LANGUAGE SUPPORT FOR BAHRAINI TEFL TEACHERS AND PUPILS IN THE PRIMARY CYCLE

كلية البحرين الجامعية
المكتبة
LIBRARY
University College of Bahrain
هدية
PRESENT

By

ASHOUR KASSIM ASHOUR

University College, Cardiff.

This thesis is submitted to the University of Wales in fulfilment of the requirement for the degree of Doctor of Philosophy.

August 1986

DECLARATION

This is to certify that the research described in this thesis is entirely the result of my own independent investigation, except where I have indicated my indebtedness to other sources.

Dr. Graham Upton
(Supervisor)

Ashour Kassim Ashour
(Candidate)

This is to certify that the work has not been accepted in substance for any other degree, and is not being submitted concurrently for any other degree.

Dr. Graham Upton
(Supervisor)

Ashour Kassim Ashour
(Candidate)

ACKNOWLEDGEMENTS

Firstly, I acknowledge my deepest sense of debt and gratitude to Professor Andrew Taylor, Dean of the Faculty of Education, whose invaluable guidance and advice, great interest and help, and wholehearted support throughout the writing of this research made the work possible.

I cordially thank Dr. G. Upton, the Acting Head of the Department of Education, for agreeing to supervise me after the retirement of Professor A. Taylor and also for his constructive comments, general criticism and guidance on the final format of this thesis.

My sincere thanks are extended to Dr. J. Haworth, Mathematics Department, University College, Cardiff for his valuable suggestions in the questionnaire and interview schedule format, and careful guidance and help with the statistical analysis of the collected data.

I would like to express my thanks and appreciation to Mrs D. Walker, in the Cardiff Regional Computing Centre for her assistance and patience in the preparation of the data for computer processing.

The writer wishes to record his thanks to the TEFL teachers and headteachers in the primary schools, senior TEFL teachers and headteachers in the secondary schools and TEFL advisers, Ministry of Education, Bahrain and to the lecturers in the University College of Bahrain, who all showed great interest and provided fruitful aid and cooperation during the field study for collecting the

data.

I am also indebted to the University College of Bahrain for sponsoring me to carry out this investigation.

I wish to record my deep appreciation and thanks to all who kindly provided assistance needed for the investigation, especially:

- Dr. Jalil, E. Al-Arrayed, Rector, University College of Bahrain.
- Professor P. Scanlon, Chairman, Department of English, University College of Bahrain.
- Mr Hassan Al-Mehri, Assistant Under-Secretary of General Education, Ministry of Education, Bahrain.
- Mr David R. Thomas, Representative, The British Council, Bahrain.
- Mr Ali Bubshait, Assistant Under-Secretary of Curriculum and Training, Ministry of Education, Bahrain.
- Mr Mubarak Sayar, Director of Examinations, Ministry of Education, Bahrain.
- Mr Ali Abdul Haq, Director of Training, Ministry of Education, Bahrain.
- Dr Ebrahim Yousif, Director of Curriculum, Books and Media, Ministry of Education, Bahrain.
- The staff of the University Library, Cardiff, especially Mr T. Dawkes.
- The staff of the library of the Faculty of Education, University College, Cardiff.
- The staff of the library in the University of Wales Institute of Science and Technology (UWIST), Cardiff.

- Ms Susan Griffiths for her care in the typing of this thesis.

Finally, the writer is grateful to his parents, wife, and brothers, particularly Jaffer, sisters, sons, daughters and other members of the family, particularly his cousin Ismail, for their support and encouragement during the period of his study.

ABSTRACT

This investigation aimed at identifying the areas of difficulty in the teaching and learning of English as a foreign language in the primary cycle in the State of Bahrain; and subsequently at suggesting solutions for the better teaching and learning of English at this level.

Chapter One includes the purpose of the study, a number of queries related to teaching and learning English in the primary cycle in Bahrain and the facts on which these queries are dependent. This chapter also involves the status of English internationally, the current status of English in Bahrain, the objectives, the use and limitation of the study.

In Chapter Two, the geographical, historical and economic background of the State of Bahrain, in addition to the development of education and its administrative system, together with the place of English in relation to the system of education in Bahrain, are discussed.

The teaching of English in the system of education in the State of Bahrain (primary, intermediate and secondary schools, and higher education) is described in Chapter Three.

Related studies and literature are reviewed in Chapters 4,5,6 and 7. In Chapter Four, similar studies that have dealt with the language difficulties of Arab learners of English, together with other factors affecting the learning of English as a foreign language are reviewed,

whilst Chapter Five examines the general theories of language learning and the factors affecting the acquisition of the first language and the learning of a foreign language.

A number of methods of teaching English as a foreign language are discussed in Chapter Six, particularly that of the Communicative Approach, which is recommended by authorities in the Ministry of Education, Bahrain.

Chapter Seven examines the importance of classroom language for teaching and learning English and the methods of analysing it. It also includes a model of a classroom language course.

Chapter Eight is concerned with hypotheses, the sample, the methods of collecting the data, the construction and administration of questionnaires and interview schedule, the validity and reliability of the data collected and the statistical procedures.

The collected data are analysed and surveyed in Chapter Nine. In this chapter, the results of testing each hypothesis are stated separately.

Chapter Ten summarises the results and provides the final conclusion of the study.

On the basis of the findings of the study, a number of recommendations are put forward in chapter Eleven, aiming to provide language support for Bahraini TEFL teachers and pupils in the primary cycle.

LIST OF CONTENTS

	PAGE
DECLARATION	I
ACKNOWLEDGEMENTS	II
ABSTRACT	V
LIST OF CONTENTS	VII
LIST OF TABLES	XIV
LIST OF APPENDICES	XXVI
LIST OF FIGURES	XXVIII
CHAPTER ONE: INTRODUCTION	1
1.1 The Purpose of the Study	2
1.2 Personal Experience and Observation	3
1.3 The Current State of Affairs of TEFL at the Primary Level in the State of Bahrain	5
1.4 Remarks Made by Colleagues, and the Results of English Language Examinations	6
1.5 The International Status of English	8
1.6 The Current Status of English in the State of Bahrain	9
1.7 Objectives of the Study	12
1.8 Use of the Study	14
1.9 Limitations of the Study	15
CHAPTER TWO	17
2.1 The State of Bahrain	18
2.2 Educational Development in Bahrain	23
2.3 Educational Administration	32
2.4 System of Education in Bahrain	34
2.4.1 Primary Education	36
2.4.2 Intermediate Education	38

2.4.3 Secondary Education 38
2.4.3.1 Scientific and Literary Sections 38
2.4.3.2 Commercial Section 40
2.4.3.3 Technical Section 45
2.4.3.4 Health Education Section 45
2.4.3.5 Religious Education 50
2.4.4 Higher Education 53
2.4.4.1 University College of Bahrain 53
2.4.4.2 Gulf Polytechnic College 54
2.4.4.3 College of Health Science 55
2.4.4.4 Hotel and Catering Teaching Centre 56
2.4.4.5 Teacher Training 56
2.5 The English Language and Educational System in Bahrain 56

CHAPTER THREE: ENGLISH IN THE SYSTEM OF EDUCATION IN BAHRAIN 59

3.1 English in Primary Schools 60
3.2 English in Intermediate Schools 63
3.3 English in Secondary Schools 67
3.4 English in Higher Education 73

Review of Literature and Similar Studies 75
Introduction 76

CHAPTER FOUR: REVIEW OF SIMILAR STUDIES 78

4.1 General Background of the Studies 79
4.2 Studies Related to Grammatical Problems 86
4.3 Studies Related to Lexical Problems 98
4.4 Studies Related to Phonological Problems 101
4.5 Studies Dealing With Factors Affecting the Acquisition of English Language 106
4.5.1 The Teacher 106
4.5.2 The Methods of TEFL 107
4.5.3 Course Content 109

4.5.4 Age 109
4.5.5 Aptitude 110
4.5.6 Motivation and Attitude 110
4.5.7 Foreign Language Culture 110
4.5.8 Classroom Setting and Class Size 110
4.5.9 Intelligence 110
4.6 Conclusion 111
Review of Literature: 114

CHAPTER FIVE: LANGUAGE ACQUISITION AND FOREIGN LANGUAGE LEARNING 114

5.1 Theories of Language Learning 115
5.2 Behaviourism and Mentalism 118
5.2.1 Introduction 118
5.2.2 Behaviourism 119
5.2.3 Mentalism 127
5.2.4 Transformational Generative Grammar 131
5.3 First Language Acquisition and Foreign Language Learning 134
5.3.1 Introduction 134
5.3.2 First Language Acquisition 136
5.3.2.1 Language Development in Children 137
5.3.2.2 The Stages of Language Acquisition 139
5.3.2.3 The Language Acquisition Device 142
5.3.3 Second Language Learning 144
5.3.3.1 Introduction 144
5.3.3.2 Foreign Language Learning Early or Late 147
5.3.3.3 Processes in Foreign Language Learning 151
5.3.3.4 Factors Affecting Foreign Language Learning 155

CHAPTER SIX: METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE 167

6.1 Introduction 168
6.2 Method, Approach and Techniques 171
6.3 Grammar Translation Method 173
6.4 Direct Method 175
6.5 The Eclectic Method 177
6.6 The Audio-Lingual Method 178
6.7 Communicative Approach 181

CHAPTER SEVEN: CLASSROOM LANGUAGE 189
7.1 Introduction 190
7.2 Classroom Language as a Tool for Better Teaching and Learning 191
7.3 A Classroom Language Course 195
7.4 Analysing Classroom Language 204
7.5 Conclusion 206

CHAPTER EIGHT: DESIGN, DEVELOPMENT AND THE ADMINISTRATION OF THE FIELD STUDY 207
8.1 Hypotheses 208
8.2 The Samples 210
8.3 The Collection of Data 215
8.4 Construction of the Questionnaire and Interview Schedule 221
8.4.1 The Content of the Questionnaire and its Reliability 222
8.4.2 The Content of the Interview Schedule and its Reliability 224
8.4.3 Questionnaire Trial and Validation 227
8.4.4 Interview Trial and Validation 228
8.5 Validity and Reliability of Teachers' Classroom Observation 228
8.6 Validity and Reliability of primary Pupils' Sixth Grade Final Examination Marks in English Language 229
8.7 Validity and Reliability of British Council TEFL Teachers' Assessment Tests in English Language 229

8.8 Administration of the Questionnaire 230
8.9 Administration of the Interview Schedule 230

CHAPTER NINE: THE ANALYSIS OF DATA 233

9.1 Hypothesis One 235
9.1.1 Teachers' Questionnaire 236
9.1.2 Interview Schedule 252
9.1.3 Advisers' Observation Records for TEFL Teachers 268
9.1.4 Results of the British Council English Language Tests for TEFL Teachers 268
9.1.5 Sixth Grade Primary Pupils' Final Examination Marks in English Language 270

9.2 Hypothesis Two 271
9.2.1 Teachers' Questionnaire 271
9.2.2 Interview Schedule 277
9.2.3 Sixth Grade Primary Pupils' Final Examination Marks in English Language 279

9.3 Hypothesis Three 279
9.3.1 Teachers' Questionnaire 281
9.3.2 Interview Schedule 283

9.4 Hypothesis Four 289
9.4.1 Teachers' Questionnaire 292
9.4.2 Interview Schedule 292

9.5 Hypothesis Five 295
9.5.1 Teachers' Questionnaire 297
9.5.2 Interview Schedule 300
9.5.3 Advisers' Observation Records for TEFL Teachers 303
9.5.4 Sixth grade Primary Pupils' Final Examination Marks in English Language 303
9.5.5 Results of British Council English Language Tests for TEFL Teachers 303

9.6 Hypothesis Six 304
9.6.1 Teachers' Questionnaire 304
9.6.2 Interview Schedule 304
9.6.3 Advisers' Observation Records for TEFL Teachers 305

	9.6.4 Results of British Council English Language Tests for TEFL Teachers	305
9.7	Hypothesis Seven	306
	9.7.1 Teacher's Questionnaire	306
	9.7.2 Interview Schedule	314
	9.7.3 Advisers' Observation Records for TEFL Teachers	318
	9.7.4 Results of British Council Tests for TEFL Teachers	318
9.8	Hypothesis Eight	319
	9.8.1 Teachers Questionnaire	321
	9.8.2 Interview Schedule	321
9.9	Hypothesis Nine	331
	9.9.1 Teachers' Questionnaire	331
	9.9.2 Interview Schedule	332
9.10	Hypothesis Ten	333
	9.10.1 Teachers' Questionnaire	333
	9.10.2 Interview Schedule	335
CHAPTER TEN:	SUMMARY AND CONCLUSION	337
10.1	Summary	338
10.2	Conclusion	344
CHAPTER ELEVEN:	RECOMMENDATIONS AND SUGGESTIONS	347
11.1	The Pupils	348
	11.1.1 The Pupils' Age	348
	11.1.2 Pupils' Attitude, Motivation, Interest and Language Ability	349
11.2	The Teacher	349
	11.2.1 The Training of the Teachers	350
	11.2.1.1 Pre-Service Training	350
	11.2.1.2 Induction or Probationary Year	353
	11.2.1.3 In-Service Training	354
	11.2.1.4 Advisers' Visits	358
11.3	The Syllabus	359
11.4	Number of Pupils in the Class and Teaching Loads	361

11.5 The Textbooks 361
11.6 Audio Visual Aids 362
11.7 The Methodology of TEFL 363
11.8 Using Arabic in the Classroom 363

