDI ARABIA**

By

MOHAMMED SALEH ALI JAN

A DISSERTATION

**Submitted to
Michigan State University
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Department of Educational Administration

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ABSTRACT

AN INVESTIGATION OF THE PROBLEMS OF THE ENGLISH PROGRAM IN THE INTERMEDIATE BOYS' SCHOOLS OF SAUDI ARABIA

By

Mohammed Saleh Ali Jan

The primary objective of this study is to investigate the methodology, atmosphere, motivation, and facilities of the English program in Saudi Arabia to determine the kinds of problems and obstacles encountered in the teaching of English in the intermediate boys' schools throughout Saudi Arabia. Three different questionnaires were constructed and administered to the persons involved in the process of learning/teaching of English as a foreign language, that is the intermediate students, the English teachers, and the English supervisors. The means, frequencies, percentages, T-test, ANOVA, and two-way analysis were calculated on the responses to test seven hypotheses and identify those factors which were most critical.

School visits and classroom observations were used to investigate the class atmosphere of randomly selected intermediate boys' schools. The results were recorded on a specially designed checklist and were reported in terms of frequencies and percentages.

The study also includes a brief historical overview of the teaching of the English language in Saudi Arabia. Moreover, the study presents conclusions and recommendations based on the findings.



In The Name Of Allah

The Merciful, The Compassionate

"O my Lord! advance me In knowledge"

DEDICATION

God said in the Holy Kur'an:

"Thy Lord hath decreed that ye worship none but him, and that ye be kind to parents. Whether one or both of them attain old age in thy life, say not to them a word of contempt, nor repel them, but address them in terms of honor. And, out of kindness, lower to them the wing of humility, and say: "My Lord! bestow on them Thy mercy even as they cherished me in childhood (17:23, 24)."

"We have enjoined on man kindness to parents: In pain did his mother bear him, and in pain did she give him birth. The carrying of the (child) to his weaning is (a period of) thirty months. At length, when he reaches the age of full strength and attains forty years, he said, "O my Lord! Grant me that I may be grateful for Thy favour which Thou has bestowed upon me, and upon both my parents, and that I may work righteousness such as Thou mayest approve; and be gracious to me in my issue. Truly have I turned to Thee and truly do I bow (to Thee) in Islam (46:15)."

In memory of my mother, (May Allah rest her soul in peace) Maymunah Ibrahim Abu-Salaiman, who was always a source of strength for me; and whose wishes would have been fulfilled by the completion of this study.

To my dear father, Ali Saleh Jan, who has devoted his life to rearing and educating his family and whose religious, psychological and financial support and encouragement with his sacrifices made it possible for me to continue my education abroad. My prayers to Allah are to grant him health and strength and let me enjoy his presence for many years to come.

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Special mention must be made of the intermediate school students who gave their time and participated in this study by responding to the questionnaire. Also my thanks and appreciation to the directors of the educational zones, the English supervisors, the English teachers, and the principals of the intermediate schools in Saudi Arabia who were of great assistance in facilitating my task during the collection of needed data for this dissertation.

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Last but not least, my greatest appreciation and my deepest gratitude is reserved for my wonderful wife, Nazeeha, who encouraged me in all my post-graduate studies, who helped me in collecting and analyzing data, and who willingly gave up her precious time to help fulfill all my needs. Also, at this time, I will not forget my wonderful, gorgeous and lovely daughter, Maymunah, whose cheerful smiles light up my life, and relieved all the stress I felt during my doctoral program.

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CHAPTER ONE

STATEMENT OF THE PROBLEM

Modern education in Saudi Arabia began only fifty years ago. At the dawn of the twentieth century schools were generally non-public and often located in small rooms situated in or near the mosque or in the teacher's house. Participating was considered a luxury. Most people didn't attend these schools and did not expect their children to do so.

These schools were called Katateeb and were very similar to the early American one-room schools. The curriculum of the Kuttab, as Lipsky described it, is based on memorization of the Kur'an, with secondary emphasis on reading and writing (Lipsky, 1959, p. 280).

Saudi Arabia as a new nation began to offer education for a people who were suffering from the effect of hundreds of years of illiteracy, ignorance, and poverty. Sheik Hafiz Wahba, who was once a Director of the General Directorate of Education, described the educational setting before the establishment of Saudi Arabia by saying:

During their rule of the Arabian Peninsula, the Turks did not display any appreciable efforts in the field of education. Education in Hejaz under Sarif Hussein was not much different from that under the Turks. (Assah, 1969, p. 29).

As a consequence, it can be safely said that modern education in the Arabian Peninsula started with the creation

of Saudi Arabia. However, the General Directorate of Education, which came to be known as the Ministry of Education, faced many problems. Assah described the situation in the early days of Saudi Arabia by saying:

Even school equipment supplies were not manufactured in the kingdom and there was nobody to write or even print textbooks that suited the environment. The Ministry of Education had therefore to face very serious problems commencing with the importation of teachers from the other Arab countries, in addition to the importation of textbooks and all kinds of school supplies, including chalk and blackboards (1969, p. 294).

Moreover, most school buildings were rented and modern audio-visual equipment and materials were absent. These were the conditions under which English was introduced to be taught as a foreign language.

Today, the Ministry of Education more fully realizes the importance of the English language as the major international spoken language. It is also considered as an important medium for the study of advanced science, engineering, and technology and receiving the digested experience, knowledge and experiments of hundreds of years. In other words, English has become a major contributor to the task of understanding what is going on in the world. In addition, English has become a requirement for making full use of contracts with foreign companies. Most of the experts employed in Saudi Arabia communicate their advise and instructions in English. English is also needed for doing higher studies inside and outside Saudi Arabia since most of the sources, references and textbooks are written in English.

As a consequence of the importance of the English language, teachers of English as a foreign language are prepared in Saudi universities, new textbooks have been designed to fulfill the needs of a developing society, and more precise objectives have been developed.

However, up to the present time the efforts to improve the English program at the intermediate level remain somewhat superficial. These efforts are unsatisfactory because the textbooks are written by foreign experts who are largely unaware of the religious and traditional customs, norms, mores, values, beliefs, and the educational goals and objectives of Saudi Arabia. Moreover, these efforts have concentrated on developing new textbooks to the exclusion of other vital features of the curriculum such as teaching methods, audio visual materials, evaluation materials, and teacher preparation programs. In addition, the kinds of activities the students participate in, the class atmosphere, the school environment, and the relationship between home and school and the relationship between school and the society were neglected. These efforts also did not consider the benefits the school would gain from the available facilities such as radio, television, newspapers, magazines, and other social information sources.

Saudi students spend three years at the intermediate level learning English, along with other subjects. However, their English proficiency is generally considered to be very poor in view of the time spent learning it. Mulla

revealed that the general English proficiency and achievement of the majority of Saudi students is completely unsatisfactory and disproportionately low (1979, p. 1).

Improvement of English teaching at the intermediate level is very urgent because English is first introduced at this level. If improvements are made early in the English learning process, it may help to eliminate later problems by preventing students from developing negative attitudes concerning English. In addition, time, money and effort will be saved for those who travel to English speaking countries for additional studies.

PURPOSE OF THE STUDY

At present, there is a need for an investigation of the contemporary conditions and practices associated with teaching English in the intermediate schools in Saudi Arabia. This research should investigate the need for learning the language and the use of modern English-teaching methods, techniques, and materials; and should identify the problems of EFL programs in Saudi Arabia. Through the writer's experiences of teaching English as a foreign language in Saudi Arabia intermediate schools and supervising student teachers in the English Department at the College of education, Umm Al-Qura University in Makkah, Saudi Arabia; and as a result of his studies in the United States, which included attending, visiting and participating in several schools which teach English as a second language, it seems apparent that the teaching of English in Saudi

Arabia intermediate school presents many problems. It is hoped that this study can play a major role in improving intermediate English programs in the Kingdom of Saudi Arabia.

The Ministry of Education in Saudi Arabia is eager to obtain a well-designed program for its educational system. By improving the English program the Ministry of Education believes that students will improve their abilities to understand, speak, read and write English.

Up to now the solution to improve the English program has concentrated on changing textbooks used at the intermediate level and importing educational specialists from other countries for consultation. Many of these experts were not aware of the Saudi Arabian culture. The results were often unsatisfactory because the experts recommended those things which had been done in their own countries. These methods did not succeed in fulfilling the needs of Saudi Arabia, primarily because Saudian religious and traditional customs and beliefs and the educational goals and objectives were not adequately considered.

Knowing the status of English instruction in Saudi Arabia public schools may prove useful to any person who has a role in the decision making position and to anyone who is in charge of teaching a foreign or second language.

This study should prove useful because it will attempt to determine the major problems of the English programs in Saudian intermediate schools. An important aspect

of this study lies in its attempt to improve the English program for a rapidly changing kingdom, and it will serve as a theoretical foundation for improving, revising or developing the English program.

The improvement of the English program at the intermediate level may also lead to the improvement of the program at the secondary level. This should result in better mastery of the language which saves students' time in studying English as a foreign language.

AIM OF THE STUDY

The major aim of this study is to determine the current conditions and practices of the intermediate school English programs. Moreover it will investigate the contemporary problems associated with the teaching and learning of English as a foreign language in the intermediate boys' schools of Saudi Arabia as viewed by the intermediate students, the English teachers, and the English supervisors. It will also investigate the effectiveness of the teaching environment, the class atmosphere, and the present situation under which English is taught.

Saudi students are having difficulties passing the nationwide ninth grade English exam. Additionally, students who come to the United States for further studies (after eighth to ten years of studying the language) must spend between three and six university quarters learning English to pass the TOEFL (a test required to by most American universities). Some students must begin learning English

as if they had not studied it at all.

Since English is first introduced at the intermediate level where language basics are taught, there is great importance in investigating the contemporary issues associated with the program at that level including whether or not it should be taught at that level.

RESEARCH QUESTIONS

This study is concerned with the following questions:

1. What are the significant problems that the intermediate level students in the boys' schools encounter when they learn English as a foreign language?

2. What are the significant problems that face English programs as viewed by the English teachers in the intermediate boys' schools?

3. What are the significant problems in the English program at the intermediate level in the boys' schools as perceived by the English supervisors who work for the Ministry of Education in Saudi Arabia?

4. What is the extent of agreement or disagreement between teachers and supervisors about the problems of teaching English in the boys' school at the intermediate level in Saudi Arabia?

5. What is the classroom atmosphere in terms of interaction between teacher and students, and what methodologies and audio-visual materials are used in presenting the lessons at the intermediate boys' schools of Saudi Arabia?

LIMITATION OF THE STUDY

This study is limited to the male intermediate schools programs only. This restriction was made due to the dual nature of the Saudi educational system, one for boys and the other for girls. The male system is supervised by the Ministry of Education and the female system is supervised by the General Presidency for Teaching Girls. The English curriculum and textbooks in the male system differ from those used in the female system. Moreover, the data was gathered only in the Ministry of Education Schools. Consequently, any application of the finding to other educational contexts should be undertaken with extreme care.

However, since there is a similarity in the situation between intermediate boys' schools and secondary boys' schools, the results of this study may have some generalization to the secondary level.

DEFINITION OF THE TERMS

For this study the following definition of terms will be used:

1. **TEFL**: An acronym that stands for Teaching English as a Foreign Language. In other words, it means teaching English to persons whose first language is other than English in an environment in which English is not the primary language of instruction.
2. **TESL**: Teaching English to the speakers of other languages in an environment where English is the language of instruction for other courses.

3. Intermediate Schools: The public schools for boys that offer educational programs for grades seven, eight and nine in which the students are generally between 12-15 years of age.
4. English Teachers: Those who are teaching English in boys' intermediate schools either on full time or part time schedules, regardless of their major field.
5. English Supervisors: Those who observe, assist and evaluate the teachers and give advice about improving teaching.
6. Method: An overall plan or procedure for the presentation of English as a second or foreign language.
7. The Grammar-Translation Method: An approach to language teaching which emphasizes teaching the rules of grammar, memorization of vocabulary, and oral and written translation.
8. The Direct Method: An approach to language teaching which emphasizes direct and oral usage of the foreign language without translation. The rationale behind such a method is that a person should learn to speak a foreign language by the same mechanism a child uses to learn his native language.
9. The Audiolingual Method: An approach that stresses the oral skills of the learner through a great deal of drilling activity and emphasis on pronunciation.
10. The Cognitive-Code Method: An approach that emphasizes

understanding in language teaching. It stresses the four skills of the language: listening, speaking, reading, and writing.

11. Class Student Centered: The students participate in the classroom, and ask and answer many questions. The teacher's job is to guide the conversation and make comments.
12. The Summer Training Program: The Ministry of Education in Saudi Arabia is used to sending some of the Saudi English teachers to England each year to get more training in the use of the English language as well as to get more experience in teaching methodology. The program lasts from four to six weeks.
13. TOEFL: An acronym that stands for Test of English as a Foreign Language. The TOEFL is a proficiency test that most colleges and universities in the United States require (a score of 550 or more) for foreign students to be qualified and eligible for admittance for post secondary school education.
14. SASE: An acronym that stands for Saudi Arabia Schools English. This course is especially designed for the Macmillan Publishing Company in Great Britain to be used in Saudi Arabia schools from grade seven through grade twelve.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter represents a review of literature related to the study. It has been divided into two sections.

The first section (pp. 11-71) reviews the history of education in the period that preceded the creation of Saudi Arabia and the point from which the kingdom started. It reviews the stages through which it has passed, the programs which have been implemented or are being implemented, and the objectives planned. This review might shed light on the contemporary situation and the problems facing the development of a functional curricula in the Saudi Arabian educational system. It might also help in improving the manner in which EFL is taught in this system.

The second section (pp. 72-86) deals with the implementation of the teaching of foreign languages for the first time in the educational system and the reaction of the Saudi people to this introduction. This is important because Saudi Arabia is a very conservative country. Because it contains the two main sanctuaries of Islam, Makkah and Medina, and because it is also regarded as being the heartland of Islam, Saudi Arabia is considered to be a unique and highly religious country which should stand as an ideal and perfect example for all Moslem countries.

History of Education in the Arabian Peninsula

The roots of education in Saudi Arabia go deep into history to the time of the foundation of Islam at the beginning of the seventh century. At this time there were only 17 persons from Quraish who were able to read and write (Abdullah, 1973, p. 35).

Illiterate Bedouins went all over the known world searching for knowledge. No trouble or vexation could stop them from reaching their goal. They were influenced by many verses of the Kur'an as well as the Traditions and the sayings of the successors which encouraged Moslems to seek knowledge and which exalt the position of a learned man (Shalaby, 1954, p. 161).

The following are some sources from the Kur'an:

--"O my Lord! advance me In knowledge (Kur'an 20:114)."

--Nor Should the Believers All go forth together: If a contingent From every expedition Remained behind, They could devote themselves To studies in religion, And admonish the people When they return to them,--That thus they (may learn) To guard themselves (against evil) (Kur'an 9:122).

--And such are the Parables We set forth for mankind, But only those understand them Who have knowledge (Kur'an 29:43).

--Say: "Are those equal, those who know And those who do not Know? It is those who are Endured with understanding That receive admonition (Kur'an 39:9).

--God will raise up to (suitable) ranks (And degree), those of you who believe and who have been granted (Mystic) knowledge. And God is well-acquainted with all ye do (Kur'an 58:11).

--If ye Realise this not, ask of those Who possess the Message (Kur'an 16:13).

The following are some sources from the Traditions
(the Prophet's sayings):

--Learned people are the heirs of prophets (Al-Ghazali, Vol. I, p. 5).

--Learned men and warriors constitute the next class to the prophets (Al-Ghazali, Vol. I, p. 6).

--Angels shall submit their wings (support) to knowledge seekers until they are satisfied in their struggle. The ink that is used to fill Knowledge seekers' pens is purer than the blood of martyrs (Ibn-Abdrabbuh, Vol. I, p. 209).

--Wisdom and love give the glorious person more glory, and raise the slave to a king's rank (Al-Ghazali, Vol. I, p. 5).

--The Prophet (peace and prayers be upon him) once went to the mosque and met two groups of people. One of them were petitioning forgiveness from God; the other were teaching people. The Prophet said: "Those (the former group) are petitioning God. God may or may not respond to them. However, the other group are teaching people, and I have been sent by God to be a teacher." Then the Prophet called on the second group and sat with them (Al-Gazali, Vol. I, p. 10).

--You must seek Knowledge even as far as China, for seeking Knowledge is a divine ordinance of God upon every Moslem. Forgiveness is sought for those who crave for knowledge by everything including whales in the sea (Ibn-Abdulbur, pp. 7-8).

--If anybody proceeds to quest of Knowledge, then God will facilitate his/her route to heaven (Al-Gazali, Vol. I, p. 8).

--When Man dies, his/her relation with life in this world is disconnected save with three facets: an ongoing alms, a useful Knowledge (that he/she left behind), or a pious offspring who will petition forgiveness for him/her (Ibn-Abdulbur, p. 15).

--Everything in this world (opposed to heaven) is cursed except for glorification of God and what submits to Him, and except for a student or teacher (Ibn-Abdulbur, p. 28).

--If someone, when asked, conceals a Knowledge he/she knows, then he/she will appear on the doomsday bridled with fire (Ibn-Abdulbur, p. 4).

The following sources are from the Sayings of the successors:

--"Ali Ibn Abi Talib is reported to have advised Kumayyil as follows: 'O Kumayyil. Learning is preferable to wealth; you guard wealth while learning guards you, wealth will run short with spending while knowledge will be increased by dispersions (Al-Ghazali, Vol. I, p. 7)."

--The following saying is also ascribed Ali Ibn Abi Talib: "He dies not who gives his life to learning (Ibn-Abdulbur, p. 30)."

--It was narrated that Prophet Moses (Peace and prayers be upon him) during his confidential conversation with God) asked God: "Whom is your most beloved?" and that God answered: "a scholar who seeks knowledge (Ibn-Abdulbur, p. 19)."

--The following saying was narrated by Ibn-Abbas: Solomon the son of David (peace and prayers be upon both of them) was given a choice of money, knowledge, or monarchy. He chose knowledge; thus, he was given money and monarchy along with it (Al-Gazali, Vol. I, p. 7).

--Al-Khalil B. Ahmad was asked: "Which is the superior class: Scholars or Kings?" When he replied, "scholars", he was asked, "Why then do scholars crowd at king's doors while kings do not crowd at scholars' doors?" In his answer, Al-Khalil said: "Scholars know their duty towards kings but kings are ignorant of their duty to scholars (Ibn-Abdrabbuh, Vol. 2, p. 213)."

--Al-Ahnaf says: "Every glory unsupported by learning will soon vanish and be replaced by humiliation (Shalaby, 1954, p. 163)."

--Ibn Abd al Hakim was sitting in the circle of al-Imam Malik when he heard the call for

midday prayer. He, then, began to collect his books in order to go and pray. But al-Iman Malik said to him: "O man, what you are going to do is not better than what you are doing (Ibn-Abdulbur, p. 34)."

--Mus'ab B. al-Zubair advised his sons saying: "Acquire knowledge as it will be an ornament if you are rich and a source of wealth if you are poor (Shalaby, 1954, p. 163)."

--An unknown learned man said: "What has he got who has missed learning? And what has he missed who has acquired knowledge (Al-Ghazali, Vol. I, p. 6)?"

These sayings, and many other proverbs, give education the status of religious duty by which all Moslems are obliged to learn not only about their religion but also about all kinds of knowledge. Actually, the first Kur'anic verse revealed to Prophet Mohammed (peace and prayers be upon him) was a call to read and write:

Proclaim! (or read!) in the name of thy Lord and Cherisher who created--created man, out of a (mere) clot of congealed blood. Proclaim! And thy Lord is most Bountiful. He who taught (the use of) the pen, taught man that which he knew not (Kur'an 96:1-5).

The Prophet Mohammed (peace and prayers be upon him) before his migration from Makkah to Medina, established the first places for education in a house of one of his successors to teach his followers and companions the revealed truth, the Words of God, "The Kur'an" (Ibn Hesham, Vol. I, p. 251). Ahmed Assibaey, in his book, The History of Makkah, said:

Prophet Mohammed (peace and prayers be upon him) asked the captives of the war of Budr in the early age of Islam that "any one who

teaches ten of the illiterate children of Medina how to read and write, would be set free without paying a ransom (1979, p. 64)."

The need to combat illiteracy increased rapidly after the expansion of the Islamic Empire.

Throughout Islamic history the Kur'an was the basis and the core of Islamic education. Faheem stated:

"Many studies gradually have evolved around the Kur'an in order to give interpretation or make correct understanding of the revealed truth--the Kur'an. These religious studies constituted what came to be known as the corpus of Islamic sciences such as Figh (Moslem jurisprudence), Tafsir ((Kur'anic exegesis), Hadith (the public traditions), and Fara'id (Law of inheritance) (1982, p. 59)."

The wide spread of Islam has generated intellectual activities and brought about the beginning of the other important sciences such as:

The Arabic sciences and the rational sciences. The Arabic sciences were composed of Al-Nahu (Grammar), Al-Lughah (philology), Al-Bayan (rhetoric), Al-Adab (literature). The growth of these disciplines was in part a result of the desire to supply the linguistic needs of the neo-Moslems who wanted to study the Kur'an...The Moslem scientists used primarily observation, reason, and deduction as their method of inquiry...Moslem civilization produced great independent works in Falsafa (philosophy), Adab (literature), Lahoot (theology), Mantiq (logic), Hissab (arithmetic), Al-Kimiya (alchemy), Al-Falak (astronomy), Handasa (geometry), Tib (Medical Treatment), Al-Jabr (Algebra), Taqweem Albuldan (geography), Elm Annafs (psychology), Elm Al-Omran (sociology), Dawa' (medicine), Tabee'a (physics), and almost all fields. In fact, it was these Moslem scholars who laid the foundation of many modern sciences, especially algebra (created by Al-Khawarizmi 750-850) and arithmetic (founded by Al-Kindi 810-70). Their intellectual activities and their original works were the basis upon which western civilization was found. But the greatest achievement of the Moslem scholars was their

ability to assimilate only the facts (not the assumptions) of other cultures and to integrate these facts with their Islamic frame-of-reference. They were capable of putting all science at the service of Islamic ideals and community (Faheem, 1982, pp. 60-62).

These great achievements were made by the good believers in God during what is called the dark ages which in fact was the light ages for the Islamic culture.

Unfortunately Moslems have not practiced the religion as it is supposed to be. Concomitant with the withdrawal of practicing the religion of God has been the diminishing emphasis on moral ethics and values in the Islamic world. This was followed by forgetting the command of God to search for knowledge. Consequently, illiteracy prevailed and the Islamic countries were left very far behind the rest of the world and they are now considered to be among the developing countries. During the European revolution, the Arabian peninsula was considered one of the poorest places on this planet.

The Ottoman Empire Suzerain control had been maintained with some effectiveness along the eastern and western Arabian littorals on the Arabian Gulf and Red Sea. However, the interior had long been left to the warring Bedouin tribes (Lipsky, 1959, p. 1).

After the decline of the Ottoman Empire in World War One, none of the large countries cared to rule this poor part of the world. As a consequence, this area was considered the poorest, most retarded, and the most ignorant territory in the Middle East. Even Makkah and Medina, which were considered the most sophisticated, most progressive and most advanced cities in the Arabian peninsula, were

far behind other cities in the Middle East such as Cairo, Damascus and Baghdad.

In the following pages is a brief discussion concerning education in the "Forgotten part of the world" which, in 1925, came to be known as the Kingdom of Saudi Arabia. King Abdul-Aziz--who was known to the Western World as Ibn Saud--had united the fragmented territory which had always been divided among the tribes who had been fighting each other throughout the history except for a brief period during the time of the Prophet Mohammed (peace and prayers be upon him) and his successors.

In order to get the utmost understanding about education in Saudi Arabia, it is advisable to go back into history to describe education during the period that preceded the establishment of Saudi Arabia. This historical review will shed some light on the point from which the kingdom started, the situation, and the circumstances and atmosphere that faced the implementation of modern education.

Education Under the Ottoman Empire

Education was not public until the first quarter of the twentieth century and was considered to be a luxury for the wealthy upper classes. The majority never received any kind of education and did not expect their children to do so. The family, as Hammad said, was the main source of education through which a person learned about and knew much of his country's history in detail and could

recite the Kur'an, in addition to a great deal of folk poetry (1973, p. 81). As a consequence even the uneducated share in Arabia's rich heritage of religious and folk literature which is passed on orally from generation to generation (Lipsky, 1959, p. 276). Through this informal education, the sons inherited their father's career which passed to them from one generation to another. However, there were some types of education that were held in Kuttab, the Mosques, private houses of the Ulema, and a very few private schools.

Education in the Kuttab

The Kuttab is an institution for conducting the teaching and learning process. The word Kuttab--and its plural Katakeeb--is derived from the verb Katab (to write). In the Kuttab, children learn mostly how to write and read what has already been written down.

In the Kuttab children of different ages sat on the floor and the teacher divided them into groups and selected the (orafa) best students to help him (Abdullah, 1973, p. 56).

The orafa in the Kuttab therefore, worked as teacher assistants and taught other children. In other words, the Kuttab was dependent on inter-students teaching in which the advanced students shared their knowledge and participated in teaching younger children.

The curriculum of these institutions was mostly based on reading, writing, reading and memorizing the Kur'an, arithmetic, Islamic religion sciences and ethics (Al-Shamikh, 1973, p. 37).

Attending the Kuttab was not free. Each student had to contribute an introductory tuition to be eligible to attend. Then, every Thursday, the student had to pay a weekly salary to the teacher (Al-Shamikh, 1973, p. 95). When the student could read or recite a special part of the Kur'an, the student's parents would have a party called Israfa. When the student could recite the whole Kur'an a bigger party called Iglaba took place. These parties cost so much money that not everyone was able to afford them. Consequently, the size of the party would reflect the riches of the parents and their class level.

Education in the Mosques

The mosque has played an important part in educating the people. The mosque is not only a place for prayer but also a place for education. The Imam, the leader of the prayer, usually gives a talk after the prayers and in some mosques, special classes are held for teaching different subjects. The Holy Mosque in Makkah and the Holy Mosque in Medina are unique. Therefore, the discussion now turns to education in the Holy Mosque in Makkah which serves as an example of a setting for education that has existed throughout Islamic history.

After Prophet Mohammed (peace and prayers be upon him) conquered Makkah, he asked one of his successors to stay in Makkah and teach the principles of the new religion to the people of Makkah. After that, Ibn Abbas was used to teaching in the Holy Mosque in Makkah (Assibaey, 1979, p. 116).

Throughout Islamic history, teaching in the mosques was done free of charge because the teachers (Ulema) received money neither from the students nor from the government. Their teaching was for the sake of God and the great benefits in the hereafter (Abdullah, 1973, p. 40).

Most of the teachers had their own jobs outside of the mosque and they taught in their free time. The situation of the Ulema in the last quarter of the 19th century and the beginning of the 20th century is beautifully expressed in its idealized form in the following passage from the pen of Omar Abdul-Jabbar:

"The teachers do not have any salary from the government and they do not look for or ask for any alms, or help from any of the students because their teaching was for the sake of Allah (God) and to please him. Therefore most of the Ulema died quite poor and left nothing behind them but the great reputation and the excellent memory (Al-Shamikh, 1973, p. 104)."

However, since the 13th century, some princes and other rich people started giving money to some teachers to teach particular lessons (Abdullah, 1973, p. 42).

Teaching in the Holy Mosque was conducted in circles or half circles; that is to say, the students sat on the floor in one or more circles around the teacher who sat on a chair or on the floor. The shape of the class--sitting in circles--gives the name, the circles, to the classes that were held in the mosques.

These circles, as described by Al-Shamikh:

Started at dawn and continued until midnight and after the daily five prayers. The subjects being taught were religious courses, Arabic science and astronomy. The number of students

in each circle differed from circle to circle according to the subject being taught, the reputation of the teacher of the circle and the time of the day. The number of students ranged between twenty and two hundred students (1973, p. 12).

C. Snouch Hurgronje, the Dutch orientalist who sneaked into Makkah and stayed for six months in 1884-85, described education in the Holy Mosque by saying "The Holy Mosque in Makkah is a unique educational center for the whole Mohammedan world (1931, p. 212). The total number of teachers in the Mosque, estimated in 1984 by Hurgronje, was between 50 and 60 (1931, p. 183). Assibaey talked about the number of the circles in the Holy Mosque in Makkah reaching about 120 (1979, p. 583).

However, the number of circles would increase during the pilgrimage because some Ulema who would come to perform the pilgrimage also gave speeches and taught in the Holy Mosque. At pilgrimage time, most of the students were from the pilgrims and most of the circles were conducted in languages other than Arabic. This is the reason that John Lewis Burckhardt, the Swiss orientalist, who sneaked into Makkah in 1814, described education in the Holy Mosque by saying:

"After prayers, chiefly in the afternoon, some learned Ulemas explain a few religious books to a very thin audience, consisting principally of Indians, Malayas, Negroes and a few natives of Hadramout and Yemen...The Makkawys (the people of Makkah) themselves, who wish to improve in science, go to Damascus or to Cairo...The lectures delivered in the Mosque of Makkah resemble those of other Eastern towns. They are delivered gratis; each lecture occupies

one hour or two; and any person may lecture who thinks himself competent to task, whether he belongs to the mosque or not...The subject of the lectures in the Holy Mosque of Makkah, are, as usual dissertations of the law, commentaries on the Kur'an and traditions of the prophet. There were none during my residence on grammar, logic, rehetoric or sciences, nor even on Towhyed or explanation of the essence of the unity of God, which forms a principal branch of the learning of Moslem divines. I understood, however that sometimes the Arabic syntax is explained and the Elfiye Ibn Malek on grammar. But the Makkawys who have acquired an intimate knowledge of the structure of their language owe it to their residence at Cairo (Burckhardt, 1968, pp. 211-212).

C. Snouch Hurgranje replied to Burckhardt and accused him of exaggeration and of not being accurate. He said:

"Burkhardt talked in very exaggerated terms about the deficiency of the Makkawys in culture and knowledge...Makkah appeared to the pilgrims and to the residents in quite a different light ...Burckhardt came to Makkah during the university vacations, when the Mosque is full of pilgrims...(In fact) Makkah has in every century of Islam counted important men of learning among its citizens, and the Holy science has here for centuries had one of its best workshops (1931, pp. 211, 212)."

The Ulema were specialist in one or more fields and there was no suggested or required curriculum. Abdullah described this by saying:

Every teacher (Alim) had his own curriculum and books. He was the one who chose the curriculum and selected the books to be used. On the other side of the coin, the student selected the subject that he wanted...The student attended the circle with the Alim he wanted. When the student mastered the lesson or lessons he got a certificate (Ijazah) which was a letter of competency (1973, p. 41).

The word Ijazah means permission, that is to say, the student not only has mastered the subject, but is

also able and eligible to teach this particular subject. It was very common for the student to get several certificates from several teachers (Abdullah, 1973, p. 42).

In 1913 a new organization made the first attempts to organize the teaching process in the Holy Mosque. A committee was formed to supervise education and inspectors were chosen to evaluate the teaching. The new organization pointed out the duty and the right of the teachers especially those who received a salary from the Ottoman Empire. Any teacher who received a salary had to teach a minimum of three lessons every day and those who did not receive a salary might teach as much as they could (Al-Shamikh, 1973, p. 16).

In the past there had been no final or any kind of exams. The Alim or the teacher of the circle was the one who gave the certificate to the student at any time of the year when he felt that the students were qualified enough for this honor.

The new organization established a new system or procedure of obtaining the Ijazah. Anyone who was interested in getting this honor had to write to the head of the judges in Makkah. At the beginning of the year, a great meeting would be held under the supervision of the head of the judges, and the representatives of the four schools of thought. The student had to pass a comprehensive qualifying exam in order to be eligible to teach in the Holy Mosque. When the student passed, he got a certificate and his name would be sent to the governor. Then the student got a specific amount of wheat (Abdullah, 1973, p. 44).

The students had to pass tests in twelve subjects out of the fifteen subjects being taught in the Holy Mosque.

The following is a list of those fifteen subjects:

Theology, Commentary, Prophetic Tradition, Islamic Jurisprudence, Foundation of Islamic Jurisprudence, the Fundamentals of Prophetic Tradition, Syntax, Morphology, Rhetoric, Literature, Meaphors, Logic, History, Biography of the prophet and his companions, and Mathematics (Al-Shamikh, 1973, p. 17).

The new committee also suggested and organized the kind of subjects to be taught in the months of Ramadan and Hajj. Accordingly, not only the regular students would receive the benefit of these circles.

Another condition in this new organization was that teaching had to be conducted in Arabic. However, if the students did not speak Arabic, the teacher might give interpretation and translation of the idea of the book he read (Al-Shamikh, 1973, pp. 17, 18).

The committee also assigned a controller for supervising the teaching in the Holy Mosque in order to allow only licensed teachers to teach and to prevent any interloper who did not have the certificate from teaching in the Holy Mosque (Abdullah, 1973, p. 44).

The mosque circles were a great benefit for the people of Makkah. Moreover, these circles also were of great benefit to the pilgrims who brought questions with them.

Teaching in the Holy Mosque is a very prestigious career and is preferable to teaching even in a high school such as Assolatiah and Al-Falah.

Taher Al-Dabagh started teaching in Al-Falah school; however, he studied for three more years in the Holy Mosque and he had to pass

a comprehensive and qualifying exam by a committee from the Ulema to be eligible to teach in the Holy Mosque (Abdullah, 1973, p. 93).

In closing, these are some of the features of Islamic Education that existed throughout Islamic history and still take place in the Holy Mosque in Makkah and in the Holy Mosque in Medina.

The freedom of choosing the instructor and the subject is somewhat similar to what is done in colleges and universities, especially community colleges, in the United States. The colleges offer the courses at different times and by different professors and the students select from these offerings.

The students might study with several teachers who were specialists in different subjects. The students might also attend other circles in other cities all over the world and get a certificate from every teacher. This is very similar to the idea of transferring credit hours from one school to another until the student fulfills the requirements for graduation.

Some of the Ulema went to teach in other cities for a particular period of time, such as those who came for pilgrimage, and gave lessons. The students took advantage of that and learned from those visitor teachers. This is one of the benefits of performing pilgrimages and having this universal convention. This idea is similar to the idea of having conventions and meetings for exchanging ideas and the idea of visitor scholars among universities,

colleges, faculties and schools.

Some of the circles had a translator; in most cases, the teacher spoke more than one language, and students who did not speak Arabic were able to learn the subject and the Arabic language at the same time, without wasting the time learning Arabic as a foreign language before starting to learn the subject. This idea is applied today in some elementary schools in the United States and it is known as bilingual classes.

The individual differences in intelligence, abilities, interests and all other features is a new theory in modern education. However, the Prophet Mohammed (peace and prayers be upon him), fourteen hundred years ago, talked about individual differences. He said: "Talk to the people according to their mental abilities." Thus, the individual differences in Islamic education were also taken into consideration in terms of the fact that not all the students had the same interests. Therefore some of them learned Islamic law, others learned history, some others learned literature, math, linguistics, astronomy, and other subjects.

The students had to complete particular courses to be eligible to teach in the Holy Mosque. Some students took a long time to be eligible while others finished much faster. The circles of the mosque, therefore, used a kind of system similar to the credit hour system in use today in colleges and universities.

The students in the circles learned according to

their abilities. Some students took days to finish reading a particular book; others took weeks or months to do the same thing. Nevertheless, they all finally mastered the knowledge of that book at the same high level. This was done for hundreds of years before the concept of Mastery level was developed.

The new organization of teaching in the Mosque put the following rule or condition on the teachers in the Holy Mosque:

"Any teacher--whether he gets a salary from the government or not--must start with a simple book suitable and adequate for his students' level of knowledge and the student must complete it (Al-Shamikh, 1973, p. 16)."

This rule is similar to what Fredrich Herbart talked about later in history by suggesting that teachers must start with the simple and move to more difficult tasks and start at each student's present level in order not to discourage him with difficult subjects.

In the circles of the mosques, the students' interests and abilities were also considered. Consequently, the same student might be in the introductory level in one subject and in an advanced level of another, according to the knowledge and experience he has in a particular subject. Also, a person might be a teacher in a particular circle and a student in another circle.

Islamic education believes that knowledge never ends and that the term "life-long learning" was founded fourteen hundred years ago by Prophet Mohammed (peace and prayers

be upon him). When he said, "Seek for knowledge from cradle to grave," this means that there is no time when a person is too young or too old to learn. Abdullah Ibn Al-Mubarak was asked what he would do if he knew that he would die the following night. He replied, "I should go to study (Shalaby, 1954, p. 163)."

Peer group teaching is one of the theories in modern education; however, in Islamic education, the students learn from each other. Advanced students teach new students and work as teacher assistants and aid the teacher in giving individualized instruction to new learners.

Another feature of Islamic education is the concept of self-teaching. The professor of the circle taught only concepts that he considered difficult or complicated for the students to understand by giving examples, telling stories, and trying to simplify the subject by using illustrations such as body movements, hand gestures, and facial expressions.

Finally, these circles were knowledgeable. But there were attempts to relax the students by the telling of a story, reciting poetry, sharing a witty saying, or by telling a joke to alleviate the tensions of studying and create a circle atmosphere full of love and humanity.

The Houses of the Ulema

Beside teaching in the mosque circles, the Ulema are used to giving special lessons at their private homes. This type of education has played a great role in educating

the people, especially the adults, before the establishment of the night schools.

Formal Education in Makkah

Formal Education was not introduced in the Arabian Peninsula until as late as the last quarter of the nineteenth century.

The long rule of the Turks in the Arabian Peninsula, as Al-Hamdan pointed out, left nothing to show that they had made any attempt to spread knowledge. A few primary schools were established, but few students attended because the population was suspicious about Turkish as the language of instruction (1977, p. 5).

The Moslems, in order to be free from the Turkish rule, found it necessary to become allies with the British, French and Italians. The result was the freedom from Turks and the division of the Islamic world into small countries colonized by non-Moslems. This served to worsen a bad situation.

Arrushdiah Schools.

The first attempt to utilize modern education in the Arabian Peninsula was made around 1884 by opening Arrushdiah Elementary school in Makkah. This school started with 65 students and three teachers who were all from Turkey. There were three other schools by the name of Arrushdiah; one school in each of the other major cities of Hijaz--Medina, Jeddah, and Taif (Al-Shamikh, 1975, p. 32).

The language of instruction in these schools was Turkish. Therefore, it was believed that the purpose of establishing these schools was to make the Arabs become Turks. Therefore only the children of the Turk employees and their friends attended this school (Assibaey, 1979, p. 580).

As a result, the people of Hijaz did not let their youngsters attend those schools because they were afraid that their children might have to join the army (Al-Shamikh, 1975, p. 33).

Other types of Governmental Schools.

After the announcement of the Ottoman Constitution in 1908, the Turkish government became concerned with improving education in Hijaz as a whole.

An Educational Administration was founded, which considered establishing four elementary schools in Makkah for the benefit of the people of Makkah as well as the surrounding area...This administration considered adult education also. It decided to open a night school that admitted one hundred students...The curriculum of those schools consisted of religious science as well as civil information...In 1910, the branch of the Association of Union and Elevation established a school admitted fifty students. In the same year, 1910, a vocational school was opened in Makkah and its staff was brought from Istanbul, Turkey (Al-Shamikh, 1973, pp. 33, 34).

M. Ragheb published an article about education around the beginning of the twentieth century in which he said that the governor of Hijaz had decided to open a preparatory night school in Hijaz (Al-Shamikh, 1973, p. 34). However, the writer could find no official evidence of this school ever being opened.

Since the Turks were not satisfied with the spread

of the Turkish Language as the official language, the Branch of the Association of Union and Elevation offered evening lessons in Teaching Turkish in Makkah (Al-Shamikh, 1973, p. 35).

Private Education Makkah

Very few private schools were founded in the Arabian peninsula. Most of these schools were founded in Hijaz, the western part of Saudi Arabia. These private schools were founded in the major cities, namely Makkah, Jeddah, Medina, and Taif.

Perhaps the two most revolutionary changes in the last quarter of the nineteenth century in education were the shift from the one-room school (the Kuttab) to the age graded classroom and the establishment of schools that had secular as well as religious learning in their curricula. The number of these schools began to increase and the Kuttab gradually gave way to the new type of education.

In Makkah there were several private schools that taught the Kur'an and Religious Sciences, the Arabic language sciences and different rational and intellectual subjects. In plain English this was the kind of education that was badly needed. These schools taught the kind of education Islam had encouraged Moslems to have in order to build a better life in this life and the hereafter.

Some of these schools, such as Assolatiah and Al-Falah, did enrich life in Makkah and the effect of those schools threw further light upon the problems and the need of

improving education.

The following is a brief description of some of these schools:

Assolatiah School.

Assolatiah school was founded in Makkah in 1875. The aim of establishing this school was twofold. First, this would spread the teaching of religious studies, especially among the Indian immigrants who settled in Makkah (Abdullah, 1973, p. 127). The second reason was to provide for the teaching of various rational and intellectual subjects (Zaid, 1977, p. 16).

The schedule of the school lasted seven hours every day; however,

The school was not set according to the pattern of one-stage schools as known to us today, but consisted of multiple stages concerned with the education of an individual from childhood until adulthood...In a broad sense Assolatiah is considered to be an extension of the Islamic educational system followed at the Holy Mosque of Makkah, the Prophet's Mosque of Medina, and at Islamic institutes and universities in Baghdad, Cairo, Quairawaan and India, where every student was treated according to his individual abilities. A group of students would join such places of education at one time, but after a short interval, they would begin to show different levels of ability within the bounds of the program set for them (Zaid, 1977, pp. 16, 17).

What Assolatiah did in this period was to have all the teachers give a test to every new student. Then each student would be assigned to the books and the level that suited his ability. In other words, the results of the proficiency test threw a good deal of light upon the students'

ability, knowledge, and experience. Thus a student might be in the introductory level in Arabic grammar and in an advanced level in arithmetic or another subject. The school was also flexible in regard to the the time that the students took to finish its requirements. Al-Shamikh quotes Khogeer as saying, "...and we have made clear that while some students take ten years the talented might finish in eight years (1973, p. 45).

This system, which was used throughout Islamic history, preceded the modern credit hour system in practice in universities and colleges.

Moreover, the Assolatiah responded to individual differences by putting every student in the level that fit him. This idea is a new theory in modern education that Assolatiah schools had considered since its establishment at the dawn of the last quarter of the 19th century.

In 1907 the school adopted the classroom system and the stage system. Al-Shamikh described the stages of the school as follows:

1. The Preparatory Stage: grades 1-4
2. The Elementary Stage: grades 5-8
3. The Secondary Stage: grades 9-12
4. The High Stage: grades 13 and 14 (1973, p. 40).

This new organization implies that higher education was founded in the Arabian peninsula as early as the first decade of the 20th century in a junior college form (two years after the 12th grade).

The curriculum of this school, or the coursework

of study, consisted of 25 different courses in "traditional" religious studies and everything related to lexicography; the Arabic language and its science; and various rational and intellectual subjects.

The curriculum of Assolatiah was affected by the curricula of the Islamic schools in India.

In 1912 the principal of Assolatiah left for India to see the new changes in Indian schools. Also, some of the teachers were from India (Al-Shamikh, 1973, pp. 44, 45).

In short, it is not too much to say that Assolatiah was considered to be the most prestigious school of its time. Perhaps it was one of the best known models for Islamic education. As a matter of fact, Assolatiah is the spark that brought light to the life of Makkah and the Hijaz state as a whole after hundreds of years of darkness. Some of its graduates were so well qualified that they were eligible to teach in the Holy Mosque. Omer Abdul-Jabbar said that when the first group of students had graduated from Assolatiah school, the number of the circles of the Holy Mosque increased (Abdullah, 1973, p. 128).

The Islamic School (Dar Al-Fa'izeen School).

This school was founded in the last quarter of the 19th century.

The founder of this school was a student at Assolatiah School. One of his teachers suggested that he build a school in Al-Misfalah, Makkah. Thus he took this suggestion into consideration and established this school in 1886. He also endowed several houses for the benefit of the school (Abdullah, 1973, p. 135).

This school worked as an extension program to Assolathiah in which the students learned until they graduated, then they might go and join Assolathiah school to complete their studies.

Al-Fakhriah Al-Othmaniah School.

The success of Assolathiah School encouraged one of its teachers to establish this school in 1879 (Al-Shamikh, 1973, p. 50). This school also worked as an extension program to Assolathiah.

In the first seven years, the school had no building. The teacher was used to giving the lessons in the Holy Mosque. After that, a special building was built for that school near Bab Ibrahim, one of the doors of the Holy Mosque. The school grew and two other branches were opened, one in Al-Faiq and the other in Ajiad. Later, the school became weaker and weaker because of the financial crisis which led not only to the closing of its two branches but also eliminated some of its grade levels. In 1945 the school had only three years of preparatory and one year of elementary grades (Abdullah, 1973, p. 133).

Attarabulsy School.

Assibaey talked about Attarabulsy School, in Makkah, as being the first school that taught the students while sitting on school seats with desks and a blackboard in front of them. Some Syrian teachers helped the founder of the school, Abdulkarim Attarabulsy, in his job (1972, p. 581).

Al-Khairiah School.

Al-Khairiah school was established in Makkah in 1908. The aim of establishing this school was:

to distribute the religious studies and make it clear to the youngsters of Makkah that in order to grow as perfect examples of good Moslems or as a mirror that reflects on their contact with pilgrims who would carry this impression to their countries. This is better than sending Missions to many different countries (Al-Shamikh, 1973, pp. 50, 51).

Mohammed Labeeb Al-Batanoony who visited Makkah in 1909 described this school by saying, "This school teaches the same kind of subjects as that of Assolatiah School but with more elaboration (Al-Shamikh, 1973, p. 51)."

This school was able to give a free education to its students because it was supported and subsidized by the authorities of Makkah (Al-Shamikh, 1973, p. 51).

Al-Falah Schools.

Two schools are known by the name, Al-Falah. The first school started in Jeddah and successfully educated the people of Jeddah who were lacking in this kind of education.

Seven years later, in 1912, the founder of Al-Falah School in Jeddah asked Al-Sheikh Abdullah Hamadouh Assonnary to move with the students of his Kuttab to the new school Al-Falah and so he did (Abdullah, 1973, p. 136).

The establishment of Al-Falah Schools in the Hijaz state is considered a great event that occurred at the dawn of the twentieth century. Most of the people of Makkah did not engage in learning as they were supposed to because of their poverty and need to work. Also, the lack of motivation among the people was another reason. Thus most of the students who attended Assolatiah School were not from the original people of Makkah.

From the graduates of both Al-Falah Schools, the founder sent the first scholarship students abroad to India in 1929 (Abdullah, 1973, p. 134).

The founder of Al-Falah was aiming to achieve three different goals:

1. To stir up the original Islamic culture.
2. To spread the Arabic language.
3. To develop and improve the knowledge and culture of the society in order to catch the boat of civilization and get back to its high level among other advanced societies (Abdullah, 1973, p. 138).

The first generation of graduated students played dual roles.

Those who were from other countries went back with the knowledge they had learned and some of them established similar schools in their countries. On the other hand, those who stayed in Makkah were employed in various positions in the governmental offices and civil jobs (Abdullah, 1973, p. 138).

In essence, since the early days of its establishment, Al-Falah Schools had used advanced curricula and principles. Irrespective of the fact that the main goal of Al-Falah school was to stir and spread Islamic culture and civilization and the Arabic language; Al-Falah had adopted the modern sciences and taught what was necessary for life.

Unlike its older sister school in Jeddah, Al-Falah school of Makkah was free for all children. However, later, Al-Falah started to have financial problems and the situation went from bad to worse until it came to a critical point at the time of the founding of Saudi Arabia.

King Abdul-Aziz decreed an order in 1955 that Al-Falah schools must get 1% of any customs duties on imported items through any port in the country. This helped Al-Falah school to survive. This subsidy changed to a regular amount of money as a part of the budget of the Ministry of Education. Moreover, the Ministry of Education helped the school by delegating some of the teachers to teach in Al-Falah. In return, the Bulletin of the Cabinet-Council that was issued in 1953 gave the Ministry of Education the right to supervise technically and financially any private school that gets a monthly or annual subsidy (Abdullah, 1973, p. 145).

Al-Falah Schools were the most prestigious schools in the early time of Saudi Arabia and have played a great role in the progress and enrichment of education in the country. Al-Falah schools still exist and help to educate the people in Makkah and Jeddah. Almost all the schools in the country but Al-Falah have only one stage--elementary, intermediate, or secondary. Al-Falah schools have the elementary, intermediate and secondary levels.

Education in Medina

Education in Medina was not much different from that which existed in Makkah.

Ali Ben Mosa described education in 1885 in Medina and said that there were 24 Kuttabs; one of them specialized in teaching the Pharci Language. Ja'afar Fageeh talked about education in Medina at the dawn of the twentieth century and mentioned 14 Kuttabs; six of which were inside the Prophet Holy Mosque (Al-Shamikh, 1973, p. 70).

In 1883, the official newspaper mentioned the names of 12 religious schools in Madina, however, Mohammed Sadeg

visited Madina in 1882 and talked about the existence of 17 schools (Al-Shamikh, 1943, p. 72).

The aforementioned institution worked side by side with the Arrushdiah school.

The Holy Mosque circles in Medina and the houses of the Ulema were not different from those of the Holy Mosque in Makkah.

Education in Jeddah

Education in Jeddah was not as prevalent as it was in Makkah or Medina.

In 1905, there was one governmental school called Arrosdhiah...in 1908 the Turks opened a governmental school for teaching the Turkish language (Al-Shamikh, 1973, p. 81).

Private education started as late as the end of the 19th century.

In 1899 Annajah school was established as a private school...In 1902 another school was established by Abdulkarim Attarabulsy and it was closed due to financial problems two or three years after its establishment...In 1905, Al-Falah school was established, and in 1909, Al-Islah school was established (Al-Shamikh, 1973, pp. 84-86).

Except for Al-Falah, which was now supported by the Ministry of Education, these schools went out of business.

Besides those institutions; the Kattab, the circles of the mosques, and the houses of the Ulema played a great role in educating the people.

Education in Taif

Education in Taif was also less prevalent than it was in Makkah or Medina.

In 1887 there were 4 Kuttabs in Taif and one religious school. However, later the Ottoman government opened Arrosdhiah school. In 1911 an elementary school was opened to educate the people side by side with the Alkasabah elementary school that existed earlier (Al-Shamikh, 1973, p. 90).

These institutions worked side by side with the circles of the mosque and the houses of the Ulema.

Education in other parts of Hijaz

In other towns and villages of Hijaz education was almost absent. In 1901 there was only one Kuttab in Alwajh, and another in Younbu, in 1903, there was also only one office for education (Al-Shamikh, 1973, p. 91).

In conclusion, the Turks were mostly concerned about Makkah and Medina in particular, and the rest of Hijaz was left for the effort of the people who were mostly concerned about their living.

Education in Other Provinces

The situation of education in the other provinces was not any better, if not worse. Abdualih M. Zaid in his book, Education in the Kingdom of Saudi Arabia, when talking about education in the Central Province and Eastern Province, said that he had come to the conclusion that education was held only in the mosques (1977, p. 51).

Abdullah Bagdady, in talking about education in Najed--the Central province of Saudi Arabia--said:

"The study in this province was confined to the teaching of the Kur'an and Religious Courses and the organized modern schools were not introduced until as late as 1931 (1982, p. 256).

Assah quoted Wahba in describing the situation of education in the Arabian Peninsula in that period.

"With the exception of the homes of a few ulema in Najd and Al-Hasa, the Arabian peninsula was devoid of any schools in the accepted sense. The Turks did not display any appreciable efforts in the field of education throughout the period of their rule and all they did was to establish a few small primary schools to which only a small number of people sent their children because these schools were regarded with suspicion...Consequently, illiteracy prevailed in the Arabian Peninsula...In the vast province of Al-Hasa, only one small school was founded after the proclamation of the Ottoman Constitution (Assah, 1969, p. 291).

Education During the Hashimiat Period

The economy of the whole world was depressed during World War One as was the economy of the Arabian peninsula. The subsidy that the people had received from the Ottoman Empire disappeared. Therefore, the depression was so bad that it can be said that the Arabian Peninsula had its worst time since the appearance of Islam. The following is a brief discussion about education during the Hashimiat Period.

Education in the Holy Mosque

The rules that were instituted in 1913 continued to be followed during this period of time. However, the teachers of the circle who used to get a subsidy from the Ottoman Empire suffered and became poverty stricken.

The situation continued until the unity of the kingdom of Saudi Arabia.



Governmental Schools

Several Governmental schools were founded in this period. The following is a brief description.

Al-Khairiah Preparatory Hashimiat School.

The first school to be established in this period after the Turkish yoke was overthrown in 1914 was called Al-Khairiah Preparatory Hashimat School. This school was a private school called Alkhairiah School which was established in 1908.

Ashshareef Hosain Ibn Ali, the ruler of Makkah, built a new building in front of Bab Assalam and asked Shiek Mohammed Khai'iat to move with his students to the new school. This school is the first school to be established by an Arabic government (Assibaey, 1979, p. 622).

The Preparatory Schools.

Al-Falah newspaper mentioned that there were five preparatory schools in Makkah during the Hashimat period. The curriculum of these schools was Kur'an and Tajweed, religious science, calligraphy, composition, and arithmetic. The duration of the study in these schools was two years (Abdullah, 1973, p. 81).

Arraqiah School.

After opening the preparatory schools, Ashshareef Housain Ibn Ali opened Arraqiah School, of Jabal Hindy (Abdullah, 1973, p. 81). Arraqiah in Arabic means advanced and the writer infers that this school contained grades of higher levels than those of the aforementioned preparatory schools.

Al-A'liyah School.

The establishment of Arraqia school mentioned above was followed by the opening of Al-A'lia school which was similar to a high school. This school had four classes. The curriculum of this school consisted of religion classes, Arabic science, social studies, arithmetic, and geometry (Abdullah, 1975, p. 81).

The information about schools established during this period is not clear or sufficient enough to draw a clear picture about education in this period. The names of the schools (Arraqiah and Al-A'liyah) which means the advanced and the higher school imply that these schools were of a very high level and standard and that the graduates were well-qualified. However, Housain Naseef believes that:

"The schools that had been opened during the Hashimite period by Housain Ibn Ali were not advanced in its academic level. In the best situation the student will be able to read and understand what he reads (Abdullah, 1973, p. 82).

Umm Al-Qura newspaper described those schools by saying that they were similar to the katateeb (Abdullah, 1973, p. 82).

Private Schools

The writer could not find any evidence of the establishment of any private schools during this period. The reason might be that World War One took place during this time and rich Moslems could not come to Makkah because of the war. Also, the economy of the world during that time was suffering from the war. The people of Makkah were struggling to get even the least amount of food and it

was the greatest depression the Arabian peninsula had ever had.

The old private schools that had been established in the last two decades of the 19th century and the first decade of the 20th century remained, helping to educate the young people of Makkah. The Holy Mosque circles and tutoring at the houses of the Ulema were active and effective in educating the adults.

Education in the other towns and villages of the country was much worse. This situation went from bad to worse until the establishment of the new nation--the Kingdom of Saudi Arabia.

Sheikh Wahba described the situation during the Hashimiat period from the outbreak of World War One until the founding of Saudi Arabia by saying:

"Although there were such high-sounding names as the progressive school, the school of agriculture and the military academy, yet these names did not correspond to reality; they were simply a facade behind which there was nothing (Assah, 1969, p. 291)."

Education Under the Saudi Arabia Government

Since the early days of the new kingdom, King Abdul-Aziz, the founder of the nation, encouraged the people to learn by opening governmental schools and helping the private schools who were suffering from financial problems. He established an administration for education that supervised and developed education in the Kingdom called the General Directorate of Education. As a matter of fact, the year

1925, the year of establishing the Kingdom of Saudi Arabia, should be remembered as marking an epoch in the history of modern education.

Education in the Holy Mosque

The Royal decree from King Abdul-Aziz on October 22, 1926 organized the teaching-learning process conducted in the Holy Mosque (Abdullah, 1973, p. 44).

In order to improve the teaching process, the Saudi Government asked some qualified teachers from Egypt to come and teach in the Holy Mosque. Those teachers got their salary from the General Directorate of Education (Abdullah, 1973, pp. 45, 46).

In 1928 an organization to supervise the teaching in the circles so that only qualified teachers would teach in this sacred place was established. Sheikh Abbas Abduljabbar, the supervisor of the Holy Mosque teaching, in one of his reports said:

"Any person who does not have official permission to teach is not allowed to teach or give a speech in the Holy Mosque. As an exception to this rule, the eligible pilgrims who come to perform Hajj (pilgrimage) can teach and give advice in accordance to Islam. Anyone who does not follow this order will be prevented by the Holy Mosque policemen (Abdullah, 1973, pp. 46, 47)."

Education in the Holy Mosque in this period can be divided into three types:

The study circles.

Teaching in these circles is done by the same procedures that have been followed since the early age of Islam,

which has already been discussed under another heading.

Circles for memorizing the Holy Kur'an.

In these circles the Holy Kur'an was taught to enable the students to read it and to recite it from memory.

Some of these circles are in the Holy Mosque and the classes are held between Aser and Isha prayers, that is to say from 4 to 8 p.m....To make students not only read and memorize the Holy Kur'an but also to improve their Tajweed in reading and reciting, the committee of this program opened an institution for this purpose. The graduates would teach in a school for memorizing the Kur'an (Abdullah, 1973, pp. 49, 50).

Today these circles work as teacher training institutes and they are called: a) Kur'anic Intermediate Schools; and, b) Kur'anic Secondary Schools.

The Holy Mosque Institute.

The General Administration for religion supervision opened this school to revive religious study and give the opportunity to the immigrants to take religious studies. It was opened in 1965 and teaching is done by day during school hours. The curriculum concentrates on Islamic courses, some Arabic science and very little Islamic history (Abdullah, p. 52).

Private Schools

Unlike during the Hasimiate period, there were many private schools established side by side with the increasing number of governmental schools. The new private schools as well as the old ones that were established during the Ottoman Empire period have been given encouragement and support by the Saudi Government.

These private schools have played a tremendous role in distributing education among the people. These private schools were mostly free of charge and they were supported by private effort. Some of these schools were usually closed when the founder died or his business declined. Other schools depended on donations from the people. These schools had no fixed income; thus, planning for future needs was not possible.

Another factor leading to the decline of private schools was that the distribution of the governmental schools all over the country put these private schools in competition with the governmental schools which had better teachers, equipment, furniture, facilities and budgets. The students preferred to go to the governmental schools rather than going to the private schools unless the private school was closer to their houses; if there is a relative in the private school who would want his relatives nearby in order to keep an eye on them; or if the students could not be accepted by a governmental school.

As a consequence, some of the private schools could not overcome such challenges and went out of business. Only a few schools have been able to beat the challenges with the help of a subsidy from the Ministry of Education.

Governmental Schools

Despite difficult obstacles and disadvantageous conditions that faced the Saudi Government, including a shortage of money before the discovery of oil, education had spread

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gradually. When Saudi Arabia was established it proved necessary to start the education process at the ground level because there were depressingly few schools in Hijaz. Makkah, which was considered the most advanced and sophisticated city in the Arabian peninsula, in comparison to Jeddah, Taif, Madina and all other major cities in Hejaz, had several private schools by the last quarter of the 19th century, in addition to the Holy Mosque which had played a great role in educating the people. Jeddah however, was far behind. When Al-Falah school was established in Jeddah in the beginning of the twentieth century, as Abdullah reported, no other school existed and there were few who were able to read and write (1973, p. 136). The Swiss Orientalist, John Lewis Burckhardt who, undercover, observed education in both Holy cities, Makkah and Medina, during pilgrimage time in 1814 described education in the two cities and came to the conclusion that education in Medina was much less prevalent than in Makkah (Al-Shamikh, 1973, p. 120).

From Makkah, the capital of the new nation, formal education started to spread under the General Directorate of Education Administration which was established in 1925 with the enthusiastic encouragement of King Abdul-Aziz.

Saudi Arabia began plans since its early days to spread education all over the country instead of confining it to the cities and towns. As a matter of fact, the Saudi Government wanted to open schools even in small

discovery of oil 1901

opening of Standard Oil

discovery of oil 1901

villages, and among the nomads in every desert settlement.

The development and the growth of the modern system of education goes hand in hand with the establishment and the strength of the kingdom of Saudi Arabia. As a consequence the history of modern education can be divided into three periods: 1) the period from the establishment of Saudi Arabia in 1925 until the discovery of oil in 1938; 2) the period form 1939 until the establishment of the Ministry of Education in 1953; and 3) the period since the establishment of the Ministry of Education up to the present time.

The first period.

The first period starts with the beginning of education in which the General Directorate of Education was instituted for the purpose of establishing schools and of encouraging and promoting learning. However, until the discovery of oil in 1938 formal education programs had been developing slowly.

In this period formal education of any kind reached only a small fraction of the population whose over-all literacy, as Lipsky said, was estimated in 1956 at slightly more than 5 percent (1959, p. 277). Hasan Al-Esheikh--the former Minister of Education--talked about this period by saying:

"It was not until 1926 that the first formal elementary school was inaugurated. In that year the newly established General Directorate of Education opened four elementary schools (1972, p. 3)."

Moreover, intermediate and secondary education, which was being conducted in one school containing grades seven through twelve, was being taught at only the private schools such as Assolatiah in Makkah and in Al-Falah in both Makkah and Jeddah.

In 1926, Al-Ma'ahed Al-Elmi Assaudi (The Saudi Scientific Institute of Learning) was opened as the first governmental post elementary school (Abdullah, 1973, p. 105). The aim of this institute was twofold: a) Turning out teachers; and b) providing government departments with officials (Zaid, 1977, p. 21)."

This institute had a night course for the government officials who were not able to attend the day classes (Abdullah, 1973, p. 105).

Al-Ma'ahed Al-Elmi was a four year school to be attended after finishing elementary school. Year one was a preparatory year. Two years after its establishment, a judicial section was added to the institute, representing perhaps the beginning of the idea of founding a Shari'a (Religious Law) College in the country, which came into being 17 years later (Zaid, 1977, p. 21).

In 1946 the course of study was extended to five years instead of four after elementary school. The aim was to improve the quality of the teachers (Abdullah, 1973, p. 106).

This institute had an intensive program including a variety of subjects ranging from religious studies and Arabic, like Kur'anic commentaries, the Prophet's Sayings, religious duties and rhetoric, to geometry, arithmetic, English, psychology, geography, and history (Zaid, 1977, p. 25).

The previous institution was not enough to fulfill the need of the new nation. Therefore,

Beginning in 1928 the General Directorate of Education started to send students to study in Egyptian universities. The students faced many problems because of the many differences in the curriculum of the high schools of the country and that in the high schools of Egypt (Abdullah, 1973, p. 110).

In Makkah, a modern high school called Madrasat Tahdeer Al Ba'thaat (External Mission Preparation School) was established. This school was opened to help the students study for an education specialization. Abdullah described this school as follows:

"The school was divided into two branches; art and science. Indeed this school represented the start of the modern educational era presently dominating the Kingdom of Saudi Arabia. The school was concerned from the very first day if its inauguration with the teaching of sciences like chemistry, physics, biology, the history of Europe and the English language, in addition to religious studies and the Arabic language. In short, the curriculum of this school was similar to the curriculum of the Egyptian High schools to enable the students to attend the Egyptian Universities (Abdullah, 1973, p. 113).

The following Table 1 describes the situation of education in Saudi Arabia and the distribution of elementary and secondary schools among the different provinces at the end of the Second World War.

TABLE 1
Education at the End of the Second World War

Province	Elementary		Secondary		TOTAL
	Priv.	Pub.	Priv.	Pub.	
Western	10	12	3	4	29
Eastern		6	-	-	6
Southern		5	-	-	5
Central and Northern		6	-	-	6
TOTAL	10	29	3	4	46

(Hammad, 1973, p. 86).

Almost one third of the schools that had been founded were private schools. By the same token, almost one half of the schools in the Western province were private schools. Secondary education existed only in the Western province.

Several types of schools were opened to fit the urgent need of the newly born developing nation in addition to the schools for grade 1-12.

The Motawifeen School was established in the Holy Mosque of Makkah as a result of the increasing complaints about those motawifeen --people who are in charge of guiding the pilgrims--who were not aware of (Manasik) the rules of the pilgrimage.

In 1929 this school was opened and lasted for one year and all the motawifeen were required to attend this school. Otherwise, anyone who did not get the certificate from this school would not be allowed to work in this kind of job anymore (Abdullah, 1973, p. 115).

Over half a century has passed and almost all the motawifeen who attended that school have died. The new generation of motawifeen seems to be in need of brushing up their knowledge to make them better leaders for those who come to perform the once-in-a-lifetime trip to Makkah, the Pilgrimage. The suggested school must include teaching several languages, not only the languages of some of the Islamic countries but also some international languages such as English, French, and Spanish, especially since the number of Moslems from Europe and America has been increasing.

In an interview with Ali Saleh Jan, the father of the writer, who was one of the few people who could use the Morse Code during the early days of Saudi Arabia; and, who was also a member of the committee of the Wireless communication School that tested the students until 1964, he described the beginnings of this school:

"This school started in Jeddah in 1929 to fill the need for experts who could send and receive messages using Morse Code. An English language instructor was available to teach the students the Roman Alphabet. Three years later, in conjunction with the establishment of the Wireless Center in Makkah, the school was moved to the capital of the new nation (1984).

During another interview with Sa'eed Ahmed Alim, who worked as the principal of this school from 1939 to 1974, he said about this school:

"An English speaking instructor was added to the staff to teach the English alphabet in order to make the students capable of sending and receiving messages that were not written

in Arabic. He also taught some English and the names of various parts of the instruments being used. In 1980 the students were required to learn some mechanics and how to make simple repairs as needed on the receiver or the sender in case of an emergency. The students were supposed to learn simple administrative principles in order to better manage their work. In 1967 the school added teletype classes to its program so there could be telex operators instead of Morse Code operators. In the late 1970s, similar schools were opened in other provinces. In 1978 the school moved to Jeddah a part of the Technical Institute. The program of the school was a one year term of study which the outstanding students might finish in six months or less. At the end of each month, a general examination was held which included knowledge of skills required for sending and receiving messages in Arabic, English and in Figures Code. The result of the test would place the students on a higher, lower, or the same level or graduate the student. The graduated students were sent for more training in real-life situations at the Wireless Center in Makkah. At the Wireless Center the students would learn how to handle and deal with weather problems and how to organize the telegrams. This training lasts for a couple of months under the supervision of the experts employed at the center. Students who could not pass the exam in a year were transferred to become employed in the offices of the Ministry of Communication or dismissed from the school so they could find a job that better suited their abilities and desires (1984).

As a graduate of this school, the writer can say that this school was unique among schools of its time. Individual differences and the students' interest were taken into account. The Bloom Mastery level theory was applied by giving each student the time necessary to master the knowledge of sending and receiving Morse Code messages. Some students took only a few months to master this knowledge while others might take as much as a year to reach the mastery level. Those who showed less learning ability

in acquiring the necessary knowledge were transferred to a job for which they were more suited.

Since the early days of Saudi Arabia there was a need for learning English as a foreign language.

In 1937 a night school for teaching English was opened to anyone who wanted to learn the language. This school was called the Evening School for English Language Study. There was no age limit. However, the school closed its doors two years later due to the death of its teacher, Abdulkader Wasfy (Abdullah, p. 116).

The government did not forget the adults need for education. In 1932 the General Directorate of Education opened three night schools in three different quarters, Al-Ma'alah, Assafa, and Haratul-Bab (Abdullah, 1973, p. 116).

In closing, this era of the educational history of Saudi Arabia was a critical one. The urgent need for expanding education all over the country which was suffering from near zero literacy, put the authorities, who were in charge of education, in a dilemma that required them to either expand education, making it available for everyone, and forget about the quality of the available schools or to concentrate their efforts on raising, improving and developing the quality of education. Abdul-Wasi described this when he said:

Alternatively, we could have delayed the opening of new schools and concentrated on improving the quality of the existing schools which at that time catered to a half-educated generation of young people (1970, p. 23).

As a matter of fact the authorities were even forced to import textbooks and teachers from Egypt. Lipsky said,

"Along with this importation of teachers has come the use of some Egyptian texts (1959, p. 280). In addition, the authorities were forced to accept the Egyptian curriculum to insure the acceptance of the secondary school graduates in the Egyptian Universities (Abdullah, 1973, p. 113).

Gradually, the educational system started to move away from this Egyptian influence and the Saudi educational system started to compose its own textbooks and prepare its own teachers in all fields.

The second period.

The second period started with the discovery of oil in 1938. The demand to open schools everywhere in the country-- in cities, towns, villages, and among nomadic tribes--increased. People started to view education as a requirement everybody should have. More schools have been opened with a better quality of education curricula inaugurated.

Despite this expansion of education it was estimated in 1954 that only 8 percent of elementary school age children were enrolled in school (Lipsky, 1959, p. 279).

In this era of Saudi Arabian educational history, the General Directorate of Education opened several special schools. The following is a brief description of those schools.

The Evening School for English Language Study in Makkah that opened in 1937 and closed two years later was reopened in 1948 under the supervision of Arrahmania

Elementary School. The school had six classes of six different levels. However, the school closed again in 1965 (Abdullah 1973, p. 116).

The calligraphy and Typing School was opened in Makkah in 1948 by the General Directorate of Education. The students learned calligraphy and typing in both English and Arabic (Abdullah, 1973, p. 118).

The General Directorate for Education opened a night school for teachers in Makkah in 1950. This school was called Madrasatul-Mo'allimeen Allailiah. The students attending the school received a monthly stipend of 60 Saudi Rials (\$18). The number of the students in 1952 was twenty students, who were mostly teachers (Abdullah, 1973, p. 118).

The school no longer exists and the country is in need of such kinds of schools to help improve the quality of the teachers through this kind of on-the-job training program.

The first post-secondary education in Saudi Arabia was founded in Assolatiah School in Makkah in the form of a two year program following the twelveth grade.

The four-year college was not founded until the establishment of the College of Sharee'a in 1949 in Makkah. This college was designed to prepare teachers to teach Arabic and religious courses at the intermediate and secondary stages. Three years later, a new sister college was founded in Makkah under the name of the College of Teachers with three different faculties (Abdullah, 1973, p. 239).

This college joined the College of Sharee'a in providing the newly developing nation with highly educated men. These men helped to put Saudi Arabia several decades ahead

as these college graduates filled the governmental offices with needed manpower.

The College of Teachers came to be known as the College of Education in 1962. Both colleges, the College of Sharee'a and the College of Education worked under the supervision of the Ministry of Education until 1970. The former specialized in preparing teachers for teaching Arabic science and Islamic studies; the latter specialized in preparing teachers for other secular courses. In 1971, the two schools were annexed to King Abdul-Aziz University in Jeddah (Umm Al-Qura University, 1983, p. 9).

Several years later, in 1980, when the late King Khaled visited Makkah, he announced that a University called Umm Al-Quara University would be established in Makkah.

Accordingly, this period of time in the Saudi educational history is very important in terms of viewing the importance and necessity of education in the sight of the government and the people of Saudi Arabia as a major requirement for developing the country. However, the capability of the General Directorate of Education remained limited especially during the second world war because of the effect the war had on the economic situation in the country.

The third period.

The third period in the history of Saudi Arabian education begins with the establishment of the Ministry of Education in 1953. Since then, schools began to flourish all over the nation, including the desert areas rather than being confined to the cities and rural areas. Consequently, as Assah stated:

A school has been opened in every desert settlement. Moreover, children from these settlements often attend village schools near their camps and have been given the privilege of being admitted into these schools at any time of the year. The government provides free transportation for the pupils from their camps to the school and back (1969, p. 289).

However, the government has had to face several difficulties in the implementation of its educational policy in regard to desert children. Assah explained:

The dessert dwellers do not settle in specific places since they are always on the move with their flocks in search of pasture, and only a small number of children reach elementary school age in some areas, in addition to the fact that there are not enough teachers who are willing to lead a mobile life in the mobile elementary school. Besides, it has not been possible to adopt the policy of having the same teacher take charge of a group of students belonging to different classes at the same time, because this type of schooling requires special preparation training (1969, p. 289).

In order to better visualize the tremendous effort the Saudi Ministry of Education has put into manifesting education throughout the nation and spreading schools not only in cities and towns but also into the small rural villages and among desert settlements, it might be advisable to mention that, as Assah mentioned:

In 1965, Saudi Arabia had 1,072 elementary schools with 174,514 pupils. Only 19% of these schools are in the cities and towns while the remaining 81% are found in the rural and desert areas (Assah, 1969, p. 289).

The determined effort by the Ministry of Education to educate the people does not stop at opening schools for young children, but includes attempts to combat illiteracy

among adults and children who are above school age. The Ministry of Education has formulated a plan for combating illiteracy among the adults in rural areas which includes the use of mobile illiteracy-fighting campaign programs.

Each illiteracy-fighting campaign lasts not more than three months because this is the only period when the Bedouins settle near water sources in the summer. Quite often this period has been found to be insufficient to free the children from illiteracy. It is nevertheless of much value because it opens the way before them to later join a regular school, besides the fact that it provides the desert with some basic knowledge (Assah, 1969, p. 290).

The establishment of the Ministry of Education coincided with the discovery of oil in quantities of such great commercial value that it could provide the economic capital needed to build an educational system which could expand to reach a larger segment of the population.

The Ministry of Education was founded to replace the General Directorate of Education and to be in charge of and responsible for the development, operation and supervision of schools for male students over the entire country.

The Ministry of Education is solely responsible for the establishment and supervision of male schools from grade one through twelve and for the construction and development of the curriculum of these schools. It is also responsible for preparing and organizing the general examinations in the sixth, ninth, and twelveth grade.

It is noted in this period that the people became

more aware of the importance of education as a result of the intellectual and social consciousness which has spread among the people of Saudi Arabia.

Since the establishment of the Ministry of Education, the number of schools in Saudi Arabia has increased most dramatically.

From statistical data which dates back to 1947, five years prior to the establishment of the Ministry of Education, there were only 65 schools for all stages in the whole kingdom of Saudi Arabia with a total enrollment of 10,000 male students (Ministry of Education, 1981, p. 8).

Thirty three years later in 1980, the number of schools had increased to 12,574 schools with 1,691,000 students (Ministry of Planning, 1983, p. 149). In other words, the number of the schools increased 195 times in three decades and the number of students increased 169 times in the same interval.

During a ten year span between 1972/73 and 1981/82, the number of schools has grown from 4,254 to 12,574 (Ministry of Planning, 1983, p. 149). That averages out to more than two schools being opened every day during those ten years. The number of the students increased from 748,000 to 1,691,000 in that same period (Ministry of Planning, 1983, p. 149). That is to say 259 new students began to attend the schools every day during that decade.

El-Mallkh described the situation of education by saying:

"It was estimated that by 1980, almost 20 percent of the Saudi population was participating in

some form of organized education. However, while progress during the period in quantitative terms was generally good, qualitative improvement was less than what had been hoped for (1982, p. 208).

The increasing demand for the opening of schools throughout the country has also increased the demand of preparing native Saudi teachers. In reaction to this latter demand during this period of building schools and expanding education, great interest has been generated for establishing various types of teacher training institutions to educate and create Saudi teachers.

The rapid expansion of higher education increased the demand of establishing the Ministry of Higher Education in 1977. Since then, supervising and coordinating the activities of universities in Saudi Arabia is the responsibility of the Ministry of Education.

The Saudi government has been spending generously on education. A large portion of the budget is allocated for education every year. The educational budget has increased from 15.21 million Saudi Rials (4.57 million dollars) in 1960 to 24.9 million Saudi Rials (7.5 million dollars) in 1970 and again to 5,771.5 million Saudi Rials (1,733.2 million dollars) in 1980 (El-Mallakh, 1982, pp. 269-272). This indicates that the educational budget has increased about 380 times in two decades.

The Saudi Arabian Educational System

As it is stated by the Ministry of Education, the following is a brief description of the present day educational

system in Saudi Arabia and which organizations oversee the different types of schools. This will present a clear picture of the endeavors and the efforts being made in the field of education.

Kindergarten.

The kindergarten stage is for students who are preschool age. However, study in the Kindergarten is not a prerequisite for study in the elementary school.

General education.

Under general education the following stages are found:

1. The Elementary Stage, grade one through six.
2. The Intermediate Stage, grade seven through nine.
3. And the Secondary Stage, grade ten through twelve.

Technical education.

The need of Saudi Arabia for technicians in every field is tremendous. Various types of technical education exist in the educational system:

1. Industrial Education, which is divided into two levels, the Secondary Industrial Education and the Higher Technical (Industrial) Education.

2. Commercial Education, which is also divided into two levels, Secondary Commercial Education and the Higher Commercial Education.

3. Agricultural Education which is taught at present in the Technical Agricultural Institute.

Teacher training.