BIBLIOGRAPHY 366

APPENDICES 381

LIST OF TABLES

		PAGE
Chapter 2		
2.1	Population of Bahrain by Nationality and Age Group - 1981	20
2.2	Summary Data of Public Education in Bahrain (No. of Schools, Teachers, Students and Classroom) for the Year 1981/1982	25
2.3	Bahraini Students in Higher Education Abroad by Country and Specialization up to 1981/1982	27
2.4	Enrolment and Classrooms in Literacy Centre by Area, Grade and Sex: 1980/1981	29
2.5	Students and Teachers in Government Schools (1957/1958 - 1981-1982)	33
2.6	Curriculum Plan for Primary Education: 1980/1981	37
2.7	Curriculum Plan for Intermediate Education:1980/1981	39
2.8	Curricula Plan for Sciences Section of General Secondary Education: 1980/1981	41
2.9	Curricula Plan for Literary Section of General Secondary Education: 1980/1981	43
2.10	Curricula Plan for Commercial Secondary Education: 1980/1981	46

2.11 Curricula Plan for Industrial Secondary Education: 1980/1981 (boys only) 49

2.12 Curricula Plan for Health Sciences Section of General Secondary Education: 1980/1981 51

2.13 Religious Education Curricula 52

Chapter 3

3.1 Weekly Study Plan for the Primary Cycle: 1981/1982 62

3.2 Weekly Study Plan for the Intermediate Cycle: 1982/1983 66

3.3 Weekly Study Plan for the Scientific, Literary and Health Science Sections 70

Chapter 4

4.1 An Example of English Words with Different Meanings in Arabic 99

4.2 An Example of Arabic Words with Different Meanings in English 100

Chapter 8

8.1 Distribution of the Selected Sample of TEFL Teachers for the Questionnaire According to Area and Sex 212

8.2 Distribution of the Selected Sample for Interview According to their Position 213

8.3 Selected Sample for Obtaining the Competency of sixth Grade Primary Pupils in English Language According to their Final Examination Results 214

8.4 Selected Sample for Obtaining the Competency of Primary TEFL Teachers According to the Advisers' Classroom Observation Records 215

8.5 Selected Sample for Obtaining the Primary TEFL Teachers' English Language Competency According to British Council Tests 215

8.6 The Instruments and Methods Used for testing and Analysing Each Hypothesis 219

Chapter 9

Tables Relating to Data Analysis: Questionnaire 236

9.1 Bahraini Primary TEFL Teachers' Qualifications

9.2 Years of Experience of TEFL Teachers in the Primary Cycle in Bahrain 237

9.3 Bahraini TEFL Teachers' Attendance at English Language Courses 238

9.4 Length of English Language Courses Bahraini Primary TEFL Teachers Attended 238

9.5 Whether Classroom Language was Included in the English Language Courses Bahraini Primary TEFL Teachers had Attended 239

9.6 Whether Bahraini Primary TEFL Teachers had Attended Pre-service TEFL Courses 240

9.7 Whether Classroom Language was Included in the Pre-service Courses Bahraini TEFL Teachers had Attended 240

9.8 Usefulness of Pre-service Programmes to Bahraini Primary TEFL Teachers 241

9.9	The Extent to which Bahraini TEFL Teachers had Attended In-Service Courses in TEFL	241
9.10	Length of In-Service Programmes Attended by Bahraini Primary TEFL Teachers	242
9.11	Whether Classroom Language was Included in the In-service Courses Attended by Bahraini TEFL Teachers	242
9.12	Usefulness of the In-Service Programmes Bahraini Primary TEFL Teachers had Attended	243
9.13	Time Spent in a Week in Reading Materials in English by Bahraini Primary TEFL Teachers	244
9.14	The Extent to which Bahraini Primary TEFL Teachers Speak English Outside the Classroom	244
9.15	Bahraini Primary TEFL Teachers' Degree of Interest in Teaching English Language	245
9.16	Reasons for Primary School Bahraini TEFL Teachers not being Interested in Teaching English	246
9.17	"I do not have any difficulty in teaching the English language."	245
9.18	The Areas of Difficulty Primary TEFL Teachers in Bahrain had in Teaching English	248
9.19	Preparing an English Sentence in Arabic Before Writing it.	247
9.20	The Interference of the Arabic Language in Bahraini Primary TEFL Teachers' Spoken English	249

9.21	Adverse Effects of the Arabic Language on the TEFL Teachers' Written English in the Primary Cycle in Bahrain	250
9.22	Respondents' Mean Score for Bahraini Primary TEFL Teachers' English Language Sufficiency **Interview**	251
9.23	Standard of Bahraini Primary TEFL Teachers in English Language	252
9.24	Language Used When Advising Primary TEFL Teachers in Bahrain	253
9.25	Reasons for not Using English When Advising TEFL Primary Teachers in Bahrain	254
9.26	"Teachers' Spoken English Can Affect Pupils' Spoken English."	255
9.27	"The Underachievement of Pupils in the Primary Cycle in Bahrain is Related to the Inadequacy of their Teachers"	255
9.28	Competency of the TEFL University Graduates in Bahrain	256
9.29	The Extent to which TEFL Teachers in Primary Schools in Bahrain are Equipped to Teach English	257
9.30	Suitability of Bahraini Primary Pupils' English as a Preparation for the Following Cycle i.e. Intermediate	258
9.31	Bahraini Primary Pupils' Unsuitability for the Intermediate Cycle is Due to their Low Competency in English	258

9.32	Bahraini Primary Pupils' Weakness in English is due to the Inadequacy of Teaching English in the Primary Cycle	259
9.33	Suggestions for Raising the Quality of Pupils' English in the Primary Cycle in Bahrain	260
9.34	Why the English Syllabus does not Fulfil its Aims and Objectives in the Primary Cycle in Bahrain	261
9.35	Whether TEFL Teachers in the Primary Cycle in Bahrain are Able to Follow the Approved Method/Approach of TEFL	262
9.36	Reasons for Bahraini Primary TEFL Teachers' Inadequacy in Following the Approved Method/Approach	263
9.37	Primary TEFL Teachers in Bahrain Mostly Commit Errors in the Following Areas	265
9.38	Causes of Bahraini Primary TEFL Teachers' Errors in English Language	266
9.39	Respondents' Mean Score for Bahraini Primary TEFL Teachers' English Language Sufficiency Advisers' Observation Records	267
9.40	The Standard of 100 Bahraini Primary TEFL Teachers in Teaching English as Shown in TEFL Advisers' Records. British Council English Language Tests	269
9.41	The Standard of 178 Bahraini Primary TEFL Teachers in English Language as Shown	270

in the Results of British Council English Language Tests

Pupils' Final Examination Marks

9.42 The Standard of 200 Sixth Grade Bahraini Primary Pupils in English Language as Shown in the Results of their Final Examinations 272

Questionnaire

9.43 The Extent to which the English Syllabus Helps the Pupils to Learn the English they Need for their Studies at Intermediate Level 273

9.44 The Extent to which English Textbooks Help the Pupils to Achieve the English Required 274

9.45 The Extent to which the Method Makes for Effective Teaching and Learning of English in the Primary Cycle in Bahrain 276

Interview

9.46 The Extent to which the English Syllabus Fulfils the Aims and Objectives of TEFL in the Primary Cycle in Bahrain 278

9.47 The Extent to which the English Textbooks Achieve the Aims and Objectives of TEFL in the Primary Cycle in Bahrain 279

9.48 Reason for the Unsuitability of the English Textbooks Used for TEFL in the Primary Cycle in Bahrain 280

Questionnaire

9.49 The Extent to which the Primary School English Syllabus Reflects Bahraini Culture 282

9.50 The Extent to which TEFL Teachers are Able to Cover the English Syllabus Within the Set Time 282

9.51 The Best Method for TEFL in the Primary Cycle in Bahrain 284

Interview

9.52 The Reasons for the Unsuitability of English Teaching in Primary Schools in Bahrain 285

9.53 The Extent to which the Method Used for TEFL in the Primary Cycle in Bahrain Fulfils the Set Goals 287

9.54 The Reasons for the Unsuitability of the Method/Approach Used for TEFL in the Primary Cycle in Bahrain 288

9.55 The Best Method/Approach for TEFL in the Primary Level in Bahrain 290

9.56 Respondents' Mean Score of the Suitability of the English Syllabus, Textbooks and other Materials, and Method of TEFL in the Primary Cycle in Bahrain 291

Questionnaire

9.57 The Extent to which TEFL Teachers in the Primary Cycle in Bahrain Use the Following Audio-Visual Aids When Teaching English 293

9.58 Reasons for not Using Audio-Visual Aids by TEFL Teachers in the Primary Cycle in Bahrain 294

Interview

9.59 The Extent to which TEFL Teachers in the Primary Cycle in Bahrain Use Audio-Visual Aids 296

9.60 The Extent to which TEFL Teachers in Primary Cycle in Bahrain Use Arabic when Teaching English 302

Questionnaire

9.61 Number of Classes Each TEFL Teacher in the Primary Cycle in Bahrain had to Teach 307

9.62 Number of Pupils TEFL Teachers in the Primary Cycle in Bahrain had in Each of their Classes 307

9.63 Number of Periods Primary TEFL Teachers in Bahrain had to Teach Each Week 308

9.64 The Extent to which Bahraini Primary TEFL Teachers Carried Out Other Activities Besides Teaching 309

9.65 The Extent to Which Advisers of TEFL are Helpful to Bahraini Primary TEFL Teachers in ensuring better teaching 310

9.66 Bahraini Primary Pupils' Interest in Learning the English Language 312

9.67 Respondents' Mean Score for Bahraini Primary TEFL Teachers' Difficulties in Teaching the English Language 313

Interview

9.68 Number of TEFL Advisers' Visits to TEFL Teachers in their School Per Year 315

9.69 Whether the Number of TEFL Advisers' Visits Per Year Helped Bahraini Primary TEFL Teachers to Improve the Teaching 316

9.70 Number of Visits to Primary TEFL Teachers in Bahrain Needed to be Made by Advisers of TEFL Per Year 317

9.71 Respondents' Mean Score in Respect of Bahraini Primary TEFL Teachers' Difficulties in Teaching the English Language 320

Questionnaire

9.72 Respondents' Mean Score for the Suitability of Teacher Training Programmes for TEFL Teachers in the Primary Cycle in Bahrain 322

Interview

9.73 The Extent to which Classroom Language was Included in the Pre-Service Programmes of TEFL Attended by Bahraini Primary TEFL Teachers 323

9.74 The Extent to which Classroom Language was Included in the In-Service Programmes of TEFL Attended by Bahraini Primary TEFL Teachers 323

9.75	Interviewees' Grading of Pre-Service Classroom Language Programmes of TEFL in Bahrain	324
9.76	Interviewees' Grading of In-service Classroom Language Programmes of TEFL in Bahrain	325
9.77	"In-service Training is Necessary for TEFL Teachers in the Primary Cycle in Bahrain"	325
9.78	Interviewees' grading of Pre-Service TEFL programmes in Bahrain	326
9.79	Interviewees' Grading of In-Service Programmes for TEFL in Bahrain	327
9.80	The Extent to which Pre-Service English Language Syllabus Meets the Needs of the trainees in Bahrain	328
9.81	The Extent to which In-Service English Language Syllabus Meets the Needs of the Trainees in Bahrain	328
9.82	Respondents' Mean score for the Suitability of the Courses of Training for the TEFL Teachers in the Primary Cycle in Bahrain	330
	Questionnaire	
9.83	Bahraini Primary TEFL Teachers' Attitude Towards Learning the English Language	332
9.84	The Extent to which TEFL Teachers in the Primary Cycle in Bahrain have Visited Any English Speaking Countries	334

9.85 Length of Bahraini Primary TEFL Teachers' Visits to English Speaking Countries 334

9.86 The Purpose of Bahraini Primary TEFL Teachers' Visits to English Speaking Countries 335

Interview

9.87 The Extent to which Bahraini TEFL Teachers in the Primary Cycle are Exposed to Everyday English 335

LIST OF APPENDICES

		PAGE
1.	Map of Bahrain	382
2.	English Language Syllabus Content for the Primary Cycle	383
3.	English Language Syllabus Content for the Intermediate Cycle	391
4.	English Language Syllabuses for the Secondary Cycle (Scientific, Literary and Health Science Sections)	397
5.	University College of Bahrain, Department of English Syllabuses	418
6.	Questionnaire's Cover Letter	428
7.	The Questionnaire	429
8.	Interview Schedule	437
9a.	A Letter to the Assistant Under-Sectretary of General Education, Ministry of Education, Bahrain	448
9b.	A Letter to the Assistant Under-Secretary of Curriculum and Training, Ministry of Education, Bahrain.	449
9c.	A Letter to the British Council Representative, Bahrain	450
9d.	A Letter to the Director of Examinations, Ministry of Education, Bahrain	451
10.	Classroom Observation Criteria for Primary TEFL Teachers	452

11. English Language Final Examination Paper for the Sixth Form 453

LIST OF FIGURES

PAGE

Chapter 2

2.1 Organisation Chart of the Ministry of Education 35

Chapter 7

7.1 Flanders' Interaction Analysis Categories (FIAC) 205

CHAPTER ONE

INTRODUCTION

CONTENT

1.1	The Purpose of the Study	2
1.2	Personal Experience and Observation	3
1.3	The Current state of Affairs of TEFL at the Primary Level in the State of Bahrain	5
1.4	Remarks Made by Colleagues, and the Results of English Language Examinations	6
1.5	The International Status of English	8
1.6	The Current Status of English in the State of Bahrain	9
1.7	Objectives of the Study	12
1.8	Use of the Study	14
1.9	Limitations of the Study	15

CHAPTER ONE

INTRODUCTION

1.1 The Purpose of the Study

Through this investigation, the writer will attempt to find answers to a number of questions related to TEFL (Teaching English as a Foreign Language) at the primary level in Bahrain. Besides this, the investigation will deal with other items pertaining to the areas of difficulty faced by Bahraini primary school learners. The author aims as a result of his study to propose suitable approaches to better achievement in the teaching and learning of English as a foreign language at the primary level.