Several Teacher Training Institutes exist. The aim of the teacher training programs is to produce a sufficient number of teachers to be qualified--in method and subject--to teach the various subjects in the various stages of education. This will result in achieving self-sufficiency in teachers by replacing non-Saudi teachers with Saudis, and at meeting the requirements arising from the rapidly increasing number of pupils. The following are types of teacher training institutes and centers (for men and women) operating now in Saudi Arabia:

1. The Kur'anic Intermediate Schools for male students (three years after elementary school).
2. The Kur'anic Secondary Schools for male students (three years after Intermediate school).
3. The Secondary Teacher Training Institutes for Women (three years after intermediate school).
4. The Elementary Teacher Training Institute for Men (three years after elementary school).
5. Physical Education Institute for Men Teachers (three school years after intermediate school).
6. Art Education Institute for Men Teachers (three school years after intermediate school).
7. Teachers' upgrading Centers were established in 1966/67 to admit the male teachers who graduated from the old Elementary Teacher Training Institutes for Men (three years after elementary school). The duration of

study is two years made in three equal periods of seven and one half months. Successful students in the terminal examinations resume their teaching work, but with improved salary and grade.

8. The English-language Training Course for Men Teachers (three years after secondary school). Graduates are eligible to teach EFL in the intermediate level. Details, will be discussed later in the chapter.

9. Science and Mathematics Centers for Men Teachers were established to cope with the great shortage in number of Saudi teachers specialized in teaching of science and mathematics.

10. Junior Colleges for Men Teachers--established to replace the evening teacher training courses for men teachers. These courses were operative from 1974/75 to 1975/76. The duration of the course was one year after the General Secondary Education Certificate. The college awards the student who successfully completes 75 semester hours the Junior College Diploma.

11. Junior Colleges for Women Teachers. This type of education is very similar to the previous one. The Duration of study is two school years. Upon passing the tests successfully, the student is awarded the Junior Colleges Diploma.

Universities.

To meet the requirements of modern renaissance and the great desire of the Saudi youth to learn and acquire

the highest degrees, the government established universities and colleges providing many fields of study. More faculties are established to train students in the various fields of specialization needed by the country. The existing Universities are:

1. King Saud University, established in Riyadh in 1957.
2. Islamic University, established in Medina in 1961.
3. King Abdulaziz University, established in Jeddah in 1967.
4. Imam Mohammed Bin Saud Islamic University, established in Riyadh in 1953.
5. University of Petroleum and Minerals, established in Dhahran in 1963.
6. King Faisal University, established in Dammam in 1975.
7. General Secretariat of Girls Colleges, established in 1974.
8. Umm Al-Qura University, established in Makkah in 1950.

Almost all of these Universities have more than one campus located in other cities; such as Taif, Medina, Abha, Hofuf, and Kassim.

Most of these universities have colleges of education to train native teachers to be capable and eligible to teach religious courses, the Arabic Language and different

rational and intellectual subjects at the intermediate and secondary schools.

Special Education.

Special education aims at providing the handicapped (blind, deaf, dumb and retarded) of both sexes with the educational, social and vocational service that helps them to secure a decent life for themselves and enable them to make good use of their potentials.

Three types of Institutes existed in Saudi Arabia:

1. Al-Nour Institutes for the Blind.
2. Al-Amal Institutes for the Deaf.
3. The Mentally Retarded Institute.

Adult education.

For the illiterate adults who are above the age of admission to the elementary school, the Ministry of Education established special schools for combating illiteracy. Study is divided into an illiteracy-combating stage and a follow-up stage, each of 16 months duration divided into two school years. Upon completion of the combating stage, the learner would have acquired a knowledge of reading, writing, arithmetic and general education. The course of study given in the follow-up stage qualifies the learner to sit for the Elementary Education Certificate Examination. Study for males is conducted in the evening, while that for females is conducted during the daytime, i.e., begins in the afternoon and finishes before sunset. The majority of adult education schools operate in the

buildings of day public schools, and the majority of teaching is carried out by the teachers and administrators of day schools.

Other types of education.

There are other types of education that do not fall under any of the forgoing types. They include:

1. The Technical Assistants Institute.
2. Nursing Schools.
3. Health Institute for Men.
4. The Social Guidance Institutions.
5. The Arabic Language and Hadith Sections.
6. The Tailoring Centers.
7. Arabic Language Institutes.
8. Postal institutes.
9. Telecommunication Secondary Institute.

Private education.

There are several types of private education. These include typing, accounting, languages, special courses and calligraphy. Under this category also falls a religious education on an elementary, intermediate and secondary level.

The Organization responsible for Supervising Education

Before bringing this part of the chapter to a close it may be helpful to discuss the organization responsible for education in the Kingdom of Saudi Arabia.

Listed here are the organizations supervising education and the types provided by each.

Ministry of Education.

This department directs the following types of education:

1. Kindergarten for males.
2. General education for males; elementary, intermediate and secondary.
3. Teacher training for males.
4. Technical education for males.
5. Special education for the handicapped of both sexes.
6. Adult education and combating of illiteracy for males.
7. Private Education.

Girls Education Administration.

This department directs the following types of education:

1. Kindergarten (male and female).
2. General education for females: elementary, intermediate and secondary.
3. Teacher training for females.
4. Tailoring for females.
5. Adult education and combating of illiteracy for females.
6. Girls Colleges of Education.
7. Higher Institute for Social Service for females in Riyadh.
8. Private Education.

Ministry of Defense.

This department directs the following types of education:

1. Schools for the sons and daughters of Ministry of Defense personnel. All stages of general education, i.e., elementary, intermediate, and secondary are provided.

2. Schools for adult education and combating of illiteracy among its personnel and their families.

Ministry of Health.

This department directs the following types of education:

1. Nursing schools for males and females.
2. Health institutes for males.

Ministry of Labor and Social Affairs.

This department directs the following types of education:

1. Social guidance institutions (males).
2. Vocational training centers (males).
3. Private Education.

Ministry of Municipal and Rural Affairs.

This department directs the following type of education:

1. The Technical Assistants Institute for males.

Ministry of Interior.

This department directs the following types of education:

1. Evening intermediate schools for its personnel and their sons.
2. Evening secondary schools for its personnel and their sons.
3. Adult education and combating of illiteracy for its male personnel.

National Guard Presidency.

This department directs the following types of education:

1. Adult education classes for males.
2. Evening intermediate schools for males.
3. Day and evening secondary schools for males.

Ministry of Post Telephone and Telegraph.

This department directs the following types of education:

1. Postal secondary institutes (males).
2. Telecommunication Secondary Institutes (males).

Universities.

Riyadh University supervises the Arabic Language Institute. The Islamic University supervises an institute for intermediate education and another for secondary education, and two Hadith institutions. Imam Mohammed Bin Saud University supervises ^{more than 50} secondary and intermediate religious institutes. In 1975 the Ministry of Higher Education was established to supervise higher education.

**English as a Foreign Language
in Saudi Arabian Education**

Saudi Arabia is known as the sacred land because the Holy places--Makkah and Medina from which the light of Islam has spread to the whole world--are contained within its boundaries. Because this holy land is so important in the heart of every Moslem, and since Islam is the vital force that guides and sustains all Moslems in every aspect of their daily lives, the Saudi Arabian government has, since the early days of its establishment, put Islam into consideration in all its policies. Thus, any change must start and end according to the Holy Kur'an and the teaching

of the prophet Mohammed (peace and prayers be upon him).

In the sweep of the historical data, and with the exception of teaching the Turkish language and using it as the language of instruction in all Arrushdiah schools that were established by the Ottoman government in the last quarter of the 19th century; and the teaching of Pharsi in Madina, the writer could not discover any official evidence of the teaching of any foreign language in the Arabian Peninsula. However many people in Makkah, Madinah, Younbo and Jeddah, especially those who are in charge of the people who come to Makkah for pilgrimage, could speak one or more foreign languages such as Ordo, Malayo, Pharsi, Turkish, and many other languages that were spoken throughout the Islamic world. The people learned these languages from their contact with the pilgrims from those places.

The introduction of teaching a non-Moslem foreign language in a society such as Saudi Arabia was not easy, especially in the early days of the new united kingdom. There was fear that conflict might arise between the conservative elements who might react against modernization and the progressive groups who were receptive to change. The former group were mostly unaware of the importance of modern education in developing the country.

There was an erroneous belief prevailing among those influential elements that instruction in modern science and foreign languages was against the teaching of Islam and should be resisted (Assah, 1969, p. 292).

There was also a fear that learning a foreign language might result in accepting things that may contradict Islam ideals and principles. These people met with King Abdul-Aziz in 1927 and discussed with him the harm which would result from teaching of foreign languages. They explained to King Abdul-Aziz that foreign languages:

constitute a means of learning the beliefs of the infidels and their corrupt sciences, which is dangerous to our beliefs and the morals of our children (Assah, 1969, p. 293).

King Abdul-Aziz was genuinely convinced that these people did not have any religious evidence that could be relied upon. Accordingly, he rejected their opinion and the teaching of languages was not abolished from the school program.

Therefore, King Abdul-Aziz was the only man who could answer the all-important question: Should education in its modern sense be instituted in the country, or should teaching remain confined to the learning of the elements of the Islamic law and the Arabic language by dozens of students in study groups assembled in Mosques? King Abdul-Aziz directed the kingdom toward the path of modern education despite the great obstacles that stood in the way. King Abdul-Aziz was endowed with exceptional talent which helped him convince his people of the importance of modern education and the necessity of it in developing the nation. Thus it is not too much to say that King Abdul-Aziz was the first to light the torch of learning in Saudi Arabia. The advances which subsequently occurred in the field of education could not have been so easily reached had it not been for his determined stand in the face of fanaticism and immobility (Assah, 1969, P. 293).

One year after the establishment of the General Directorate of Education in 1925, an institution for preparing

teachers called the Saudi Science Institution was opened. In the curriculum of this institute the teaching of French as a foreign language was introduced for the very first time in Islamic history. The introduction of a foreign language, geography and science which caused the conflict between the fanatic and the progressive people (discussed earlier under the same heading) resulted in the closing of this institution. However, King Abdul-Aziz, Ibn Saud, made the decision to re-open it in 1926. English was introduced as a foreign language in the third grade only at that time.

After the new development took place, in 1946, English came to be taught in all five levels rather than taught at the third level only (Abdullah, 1973, pp. 106-107).

In 1936 Madrasat Tahdeer Al Ba'that was established in Makkah for the purpose of sending students abroad to study for post-secondary education.

This school followed the Egyptian curriculum in all subjects except the Arabic courses and the Islamic culture courses in order to better prepare the Saudi students to join the Egyptian universities. English was taught in all grades; seven through twelve (Bagdady, 1982, p. 223).

In 1937 a night school designed to teach English to all who desired to learn was opened. According to Abdullah:

Anyone wishing to improve himself by learning English, no matter how old he was, was eligible to attend this school. After the death of its teacher, the school was closed...The school re-opened in 1948 and continued uninterrupted until it was permanently closed in 1965 (1973, pp. 116-117).

This school was the first of its kind in the nation that taught English to the exclusion of any other subject. It was considered the first English language center in the Arabian Peninsula.

In an era prior to 1959, Lipsky referred to the United State Military Training Mission in the Dhahran airfield and ARAMCO as institutions that introduced the teaching of a foreign language in the early days of Saudi Arabia. He said:

"The United States Military Training Mission devoted considerable training time to mathematics, geography, sanitation, physical education and English as well as basic operational skills... ARAMCO, in its early days, has functioned as a vast technological school for the Saudis, some 160,000 of whom have been employed by the company at one time or another. The great majority of local employees have had little or no previous schooling...thus, the entire burden of producing a local skilled labor force has rested on ARAMCO. The company conducts industrial training schools at Ras at-Tannra, Abqaiq and Dahrn with an average of 3,500 student/employees a year (1959, p. 179).

It is believed that the instruction in these schools was conducted in English since most of the students were illiterate and had little or no previous schooling; besides, the teachers were not Saudis.

The Wireless Communication School--described in detail earlier in this chapter--was established in 1929 to meet the needs of the telegraph operators who were capable of using Morse code. The school had an English instructor whose task was, as a minimum, to teach the students to

write the English alphabet so they would be able to receive and send any message written in English or any European language.

In 1937, English was introduced as a course at the intermediate level which consisted of grades four through seven at that time. English was also being taught in grades 8 through 12. The bulletin of 1964 stated that English was taught for eight periods per week (Ministry of Education, 1964, p. 17). However, in 1971, the number of hours of English study was reduced from eight to six. The number of periods was further reduced to four each week in 1981. Another recent change was the introduction of the Saudi Arabian School English (SASE) textbook.

Today, English in the kingdom of Saudi Arabia is considered to be a national demand because of the fact that many experts, teachers, engineers, workers, scientists, and doctors come to carry out the ambitious development plans and most--if not all--of them speak no Arabic.

In essence, Saudi students are not able to get post-graduate studies in most fields unless they go to study abroad--in the United States in most cases. Hence the students need to acquire the basic command of the English language to be able to cope with advanced studies and satisfy the need of the twentieth century. Also, in some colleges in Saudi Arabia, i.e., in the colleges of medicine and the colleges of engineering in the Saudi universities, students are instructed in English not Arabic.

As a consequence of viewing the English language as an important facet of the process leading to the development of the kingdom of Saudi Arabia, English has become a part of the Saudi educational system and it is taught at the intermediate level onward.

In addition several industrial and governmental institutions teach English which is widely used in the Business world. The Ministry of Telecommunications, the Government Bank Training Center and the institute of Public Administration have large training centers that teach English. Both the national airline, Saudi, and the Civil Aviation board have large training centers in which pilots, technicians, and administrators. In the universities, where English is a standard of instruction in some or all of the colleges, a one-year intensive remedial English program is given in order to prepare the students for their academic studies. In other colleges that continue to instruct in Arabic, the students are required to take two English classes as a part of their general education requirements (Shisha, 1982, p. 15).

Feeling the importance of the English language, the Ministry of Education has put the goals and objectives of teaching a foreign language in its school. In a broad sense the overall goals are:

To furnish the student with at least one of the living languages, in addition to their original language, to enable them to acquire knowledge and science to other communities and participate in spreading of Islam and serving humanity (Ministry of Education, 1974, p. 13).

More specifically, the Ministry of Education has listed some narrower objectives of teaching English at the intermediate level to be as follows.

1. To produce, in three years, an individual who is able to speak, read, and listen with understanding, simple current English and to write a connected passage of up to half a page about a simple subject or incident.

2. To give pupils who finish their formal education in the third year intermediate enough knowledge of the language to help them in their vocations.

3. To give pupils who proceed to the secondary stage a sound foundation on which to build their future studies.

4. To lay the foundation of a knowledge of English so that later they can acquire sufficient grasp of the language to enable them to preach their religion to English speakers, and to refute the errors of the enemies of Islam concerning religion (Ministry of Education, 1971, p. 4).

The Ministry of Education is facing many problems one of which is the shortage of the citizen teachers. In the field of English teaching, Saudi teachers are rarely found. A large number of teachers are from neighboring Arab countries, while some are from the United Kingdom and the United States (Ministry of Education, 1979, p. 54).

The Ministry of Education opened several institutions called Secondary Teachers Institutions in 1961 in order to acquire English teachers who were Saudis. Student possessing an intermediate certificate were able to complete the program which consisted of two years of general classwork, then two years of an intensive English course. The graduates were eligible to teach English at the intermediate schools Abdullah, 1973, p. 232).

The Ministry of Education discontinued this type of schools because it did not adequately prepare competent English Teachers.

The first attempt to improve the quality of the English teacher was made in 1963 in the Department of History and Social Science at the College of Teachers in Makkah. Students holding the General Secondary Education Certificate were eligible to study there for four years. English courses totalled one-third of the curriculum of this depart-

ment. The graduates were qualified to teach English, geography and history (Umm Al-Qura University, 1975, p. 10).

However, in 1965, the College was given a constitution and the English Department became a self-contained academic unit. The department primarily prepares teachers of English for intermediate and secondary schools in the kingdom of Saudi Arabia. It offers an eight semester program leading to a Bachelor of Arts degree in English and Education (Umm Al-Qura University, 1984, p. 1).

Today, there are several colleges of education which prepare Saudi students to teach English at both the intermediate level and the secondary level.

In order to rapidly increase the number of the Saudi teachers, the Ministry of Education started in 1973/74 a new type of English teacher training. As it is stated by the Ministry of Education:

"This type of training up grade for teachers who have the General Secondary Education Certificate or equivalent, such as the Certificate of the Elementary Teacher Training Institutes (for men), are admitted if they have also three-years teaching experience and if they pass the English-language admission test. As the number of students accepted is limited, the students are selected from among those who excel in their work. The study is a specialized one and lasts for one year divided into three equal periods. Successful students in the final exam are sent on governmental scholarships to study for 100 weeks in British Universities upon completion of study in which they are awarded a diploma in the teaching of English intermediate school (Ministry of Education, 1981, p. 41).

In an interview with Abdurrahman Bakor Fallatah,

the Director of the Office of Educational Training in the Ministry of Education, he said:

The number of the graduates since the establishment of this program in 1976 until 1983 is 429 teachers. Students still in the program number 237.

Mr. Fallatah talked also about the summer training program offered by the Ministry of Education. He said:

In order to improve the teachers competency, the Ministry of Education provides a summer training program as a kind of on-the-job training for the native participants who have at least two years of experience in teaching English as a foreign language. Between fifty and sixty teachers are selected by the Educational supervisors in each Educational zone as an incentive to those who have made the best effort in teaching. Those teachers are sent to England for a summer training program. The Ministry of Education sets the objective of this program that lasts between four to six weeks as follows.

1. To increase the teachers' competencies in the language.
2. To show the teachers modern techniques and methods of teaching the English language.
3. To give the teachers the chance to live in an English speaking country to learn from real life situations.

The Ministry of Education prepares the contents of a complete project that suggests the main ideals of the program, what kind of needs the teachers lack, and the subjects and courses to be taught. After that the project is transferred to the Saudi Arabian Educational Mission to Great Britain to choose and select the Universities that would cooperate (1984).

The question here is whether or not the Ministry of Education had studied each teacher's particular needs in order to fulfill those needs, satisfy their desires, and solve the problems they encountered? The teachers are different in their shortcomings. Some need particular

help in the language itself--in linguistics and/or structure; others need help in teaching methodologies, others need help in when, what, and how to use the audio-visual materials; others need help in the techniques of the new course (SASE), others need training in the psychological growth of the students, others need help in testing to know what, how, when, and how often to test their students; and some others need help in more than one area of the aforementioned needs.

Closely allied to the problem of the shortage of the citizen teachers is the shortage of the Saudi supervisors to be in charge of supervising the teaching of English in intermediate and secondary schools. According to educational statistics from the Ministry of Education in 1983, of the 85 supervisors for English only 18 of them are Saudies (1983, p. 12).

Some of the teachers of English do not give logical reasons explaining the benefit and the importance of the English language and the objectives of teaching English. In a general meeting in 1982 between the English supervisors from different Educational zones, the several causes contributing to the weakness of the students in English were reported. One of these is that the teachers do not clarify the goals and objectives of teaching the English Language (1982, p. 34). As a result of not knowing the reason for learning English, a large portion of the students do not consider and appreciate the acquisition of the language. They

learn the English language the same way they learn any other subject, by reciting some grammatical rules and memorizing some vocabulary, with a primary concern about how to pass the final exam. This leads to another factor which is the lack of interest, motivation and stimulation to learn the language. In the convention held in Bahreen 12 through 15 November, 1983, the Ministry of Education in Saudi Arabia reported that the lack of motivation among some of the students was the number one problem that faces the learning of English as a foreign language (1983, p. 15). During a meeting on November 21, 1983, between the English supervisor and the English teachers of Al-Hota and Al-Hareeg, it was unanimously agreed that the students lack motivation for learning the English Language (1983, p. 1). Some students come to intermediate school carrying the experience of elder friends or relatives about the difficulties and the problems of the English language and consider English an obstacle in passing to higher grades.

The Saudi Arabian educational system had for many years been closely linked with the neighboring Arab countries. The former Deputy Minister of Education, Abdulwhab Abdulwasie, explained the situation by saying:

...Our educational policy has related for a long time to some Arab countries. It followed their curriculum, planning, and also tended to use their textbooks. It was necessary for us to do that in order to facilitate the way for secondary school students to join their universities. At times there were no universities in our country and there are now. On the one hand it was a happy solution for educational

problems; on the other hand it was very bad, because of the problems related to the continual changes occurring in their educational planning and policy which we followed. Thus, this made us look for our own long-range educational policy, to define it especially for elementary and secondary education (1970, p. 56).

In light of the orientation, guidance, evaluation and follow up visit and discussion with English teachers and in light of the comments of the teacher and the reports of the English supervisors the Ministry of Education realized more about the shortcomings and more about the inadequacy of the old textbook in promoting the students' standard of English proficiency.

The old textbooks (Living English for the Arab World) which had been taught in Saudi Arabia schools since the beginning of the school year 1980-81 was responsible for the cause of the low achievement of the students; therefore, the recommendation was the English curriculum be changed (Ministry of Education, 1979, p. 25).

The Ministry of Education had made a contract with the McMillan press company to build a special curriculum to be taught at the intermediate and secondary schools in Saudi Arabia.

The new curriculum consists of a series of Saudi Arabian Schools' English (SASE). This series consists of the following components: 1) pupils' book; 2) workbook; 3) handwriting book; 4) teaching kit of wallchart and flashcards; and 5) cassettes. Each level is accompanied with a teacher's book that gives the teacher a guideline for teaching the units of all lessons.

The course is revised and changed every two years.

Each edition is considered as a pilot study for revising all components of the course. The author receives the advise of the Ministry of Education and feedback from meeting with supervisors and teachers; accordingly, he removes the material that was felt to be not sufficiently useful or culturally relevant; he simplifies some activities or omits others.

John Field, the author of SASE, in talking about the advantages of the course said:

"The course is aimed at developing all four language skills from the beginning of the course. SASE recognizes that all skills do not exist independently of each other, but are closely related (1981, p. 5).

The course for each level consists of twenty-four units to be taught through the entire school year in four 45 minute periods every week. Each unit consists of four lessons and each lesson is divided into three steps--presentation, practice and application. Some units have suggestions for extra class activities to be used in the last few minutes of the lesson; others could be used in the English club or as homework. These activities are optional and they are not an essential part of the course, however, they provide useful extra practice.

One of the English supervisors in the Makkah Educational zone described the new course of English by saying:

"Macmillan's course reflects some modern teaching ideas. We can find reflections of modern views of grammar, modern views of language acquisition and modern views of how language fits together in bits beyond the sentence level (Directorate of Education, Makkah Zone, 1982, p. 2).

In fact, the new course--regardless of some of the minor weaknesses--is a good replacement for the old textbook that was overloaded with information and vocabulary and confused the students by mixing verb tenses and had too few meaningful practice exercises. The new course encourages the students to participate and communicate in a foreign language without forgetting the students' cultural background which takes into account the need and the interests of the students and the problems of Arabs learning the English language.

English has become a major facet for development by which developing countries, such as Saudi Arabia, might enhance their development. Hundreds of thousands of foreign people already live in Saudi Arabia as experts and workers in all fields, some of which speak no Arabic.

Millions of Moslems come to Saudi Arabia to perform pilgrimage or to visit the Holy Land every year and most of them speak no Arabic. In many cases English is the medium of communication between them and the Saudis. The Ministry of Education is trying to make the learning of English easier and more enjoyable in order to reach the ultimate goal of education.

CHAPTER THREE

METHODOLOGY

Two methodologies were used as the means of collecting the data:

1. Three different questionnaires were formulated and administered:

A. A student questionnaire that covers the problems that are encountered in learning a foreign language and the present situation of the intermediate boys' schools in Saudi Arabia.

B. A questionnaire to the English teachers regarding the contemporary situation in teaching and learning English.

C. A questionnaire to investigate the perception of the English supervisors about the status of teaching and learning the language.

The teachers' and the supervisors' questionnaire attempted to solicit responses on the same issues, but worded to apply to the members of each of the two groups.

2. Personal visits to randomly selected intermediate schools in Makkah, Medina, Riyadh, Buraidah, Hofuf, Dammam, Abha, Khamis Mushayt, Sakaka, and Doomat-Aljandal to describe the condition under which English is taught in the Saudi Arabian intermediate boys' schools. These visits included classroom observations to determine the methods of teaching

being used and the atmosphere in which English is taught in the intermediate boys' schools in Saudi Arabia.

HYPOTHESES

To supplement the information gathered to answer the five research questions delineated earlier, the following hypotheses will be tested:

H1. There is no significant difference between the responses of the eighth and ninth grade students regarding the questionnaire items.

H2. There is no significant difference between the responses of the students across education zones.

H3. There is no significant differences between the Saudi English teachers and the non-Saudi English teachers in their response to the items in the questionnaire.

H4. There is no significant difference in the teachers' response to the questionnaire items regardless of their length of service in TEFL.

H5. There is no significant difference in the supervisors' responses to the questionnaire items between the Saudi and non-Saudi English supervisors.

H6. There is no significant differences in the responses of the English supervisors regardless of their length of experience in TEFL.

H7. There is no significant difference between the responses of the English teachers and the English supervisors on the questionnaire items.

THE NATURE OF THE POPULATION AND THE SAMPLING PROCEDURE

Saudi Arabia consists of five political provinces representing the geographical feature of the country. These provinces are: the Eastern Province, the Western Province, the Northern Province, the Southern Province, and the Central Province. The Ministry of Education has offices in (thirty-four) cities and towns across the country. These are called the educational zones. Each educational zone covers one major city and the surrounding towns and villages. The number of schools and students within each of the educational zones differs according to the size of the city and the size and number of towns and villages included in it. Some districts have fewer students but a high number of schools because each of the surrounding villages has a very small school.

In selecting the students' sample the following sampling was used:

1. One target population of the study was defined: The students in the intermediate boys' schools in Saudi Arabia.

2. Eight educational zones were selected randomly; one or more educational zones from each of the five provinces of Saudi Arabia. The names of the educational zones in one province were written on small pieces of paper, folded and then mixed in a hat. From that hat one educational zone was selected to represent that province. The same

14 educational zones in S.A.

procedure was repeated with the other provinces, one province at a time. At the end of this process, eight educational zones had been chosen. One educational zone from the Northern Province and one educational zone from the Southern Province had been chosen as a sample to represent those Provinces. Since the following provinces have more educational zones, schools, and students two educational zones were chosen from each of them: the Eastern Province, the Western Province, and the Central Province. This procedure assured that each educational zone in each province would have an equal and independent chance of being selected in the sample for the study when compared to any zone in the province. The selected educational zones are: Al-Ahsa and Dammam, from the Eastern Province; Makkah and Medina, from the Western Province; Rindh and Al-Qassim, from the Central Province; Al-Jouf-Sekakah and Domat-aljandal, from the Northern Province; Abah-Abah and Khamis Mushait, from the Southern Province; and Buraidah and Al-Qassim, from the Central Province.

3. The selection of the schools in each educational zone was based the following satisfied procedures:

A. About one half of the selected schools were located in rented buildings that had been designed as apartment buildings. The other half of the selected schools were in buildings that were owned by the Ministry of Education. These schools have larger classrooms, better facilities, better equipment, and better teaching supplies.

B. Almost one half of the selected schools were located in the major cities in the educational zones while the other half of the schools were from the suburbs and surrounding villages.

Therefore, it is assured that all types of population and subgroups in the population are represented in the sample.

4. The classroom was used as a unit of sampling. From each of the selected schools at least one eighth grade classroom and one ninth grade classroom was selected. The questionnaire was administered to every student in the classroom selected.

The seventh grade students, the first year of the intermediate school, were excluded because the questionnaire was distributed early in the school year and the seventh grade students would not have a clear understanding of the problems of the English program by that time.

In selecting the teachers' sample, the same procedure was used as for selecting the student sample. However, the questionnaire was given to all the English teachers in the chosen schools in all eight districts.

The supervisors' questionnaire was mailed to all the English supervisors in the country to get a general overview of the problems of teaching English as viewed by those specialists in places the writer did not include in school visits.

PROCEDURE

For collecting the data the following procedure was used.

Research Questionnaires

The development of the questionnaires involved several steps:

First, a comprehensive review of the literature was undertaken to acquire a sound background and knowledge in the construction of a questionnaire relevant to the study.

Second, English teachers in different intermediate schools in Saudi Arabia were asked to state the major problems that face them while teaching English as a foreign language. Also, a number of the Saudi intermediate students in different locations, were asked to indicate the problems they encountered while learning English as a foreign language. The results were classified and organized in groups and categories. Each category contained items that deal with particular types of problems.

Third, the experience of the writer as a teacher of English as a foreign language at the intermediate level and as a supervisor of student teachers from the English Department, Umm Al-Qura University, helped him in adding, selecting, and organizing the questionnaire items.

Fourth, the methods of developing the questionnaire were discussed with the major advisor of the writer to revise and modify its components.

Fifth, the approved and revised version was translated into Arabic, then the Arabic translation was placed next to the original English form and both forms were given to ten Saudi Arabia postgraduate students at Michigan State University who had been in the United States for a long period of time and whose English is quite good. These students were in the field of curriculum and instruction and they were familiar with the vocabulary and expressions in the field in both languages, Arabic and English. The writer talked to every student individually and took comments for revising the Arabic form. The final Arabic form was given to an expert translator to translate it into English. Then the original English form which was written by the writer was compared to the translated form which the translator converted from the Arabic translation. This two-way translation, English to Arabic to English assured that the Arabic form is equivalent to the English form and the exact meaning was translated into the subject language, Arabic, in order to insure better understanding of the questionnaire items.

Sixth, in order to improve the validity of the questionnaire, the researcher used a sample of five intermediate students to closely examine each questionnaire item. For those items, if the students could correctly explain the meaning of a selected item as it is stated in the questionnaire, that particular item was not revised. This procedure was continued until all the items of the questionnaire were examined.

The teachers' questionnaire was revised using the same procedure. However, the supervisors' questionnaire was not revised by this process because of the difficulty in gathering five supervisors in the same place at the same time. Moreover, the teachers' questionnaire and the supervisors' questionnaire are similar, only worded differently to apply to the teacher or supervisor as appropriate.

Finally, the questionnaire was neatly typed in Arabic, copied and readied for administration.

Description of the Questionnaires

Each questionnaire consists of the following three sections.

The first section contains items designed to collect personal data relevant to the purposes of this study, such as class level and the educational zone of the student, and the nationality and years of experience for both the teachers and the supervisors.

The second section of the questionnaire includes a list of 30 items which students may encounter when they study English at the intermediate level.

The respondents were asked to indicate whether they strongly agree, agree, are undecided, disagree, or strongly disagree with each individual statement in the questionnaire. The items of the questionnaire were organized in groups and divided into five categories. These categories are:

1. Problems Related to Teachers and Teaching Methods

2. Problems Related to the English Curriculum
3. Problems Related to Audio-visual Materials
4. Problems Related to the Students' Attitudes Toward Learning the English Language.
5. Problems Related to the Needs of the Schools

The third section of the students' questionnaire consists of three open-ended questions:

1. The respondents were asked to add any problems that were not included in the questionnaire.
2. The respondents were asked to state the reasons for the learning/teaching of English.
3. The respondents were asked to contribute suggestions and recommendations to improve the English program in the intermediate boys' schools of Saudi Arabia.

For both the teachers and the supervisors, in addition to the aforementioned questions, two more questions were added.

1. They were asked what they believed to be the main strengths of the current textbooks.
2. They were asked what they believed to be the main weaknesses of the current textbooks.

The questionnaire was accompanied by a letter that explained the nature, purpose and importance of the study. It also encouraged the subject to be frank and it assured them that their answers would be kept confidential, with the response being seen only by the writer. In order to have a better understanding of the method of answering

the questionnaire, especially for those who will not meet with the writer in person, such as the English supervisors, the questionnaire had an example that explained the method to be used in responding to the questionnaire (See appendices A, B, and C).

Validity of the Questionnaire

The validity of the questionnaire was enhanced by the following:

1. Consulting with members of the writer's doctoral committee to receive their comments and suggestions.

2. Submitting a tentative draft of the questionnaire to ten Saudi Arabian graduate students who were currently taking courses in the field of education at Michigan State University so that they could comment on the questionnaire items. This was done so that the graduate students could indicate whether the questions seemed ambiguous to them, whether some needed revising, or whether provisions should be made for certain responses that were not included in the questionnaire. They were also invited to make other points that might lead to improving the questionnaire.

3. The writer tested the understanding of the subjects in regard to the questionnaire items (the procedure that was used is explained in detail earlier in this chapter).

Using the aforementioned procedures, the questionnaire was improved and was then readied to be administered to the subjects of the research.

PILOT STUDY

Before administering the questionnaire to the selected sample, a pilot study with the questionnaire was completed in order to determine student reaction and participation, and whether there would be any problems or confusions regarding the subject matter of the questionnaire. Students at King Abdul-Aziz intermediate school in Makkah were chosen as the sample population for this experiment. Four classes were randomly selected, two eighth grade and two ninth grade. This pilot study proved to be very beneficial and provided ideas, approaches and information not apparent before the study. The pilot study revealed that when the students read the instructions themselves, it would take more than one class period, 45 minutes, to respond to the questionnaire. However, when the procedure was explained on the blackboard to the whole class, the students were able to answer the questionnaire in twentyfive to thirty minutes.

Moreover, direct feedback was received from the research subjects that led to important improvements in the questionnaire. For example, before the pilot study, the the students were asked to put an (x) in the desired column. However, some of the students understood that the (x) itself meant disagree. Consequently, they put the (x) under agree when they intended to show disagreement.

The writer changed the instruction to placing a (✓) mark instead of the (x). However, some of the students

thought that the (✓) mark meant agree; therefore, they put the (✓) mark under the disagree column when they intended to show agreement. As a result of this misunderstanding, the writer changed the instructions to drawing a circle instead of using the (x) or the (✓).

The students were asked to put a question mark after any confusing item and to underline any difficult word or ambiguous phrase or sentence. Thus, the pilot study was very helpful in revealing problem areas not seen before hand that needed clarification or more or better explanations so that all the sample population could understand the questionnaire items.

The Class Observation Checklist

The development of the class observation checklist involved the following steps:

First, a review of the related literature was undertaken to acquire a sound background and knowledge in the construction of a list relevant to the study.

Second, the writer's experience in teaching English as a foreign language at the intermediate level and as a supervisor of student teachers from the English Department, Umm Al-Qura University, helped in constructing a special checklist form to collect information from real life classroom situations.

Third, the methods of developing the checklist were discussed with the writer's major advisor to modify, revise, and construct its components.

Fourth, the members of the doctoral advisory committee also made some helpful suggestions and recommendation to add new items and subtract or revise some of the items in the checklist.

Fifth, the checklist was presented to selected faculty members of Umm Al-Quara University who commented on some of the items and suggested items to be added and items to be revised.

Sixth, the writer met with Mr. John Field, author of the new series of texts being used in Saudi Arabia, and discussed the items of the class observation checklist with him. In the light of Mr Field's comments and recommendations, new items were added.

Seventh, from the application of the checklist in the pilot study, it proved beneficial to change and revise some items, add new items, re-word some items and re-organize the items of the checklist.

Finally, the class observation checklist was neatly typed and copied in order to have one copy for every teacher to be observed.

Description of the Class Observation Checklist

The class observation checklist consists of one section containing a list of 50 items related to things that take place inside the classroom. Each item has a scale to evaluate the presence or the absence of the existence of that item and the degree of its existence. Some items have a place for recording variables not included in the

list or things that need more explanation.

The items of the checklist were organized in groups and divided into five sections. These sections are:

1. Items Related to the Characteristics of the Teacher
2. Items Related to Methodology
3. Items related to the Use of Audio-Visual Materials
4. Items Related to the Use of Time
5. Items Related to the Class Activities

(See Apendix D).

The Procedure of Collecting the Data

In order to collect data, the writer visited the selected educational zones and spent one week in each of these zones. The writer carried a letter from Umm Al-Qura University addressed to the Directors of the general directorates in the selected educational zones. The letter explained the purpose of the study, and asked for permission and cooperation from the general directorates to aid the writer in his study, making the task easier to complete. Permission was granted in all educational zones and the writer was warmly welcomed. Help and encouragement from all the general directorates, English supervisors, school principals and English teachers was given.

The writer usually spent an entire day in each of the schools, but, in the case of smaller schools, was able to visit more than one school in a day. The visits to each school began in the early morning before the classes started. The visits began by meeting with the principal

to explain the purpose of the visit and the goal of the study, to ask permission to include his school in the study and to give him the letter from the director of the general directorate in that district. Permission was always granted in every school. The principal arranged for a meeting with the English teachers and explained the purpose of the study before asking them to allow the writer to attend and observe one of their classes. The writer assured the teachers of the confidentiality of the information and gave the questionnaire to the teachers early in the morning, encouraging them to return it before the end of the school day. All teachers agreed and cooperated. Only in a very few cases did the writer have to return the following day to collect the questionnaire. The writer was able to get back all the questionnaires from all the 74 teachers in the sample.

With the principal's help, the writer made a daily schedule to observe one class for each English teacher and distributed the questionnaire in an eighth grade class and a ninth grade class.

The class teacher introduced the writer to the class and explained the purpose of this visit. By setting in the back of the classroom, the writer was able to observe carefully what was going on in the classroom; noting the information on the specially prepared checklist without disturbing the lesson or attracting the students' attention from the lesson. At the end of the class the writer thanked

the teacher and shook hands with him and the students for their cooperation and offered best wishes.

Unless he was asked, the writer offered no comments, suggestions, criticisms or advice to any teacher. In such a case, it was done in private. Several principals asked the writer to comment on or judge the teachers, but he politely refused to do so and reminded the principal of the purpose of his visit, saying that the teacher evaluation is the job of the supervisor.

In order to distribute the questionnaire, two classes from each school were randomly selected, one eighth grade class and one ninth grade class. In the beginning of the period the writer went to the selected classes, greeted the students, introduced himself and explained the purpose of his visit. The teachers were not present for this session. The questionnaire was distributed and an explanation of the purpose and importance of the study was given. The students were assured of the confidentiality of the information.

After that, an explanation on how to answer the questionnaire items was given to the students by giving an example and completing it on the blackboard. The students were encouraged to go over each item, read it carefully and put the designated mark in the space that best expressed their opinion or decision. The students were asked to do that individually because what one student might complain about might not be a problem to another student.

The questionnaire was sent to each of the supervisors in the 38 educational zones of the country with assistance from Mr. Abdurrahman Folatah, the director of the Department of Educational Training in the Ministry of Education. A special letter accompanied each questionnaire which was sent by mail to the educational zones. In this letter the supervisors were asked to return the questionnaire by mail to the writer's address.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

The main purpose of the study was to identify the significant problems of learning English as a foreign language in the intermediate schools in Saudi Arabia. Two techniques were used as the means of collecting the necessary data: 1) questionnaires for students, teachers and supervisors; and 2) an observation check list.

Three questionnaires were administered to three groups: 1) the intermediate male students, 2) the English teachers at the intermediate schools, and 3) the English supervisors. The following are the results of those questionnaires.

The Students' Questionnaire

The students' questionnaire consists of three sections. Each section is designed to collect different types of information needed for the study. In the following pages, the procedure of analyzing the result of the questionnaire is discussed and the collected data is presented and discussed.

Procedure for Analyzing the Data

The first and third sections of the questionnaire are presented in terms of frequencies and percentages. The results of the second section of the questionnaire are presented as follows. For each item on the questionnaire the respondents were asked to indicate on a Likert (five

point) scale whether they strongly agree, agree, are undecided, disagree, or strongly disagree.

After collecting and coding the responses, a card punching process was used for preparing the data for the computer. Each questionnaire was punched twice by two different technicians as a verifying process. Then the two cards of each respondent were compared and when the two cards differed the information was punched again.

For each of the 30 items in the questionnaire a comparative examination was used to find out how many of the sample answered strongly agree, agree, undecided, disagree, and strongly disagree. After that, a scale was used by assigning a weight to the variables by giving five points to every strongly disagree response, four points for every disagree response, three points for every undecided response, two points for every agree response and one point for every strongly agree response. The totalled points were added, then divided by the number of respondents. The resultant value, the mean, was termed the problem severity index. Accordingly, each item could have a mean between one and five. In which one represents the lowest rating. The higher the mean the more severe problem the item was considered. The mean value was used to draw comparisons across the items.

The items were arranged and ranked from highest to lows according to their means. An arbitrary determination of the severity of the problems was used as follows:

1. Items that got a mean of 4.0 were considered severe problems.

2. Items that got a mean of 3.0 and below 4.0 were considered as great problems.

3. Items that got a mean above 2.0 and below 3.0 were considered as moderate problems.

4. Items that got a mean above 1.0 and below 2.0 were considered as minor problems.

5. Items that got a mean of 1.0 were considered as no problems.

Along with calculating the mean, the percentages and frequencies of responses of all participants to each of the 30 items on the questionnaire were calculated.

In order to individually analyze each of the items the strongly agree and agree responses were added to show agreement. The strongly disagree and the disagree responses were added to show disagreement. Undecided responses were considered as neutrality. The disagreement and the agreement responses were compared to the total.

For comparing the responses of the eighth grade students with the responses of the ninth grade students on all of the questionnaire items, a T-test was used to determine if the proportion in the two samples differed significantly from each other in responding to each item. Comparing the means of the two groups showed the group with the highest mean for each item. In other words, which of the two groups considered each item to be a more severe problem.

Analysis of variance was utilized to determine if there are differences among the students in the eight educational zones, and whether these differences had any statistical significance. The use of the mean of each item in all educational zones gave an indication of the severity of the problems that exist across the educational zones and the problems that exist only in one or some of these educational zones. By using the aforementioned arbitrary cut, it was possible to determine the problems that exist across the educational zones. Any item that had a mean of 3.0 and above by more than 50 percent of the sample was considered as a problem that existed across the country. Those items that had a mean of less than 2.0 by more than 50 percent of the sample was considered a minor problem across the country.

The 30 items of the questionnaire were grouped together in five major categories. Each category represented a certain attribute (see Appendix A).

To find out which category in the questionnaire contributed to the problems more than the others, the overall mean of each category was calculated by adding the means of all the items in each category and then dividing the result by the number of items in each category. The outcome was designated as the Index of the category's relative seriousness and the overall averages for the categories were compared.

The items in each category were organized from highest

to lowest to find out the more severe problems in each category by the majority of the students.

The two-way analysis was used to compare the students' responses in terms of both their grade level and their educational zones.

Presentation and Analysis of Data

The following is a description and analyzation of the collected data.

The Results of the First Section of the Students' Questionnaire

Thirty intermediate schools participated in the study. These schools are distributed in eight educational zones. The ages of the students were: 214 students between 12 and 13 years old, 807 students between 14 and 15 years old, 661 students 16 years old or older and one student did not indicate his age. The oldest student was 22 years old.

In terms of grade level, the sample is divided into 802 students in the eighth grade and 878 students in the ninth grade. Three students did not indicate their grade level.

In addition, 569 students have studied English for two years, 740 for three years, 266 for four years, and 307 for more than four years. One student did not indicate how many years he studied English. Finally, 406 students out of 1,683 students (24.1 percent) reported that they had failed the final exam. In other words, almost one

of every four students have failed the final exam at the end of the school year. Some of them have had to repeat the same grade level in the following year. Only one student did not give any response.

The Results of the Second Section of the Students' Questionnaire

The result of the second section of the students' questionnaire are represented in tables 2 through 44.

General analysis.

Table 2 rank orders from highest to lowest, all 30 items of the students' questionnaire by mean value.

TABLE 2
Rank order of the Items
of the Students' Questionnaire

Rank Order by Mean	Item Number	Item	Mean
1	30	There is an English laboratory in my school.	4.184
2	17	The English teacher uses the audio-visual equipment to facilitate the learning process.	4.081
3	29	My school has a collection of simple English stories.	3.659
4	16	The English teacher uses wall pictures to introduce new vocabulary.	3.309
5	25	My friends encourage me to speak in English.	3.238
6	18	The English teacher lets me listen to tapes in English.	2.961
7	20	I find it easy to learn English.	2.854
8	12	The difficulty of the English textbook is about right.	2.766
9	22	The English language is not a major obstacle in passing to a higher level.	2.759
10	11	The length of the English curriculum is about right.	2.704
11	28	The number of students in the room is about right.	2.463
12	23	I enjoy the English classes.	2.378
13	13	The passages and the stories in the textbook are interesting.	2.302

TABLE 2 (continued)

Rank Order by Mean	Item Number	Item	Mean
14	15	The textbook encourages understanding rather than memorization.	2.288
15	27	My family encourages me to use and practice the English I have learned in school.	2.260
16	14	The textbook contains enough practice exercises.	2.247
17	26	The English teacher encourages me to communicate in English.	2.123
18	2	He is self-controlled and is not easily upset.	2.088
19	10	He is fair, impartial and objective in his treatment of students.	2.077
20	3	The English teacher praises me when I answer correctly.	1.931
21	24	I am on good terms with my English teacher.	1.908
22	7	The English teacher gives me the opportunity to participate and ask question in the class.	1.896
23	6	The English teacher shows me how to correct my mistakes.	1.890
24	1	The English teacher appears enthusiastic in teaching.	1.860
25	8	The English teacher seems to be qualified to teach English.	1.859
26	4	The English teacher gives me a reasonable amount of homework.	1.849

TABLE 2 (continued)

Rank Order by Mean	Item Number	Item	Mean
27	5	The English teacher corrects my homework.	1.698
28	9	The English teacher motivates me to stay alert, active, and interested.	1.675
29	21	I feel that learning English is important.	1.606
30	19	The English teacher writes on the blackboard when teaching.	1.497

In Table 2, two items (30 and 17) were rated as severe problems with means above 4.0. Item 30 is related to the school needs, and item 17 is related to audio-visual materials. In addition, three items, 29, 16, and 25, had a mean between 3.0 and 4.0 and were considered great problems. Item 29 is related to the school needs; item 16 related to the audio-visual materials being used in school; and item 25 is related to the students' attitudes toward learning the English language.

Items 18, 20, 12, 22, 11, 28, 23, 13, 15, 27, 14, 26, 2, and 10 had a mean between 2.0 and 3.0 and are considered as moderate problems. Items 2 and 10 are related to teacher and teaching methods. Item 18 is related to audio-visual materials. Items 20, 22, 23, 26, and 27 are related to the students' attitude toward learning the English language.

Item 28 is related to the school needs. Finally, items 11 through 15 are related to the English curriculum.

Items 3, 24, 7, 6, 1, 8, 4, 5, 9, 21, and 19 had a mean of less than 2.0 and are considered as minor problems. Items 1, 3, 4, 5, 6, 7, 8, and 9 are related to the teacher and teaching methods. Items 21 and 24 are related to the students' attitudes toward learning the English language. Item 19 is related to the use of the blackboard by the teacher while teaching.

Among all 30 items of the questionnaire, none of the items were considered as no problem.

Table 3 shows the means of the items by the class level. It compares both means with the mean of the entire sample and the degree of the significance difference.

TABLE 3
Means of the Items
by Class Level

Items	Mean of Entire Sample	Mean of 8th Grade	Mean of 9th Grade	Level of Significance .05
1	1.860	1.713	1.994	.000
2	2.088	2.008	2.160	.010
3	1.931	1.878	1.980	.065
4	1.849	1.779	1.907	.017
5	1.698	1.675	1.720	.364
6	1.890	1.763	2.000	.000
7	1.896	1.792	1.990	.000
8	1.859	1.835	1.882	.371
9	1.675	1.580	1.757	.001
10	2.077	1.926	2.214	.000
11	2.704	2.561	2.833	.000
12	2.766	2.690	2.837	.017
13	2.302	2.308	2.296	.834
14	2.247	2.196	2.295	.095
15	2.288	2.164	2.405	.000
16	3.309	3.052	3.541	.000
17	4.081	3.907	4.240	.000
18	2.961	2.607	3.275	.000
19	1.497	1.439	1.546	.023
20	2.854	2.706	2.959	.001
21	1.606	1.576	1.634	.258
22	2.759	2.679	2.829	.036
23	2.378	2.226	2.514	.000
24	1.908	1.855	1.954	.083
25	3.238	3.049	3.408	.000
26	2.123	2.022	2.210	.003
27	2.260	2.100	2.404	.000
28	2.463	2.409	2.511	.154
29	3.659	3.686	3.630	.398
30	4.184	4.092	4.268	.006

Table 3 indicates the following:

1. In all items but item 13 and 29, the ninth grade students' responses were higher than the eighth grade students. Item 13 deals with the passages and the stories in the textbooks. The eighth grade students reported

them to be less interesting. Item 29 deals with the students' feeling of the importance of the English language. The ninth graders reported less importance to learning English than the eighth graders. In both items the difference is not statistically significant.

2. There were no significant differences between the responses of the 8th and 9th grade students in the following items: 3, 5, 8, 13, 14, 21, 24, 28, and 29. Consequently, hypothesis one that stated there was no significant differences in the responses of the eighth and the ninth grade students to the questionnaire items was accepted only for those items. Items 3, 5, and 8 are related to teachers and teaching methods; items 13 and 14 are related to the English curriculum; items 21 and 24 are related to the students' attitudes toward learning the English language; and items 28 and 29 are related to the school needs.

On the other had, hypothesis one was rejected on the following items: 1, 2, 4, 6, 7, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 22, 23, 25, 26, 27, and 30. Items 1, 2, 4, 6, 7, 9, and 10 are related to teachers and teaching methods; items 11, 12, and 15 are related to the English curriculum; items 16, 17, 18, and 19 are related to audio-visual materials; items 20, 22, 23, 25, 26, and 27 are related to the students' attitudes toward learning the English language; and item 30 is related to the school needs.

Table 4 compares the means of the items by the educational zones with the means of the entire group.

TABLE 4
The means of the items by
Educational Zone

Item	Total x	$\bar{x}$ Zone 1	$\bar{x}$ Zone 2	$\bar{x}$ Zone 3	$\bar{x}$ Zone 4	$\bar{x}$ Zone 5	$\bar{x}$ Zone 6	$\bar{x}$ Zone 7	$\bar{x}$ Zone 8	Level of Significance .05
1	1.860	1.854	1.701	2.131	1.694	1.706	1.927	2.020	1.368	.0000
2	2.088	1.937	2.097	2.379	2.227	1.955	1.914	2.095	2.122	.0005
3	1.931	1.827	2.104	2.054	1.821	1.971	2.012	1.883	1.263	.0000
4	1.849	1.754	1.687	1.955	1.975	1.659	1.825	1.912	1.824	.0199
5	1.698	1.754	1.578	1.675	1.673	1.776	1.769	1.709	1.403	.1467
6	1.890	1.666	1.672	1.983	1.996	1.849	2.046	1.825	1.421	.0001
7	1.896	1.906	1.873	2.038	1.760	1.813	1.923	2.049	1.350	.0002
8	1.859	1.951	1.976	2.049	1.811	1.657	1.930	1.790	1.596	.0026
9	1.675	1.609	1.546	1.872	1.630	1.590	1.746	1.720	1.245	.0015
10	2.077	2.222	2.213	1.967	2.044	1.747	2.023	2.288	2.140	.0002
11	2.704	2.444	2.637	2.697	2.603	2.544	2.814	2.873	2.438	.0110
12	2.766	2.825	2.757	2.829	2.648	2.780	2.802	2.824	2.473	.4039
13	2.302	2.396	2.306	2.103	2.265	2.258	2.453	2.375	1.666	.0003
14	2.247	2.145	2.293	2.114	2.252	2.202	2.289	2.292	2.175	.7464
15	2.288	2.080	2.143	2.120	2.237	2.269	2.443	2.466	1.684	.0000
16	3.309	3.531	3.166	3.714	2.968	2.943	3.561	3.514	2.105	.0000
17	4.081	3.734	3.569	4.366	3.713	4.252	4.310	4.149	4.473	.0000
18	2.961	3.000	2.425	3.262	3.045	2.519	3.309	3.026	1.754	.0000
19	1.497	1.484	1.523	1.475	1.442	1.393	1.502	1.643	1.193	.0198
20	2.854	2.500	2.574	2.956	2.727	2.815	3.054	3.052	1.982	.0000
21	1.606	1.466	1.470	1.694	1.482	1.720	1.704	1.643	1.295	.0025
22	2.759	2.492	2.592	2.786	2.554	2.793	2.828	3.114	1.789	.0000
23	2.378	2.140	2.298	2.240	2.238	2.449	2.646	2.449	1.561	.0000

TABLE 4 (continued)

Item	Total x	$\bar{x}$ Zone 1	$\bar{x}$ Zone 2	$\bar{x}$ Zone 3	$\bar{x}$ Zone 4	$\bar{x}$ Zone 5	$\bar{x}$ Zone 6	$\bar{x}$ Zone 7	$\bar{x}$ Zone 8	Level of Significance .05
24	1.908	2.225	1.905	1.861	1.764	1.988	1.974	1.932	1.578	.0248
25	3.238	2.871	2.635	3.306	3.094	3.282	3.462	3.516	2.666	.0000
26	2.123	2.050	1.965	2.406	2.132	1.837	2.266	2.155	2.438	.0000
27	2.260	1.671	2.293	2.273	2.110	2.286	2.415	2.416	1.456	.0000
28	2.463	2.761	2.734	2.033	2.436	2.157	2.392	2.728	2.666	.0000
29	3.659	3.079	3.402	3.759	3.276	3.646	3.830	3.959	3.750	.0000
30	4.184	4.093	4.160	4.338	3.303	3.870	4.615	4.476	4.614	.0000

In Table 4 there were no significant differences among the students in all educational zones in the following items: 5, 12, and 14. Thus, hypothesis two that stated there were no significant differences in the responses of the students in the different educational zones to the questionnaire items was accepted in those three items only. Item 5 deals with the correction of the students' mistakes by the teachers. Item 12 deals with the difficulty of the English textbook. Item 14 deals with the sufficiency of the practice exercises in the textbook.

Hypothesis two was rejected on items 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, and 30. Items 1, 2, 3, 4, 6, 7, 8, 9, and 10 are related to Teachers and teaching methods; item 11, 13, and 15 are related to the English curriculum; items 16 through 19 are related to audio-visual materials; items 20 through 27 are related to the students' attitudes toward learning the English language; and items 28 through 30 are related to the schools' needs.

Table 4 shows also that five items had a mean of more than 3.0 (representing great and severe problems) by five or more of the educational zones. These problems seem to exist across the zones. These items are: 16, 17, 25, 29, and 30.

Item 16 reveals that most English teachers do not use wall charts regardless of their importance in introducing new material. Item 17 is related to the teachers' use

of the audio-visual equipment to facilitate the learning process. Item 25 is related to the students encouragement to each other to speak in English. Item 29 is an indication of the schools lack of materials for the students to read simple materials other than their textbook. Item 30 is the item that was reported by students to have the highest mean of all items, moreover, six of the eight educational zones rated it to have a mean of 4.0 or above, and the other two zones rated as more than 3.3. This high mean is a reflection of the absence of the English laboratories in most, if not all, the schools.

By contrast, the following items have a mean of less than 2.0 and rated as minor problems by five or more educational zones. These items are 1, 3, 4, 5, 6, 7, 8, 9, 19, 21, and 24. Item 1 is related to the English teachers' enthusiasm to teaching. Item 3 is related to the English teacher praising the students who answered correctly. Item 4 is related to the amount of homework the teachers give to the students. Item 5 is related to the correction of the teacher to the students' homework. Item 6 is related to the teachers showing the students how to correct their mistakes. Item 7 is related to the teachers giving the opportunity to the students to participate and ask questions in the class. Item 8 is related to the English teachers' qualification to teach English. Item 9 is related to the teachers motivating the students to stay alert and active. All the items of the category that have problems

related to the teachers and the teaching methodologies were of little complaint from the students.

From Table 4, it is concluded that zone eight, Riyadh, was the zone that has the lowest mean in 21 items from the 30 items. The location of this educational zone near the main office of the Ministry of Education might be the reason why the students in this zone report fewer problems. However, on item 17 the students in Riyadh felt it was more of a problem than did the students in other zones. This item has to do with the teachers' use of audio-visual equipment.

The following educational zones; seven, three, and six--Medina, Kassim, and Makkah, received the highest means among all zones.

Item analysis.

In this section each item is represented and analyzed in terms of the distribution of the responses on each category. In other words, how many of the respondents strongly agreed, how many agreed, how many were undecided, how many disagreed, and how many strongly disagreed on each item. The results are represented in frequencies and percentages. The mean is given for comparison between items.

For Tables 5 through 34, the positive responses are obtained by adding those who strongly agreed with those who agreed. The result revealed the students who were in favor of each item and reported it as no problem.

The percentage of this group is considered as the agreement index. The result of adding the negative responses, those who strongly disagreed and those who disagreed, revealed the students who considered each item to be a problem. The percentage of this group is considered as the disagreement index. Those who neither disagreed nor agreed to the item selected the undecided response and therefore are reported as neutral.

TABLE 5

The English teacher appears
enthusiastic in teaching.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	809	48.1	48.3	48.3
Agree	521	31.0	31.1	79.5
Undecided	184	10.9	11.0	90.4
Disagree	90	5.3	5.4	95.8
Strongly disagree	70	4.2	4.2	100.0
Blank	9	.5	Missing	
Total	1683	100.0	100.0	

Valid cases = 1674
Missing = 9

Total agreement responses = 1330
Agreement index = 79.5%

Total disagreement responses = 160
Disagreement index = 9.6%

Table 5 indicates that 79.5 percent of the students reported that the English teachers are enthusiastic in teaching.

TABLE 6

He is self-controlled and is not easily upset.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	667	39.6	39.8	39.8
Agree	568	33.7	33.9	73.6
Undecided	180	10.7	10.7	84.4
Disagree	152	9.0	9.1	93.4
Strongly disagree	110	6.5	6.6	100.0
Blank	6	.4	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1677

Missing Cases = 6

Total agreement responses = 1235

Agreement index = 73.6%

Total disagreement responses = 262

Disagreement index = 15.6%

Table 6 indicates that 73.6 percent of the students said that the English teachers are patient and do not get easily upset.

TABLE 7

The English teacher praises me
when I answer correctly

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	751	44.6	45.0	45.0
Agree	572	34.0	34.3	79.2
Undecided	137	8.1	8.2	87.4
Disagree	132	7.8	7.9	95.3
Strongly disagree	78	4.6	4.7	100.0
Blank	13	.8	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1670
Missing Cases = 13

Total agreement responses = 1323
Agreement index = 79.2%

Total disagreement responses = 210
Disagreement index = 12.6%

Table 7 shows that 79.2 percent of the students admit that the English teacher gives praise for work well done.

TABLE 8

The English teacher gives me a
reasonable amount of homework.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	798	47.4	47.8	47.8
Agree	596	35.4	35.7	83.4
Undecided	82	4.9	4.9	88.3
Disagree	122	7.2	7.3	95.6
Strongly Disagree	73	4.3	4.4	100.0
Blank	12	.7	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1671

Missing Cases = 12

Total agreement responses = 1394

Agreement index = 83.4%

Total disagreement responses = 195

Disagreement index = 11.7%

Table 8 indicates that 83.0 percent of the students responded that the English teacher gives a reasonable amount of homework.

TABLE 9

The English teacher corrects my homework.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	917	54.5	54.7	54.7
Agree	562	33.4	33.5	88.2
Undecided	37	2.2	2.2	90.4
Disagree	109	6.5	6.5	96.9
Strongly Disagree	52	3.1	3.1	100.0
Blank	6	.4	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1677

Missing Cases = 6

Total agreement responses = 1479

Agreement index = 88.2%

Total disagreement responses = 161

Disagreement index = 9.6%

Table 9 explains that 88.2 percent of the students replied that the English teacher corrects their homework.

TABLE 10

The English teacher shows me how to correct my mistakes.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	819	48.7	48.8	48.8
Agree	557	33.1	33.2	82.0
Undecided	66	3.9	3.9	85.9
Disagree	139	8.3	8.3	94.2
Strongly Disagree	97	5.8	5.8	100.0
Blank	5	.3	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1678

Missing Cases = 5

Total agreement responses = 1376

Agreement index = 82.0%

Total disagreement responses = 236

Disagreement index = 14.1%

Table 10 reveals that 82.0 percent of the students expressed that the English teacher shows them how to correct their mistakes.

TABLE 11

The English teacher gives me the opportunity to
participate and ask questions in the class.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	781	46.4	46.5	46.5
Agree	598	35.5	35.6	82.1
Undecided	82	4.9	4.9	87.0
Disagree	129	7.7	7.7	94.7
Strongly Disagree	89	5.3	5.3	100.0
Blank	4	.2	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1679

Missing Cases = 4

Total agreement responses = 1379

Agreement index = 82.1%

Total disagreement responses = 218

Disagreement index = 13.0%

Table 11 indicates that 82.1 percent of the students reported that the English teacher gives them the opportunity to participate and ask questions in the class.

TABLE 12

The English teacher seems to be
qualified to teach English.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	842	50.8	50.2	50.2
Agree	415	24.7	24.8	75.0
Undecided	291	17.3	17.4	92.4
Disagree	69	4.1	4.1	96.5
Strongly Disagree	59	3.5	3.5	100.0
Blank	7	.4	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1676

Missing Cases = 7

Total agreement responses = 1257

Agreement index = 75.0%

Total disagreement responses = 128

Disagreement index = 7.6%

Table 12 explains that 75.0 percent of the students said that the English teacher seems to be qualified to teach English. A large portion of the students, 17.4, were undecided and chose the neutral response for one reason or another such as they did not understand the word (qualified), or they were afraid to state their comments in case their teachers might see the questionnaire.

TABLE 13

The English teacher motivates me to stay
alert, active, and interested.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	991	58.9	59.1	59.1
Agree	456	27.1	27.2	86.2
Undecided	81	4.8	4.8	91.1
Disagree	85	5.1	5.1	96.1
Strongly Disagree	65	3.9	3.9	100.0
Blank	5	.3	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1678

Missing Cases = 5

Total agreement responses = 1447

Agreement index = 86.2%

Total disagreement responses = 150

Disagreement index = 8.9%

Table 13 indicates that 86.2 percent of the students replied that the English teacher motivates them to stay alert, active, and interested.

TABLE 14

He is fair, impartial and objective
in his treatment of students.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	734	43.6	43.8	43.8
Agree	459	27.3	27.4	71.1
Undecided	227	13.5	13.5	84.7
Disagree	135	8.0	8.1	92.7
Strongly Disagree	122	7.2	7.3	100.0
Blank	6	.4	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1677

Missing Cases = 6

Total agreement responses = 1193

Agreement index = 71.1%

Total disagreement responses = 257

Disagreement index = 15.3%

Table 14 represents that 71.1 percent of the students reported that the English teacher is fair, impartial, and objective in the treatment of students.

TABLE 15

The length of the English curriculum is about right.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	315	18.7	18.8	18.8
Agree	586	34.8	35.0	53.9
Undecided	266	15.8	15.9	69.8
Disagree	292	17.3	17.5	87.2
Strongly Disagree	214	12.7	12.8	100.0
Blank	10	.6	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1673

Missing Cases = 10

Total agreement responses = 901

Agreement index = 53.9%

Total disagreement responses = 506

Disagreement index = 30.2%

Table 15 shows that 53.9 percent of the students said that the length of the English curriculum is about right.

TABLE 16

The difficulty of the English
textbook is about right.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	258	15.3	15.4	15.4
Agree	592	35.2	35.4	50.8
Undecided	319	19.0	19.1	69.8
Disagree	294	17.5	17.6	87.4
Strongly Disagree	211	12.5	12.6	100.0
Blank	9	.5	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1674

Missing Cases = 9

Total agreement responses = 850

Agreement index = 50.8%

Total disagreement responses = 505

Disagreement index = 30.2%

Table 16 reveals that 50.8 percent of the students
did not complain about the difficulty of the English textbook.

TABLE 17

The passages and the stories in
the textbook are interesting.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	496	29.5	29.6	29.6
Agree	661	39.3	39.4	69.0
Undecided	184	10.9	11.0	79.9
Disagree	192	11.4	11.4	91.4
Strongly Disagree	145	8.6	8.6	100.0
Blank	5	.3	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1678

Missing Cases = 5

Total agreement responses = 1157

Agreement index = 69.0%

Total disagreement responses = 337

Disagreement index = 20.1%

Table 17 indicates 69.0 percent of the students agreed that the passages and the stories in the textbook are interesting.

TABLE 18

The textbook contains enough practice exercises.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	535	31.8	31.9	31.9
Agree	620	36.8	37.0	69.0
Undecided	200	11.9	11.9	80.9
Disagree	212	12.6	12.7	93.6
Strongly Disagree	108	6.4	6.4	100.0
Blank	8	.5	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1675

Missing Cases = 8

Total agreement responses = 1155

Agreement index = 69.0%

Total disagreement responses = 320

Disagreement index = 19.1%

Table 18 explains that 69.0 percent of the students reported that the textbook contains enough practice exercises.

TABLE 19

The textbook encourages understanding
rather than memorization.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	550	32.7	32.8	32.8
Agree	578	34.3	34.4	67.2
Undecided	224	13.3	13.3	80.6
Disagree	168	10.0	10.0	90.6
Strongly Disagree	158	9.4	9.4	100.0
Blank	5	.3	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1678

Missing Cases = 5

Total agreement responses = 1128

Agreement index = 67.2%

Total disagreement responses = 326

Disagreement index = 19.4%

Table 19 represents that 67.2 percent of the students said that the textbook encourages understanding rather than memorization.

TABLE 20

The English teacher uses wall pictures to
introduce new vocabulary.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	320	19.0	19.1	19.1
Agree	347	20.6	20.7	39.8
Undecided	84	5.0	5.0	44.8
Disagree	345	20.5	20.6	65.4
Strongly Disagree	580	34.5	34.6	100.0
Blank	7	.4	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1676

Missing Cases = 7

Total agreement responses = 667

Agreement index = 39.8%

Total disagreement responses = 925

Disagreement index = 55.2%

Table 20 indicates that 55.2 percent of the students complained that the English teacher does not use wall pictures to introduce new vocabulary. It seems that the English teachers use the easiest way to introduce new vocabulary by giving the equivalent meaning in Arabic.

TABLE 21

The English teacher uses the audio-visual equipment to facilitate the learning process.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	150	8.9	8.9	8.9
Agree	155	9.2	9.2	18.2
Undecided	74	4.4	4.4	22.6
Disagree	329	19.5	19.6	42.2
Strongly Disagree	970	57.6	57.8	100.0
Blank	5	.3	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1678

Missing Cases = 5

Total agreement responses = 305

Agreement index = 18.2%

Total disagreement responses = 1299

Disagreement index = 77.4%

Table 21 reveals that 77.4 percent of the students said that the English teacher does not use the audio-visual equipment to facilitate the learning process. The reason might be the absence of such equipment from the schools, the teachers' inability to use them, the inadequacy of the time available because of the length of the curriculum, or a combination of more than one reason.

TABLE 22

The English teacher lets me listen to tapes in English.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	445	26.4	26.6	26.6
Agree	390	23.2	23.3	49.9
Undecided	96	5.7	5.7	55.6
Disagree	272	16.2	16.2	71.9
Strongly Disagree	471	28.0	28.1	100.0
Blank	9	.5	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1674

Missing Cases = 9

Total agreement responses = 835

Agreement index = 49.9%

Total disagreement responses = 743

Disagreement index = 44.4%

Table 22 explains that the responses to this item were almost evenly distributed between agreement and disagreement. Actually, 49.9 percent of the students said the English teacher let them listen to tapes in English, while 44.4 percent said that the English teacher did not let them listen to tapes in English regardless of the importance of making the students listen to a native speaker.

TABLE 23

The English teacher writes on the
blackboard when teaching.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	1172	69.6	69.9	69.9
Agree	358	21.3	21.3	91.2
Undecided	23	1.4	1.4	92.6
Disagree	66	3.9	3.9	96.5
Strongly Disagree	58	3.4	3.5	100.0
Blank	6	.4	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1677

Missing Cases = 6

Total agreement responses = 1530

Agreement index = 91.2%

Total disagreement responses = 124

Disagreement index = 7.4%

Table 23 shows that 91.2 percent of the students admitted that the English teacher made use of the blackboard while teaching.

TABLE 24

I find it easy to learn English.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	299	17.8	17.8	17.8
Agree	570	33.9	33.9	51.8
Undecided	174	10.3	10.4	62.1
Disagree	349	20.7	20.8	82.9
Strongly Disagree	287	17.1	17.1	100.0
Blank	4	.2	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1679

Missing Cases = 4

Total agreement responses = 869

Agreement index = 51.8%

Total disagreement responses = 636

Disagreement index = 37.9%

Table 24 indicates that more than one half of the students, 51.8 percent, found it easy to learn English. A large portion of the students, 37.9 percent, did not feel the same way and found it difficult to learn English.

TABLE 25

I find that learning English is important.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	1096	65.1	65.6	65.6
Agree	344	20.4	20.6	86.2
Undecided	91	5.4	5.4	91.7
Disagree	70	4.2	4.2	95.9
Strongly Disagree	69	4.1	4.1	100.0
Blank	13	.8	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1670

Missing Cases = 13

Total agreement responses = 1440

Agreement index = 86.2%

Total disagreement responses = 139

Disagreement index = 8.3%

Table 25 reveals that 86.2 percent of the students said that they feel the importance of learning the English language.

TABLE 26

The English language is not a major obstacle
in passing to a higher level.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	431	25.6	25.7	25.7
Agree	430	25.5	25.7	51.4
Undecided	254	15.1	15.2	66.6
Disagree	230	13.7	13.7	80.3
Strongly Disagree	329	19.5	19.7	100.0
Blank	9	.5	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1674

Missing Cases = 9

Total agreement responses = 861

Agreement index = 51.4%

Total disagreement responses = 559

Disagreement index = 33.2%

Table 26 indicates that while one half of the students, 51,4 percent, said that English is not a major obstacle in passing to a higher level; one third of the students, 33.2 percent, felt English to be a major obstacle in passing to a higher level.

TABLE 27

I enjoy the English classes.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	488	29.0	29.1	29.1
Agree	633	37.6	37.7	66.8
Undecided	174	10.3	10.4	77.2
Disagree	200	11.9	11.9	89.1
Strongly Disagree	183	10.9	10.9	100.0
Blank	5	.3	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1678

Missing Cases = 5

Total agreement responses = 1121

Agreement index = 66.8%

Total disagreement responses = 383

Disagreement index = 22.8%

Table 27 shows that two thirds of the students, 66.8 percent, enjoy the English classes.

TABLE 28

I am on good terms with my English teacher.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	813	48.3	48.9	48.9
Agree	484	28.8	29.1	78.0
Undecided	169	10.0	10.2	88.2
Disagree	100	5.9	6.0	94.2
Strongly Disagree	97	5.8	5.8	100.0
Blank	20	1.2	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1663

Missing Cases = 20

Total agreement responses = 1297

Agreement index = 78.0%

Total disagreement responses = 197

Disagreement index = 11.8%

Table 28 reveals that more than three fourths of the students, 78.0 percent, are on good terms with their English teacher.

TABLE 29

My friends encourage me to speak English.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	260	15.4	15.6	15.6
Agree	401	23.8	24.1	39.7
Undecided	158	9.4	9.5	49.2
Disagree	374	22.2	22.5	71.7
Strongly Disagree	472	28.0	28.3	100.0
Blank	18	1.1	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1665

Missing Cases = 18

Total agreement responses = 601

Agreement index = 39.7%

Total disagreement responses = 846

Disagreement index = 50.3%

Table 29 explains that more than one half of the students do not encourage each other to speak the language either because the students do not feel the importance of the language and consequently, they are not enthusiastic to learn it or it might be that the students are afraid of being embarrassed when they make mistakes.

TABLE 30

**The English teacher encourages me to
communicate in English.**

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	668	39.7	40.1	40.1
Agree	578	34.3	34.7	74.8
Undecided	119	7.1	7.1	82.0
Disagree	146	8.7	8.8	90.8
Strongly Disagree	154	9.2	9.2	100.0
Blank	18	1.1	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1665

Missing Cases = 18

Total agreement responses = 1246

Agreement index = 74.8%

Total disagreement responses = 300

Disagreement index = 18.0%

Table 30 indicates that about three fourths of the students, 74.8 percent, received encouragement from their English teacher to communicate in English.

TABLE 31

**My family encourages me to use and practice the
English I have learned in school.**

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	695	41.3	41.4	41.4
Agree	450	26.7	26.8	68.2
Undecided	140	8.3	8.3	76.6
Disagree	188	11.2	11.2	87.8
Strongly Disagree	205	12.2	12.2	100.0
Blank	5	.3	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1678
Missing Cases = 5

Total agreement responses = 1145
Agreement index = 68.2%

Total disagreement responses = 393
Disagreement index = 23.4%

Table 31 shows that more than two thirds of the students 68.2 percent, get encouragement from their family to use and practice the English they learn at school.

TABLE 32

The number of students in the
classroom is about right.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	586	34.8	34.9	34.9
Agree	463	27.5	27.6	62.6
Undecided	154	9.2	9.2	71.7
Disagree	213	12.7	12.7	84.4
Strongly Disagree	261	15.5	15.6	100.0
Blank	6	.4	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1677

Missing Cases = 6

Total agreement responses = 1049

Agreement index = 62.6%

Total disagreement responses = 474

Disagreement index = 28.2%

Table 32 indicates that about two thirds of the students, 62.6 percent, reported that the number of the students in the classroom is about right.

TABLE 33

My school has a collection
of simple English stories.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	143	8.5	8.5	8.5
Agree	216	12.8	12.9	21.4
Undecided	378	22.5	22.6	44.0
Disagree	271	16.1	16.2	60.2
Strongly Disagree	667	39.6	39.8	100.0
Blank	8	.5	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1675

Missing Cases = 8

Total agreement responses = 359

Agreement index = 21.4%

Total disagreement responses = 938

Disagreement index = 55.7%

Table 33 reveals that about two thirds of the students, 55.7 percent, reported that their schools do not have collections of simple English stories. Moreover, 22.5 percent of the students were undecided as to whether the school has such a collection. The existence of such a collection would give the students the chance to read freely and enjoy themselves by reading something they will not be tested on later.

TABLE 34

There is an English laboratory in my school.

Category Label	Absolute Freq.	Relative Freq.(%)	Adjusted Freq.(%)	Cumulative Freq.(%)
Strongly agree	154	9.2	9.2	9.2
Agree	82	4.9	4.9	14.1
Undecided	164	9.7	9.8	23.9
Disagree	179	10.6	10.7	34.5
Strongly Disagree	1098	65.2	65.5	100.0
Blank	6	.4	Missing	
Total	1683	100.0	100.0	

Valid Cases = 1677

Missing Cases = 6

Total agreement responses = 236

Agreement index = 14.1%

Total disagreement responses = 1277

Disagreement index = 76.0%

Table 34 indicates that more than three fourths of the students, 76.0 percent, reported the absence of the English laboratory from their school. Moreover, about 10 percent were not sure and selected the undecided response.

Analysis by category.

This section contains analysis of the five categories of the questionnaire. Each category is represented twice. The first time, the items of each category are ranked from highest to lowest by mean value in order to find out the most severe problems in each category. The second time, the categories are represented to determine the average mean for each category by educational zone and the students' grade level. The overall mean of each category is given for comparison across the categories.

Table 35 rank orders from highest to lowest the ten items of Category A which contains problems related to teacher methods.

TABLE 35

Rank order of the items
of Category A
(Problems related to teacher
and teaching methods)

Rank Order	Item	Mean
1	He is self-controlled and is not easily upset.	2.088
2	He is fair, impartial and objective in his treatment of students.	2.077
3	The English teacher praises me when I answer correctly.	1.931
4	The English teacher gives me the opportunity to participate and ask questions in class.	1.896
5	The English teacher shows me how to correct my mistakes.	1.890
6	The English teacher appears enthusiastic in teaching.	1.860
7	The English teacher seems to be qualified to teach English.	1.859
8	The English teacher gives me a reasonable amount of homework.	1.849
9	The English teacher corrects my homework.	1.698
10	The English teacher motivates me to stay alert, active, and interested.	1.675

Table 35 shows that there are ten items related to the teacher and teaching methods. Two of these items are considered to be moderate problems because each has a mean between 2.0 and less than 3.0. The rest of the problems are considered to be minor problems because they have a mean less than 2.0 and more than 1.0.

Table 36 represents the mean value for Category A by educational zones, the students' grade level and by the entire sample.

TABLE 36
Mean value of Category A
(Problems related to teachers
and teaching methods)

Educational Zone	Mean for 8th Grade	Mean for 9th Grade	Mean for 8th and 9th Grade
Dammam	1.704	2.054	1.879
Hofuf	1.710	1.965	1.837
Kassim	1.841	2.134	1.987
Abha	1.831	1.889	1.860
Jouf	1.829	1.707	1.768
Makkah	1.833	1.978	1.905
Medina	1.776	2.075	1.925
Riyadh	1.573	1.574	1.573

Overall mean of the category for the entire sample = 1.880

Table 36 shows more problems were reported for the Kassim educational zone and the least problems reported were from the students of Riyadh educational zone.