In undertaking this study, answers to the following are sought:

1. What are the language needs of Bahraini teachers who teach English as a foreign language in primary schools?
2. How far has English language teaching in primary schools in Bahrain fulfilled its objectives from the following points of view:
   a. syllabus and textbooks;
   b. audio-visual aids;
   c. methodology;
   d. the role of teachers who teach English as a foreign language;
   e. pupil achievement.
3. What language problems do Bahraini primary TEFL teachers,

as Arabs, enounter?

4. What kind of programme - for both teachers and pupils - can best help in fulfilling the aims and objectives of TEFL at the primary level in Bahrain?

The above mentioned queries are the outcome of the following:

1. personal experience and observation;
2. the current state of affairs of teaching English as a foreign language at the primary level in the State of Bahrain;
3. remarks made by colleagues and the results of English language examinations.

1.2 Personal Experience and Observation

As a teacher of English as a foreign language and a supervisor of B. Ed. TEFL student-teachers in the University College of Bahrain (U.C.B.), a former educational field tutor in In-Service Education for TEFL teachers, and a teacher of English as a foreign language at primary, intermediate and secondary levels, the writer has found that numbers of Bahraini primary TEFL teachers lack the standard of English required for teaching English as a foreign language. Such teachers cannot understand spoken English, nor converse in nor write correct English. They have not the skill and ability to manipulate a dialogue, or the capability of handling the different language functions. Too often the TEFL teacher of a primary class memorises the lesson he wants to teach, no matter how obscure the points in the lesson are for him to teach, or for

the pupils to learn. He memorises certain aspects of the English language, for example vocabulary, for the purpose of teaching, but when it comes to the use of these aspects in, for example, communication or writing, they are too often used incorrectly.

This weakness in English language competency among such teachers has an effect on the teaching and learning of English, not only at the primary level, but also at the intermediate, secondary, and higher educational levels. This is because the pupils who are promoted to higher levels after primary education cause problems not only for themselves, who have to acquire a certain standard of English in order to be able to pass the examinations, but also for their teachers who have to prepare them for these examinations. It is claimed by those who work in the field of TEFL in Bahrain that the pupils who finish their final year of learning English at the primary level cannot understand, speak, read or write to the standard they are supposed to have acquired according to the aims and objectives which are set by the Ministry of Education in the State of Bahrain.

With these shortfalls in mind, the author has felt it necessary to examine the kind of English language primary pupils learn, and how this is taught. This examination will include those involved in primary, intermediate, secondary, and the university sector. The author has also felt it necessary to examine the TEFL programmes in both pre-service and in-service teacher education.

The author believes that in addition to the poor

level of teachers of English as a foreign language in primary schools, there are many other factors which cause the low standard of English among Bahraini children at this level. These include the classrooms and how they are organised and scheduled, the suitability of methods of TEFL and materials, the provision of necessary facilities, pupils' and teachers' interest, attitude and motivation, teaching loads and promotion systems.

1.3 The Current States of Affairs of TEFL at the Primary Level in the State of Bahrain

On studying the situation of teaching and learning English in the primary schools, the investigator has come to feel that the English language syllabus, the textbooks and the methods which are used for TEFL at this level do not help the pupils to acquire the English they need for the levels which follow. The investigator also feels that teachers at this level are not able to fulfil their role as teachers of English as a foreign language because of their inadequacy in English language and other factors such as their teaching loads, over-crowded classrooms, lack of suitable facilities and teaching aids etc.

In respect of supervision methods, one needs to investigate whether advisers are able to provide the help TEFL teachers at the primary level require.

One also needs to consider the programmes of pre-service and in-service training and how much these programmes can help teachers to acquire the teaching skills and the English they need for TEFL in the primary cycle.

Teachers' and pupils' interest and motivation are other important factors that one should take into consideration to indicate how much they are positively encouraged. The extent to which authorities in the Ministry of Education in the State of Bahrain cooperate for the provision of better teaching and learning of English at the primary level should also be taken into account.

1.4 Remarks Made by Colleagues, and the Results of English Language Examinations

From discussion with colleagues in the field of teaching English as a foreign language in Bahrain, it has been found that the reason for having so many poor learners of English at the primary level can include any of the following factors: the weakness of English level among TEFL teachers; the methods and textbooks used; the examination procedure; large class size; teachers' load; family background and lack of motivation on the part of the pupils.

Again, from the results of the sixth year primary cycle English language examination, it has been seen that the number of passes which pupils obtain is not as high as authorities in the Ministry of Education usually expect. This low standard of English has a follow-on effect on the students up to the end of the secondary level as can be seen in the English language results in the "Towjeehiya" examination, i.e. the final examination of the secondary level. The weakness in English which secondary school leavers have can also be seen when these students sit for the entrance examination of the University of Bahrain.

The British Council, by arrangement with the Ministry of Education in Bahrain, conducted an assessment test in English language competency for all TEFL teachers in primary, intermediate and secondary levels in June 1979. The results showed that many primary level teachers of English required courses to upgrade their standard of English in respect of understanding, speaking, reading and writing (British Council, 1979).

Although a number of intensive courses have been organised for TEFL teachers in primary schools, it does appear that these courses are unsuitable for a variety of reasons. Among these is the fact that these courses do not add anything new to the knowledge of these teachers. This is because:

a. they are confined to revising what teachers have studied in the past;
b. they contain little direct remedial material;
c. they are not related to their field of interest as TEFL teachers.

Recently, in Al-Bahrain , an Arabic weekly magazine published in Bahrain (No. 739, dated 7.12.83), the Minister of Education, Dr. Ali Fakhro, maintained that in primary schools there are a large number of children who leave school before finishing the primary level. The reason for this, as he said, is that the curriculum and teaching at this level are below the standard required. The Minister added that his ministry had considered qualifying primary teachers through an in-service programme consisting of a four-year B. Ed. course to prepare them as competent

classroom teachers. By classroom teachers, he meant those teachers who would deal with the first three classes at the primary level. For each class, there would be one teacher to teach all subjects in streamed classes. Already many teachers have started taking this course, which has been organised by the University College of Bahrain.

Unfortunately, the problem of teaching and learning the English language has not, as yet, been tackled, because English is taught in the fourth year of the primary level.

1.5 The International Status of English

A vast number of people throughout the world speak English either as their first language or as a second or foreign language in addition to their mother tongue. Strevens (1980) mentioned that the English language is probably spoken by 600 million people all over the world. Three hundred million of these speak English as their mother tongue, and the other 300 million have either picked it up or learnt it formally. Undoubtedly, the number of people who use English today is much greater than for-example, ten years ago for the language has established itself as the international language of the twentieth century.

Internationally, people use English as their main language in conferences, working-relationships and in communication, particularly when they speak differing mother-tongues. English is relied on for communicating facts in science, technology and economics. Increasing numbers of people all over the world now use English for their radio broadcasting and mail. They also require English

as the main language for acquiring information in fields such as technology, which is not available in other languages. To keep up to date with scientific information which is rapidly changing, one has to depend on the English language. Indeed the science and literature of half the world is written in English (Broughton et al., 1980). English also acts as a bridge that links countries and peoples together.

The reason for this widespread use of English is not only the spread of this language during the eighteenth and nineteenth centuries, or that it is the language of science, technology and economics; there are many other reasons, the most important of which are:

1. The English language can take the names of ideas and things from other cultures and express them in English;
2. English has many rules which help in the formulation of new words;
3. The Second Industrial Revolution principally was done in English (Strevens, 1980).

1.6 The Current Status of English in the State of Bahrain

English is the only foreign language which is taught at all levels of education in the State of Bahrain. Children begin to learn English from primary level and continue up to the university sector. French is taught only in the literary section of the secondary schools.

Besides learning English formally in the schools and colleges of Bahrain, there are many private institutions

which provide English language courses for those who wish to become more competent.

All the ministries recently arranged a variety of English language courses for their employees to help them improve their knowledge of English in order to help raise their professional standards.

One of the main institutes which play the principal role in raising the standard of English in Bahrain is the British Council, which not only provides a useful service by conducting a variety of courses to suit every level of the vocational/professional needs of Bahrainis, but also cooperates with the Ministry of Education in solving problems that the Ministry faces in the field of teaching and learning English in the schools.

Bahraini children begin to learn English when they reach the fourth level of primary education and are nine plus years of age. These pupils have to learn English for some nine years as a compulsory subject at primary, intermediate and secondary levels. This language is one of the subjects in which a pass mark is required for a pupil to be promoted to a higher class. In addition to these institutions, the departments of English in higher education provide courses in English. Additionally, departments such as medicine, science, engineering and mathematics use the English language as the medium of instruction. Other departments such as education depend on English references and resource material.

Having considered the English language situation in schools and colleges, one may ask the reason for selecting

English as an important language in Bahrain. Was English selected for the purpose of teaching, of examination, of travel, of business, or for international communication? One feels that the choice of English as the major foreign language in Bahrain is due to certain factors, of which the following are the most important:

1. The trend towards keeping up with developments and advances which have taken place in the outside world, and to maintain life better in the twentieth century. This has given rise to a strong desire to acquire a knowledge of English, particularly since 1930, the year in which oil was discovered in Bahrain.
2. Most business firms,government offices such as those relating to health and customs, aviation and travel agencies, airports, banks, companies and hotels in the State of Bahrain, use English as their main communication vehicle.
3. English being the language which is used for commerce and trade, forces Bahrainis to use it as a means of communication with those countries whose language is not Arabic.
4. Nowadays, young Bahrainis cannot easily get employment if their knowledge of English is not satisfactory; conversely, those Bahrainis who have a good command of English get better opportunities to enter higher positions, or to pursue further education in English-speaking countries.
5. It is also believed that fluency in English is a sign of civilisation. Acquiring good English is regarded as necessary by many Bahrainis, and socially desirable

in the community. Even an ordinary Bahraini who has little to do with English except for personal use, is aware of these facts. In respect of administrators and others engaged in educational activities, the interest in teaching and learning English goes further.

1.7 Objectives of the Study

Through a review of literature and the findings of questionnaires and an interview schedule, sixth grade primary level English language final examination results for the year 1983-1984 provided by the Ministry of Education, TEFL advisors' classroom observation records for teachers for the year 1984-1985 (Ministry of Education), and the results of British Council English language tests for the proficiency of TEFL teachers in Bahrain for the year 1979, the author aims to achieve the following objectives:

1. To help the primary TEFL teachers overcome their problems of English in the areas of grammar, phonology and lexis.
2. To enable TEFL teachers at the primary level to handle the four skills of English more effectively.
3. To identify a suitable method of TEFL for Bahraini children in primary schools.
4. To provide for TEFL teachers at primary level a sample course of classroom language i.e. the language required by the teacher of English in the particular day-to-day management of classroom behaviour and organising learning.
5. To help primary pupils acquire the language they need

for the stages that follow.

To fulfil these objectives, the writer will investigate the areas of language difficulty where Bahraini teachers as Arabs suffer, particularly in the areas related to their mother tongue interference which is Bahraini Arabic.

It is also necessary to examine the major methods and approaches in foreign language teaching over the past century. These are the grammar translation method, the direct method, the eclectic method, the audio-lingual or aural-oral method, and the functional-notional communicative approach. The aim of this is to help choose a suitable approach for Bahraini learners of English at primary level.

Obviously, every language teacher needs to acquire an acceptable knowledge in the four basic skills of English language, i.e. listening, speaking, reading and writing. It is also important that each of these skills should be dealt with properly when teaching English to children learning it as a foreign language. This requires an investigation of pre-service and in-service programmes of TEFL.

One of the main causes of a TEFL teacher being successful in his teaching is the ability to teach English through English. Even these teachers, however, need to be given practice in the effective use of classroom language, and also to extend their language teaching skills and techniques. The author will try to provide the language needed in dealing with children throughout the lesson period in such terms as beginning and ending a lesson, checking attendance, using visual aids, control and discipline, grouping etc.

For better teaching and learning of English at the primary cycle, it is also important to examine the suitability of the English language syllabus, the text books and the kind of visual aids used, the classroom situation, and how much teachers and pupils are motivated and have interest in teaching and / or learning English.

Generally, the aim of this study is to provide language support for Bahraini TEFL teachers and pupils in the primary cycle. By language support is meant suitable pre-service and in-service training programmes for teachers, better exposure to daily English, positive attitudes and motivation. It also involves a suitable syllabus, methodology, textbooks, audio-visual aids and facilities, and better teaching and learning conditions in the classroom.

This study does not involve the devising of a complete pre-service or in-service training programme for teachers, or a syllabus for pupils. It does not include analysing in detail the type of materials and textbooks used or any aspect of pupils' and teachers' language skills.

1.8 Use of the Study

The author hopes that his study will contribute by providing useful information for those who are keen to improve the standard of English at the primary level and for the executive sectors of the Ministry of Education in the State of Bahrain regarding:

1. The objectives of teaching English as a foreign language at the primary, intermediate and secondary levels.
2. The curriculum of TEFL in primary, intermediate, and secondary levels.

3. The programmes of pre-service and in-service training of teachers.
4. Teachers' and pupils' interest and motivation.

The study also attempts to provide information for those who are involved in designing courses in respect of:

1. The method which best suits Bahraini learners of English.
2. The importance of classroom language.
3. The language skills which need to be emphasised.
4. Textbook content and teaching materials.

It is also hoped that the study will help in other non-linguistic areas which affect the process of TEFL. These are:

1. Guidance for TEFL teachers to identify the skills which are most needed by primary children.
2. Helping to formulate clearly stated objectives for any lesson.
3. Selecting suitable approaches, materials, and audio-visual aids which assist in fulfilling the objectives of each lesson.

1.9 Limitations of the Study

Considering the resources and time restriction, this study is limited to Bahraini TEFL teachers and pupils at the primary level because it is felt that:

- the inadequacy of pupils' English language at the other levels is due to the inadequate teaching and learning of English in the primary cycle,
- most of the problem areas handled in this study are relevant to all the educational levels in Bahrain

in respect of the English language, therefore the solutions could be helpful in terms of better teaching and learning this language in any level;

- the investigation of teaching and learning English in the stages that follow the primary cycle, the devising of complete pre-service or in-service programmes for teachers, or a syllabus for pupils and analysing in detail the materials and textbooks or any aspect of pupils' or teachers' language skills were beyond the scope of this study;
- carrying out classroom observation and language assessment tests for teachers and pupils by the investigator himself was not possible because of time limitation.

The study is focused on:

- the English language needed by primary school pupils for the stages that follow i.e. intermediate, secondary and university sectors;
- factors that affect primary school pupils in acquiring the language needed such as syllabus, textbooks, method of TEFL, audio-visual aids, class size and teaching loads;
- the English language and teaching skills needed by primary level teachers for their daily life as teachers of English and the kind of language they use in the classroom.

CHAPTER TWO

CONTENT

2.1 The State of Bahrain 18

2.2 Educational Development in Bahrain 23

2.3 Educational Administration 32

2.4 System of Education in Bahrain 34

2.4.1 Primary Education 36

2.4.2 Intermediate Education 38

2.4.3 Secondary Education 38

2.4.3.1 Scientific and Literary Sections 38
2.4.3.2 Commercial Section 40
2.4.3.3 Technical Section 45
2.4.3.4 Health Education Section 45
2.4.3.5 Religious Education 50

2.4.4 Higher Education 53

2.4.4.1 University College of Bahrain 53
2.4.4.2 Gulf Polytechnic College 54
2.4.4.3 College of Health Science 55
2.4.4.4 Hotel and Catering Teaching Centre 56
2.4.4.5 Teacher Training 56

2.5 The English Language and the Educational System in Bahrain 56

CHAPTER TWO

2.1 The State of Bahrain

Bahrain is an archipelago consisting of a group of thirty low-lying islands. Their total area is 261,72 square miles. Bahrain is almost midway up the Gulf, off Saudi Arabia between Kuwait and the Qatar Peninsula. The most important and the largest of the thirty islands is Bahrain, followed by Muharrag to the north-east of Bahrain Island and Sitra to the east. Nabi Saleh, Umm an-Nassan, Hawar and other islands are smaller than these three in terms of size and economic importance.

Bahrain Island is thirty miles long and between eight to ten miles wide. Manama, the capital, is in the north-east of the Island; Salman port, oil fields, companies, government offices and ministries, industries and colleges are all situated on the Island. There is a causeway between Muharrag, the second island, and Bahrain. In Muharrag is the Bahrain International Airport and the Arab Shipbuilding and Repair Yard. Sitra has the oil and aluminium ports as well as the new industrial site for the planned petrochemical plant. (Appendix 1 shows a map of Bahrain, taken from the Ministry of Education, Education Statistics, 1978.)

The climate of Bahrain has three characteristic seasons. The coldest is from December to March. From June to the end of September, the weather is hot and extremely humid. According to a report issued by the Ministry of Information (1982), in July 1982, the maximum temperature rose to

44.5°C, whilst humidity varied between a minimum of 48% and a maximum of 89%. In April, May, October, and November the weather is mild and pleasant. The rainfall is scanty and irregular. In the year 1982, the total rainfall was 97.3mm, whereas in 1981, it was 28.9mm. The winds are persistent and prevail from the north-west (Ministry of Information Report 1982).

The latest population census was conducted in April 1981 and showed that the total population of Bahrain was 350,798, of whom 112,378 were non-Bahrainis. This is shown in Table 2.1 (Ministry of Education, Educational Statistics, 1981). According to the Ministry of Information Statistical Abstract for the Year 1982, 41.2% of the population are below the age of 15, 46% are above the age of 15. The average age of Bahraini population is 17. This shows that the rapid growth in population has resulted, apart from immigration, largely from the high birth rate. This means that a large number of the total population require places in schools.

Historically Bahrain dates back to 2300 B.C. At that time Bahrain had its own civilization and was known as Dilmon. The land of Dilmon stretched from Basra to Oman. The history of Bahrain has been punctuated by invasion after invasion. Kirkwood et al., (1983) and Belgrave (undated) stated that many have fought to possess Bahrain. Among these were Mongols, Persians, Greeks, Portugese and dozens of Arab tribes. In 1783 the Al-Khalifa family, the current ruling family, arrived, and liberated the islands from Persian rule. This family is originally

TABLE 2.1:

عدد السكان فى البحرين حسب الجنسية وفئات العمر ـ تعداد ١٩٨١

No. of Population in Bahrain by Nationality & Age Group — 1981

Age Groups	Total Population مجموع السكان			Non-Bahraini غير البحرينيين			Bahraini البحرينيون			فئات العمر
	المجموع Total	اناث Female	ذكور Male	المجموع Total	اناث Female	ذكور Male	المجموع Total	اناث Female	ذكور Male	
0 — 4	43762	21588	22174	7711	3744	3967	36051	17844	18207	٤ ـ ٠
5 — 9	37487	18588	18899	5441	2668	2773	32046	15920	16126	٩ ـ ٥
10 — 14	34213	17007	17206	3887	1912	1975	30326	15095	15231	١٤ ـ ١٠
15 — 19	35410	17642	17768	4073	1739	2334	31337	15903	15434	١٩ ـ ١٥
20 — 24	41543	16705	24838	15694	3503	12191	25849	13202	12647	٢٤ ـ ٢٠
25 — 29	44168	13676	30492	25253	4562	20691	18915	9114	9801	٢٩ ـ ٢٥
30 — 34	31186	9088	22098	19152	3454	15698	12034	5634	6400	٣٤ ـ ٣٠
35 — 39	21271	7157	14114	12012	2215	9797	9259	4942	1317	٣٩ ـ ٣٥
40 — 44	17842	6417	11425	8562	1468	7094	9280	4949	4331	٤٤ ـ ٤٠
45 — 49	13400	5175	8225	4942	923	4019	8458	4252	4206	٤٩ ـ ٤٥
50 — 54	10623	4255	6368	2917	548	2369	7706	3707	3999	٥٤ ـ ٥٠
55 — 59	6793	2701	4092	1330	305	1025	5463	2396	3067	٥٩ ـ ٥٥
60 — 64	5336	2307	3029	695	199	496	4641	2108	2533	٦٤ ـ ٦٠
65 — 69	2867	1278	1589	289	104	185	2578	1174	1404	٦٩ ـ ٦٥
70 — 74	2386	1184	1202	222	89	133	2164	1095	1069	٧٤ ـ ٧٠
75 & over	2511	1237	1274	198	76	122	2313	1161	1152	٧٥ فأكثر
Total	350798	146005	204793	112378	27509	84869	238420	118496	119924	المجموع

Source: Ministry of Education, Educational Statistics, 1980/81. Bahrain.

from Wadi Dawasir in the central part of Arabia. From 1880 until 1971, Bahrain was colonised by Britain. In 1970 the British Government decided to withdraw its military force from the Gulf. Following this Bahrain became an independent country and joined the Arab League and the United Nations.

Historically, the pearl-industry was the main source of income, but the Bahrainis also depended on agriculture, boat building, fishing, weaving and pottery. Bahrain pearls were sold in London, Paris and Bombay. In the year 1930, due to the inroads of cultured pearls from Japan, the income from the pearl industry began to decline, so the Government had to depend increasingly on the transit trade. Fortunately, in 1932 oil was discovered and became the main source of income (Al-Hamar, 1969). The discovery of oil proved a great impetus to the development of Bahrain socially and economically. In this, education was one of the sectors which was given special priority. Although Bahrain was the first among the Gulf States in the discovery of oil, today its production is the least (Bahrain Petroleum Co. Report, 1975).

Another source in which Bahrain oil fields are rich is natural gas, some of which is refined in Bahrain. The gas also helped in the establishment of the aluminium industry. It is also used in the distillation plant on Sitra Island.

The oil refinery in Bahrain is the second largest in the Middle East, and began operating in 1936. Beside Bahraini oil, it also refines oil coming from Saudi Arabia

through a pipe-line. Some sources have estimated that the oil in Bahrain will be exhausted in the 1990s. This is why the government is looking for other resources for the future and hence the trend towards industrialization.

In 1969, the construction of Aluminium Bahrain (ALBA) took place. The aluminium smelter began operation in 1971. According to Aluminium Bahrain, 1976, the annual capacity is 120,000 tons of aluminium, which is 1% of the world aluminium production. Other industries, such as BALEXCO (the Bahrain Aluminium Extrusion company) for manufacturing extruded products like aluminium channelling for window frames are also being established.

ASRY (the Arab Ship-Building and Repair Yard) is another joint company project of six organisations of the Arab petroleum exporting countries in addition to Bahrain. Ships up to 500,000 tons can be handled (Ministry of Information Report, 1978). Factories include the Awal Company (air conditioning assembly), the Maskati Factory (paper-making), the Bahrain Flour Mill Company, and the Gulf Plastic Industry are also operated. In addition to these local industries, overseas companies are actively encouraged to operate in Bahrain. In fact, the strategic position of Bahrain as a link between the countries in the Gulf, and between East and West has helped to a large extent in the introduction of industry and commerce, despite the enormous competition which the country faces in the Gulf (Al-Hamar, 1969).

2.2 Educational Development in Bahrain

Winder (1959) pointed out that before the modern education system was implemented in Bahrain, Bahrainis were taught in Quranic (Kuttab) schools. Mullahs conducted these schools in their houses or in such places as shops, lanes and bazaars. These Kuttabs were mostly co-educational. Their curriculum consisted of memorizing the Quran in addition to reading, writing and simple arithmetic. He added that in 1892 the first western-style school was established in Bahrain by an Arab Mission. This school was the first girls' school in the Gulf, but during the years 1901-1903 a number of boys enrolled in it. The programme consisted of English language, arithmetic and Arabic grammar.

In 1910 another private school was started. This school was founded by the Persian community. It is still functioning and is called Al-Ittihad School. There were other public schools such as Al-Falah School and Dar al-ilm which taught mainly Islamic religion, Arabic language, and some practical arithmetic.

An examination of the history of the development of education in Bahrain shows that thirteen years before the discovery of oil the foundation of the modern education system was laid. According to Kirkwood et al., (1983), the first public school for boys was opened in 1919. This school was called Al-Hidaya Al-Khalifia and is situated in Moharrag. Following this, in 1928 the first school for girls was founded on the same island. This made Bahrain a pioneer of western education in the Gulf. The first

primary school for boys in Manama was established in 1929 and called Al-Jaffaria. Al-Hamar (1969) mentioned that a community of well-known Bahrainis contributed to the financial support of the schools. Their curriculum was partly religious in basis and partly adapted from other Arab countries. The teachers who taught in these schools were mostly from Egypt, Syria, Lebanon and Iraq. In the year 1932, the Government took over the control of the public schools because of the financial problems which the schools committee faced.

Other private schools are also functioning such as the Roman Catholic Sacred Heart School, started in 1940, and the Urdu School, founded in 1956 (Winder, 1959).

The official reports issued by the Government of Bahrain and the Department of Education show that in 1939 secondary education for boys was begun, and in 1951 the first secondary school for girls was opened. The intermediate schooling was initiated in 1961. According to the Ministry of Education Statistical Summaries on Education (1982), the number of schools - primary, intermediate and secondary - was 125 with 2,017 classes in which there were 71,177 children taught by 3,990 teachers. (See Table 2.2)

The first teacher training programme started in the form of a course in teaching methods in the early 1940s. In 1954, teacher training started as a stream in a secondary school. In 1966 a teacher training college for men was opened, followed by another for women in 1967. Currently, teacher training is carried out by the U.C.B. (University

TABLE 2.2

خلاصة احصائية عن التعليم الحكومي في البحرين (عدد المدارس والمعلمين والطلبة والفصول) للعام الدراسي ١٩٨٢/٨١

SUMMARY DATA OF PUBLIC EDUCATION IN BAHRAIN (No. of Schools, Teachers, Students and Classrooms) FOR THE YEAR: 1981/82

الفصول Class rooms			الطلبة Students				المرحلة الدراسية Educational Level	
			المجموع Total					
المجموع Total	اناث Female	ذكور Male	النسبة %	العدد Number	اناث Female	ذكور Male		
1214	558	656	62.8	44694	20924	23770	الابتدائية Primary	
480	219	261	24.8	17638	7981	9657	الاعدادية Intermediate	
166	88	78	6.6	4680	2486	2194	علم General	الثانوية Secondary
92	53	39	3.7	2636	1455	1181	تجاري Commercial	
50	—	50	1.8	1306	—	1306	صناعي Industrial	
7	6	1	0.2	121	105	16	علوم صحية Health Sciences	
8	—	8	0.1	102	—	102	التعليم الديني Religious Edu.	
2017	924	1093	100%	71177	32951	38226	المجموع Total	

المعلمون Teachers			المدارس Schools			نوع المدرسة Type of School
المجموع Total	اناث Female	ذكور Male	المجموع Total	اناث Female	ذكور Male	
1620	933	687	73	35	38	الابتدائية Primary
923	312	611	23	8	15	الابتدائية الاعدادية Primary/Intermediate
345	199	146	9	5	4	الاعدادية Intermediate
238	161	77	4	3	1	الاعدادية الثانوية Intermediate/Secondary
518	302	216	10	5	5	الثانوية (عام وتجاري وعلوم صحية) Secondary (General, Commercial & Health Sc.)
146	54	92	2	1	1	الثانوية التجارية Commercial Secondary
183	—	183	3	—	3	الثانوية الصناعية Industrial Secondary
17	—	17	1	—	1	المعهد الديني Religious Institute
3990	1961	2029	125	57	68	المجموع Total

* Some schools include Commercial section.

• تشتمل بعضها على قسم تجاري

Source: Ministry of Education, Statistical Summaries on Education in Bahrain 1981/82.

College of Bahrain).

In 1978 the University College of Bahrain was established by an Amiri decree. The main client of the University College is the Ministry of Education. This is where undergraduate and postgraduate students are trained in a wide range of subjects.