The mean for the entire sample is 1.880. This category of the questionnaire described fewer problems for the students.

Table 37 rank orders from highest to lowest the five items of Category B which contains problems related to the English curriculum.

TABLE 37

Rank order of the items of Category B
(Problems related to the English Curriculum)

Rank Order	Item	Mean
1	The difficulty of the English textbook is about right.	2.766
2	The length of the English curriculum is about right.	2.704
3	The passages and the stories in the textbook are interesting.	2.302
4	The textbook encourages understanding rather than memorization.	2.288
5	The textbook contains enough practice exercises.	2.247

Table 37, demonstrates the category that contains problems related to the English curriculum. All five problems in this category are considered to be moderate problems since they have a mean between 2.0 and 3.0.

Table 38 represents the mean value for Category B by educational zones, the students' grade level and by the entire sample.

TABLE 38
Mean Value of Category B
(Problems related to the English Curriculum)

Educational Zone	Mean for 8th Grade	Mean for 9th Grade	Mean for 8th and 9th Grade
Dammam	2.252	2.547	2.399
Hofuf	2.305	2.539	2.422
Kassim	2.365	2.377	2.371
Abha	2.274	2.508	2.391
Jouf	2.489	2.301	2.395
Makkah	2.507	2.606	2.556
Medina	2.438	2.689	2.563
Riyadh	1.846	2.355	2.100

Overall mean of the category for the entire sample = 2.460

Table 38 shows that the eighth graders in Makkah complained the most in this category, while the ninth graders in Medina complained the most. The students in Riyadh complained the least in both grades.

Table 39 rank orders from highest to lowest the four items of Category C, which contains problems related with audio-visual materials.

TABLE 39

Rank order of the items of Category C
(Problems related with audio-visual materials)

Rank Order	Item	Mean
1	The English teacher uses the audio-visual equipment to facilitate the learning process.	4.081
2	The English teacher uses wall pictures to introduce new vocabulary.	3.309
3	The English teacher lets me listen to tapes in English.	2.961
4	The English teacher writes on the black-board when teaching.	1.497

Table 39, is a portrayal of the section that has problems related to audio-visual materials being used. The problems in this section vary from severe problems to minor problems--one severe problem with a mean of over 4.0, one great problem with a mean between 3.0 and 4.0, one moderate problem with a mean between 2.0 and 3.0 and finally one item was considered as a minor problem with a mean less than 2.0 but over 1.0.

Table 40 represents the mean value for Category C by educational zones, the students' grade level and by the entire sample.

TABLE 40
Mean Value of Category C
(Problems related with the audio-visual materials)

Educational Zone	Mean for 8th Grade	Mean for 9th Grade	Mean for 8th and 9th Grade
Dammam	2.614	3.379	2.996
Hofuf	2.376	2.939	2.657
Kassim	3.028	3.351	3.189
Abha	2.468	2.995	2.731
Jouf	2.758	2.772	2.765
Makkah	3.035	3.284	3.159
Medina	2.777	3.377	3.077
Riyadh	2.366	2.398	2.382

Overall mean of the category for the entire sample = 2.955

Table 40 indicates that the students in Kassim, in general, complained the most about the items of this category. However, the eighth graders in Makkah complained more than other eighth graders in the country; while the ninth graders in Dammam are the ones who complained the most. The students in Riyadh complained the least among all students in the country.

The mean for the entire sample, 2.955, makes this category the second most problematic form the students' point of view.

Table 41 rank orders from highest to lowest the eight items of Category D, containing problems related to the students' attitude toward learning the English language.

TABLE 41

Rank order of the items of Category D
(Problems related to the students' attitude
toward learning the English language)

Rank Order	Item	Mean
1	My friends encourage me to speak in English.	3.238
2	I find it easy to learn English.	2.854
3	The English language is not a major obstacle in passing to a higher level.	2.759
4	I enjoy the English classes.	2.378
5	My family encourages me to use and practice the English I have learned in school.	2.260
6	The English teacher encourages me to communicate in English.	2.123
7	I am on good terms with my English teacher.	1.908
8	I feel that learning English is important.	1.606

One item was considered a great problem, with a mean between 3.0 and 4.0. Five items were considered as moderate problems, with a mean between 2.0 and 3.0. Two items were considered minor problems, with a mean above 1.0 and less than 2.0.

Table 42 represents the mean value for Category D by educational zones, the students' grade level, and by the entire sample.

TABLE 42

**Mean value of Category D
(Problems related with the students attitude
towards learning the English language)**

Educational Zone	Mean for 8th Grade	Mean for 9th Grade	Mean for 8th and 9th Grade
Dammam	2.117	2.256	2.186
Hofuf	2.050	2.370	2.210
Kassim	2.278	2.580	2.429
Abha	2.100	2.366	2.233
Jouf	2.534	2.260	2.397
Makkah	2.438	2.632	2.535
Medina	2.389	2.683	2.536
Riyadh	1.562	1.884	1.723

Overall mean of the category for the entire sample = 2.390

Table 42 demonstrates the responses of the eighth graders and the ninth graders in different educational zones. The eighth graders in Jouf reported more concern about the items of this category than the other eighth graders. The ninth graders in Medina reported more problems than the other ninth graders in the country. In both cases, the students in Riyadh's Educational Zone complained less than the students in any educational zone.

The overall mean of this category is 2.390 and that places this category in the middle of the five categories of the questionnaire.

Table 43 rank orders from highest to lowest, the three items of Category E containing problems related to schools needs.

TABLE 43

Rank order of the items of Category E
(Problems related to school needs)

Rank Order	Item	Mean
1	There is an English laboratory in my school.	4.184
2	My school has a collection of simple English stories.	3.659
3	The number of students in the classroom is about right.	2.463

Table 43 shows that the problems that related to school needs are classified as moderate, great, or severe problems. The problem relating to the number of the students in the classroom had a mean between 2.0 and 3.0 and was considered a moderate problem. The problem relating to the absence of a collection of simple English stories had a mean between 3.0 and 4.0 and was considered a great problem. The problem relating to the absence of the English laboratory had a mean above 4.0 and therefore was considered a severe problem. This is an indication of the importance of these items in the students' point of view.

Table 44 represents the mean value for Category D by educational zones, the students' grade level and by the entire sample.

TABLE 44

**Mean Value of Category E
(Problems related to school needs)**

Educational Zone	Mean for 8th Grade	Mean for 9th Grade	Mean for 8th and 9th Grade
Dammam	3.216	3.481	3.348
Hofuf	3.285	3.571	3.428
Kassim	3.259	3.484	3.371
Abha	2.977	2.993	2.985
Jouf	3.257	3.153	3.205
Makkah	3.561	3.647	3.604
Medina	3.752	3.698	3.725
Riyadh	3.377	4.018	3.697

Overall mean of the category for the entire sample = 3.431

Table 44 indicates that the eighth graders in Medina complained the most about the items in this section and those of Dammam complained the least of all the eighth graders. The ninth graders in Riyadh, on the other hand, reported fewer problems of all ninth graders, while the ninth graders in Abha complained the least of all ninth graders.

Compared to the other four categories, this category received the highest mean of all.

The Results of the Third Section of the Students' Questionnaire

The open-ended questions at the end of the students' questionnaire were designed to collect information that could not be gained from the five-point scale questions. For these questions, only the responses that were mentioned

by at least ten percent of the sample were considered.

The first question was about other problems not mentioned in the questionnaire the students have encountered. The response for this question was as follows:

1. The difficulty of the examination at the end of the school year (318 students or about 19 percent).

2. The teacher threatened us with the final exam and the grades (309 students or 18.4 percent).

3. The inadequacy of ventilation in the classroom (302 students or 18 percent).

4. The smallness of the size of the classroom (298 students or 17.7 percent).

5. The inadequacy of the light in the classroom (292 students or 17.3 percent).

6. The lateness of the arrival of the English teacher at the beginning of the school year makes him go so fast to finish the syllabus that it makes it difficult for the students to keep up (289 students or 17 percent).

7. The lateness of the arrival of the textbook (283 students or 16.8 percent).

8. The noise of the nearby streets is heard in the classroom (271 students or 16 percent).

9. The teacher does not treat his students in a friendly manner (189 students or 11.2 percent).

10. Changing the teacher during the school year (173 students or 10.3 percent).

The second question was about the reason for learning

the English language. The result was as follows: 389 students (23 percent) reported that there is no benefit and it is a waste of time; 279 students (16.5 percent) said they do not know, and 192 students (11.4 percent) left it blank. By adding all these together, 860 students do not see the benefit of learning the language; or to state the matter another way, more than one half of the students do not know the objectives of learning the English language. Moreover, 493 students (about 30 percent) said they learn English to pass the final exam. This high number--about one third of the students--indicates that their main concern is passing the exam. Also, 297 students see the benefit of learning English when traveling abroad as tourists or for trading; 391 students see the benefit in talking with foreigners inside Saudi Arabia; 229 see the benefit in doing further study abroad; 289 students see the benefit in reading instruction on machines, the ingredients of foreign products and the expiration dates on food and medicine; 198 students see the benefit in getting a job; 216 see the benefit in getting promoted in a contemporary job; and 249 students see the benefit in acquainting other people to Islam and defending it against the non-believers of God.

The third question revealed some interesting ideas about improving the English program. More than 58 percent of the students--988 students--suggested that the students get a cassette to listen to at home because nobody helps

them to read at home. Also, 906 students asked to establish an English laboratory in their school. Moreover, 867 students suggested that the Ministry of Information should broadcast English programs on radio and television. In addition, 849 students asked to increase the number of English classes per week. Another 396 students asked for tutoring classes in the afternoon for poor students, and finally 227 students suggested to start learning English in the last two years of elementary schools.

The Teachers' Questionnaire

The teachers' questionnaire is similar to the students' questionnaire in terms of its design and its division into three sections: the number of items, the main idea of the questionnaire, and the fact that the items are grouped into five different categories (see Appendix B).

Procedure of Analysis of Data

The same procedures used in analyzing the students' questionnaire were used in analyzing the teachers' questionnaire. Thus, the same scale was used as follows:

- 5 = Strongly Disagree
- 4 = Disagree
- 3 = Undecided
- 2 = Agree
- 1 = Strongly Agree

Also, the same Arbitrary determination of the severity of the problem was used as follows:

1. Items that got a mean above 4.0 were considered as severe problems.

2. Items that got a mean of 3.0 and below 4.0 were

considered as great problems.

3. Items that got a mean of 2.0 and below 3.0 were considered as moderate problems.

4. Items that got a mean above 1.0 and below 2.0 were considered as minor problems.

5. Items that got a mean of 1.0 were considered as no problem.

Presentation and Analysis of Data

The following is a description and analyzation of the collected data.

The Results of the First Section of the Teachers' Questionnaire

The first section of the teachers' questionnaire revealed the following information: of 72 teachers, 14 or 19.44 percent did not start teaching at the beginning of the school year. This supports the students' complaint about the lateness of the arrival of the English teachers at the beginning of the school year and the changing of the English teachers during the school year. Thirty teachers reported having studied in an English speaking country. From the sample, 40 of the teachers are Saudis, 31 foreigners, and one teacher did not indicate his nationality. Only nine teachers had a summer on-the-job training program. In terms of experience, the sample consisted of four new teachers who taught English for the first time, 14 teachers who had 2 to 4 years of experience, and 26 teachers who had 5 to 7 years of experience. Thirteen teachers had 8 to 10 years of experience and 15 teachers had more than

10 years of experience in TEFL. Regarding qualifications, 23 teachers had a 2-year diploma after the twelfth grade, 19 teachers had a B.A. in English and Education, 15 had a B.A. in English, five a B.A. in English and a diploma in Education, nine had a B.A. plus a diploma in English, and one teacher had a masters degree in EFL. In regards to the number of classes the English teachers taught per week, only one teacher had a schedule of four classes per week, five teachers had eight classes per week, 17 teachers had 12 classes per week, three teachers had 16 classes per week, 17 teachers had a schedule of 20 classes per week, one one teacher had 24 classes per week.

The first section also revealed that five teachers taught other subjects besides English. Moreover, 43 teachers were assigned to other work besides teaching. The result showed that 43 teachers out of the 72 teachers were in schools owned by the government and the remainder were in rented school buildings. This does not reveal the exact portion of the rented buildings because the rented buildings have few students and fewer classes.

The Results of the Second Section of the Teachers' Questionnaire

The results of the teachers' questionnaire are represented in Tables 45 through 47.

Table 45 indicates the means of the items as stated by the Saudi and non-Saudi English teachers as compared to the entire sample.

TABLE 45
Mean Value of Saudi and non-Saudi Teachers.

Item	Total Mean	<i>Saudi</i> Teachers' Mean	Non-Saudi Teachers' Mean	Level of Significance .05
1	2.417	3.125	1.548	.000
2	1.889	2.150	1.548	.015
3	2.264	2.475	2.000	.073
4	1.958	2.350	1.483	.008
5	2.236	2.275	2.225	.868
6	1.681	1.875	1.451	.050
7	1.653	1.575	1.774	.248
8	1.528	1.525	1.548	.895
9	3.514	3.800	3.096	.044
10	2.431	2.650	2.193	.099
11	3.014	3.300	2.612	.034
12	2.958	2.850	3.064	.443
13	3.000	3.025	2.967	.846
14	2.250	2.550	1.871	.009
15	2.847	3.150	2.483	.004
16	3.681	3.600	3.774	.561
17	3.306	3.175	3.451	.353
18	2.264	2.475	2.000	.076
19	1.861	2.150	1.515	.005
20	1.708	1.975	1.387	.003
21	3.361	3.400	3.290	.741
22	1.634	1.925	1.266	.001
23	3.514	3.600	3.387	.473
24	3.931	3.875	4.000	.638
25	4.028	4.025	4.000	.936
26	3.778	3.775	3.774	.998
27	3.111	3.025	3.193	.568
28	3.292	3.750	2.741	.003
29	2.597	2.850	2.290	.097
30	3.917	4.200	3.548	.041

The Saudi teachers had a higher means in 22 items. These items were 1, 2, 3, 4, 5, 6, 9, 10, 11, 13, 14, 15, 18, 20, 21, 22, 23, 25, 26, 28, 29, and 30. Items 1 through 6 are related to the teachers and teaching methods. Items 9 through 15 are related to the English curriculum.

Items 18, 20, 21, and 22 are related to audio-visual materials. Items 23, 25, and 26 are related to the students' attitudes toward learning the English language. Items 28 through 30 are related to the school needs.

While the non-Saudis received higher means on eight items: 7, 8, 12, 16, 17, 19, 24, and 27. Items 7 and 8 are related to the teachers and teaching methods. Items 12, 16, and 17 are related to the English curriculum. Item 19 is about the relation of the pictures and illustration of the textbook to the subject. Finally, items 24 and 27 are related to the students' attitudes toward learning the English language.

The third null hypothesis that says there is no significant differences in the response of the Saudi teachers and the non-Saudi teachers is rejected in 13 of the 30 items of the questionnaire. The items that the third null hypothesis was accepted in were 3, 5, 7, 8, 10, 12, 13, 16, 17, 18, 21, 23, 24, 25, 26, 27, and 29. Items 3, 5, 7, and 8 are related to the teachers and teaching methods; items 8, 10, 12, 13, 16, and 17 are related to the English curriculum; items 18 and 21 are related to audio-visual material; items 23 through 27 are related to the students' attitudes toward learning the English language; and finally, item 29 is related to the needs of the schools.

On the other hand, the third null hypothesis was rejected on items 1, 2, 4, 6, 9, 11, 14, 15, 19, 22, 28

and 30. Items 1, 2, 4, and 6 are related to the teachers and teaching methods; items 9, 11, 14, and 15 are related to the English curriculum; items 19 and 22 are related to the students' attitudes toward learning the English language; and items 28 and 30 are related to the needs of the schools.

Table 46 represents the mean value of the items on the teachers' questionnaire by the five levels of experience in teaching English as a foreign language.

The teachers' experiences are grouped in five sections:

- 1) New teachers who are teaching for the very first year.
- 2) Teachers with two to four years of experience.
- 3) Teachers with five to seven years of experience.
- 4) Teachers with eight to ten years of experience.
- 5) Teachers with more than ten years of experience.

TABLE 46

The means of the items by the level of
experience of the teachers

	Level of Experience					Signifi- cance .05	Group with lowest mean	Group with highest mean
	More than							
	1	2	3	4	5			
1st yr	2-4 yrs	5-7 yrs	8-10 yrs	10 yrs				
1	3.750	3.071	2.730	1.923	1.333	.0004	5	1
2	2.000	2.214	2.115	1.692	1.333	.1142	5	2
3	2.250	2.928	2.307	2.000	1.800	.0680	5	2
4	2.000	2.285	2.076	2.000	1.400	.5018	5	2
5	2.000	2.214	1.923	2.769	2.400	.3407	3	4
6	3.000	1.571	1.807	1.692	1.200	.0061	5	1
7	2.000	1.571	1.500	1.846	1.733	.4952	3	1
8	1.750	1.357	1.461	1.769	1.533	.6091	2	4
9	3.250	3.571	3.423	3.846	3.400	.9132	1	4
10	3.000	2.357	2.307	2.615	2.400	.8090	3	1
11	4.250	3.428	2.653	2.846	3.066	.1525	3	1
12	3.250	3.571	3.000	3.076	3.066	.7236	2	1
13	3.250	2.857	2.923	3.384	2.866	.7525	2	4
14	3.000	2.357	2.076	2.461	2.066	.4797	5	1
15	3.000	3.285	2.653	2.846	2.733	.4072	3	2
16	4.250	3.571	3.423	3.846	3.933	.5739	3	1
17	3.500	3.142	3.192	3.769	3.200	.6512	2	4
18	2.750	2.765	2.153	2.153	1.933	.2375	5	2
19	2.250	2.285	1.807	1.923	1.400	.1286	5	2
20	2.256	1.714	1.807	1.923	1.200	.0783	5	1
21	3.750	3.714	3.269	3.076	3.333	.7563	4	1
22	1.500	1.785	1.880	1.615	1.113	.0801	5	3
23	2.750	3.928	3.192	3.923	3.533	.1671	1	2

TABLE 46 (continued)

	Level of Experience					Signifi- cance .05	Group with lowest mean	Group with highest mean
	1	2	3	4	5			
1st yr	2-4 yrs	5-7 yrs	8-10 yrs	More than 10 yrs				
24	2.750	4.214	3.653	4.307	4.133	.0476	1	4
25	3.000	4.142	3.961	3.846	4.466	.3219	1	5
26	3.500	4.000	3.692	3.615	3.933	.8253	1	2
27	3.000	3.214	2.846	3.538	3.133	.5728	3	4
28	3.000	3.142	3.653	3.615	2.600	.1983	5	3
29	2.000	2.428	2.769	3.000	2.266	.5302	1	4
30	3.000	4.357	3.807	3.846	4.000	.4559	1	2

Table 46 indicates that the fourth null hypothesis that states that there is no significant difference among the responses of the teachers regardless of their experience was rejected only in items 1, 6, and 24. Item one is concerned about the adequacy of the training of the English teachers in the English language. Item 6 is about the teaching of the four skills of the language in this order: listening, speaking, reading, and writing. Item 24 is related to the students' encouragement to each other to learn the English language.

On the other hand in the following items, hypothesis four was accepted: 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30. Items 2, 3, 4, 5, 7, and 8 are related to teachers and teaching methodology. Items 9 through 17 are related to the English curriculum. Items 18 through 22 are related to audio-visual materials. Items 23, 25, 26, and 27 are related to the students' attitudes toward learning the English language. Items 28 through 30 are related to the needs of the schools.

It can also be seen that 13 items had a mean of more than 3.0 were considered as great and severe problems by at least three of the five groups and more than fifty percent of the group. These items are 9, 11, 12, 16, 17, 21, 23, 24, 25, 26, 27, 28, and 30. Items 9, 11, 12, 16, and 17 are related to the English curriculum. Item 21 is related to audio-visual materials. Items 23

through 27 are related to the students' attitude toward learning the English language. Finally, items 28 and 30 are related to the school needs. On the other hand, eight items recorded a mean of 2.0 or less--the items considered as minor problem--by at least three of the five groups. These items are 4, 5, 6, 7, 8, 19, 20, and 22. Items 4 through 8 are related to teachers and teaching methods. Items 19, 20, and 22 are related to audio-visual materials.

In addition, it can be concluded that the group with one year of experience; the group with two to four years of experience; and the group with eight to ten years of experience recorded the highest mean on the items more than any other group. Ten items of the thirty items of the questionnaire were recorded the as the highest mean by group 1, nine items were recorded as the highest mean by group 2 and eight items were recorded the highest mean by group 4. In contrast, group 5, who had more than ten years of experience had the lowest mean on eleven of the thirty items of the questionnaire. It seems the experience makes this group see these items as less problems than the other groups.

Table 47 rank orders from highest to lowest on all 30 items of the teachers' questionnaire.

TABLE 47

Rank order of the items of the teachers' questionnaire.

Rank Order	Item Number	Item	Mean
1	25	Learning the Language is more important to the students than passing the final exam.	4.028
2	24	Most students encourage each other to speak in English.	3.931
3	30	The school has enough English teachers to make the load of classes I am teaching about right.	3.917
4	<u>26</u>	Most students like English more than any other subject.	3.778
5	16	The students' strengths in English are due to the examination system.	3.681
6	23	The students get encouragement from parents and society to learn English.	3.514
7	9	There are enough hours devoted to English during the week.	3.514
8	21	I use the slide projector when I teach.	3.361
9	17	The English curriculum encourages students to read English material other than the textbook.	3.306
10	28	The number of students in each class is about right.	3.292
11	<u>27</u>	Most students feel that learning English is important.	3.111
12	11	The English textbooks contain enough practice exercises.	3.014
13	13	The passages and the stories in the textbook are interesting.	3.000

TABLE 47 (continued)

Rank Order	Item Number	Item	Mean
14	12	The difficulty of the English textbook is about right for the students.	2.958
15	15	The textbooks have a logical and psychological organization in their order.	2.847
16	29	The school has the modern equipment that facilitates the teaching of English.	2.597
17	10	The materials in the textbook of one level are correlated to the materials in the textbooks of other levels.	2.431
18	1	My training in the English language is adequate.	2.417
19	18	I know how to use the audio-visual equipment properly.	2.264
20	3	My training in the psychological growth of the students is adequate.	2.264
21	14	The textbooks encourage understanding rather than memorization.	2.250
22	5	I use Arabic to explain difficult issues only.	2.236
23	4	I am satisfied with my career as an English teacher.	1.958
24	2	My training in professional education is adequate.	1.889
25	19	The pictures and illustrations in the textbooks are suitable and related to the subject.	1.861
26	20	I use the wall pictures to introduce new vocabulary.	1.708

TABLE 47 (continued)

Rank Order	Item Number	Item	Mean
27	6	I teach listening, speaking, reading, and writing in this order.	1.681
28	7	I try to help the students discover their mistakes.	1.653
29	22	I let my students listen to tapes in English.	1.634
30	8	I help the students guess the meaning of a new vocabulary word from the content of the reading passage.	1.528

In Table 47, one item was reported as a severe problem because it has a mean higher than 4.0. That is item 25, which reflects what the teachers think about the students' attitude toward learning the English language. The results of this item support the idea that the students are more concerned about passing the exam, not learning the language.

Also, it can be concluded from Table 47 that 11 items were reported to have a mean between 3.0 and 4.0--great problems. Those are items 9, 11, 16, 17, 21, 23, 24, 26, 27, 28, and 30. From those 11 items, four items are related to the students' attitude toward learning the language. Those are items 23, 24, 26, and 27. This makes the items of this category to be either severe problems, with a mean of 4.0 or above; or great problems, with a mean between 3.0 and 4.0. As a matter of fact, the overall

mean of the category is 3.654 and is higher than all means of other categories of the questionnaire.

Of the eleven items that got a mean between 3.0 and 4.0 four problems were related to the English curriculum and textbooks. They are items 9, 11, 16, and 17. Also, two of those eleven items, 28 and 30, are from the category that contains problems related to the school needs. The overall average of this category, 3.277, makes this section the second highest category that the teachers referred to as problems of the English program in the intermediate boys' schools. Finally, one problem, number 21, that got a mean between 3.0 and 4.0 is from the category that has items related to audio-visual materials.

From Table 47, it can also be concluded that eight items had a mean above 1.0 and below 2.0, which represents minor problems. These items are 2, 4, 6, 7, 8, 19, 20, and 22. From these items, five items--2, 4, 6, 7, and 8--are related to teacher preparation and teaching methods. The overall average of the items in this category showed to have the lowest mean among the means of all other categories of the questionnaire.

Three of the minor problems that had a mean of above 1.0 and below 2.0--19, 20, and 22--are from the category that has problems related to audio-visual materials.

The Results of the Third Section of the Teachers' Questionnaire

The open ended questions at the end of the teachers' questionnaire were designed to collect information that

could not be gained from the five point scale questions. Only the responses that were mentioned by at least ten percent of the sample were considered.

The first question was about other problems which were not included in the questionnaire. The result was as follows:

1. The students lack motivation for learning the English language (by 51 teachers or about 71 percent).

2. The students do not have the opportunity to speak English outside of the classroom, and parents do not encourage their sons to speak it at home (by 21 teachers or 29 percent).

3. Students do not tend to study much at home, and some of them look at homework as a kind of punishment (by 45 teachers or 63 percent).

4. The examination system is responsible for forcing the students to memorize some grammatical rules and vocabulary to pass the exam (by 32 teachers or 44.5 percent).

5. The lack of the educational equipment; such as slide projectors, overhead projectors, 16mm movie projectors and videos is a problem (by 13 teachers or 18 percent).

6. The sound and the speed of the cassettes are not appropriate (by 27 teachers or 37.5 percent).

7. It is not possible to cover the syllabus at the rate of four periods a week (by 62 teachers or 86 percent).

8. The shortage of the time makes the teacher unable to use the cassette recorder; instead he reads aloud (by 40 teachers or 55.6 percent).

9. The shortage of time makes the teachers unable to review important aspects (by 21 teachers or 29 percent).

10. The shortage of time makes the teacher unable to give quizzes and to find out the students' strengths or weaknesses (by 16 teachers or 22 percent).

11. The shortage of time makes the teachers unable to demonstrate the lesson, to encourage the students to be active, and ask them to find out the meaning of new vocabulary by guessing from the content. Rather the teachers explain and lecture (by eight teachers or 11 percent).

The second question was about the goals and objectives of teaching English in Saudi Arabia's intermediate schools. The responses were as follows:

1. To give the students the ability to express themselves when they travel abroad (by 62 teachers or 86 percent).

2. To prepare the students to be promoted to secondary education (by 58 teachers or 80.5 percent).

3. To prepare the students to be able to defend Islam against the non-believers of God (by 16 teachers or 22 percent).

4. To prepare the students for higher studies in an English speaking country (by eight teachers or 11 percent).

5. The third question asked for suggestions for improving the English program. The responses were the following:

1. Establish an English laboratory in the schools (by 27 teachers or 37.5 percent).

2. Reduce the heavy load of classes the teachers carry per week (by 66 teachers or 91.7 percent).

3. Decrease the number of students in the classrooms (by 13 teachers or 18 percent).

4. Start the teaching of English from the elementary level (by 28 teachers or 39 percent).

5. The students at the English department in the colleges of education should spend at least one year in England or the U.S.A. (by 18 teachers or 25 percent).

6. Establish an English club full of audio-visual materials, such as slide projectors, movie projectors, overhead projectors and video cassetts (by 10 teachers or 13.9 percent).

7. The teaching of English must be done in the morning hours or, at least, no later than the fifth period (by 59 teachers or 82 percent).

8. Increase the number of classes for teaching English per week (by 70 teachers or 97.2 percent).

The fourth question was about advantages of the new curriculum. The results were the following:

1. The books are related to the students' environment and the Saudi culture (by 67 teachers or 93 percent).

2. It is suitable to the students' age, their needs and interests (by 65 teachers or 90.3 percent).

3. The size of the letters and the print is suitable (by 60 teachers or 83.3 percent).

4. The new curriculum has a variety of aids; i.e.,

pictures, flash, cards, wall charts, and teachers' books (by 59 teachers or 82 percent).

5. The textbooks follow a good logical organization (by 50 teachers or 69 percent).

The last question was about the disadvantages of the new curriculum. The result was as follows:

1. The textbooks are full of translating and printing mistakes (by 19 teachers or 26.4 percent).

2. The length of the textbooks is too long compared to the time allotted to cover the syllabus (by 69 teachers or 96 percent).

3. The practical exercises in the textbook are not enough (by 14 teachers or 20 percent).

4. The curriculum concentrates more on oral practice and less on writing (by eight teachers or 11 percent).

5. It is difficult for the students to review the lesson by themselves because the students' textbook relies to a great extent on the teachers' textbook, and it contains lots of pictures and very little written materials (by 21 teachers or 29 percent).

The Supervisor's Questionnaire

The supervisors' questionnaire is very similar to the teachers' questionnaire. It has the same three sections, and section two contains the same five categories. Each category has the same number of items. Each item deals with the same concept as in the teachers' questionnaire. The ideas of the items are identical to those of the teachers'

questionnaire except they are worded differently to apply to the supervisors (see Appendix D).

Procedure of Analysis of Data

The same procedures used in analyzing the teachers' questionnaire were used to analyze the supervisors' questionnaire. Thus the same scale was used as follows:

- 5 = Strongly Disagree
- 4 = Disagree
- 3 = Undecided
- 2 = Agree
- 1 = Strongly Agree

Also, the same Arbitrary determination of the severity of the problem was used as follows:

1. Items that got a mean above 4.0 were considered as severe problems.
2. Items that got a mean of 3.0 and below 4.0 were considered as great problems.
3. Items that got a mean of 2.0 and below 3.0 were considered as moderate problems.
4. Items that got a mean above 1.0 and below 2.0 were considered as minor problems.
5. Items that got a mean of 1.0 were considered as no problem.

Presentation and Analysis of Data

The following is a description and analyzation of the collected data.

The Results of the First Section of the Supervisors' Questionnaire

The results of the first part of the supervisors'

questionnaire were as follows: A total of 34 supervisors participated in the study, 11 Saudi supervisors and 23 non-Saudi supervisors. Most non-Saudis have spent at least two years in Saudi Arabia; however, four of them are new in the country. All Saudi supervisors have taught English.

In terms of experience, none of the supervisors are new in the field of EFL; one had experience between 2 and 4 years, three had experience between 5 and 7 years, six had experience between 8 and 10 years, and the majority, 24, had experience in the field of EFL for more than 10 years.

Three of the supervisors have a two-year diploma after the twelfth grade, 13 hold the B.A. in EFL, 8 hold the B.A. and a diploma in EFL, five hold the M.A. in EFL and five have a special degree.

Of the 34 supervisors, 32 said that they visit more than 11 schools. They reportedly go at least two times to each school and observe at least two classes for each teacher.

The Results of the Second Section of the Supervisors' Questionnaire

The results of the supervisors' questionnaire are represented on Tables 48 through 50.

Table 48 depicts the means of the items as stated by the Saudi and non-Saudi English supervisors as compared to the entire sample.

TABLE 48
Mean Value of Saudi and non-Saudi Supervisors

Item	Total	Saudi Supervisors	Non-Saudi Supervisors	Level of Significance .05
1	2.971	3.545	2.695	.031
2	2.735	2.909	2.652	.502
3	3.588	3.909	3.434	.133
4	2.735	2.909	2.652	.489
5	2.353	2.454	2.304	.728
6	2.853	3.181	2.695	.289
7	3.412	3.545	3.347	.581
8	3.441	3.545	3.391	.678
9	4.152	4.181	4.136	.898
10	2.250	2.500	2.136	.264
11	2.242	1.909	2.409	.266
12	2.844	2.300	3.090	.132
13	2.606	2.636	2.590	.925
14	2.182	1.818	2.363	.094
15	2.794	2.636	2.869	.579
16	3.719	4.400	3.409	.057
17	3.303	3.363	3.272	.857
18	3.636	4.181	3.363	.045
19	1.909	2.000	1.863	.654
20	3.000	3.363	2.826	.187
21	4.294	4.454	4.217	.346
22	3.000	3.454	2.782	.131
23	3.853	3.363	4.087	.037
24	4.147	4.000	4.217	.479
25	3.824	3.727	3.869	.733
26	4.265	4.363	4.217	.557
27	3.235	2.545	3.565	.022
28	2.353	3.181	1.956	.009
29	2.176	2.272	1.913	.050
30	3.235	3.636	3.043	.175

The Saudi supervisors had a higher mean in 22 items out of the 30 items of the questionnaire. These items are: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 16, 17, 18, 19, 20, 21, 22, 26, 28, 29, and 30. Items 1 through 8 are related to the teacher and the teaching methods. Items

9, 10, 13, 16, and 17 are related to the English curriculum. Items 18 through 22 are related to audio-visual materials. Items 23 and 26 are related to the students' attitude toward learning the English language. Items 28 through 30 are related to the needs of the schools. In fact, all items of this category were reported to have a higher mean by Saudi supervisors than by non-Saudi supervisors. The items that the non-Saudi supervisors had a higher mean in are 11, 12, 14, 15, 23, 24, 25, and 27. Items 11 through 15 are related to the English curriculum. Items 23, 24, 25, and 27 are related to the students' attitudes toward learning the English language.

The fifth null hypothesis that stated there is no significant differences between the responses of the Saudi English supervisors and the non-Saudis can be accepted on all item of the questionnaire except items 1, 18, 23, 27, 28, and 29. Item 1 is about the training of the English teachers in the English language that is not enough. Item 18 is that the teachers are not able to use audio-visual equipment. Item 23 is that the society does not encourage the student s to learn English. Item 27 is that the students do not feel the importance of the English language. Item 28 is about the number of students in the classroom is not right. Finally, item 29 is that the modern equipment which facilitates the teaching of English is not available. By the same token, the fifth hypothesis was rejected on items 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15,

16, 17, 19, 20, 21, 22, 24, 25, 26, and 30. items 2 through 8 are related to teachers' preparation and teaching methods. Items 9 through 17 are related to the English curriculum. Items 19 through 22 are related to audio-visual materials. Items 24 through 26 are related to the students attitudes toward learning the English language. Finally, item 30 is related to the needs of the schools.

Table 49 represents the mean value of the items of the supervisors' questionnaire by the five different levels of experience in English as a foreign language.

The supervisors were asked to state their level of experience in TEFL in one of five levels:

- 1) New or the first year.
- 2) Between two and four years.
- 3) Between five and seven years.
- 4) Between eight and ten years.
- 5) Over ten years.

TABLE 49

The means of the items by level
of experience of the supervisors

	Level of Experience					Signifi- cance .05	Group with lowest mean	Group with highest mean
	More than							
	1st yr	2-4 yrs	5-7 yrs	8-10 yrs	10 yrs			
1	-	2.000	2.666	3.833	2.833	.1561	2	4
2	-	3.000	1.666	3.333	2.708	.1422	3	4
3	-	4.000	4.000	3.833	3.458	.5993	5	2,3
4	-	2.000	2.333	3.166	2.708	.5543	2	4
5	-	2.000	1.333	2.833	2.375	.3317	3	4
6	-	2.000	3.333	3.166	2.750	.7042	2	3
7	-	4.000	3.666	3.000	3.458	.6439	4	2
8	-	5.000	2.666	3.333	3.500	.2183	3	2
9	-	5.000	4.666	3.833	4.130	.5093	4	2
10	-	2.000	2.333	2.800	2.130	.4561	2	4
11	-	2.000	2.333	1.833	2.347	.8321	4	5
12	-	2.000	2.333	3.000	2.913	.8357	2	4
13	-	4.000	1.666	3.000	2.565	.3417	3	2
14	-	2.000	1.333	2.000	2.347	.2818	3	5
15	-	4.000	1.333	3.166	2.833	.0663	3	2
16	-	5.000	4.666	4.666	3.272	.0489	5	2
17	-	4.000	3.666	3.166	3.260	.9099	4	2
18	-	4.000	4.666	4.333	3.304	.0610	5	3
19	-	2.000	1.666	2.333	1.826	.5525	3	4
20	-	4.000	2.666	3.166	2.958	.7534	3	2
21	-	5.000	4.333	4.166	4.291	.7432	4	2
22	-	4.000	3.666	3.166	2.833	.5558	5	2
23	-	1.000	3.666	3.500	4.083	.0055	2	5

TABLE 49 (continued)

	Level of Experience					More than 10 yrs	Signifi- cance .05	Group with lowest mean	Group with highest mean
	1	2	3	4	5				
1st yr	2-4 yrs	5-7 yrs	8-10 yrs	10 yrs	10 yrs				
24	-	4.000	4.333	3.666	4.250	.4721	4	2	
25	-	5.000	2.333	4.000	3.916	.0707	3	2	
26	-	4.000	4.666	4.333	4.208	.7038	2	3	
27	-	2.000	2.000	3.166	3.458	.1856	2,3	5	
28	-	4.000	2.000	3.166	2.125	.1924	3	2	
29	-	2.000	1.333	3.166	2.041	.0818	3	4	
30	-	4.000	4.333	2.833	3.166	.2945	4	3	

Table 49 indicates that the sixth null hypothesis, which stated there is no significant differences among the response of the supervisors on the questionnaire items regardless of their experience, should be rejected in items 16 and 23 only. Item 16 is about the responsibility of the examination system on the strength of the students in the English language. Item 23 is about the encouragement of parents and the society to the students to learn the English language. However, the small sample of the supervisors, 34 of them, the absence of supervisors who had one year of experience, and the small number of supervisors who had experience between two and four years making it impossible to draw a reliable conclusion about this hypothesis. In the following items the sixth hypothesis was accepted: 1, 2, 3, 4, 5, 6, 7,8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, and 30. Items 1 through 8 are related to the teachers' preparation and the teaching methods. Items 9, 10, 11, 12, 13, 14, 15, and 17 are related to the English curriculum. Items 18 through 22 are related to audio-visual materials. Items 24 through 27 are related to the students' attitudes toward learning the English language. Finally, items 28 through 30 are related to the needs of the schools.

From the same table, 14 items had a mean of over 3.0, items of great and severe problems, by at least three groups--more than 50 percent of the sample. These items were 3, 7, 8, 9, 16, 17, 18 21, 22, 23, 24, 25, 26, and

30. Item 3, 7, and 8 are related to teachers' preparation and teaching methodologies. Items 9, 16, and 17 are related to the English curriculum. Items 18, 21, and 22 are related to audio-visual materials. Items 23, 24, 25, and 26 are related to the students' attitudes toward learning the English language. Item 30 is about the shortage of the English teacher which results in carrying a heavy load of classes per week. Two items only showed a mean of 2.0 or less--representing minor problems--by three groups of the five levels of experience. These items are 14 and 19. Item 14 deals with the encouragement of the textbook to understanding rather than memorization. Item 19 deals with the pictures and illustrations in the textbook that are suitable and related to the subject.