The Gulf Polytechnic College (G.P.C.) was founded in 1973. Students take courses leading to a diploma in a range of technical and commercial subjects.

An article written by Kirkwood et al., (1983), stated that it is planned to merge the adjacent sites of U.C.B. and G.P.C. into what will eventually be the National University of Bahrain.

In addition, an Arabian Gulf University is to be built at Zallaq City, one of the best areas of Bahrain. Currently, its medical college is being built at the Salmanua Medical Centre, and at the end of 1983 the construction of the main campus was due to start (Kirkwood et al., 1983).

One reason for not providing higher education in all subjects is the small size of Bahrain. For these areas of study 2,619 Bahrainis are enrolled in colleges and universities abroad. The details are shown in Table 2.3.

Parallel with the development of the educational system in Bahrain, the level of literacy in this country has increased steadily. This improvement however has taken place largely between the years 1971 and 1981. During this time, the number of adult literates increased

عـدد الطلاب في الجامعـات والمعاهـد العليا الخـارجيـة حسب البلد والتخصص حتى عـام (١٩٨٢/٨١)

TABLE 2.3: BAHRAINI STUDENTS IN HIGHER EDUCATION ABROAD BY COUNTRY AND SPECIALIZATION UP TO (1981/82)

Country / Specialization	المجموع Total	دول اجنبية اخرى Non — Arab	المانيا Germany	كندا Canada	باكستان Pakistan	فرنسا France	الهند India	امريكا America	انجلترا U.K.	دول عربية اخرى Other Arab	ليبيا والمغرب Libya & Morocco	سوريا ولبنان Syria & Lebanon	الامارات العربية المتحدة U.A.E.	قطر Qatar	العراق Iraq	السعودية Saudi Arabia	الكويت Kuwait	مصر Egypt	البلد / التخصص
Arts	124	—	—	1	—	17	11	—	—	—	—	—	29	37	1	13	3	12	أداب
Humanities..	12	—	—	—	—	2	—	1	—	—	—	—	—	—	—	—	5	5	العلوم الانسانية
Social Studies	49	—	—	—	—	—	1	—	—	—	1	1	—	2	2	8	19	15	الدراسات الاجتماعية
Fine Arts	70	—	—	—	—	14	3	—	2	—	—	1	—	—	5	—	10	35	الفنون الجميلة
Library Science	13		—	1	—	—	—	—	—	—	—	—	—	4	—	5	—	3	علوم المكتبات
Nursing	7	—	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	5	التمريض
Physical Education	9	—	—	—	—	—	—	—	—	—	—	—	—	—	7	—	—	2	التربية البدنية
Home	45	—	—	—	—	—	—	—	—	—	—	—	—	45	—	—	—	—	اقتصاد منزلي
Engineering	567	—	—	120	1	3	46	89	151	—	7	5	—	-	17	43	11	74	الهندسة
Medicine & Pharmacy	147	—	—	—	10	—	12	—	—	—	7	6	—	—	20	36	—	56	الطب والصيدلة
Agriculture	9	—	—	—	—	—	—	—	—	—	—	—	—	—	2	7	—	—	الزراعة
Mathematics & Sciences	354	—	—	19	—	2	15	4	12	—	3	2	63	114	4	39	32	45	العلوم والرياضيات
Commercial	290	—	—	10	—	—	35	51	73	—	--	5	24	—	8	5	57	22	التجارة وادارة الاعمال
Law & Sharia	93	—	—	—	—	3	—	—	—	—	1	3	20	5	2	14	3	42	القانون والحقوق والشريعة
Economices	67	—	—	2	—	—	18	3	4	—	4	1	9	--	3	1	21	1	الاقتصاد
P. Sciences	21	—	—	2	—	1	13	3	—	—	—	—	—	—	2	—	—	—	علوم سياسية
Arab Language	70	—	—	—	—	—	—	—	—	—	—	1	12	32	2	1	—	22	لغة عربية
English Language	116	—	—	—	—	—	11	27	25	—	—	2	5	30	—	6	10	—	لغة انجليزية
Mass Communication & Jurnalism	8	—	—	—	—	—	—	2	—	—	—	—	—	—	—	—	—	6	الاعلام والصحافة
Education	75	—	—	5	—	—	—	—	—	—	—	—	—	—	5	58	—	7	تربية
Others	473	—	2	43	14	—	33	70	77	—	—	62	12	31	15	51	25	38	تخصصات اخرى
TOTAL	2619	—	2	205	25	42	198	249	344	—	23	89	174	300	95	287	196	390	المجموع

Source: Ministry of Information (1982), Council of Ministers, Central Statistics Organisation Statistical Abstract, Bahrain

from 35,779 to 88,802, i.e. by 14 per cent, while that of illiterates has decreased by 8 per cent. Among Bahrainis in 1959, there were only 31.2 per cent males and 8.5 per cent females who could read and write. In 1981 the standard was raised to 74.8 per cent males and 51.9 per cent females (Kirkwood et al., 1983). The Educational Statistics for the year 1981, issued by the Ministry of Education, show that in that year the total enrolment in literacy centres was 3,115, distributed among 146 classes (see Table 2.4). Dr Ali Fakhro, the Minister of Education, stated that the Ministry's efforts were aimed at eradicating illiteracy in Bahrain by the year 2,000 (Kirkwood et al., 1983).

There are also channels of continuing education for adults, such as in-service teacher training and vocational training. In-service courses take place either in the Directorate of Training in the Ministry of Education for short courses, or in the U.C.B. for a four year course which leads to a B.Ed. degree. Postgraduate in-service courses are also provided by the college. Vocational training is provided for adults who wish to upgrade their educational background, and improve their skills in their occupation. There are two types: commercial and technical, and they are provided either in one of the schools in the Ministry of Education, or in the G.P.C. Most of the adult education courses are held in the evenings.

The complete curricula of the school system under the Ministry of Educationhave developed along modern lines. In the primary cycle, for instance, the syllabuses of various subjects have been further developed recently.

عدد الدارسين وعدد الصفوف في مراكز محـو الأمية حسب المنـاطق الادارية للمـراكز والصف والجنس : ١٩٨١/٨٠ م

TABLE 2.4: Enrolment and Classrooms in Literacy Centres by Area, Grade and Sex: 1980/81

Area	Sex	عدد الفصول No. of Classrooms					عدد الدارسين Enrolment					الجنس	المنطقة
		المجموع Total	ثاني متابعة Follow-up 2	أول متابعة Follow-up 1	الصف ٢ Grade 2	الصف ١ Grade 1	المجموع Total	ثاني متابعة Follow-up 2	أول متابعة Follow-up 1	الصف ٢ Grade 2	الصف ١ Grade 1		
Hidd	Male	—	—	—	—	—	—	—	—	—	—	ذكور	الحـد
	Female	3	1	—	1	1	38	8	—	14	16	اناث	
Muharraq	Male	6	2	1	1	2	114	30	11	20	53	ذكور	المحـرق
	Female	13	4	3	3	3	227	62	56	54	55	اناث	
Manama	Male	7	2	2	1	2	181	35	50	32	64	ذكور	المنامة
	Female	25	6	7	5	7	420	76	98	89	157	اناث	
Jidhafs	Male	10	2	2	3	3	180	26	35	53	66	ذكور	جد حفص
	Female	18	3	3	4	8	527	72	80	112	263	اناث	
Northern	Male	2	—	—	1	1	37	—	—	22	15	ذكور	الشمالية
	Female	11	1	2	3	5	312	15	36	83	178	اناث	
Sitra	Male	2	—	1	—	1	32	—	18	—	14	ذكور	سـترة
	Female	16	3	3	4	6	400	79	75	77	169	اناث	
Central	Male	2	1	—	1	—	29	15	—	14	—	ذكور	الوسطى
	Female	3	—	—	1	2	73	—	—	21	52	اناث	
Isa Town	Male	—	—	—	—	—	—	—	—	—	—	ذكور	مدينة عيسى
	Female	5	1	1	1	2	145	28	29	36	52	اناث	
Riffa	Male	3	—	1	1	1	64	—	18	18	28	ذكور	الرفاع
	Female	5	—	2	2	1	56	—	21	25	10	اناث	
Western	Male	5	1	1	2	1	60	8	12	21	19	ذكور	الغربية
	Female	10	1	2	3	4	220	18	39	58	105	اناث	
Total	Male	37	8	8	10	11	697	114	144	180	259	ذكور	المجموع
	Female	109	20	23	27	39	2418	358	434	569	1057	اناث	
	Total	146	28	31	37	50	3115	472	578	749	1316	المجموع	

Source: Ministry of Education, Educational Statistics, 1980/81, Bahrain.

These include Religious Education, Arabic, Science, Social Subjects, Home Economics and Physical Education. In addition to Modern Maths in all the stages of the primary cycle, several experiments have been made in order to develop further skills of reading, listening and expression.

In the intermediate cycle, more up-to-date curricula have been adopted in all classes, the level itself being extended from two to three years in 1977-1978.

Planning for extending the range of the secondary system has taken place with the assistance of experts from UNESCO. The general aims of this project are based on the constitution of the State and the educational policy of the Government.

As a result of these changes in the secondary cycle, the syllabuses have been considerably modified. Certain subjects such as Islamic Education, Arabic, English and Physical Education in the general branch of the Literary and Scientific sections are now the same. These are in addition to each section's own special subjects, such as Sociology and Philosophy in the Literary, and Science and Mathematics in the Scientific. Not all subjects in these two sections are compulsory, some being optional.

Although students in the commercial section take special subjects such as Accounts, Secretarial Practice and Typing, they still follow the general subjects in common with other sections. In this stream, each student has to choose one subject such as Shorthand, Insurance,

Salesmanship or Travel Agency Procedure as an option.

Health Science students also share subjects with other sections, and also have such special subjects as Health Science and Nursing. These are studied theoretically and practically.

The curriculum for the Religious section is the same as that for the general branch, but with more emphasis on the religious subjects. The time table for the curricula of each cycle and section is given in the System of Education in Bahrain, p.34).

New textbooks and guidebooks for teachers have been written for certain subjects in order to meet the new demands of the new syllabuses. Many primary and intermediate textbooks have been revised and reprinted.

A project for the development of an Audio-Visual centre and use of such aids in schools has been studied by a UNESCO expert. The Audio-Visual Centre now not only produces teaching aids, but also organises training courses for the production of these aids.

In addition to the development of curricula, methodology and teaching aids, the Ministry of Education allowed the system of examinations to be reconsidered. The new policy for the evaluation of students has been implemented. This holds that during each academic year, there should be two examinations: the mid-year and the final. In this system, the continuous assessment of the students' work throughout the year at all levels is also taken into consideration. In general, this system of evaluation has helped to raise the pass rates

at all levels of education.

The organization of educational administration has also been modified. Certain directorates such as those of Training, Physical Education and Scouts have been added. For more details see under Educational Administration.

The numbers of students, classes, schools and teachers at all stages of education have been increased significantly, especially during the years 1957 to 1982. Table 2.5 shows the increase in numbers of teachers and students during these years.

2.3 Educational Administration

The administration of education in Bahrain is centred on the Ministry of Education. Its major function is to deal with various stages and types of education in Bahrain, i.e. primary, intermediate and secondary; the last of which is of three types: general, technical and vocational (Ministry of Education, Directorate of Planning, 1981).

All stages of private education, literacy and adult education, and the programmes of training set up by other educational sources come under the supervision of the Ministry of Education.

Although the University College of Bahrain and the Gulf Polytechnic College both have a certain measure of autonomy, the chairman of their boards of administration is the Minister of Education.

Every school has its own committee which the Ministry

TABLE 2.5: الطلاب والمدرسون فى المدارس الحكومية (١٩٥٨/٥٧ - ١٩٨٢/٨١)

STUDENTS AND TEACHERS IN GOVERNMENT SCHOOLS (1957/1958—1981/1982)

Academic Year	الطلاب Students			عدد الطلاب لكل مدرس	* المدرسون Teachers			السنة الدراسية
	الجملة Total	اناث Females	ذكور Males	Students per Teacher	الجملة Total	اناث Females	ذكور Males	
57/1958	14,358	4,591	9,767	24	587	164	423	١٩٥٨/٥٧
58/1959	16,113	5,019	11,094	26	616	180	436	١٩٥٩/٥٨
59/1960	17,831	5,467	12,364	27	672	202	470	١٩٦٠/٥٩
60/1961	20,409	6,486	13,923	26	799	252	547	١٩٦١/٦٠
61/1962	23,320	7,764	15,556	25	951	329	622	١٩٦٢/٦١
62/1963	28,125	9,699	18,426	26	1,086	402	684	١٩٦٣/٦٢
63/1964	32,550	11,920	20,630	23	1,405	534	871	١٩٦٤/٦٣
64/1965	35,715	13,273	22,442	23	1,563	604	959	١٩٦٥/٦٤
65/1966	37,643	14,290	23,353	23	1,746	706	1,040	١٩٦٦/٦٥
66/1967	41,735	15,997	25,738	22	1,899	713	1,186	١٩٦٧/٦٦
67/1968	44,919	17,968	26,951	22	2,082	786	1,296	١٩٦٨/٦٧
68/1969	46,200	18,957	27,243	21	2,236	884	1,352	١٩٦٩/٦٨
69/1970	47,615	20,196	27,419	21	2,313	944	1,369	١٩٧٠/٦٩
70/1971	50,049	21,243	28,806	21	2,433	994	1,439	١٩٧١/٧٠
71/1972	51,232	22,148	29,084	20	2,546	1,066	1,480	١٩٧٢/٧١
72/1973	53,661	23,459	30,202	21	2,590	1,125	1,465	١٩٧٣/٧٢
73/1974	55,726	24,519	31,207	21	2,717	1,141	1,576	١٩٧٤/٧٣
74/1975 *	57,740	25,854	31,886	21	2,696	1,194	1,502	١٩٧٥/٧٤
75/1996 *	59,497	26,713	32,784	21	2,870	1,308	1,562	١٩٧٦/٧٥
761977 *	61,201	27,611	33,590	22	2,826	1,288	1,538	١٩٧٧/٧٦
77/1978 *	62,925	28,631	34,294	20	3,122	1,454	1,668	١٩٧٨/٧٧
78/1979 *	65,368	29,566	35,802	19	3,412	1,629	1,783	١٩٧٩/٧٨
79/1980 *	67,379	30,302	36,877	19	3,557	1,735	1,822	١٩٨٠/٧٩
80/1981 *	69,083	31,625	37,458	18	3,405	1,488	1,917	١٩٨١/٨٠
81/1982 *	71,177	32,951	38,226	18	3,990	1,961	2,029	١٩٨٢/٨١

*Disincluding Administrative & Technical Staff

* لا تشمل الهيئة الادارية والفنية

Source: Ministry of Information (1982), Council of Ministers, Central statistics Organisation, Statistical Abstract, Bahrain.

of Education appoints and supervises.

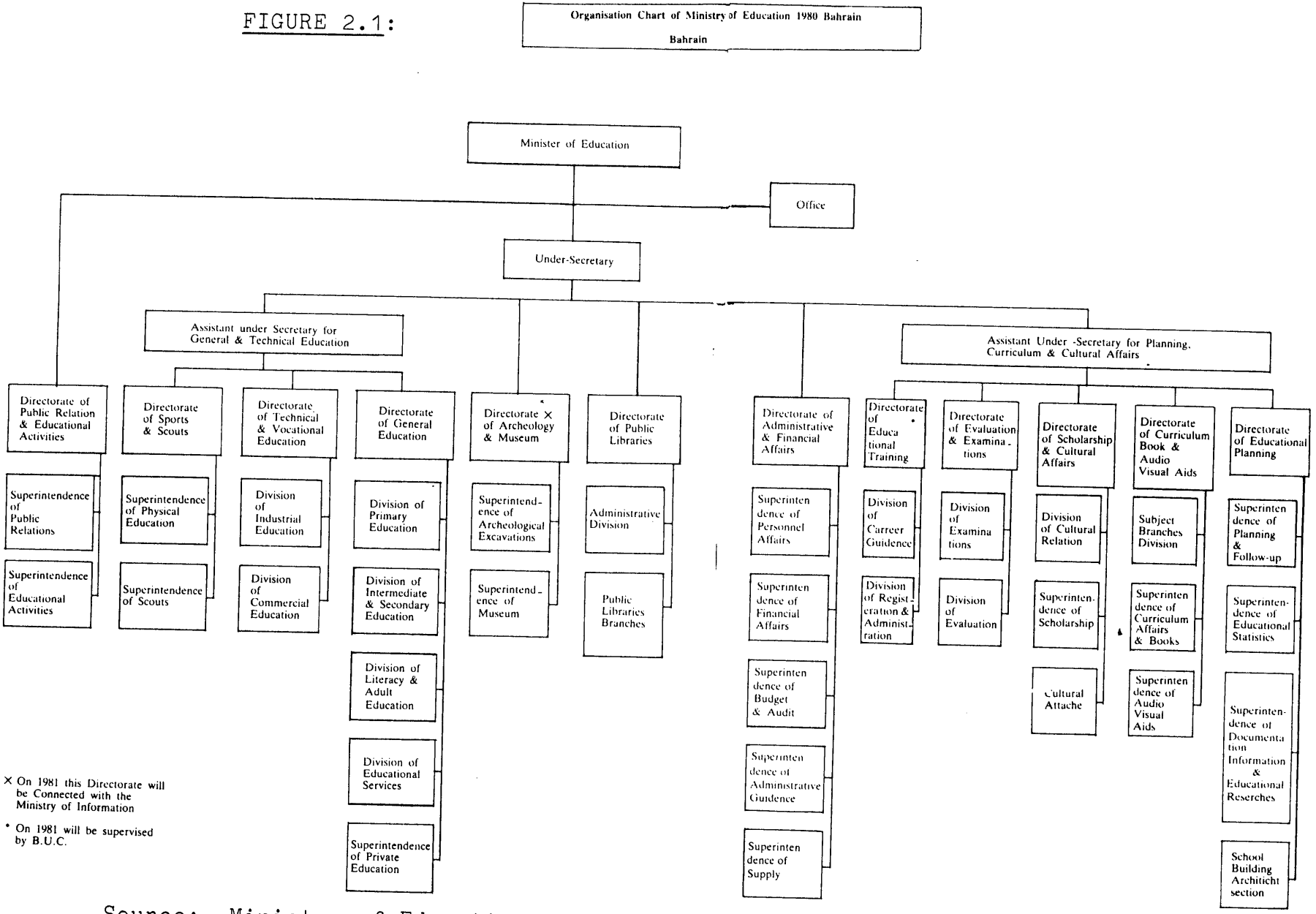
Numbers of directorates have been organised in the Ministry of Education. In each of these directorates there are several divisions of specialization. Each division carries out a specific aspect of the educational administration. These are shown in the Organisational Chart of the Ministry of Education on page 35, (Figure 2.1).

Financially, the education and training in Bahrain is provided for, like other Ministries, by the State funds. Education and training also receive certain material aid from such countries as Kuwait in building new schools, and Saudi Arabia in providing specialists and teachers. Other institutes such as the Gulf Polytechic College are also supported financially by such Gulf countries as the United Arab Emirates and Oman. The Al-Noor Institute for the Blind is supported by the Middle East Regional Office for Blind Affairs in Riyadh (Saudi Arabia) (Ministry of Education, Educational Development, 1981).

2.4 System of Education in Bahrain

Any Bahraini or non-Bahraini can receive free education in Bahrain, but education is not compulsory. It has been planned to make it compulsory at the first two of the four levels in Bahrain. Children who reach the age of six plus are accepted into the first level. Places for all these children are available. In respect of pre-schooling, there are two kinds: nursery, which is from birth to three years of age, and kindergarten,

FIGURE 2.1:



Source: Ministry of Education Educational Statistics, 1981, Bahrain.

which is from three to six years. These two are not provided for in the educational system by the Ministry of Education, but they come under the control of the Ministry of Labour and Social Affairs with the cooperation of the Ministry of Education.

The organisation of the system of education has been described by the Ministry of Education in the Educational System Report (1972), the Educational Development Report (1981), and the Educational Statistics (1981) as follows.

2.4.1 Primary Education

Children in this level are accepted only when they reach the age of six plus. The aims of this level are to develop children physically, mentally, morally, socially and emotionally, and prepare them to be good citizens. It also aims at ensuring that they acquire the three R's (reading, writing and arithmetic), and form such desirable attitudes as the ability to observe, listen and think. To develop their talent, to respect the work of others and to be proud of their own work is one of its chief objectives.

Those children who successfully complete the six years course are promoted to the intermediate school. In the first three years children are promoted on the basis of a minimum attendance of 75%, and the recommendation of the teachers and headmaster. For the other three years, students have to pass mid-year and final examinations. The curriculum of this level is given in Table 2.6.

الخطة الدراسية للمرحلة الابتدائية : ١٩٨١/٨٠ م

TABLE 2.6: **Curriculum Plan for Primary Education: 1980/81**

Subject	Type	المجموع Total	الاناشيد والموسيقى Songs & Music	التربية الرياضية Physical Ed.	التربية الفنية Drawing	المواد الاجتماعية Social Subjects	مبادىء العلوم العامة General Sciences	الرياضيات (الحساب والهندسة) Mathematic & Geometry	اللغة الانجليزية English Language	اللغة العربية Arabic Language	التربية الدينية Islamic Religion	النوع	المادة
First Year	Boys	30	2	3	3	—	2	6	—	11	3	بنين	السنة الاولى
	Girls	30	2	3	3	—	2	6	—	11	3	بنات	
Second Year	Boys	30	2	3	3	—	2	6	—	11	3	بنين	السنة الثانية
	Girls	30	2	3	3	—	2	6	—	11	3	بنات	
Third Year	Boys	32	2	3	3	2	2	6	—	11	3	بنين	السنة الثالثة
	Girls	32	2	3	3	3	2	6	—	11	3	بنات	
Fourth Year	Boys	36	1	2	3	3	3	6	6	10	2	بنين	السنة الرابعة
	Girls	36	1	2	3*	3	3	6	6	10	2	بنات	
Fifth Year	Boys	36	1	2	3	3	3	6	7	9	2	بنين	السنة الخامسة
	Girls	36	1	2	3*	3	3	6	7	9	2	بنات	
Sixth Year	Boys	36	1	2	3	3	3	6	7	9	2	بنين	السنة السادسة
	Gilrs	36	1	2	3*	3	3	6	7	9	2	بنات	

* includes one period for home economics

* تخصص حصة منها للتدبير المنزلي في مدارس البنات .

Source: Ministry of Education, Educational Statistics 1980/81, Bahrain.

2.4.2 Intermediate Education

This level is of three years duration. Children whose age is twelve plus and who have passed the primary level are accepted. The aims are to develop children physically, mentally, morally and socially, and enable them to become good citizens. The school aims also at preparing them for the secondary level, and for life, through developing their talents, pride in their work, and respect for the work of others. In this level children are prepared for different sections of the secondary level. Therefore, a general course of arts, science, and some technical work (boys only) is taught.

In this level students study their subjects both theoretically and practically. Those children who pass the final examination gain the Intermediate School Certificate. Table 2.7 gives the intermediate curriculum.

2.4.3 Secondary Education

According to the Students' Guide to the Secondary Level Ministry of Education (1983), students who have obtained the Intermediate School Certificate and are under eighteen years of age can enter the sections of this level, the duration of which is three years, in which time students specialize in their field of interest. These sections are:

2.4.3.1 Scientific and Literary Sections

The aims of these two sections are to develop students physcially, mentally, morally and socially, and to prepare

الخطة الدراسية للمرحلة الاعدادية : ١٩٨١/٨٠

TABLE 2.7: Curriculum Plan for Intermediate Education: 1980/81

Subject / Schoolastic Year	Sex	المجموع Total	التربية الرياضية Phisical Ed.	التربية الدينية Fine Arts	المجالات العلمية * Practical Studies	العلوم Sciences	المواد الاجتماعية Social Subjects	الرياضيات Mathematics	اللغة الانجليزية English Language	اللغة العربية Arabic Language	التربية الدينية Islamic Religion	الجنس	المادة / السنة الدراسية
First	Boys	36	2	2	4	4	3	5	7	7	2	بنين	السنة الاولى
	Girls	36	2	2	4	4	3	5	7	7	2	بنات	
Second Year	Boys	36	2	2	4	4	3	5	7	7	2	بنين	السنة الثانية
	Girls	36	2	2	4	4	3	5	7	7	2	بنات	
Third Year	Boys	36	2	2	4	4	3	5	7	7	2	بنين	السنة الثالثة
	Girls	36	2	2	4	4	3	5	7	7	2	بنات	

* Two periods for Home Economics in Girl's Schools.

* حصتان منها تخصصان لمادة الاقتصاد المنزلي في مدارس البنات

Source: Ministry of Education, Educational Statistics, 1980-81, Bahrain.

them to be good citizens; also to educate them in arts and science and to train them vocationally so that they are prepared for higher education or a working life that will enable them to become useful members of society.

Students spend three years of study in these sections. In the first year, they study subjects in arts, science and mathematics. For the other two years, a choice is made to specialize in either the scientific or literary sections. Students in both these groups are awarded the Secondary General Certificate (Tawjiheah) which leads on to higher education. Students who display a high standard of work may be given a Government scholarship to continue their studies either in Bahrain or abroad. Details of the subjects taught in the scientific and literary sections are given in Tables 2.8 and 2.9.

2.4.3.2 Commercial Section

The introduction of this section was originally made to fulfil the needs of Government departments and the commercial sectors of the economy. To enter this section, students have to pass the intermediate stage; those who have a talent for mathematics and the English language are given encouragement to enter this section. The aims are to train students in the skills of commerce and industry, to develop their practical work and background knowledge.

In the first and second year, the curriculum is general. In the third year, study is divided into three sections: these are secretarial, accounts and general.

الخطة الدراسية لفرع العلوم بالتعليم الثانوي العام ، لسنة ١٩٨١/٨٠

TABLE 2.8: **Curricula plan for Sciences Section of General Secondry Education 1980/81**

Assigned Subjects Compulsory For All Branches	الصف الثالث **3rd Grade**	الصف الثاني **2nd Grade**	الصف الاول **1st Grade**	المواد الدراسية المشتركة المقررة على جميع الطلبة
Religious Education	2	2	2	التربية الدينية
Arabic Language	5	5	7	اللغة العربية
English Language	7	8	9	اللغة الانجليزية
Social Subjects	—	—	2	المواد الاجتماعية
Mathematics	6	6	6	الرياضيات
Physics	2	2	2	الفيزياء
Chemistry	2	2	2	الكيمياء
Biology	2	2	2	التاريخ الطبيعي
Physical Education	2	2	2	التربية الرياضية
Total	28	29	34	المجموع

Branch Subjects مواد التشعيب

Branches	**Subjects**	الصف الثالث **3rd Grade**	الصف الثاني **2nd Grade**	المواد الدراسية	الشعبة
Mathematics &	Mathematics	3	2	الرياضيات	الرياضيات والفيزياء
Physics	Physics	3	3	الفيزياء	
Chemistry &	Chemistry	3	3	الكيمياء	الكيمياء والتاريخ الطبيعي
Biology	Biology	3	2	التاريخ الطبيعي	

Source: Bahrain, Ministry of Education, Educational Statistics, 1980/81, Bahrain.