From the previous table it can be concluded also that group 3, those who have experience between five and seven years, recorded the lowest mean in 12 of the 30 items. In contrast group 2, those who have eight to ten years of experience, recorded the highest mean in 14 items of the 30 items.

Table 50 rank orders from highest to lowest all 30 items of the supervisors' questionnaire.

TABLE 50

Rank order of the items of the supervisors' questionnaire

Rank Order	Item Number	Item	Mean
1	21	Most English teachers use the slide projector regularly.	4.294
2	26	Most students like English more than any other subject.	4.265
3	9	There are enough hours devoted to English during the week.	4.152
4	24	Most students encourage each other to speak in English.	4.147
5	23	The students get encouragement from parents and society to learn English.	3.853
6	25	Learning the language is more important to the students than passing the final exam.	3.824
7	16	The students' strengths in English are due to the examination system.	3.719
8	18	Most English teachers know how to use the audio-visual equipment properly.	3.636
9	3	I think the English teachers' preparation in the psychological growth of the students is adequate.	3.588
10	8	Most English teachers help the students guess the meaning of a new vocabulary word from the content of the reading passage.	3.441
11	7	Most English teachers help the students discover their mistakes.	3.412
12	17	The English curriculum encourages students to read English materials other than the textbooks.	3.303
13	27	Most students feel that learning English is important.	3.235

TABLE 50 (continued)

Rank Order	Item Number	Item	Mean
14	30	The schools have enough English teachers to make the load of classes the teachers teach per week about right.	3.235
15	22	Some English teachers let their students listen to tapes in English.	3.011
16	20	Some English teachers use the wall picture to introduce new vocabulary.	3.011
17	1	I think the English teachers are adequately trained in the English language.	2.971
18	6	Most English teachers teach listening, speaking, reading, and writing in this order.	2.853
19	12	The difficulty of the textbook is about right for the students.	2.844
20	15	The textbooks have a logical and psychological organization in their order.	2.794
21	4	Most English teachers like their careers.	2.735
22	2	I think the English teachers' training in professional education is adequate.	2.735
23	13	The passages and the stories in the textbook are interesting.	2.606
24	28	The number of students in each class is about right.	2.353
25	5	Most English teachers use Arabic to explain difficult issues only.	2.353
26	10	The materials in the textbook of level are correlated to the materials in the textbooks of other levels.	2.250

TABLE 50 (continued)

Rank Order	Item Number	Item	Mean
27	11	The English textbooks contain enough practice exercises.	2.242
28	14	The textbooks encourage understanding rather than memorization.	2.182
29	29	The schools have the modern equipment that facilitate the of English.	2.176
30	19	The pictures and illustrations in the textbook are suitable and related to the subject.	1.909

Table 50 indicates that 16 items of the 30 items of the questionnaire had a mean above 3.0 and were considered to be a great or severe problem by the English supervisors. Those items are 21, 26, 9, 24, 23, 25, 16, 18, 3, 8, 7, 17, 27, 30, 22, and 20. Of those 16 items, five items are related to the students' attitudes toward learning the language. All items in this category came under this level. This reflects the negative attitude of the students, and again supports the teachers' point in the same category. In addition, three items from the section that has problems related to teacher preparation and teaching methods; three items from the section that has problems related to the English curriculum; four items related to audio-visual materials, and one item related to the needs of the schools all received a mean above 3.0.

Contrastingly, only one item had a mean less than 2.0 and proved to be as a minor problem among all 30 items. This item, item 19, reveals that the pictures and illustrations in the textbook are suitable and related to the subject.

The Results of the Third Section of the Supervisors' Questionnaire

The open ended questions at the end of the supervisors' questionnaire were designed to collect information that could not be gained from five point questions. Only the responses that were mentioned by at least ten percent of the sample were considered.

The first question is about other problems not included in the questionnaire. The supervisors indicated the following problems:

1. Some teachers teach grammar as rules without eventually giving the students enough practice drills in the use of the language itself; and what is worse, some teachers write down some rules and even ask the students to write them down and recite them (by 25 supervisors or 73.5 percent).

2. Some of the teachers prefer the easiest way of introducing new vocabulary by translating the meaning into the students' language, Arabic (by 27 supervisors or 79.4 percent).

3. Some teachers teach the new curriculum by using the same techniques as with the old textbooks (by 21 supervisors or 61 percent).

4. Some of the teachers did not acquaint themselves with the aims and objectives of the new course (SASE) and the method to be adopted to deal with it effectively (by 19 supervisors or 47 percent).

5. Some of the teachers do not attend the afternoon sessions that are held by the publishing company of SASE and the Ministry of Education that are designed to demonstrate the techniques and the methods of teaching the new course (by 9 supervisors or 26.5 percent).

The second question was about the goals and objectives of teaching English in Saudi Arabian intermediate schools. The responses of the supervisors were similar to the responses of the teachers described previously.

The third question deals with suggestions and recommendations to improve the English curriculum.

1. The teachers, especially poor ones, are advised to acquaint themselves with the techniques of the new course through on-the-job training and summer training programs (10 supervisors or 29.4 percent).

2. Students should be made active and cooperative in the classroom and to have the opportunity to talk in the classroom because in most cases the classroom is their only chance to practice the language. Thus, the teacher should not do more than 25 percent of the talking in class and students should be permitted to practice the rest of the time. As a matter of fact, the students are those who need practicing, not the teachers (by 7 supervisors

or 20.6 percent).

3. An orientation on the methods and techniques of the new course should be held for the new foreign teachers before they come to Saudi Arabia (by 26 supervisors or 76.4 percent).

4. The colleges of education which prepared native English teachers should train and prepare them to teach the new course (11 supervisors or 76.5 percent).

5. The Ministry of Education should be advised to prepare a summer training program and require all English teachers to attend this program to learn about the procedure, methods, and techniques of teaching the new course (18 supervisors or 53 percent).

6. The school libraries should contain simple stories with tapes to enable the students to improve their listening and reading abilities (by 13 supervisors or 38 percent).

7. Increase the number of the teaching periods to five every week to give the students at least a daily practice in the language (by 24 supervisors or 70.6 percent).

The fourth question was about the advantages of the new course, SASE, that is in use in the intermediate schools. The responses of the supervisors are recorded here as follows:

1. SASE teaches simple formulas and useful vocabulary for the basic communication needs, i.e., suggesting, inviting, asking a favor and the like (by 6 supervisors or 17.6 percent).

2. SASE provides a large number of examples of each grammar point to ensure that the students gain a clear idea of when to use it (by 9 supervisors or 26.5 percent).

3. SASE creates situations in which the students are encouraged to speak through pair work and group work and by guessing games (by 9 supervisors or 26.5 percent).

4. SASE encourages the teachers to demonstrate rather than explain or simply read from the text (17 supervisors or 50 percent).

5. The textbook is accompanied with cassettes to be used in class. This will help to break the monotony of every day routine, and it would help the teacher to relax and to take a breath, and the students to listen to a native speaker (by 21 supervisors or 61.8 percent).

6. SASE is accompanied with a teachers' book that provides instructions on how to handle each lesson (by 4 supervisors or 11.8 percent).

7. The pictures in SASE do not only illustrate, but also challenge the students to speak (by 12 supervisors or 35 percent).

8. Grammar points are widely spaced and spread throughout the lessons and similar tenses contrasted (by 13 supervisors or 38 percent).

9. Grammar is taught in action through pattern practice and substitutional drills (by seven supervisors or 20.6 percent).

10. Vocabulary is not to be taught in isolation,

rather it is taught in sentence situations (by 5 supervisors or 14.7 percent).

The fifth question was about the disadvantages of the new course, SASE, that is in use in the intermediate schools. The responses of the supervisors are recorded as follows:

1. Some of the materials, especially in the ninth grade, are over the students' level of understanding (by 8 supervisors or 23.5 percent).

2. Some of the materials, especially in the ninth grade, are boring (by 8 supervisors or 23.5 percent).

3. Some spelling, punctuation, and structural mistakes occur in the books (by 19 supervisors or 55.6 percent).

4. Too little printed materials are in the textbooks. Therefore, it is difficult for the students to review, because the materials depend mostly on the teachers' book (by 19 supervisors or 55.6 percent).

A Comparison Between the Teachers' Responses and the Supervisors' Responses

Since the teachers' questionnaire and the supervisors' questionnaire dealt with the same items, their responses regarding the questionnaire items were compared to determine to what extent they agree or disagree about the problems.

Procedure of Analysis of Data

For the purpose of comparing the responses of the teachers and the responses of the supervisors regarding the questionnaire items, a two-way analysis of variance

was used.

The responses of both teachers and supervisors on items which were above 3.0 were compared. In addition, the items that both teachers and supervisors rated 3.0 or below were compared. Finally, the items which either the teachers or the supervisors, but not both, rated above 3.0 were discussed.

Presentation and Analysis of Data

The following is a description and analyzation of the collected data.

Item Analysis

Table 51 represents the mean value of the thirty items of the questionnaire as stated by both the English teachers and the English supervisors.

TABLE 51
The means of the items by teachers and supervisors

Item	Teachers' Mean	Supervisors' Mean	Level of Significance .05
1. I think the English teachers are adequately trained in the English language.	2.416	2.971	.046
2. I think the English teachers' training in professional education is adequate.	1.888	2.735	.000
3. I think the English teachers' preparation in the psychological growth of the students is adequate.	2.263	3.588	.000
4. Most English teachers like their careers.	1.958	2.735	.004
5. Most English teachers use Arabic to explain difficult issues only.	2.236	2.352	.642
6. Most English teachers teach listening, speaking, reading, and writing in this order.	1.680	2.852	.000

TABLE 51 (continued)

Item	Teachers' Mean	Supervisors' Mean	Level of Significance .05
7. Most English teachers help the students discover their mistakes.	1.625	3.411	.000
8. Most English teachers help the students guess the meaning of a new vocabulary word from the content of the reading passage.	1.527	3.441	.000
9. There are enough hours devoted to English during the week.	3.513	4.151	.024
10. The materials in the textbook of one level are correlated to the materials in the textbooks of other levels.	2.430	2.250	.431
11. The English textbooks contain contain enough practice exercises.	3.013	2.242	.006
12. The difficulty of the textbooks is about right.	2.958	2.843	.661
13. The passages and the stories in the textbook are interesting.	3.000	2.606	.131
14. The textbooks encourage understanding rather than memorization.	2.250	2.181	.755

TABLE 51 (continued)

Item	Teachers' Mean	Supervisors' Mean	Level of Significance .05
15. The textbooks have a logical and psychological organization in their order.	2.847	2.794	.805
16. The students' strengths in English are due to the examination system.	3.680	3.718	.888
17. The English curriculum encourages students to read English materials other than the textbooks.	3.305	3.303	.992
18. Most English teachers know how to use the audio-visual equipment properly.	2.263	3.636	.000
19. The pictures and illustrations in the textbook are suitable and related to the subject.	1.861	1.909	.803
20. Some English teachers use the wall picture to introduce new vocabulary.	1.708	3.011	.000
21. Most English teachers use the slide projector regularly.	3.361	4.294	.000

TABLE 51 (continued)

Item	Teachers' Mean	Supervisors' Mean	Level of Significance .05
22. Some English teachers let their students listen to tapes in English.	1.633	3.011	.000
23. The students get encouragement from parents and society to learn English.	3.513	3.852	.158
24. Most students encourage each other to speak in English.	3.930	4.147	.307
25. Learning the language is more important to the students than passing the final exam.	4.027	3.823	.429
26. Most students like English more than any other subject.	3.777	4.264	.019
27. Most students feel that learning English is important.	3.111	3.235	.626
28. The number of students in each class is about right.	3.291	2.352	.002
29. The schools have the modern equipment that facilitate the teaching of English.	2.597	2.176	.130

TABLE 51 (continued)

Item	Teachers' Mean	Supervisors' Mean	Level of Significance .05
30. The schools have enough English teachers to make the load of classes the teachers teach per week about right.	3.916	3.235	.012

Table 51 indicates that in ten items both the teachers and the supervisors had a mean of above 3.0, which contain great and severe problems. These items are 9, 16, 17, 21, 23, 24, 25, 26, 27, and 30. From these ten items, five problems are related to the students' attitudes toward learning the English language. In fact, all five items of this section, items 23-27, have shown to have this high mean which reflects one of the main causes of the students' weaknesses in the learning of the English language. The students do not feel the importance of the English language, and they come to the intermediate school carrying a negative experience of an elder relative or a friend. Besides, the students do not encourage each other to talk in English and they do not get enough encouragement from parents and society to learn English. As a consequence, they learn English the same way they learn any other subject. Their main concern and their ultimate goal is to pass the final exam which is more important to them than learning the language itself.

There are nine items in the category containing problems related to the English curriculum, three of which showed to have agreement between the teachers and the supervisors to be as great or severe problems, with a mean of 3.0 or above. These items are 9, 16, and 17. Item 9 is about the inadequacy of the time devoted to the English curriculum. From meeting with the teachers, the writer found that the teachers were concerned about the insufficient time

to finish the English curriculum. The writer discussed this point in particular with John Field, the author of SASE and his answer was that some of the teachers spend so much time on some points of secondary or no importance and that results in their running out of time before finishing the lesson.

Item 21 had an agreement between the teachers and the supervisors to be as great or severe problems, with a mean of 3.0 or above. This item is from the category that contained problems related to audio-visual materials.

Finally, item 30 has an agreement between the teachers and the supervisors to be considered as a great problem, with a mean of 3.0 or above. This item is from the category that has problems related to the needs of the school.

On some items, either the teachers or the supervisors had a mean of 3.0 or above, which represents great or severe problems. These items are 11, 13, 28, 3, 7, 8, 18, 20, and 22. The first 3 items, 11, 13, and 28 were rated to have a mean of 3.0 or above by only the teachers. Item 11 is about the inadequacy of the practice exercises in the textbook. It seems that the teachers suffer more from this problem since they face it every day and they directly encounter it. Item 13 deals with the passages and the stories in the textbook that are not interesting. Item 28 deals with the number of the students in the classroom. Items 3, 7, 8, 18, 20, and 22 were rated to have a mean of more than 3.0 by the supervisors only. These

items are related to the teacher preparation and the teaching methods used. It is a human factor that the teacher would not say that they are poor in preparation of something because this might conflict with their personality. Thus, such items were considered as a minor problem by the teachers, while the supervisors considered them as great problems.

Items 1, 2, 4, 5, 6, 10, 12, 14, 15, 19, and 29 are rated to be less than 3.0 by both the teachers and the supervisors. Any item that reflects the teachers' personalities, their preparation, their method of teaching and their way of conducting the lesson was considered as less of a problem by the teachers than by the supervisors. These items are 1, 2, 4, 5, and 6. In contrast, the items that do not deal with the teacher preparation and the teaching methods were considered to be more of a problem by the teachers than by the supervisors. The teachers, in these items, have an everyday contact with these problems; and they are the ones who face and suffer more from them.

The seventh null hypothesis that states there is no significant differences between the responses of the teachers and the supervisors was rejected in 16 items of the 30 items of the questionnaire. These items are 1, 2, 3, 4, 6, 7, 8, 9, 11, 18, 20, 21, 22, 26, 28, and 30. Items 1 through 4 and 6 through 8 are related to teachers' preparation and the teaching methods. Items 9 and 11 are related to the English Curriculum. Items 18, 20, 21, and 22 are related to audio-visual materials.

Item 26 is related to the students' attitudes toward learning the English language. Items 28 and 30 are related to the needs of the schools.

In the following items the null hypothesis was accepted: 5, 10, 12, 13, 14, 15, 16, 17, 19, 23, 24, 25, 27, and 29. Item 5 is related to teachers and teaching methodologies. Items 10, 12, 13, 14, 15, 16, and 17 are related to the English curriculum. Item 18 is about the pictures and illustrations in the textbook are suitable and related to the subject. Items 23, 24, 25, and 27 are related to the students' attitudes toward learning the English language. Item 29 is about the school having modern equipment that facilitates the teaching process.

Category Analysis

The questionnaire is divided into five categories. Each category contains problems that are related to each other. These categories are:

A. Problems related to teacher preparation and teaching methods.

B. Problems related to the English curriculum.

C. Problems related to audio-visual materials.

D. Problems related to students' attitudes toward learning the English language.

E. Problems related to the needs of the schools.

The overall mean for the total items in the five sections is compared in the following table.

Table 52 rank orders the five categories of the teachers'

and the supervisors' questionnaire as indicated by the two groups.

TABLE 52

The rank order of categories of the questionnaire
by teachers and the supervisors.

Categories	Teacher Mean	Supervisor Mean	Teacher Rank	Supervisor Rank
A. Problems related to teacher preparation and teaching methods.	1.953	3.011	5	3
B. Problems related to English curriculum.	3.000	2.874	3	5
C. Problems related to audio-visual materials.	2.168	3.174	4	2
D. Problems related to students' attitudes toward learning the language.	3.672	3.864	1	1
E. Problems related to the needs of the schools.	3.268	2.588	2	4

Table 52 indicates that both teachers and supervisors rank section D, problems related to the students' attitudes towards learning the language, as the biggest set of problems. This is an indication of one of the main causes of the low achievement of the students because some students come to study English with a negative attitude.

Category E, problems related to the needs of the school, was in second place in importance by the English teachers. The teachers probably complained more because they face this situation every day. However, the supervisors ranked it in fourth place.

Category B, problems related to the English curriculum, was considered in the last place from the supervisors' point of view, but the teachers considered it in third place of importance. It seems that the supervisors are more more satisfied with the new English textbooks than the English teachers.

Category C, problems related to audio-visual materials, was rated in second place by the supervisors, but in the fourth place by the teachers.

Category A, problems related to teacher preparation and teaching methods, was ranked in third place from the supervisors' point of view and in last place according to the teachers.

Class Observation Checklist

The class observation checklist was aimed to collect data from real-life situations in order to uncover what

is going on inside the classroom (See Appendix D).

Procedure of Analyzing the Data

The collected data is represented in frequencies and is discussed in terms of frequencies.

Presentation of the Data

The collected data is presented for all 72 teachers in Table 53 in terms of frequencies. The figures indicate the number of teachers in each variable.

TABLE 53

The results of the class observation checklist

Items Related to the Characteristics of the Teacher

1. In moving about the classroom, the teacher:
 - a. 16 remains in one place
 - b. 47 moves about comfortably and suitably
 - c. 9 paces back and forth nervously
2. He uses different facial expressions that help explain new vocabulary and clarify the lesson:
 - a. 12 yes b. 17 sometimes c. 43 never
3. He makes expressive gesticulations, body movements, head noddings and hand gestures that help clarify the lesson:
 - a. 12 yes b. 17 sometimes c. 43 never
4. He uses his eyes in an effective manner that made the students more obedient and aware they might be called upon and motivated them to be more alert and involved:
 - a. 12 yes b. 20 sometimes c. 40 never
5. His voice is at an appropriate level:

39 yes 33 no (28 too loud/5 too soft)
6. He has the proper inflections, such as different tunes and a wide range, in his voice:
 - a. 13 yes b. 17 to some extent c. 42 no
7. His voice is clear and easy to understand:
 - a. 35 yes b. 25 to some extent c. 12 no
8. He stutters and repeats the (wh's or (er's):
 - a. 8 always b. 5 often c. 10 sometimes
 - d. 49 never
9. He is enthusiastic and interested in teaching:
 - a. 39 yes b. 22 to some extent c. 11 no
10. He is patient and self-controlled:
 - a. 31 yes b. 24 to some extent c. 17 no
11. He has a sense of humor:
 - a. 15 yes b. 21 to some extent c. 36 no
12. He is fair, impartial and objective in his treatment of his students:
 - a. 34 yes b. 28 to some extent c. 10 no

TABLE 53 (continued)

13. He makes grammar mistakes:
 a. 20 too much b. 15 often c. 17 seldom
 d. 20 never

14. He makes phonetical mistakes:
 a. 18 too much b. 14 often c. 22 seldom
 d. 18 never

Items Related to Methodology

15. His introduction of the lesson is:
 a. 11 excellent b. 15 good c. 14 average
 d. 7 ineffective
 e. 25 he makes no introduction for the lesson

16. He follows the suggested method in the teacher's book:
21 yes 51 no If not, what method(s) does he use?
Grammar translating method 27
Aural oral approach 24

17. He helps the students guess the meaning from the contents rather than translating for them:
 a. 9 always b. 7 often c. 18 sometimes
 d. 38 never

18. He uses guessing games to help and encourage the students to speak in English:
12 yes 50 no

19. He uses Arabic in the classroom:
 a. 48 too much b. 21 to a reasonable extent
 c. 3 not at all

20. He uses Arabic to:
 a. 69 explain abstract issues and abstract vocabulary
 b. 39 give the general meaning of the reading passage
 c. 64 give the synonym of every English word
 d. 59 give the Arabic equivalent of the new vocabulary
 e. 41 explain the questions he asked
 f. 67 explain a grammar rule
 g. 69 give instructions
 h. 50 control the classroom
 i. 12 other Explain give motivation and encouragement to the students

21. His application of oral practice is:
 a. 10 excellent b. 14 good c. 9 average
 d. 16 ineffective e. 23 he did not use it at all

22. He gives individualized instruction to those students who need it:
 a. 36 yes b. 20 to some extent c. 16 no

TABLE 53 (continued)

23. His use of introduction, practice and application process suggested by the author of the textbook is:
 a. 20 successful b. 12 good c. 14 average
 d. 26 unsuccessful
24. His questions to the students were distributed:
 a. 29 randomly
 b. 12 rotatively
 c. 11 to a certain part of the classroom
 d. 12 to only the best students in the classroom
 e. 8 he does not ask any questions
25. When a student cannot answer a question correctly, the teacher calls on another student who might know the answer instead of answering it himself:
 a. 21 always b. 17 often c. 15 sometimes
 d. 19 never
26. He allows the students to ask questions:
48 yes 24 no
27. He gives the student a chance to think about the question before asking for the answer from another student:
 a. 15 always b. 18 often c. 17 sometimes
 d. 22 never

Items Related to the use of Audio-Visual Materials

28. His use of audio-visual material(s) is:
 a. 15 excellent b. 5 good c. 8 average
 d. 10 ineffective
 e. 24 he does not use any audio-visual materials
29. The audio-visual materials he uses during the lesson are:
 a. 9 things from the environment
 b. 4 things he made
 c. 19 wall charts
 d. 16 flash cards
 e. 5 pictures from magazines or newspapers
 f. 23 things available in the classroom
 g. x films or slides
 h. x videos
 i. 19 cassettes
 j. 38 illustrations in the textbook
 K. x other Explain _____
30. He makes use of the blackboard:
 a. 40 yes b. 19 to some extent c. 13 no

TABLE 53 (continued)

31. The material he wrote on the blackboard was:
 a. 14 excellently organized
 b. 15 well organized
 c. 16 moderately organized
 d. 14 poorly organized
 e. 13 he did not use the blackboard
32. The amount of time he spends writing on the blackboard is:
 a. 27 too much b. 24 a reasonable length
 c. 8 not enough
 d. 13 he does not use the blackboard
33. He allows the students to use the blackboard:
 a. 11 yes b. 12 sometimes c. 49 no

Items Related to the Use of Time

34. The teacher arrives in the classroom on time:
47 yes 25 no
35. The percentage of classroom time that the teacher is talking to the students as opposed to the students talking is:
 a. 38 75% b. 17 50% c. 8 25% d. 9 other
 Explain less than 25% 1
more than 75% 8
36. The distribution of the time among the parts of the lesson according to their importance is:
29 appropriate 43 inappropriate
37. He continues teaching after the end of the period and takes up the students' break period:
33 yes 39 no
38. The rate that he covers the subject matter, considering the time of year, was:
 a. 38 appropriate
 b. 6 appropriate to some extent
 c. 28 inappropriate (a. 22 too advanced/b. 6 too far behind)

Items Related to the Class Activity

39. His control and management of the classroom is:
 a. 30 excellent b. 22 good c. 16 average
 d. 4 ineffective
40. He walks among the students as they are doing their work to see if they are doing it correctly:
31 yes 41 no

TABLE 53 (continued)

41. He makes sure that the students have mastered the new vocabulary by:
- a. 29 giving them the Arabic equivalent
 - b. 25 asking the students for the Arabic equivalent
 - c. 4 repeating the new vocabulary in different sentences
 - d. 2 asking students to make up their own sentences
 - e. 12 making no effort to discover whether or not the students understand the new vocabulary
42. He corrects the students' grammar mistakes:
- a. 14 too much
 - b. 22 to a reasonable extent
 - c. 11 not enough
 - d. 25 he did not correct them at all
 - e. 7 he gives the students the opportunity to correct each other
43. He corrects the students' phonetic mistakes:
- a. 9 too much
 - b. 14 to a reasonable extent
 - c. 17 not enough
 - d. 25 he did not correct them at all
 - e. 7 he gives the students the opportunity to correct each other
44. The level of the students' English proficiency is considered to be:
- a. 10 excellent
 - b. 16 good
 - c. 26 average
 - d. 20 below average
45. He asks the students to do homework for the next meeting:
- 21 yes 51 no
46. He shows the students the relationship and correlation between the present lesson and previous lessons:
- 22 yes 50 no
47. He takes advantage of an event or a situation to review or explain something related to it:
- 13 yes 59 no
48. The students' attention and interest continues until the end of the period:
- a. 21 yes b. 26 to some extent c. 25 no
49. The students seem to benefit from the lesson:
- a. 18 yes b. 28 to some extent c. 26 no
50. His explanations are clear and practical:
- a. 34 yes b. 28 to some extent c. 10 no

Analysis of Observation Checklist Data

Table 53 revealed the following information:

1. Almost 35 percent of the teachers were not seen moving comfortably and suitably by either pacing the classroom or remaining in one place.

2. About 40 percent of the teachers used facial expressions that help explain new vocabulary and clarify the lesson.

3. About 40 percent of the teachers made expressive gesticulations, body movement, head nodding and hand movements that help clarify the lesson.

4. Also about 44 percent of the teachers used their eyes in an effective manner that makes the students more obedient and aware they might be called upon and motivated them to be more alert and involved.

5. Less than 55 percent of the teachers had their voice at an appropriate level, the rest either speak too loud or too soft.

6. More than 58 percent of the teachers did not have proper inflections, such as different tunes and wide ranges in his voice.

7. About 84 percent of the teachers had clear voices and they could be easily understood.

8. About 32 percent of the teachers stuttered and repeated lots of (wh's) or (er's). From the writer's point of view this is a result of either not being well qualified in the language or of not preparing the lesson carefully.

9. It seems that about 15 percent of the teachers were not enthusiastic and interested in teaching the English language.

10. Also, about 24 percent of the teachers were not patient and self controlled.

11. Moreover, about 50 percent were serious all the time and did not relieve the tension and the stress with a nice joke or a funny story.

12. Most of the teachers were fair and impartial and objective in their treatment of their students, however, 14 percent of the teachers showed signs of preferring some of the students over the others by calling them to answer questions or encouraging them with words like excellent, good, or at least not quite right or good luck next time.

13. Quite a few grammatical mistakes were recognized. Some of these mistakes were severe, such as forgetting the verb "to be". Only 28 percent of the teachers made no grammatical mistakes.

14. Only 25 percent of the teachers had made no pronunciation mistake throughout the lesson.

15. The introduction to the lesson is very important in capturing the students' attention and keeping hold of it until the end of the period. However, more than 34 percent of the teachers forgot this fact and had no introduction to their lesson. Moreover, only 36 percent of the teachers were successful in having a good or an excellent introduction.

16. Only 29 percent of the teachers followed the suggested method in the teachers' book and remainder, 71 percent, used different methods--41 percent used the aural oral approach and 30 percent used the grammar translation method.

17. About 53 percent of the teachers did not encourage their students to guess the meaning from the content, rather, they translated into Arabic.

18. One of the mean features of the current textbook is to encourage the students to be active and speak in English through guessing games; however, almost 70 percent did not use such games in their teaching.

19. This item indicates that two-thirds of the teachers, 66.66 percent, spoke a great deal of Arabic in the classroom, which decreases the opportunity for the students to hear English in action.

21. This item shows that about 32 percent, almost one-third, of the teachers did not do any kind of oral practice and more than 22 percent of those who use oral practice were not successful because they used an ineffective way.

22. From the sample of 72 teachers; only 16 teachers, 22.22 percent, did not give individualized instruction to those who need it.

23. More than 36 percent of the teachers were not successful of making use of the introduction, practice and application process, and only 44 percent were able to use it successfully.

24. Only 40 percent distributed their questions randomly to the students. The rest of the teachers, 48 percent, asked questions to a certain part of the class, to certain students or according to seat order, and the rest of the teachers, about 12 percent, did not ask any questions.

25. Over 26 percent of the teachers answered the questions themselves instead of giving another student the chance to answer.

27. About 31 percent of the teachers did not give the students a chance to think about the question before asking another student to answer.

28. One third of the teachers did not use any kind of audio-visual material and about 14 percent used them ineffectively.

29. This item indicates the number of teachers who used different kinds of audio-visual material. More than half of them, 53 percent, used only the illustration in the textbook.

30. More than 18 percent of the teachers did not make use of the chalkboard.

31. From those 59 teachers who wrote on the blackboard, 14 teachers, 28.57 percent, did not organize what they wrote.

33. A large portion of the teachers, 68 percent, did not allow their student to use the blackboard.

34. More than one third of the teachers did not arrive in the classroom on time.

35. Almost 88 percent of the teachers talked 50 percent of the class time or more. Those teachers forgot the fact that the students need to practice talking, not they. By doing so, the teachers dominate the talk at the expense of the students' participation.

36. Almost 60 percent of the teachers did not distribute the class time appropriately among the parts of the lesson. Consequently, they spent so much time on some parts of the lesson that it made them run out of time before finishing the lesson.

37. This item related to a great extent to the previous item, item 36, as a consequence of the teachers' running out of time before finishing the lesson, almost 46 percent of the teachers continued teaching after the end of the period and took up the students' break.

38. Only eight percent of the teachers were too far behind the schedule time in covering the material compared to the time of the year. It seems like those teachers came too late to the schools after the beginning of the school year. Most teachers were either too advanced, 31 percent, or at appropriate rate, 61 percent.

39. The teachers' control and management of the classroom was reasonable. Only 5.5 percent of the teachers did not show this ability.

40. Many of the teachers did not go among the students while they are doing some work to see if the students were doing their work correctly. Only 43 percent of the teachers did that.

41. Most teachers, 75 percent, gave or asked the students to give the Arabic equivalent to the new vocabulary to make sure the students' understanding of those vocabulary. also, 17 percent did not make any effort to discover whether or not the students understood the new vocabulary. Less than nine percent of the teachers used the best way by either repeating or asking the students to repeat new vocabulary in sentences of their own.

42. For correcting the students' grammar mistakes, 18 percent asked the students to correct each others' mistakes. Also, 19 percent spent too much time correcting the students' grammar mistakes. Those teachers cared about accuracy much more than fluency. Moreover, about 17 percent of the teachers did not care at all about the students' mistakes.

43. Less than 10 percent of the teachers asked the students to correct each others pronunciation mistakes. In addition, 35 percent of the teachers did not care to correct the students' phonetic mistakes.

44. The students proficiency of the language was good or excellent in 36 percent of the classes, while in 28 percent of the classes, the students' proficiency of the language was considered below average.

45. About 71 percent of the teachers did require their students to do homework for the next meeting. The reason might be as some of the teachers said that some students look as homework as a kind of punishment.

46. Only 30 percent of the teachers showed the students the relation between this lesson and the previous one, or correlated this lesson to another one.

47. Only 18 percent of the teachers took the advantage of an event or a special situation to review or explain something related to it.

48. In about 65 percent of the cases, the students' interest and attention continued until the end of the period.

Summary

This chapter contains the presentation and the analyzation of the data collected by the means of the three questionnaires presented to the students, teachers, and the supervisors of the intermediate level in the boys' school, and the class observation checklist that was used to collect data from classroom situations. The students' responses were presented in terms of means and percentages and the result of the different grade levels were compared to see to what extent the eighth graders and the ninth graders agree or disagree about the questionnaire items and whether the differences have any statistical significance. The responses of the students in all educational districts were compared in order to find the problems that exist across the educational districts. A comparison between the teachers' responses and the supervisors was made in order to find out to what extent both the teachers and the supervisors agree or disagree on the questionnaire

items. The comparison was made on the basis of using the mean value and percentages as the primary instruments to interpret the result. The result showed that the teachers and the supervisors differ in their identification of the problems. In most cases, there was substantial disagreement between the two groups in ranking the problem items.

The result of the class observation checklist revealed some information that cannot be collected by other means of collecting data. It gave an idea of the atmosphere in which English is taught as a foreign language in Saudi Arabia.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

Summary of Procedures

The main purpose of this study was to identify and investigate the contemporary situation of the English program at the intermediate boys' schools in Saudi Arabia. The study attempted to discover what particular problems, setbacks, and obstacles cause the low achievement of the students in English. The descriptive method of research was implemented; and the study depended mainly upon the survey as a method of systematic data collection. Also, the observation method was adopted to collect particular data that cannot be collected by other means. For this purpose three questionnaires were constructed to collect the desired information from the students, English teachers and English supervisors at the intermediate level in the boys' school in Saudi Arabia. Each questionnaire consists of three sections. The first section includes selected demographic variables aimed to collect personal information such as age, grade level, and the educational district of the students; the qualification, nationality, and years of experience for teachers and the supervisors. Such demographic data should help in testing the research hypotheses. The second section consisted of thirty items classified

into five categories. The respondents were asked to indicate on a five point Likert scale whether they strongly agree, agree, were undecided, disagree, or strongly disagree on each of the thirty items. The third section of the questionnaire consisted of open-ended questions to get free responses from the respondents to collect information which could not be gained from a five point scale question.

The questionnaire was distributed to 1,683 students in the eighth and ninth grade in thirty intermediate schools. Those schools were distributed in eight educational districts. The teachers' questionnaire was also distributed to seventy-two teachers in the thirty schools. The supervisors' questionnaire was mailed to 34 supervisors.

In addition to the questionnaire, a class observation checklist was constructed to collect data that could not be collected through the questionnaire.

Chapter One presented a statement of the problems, the purpose, the need, and the aim of the study. It also contained the definition of the terms that are used throughout the dissertation.

Chapter Two reviewed the literature related to the study and it is divided into two sections. The first section was devoted to reviewing the historical development of education in Saudi Arabia to provide an overview of the situation and background in which teaching English was introduced in this system. The second section discussed the implementation of the English language in the Saudi

Arabian educational system, the conflict that took place between the fanatic group and the progressive group, the problems that were associated with it, and the solutions that have been tried.

Chapter Three discussed the methodology used in collecting the needed data for the compilation of the study and ways of analyzing the collected data.

Chapter Four contained the presentation and analysis of the collected data. The frequencies, percentages and the means to each item were recorded and were presented a T-test, ANOVA and two-way Analysis were utilized to compare the responses of the students in different grade levels, and in different educational districts; the responses of the Saudi teachers and the non-Saudi teachers, the teachers with different numbers of years of experience; the Saudi supervisors and the non-Saudi supervisors, and the supervisors with different lengths of time of experience; and finally a comparison of the teachers' responses and the supervisors' responses. In addition the items in the class observation checklist were represented in terms of frequencies and percentages.

This chapter is divided into the following four sections: 1) Summary of Procedures; 2) Summary of Findings; 3) Conclusion; and 4) Recommendations.

Summary of Findings

The results of the students' questionnaire were represented in Table 2 through Table 44. Table 45 through

Table 47 represent the result of the teachers' questionnaire, Table 48 through Table 50 represent the supervisors' questionnaire and Table 51 and Table 52 combine and compare the result of the questionnaires of both the teachers and the supervisors. Table 53 represents the result of the class observation checklist.

Table 2 ranks the items of the students questionnaire from highest to lowest. Five items were considered as great or severe problems, fourteen items were considered as moderate problems, eleven items were considered as minor problems, and none of the items were considered as no problem by the majority of the students.

The five most common problems that the majority of the students reported of are:

1. The absence of the English laboratories from most schools.
2. The English teachers non use of the audio-visual equipment to facilitate the learning process.
3. The absence of a collection of simple English stories in most of the intermediate schools.
4. The English teachers' non use of the wall charts to introduce new vocabulary.
5. The extent to which the English teachers let their students listen to tapes in English.

On the other hand, the five problems the students reported least are:

1. The English teachers giving unreasonable amounts

of homework.

2. The English teachers not correcting the students' homework.

3. The English teachers not motivating the students to stay alert, active, and interested.

4. The students not feeling of the importance of learning the English language.

5. The English teachers non-use of the blackboard while teaching.

Table 3 represents a comparison between the responses of the eighth grade students and the ninth grade students. Generally, the ninth grade students reported more problems than did the eighth grade students. The first hypothesis, stating that there is no significant differences between the responses of the eighth and the ninth grade students regarding the questionnaire items, was accepted in nine items of the thirty items of the questionnaire. This means that on 21 of 30 items, eighth and ninth grade students reported differently.

Table 4 demonstrates the means of the items in regard to the different educational zones. The result revealed mainly that the second hypothesis, stating there is no significant difference between the responses of the students across educational zones, was rejected in 27 items, which suggests that the responses of the students to the questionnaire items were measurably different across zones.

Table 5 through Table 34 displayed the thirty items

of the students' questionnaire in frequencies, percentages and the mean value. These Tables show the distribution of the responses.

Table 35 through 44 represents the items of the questionnaire categories A, B, C, D, and E, respectively.

Table 35 ranks the items in category A that contain problems related to the teachers and teaching methods. All ten items of this category were considered as moderate or minor problems. The problems that got the highest mean among all problems in this category are:

1. The English teachers have little self-control and are easily upset.

2. The English teacher is not fair, impartial, or objective in his treatment of students.

3. The English teachers do not praise the students when they answer correctly.

The problems that got the lowest mean among all problems in this category are:

1. The English teacher does not correct the students' homework.

2. The English teacher does not motivate the students to stay alert, active, and interested.

Table 36 revealed that the students in Kassim Educational Zone complained about the items of this section more than the students in other educational zones.

Table 37 ranks the items in category B, the category that contains problems related to the English curriculum.

All five items included in this category were considered as moderate problems.

The problems that got the highest mean among all problems in this category are:

1. The level of difficulty of the English textbook is not appropriate.

2. The length of the English curriculum is not correct.

The problem that got the lowest mean among all problems in this category is:

1. The textbook does not contain enough practice exercises.

Table 38 demonstrates that the students in Medina Educational Zone complained about the items of this section more than the students in all other educational zones.