(cont.) TABLE 2.8

(Con't) Sciences Branch تابع فرع العلوم

Optional Subjects المواد الاختيارية

Subjects	الصف الثالث 3rd Grade	الصف الثاني 2nd Grade	الصف الاول 1st Grade	المواد الدراسية
Typing	3	3	3	الآلة الكاتبة
Vocational Activities	3	3	3	الأنشطة المهنية
Home Economics	3	3	3	الاقتصاد المنزلي
Fine Arts	3	3	3	التربية الفنية
Music	3	3	3	الموسيقى
French Language	3	3	3	اللغة الفرنسية
Social Subjects	3	3	3	المواد الاجتماعية

Total number of Compulsory periods per week	34	34	34	مجموع عدد حصص المواد الاجبارية اسبوعيا
Total number of Optional periods per week	3	3	3	مجموع عدد حصص المواد الاختيارية اسبوعيا

TABLE 2.9: الخطة الدراسية لفرع الآداب بالتعليم الثانوي العام ، لسنة ١٩٨١/٨٠

Curricula Plan for Literary Section of General Secondary Education: 1980/81

Assigned Subjects Compulsory For All Branches	الصف الثالث 3rd Grade	الصف الثانى 2nd Grade	الصف الاول 1st Grade	المواد الدراسية المشتركة المقررة على جميع الطلبة
Religious Education	2	2	2	التربية الدينية
Arabic Language	8	8	7	اللغة العربية
English Language	8	9	9	اللغة الانجليزية
Social Subjects	8	7	6	المواد الاجتماعية
Mathematics	—	—	3	الرياضيات
General Sciences	—	—	2	العلوم العامة
Physical Education	2	2	2	التربية الرياضية
Statistics and Probability or French Language	—	—	3	الاحصاء والاحتمال او اللغة الفرنسية
Total	28	28	34	المجموع

Branch subjects مواد التشعب

Branches	Subjects	الصف الثالث 3rd Grade	الصف الثاني 2nd Grade	المواد الدراسية	التشعيب
Languages	English Language	2	2	اللغة الانجليزية	اللغات
	French Language	4	4	اللغة الفرنسية	
Home Economics	Home Economics	6	6	الاقتصاد المنزلي	الاقتصاد المنزلي
Fine Arts	Fine Arts	6	6	الفنون الجميلة	الفنون الجميلة
Economics and Office Practice	Economics	3	3	الاقتصاد	الاقتصاد والاعمال المكتبية
	Office Practice	3	3	الاعمال المكتبية	
Total		6	6	المجموع	

Source: Ministry of Education, Educational Statistics 1980/81, Bahrain

Optional Subjects

المواد الاختيارية

Common Subjects	الصف الثالث 3rd Grade	الصف الثاني 2nd Grade	الصف الاول 1st Grade	المواد المشتركة
Typing	3	3	3	الآلة الكاتبة
Vocational Activities	3	3	3	الانشطة المهنية
Home Economics	3	3	3	الاقتصاد المنزلي
Fine Arts	3	3	3	الفنون الجميلة
General Sciences	3	3	3	العلوم العامة
Mathematics	3	3	3	الرياضيات
Music	3	3	3	الموسيقى
French Language	3	3	3	اللغة الفرنسية

Students who complete this section are awarded the Commercial Secondary Diploma. Table 2.10 shows the Commercial Curriculum.

2.4.3.3 Technical Section

This section is confined to boys who have completed the intermediate level. Students who have displayed a good standard in Mathematics, Science and English are preferred. The aims of technical education are to prepare the students as skilled workers in industry, or for higher education.

Students in this section are introduced to their field of choice of specialization after five months of general training. These fields are foundry, blacksmithing and welding, automobile and auto-electric, motor-winding, refrigeration, electrical work, radio and television, electronics, pattern making, body repair, paint-spraying and carpentry.

Students who complete the technical education are awarded the Technical Secondary School Diploma. Grants of scholarships are also given to the most able to continue higher education either in Bahrain or abroad. Table 2.11 shows the curriculum of this section.

2.4.3.4 Health Education Section

This section was introduced recently by the Ministry of Education in cooperation with the Ministry of Health. The aims of the Health Education section are the same as General Secondary education, with a bias towards health

TABLE 2.10: الخـطة الدراسيـة للتعليم الثـانـوي التجـاري لعـام ١٩٨١/٨٠ م

Curricula Plan for Commercial Secondary Education 1980/81

Subjects in Common — المواد المشتركة

Subjects	3rd Grade — الصف الثالث			2nd Grade — الصف الثاني	1st Grade — الصف الأول	المواد الدراسية
	شعبة العامة General Branch	شعبة السكرتارية Secretarial Branch	شعبة المحاسبة Accounting Branch			
Religious Education	2	2	2	2	2	التربية الدينية
Arabic Language	5	5	5	5	6	اللغة العربية
English Language	6	6	6	8	8	اللغة الانجليزية
Arabic Typing	4	4	—	3	4	الآلة الكاتبة العربية
English Typing	3	4	—	4	—	الآلة الكاتبة الانجليزية
Economics	2	2	2	—	—	الاقتصاد
Labour Law and Commercial Law	1	1	1	—	—	قانون عمل وقانون تجاري
Bank Accounting	—	—	4	—	—	محاسبة بنوك
Secretarial Practice in English	—	4	—	—	—	سكرتارية باللغة الانجليزية
Secretarial Practice in Arabic	2	—	—	—	—	سكرتارية باللغة العربية
English for special purposes	—	3	3	—	—	اللغة الانجليزية الخاصة
Financial Mathematics	3	1	3	—	—	الرياضة المالية
Accounting in English	—	—	4	2	—	المحاسبة باللغة الانجليزية
Accounting in Arabic	4	—	2	—	—	المحاسبة باللغة العربية
Physical Education	2	2	2	2	2	التربية الرياضية
Total	34	34	34	26	22	المجموع

Source: Ministry of Education, Educational Statistics, 1980/'81, Bahrain.

(cont.) TABLE 2.10

(Cont'd) Commercial plan (تابع خطة التجاري)

المواد المشتركة التي تدرس خلال نصف عام دراسي فقط

Assigned Subjects Compulsory at one term only of the year

Subjects	الصف الثالث 3rd Grade	الصف الثاني 2nd Grade	الصف الاول 1st Grade	المواد الدراسية
Financial Mathematics	—	5	5	الرياضة المالية
Elementary of Commerce	—	—	4	مبادىء التجارة
Social subjects	—	3	3	المواد الاجتماعية
Accounting & Book-keeping	—	5	5	المحاسبة وامساك الدفاتر
Applied Secretary	—	3	4	السكرتارية التطبيقية
General Sciences	—	—	3	العلوم العامة

Commercial Optional Subjects المواد الاختيارية التجارية

Subjects	3rd Grade الصف الثالث			الصف الثاني 2nd Grade	الصف الاول 1st Grade	المواد الدراسية
	الشعبة العامة General Branch	شعبة السكرتارية Secretarial Branch	شعبة المحاسبة Accounting Branch			
Salesmanship	2	2	2	2	—	فن البيع
Store-keeping & Purchasing	2	2	2	2	—	مخازن ومشتريات
Insurance	2	2	2	2	—	التأمين
Accounting & Costing	2	2	2	2	—	محاسبة وتكاليف
Governmental Accounting	2	2	2	2	—	المحاسبة الحكومية
Shorthand	2	2	2	2	—	اختزال
Commerce	2	2	2	2	—	طرق تجارة
Travel Agency	2	2	2	2	—	مكاتب السفريات

(cont.) TABLE 2.10

(تابع) التعليم الثانوي التجاري

(Contd.) Commercial Secondary Education

General Optional Subjects — المواد الاختيارية العامة

Subjects	3rd Grade — الصف الثالث			2nd Grade — الصف الثاني	1st Grade — الصف الاول	المواد الدراسية
	الشعبة العامة General Branch	شعبة السكرتارية Secretarial Branch	شعبة المحاسبة Accounting Branch			
Art Education	3	3	3	3	3	التربية الفنية
Music	3	3	3	3	3	الموسيقى
French Language	3	3	3	3	3	اللغة الفرنسية
Social Subjects	3	3	3	3	3	المواد الاجتماعية
Mathematics	3	3	3	3	3	الرياضيات
Home Economics	3	3	3	3	3	الاقتصاد المنزلي
Arabic Typing	3	3	3	3	—	الآلة الكاتبة العربية
English Typing	3	3	3	3	—	الآلة الكاتبة الانجليزية
Vocational Activities	3	3	3	3	3	الانشطة المهنية

الخطة الدراسية للمرحلة الثانوية الصناعية : ١٩٨١/٨٠ م (بنين فقط)

TABLE 2.11: **Curricula plan for Industrial Secondary Education 1980/81 (Boys only)**

Subject	المجموع Total	التربية الرياضية Physical Education	* اشغال الورش Workshop	علم أصول الصناعة Technology	الميكانيكا التطبيقية Applied Mechanics	الرسم الهندسي والصناعي Machine Drawing	الرياضيات Mathematics	العلوم Sciences	اللغة الانجليزية English Language	اللغة العربية والدين Arabic Language and Islamic Religion	المادة
First year	42	1	21	4	—	2	4	3	5	2	السنة الأولى
Second Year	42	1	21	4	2	3	3	3	5	—	السنة الثانية
Third Year	42	1	21	4	2	3	3	3	5	—	السنة الثالثة

★ Three days a week

* ثلاثة أيام أسبوعيا

Source: Ministry of Education, Educational Statistics 1980/'81, Bahrain.

Students who complete this section are awarded the Secondary Education Health Certificate. Table 2.12 gives the curriculum details of this section.

According to the Five Year Plan (1980-1985) for secondary education, other branches are to be introduced. These branches consist of hotel and tourism, home economics, printing, hairdressing, and animal and agricultural husbandry.

2.4.3.5 Religious Education

In the year 1943, the first religious school was established. The curriculum of Religious Education is of a special type. It consists of three levels: primary three years, intermediate three years and secondary three years. The enrolment in this type of school is after the successful completion of the third year of the primary cycle. The curricula in all three stages follow that of the Al-Azhar Institute in Egypt. English language is added (see Table 2.13).

For higher education in Religious Education students are sent to Arab universities.

The examinations system for all the secondary levels is the same. The final examination carries 50% of the total mark, class-work and the mid-year examination being allotted the other 50%. The students who fail in one or two subjects in any stage of secondary education take a re-sit examination. The final examination is held in June at State level and supervised by the Ministry of Education.

الخطة الدراسية لفرع العلوم الصحية بالتعليم الثانـوى العام : ١٩٨١/٨٠م

TABLE 2.12: **Curricula Plan for Health Sciences Section of General Secondary Education: 1980/81**

Subjects	الصف الثالث 3rd Grade	الصف الثاني 2nd Grade	الصف الاول 1st Grade	المواد
Religious Education	2	2	2	التربية الدينية
Arabic Language	4	5	7	اللغة العـربية
English Language	5	8	8	اللغـة الانجليزيـة
Humanities (Sociology & Psychology	—	—	4	الدراسات الانسانية (اجتماع ، علم نفس)
Mathematics	—	2	2	الرياضيـات
Physics	—	—	2	الفيزياء
Chemistry	—	—	2	الكيمياء
Biology	—	—	2	أحيـاء
Physical Education	2	2	2	التربية الرياضية
Health Sciences & Nursing	24	18	6	العلوم الصحية والتمريض
Total	37	37	37	المجموع

Source: Ministry of Education, Educational Guide to Statistics 1980/81, Bahrain

TABLE 2.13: Religious Education Curricula

Subjects	Primary			Intermediate			Secondary			Total
	4	5	6	1	2	3	1	2	3	
Religious Subjects										
1 - Quran	3	3	3	3	3	3	2	1	1	22
2 - Tafsir	-	-	-	1	1	1	2	3	3	11
3 - Al-Hadith	-	-	-	2	2	2	2	2	2	12
4 - Al-Tawhid	1	1	1	1	1	1	1	1	2	10
5 - Al-Fugh	3	3	3	4	4	4	4	4	4	33
6 - Al-Tajweed	-	-	-	1	1	-	-	-	-	2
Total	7	7	7	12	12	11	11	11	11	89
7 - Arabic Language	11	10	10	10	10	11	12	12	12	98
8 - English Language	5	5	5	4	4	4	5	5	5	42
9 - Mathematics	5	5	5	4	4	4	2	-	-	29
10- Social Subjects	2	3	3	3	3	3	3	3	3	26
11- Sociology	-	-	-	-	-	-	-	1	-	1
12- Economic	-	-	-	-	-	-	-	1	-	1
13- Psychology	-	-	-	-	-	-	-	1	1	2
14- Philosophy	-	-	-	-	-	-	-	-	1	1
15- Logic	-	-	-	-	-	-	-	1	1	2
16- Fine Education	2	1	1	-	-	-	-	-	-	4
17- Sciences	2	3	3	2	2	2	2	-	-	16
18- Physical Education	2	2	2	2	1	1	1	1	1	12
Total	36	36	36	36	36	36	36	36	36	324

Source: Ministry of Education, 1981. A Report on the Educat-Development in Bahrain During 1978/79 - 1979/80, Bahrain.

2.4.4 Higher Education

Until 1966, secondary education was the highest level of education in Bahrain, Bahrainis being sent abroad to pursue their higher education. The first group of students who left Bahrain for this purpose was granted government scholarships in 1928 to do their studies at the American University of Beirut.

The first higher education institutions introduced into Bahrain were the two teacher training colleges: one for men in 1966, and the other for women in 1967. The aim of these colleges was to prepare Bahraini teachers for teaching in primary and intermediate levels. Holders of literary and scientific sections of the secondary level were eligible to enrol in these two colleges. The duration of the course was two years, and those who passed the practical and theoretical parts of the course were awarded a Diploma in Teaching. In 1978, the University College of Bahrain was opened and the two colleges were taken under its umbrella.