Table 39 represents the four items of category C, the category that contains problems related with audio-visual material. The items ranged between severe problems and minor problems. The most severe problem in this category is the one that deals with the teachers' use of audio-visual equipment that facilitate the learning process. On the other hand the least severe problem in this section deals with the use of the blackboard by the teacher.

Table 40 shows that the students in Kassim Educational Zone complained about the items of this section the most among all the students in other educational zones.

Table 41 ranks the eight items of category D, the category that contains problems related to the students'

attitudes towards learning the English language. In this section one problem was considered a great problem and two problems were considered minor problems and the rest were considered as moderate problems.

The problem that was considered a great problem is the one that deals with the students' encouragement to each other to speak English. The two minor problems that received the lowest mean in this section are:

1. The students are not on good terms with their English teachers.

2. The students do not feel that learning English is important.

Table 42 reveals that the students in Medina, Makkah and Kassim Educational Zones respectively had the most negative attitude toward learning the English language.

Table 43 represents the items of category E which contains problems related to school needs. In this section there are three items, one was rated as a severe problem, one was rated as a great problem, and one was rated as a moderate problem.

The problem of the absence of the English laboratories in the school was the item that got the highest mean, not only in this category but also across the entire thirty items of the students' questionnaire. The item that got the lowest mean in this section is the one that related to the number of students in the classroom.

Table 44 demonstrates that the students in Medina,

Riyadh, and Makkah Educational Zones respectively complained the most of the absence or shortage of the school supplies in their schools.

In general, tables 36, 38, 40, 41, 42, 43, and 44 show the most complaints from the students were from section E, C, B, and D respectively and the least complaint was from section A of the students' questionnaire.

Tables 45, 46, and 47 represent the result of the teachers' questionnaire.

Table 45 compares the means of the Saudi teachers and the non-Saudi teachers. The result indicates that the third hypothesis, stating there is no significant differences between the Saudi English teachers and the non-Saudi English teachers in their responses to the items in the questionnaire, is rejected on 13 items out of the thirty items.

Table 46 indicates the comparison of the teachers' responses according to their years of experience. The fourth hypothesis, stating that there is no significant differences in the teachers' responses to the questionnaire items regardless of their length of service in TEFL, was rejected on three items only. Consequently, the length of service should be seen as a factor in determining the teachers' perception of problems.

Table 47 ranked the items of the teachers questionnaire from highest to lowest according to their mean value. One item was considered as a severe problem, eleven items

were considered as great problems, ten items were considered as moderate problems, and the last eight items were considered as minor problems. None of the items were considered as no problem.

The five most common problems from the teachers' point of view are:

1. Passing the final exam is more important to the students than learning the language.

2. Most students do not encourage each other to speak in English.

3. The school does not have enough English teachers to make the load of classes I am teaching about right.

4. Most students hate English more than any other subject.

5. The student's weaknesses in English are due to the examination system.

The five least common problems from the teachers' point of view are:

1. I do not use the wall picture to introduce new vocabulary.

2. I do not teach listening, speaking, reading and writing in this order.

3. I do not try to help the students discover their mistakes.

4. I do not let my students listen to tapes in English.

5. I do not help the students guess the meaning of a new vocabulary word from the content of the reading passage.

Table 48, 49, and 50 represent the results of the supervisors' questionnaire.

Table 48 compares the responses of the Saudi and non-Saudi supervisors. The fifth null hypothesis, stating that there is no significant differences in the responses of the Saudi and non-Saudi Supervisors to the questionnaire items was rejected in 6 items of the thirty items of the questionnaire. Thus, it can be concluded that Saudi Arabian English supervisors identified more problems than did non-Saudis.

Table 49 contains comparisons of the supervisors' responses in regard to their years of experience. The sixth null hypothesis, stating that there is no significant differences in the responses of the English supervisors regardless of their length of experience in TEFL, was accepted in all items except two. Differences across the supervisors' levels of experience were not progressive.

Table 50 ranks the items of the supervisors' questionnaire from highest to lowest according to their means. Four items were considered as severe problems, twelve items were considered as great problems, thirteen items are considered as moderate problems and one item was considered as a minor problem.

The five most common problems from the supervisors' point of view are:

1. Most English teachers do not use the slide projector regularly.

2. Most students hate English more than any other subject. 

3. There are not enough hours devoted to English during the week.

4. Most students do not encourage each other to speak in English.

5. The students do not get encouragement from parents and society to learn English.

The five least common problems from the supervisors' point of view are:

1. The materials in the textbook of one level are correlated to the materials in the textbooks of other levels.

2. The English textbooks do not contain enough practice exercises.

3. The textbooks encourage memorization rather than understanding.

4. The schools do not have the modern equipment that facilitate the teaching of English.

5. The pictures and illustrations in the textbooks are not suitable and related to the subject.

Table 51 compares the responses of the English teachers with the English supervisors to the questionnaire items. Both groups agreed on ten items to have a mean of above 3.0 and both groups agreed on eleven items to be 3.0 or less.

The seventh null hypothesis, stating that there is

no significant difference between the responses of the English teachers and the English supervisors on the questionnaire items, was rejected in sixteen items of the thirty items of the questionnaire. Clearly, neither the teachers' group nor the supervisors' group reported more problems than the other.

Table 52 rank orders five categories of the questionnaire by both the teachers and the supervisors. Only category D, that contains problems related to students' attitudes toward learning the English language, had the same rank from both groups.

Chapter Four also contained a description of the first part of the questionnaires that contained demographic data needed for developing the questionnaire hypothesis. The main information needed is the students' grade level and the educational zone they are from; the main information needed from the English teachers and the English supervisors is their nationalities and their years of experience in the field of teaching English as foreign language.

Chapter Four also contained an analysis of the class observation checklist used in collecting data from real life class situations. The result revealed the following information:

1. The teachers need to train themselves to use more facial expression, gesticulations, body movement, head nodding, hand gestures, voice inflections, etc., to help facilitate their lessons.

2. Some of the teachers need to improve their English abilities and others need to acquaint themselves with the new methodologies of teaching a foreign language.

3. Most of the teachers use too much Arabic during the lesson.

4. Some of the teachers need more training in the techniques of asking and answering questions in the classroom.

5. Some of the English teachers neglect the use of the audio-visual and still worse, some of them do not use the blackboard or allow the students to use it.

6. Quite a few teachers lecture or dominate the talk at the expense of student participation and practice of the language.

7. Some teachers do not budget the class time to cover well all the lesson material. As a result, they run out of time and consume the students' break.

8. Some of the teachers spend too much time correcting the students grammatical and phonetic mistakes. In other words, those teachers seemed more concerned about accuracy than fluency. On the other hand, most of the teachers did not care to make any corrections or ask the students to correct each other.

crucial

Conclusion

1. The ninth grade students reported more problems than did the eight graders. Twenty-eight of the 30 items had a higher mean for the ninth graders, which indicates that they are more aware of the problems of the English

program than the eight graders.

2. The students across educational zones reported differently. The students of Riyadh educational zone reported the lowest mean on most of the items, while students in the Medina, Kassim, and Makkah educational zones reported more problems than did the students in other educational zones.

3. According to the students' responses, the problem categories were ranked from highest to lowest in terms of their overall means as follows:

- a. Problems related to school needs.
- b. Problems related with audio-visual aids.
- c. Problems related to the English curriculum.
- d. Problems related to the students attitude toward learning the English language.
- e. Problems related to teachers and teaching methods.

4. The Saudi English teachers were more aware of the problems of the English program and reported more problems than did the non-Saudis.

5. The length of the teachers' experience was a factor in determining the teachers' perceptions of the problems. The more experienced teacher reported fewer problems.

6. Saudi supervisors were more aware of the problems of the English program than the non-Saudi supervisors.

7. When comparing the teachers' questionnaire responses and the supervisors' questionnaire responses and the result

of the class observation checklist, it was determined that the teachers reported fewer problems dealing with their personalities, their preparation and their way of teaching. The results of the checklist were very consistent with the supervisors' responses.

8. The results of the questionnaire and the personal meetings with the English teachers and supervisors, suggested that the supervisors are more satisfied and more enthusiastic about the new English course SASE than are the teachers. One reason for this may be because the teachers have direct contact with the course, and they have everyday problems with it. Or it might be the teachers are not adequately prepared to do the demonstrations and student activities required by SASE.

9. It seems that the students may not have been frank in responding to the category that contained problems related to the teacher and teaching methods as they were with other categories. The results of the class observation checklist and the supervisors questionnaire showed that some of the English teachers need better preparation in the language, in teaching methodology and in class management.

10. There was an unanimous agreement between the supervisors and the teachers about the lack of motivation among the students to learn English. This motivation problem is a major cause for the low achievements of the students. Both the teachers and the supervisors reported the category that contains problems related to the student's

attitudes toward learning English to have the highest mean among the catagories.

11. The lack of motivation and interest among students may result from several factors. Some teachers do not give logical reasons explaining the benefits and the importance of English and the objectives for teaching English. The results of the second open-ended question in the students' questionnaire showed that more than 50 percent of the students do not see the benefits of learning English; and about one fourth of the students considered learning English a waste of time. Approximately one third of the students reported that the main benefit of learning English is to pass the final exam.

12. The result of the supervisors' questionnaire and the schools visits suggest that the English teachers need better preparation in terms of English competency and in teaching methodology.

13. From the school visits it was apparent that some schools have abundant equipment, audio-visual materials, and other facilities. Other schools lack even the necessary supplies.

Recommendation

The study has revealed several interesting and useful recommendations that had been suggested by the students, the teachers, and the supervisors.

1. The Ministry of Information might broadcast programs on radio and television that open the minds of the people

to the importance of English to Saudi Arabia.

2. The English teachers should explain to the students the objectives for learning English, and the role English plays in modern Saudi life. Teachers should also find better ways to stimulate and motivate the students to learn English. By knowing the benefits of English competency, the students may develop more positive attitudes.

3. In order to get the most benefit of the cassette that goes with the reading passages and the extra activities, the students should get a copy of the tape to listen to at home. This would increase the amount of time for listening to the language and give the students a chance to practice it in a place other than the classroom.

4. Increase the number of classes for teaching English to five in order to give the student a daily chance of practicing the language.

5. Provide an orientation to the new non-Saudi teachers before they come to Saudi Arabia on the methods and techniques of SASE, and make attendance a requirement for teaching in Saudi Arabia.

6. The colleges of Education that prepare English teachers must acquaint their students with the techniques of SASE.

7. The Ministry of Information, with the cooperation of the Ministry of Education, might run lesson programs on television in real classroom situations. This would help in improving the students' level of English proficiency

and give them more chances to hear the language, and to show the teachers the best way of conducting the lessons.

8. The students at the English department should be obliged to spend at least one year in Britain or the United States studying particular subjects such as intensive advanced grammar and phonetic courses to be eligible to teach English courses in Saudi Arabia. ?

9. Teachers who have the English diploma--two years after the twelfth grade--should finish their B.A. in a specific time after graduation to be allowed to continue to teach English. Those who have a B.A. in English should be required to finish the M.A.

10. The Ministry of Education is advised to select some of the best teachers and train them in Britain or the United States to be English supervisors.

11. Reduce the heavy load of classes the English teacher carries per week. This would give the teacher a better chance to do their job in a perfect manner.

12. Reduce the number of schools for each supervisor to a reasonable number in order to give them a better chance to do their job.

APPENDICES

APPENDIX A
THE STUDENTS QUESTIONNAIR

Letter to accompany the students' questionnaire

Michigan State University
Department of Educational
Administration

Dear Student:

The purpose of the attached questionnaire is to aid in investigating the contemporary problems facing the English program in the intermediate boys' schools of Saudi Arabia. The results of this study will help to provide preliminary understanding of the main problems which in turn help to suggest and recommend reasonable solutions to them.

The writer is particularly desirous of obtaining your response since you, as an intermediate student, are the first one who would come in contact with the problems of learning English as a foreign language. This will contribute significantly in solving them.

In order to encourage you to be frank and to answer all questions in a clear and explicit manner, no names are required. The writer also assures you that your answers will be kept confidential and the information you give will be seen by only the writer.

The writer would welcome any comments that you may have concerning the problems of learning English at the intermediate level. A section in the questionnaire has been provided for you to state any problems which were not included in this questionnaire.

This research cannot be completed unless you answer all the items. Thank you for your cooperation.

Sincerely,

Mohammed Saleh Jan

STUDENTS

1. Name of the school _____
2. School district _____
3. Age:
12-13 _____
14-15 _____
16 year or over _____. State _____
4. Class level:
8th grade _____
9th grade _____
5. Number of years of studying English:
2 years _____
3 years _____
4 years _____
more than 4 years _____. State _____
6. Have you ever failed in English in the final exam?
Yes _____
No _____

**PLEASE READ THESE EXAMPLES CAREFULLY BEFORE
YOU START ANSWERING THE QUESTIONNAIRE**

The following five examples would show you the way to answer the questionnaire items.

	Strongly agree	Agree	Undecided	Disagree	Strongly agree
1. Riyadh is the capital of Saudi Arabia.	①	2	3	4	5
2. Riyadh is the largest city in Saudi Arabia.	1	②	3	4	5
3. Riyadh is the most beautiful city in Saudi Arabia.	1	2	③	4	5
4. Riyadh is closer to Jeddah than it is to Dammam.	1	2	3	④	5
5. Riyadh is located in the Western Province of Saudi Arabia.	1	2	3	4	⑤

--In the first example you are 100% sure that Riyadh is the capital of Saudi Arabia. Therefore you drew a circle around number ① like this in the first column. That is to say you strongly agree without any doubt that Riyadh is the capital of Saudi Arabia.

--In the second example you are not 100% sure that Riyadh is the largest city in Saudi Arabia. However you assume since it is the capital of the country it might be the largest city. Thus you drew the circle over number ② like this in the second column which means you agree that Riyadh is the largest city in Saudi Arabia because you are almost sure of that.

--In the third example you have no idea whether it is the most beautiful city in the country or not and you cannot give agreement or disagreement to it. As a consequence, you drew the circle over number ③ like this in the third column.

--In the fourth example you know that Damman is closer to Riyadh than Jeddah; however you are not sure 100% about it. Consequently, you drew the circle over number ④ like this which means you disagree that Jeddah is closer to Riyadh than Dammam.

--Finally, in last example, example number five you know for sure that Riyadh is in the central province of Saudi Arabia and you are 100% sure of that. Therefor eyou drew the circle over number ⑤ like this which means that you strongly disagree that Riyadh is in the western province of Saudi Arabia.

Important Notes

1. Draw only one circle for each item to state if you strongly agree, agree, undecided, disagree or strongly disagree about it.
2. If you change your mind after you drew the circle, put an X over it like this (X) and draw another circle in the desired place. The old circle is considered omitted.
3. Do not leave any item without an answer.

*You did not do the
circle in Arabic
questionnaire*

STUDENTS' QUESTIONNAIRE

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A. <u>Problems Related to the Teacher and Teaching Methods</u>					
1. The English teacher appears enthusiastic in teaching.	1	2	3	4	5
2. He is self-controlled and is not easily upset.	1	2	3	4	5
3. The English teacher praises me when I answer correctly.	1	2	3	4	5
4. The English teacher gives me a reasonable amount of homework.	1	2	3	4	5
5. The English teacher corrects my homework.	1	2	3	4	5
6. The English teacher shows me how to correct my mistakes.	1	2	3	4	5
7. The English teacher gives me the opportunity to participate and ask questions in the class.	1	2	3	4	5
8. The English teacher seems to be qualified to teach English.	1	2	3	4	5
9. The English teacher motivates me to stay alert, active and interested.	1	2	3	4	5
10. He is fair, impartial and objective in his treatment of students.	1	2	3	4	5

STUDENTS' QUESTIONNAIRE (cont.)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
B. <u>Problems Related to the English Curriculum</u>					
11. The length of the English curriculum is about right.	1	2	3	4	5
12. The difficulty of the English textbook is about right.	1	2	3	4	5
13. The passages and the stories in the textbook are interesting.	1	2	3	4	5
14. The textbook contains enough practice exercises.	1	2	3	4	5
15. The textbook encourages understanding rather than memorization.	1	2	3	4	5
C. <u>Problems Related to Audio-visual Materials Being Used</u>					
16. The English teacher uses wall pictures to introduce new vocabulary.	1	2	3	4	5
17. The English teacher uses the audio-visual equipment to facilitate the learning process.	1	2	3	4	5
18. The English teacher lets me listen to tapes in English.	1	2	3	4	5
19. The English teacher writes on the blackboard when teaching.	1	2	3	4	5

STUDENTS' QUESTIONNAIRE (cont.)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
D. <u>Problems Related to the Students' Attitudes Toward Learning the English Language</u>					
20. I find it easy to learn English.	1	2	3	4	5
21. I feel that learning English is important.	1	2	3	4	5
22. The English language is not a major obstacle in passing to a higher level.	1	2	3	4	5
23. I enjoy the English classes.	1	2	3	4	5
24. I am on good terms with my English teacher.	1	2	3	4	5
25. My friends encourage me to speak in English.	1	2	3	4	5
26. The English teacher encourages me to communicate in English.	1	2	3	4	5
27. My family encourages me to use and practice the English I have learned in school.	1	2	3	4	5
D. <u>Problems Related to School Needs</u>					
28. The number of students in the classroom is about right.	1	2	3	4	5
29. My school has a collection of simple English stories.	1	2	3	4	5
30. There is an English laboratory in my school.	1	2	3	4	5

STUDENTS' QUESTIONNAIRE

Open Ended Questions:

1. What other problems not mentioned in the questionnaire have you encountered that you would like to add here?
 - a.
 - b.
 - c.
 - d.
2. In your opinion what are the reasons for learning English?
 - a.
 - b.
 - c.
 - d.
3. How can the English program be improved?
 - a.
 - b.
 - c.
 - d.

بسم الله الرحمن الرحيم

استفتاء عن مشكلات

برنامج اللغة الانجليزية
في المرحلة المتوسطة بمدارس البنين

في
المملكة العربية السعودية

إعداد

محمد صالح بن علي جبران

بسم الله الرحمن الرحيم
وبه نستعين

جامعة ولاية ميشيقان
بأمريكا
قسم المناهج

أخي الطالب :

السلام عليكم ورحمة الله وبركاته ،

ان الغرض من هذا الاستفتاء حصر المشكلات التي تواجه برنامج اللغة الانجليزية في مدارس البنين في المرحلة المتوسطة بالمملكة العربية السعودية ، كما أن نتائج هذه الدراسة ستساعد في تحديد المشكلات الرئيسية وبالتالي وضع أنسب الحلول لها .

ان الباحث متلهف للحصول على اجابتك عزيزي الطالب لأنك العنصر الرئيسي في العملية التعليمية لتأثر مباشرة بمشكلات تعلم اللغة الانجليزية ، وان رأيك سيساعد على التخلص من هذه المشكلات مستقبلا ان شاء الله تعالى .

ان الباحث يحثك على أن تكون صادقا وواضحا وصريحا في اجابتك ولذلك فان كتابة اسمك غير مطلوبة حتى تشق أن أحدا لن يعرف من أنت . كما أن الباحث يؤكد لك أن هذا الاستفتاء لن يطلع عليه أحد سواء وأن المعلومات التي تكتبها ستبقى سرية .

كما أن الباحث يرحب بأية اقتراحات أو توجيهات وستجد في نهاية الاستفتاء صفحة خاصة لكتابة ما تريد فلا تتردد في كتابة ما تراه مفيدا .

أخي الطالب ان هذا البحث لا يمكن أن يكتمل دون الحصول على اجابتك على هذا الاستفتاء ، وشكرا على تعاونك ، وفقك الله لما يحبه ويرضاه .

أخول المخلص

محمد صالح علي جان

أخى الطالب :

ان هذه المعلومات ضرورية لاكمال البحث ، فأرجو اكمالها بصدق وصراحة
ولك جزيل الشكر ، وما عليك الا أن تضع علامة الضرب (x) فى الفراغ الذى تراه
مناسبا لحالتك :

5 1 - المدرسة _____

6 2 - المنطقة التعليمية _____

7 3 - العمر: _____

a - ما بين ١٢ الى ١٣ سنة _____

b - ما بين ١٤ الى ١٥ سنة _____

c - ١٦ سنة أو أكثر حدد

8 4 - الصف الدراسى : _____

a - السنة الثانية _____

b - السنة الثالثة _____

9 5 - عدد السنوات التى درست فيها لغة انجليزية بما فى ذلك هذا العام :

a - سنتان _____

b - ثلاث سنوات _____

c - أربع سنوات _____

d - أكثر من ذلك حدد

6 - هل سبق وأن رسبت أو أكلت فى مادة اللغة الانجليزية أثناء دراستك فى

10

المرحلة المتوسطة :

a - نعم _____

b - لا _____

فضلاً اقرأ الأمثلة التالية بتمعن قبل أن تبدأ في الإجابة

على الاستفتاء :

الأمثلة الخمسة الآتية توضح لك كيفية الإجابة على مفردات هذا الاستفتاء :

موافق بشدة	موافق	لا أدري	غير موافق بشدة	
1	2	3	4	5
①	2	3	4	5
1	②	3	5	5
1	2	③	4	5
1	2	3	④	5
1	2	3	4	⑤

— في المثال الأول أنت متأكد ١٠٠٪ من أن الرياض هي عاصمة المملكة العربية

السعودية ولذلك قمت برسم دائرة حول رقم (١) في العمود رقم (١) ومعنى

ذلك أنك موافق بشدة وبدون أدنى شك، على أن الرياض هي عاصمة المملكة

العربية السعودية لتأكدك من ذلك .

— في المثال الثاني أنت لست متأكداً ١٠٠٪ من أن الرياض أكبر مدينة في المملكة

العربية السعودية ولكن يغلب الظن أنها كذلك لأنها العاصمة . فلذلك رسمت

الدائرة حول رقم (٢) في العمود الثاني أى أنك موافق على أن الرياض

هي أكبر مدن المملكة العربية السعودية لأنك شبه متأكد من ذلك .

- فى المثال الثالث أنت لا تدري فيما اذا كانت الرياض أجمل مدينة فى المملكة أم أن هناك مدن أخرى أجمل منها ولا تستطيع أن تبدى رأيك فى ذلك لأنك لا تدري صحة الموضوع من عدمة ولذلك رسمت الدائرة حول رقم (٣) فى العمود الثالث .
- فى المثال الرابع أنت تعرف أن جدة تبعد عن الرياض أكبر مما تبعد الدمام عن الرياض ولكنك لست متأكدًا ١٠٠٪ من ذلك ولذلك رسمت الدائرة حول رقم (٤) فى العمود الرابع أى أنك لا توافق على أن الدمام تبعد عن الرياض أكثر مما تبعد جدة عن الرياض .
- فى المثال الأخير أنه من المعروف لديك تماما أن الرياض تقع فى المنطقة الوسطى وليست فى المنطقة الغربية كما تقول الجطة وأنت متأكد من ذلك ١٠٠٪ وبدون أدنى شك ولذلك رسمت الدائرة حول رقم (٥) فى العمود الخامس أى أنك لا توافق بشدة على كون الرياض فى المنطقة الغربية لأن الحقيقة خلاف ذلك وأن الرياض فى المنطقة الوسطى من المملكة العربية السعودية .

ملاحظات هامة

- ١— ارسم دائرة واحدة فقط لكل فقرة حتى يعرف رأيك فى الموضوع فيما اذا كنت موافق بشدة أو موافق أو أنك لا تدري أو غير موافق أو غير موافق بشدة على كل فقرة .
- ٢— اذا غيرت رأيك فى الاجابة على أى فقرة بعد أن تكون قد وضعت دائرة حول أحد الارقام فى أحد الاختبارات وتريد وضعها فى مكان آخر فما عليك سوى أن تضع علامة الضرب (x) هكذا فى الدائرة وبذلك تعتبر هذه الاجابة طغية ثم ارسم دائره أخرى فى المكان الذى تراه مناسباً أكثر .
- ٣— لا تترك أى فقرة بدون جواب .

سم فصل

Computer Code	غير موافق بشدة 5	غير موافق 4	لا أدري 3	موافق 2	موافق بشدة 1	
						<u>أولا : مشكلات متعلقة بالمدرس وطرق التدريس</u>
11	5	4	3	2	1	1- يبدو على مدرس اللغة الانجليزية أنه متحمس للتدريس
12	5	4	3	2	1	2- مدرس اللغة الانجليزية منضبط النفس ولا يغضب بسرعة
13	5	4	3	2	1	3- يمتدحني مدرس اللغة الانجليزية اذا أجبت اجابة صحيحة
14	5	4	3	2	1	4- كمية الواجبات التي يكلفني مدرس اللغة الانجليزية بعطها معقولة .
15	5	4	3	2	1	5- يصحح لي مدرس اللغة الانجليزية الواجبات التي أعطيها
16	5	4	3	2	1	6- يرشدني مدرس اللغة الانجليزية الى كيفية تصحيح أخطائي اللغوية في كراسة الواجب .
17	5	4	3	2	1	7- يتيح لي مدرس اللغة الانجليزية الفرصة للمناقشة وطرح الأسئلة في الحصة .
18	5	4	3	2	1	8- يبدو على مدرس اللغة الانجليزية أنه مؤهل لتدريس اللغة الانجليزية .
19	5	4	3	2	1	9- بحثني مدرس اللغة الانجليزية على الانتباه والتيقظ والاهتمام بالدرس .
20	5	4	3	2	1	10- مدرس اللغة الانجليزية عادل ومحايد في معاملته للطلبة

Computer Code	غير موافق بشدة	غير موافق	لا أرى	موافق	توافق بشدة	
5	4	3	2	1		
						<u>ثانيا : مشكلات متعلقة بالمنهج المدرسي :</u>
21	5	4	3	2	1	11- طول منهج اللغة الانجليزية مناسب جدا للزمن المخصص للغة الانجليزية .
22	5	4	3	2	1	12- صعوبة الكتاب المدرسي للغة الانجليزية معقولة جدا .
23	5	4	3	2	1	13- قطع القراءة والمحادثات والقصص الموجودة بالكتاب المدرسي مشوقة .
24	5	4	3	2	1	14- يحتوى الكتاب المدرسي على تمارين تدريبية كافية
25	5	4	3	2	1	15- يشجع الكتاب المدرسي على الفهم وليس على الحفظ والتسميع .
						<u>ثالثا : مشكلات متعلقة بالوسائل التعليمية :</u>
26	5	4	3	2	1	16- يستعمل مدرس اللغة الانجليزية الصور المكبرة عند شرح معاني المفردات الجديدة .
27	5	4	3	2	1	17- يستعمل مدرس اللغة الانجليزية الأجهزة التعليمية (مثل آلات العرض السينمائية والفيديو) التي تسهل عملية التدريس .
28	5	4	3	2	1	18- يتيح لى مدرس اللغة الانجليزية الفرصة للاستماع لبعض الأشرطة المسجلة باللغة الانجليزية .
29	5	4	3	2	1	19- يكتب مدرس اللغة الانجليزية على السبورة عند ما يشرح .

Computer Code	غير موافق بشدة 5	غير موافق 4	لا أدري 3	موافق 2	موافق بشدة 1	
						<u>رابعاً : مشكلات متعلقة باتجاهات الطلبة نحو تعلم اللغة الانجليزية :</u>
30	5	4	3	2	1	20- لقد وجدت أنه من السهل تعلم اللغة الانجليزية .
31	5	4	3	2	1	21- أشعر أن تعلم اللغة الانجليزية شيء مهم في هذا العصر الحديث .
32	5	4	3	2	1	22- اللغة الانجليزية ليست عقبة أمام نجاحي الى الصف الأعلى .
33	5	4	3	2	1	23- أستمتع بحصص اللغة الانجليزية .
34	5	4	3	2	1	24- أنا على علاقة طيبة مع مدرس اللغة الانجليزية .
35	5	4	3	2	1	25- يشجعني أصدقائي على التكلم باللغة الانجليزية.
36	5	4	3	2	1	26- أجد التشجيع من أهلي لاستعمال وممارسة اللغة الانجليزية
						<u>خامساً : مشكلات متعلقة باحتياجات المدرسة :</u>
37	5	4	3	2	1	27- عدد الطلبة في الفصل معقول جداً .
38	5	4	3	2	1	28- تحتوي مدرستي على مجموعة من القصص السهلة باللغة الانجليزية .
39	5	4	3	2	1	29- تحتوي مدرستي على معمل خاص باللغة الانجليزية

فضلا أجب على الأسئلة الآتية :

١- هل هناك مشكلات أخرى لم تذكر في الاستفتاء وتعلق باللغة الانجليزية
تحب اضافتها هنا ؟

٢- ما هي فائدة تعليم اللغة الانجليزية في نظرك ؟

٣- كيف يمكن تطوير برنامج اللغة الانجليزية في المدارس المتوسطة ؟

APPENDIX B
THE TEACHERS' QUESTIONNAIRE

Letter to accompany the teachers' questionnaire

Dear Sir:

The purpose of the attached questionnaire is to aid in investigating the contemporary problems facing the English program in the intermediate boys' schools of Saudi Arabia. This project is specifically concerned with obtaining necessary data about the present status of the teaching/-learning process of English as a foreign language at this level.

The writer is particularly desirous of obtaining your response because your experience as a teacher in TEFL will contribute significantly in identifying the problems that face TEFL in Saudi Arabia.

The questionnaire has been developed so that the researcher may obtain all necessary data while requiring only fifteen to twenty minutes of your time.

It will be appreciated if you will answer the questionnaire the same or the following day after receiving it. This research cannot be completed unless your answers are analyzed.

In order to encourage all respondents to be frank and answer the questionnaire in an explicit and clear manner, no names are required. The researcher assures you that your answers will be kept strictly confidential and the information you give will be seen by only the researcher.

The researcher would welcome any comments that you may have concerning problems of TESL in Saudi Arabia not covered in the questionnaire. A section has been provided in the questionnaire for any statements you may wish to make. The researcher would be pleased to send you a summary of the survey results at your request. Thank you for your cooperation.

Sincerely
Dr. James Snoddy,
Professor of Education,
Advisor of Mohammed Saleh Jan

Dear Colleague:

Please fill out this form which contains necessary information for the completion of this research. To do so, put an (X) in the place that fits you most.

1. Did you start teaching in the school since the beginning of the school year?
 - a. Yes _____
 - b. No _____
2. Have you ever studied in an English speaking country?
 - a. Yes _____
 - b. No _____
3. Nationality:
 - a. Saudi _____
 - b. Non Saudi _____
- 4a. For Non Saudies:
What is your nationality? _____
- 4b. For Saudies:
Name the school you graduated from: _____
5. Have you ever had a summer on-the-job training program?
 - a. Yes _____
 - b. No _____
6. Years of experience in TESL:
 - a. _____ New (1st year)
 - b. _____ 2-4 years
 - c. _____ 5-7 years
 - d. _____ 8-10 years
 - e. _____ More than 10 years State _____
7. Qualifications:
 - a. _____ English diploma (two years after the twelve)
 - b. _____ B.A. in English and Education
 - c. _____ B.A. in English
 - d. _____ B.A. in English plus diploma in Education
 - e. _____ B.A. in english plus diploma in English
 - f. _____ Other than that State _____
8. Number of classes you teach per week:

a. 4 _____	b. 8 _____	c. 12 _____
d. 16 _____	e. 20 _____	f. 24 _____
g. Other than that _____ State _____		
9. Do you teach subjects other than English?
 - a. Yes _____
 - b. No _____

If the answer is yes, what is (are) the subject(s) you teach? _____
10. Are you assigned to other work beside teaching?
 - a. Yes _____
 - b. No _____

If the answer is yes, explain _____
11. The school building is:
 - a. Owned by the government _____
 - b. Rented _____

**PLEASE READ THESE EXAMPLES CAREFULLY BEFORE
YOU START ANSWERING THE QUESTIONNAIRE**

The following five examples would show you the way to answer the questionnaire items.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. Riyadh is the capital of Saudi Arabia.	①	2	3	4	5
2. Riyadh is the largest city in Saudi Arabia.	1	②	3	4	5
3. Riyadh is the most beautiful city in Saudi Arabia.	1	2	③	4	5
4. Riyadh is closer to Jeddah than it is to Dammam.	1	2	3	④	5
5. Riyadh is located in the Western Province of Saudi Arabia.	1	2	3	4	⑤

--In the first example you are 100% sure that Riyadh is the capital of Saudi Arabia. Therefore you drew a circle around number ① like this in the first column. That is to say you strongly agree without any doubt that Riyadh is the capital of Saudi Arabia.

--In the second example you are not 100% sure that Riyadh is the largest city in Saudi Arabia. However you assume since it is the capital of the country it might be the largest city. Thus you drew the circle over number ② like this in the second column which means you agree that Riyadh is the largest city in Saudi Arabia because you are almost sure of that.

--In the third example you have no idea whether it is the most beautiful city in the country or not and you cannot give agreement or disagreement to it. As a consequence, you drew the circle over number ③ like this in the third column.

--In the fourth example you know that Damman is closer to Riyadh than Jeddah; however you are not sure 100% about it. Consequently, you drew the circle over number ④ like this which means you disagree that Jeddah is closer to Riyadh than Dammam.

--Finally, in last example, example number five you know for sure that Riyadh is in the central province of Saudi Arabia and you are 100% sure of that. Therefor eyou drew the circle over number ⑤ like this which means that you strongly disagree that Riyadh is in the western province of Saudi Arabia.

Important Notes

1. Draw only one circle for each item to state if you strongly agree, agree, undecided, disagree or strongly disagree about it.
2. If you change your mind after you drew the circle, put an X over it like this (X) and draw another circle in the desired place. The old circle is considered omitted.
3. Do not leave any item without an answer.

TEACHER'S QUESTIONNAIRE

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A. <u>Problems Related to the Teacher and the Teaching Methods</u>					
1. My training in the English language is adequate.	1	2	3	4	5
2. My training in professional education is adequate.	1	2	3	4	5
3. My training in the psychological growth of the students is adequate.	1	2	3	4	5
4. I am satisfied with my career as an English teacher.	1	2	3	4	5
5. I use Arabic to explain difficult issues only.	1	2	3	4	5
6. I teach listening, speaking, reading, and writing in this order.	1	2	3	4	5
7. I try to help the students discover their mistakes.	1	2	3	4	5
8. I help the students guess the meaning of a new vocabulary word from the content of the reading passage.	1	2	3	4	5
B. <u>Problems Related to the English Curriculum</u>					
9. There are enough hours devoted to English during the week.	1	2	3	4	5

TEACHER'S QUESTIONNAIRE (cont.)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
10. The materials in the textbook of one level are correlated to the materials in the textbook of other levels.	1	2	3	4	5
11. The English textbooks contain enough practice exercises.	1	2	3	4	5
12. The difficulty of the English textbooks is about right for the students.	1	2	3	4	5
11. The passages and the stories in the textbook are interesting.	1	2	3	4	5
14. The textbook encourages understanding and memorization.	1	2	3	4	5
15. The textbooks have a logical and psychological organization in their order.	1	2	3	4	5
16. The students' strengths in English is due to the examination system.	1	2	3	4	5
17. The English curriculum encourages the students to read English material other than the textbooks.	1	2	3	4	5
C. <u>Problems Related to Audio-visual Materials</u>					
18. I know how to use the audio-visual equipment properly.	1	2	3	4	5
19. The pictures and illustrations in the textbook are suitable and related to the subject.	1	2	3	4	5
20. I use the wall picture to introduce new vocabulary.	1	2	3	4	5

TEACHERS' QUESTIONNAIRE (cont.)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
21. I use the slide projector when I teach.	1	2	3	4	5
22. I let my students listen to tapes in English.	1	2	3	4	5
D. <u>Problems Related to Students' Attitudes Toward Learning the English Language</u>					
23. The students get encouragement from parents and society to learn English.	1	2	3	4	5
24. Most students encourage each other to speak in English.	1	2	3	4	5
25. Learning the language is more important to the students than passing the final exam.	1	2	3	4	5
26. Most students like English more than any other subject.	1	2	3	4	5
27. Most students feel that learning English is important.	1	2	3	4	5
E. <u>Problems Related to the Needs of the Schools</u>					
28. The number of students in each class is about right.	1	2	3	4	5
29. The school has the modern equipment that facilitate the teaching of English.	1	2	3	4	5
30. The school has enough English teachers to make my load of classes I am teaching about right.					

TEACHERS' QUESTIONNAIRE

1. What problems would you like to list that were not mentioned in the questionnaire?
 - a.
 - b.
 - c.
 - d.
2. What are the goals and objectives of teaching English in the intermediate level in Saudi Arabia from your point of view?
 - a.
 - b.
 - c.
 - d.
3. How can the English program be improved?

4. What are some of the (strengths) advantages of the new English textbooks being used in the intermediate level?

5. What are some of the weaknesses (disadvantages) of the new English textbooks being used at the intermediate level?

بسم الله الرحمن الرحيم

أخى مدرس اللغة الانجليزية

السلام عليكم ورحمة الله وبركاته ،

إن الهدف من الاستفتاء المرفق المساعدة في حصر المشكلات التي تواجه تعليم اللغة الانجليزية في مدارس البنين في المرحلة المتوسطة بالمملكة العربية السعودية .

وإن هذا المشروع يهدف بشكل خاص الى جمع معلومات عن الوضع الراهن لعطية تعليم اللغة الانجليزية .

إن الباحث يطمح بشغف الى معرفة رأيكم في الموضوع بسبب غيرتكم المباشرة مدرسا للغة الانجليزية مما سيساهم الى حد كبير في معرفة المشكلات الرئيسية التي تواجه برنامج اللغة الانجليزية في المملكة العربية السعودية .

وإن هذا الاستفتاء قد نقح لكي يتيح للباحث معرفة ما يحتاجه من معلومات ضرورية للبحث في ما لا يزيد عن عشرين دقيقة من وقتكم الثمين .

إن الباحث يقدر لكم تعاونكم ويطلب منكم ملء الاستمارة في نفس اليوم الذي تستلمون فيه الاستفتاء أو في اليوم التالي على أبعد تقدير نظرا لضيق وقته ، أو إرساله بالبريد على العنوان التالي : ص . ب ٦٦١ مكة المكرمة .

وإن هذا البحث لا يمكن أن يكتمل دون الحصول على اجابتكم وتحليل ما تقدمونه من معلومات .

ولكن يضمن الباحث أن تكون واضحا وصريحا وأن تجيب على هذا الاستفتاء بصدق فإن كتابة الاسماء غير مطلوبة . كما أن الباحث يؤكد لكم بأن تكون الاجوبة سرية ولن يطلع عليها أحد سواه .

إن الباحث يرحب بأي آراء أو انتقادات أو مقترحات تتعلق بتدريس اللغة الانجليزية أو أي مشكلات أخرى لم تذكر في هذا الاستفتاء ، فلا تتردد في ذكر ما تسراه مفيدا في القسم المخصص لذلك في نهاية الاستفتاء وثق تماما أن ما تقدمه من مقترحات سيلقى أكبر تقدير واهتمام .

كما أن الباحث على أتم استعداد لأن يبعث لكم مخلصا بنتائج الاستفتاء في حالة طلبكم لها .

شكرا لتعاونكم ، جزاكم الله كل خير
المخلص لكم

جيهن سنودي — بروفيسور في التربية
الموجه الأكاديمي

لمحمد صالح بن علي جـان

أخى مدرس اللغة الانجليزية

أرجو ملء هذه الاستمارة لانها تشمل معلومات ضرورية لاكمال البحث . وما عليك

الا أن تضع علامة الضرب (x) فى الفراغ الذى تراه مناسباً لحالتك :

1 - هل باشرت العمل فى المدرسة منذ بداية العام الدراسى :

a - نعم _____

b - لا _____

2 - هل سبق وأن درست فى احدى الدول الناطقة باللغة الانجليزية :

a - نعم _____

b - لا _____

3 - الجنسية : a - سعودى _____ b - متعاقد _____

4 - بالنسبة لغير السعوديين : الجنسية _____

b - بالنسبة للسعوديين : اسم الجامعة التى تخرجت منها _____

5 - هل سبق لك أن حصلت على دورة تدريبية وأنت على رأس الخدمة :

a - نعم _____

b - لا _____

6 - مدة سنوات الخبرة فى تدريس اللغة الانجليزية :

a - جديد _____

b - من سنتين الى أربع سنوات _____

c - من خمس سنوات الى سبع سنوات _____

d - من ثمانى سنوات الى عشر سنوات _____

e - أكثر من عشر سنوات _____ حدد _____

7 - المؤهل التعليمى الذى تحمله :

a - دبلوم لغة انجليزية (سنتين بعد الثانوية العامة أو ما يعادلها) _____

b - بكالوريوس (ليسانس) لغة انجليزية وتربية _____

c - بكالوريوس (ليسانس) لغة انجليزية _____

d - بكالوريوس (ليسانس) لغة انجليزية ثم دبلوم فى التربية _____

e - بكالوريوس (ليسانس) لغة انجليزية ثم دبلوم فى اللغة الانجليزية _____

f - خلاف ما ذكر _____ حدد _____

11 8- عدد الحصص الأسبوعية التي تدرسها ككل :

_____ ١٢-c _____ ٨-b _____ ٤-a

_____ ٢٤-f _____ ٢٠-e _____ ١٦-d

g-خلاف ما ذكر وضع

12 9 - هل تدرس مادة أخرى بالاضافة الى اللغة الانجليزية :

_____ نعم a-

_____ لا b-

إذا كان الجواب السابق بنعم ، فما هي المادة أو المواد التي تدرسها :

.....

13 10- هل تقوم بواجبات أخرى في المدرسة خلاف التدريس :

_____ نعم a -

_____ لا b -

إذا كان الجواب بنعم وضع ذلك :

.....

14 11- هل المبنى المدرسى :

a- حكومى _____ b- مستأجر

Computer Code	غير موافق بشدة 5	غير موافق 4	لا أدري 3	موافق 2	موافق بشدة 1	
						<u>أولا : مشكلات متعلقة بالمدرس وطرق التدريس :</u>
15	5	4	3	2	1	1- تدرسي على اللغة الانجليزية يعتبر كافيا .
16						2- اعدادى التربوى يعتبر كافيا .
17	5	4	3	2	1	3- تدرسي على النمو النفسى للطلبة يعتبر كافيا .
18	5	4	3	2	1	4 - أنا راض عن على مدرسا للغة الانجليزية .
19	5	4	3	2	1	5 - أستخدام اللغة العربية لشرح الأشياء الصعبة فقط .
20	5	4	3	2	1	6 - أبدأ التدريس بتعليم الاستماع ثم أنتقل الى المحادثة ثم الى القراءة وأخيرا الكتابة .
21	5	4	3	2	1	7- أحاول جاهدا لتمكين الطلبة من اكتشاف أخطأهم بأنفسهم .
22	5	4	3	2	1	8- أسعى لتمكين الطلبة من تخمين معانى المفردات الجديدة .
						<u>ثانيا : مشكلات متعلقة بالمنهج المدرسى :</u>
23	5	4	3	2	1	9- عدد الحصص الأسبوعية المخصصة لتدريس اللغة الانجليزية كافى لانها المقرر الدراسى .

Computer Code	غير موافق بشدة	غير موافق	لا أرى	موافق	موافق بشدة	
24	5	4	3	2	1	10- المواد الموجودة في الكتب الدراسية لأي سنة مرتبطة بتلك الموجودة في كتب السنوات الأخرى .
25	5	4	3	2	1	11- يحتوي الكتاب الدراسي على تعاريف تدريجية كافية
26	5	4	3	2	1	12- صعوبة الكتب الدراسية مناسبة لمستوى الطلبة
27	5	4	3	2	1	13- قطع القراءة والقصص والمحادثات الموجودة في الكتاب المدرسي مشوقة .
28	5	4	3	2	1	14- تشجع الكتب الدراسية على الفهم وليس على الحفظ والتسميع .
29	5	4	3	2	1	15- الكتب الدراسية مرتبة ترتيبا منطقيا وسيكلواليا
30	5	4	3	2	1	16- ارتفاع مستوى الطلبة في اللغة الانجليزية يعود الى نظام الامتحانات السائد .
31	5	4	3	2	1	17- يشجع المنهج الدراسي الطلبة على القراءة الحرة .
						ثالثا : مشكلات متعلقة بالوسائل التعليمية :
32	5	4	3	2	1	18- أنا على معرفة بكيفية استخدام الأجهزة التعليمية .

Computer Code	غير موافق بشدة 5	غير موافق 4	لا أرى 3	موافق 2	موافق بشدة 1	
30	5	4	3	2	1	19- الصور والرسوم التوضيحية في الكتاب الدراسي مناسبة ومتعلقة بموضوع الدرس .
31	5	4	3	2	1	20- أغلب مد رسي اللغة الانجليزية يستخدمون الصور الحائطية عند تدريس المفردات الجديدة .
32	5	4	3	2	1	21- أغلب مد رسي اللغة الانجليزية يستخدمون جهاز عرض الشرائح في تدريسهم .
33	5	4	3	2	1	22- أغلب مد رسي اللغة الانجليزية يتيحون الفرصة للطلبة للاستماع لأشرطة سجل بالغة الانجليزية .
						<u>رابعاً : مشكلات متعلقة باتجاهات الطلبة نحو تعلم اللغة الانجليزية :</u>
34	5	4	3	2	1	23- يجد الطلبة التشجيع من أهلهم ومن المجتمع لتعلم اللغة الانجليزية .
35	5	4	3	2	1	24- يشجع أغلب الطلبة بعضهم البعض للتحدث باللغة الانجليزية .
36	5	4	3	2	1	25- يعتبر تعلم اللغة الانجليزية أهم لدى الطلبة ممن مجرد النجاح في الامتحان النهائي .
37	5	4	3	2	1	26- يحب أغلب الطلبة اللغة الانجليزية أكثر من أى مادة أخرى .
38	5	4	3	2	1	27 - يشعر أغلب الطلبة بأهمية تعلم اللغة الانجليزية .

Computer Code	غير موافق بشدة	غير موافق	لا أرى	موافق	موافق بشدة	
	5	4	3	2	1	
39	5	4	3	2	1	<u>خامسا : مشكلات متعلقة باحتياجات المدرسة :</u> 28- عدد الطلبة في الفصول مقبول جدا .
40	5	4	3	2	1	29- يوجد بالمدارس عدد كاف من مدرسي اللغة الانجليزية مما يجعل نصاب المدرسين من الحصص مقبول جدا .
41	5	4	3	2	1	30- توجد بالمدارس التجهيزات الحديثة التي تسهل عملية تدريس اللغة الانجليزية .

فضلا أجب على الأسئلة الآتية :

– هل هناك مشكلات أخرى تحب اضافتها خلاف ما ذكر في الاستفتاء :

– ما هي أهداف تعلم اللغة الانجليزية في المرحلة المتوسطة في نظرك :

– كيف يمكن تطوير برنامج اللغة الانجليزية في المرحلة المتوسطة :

– ما هي أهم مميزات الكتب الدراسية للغة الانجليزية المستعملة في المرحلة المتوسطة :

– ما هي أهم المآخذ " نواحي الضعف " للكتب الدراسية المستعملة في المرحلة المتوسطة :

APPENDIX C

THE SUPERVISORS QUESTIONNAIRE

Letter to accompany the supervisors' questionnaire.

Dear Sir:

The purpose of the attached questionnaire is to aid in investigating the contemporary problems facing the English program in the intermediate boys' schools of Saudi Arabia. This project is specifically concerned with obtaining necessary data about the present status of the teaching/-learning process of English as a foreign language at this level.

The writer is particularly desirous of obtaining your response because your experience as a supervisor in TEFL will contribute significantly in identifying the problems that face TEFL in Saudi Arabia.

The questionnaire has been developed so that the researcher may obtain all necessary data while requiring only fifteen to twenty minutes of your time.

It will be appreciated if you will answer the questionnaire the same or the following day after receiving it. This research cannot be completed unless your answers are analyzed.

In order to encourage all respondents to be frank and answer the questionnaire in an explicit and clear manner, no names are required. The researcher assures you that your answers will be kept strictly confidential and the information you give will be seen by only the researcher.

The researcher would welcome any comments that you may have concerning problems of TESL in Saudi Arabia not covered in the questionnaire. A section has been provided in the questionnaire for any statements you may wish to make. The researcher would be pleased to send you a summary of the survey results at your request. Thank you for your cooperation.

Sincerely
Dr. James Snoddy,
Professor of Education,
Advisor of Mohammed Saleh Jan

Dear Colleague:

Please fill out this form which contains necessary information for the completion of this research. To do so, put an (X) in the space that fits you most.

1. Nationality:
 - a. Saudi _____
 - b. Non Saudi _____
2. For non Saudis:

Years of working in Saudi Arabia:

 - a. First year _____
 - b. Two-four years _____
 - c. More than four years _____ State _____
3. For Saudis:

How many years have you taught English before you became a supervisor?

 - a. None _____
 - b. One-two years _____
 - c. Three-four years _____
 - d. More than that _____ State _____
4. Years of experience in EFL in general:
 - a. New (first year) _____
 - b. Two-four years _____
 - c. Five-seven years _____
 - d. Eight-ten years _____
 - e. More than that _____
5. Qualifications:
 - a. Diploma in EFL _____
(two years after the twelve grade) _____
 - b. B.A. in EFL _____
 - c. B.A. in EFL plus diploma in EFL _____
 - d. M.A. in EFL _____
 - e. Other than that _____ State _____
6. Number of schools you have to visit per year:
 - a. One-five schools _____
 - b. Six-ten schools _____
 - c. Eleven-fifteen schools _____
 - d. Sixteen-twenty schools _____
 - e. Other than that _____ State _____
7. Number of visits you make to every single school per year:
 - a. One visit _____
 - b. Two visits _____
 - c. Three visits _____
 - d. Other than that _____ State _____
8. Number of times you observe classes for every teaching per year:
 - a. Once _____
 - b. Twice _____
 - c. Three times _____
 - d. Other than that _____ State _____

**PLEASE READ THESE EXAMPLES CAREFULLY BEFORE
YOU START ANSWERING THE QUESTIONNAIRE**

The following five examples would show you the way to answer the questionnaire items.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. Riyadh is the capital of Saudi Arabia.	①	2	3	4	5
2. Riyadh is the largest city in Saudi Arabia.	1	②	3	4	5
3. Riyadh is the most beautiful city in Saudi Arabia.	1	2	③	4	5
4. Riyadh is closer to Jeddah than it is to Dammam.	1	2	3	④	5
5. Riyadh is located in the Western Province of Saudi Arabia.	1	2	3	4	⑤

--In the first example you are 100% sure that Riyadh is the capital of Saudi Arabia. Therefore you drew a circle around number ① like this in the first column. That is to say you strongly agree without any doubt that Riyadh is the capital of Saudi Arabia.

--In the second example you are not 100% sure that Riyadh is the largest city in Saudi Arabia. However you assume since it is the capital of the country it might be the largest city. Thus you drew the circle over number ② like this in the second column which means you agree that Riyadh is the largest city in Saudi Arabia because you are almost sure of that.

--In the third example you have no idea whether it is the most beautiful city in the country or not and you cannot give agreement or disagreement to it. As a consequence, you drew the circle over number ③ like this in the third column.

--In the fourth example you know that Damman is closer to Riyadh than Jeddah; however you are not sure 100% about it. Consequently, you drew the circle over number ④ like this which means you disagree that Jeddah is closer to Riyadh than Dammam.

--Finally, in last example, example number five you know for sure that Riyadh is in the central province of Saudi Arabia and you are 100% sure of that. Therefore you drew the circle over number ⑤ like this which means that you strongly disagree that Riyadh is in the western province of Saudi Arabia.

Important Notes

1. Draw only one circle for each item to state if you strongly agree, agree, undecided, disagree or strongly disagree about it.
2. If you change your mind after you drew the circle, put an X over it like this (X) and draw another circle in the desired place. The old circle is considered omitted.
3. Do not leave any item without an answer.

SUPERVISORS' QUESTIONNAIRE

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A. <u>Problems Related to Teacher Preparation and the Teaching Methods</u>					
1. I think the English teachers are adequately trained in the English language.	1	2	3	4	5
2. I think the English teachers' training in professional education is adequate.	1	2	3	4	5
3. I think the English teachers' preparation in the psychological growth of the students is adequate.	1	2	3	4	5
4. Most English teachers like their careers.	1	2	3	4	5
5. Most English teachers use Arabic to explain difficult issues only.	1	2	3	4	5
6. Most English teachers teach listening, speaking, reading and writing in this order.	1	2	3	4	5
7. Most English teachers help the students discover their mistakes.	1	2	3	4	5
8. Most English teachers help the students guess the meaning of a new vocabulary word from the content of the reading passage.	1	2	3	4	5
B. <u>Problems Related to the English Curriculum</u>					
9. There are enough hours devoted to English during the week.	1	2	3	4	5

SUPERVISORS' QUESTIONNAIRE (cont.)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
10. The materials in the textbook of one level are correlated to the materials in the textbooks of other levels.	1	2	3	4	5
11. The English textbooks contain enough practice exercises.	1	2	3	4	5
12. The difficulty of the textbooks is about right for the students.	1	2	3	4	5
11. The passages and the stories in the textbook are interesting.	1	2	3	4	5
11. The textbooks encourage understanding rather than memorization.	1	2	3	4	5
15. The textbooks have a logical and psychological organization in their order.	1	2	3	4	5
16. The students' strengths in English are due to the examination system.	1	2	3	4	5
17. The English curriculum encourages students to read English materials other than the textbooks.	1	2	3	4	5
C. <u>Problems Related to Audio-visual Materials</u>					
18. Most English teachers know how to use the audio-visual equipment properly.	1	2	3	4	5

SUPERVISORS' QUESTIONNAIRE (cont.)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
19. The pictures and illustrations in the textbook are suitable and related to the subject.	1	2	3	4	5
20. Some English teachers use the wall picture to introduce new vocabulary.	1	2	3	4	5
21. Most English teachers use the slide projector regularly.	1	2	3	4	5
22. Some English teachers let their students listen to tapes in English.	1	2	3	4	5
D. <u>Problems Related to Students' Attitudes Toward Learning the English Language</u>					
23. The students get encouragement from parents and society to learn English.	1	2	3	4	5
24. Most students encourage each other to speak in English.	1	2	3	4	5
25. Learning the language is more important to the students than passing the final exam.	1	2	3	4	5
26. Most students feel that learning English is important.	1	2	3	4	5
27. Most students feel that learning English is important.	1	2	3	4	5

SUPERVISORS' QUESTIONNAIRE (cont.)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
E. <u>Problems Related to the Needs of the Schools</u>					
28. The number of students in each class is about right.	1	2	3	4	5
29. The schools have the modern equipment that facilitate the teaching of English.	1	2	3	4	5
30. The schools have enough English teachers to make the load of classes the teachers teach per week about right.	1	2	3	4	5

SUPERVISORS' QUESTIONNAIRE

1. What problems would you like to list that were not mentioned in the questionnaire?
 - a.
 - b.
 - c.
 - d.
2. What are the goals and objectives of teaching English in the intermediate level in Saudi Arabia from your point of view?
 - a.
 - b.
 - c.
 - d.
3. How can the English program be improved?

4. What are some of the strengths (advantages) of the new English textbooks being used at the intermediate level?

5. What are some of the weaknesses (disadvantages) of the new English textbooks being used at the intermediate level?

بسم الله الرحمن الرحيم

استفتاء عن مشكلات

برنامج اللغة الانجليزية
في المرحلة المتوسطة بمدارس البنين

في
المملكة العربية السعودية

إعداد

محمد صالح بن علي جبران

بسم الله الرحمن الرحيم
وبه نستعين

عزيزى موجه اللغة الانجليزية

السلام عليكم ورحمة الله وبركاته ،

ان الهدف من الاستفتاء المرفق المساعدة فى حصر المشكلات التى تواجه
تعليم اللغة الانجليزية فى مدارس البنين فى المرحلة المتوسطة بالمملكة العربية
السعودية .

وهذا المشروع يهدف بشكل خاص الى جمع معلومات عن الوضع الراهن لعلمية تعليم
اللغة الانجليزية .

ان الباحث يطمح بشغف الى معرفة رأيكم فى الموضوع لا تصالكم المباشرة بعلمية
تدريس اللغة الانجليزية ما سيساهم الى حد كبير فى معرفة أهم المشكلات التى تواجه
تعليم اللغة الانجليزية فى المملكة العربية السعودية .

ان هذا الاستفتاء قد نصح لى يتيح للباحث معرفة ما يحتاجه من معلومات
ضرورية للبحث فيما لا يزيد عن عشرين دقيقة من وقتكم الثمين .

ان الباحث يقدر لكم تعاونكم ويطلب منكم ملء الاستمارة فى نفس اليوم الذى
تستلمون فيه الاستفتاء أو فى اليوم التالى على أبعد تقدير نظرا لضيق وقته ، أو إرساله
بالبريد على العنوان التالى : ص . ب ٦٦١ مكة المكرمة .

ان هذا البحث لا يمكن أن يكتمل دون الحصول على اجابتم وتحليل ما تقدمونه
من معلومات .

ويحثكم الباحث على الوضوح والصدق والصراحة فى اجابتم ويؤكد لكم تماماً
بأن تكون الاجوبة سرية ولن يطلع عليها أحد سواه . كما أنه لا داعى لكتابة الأسماء
زيادة فى الثقة .

ان الباحث يرحب بأى آراء أو انتقادات أو مقترحات تتعلق بتدريس اللغة
الانجليزية أو مشكلات أخرى لم تذكر فى هذا الاستفتاء ، فلا تتردد فى ذكر ما تراه
مفيداً فى القسم المخصص لذلك فى نهاية الاستفتاء وثق تماماً ان ما تقدمه من مقترحات
سيلقى أكبر تقدير واهتمام ، كما ان الباحث على أتم استعداد لأن يبعث لكم ملخصاً
لنتائج الاستفتاء فى حالة طلبكم لها .

شكراً لتعاونكم ، جزاكم الله كل خير

المخلص لكم

جيس سنودى بروفيسور فى التربية
الموجة الأكاديمية

لمحمد صالح بن على جـان

أخى الموجه

أرجو سل* هذه الاستشارة لأنها تشمل معلومات ضرورية لإكمال البحث
وما عليك الا أن تطبع علامة الضرب (x) فى المكان الذى تراه مناسباً لحالتك .

4 1 - الجنسية a _____ سعودى b _____ متعاقد

5 2 - بالنسبة للمتعاقدين :
مدة العمل فى المملكة العربية السعودية :

a - السنة الأولى _____

b - من سنتين الى أربع سنوات _____

c - أكثر من أربع سنوات حدد

6 3 - بالنسبة للسعوديين :
كم سنة قمت بتدريس اللغة الانجليزية قبل أن تصبح موجهاً تربوياً :

a - لا شئ* _____

b - سنة الى سنتين _____

c - ٣ الى ٤ سنوات _____

d - أكثر من أربع سنوات حدد

7 4 - عدد سنوات الخبرة فى مجال اللغة الانجليزية بشكل عام :

a - جديد " السنة الأولى " _____

b - ٢ الى ٤ سنوات _____

c - ٥ الى ٧ سنوات _____

d - ٨ الى ١٠ سنوات _____

e - أكثر من عشر سنوات حدد

8 5 - المؤهل العلمى الذى تحمله :

a - دبلوم لغة انجليزية سنتين بعد الثانوية (وما يعادلها) _____

b - يكالوريوس (ليسانس) لغة انجليزية _____

- c - بكالوريوس (ليسانى لغة انجليزية + دبلوم فى اللغة الانجليزية) _____
 d - ماجستير فى اللغة الانجليزية _____
 e - خلاف ما ذكر حدد

9 - عدد المدارس التى تغطيها فى السنة الدراسية الواحدة :

- a - من ١ الى ٥ مدارس _____
 b - من ٦ الى ١٠ مدارس _____
 c - من ١١ الى ١٥ مدرسة _____
 d - من ١٥ الى ٢٠ مدرسة _____
 e - خلاف ما ذكر حدد

10 - 7 - عدد الزيارات التى تقوم بها لكل مدرسة فى السنة الدراسية :

- a - مرة واحدة _____
 b - مرتين _____
 c - ثلاث مرات _____
 d - أكثر حدد

11 - 8 - عدد المرات التى تشاهد فيها حصص لكل مدرس فى السنة الواحدة :

- a - مرة واحدة _____
 b - مرتين _____
 c - ثلاث مرات _____
 d - خلاف ذلك حدد

فضلاً اقرأ الأمثلة التالية بتمعن قبل أن تبدأ في الإجابة

على الاستفتاء :

الأمثلة الخمسة الآتية توضح لك كيفية الإجابة على مفردات هذا الاستفتاء :

غير موافق بشدة	غير موافق	لا أدري	موافق	موافق بشدة	
5	4	3	2	1	
5	4	3	2	①	1 - الرياض عاصمة المملكة العربية السعودية
5	5	3	②	1	2 - الرياض أكبر مدينة في المملكة العربية السعودية
5	4	③	2	1	3 - الرياض أجمل مدينة في المملكة العربية السعودية
5	④	3	2	1	4 - تبعد الرياض عن الدمام أكثر مما تبعد عن جدة
⑤	4	3	2	1	5 - تقع الرياض في المنطقة الغربية من المملكة العربية السعودية .

— في المثال الأول أنت متأكد . . ١٠ ٪ من أن الرياض هي عاصمة المملكة العربية السعودية ولذلك قمت برسم دائرة حول رقم (١) في العمود رقم (١) ومعنى ذلك أنك موافق بشدة وبدون أدنى شك على أن الرياض هي عاصمة المملكة العربية السعودية لتأكدك من ذلك .

— في المثال الثاني أنت لست متأكدا . . ١٠ ٪ من أن الرياض أكبر مدينة في المملكة العربية السعودية ولكن يغلب الظن أنها كذلك لأنها العاصمة . فلذلك رسمت الدائرة حول رقم (٢) في العمود الثاني أى أنك موافق على أن الرياض هي أكبر مدن المملكة العربية السعودية لأنك شبه متأكد من ذلك .

— فى المثال الثالث أنت لا تدرى فيما اذا كانت الرياض أجمل مدينة فى المملكة أم أن هناك مدن أخرى أجمل منها ولا تستطيع أن تبدى رأيك فى ذلك لانك لا تدرى صحة الموضوع من عدمه ولذلك رسمت الدائرة حول رقم (٣) فى العمود الثالث .

— فى المثال الرابع أنت تعرف أن جدة تبعد عن الرياض أكبر مما تبعد الدمام عن الرياض ولكنك لست متأكدا ١٠٠٪ من ذلك ولذلك رسمت الدائرة حول رقم (٤) فى العمود الرابع أى أنك لا توافق على أن الدمام تبعد عن الرياض أكثر مما تبعد جدة عن الرياض .

— فى المثال الأخير أنه من المعروف لديك تماما أن الرياض تقع فى المنطقة الوسطى وليست فى المنطقة الغربية كما تقول الجطة وأنت متأكد من ذلك ١٠٠٪ وبدون أدنى شك ولذلك رسمت الدائرة حول رقم (٥) فى العمود الخامس أى أنك لا توافق بشدة على كون الرياض فى المنطقة الغربية لأن الحقيقة خلاف ذلك وأن الرياض فى المنطقة الوسطى من المملكة العربية السعودية .

ملاحظات هامة

١— ارسم دائرة واحدة فقط لكل فقرة حتى يعرف رأيك فى الموضوع فيما اذا كنت موافق بشدة أو موافق أو أنك لا تدرى أو غير موافق أو غير موافق بشدة على كل فقرة .

٢— اذا غيرت رأيك فى الاجابة على أى فقرة بعد أن تكون قد وضعت دائرة حول أحد الارقام فى أحد الاختبارات وتريد وضعها فى مكان آخر فما عليك سوى أن تضع علامة الضرب (x) هكذا فى الدائرة وبذلك تعتبر هذه الاجابة طافية ثم أرسم دائره أخرى فى المكان الذى تراه مناسباً أكثر .

٣— لا تترك أى فقرة بدون جواب .

Computer Code	غير موافق بشدة 5	غير موافق 4	لا أدري 3	موافق 2	موافق بشدة 1	
						<u>أولاً: مشكلات متعلقة بالمدرس وطرق التدريس :</u>
12	5	4	3	2	1	1 - أعتقد أن أغلب مدرسي اللغة الانجليزية مدربين تدريباً مناسباً على اللغة الانجليزية .
13	5	4	3	2	1	2 - أعتقد أن أغلب مدرسي اللغة الانجليزية تلقوا إعداداً تربوياً مناسباً .
14	5	4	3	2	1	3 - أعتقد أن أغلب مدرسي اللغة الانجليزية مدربين تدريباً مناسباً على النمو النفسى للطالب .
15	5	4	3	2	1	4 - أغلب مدرسي اللغة الانجليزية راضين عن مهنتهم مدرسين للغة الانجليزية .
16	5	4	3	2	1	5 - أغلب مدرسي اللغة الانجليزية يستعملون اللغة العربية لشرح الأشياء الصعبة فقط .
17	5	4	3	2	1	6 - أغلب مدرسي اللغة الانجليزية يدرسون الاستماع ثم المحادثة ثم القراءة ثم الكتابة بهذا الترتيب .
18	5	4	3	2	1	7 - أغلب مدرسي اللغة الانجليزية يساعدون الطلبة لجعلهم يكتشفون أخطأهم بأنفسهم .
19	5	4	3	2	1	8 - أغلب مدرسي اللغة الانجليزية يسعون لمساعدة الطلبة على تخمين معاني المفردات الجديدة بأنفسهم من خلال مضمون المعنى العام لقطعة القراءة .

Computer Code	غير موافق بشدة 5	غير موافق 4	لا أدري 3	موافق 2	موافق بشدة 1	
						<u>ثانيا : مشكلات متعلقة بالمنهج :</u>
20	5	4	3	2	1	9- الحصص الاسبوعية المخصصة لتدريس اللغة الانجليزية كافية لانها المقرر الدراسي .
21	5	4	3	2	1	10- المواد الموجودة في الكتب الدراسية لأي سنة مرتبطة بتلك الموجودة في كتب السنوات الاخرى .
22	5	4	3	2	1	11- يحتوي الكتاب الدراسي على تمارين تدريبية كافية .
23	5	4	3	2	1	12- صعوبة الكتب الدراسية مناسبة لمستوى الطلبة .
24	5	4	3	2	1	13- قطع القراءة والقصص والمحادثات الموجودة في الكتاب المدرسي مشوقة .
25	5	4	3	2	1	14- تشجع الكتب الدراسية على الفهم وليس على الحفظ .
26	5	4	3	2	1	15- الكتب الدراسية مرتبة ترتيبا منطقيا وسيكلوجيا .
27	5	4	3	2	1	16- ارتفاع مستوى الطلبة في اللغة الانجليزية يعود الى نظام الامتحانات السائد .
28	5	4	3	2	1	17- يشجع المنهج الدراسي الطلبة على القراءة الحرة الخارجية باللغة الانجليزية .
						<u>ثالثا : مشكلات متعلقة بالوسائل التعليمية :</u>
29	5	4	3	2	1	18- أغلب مدرسي اللغة الانجليزية على معرفة بكيفية استخدام الاجهزة التعليمية .

Computer Code	غير موافق بشدة 5	غير موافق 4	لا أرى 3	موافق 2	موافق بشدة 1	
33	5	4	3	2	1	19- الصور والرسوم التوضيحية في الكتب الدراسية مناسبة ومتعلقة بموضوع الدرس .
34	5	4	3	2	1	20- أستعمل الصور الحائطية عند تدريس المفردات الجديدة .
35	5	4	3	2	1	21- أستعمل جهاز عرض الشرائح في التدريس .
36	5	4	3	2	1	22- أتيح الفرصة للطلبة للاستماع لأشرطة مسجلة باللغة الانجليزية .
						<u>رابعا : مشكلات متعلقة باتجاهات الطلبة نحو تعلم اللغة الانجليزية :</u>
37	5	4	3	2	1	23- يجد الطلبة التشجيع من أهلهم ومن المجتمع لتعلم اللغة الانجليزية .
38	5	4	3	2	1	24- يشجع أغلب الطلبة بعضهم البعض للتحدث باللغة الانجليزية .
39	5	4	3	2	1	25- يعتبر تعلم اللغة الانجليزية أهم لدى الطلبة من مجرد النجاح في الامتحان النهائي .

Computer Code	غير موافق بشدة 5	غير موافق 4	لا أدري 3	موافق 2	موافق بشدة 1	
40	5	4	3	2	1	26- يحب أغلب الطلبة اللغة الانجليزية أكثر من أى مادة أخرى .
41	5	4	3	2	1	27- يشعر أغلب الطلبة بأهمية تعلم اللغة الانجليزية .
						خاسا : <u>مشكلات متعلقة باحتياجات المدرسة :</u> 28- عدد الطلبة فى الفصول معقول جدا .
42	5	4	3	2	1	29- يوجد بالمدرسة عدد كافى من مدرسى اللغة الانجليزية مما جعل نصابى من الحصص معقول جدا
43	5	4	3	2	1	30 - توجد بالمدرسة التجهيزات الحديثة التى تسهل عملية تدريس اللغة الانجليزية .

فضلا أجب على الأسئلة الآتية :

– هل هناك مشكلات أخرى تحب اضافتها خلاف ما ذكر في الاستفتاء :

– ما هي أهداف تعلم اللغة الانجليزية في المرحلة المتوسطة في نظرك :

– كيف يمكن تطوير برنامج اللغة الانجليزية في المرحلة المتوسطة :

– ما هي أهم مميزات الكتب الدراسية للغة الانجليزية المستعملة في المرحلة المتوسطة :

– ما هي أهم المآخذ " نواحي الضعف " للكتب الدراسية المستعملة في المرحلة المتوسطة :

APPENDIX D
THE CLASS OBSERVATION CHECKLIST

CLASS OBSERVATION CHECKLIST

Items Related to the Characteristics of the Teacher

1. In moving about the classroom, the teacher:
 - a. ___ remains in one place
 - b. ___ moves about comfortably and suitably
 - c. ___ paces back and forth nervously
2. He uses different facial expressions that help explain new vocabulary and clarify the lesson:
 - a. ___ yes b. ___ sometimes c. ___ never
3. He makes expressive gesticulations, body movements, head noddings and hand gestures that help clarify the lesson:
 - a. ___ yes b. ___ sometimes c. ___ never
4. He uses his eyes in an effective manner that made the students more obedient and aware they might be called upon and motivated them to be more alert and involved:
 - a. ___ yes b. ___ sometimes c. ___ never
5. His voice is at an appropriate level:
 - ___ yes ___ no (___ too loud / ___ too soft)
6. He has the proper inflections, such as different tunes and a wide range, in his voice:
 - a. ___ yes b. ___ to some extent c. ___ no
7. His voice is clear and easy to understand:
 - a. ___ yes b. ___ to some extent c. ___ no
8. He stutters and repeats the (wh's) or (er's):
 - a. ___ always b. ___ often c. ___ sometimes d. ___ never
9. He is enthusiastic and interested in teaching:
 - a. ___ yes b. ___ to some extent c. ___ no
10. He is patient and self-controlled:
 - a. ___ yes b. ___ to some extent c. ___ no
11. He has a sense of humor:
 - a. ___ yes b. ___ to some extent c. ___ no
12. He is fair, impartial and objective in his treatment of his students:
 - a. ___ yes b. ___ to some extent c. ___ no
13. He does not make grammar mistakes:
 - a. ___ too much b. ___ often c. ___ seldom d. ___ never
14. He does not make phonetical mistakes:
 - a. ___ too much b. ___ often c. ___ seldom d. ___ never

Items Related to Methodology

15. His introduction of the lesson is:
 a. ☐ excellent b. ☐ good c. ☐ average d. ☐ ineffective
 e. ☐ he makes no introduction for the lesson
16. He follows the suggested method in the teacher's book:
☐ yes ☐ no If not, what method(s) does he use? _____

17. He helps the students guess the meaning from the contents rather than translating for them:
 a. ☐ always b. ☐ often c. ☐ sometimes d. ☐ never
18. He uses guessing games to help and encourage the students speak in English:
☐ yes ☐ no
19. He uses Arabic in the classroom:
 a. ☐ too much b. ☐ to a reasonable extent c. ☐ not at all
20. He uses Arabic to:
 a. ☐ explain abstract issues and abstract vocabulary
 b. ☐ give the general meaning of the reading passage
 c. ☐ give the synonym of every English word
 d. ☐ give the Arabic equivalent of the new vocabulary
 e. ☐ explain the questions he asked
 f. ☐ explain a grammar rule
 g. ☐ give instructions
 h. ☐ control the classroom
 i. ☐ other Explain _____

21. His application of oral practice is:
 a. ☐ excellent b. ☐ good c. ☐ average
 d. ☐ ineffective e. ☐ he did not use it at all
22. He gives individualized instruction to those students who need it:
 a. ☐ yes b. ☐ to some extent c. ☐ no
23. His use of introduction, practice and application process suggested by the author of the textbook is:
 a. ☐ successful b. ☐ good c. ☐ average d. ☐ unsuccessful
24. His questions to the students were distributed:
 a. ☐ randomly
 b. ☐ rotatively
 c. ☐ to a certain part of the classroom
 d. ☐ to only the best students in the classroom
 e. ☐ he does not ask any questions

25. When a student cannot answer a question correctly, the teacher calls on another student who might know the answer instead of answering it himself:
a. ☐ always b. ☐ often c. ☐ sometimes d. ☐ never
26. He allows the students to ask questions:
☐ yes ☐ no
27. He gives the student a chance to think about the question before asking for the answer from another student:
a. ☐ always b. ☐ often c. ☐ sometimes d. ☐ never

Items Related to the Use of Audio-Visual Materials

28. His use of audio-visual material(s) is:
a. ☐ excellent b. ☐ good c. ☐ average d. ☐ ineffective
e. ☐ he does not use any audio-visual materials
29. The audio-visual materials he uses during the lesson are:
a. ☐ things from the environment
b. ☐ things he made
c. ☐ wall charts
d. ☐ flash cards
e. ☐ pictures from magazines or newspapers
f. ☐ things available in the classroom
g. ☐ films or slides
h. ☐ videos
i. ☐ cassettes
j. ☐ illustrations in the textbook
k. ☐ other Explain _____

30. He makes use of the blackboard:
a. ☐ yes b. ☐ to some extent c. ☐ no
31. The material he wrote on the blackboard was:
a. ☐ excellently organized
b. ☐ well organized
c. ☐ moderately organized
d. ☐ poorly organized
e. ☐ he did not use the blackboard
32. The amount of time he spends writing on the blackboard is:
a. ☐ too much b. ☐ a reasonable length c. ☐ not enough
d. ☐ he does not use the blackboard
33. He allows the students to use the blackboard:
a. ☐ yes b. ☐ sometimes c. ☐ no

Items Related to the Use of Time

34. The teacher arrives in the classroom on time:
 ___yes ___no
35. The percentage of classroom time that the teacher is talking to the students as opposed to the students talking is:
 a. ___75% b. ___50% c. ___25% d. ___other. Explain _____

36. The distribution of the time among the parts of the lesson according to their importance is:
 ___appropriate ___inappropriate
37. He continues teaching after the end of the period and takes up the students' break period:
 ___yes ___no
38. The rate that he covers the subject matter, considering the time of year, was:
 a. ___appropriate
 b. ___appropriate to some extent
 c. ___inappropriate (i. ___too advanced/ii. ___too far behind)

Items Related to the Class Activity

39. His control and management of the classroom is:
 a. ___excellent b. ___good c. ___average d. ___ineffective
40. He walks among the students as they are doing their work to see if they are doing it correctly:
 ___yes ___no
41. He makes sure that the students have mastered the new vocabulary by:
 a. ___giving them the Arabic equivalent
 b. ___asking the students for the Arabic equivalent
 c. ___repeating the new vocabulary in different sentences
 d. ___asking the students to make up sentences of their own
 e. ___making no effort to discover whether or not the students understand the new vocabulary
42. He corrects the students' grammar mistakes:
 a. ___too much
 b. ___to a reasonable extent
 c. ___not enough
 d. ___he did not correct them at all
 e. ___he gives the students the opportunity to correct teach others

43. He corrects the students' phonetic mistakes:
a. ☐ too much
b. ☐ to a reasonable extent
c. ☐ not enough
d. ☐ he did not correct them at all
e. ☐ he gives the students the opportunity to correct each other
44. The level of the students' English proficiency is considered to be:
a. ☐ excellent
b. ☐ good
c. ☐ average
d. ☐ below average
45. He asks the students to do homework for the next meeting:
☐ yes ☐ no
46. He shows the students the relationship and correlation between the present lesson and previous lessons:
☐ yes ☐ no
47. He takes advantage of an event or a situation to review or explain something related to it:
☐ yes ☐ no
48. The students' attention and interest continues until the end of the period:
a. ☐ yes b. ☐ to some extent c. ☐ no
49. The students seem to benefit from the lesson:
a. ☐ yes b. ☐ to some extent c. ☐ no
50. His explanations are clear and practical:
a. ☐ yes b. ☐ to some extent c. ☐ no

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