2.4.4.1 University College of Bahrain

This university college was established in 1978. It is a government-financed, autonomous institution. Students who pass the secondary level, whether on the literary or scientific side, are eligible to enter. Acceptance depends on their secondary school average marks and the university entrance examination. Stewart (1980) mentioned that in this university the bias was towards those fields which meet Bahrain's needs, i.e.

applied science and teaching. He added that it was the corner-stone of the government's education plan. Its Board of Trustees is headed by the Minister of Education, currently Dr Ali Fakhro.

The Departments in this university are those of Arabic and Islamic, Biology, Chemistry, Education, English Language, Humanities, Mathematics, Physics and Psychology. The academic year is from September to June. Those who complete the required courses in the university are awarded either a B.A. in Arts, a B.Ed. in Education or a B.Sc. in Science. There are also post-graduate programmes in the college which lead to a diploma or M.A. and M.Ed. degrees. The college also offers courses for teachers of elementary schools through both pre-service and in-service programmes, and it also retrains subject teachers. In addition, it provides a pre-clinical method programme for medical students. Both the Arabic and English languages are used as teaching media.

The college aims at the developing of human resources, and the disseminating of scientific, literary and artistic culture. It also aims at a better society and to preserve the traditions of man's heritage and civilization (Bulletin, University College of Bahrain, 1983).

2.4.4.2 Gulf Polytechnic College

This institution is one of the sectors which provides higher education in the field of Engineering and Management. It also provides courses in English language and Technical Teacher Training. It accepts students

who have completed any of the four types of secondary education, i.e. Commercial, Scientific, Literary and Technical. The college was established in 1968 as the Gulf Technical College. The current Minister of Education is the Chairman of its Board of Trustees. The college aims at providing relevant quality education required by students in the Gulf States. Its academic year begins in September and ends in June. English is the medium of instruction in all subject areas (Bulletin, Gulf Polytechnic College, 1983).

2.4.4.3 College of Health Science

The college was founded in 1976. Here students are trained in Health Science under the supervision of the Ministry of Health. Its departments consist of Nursing, Pharmacy, Public Health Inspection, Diagnostic Radiography, Medical Equipment, Science Laboratory, and Health Science Teacher Training. Other vocational courses are also available in this college. Students who complete the three year course are awarded certificates according to their field of specialization. An extra year is required for those who wish to obtain the Nurse-Midwifery Certificate.

The aims of the College of Health Science are to prepare professionally competent personnel with a breadth of vision, develop an eager mind, a sense of civic and moral responsibility, and devotion to the fundamental values of human life and the health care profession (Bulletin, College of Health Science, 1978, and Bahrain Special Report, 1980).

2.4.4.4 Hotel and Catering Teaching Centre

This centre is supervised by the Ministry of Development and Industry. To enter this centre, students should have acquired a Secondary School Certificate with an acceptable knowledge in spoken and written English. Only Gulf citizens are accepted. The course duration is two academic years (Ministry of Education, Educational Development Report, 1981).

2.4.4.5 Teacher Training

Pre-service and in-service teacher training courses are offered in the previously mentioned colleges. Thus, courses in General Education are given in the University College of Bahrain, technical courses in the Gulf Polytechnic College, and health in the College of Health Science. The Directorate of Training in the Ministry of Education provides short refresher courses for teachers in schools. Scholarships are also given to teachers to undertake post-graduate studies abroad.

2.5 The English Language and the Educational System in Bahrain

Every Bahraini is aware of the importance of English, not only as an international language, but also as a tool for better education, and hence for a better status, socially and economically. These issues have already been dealt with earlier.

Authorities and educationalists in the Ministry of Education have always considered the English language as an

important aspect of the curricula throughout the system of education, i.e. primary, intermediate, secondary, and higher education. For instance, in the Gulf Polytechnic College English is used as a medium of instruction for all courses. In the University College of Bahrain, there is a Department of English. In other departments such as Science and Mathematics, English is used as a medium of instruction.

When one compares the total number of periods which are allotted to the teaching of English in the school system, with the number of periods allotted to other subjects on a week's basis, one can see that English is given priority except for Arabic language both in the primary and intermediate levels. (See the curricula tables for each level above.)

As a result of the changing needs and requirements of the country, and that of the changing situation of English, the aims and objectives of teaching English in the education system have also been changing over the last few years. To fulfil these aims and objectives structural and audio-lingual methods have been used to replace the grammar translation method and the direct method. New textbooks have been adopted which exemplify these methods such as "Living English for the Arab World" by W. Stannard Allen and Alan C. Mclean and "Progressive Living English for the Arab World" by W. Stannard Allen to replace the "Oxford English Course for Iraq" by A. Hakeem. Additionally, supplementary materials have been used for the improvement of pupils' reading skill in each cycle. Many

of the secondary schools have been provided with language laboratories to help in improving the students' aural and oral skills.

However, in spite of these changes, the writer of this investigation still believes that the situation of teaching and learning English in the system of education in Bahrain needs to be reconsidered, particularly in the primary cycle. According to a report issued by the English Language Advisory Department in the Ministry of Education in October 1983, the newly adopted methods and textbooks did little for the development of students' competency in communication. The report added that there was no doubt that the students could absorb to varying degrees items in grammar and lexis which they were taught, but this had not helped them in their daily lives to communicate at the most superficial level. Therefore, it was hoped that the whole approach to the teaching of English in education would be changed. The position of the English language pertaining in each cycle of the system of education in Bahrain will be discussed in detail in the following chapter.

CHAPTER THREE

ENGLISH IN THE SYSTEM OF EDUCATION IN BAHRAIN

CONTENTS

3.1 English in Primary Schools 60

3.2 English in Intermediate Schools 63

3.3 English in Secondary Schools 67

3.4 English in Higher Education 73

CHAPTER THREE

ENGLISH IN THE SYSTEM OF EDUCATION IN BAHRAIN

3.1 English in Primary Schools

In addition to the general aims of the primary cycle, the aims of teaching English as a foreign language at this level, as mentioned in the Ministry of Education Publication, Directorate of Curricula, Books and Media (1981) are:

General Aims

- to motivate the pupils towards learning English from the earliest stage of their exposure to this language;
- to develop the pupil's ability in appreciating and in using a style of critical thinking which will help in operating with and using English in an effective way;
- to implement the most developed method of teaching for the instruction of the English language and to apply a developed syllabus which is selected on a base of approved research that helps in the improvement of the teaching system and the training of teachers;
- to develop in pupils the language skills needed to follow vocational training courses or for their life in general;
- to help pupils acquire the knowledge needed for studying higher education;
- to provide the knowledge which enables the pupils

to participate in the development of the State of Bahrain and the Arab World;

- to develop in the pupils the ability to acquire a wider measure of cultural understanding.

Specific Aims

Specifically, the Ministry of Education aims to help pupils to master the four integrated language skills to a reasonable standard, and to understand the language related to the basic non-linguistic concepts involved. By this is meant that pupils should be helped:

- to acquire the skills of language and understand what is said in simple spoken English;
- to speak simple daily conversational English, i.e. producing correct, simple sentences with proper stress, intonation, pronunciation and fluency;
- to have the ability to read with understanding the reading materials assigned and other materials of the primary level;
- to be able to write from left to right and from up to down;
- to form the English letters, print them properly and join them naturally in future;
- to have the ability to write simple statements and questions.

The weekly plan in the primary cycle involves oral and written skills of the language for stages 4, 5 and 6, and extensive reading for stages 5 and 6 (see Table 3.1).

TABLE 3.1:

WEEKLY STUDY PLAN FOR THE PRIMARY CYCLE

1981 - 82

Language Skill	Fourth Primary	Fifth Primary	Sixth Primary
Oral and Written Skills	6	6	6
Extensive Reading		1	1
Total	6	7	7

The textbooks, the method and the aids used in the teaching of English in this cycle are as follows: Living English for the Arab World (L.E.A.W.) Book 1 and 2 by W. Stannard Allen and R. Cooke, and Progressive Living English for the Arab World (P.L.E.A.W) Books 1 and 2 by W. Stannard Allen and Alan C. Mclean.

The method applied for teaching these textbooks is the structural audio-lingual method.

As far as aids are concerned, the Advisory Department of the English Language, with the help of the Visual Aids Centre have produced cassettes of the passages in book 2 where the work is dramatised on cassette for the pupils. In addition to these, the Ministry of Education has provided a number of audio-visual aids in the schools to be used in Stage 4.

In respect of the teachers of English in the primary cycle, the Educational Statistics issued by the Ministry of Education (1981) show that they are mostly Bahrainis and that their knowledge of English is either at secondary level without training, or secondary with a two year training in either the Teacher Training College or In-service Teacher Training Centre. There are a few who are university graduates but have no training in TEFL.

The Syllabus

For the content of the English language syllabus for the primary cycle see Appendix 2.

3.2 English in Intermediate Schools

In addition to the general aims of the intermediate

cycle, the aims of teaching English at this level are given in the Ministry of Education Publication, Directorate of Curricula, Books and Media (1982) as:

General Aims:

The general aims of teaching English as a foreign language (TEFL) in the intermediate cycle are the same as those for the primary cycle above.

Specific Aims:

The TEFL in the intermediate school is aimed at enabling students, according to their individual ability, to master the four basic skills of English language at a reasonable level, and to understand the language in relation to the basic non-linguistic concepts involved.

Specifically, the Ministry of Education aims that at the end of the intermediate course, pupils will be able to:

- listen to and understand the language spoken by a variety of voices;
- speak the language correctly and fluently with proper stress, intonation and pronunciation;
- use the items of vocabulary and structure taught;
- read the textbooks assigned, and other materials of the same level;
- write guided compositions and exercises.

The weekly study plan for the intermediate cycle is oral and written: six periods for the first stage, four periods for the second stage and five periods for

the third stage; extensive reading: one period for each of the three stages; guided composition: two periods for the second stage, and one period for the third stage (see Table 3.2).

The textbooks, the method and the aids used in the teaching of English in Intermediate Schools are as follows:

According to the Seminar Report issued by E.L.A.D. (the English Language Advisory Department), 1983, little change has taken place in this cycle. The courses in use are P.L.E.A.W. (Progressive Living English for the Arab World) Books 3 and 4, by W. Stannard Allen and Alan C. Mclean, and L.S.R. (Longman Structural Readers) such as "Hamad the Diver" by C. Turvey and A. Cox, "Down the River" by D. Byrne, and "Around the World in Eighty Days" by Jules Verne.

The Report added that it has been suggested that P.L.E.A.W. Book 3 and 4 be rewritten into three shorter volumes, each suitable for one stage of the intermediate level.

The method upon which the above books is based is fully structural. Teachers, with the help of the Advisory Department, are attempting to make these books more relevant to the mixed ability students' needs by preparing extra suitable aural-oral aids. These aids include cassettes of reading passages and drills to accompany the books. These cassettes have been produced by native English language speakers. The Advisory Department has also produced a cassette in dramatised form, of the composition book L.I.C.C.S. (Longman Integrated Comprehension

Table 3.2: WEEKLY STUDY PLAN

FOR THE INTERMEDIATE CYCLE

1982 - 1983

Language Skills	First Intermediate	Second Intermediate	Third Intermediate
Oral and Written	6	4	5
Extensive Reading	1	1	1
Guided Composition		2	1
Total	7	7	7

and Composition Series) "Quick and Slow" by Brian Richards, to be used in the third stage.

In respect of TEFL teachers in the intermediate cycle, the majority are Bahrainis. Their education is that of the secondary level with a two year training either in a Teacher Training College or an In-service Education centre. There are a few who are university graduates. It is expected that a number of Bahrainis will graduate from U.C.B. in 1984 in the field of TEFL to teach in the intermediate cycle.

For the content of the English language syllabus for the intermediate cycle see Appendix 3.

3.3 English in Secondary Schools

It is intended that at the secondary level the knowledge of English which has been acquired by the students at primary and intermediate levels will be improved in quality and widened. Throughout this level, it is aimed that students will acquire and practise the four language skills i.e.:have the skill of listening and understanding what is said by different speakers, especially native speakers of English; be able to speak correct and clear English; be efficient in reading, and understanding properly what they read and have the ability to write correctly and accurately.

At this level, the language is graded and contextualised with the aim that students will understand and produce it easily. The Ministry of Education emphasizes the need for usefulness and relevancy in the type of English

introduced in this cycle to meet differing situations in their daily life. Students are put in situations in order to use the language for communication purposes. They are encouraged to acquire the habit of extensive reading and to use libraries for the improvement of their knowledge. It is expected that their knowledge in spoken and written English will reach a level high enough to ensure that they get suitable employment and to help them in their future studies. Students are also prepared for certain sorts of examinations in the the English language, such as the R.S.A. (Royal Society of Arts). This is done through improving their abilities in description, listening comprehension, reading comprehension, composition, letter writing and structural practice (Ministry of Education Publication, Directorate of Curricula, Books and Media, 1980).

Students in each section of secondary education study English which includes topics based on vocabularies, statements and passages employed in their specialization. For instance, students in the health section are introduced to a vocabulary which includes parts of the body, sections of a hospital, names of medical instruments, and are given practice in how to communicate with doctors, nurses, patients etc., as well as a good understanding of certain forms of English used in hospitals.. They learn common and relevant English as is used in a medical context.

In the first stage of the science, literary and health science sections, the weekly planning includes structure and language, basic skills in written English,

and comprehension and guided composition. Extensive reading is added to the scientific and literary sections.

In the second stage of the scientific, literary and health science sections, students undertake structure and language, basic skills in written English and translation. Comprehension and guided composition, and extensive reading is only done in the literary section. In addition to these, students undertake the type of English needed in each section i.e. scientific English in the scientific section, medical English in the health science section etc.

In the third section, the programme includes structure and language, and translation for scientific, literary and health science. It includes basic skills in written English for the scientific and literary sections and comprehension and guided composition, and extensive reading for the literary section only. This is in addition to the type of English needed in the specialization of each section (Table 3.3. shows the details).

In respect of the methods of teaching in secondary education in all the three stages, the emphasis is on the communicative approach. The text-books used in the third stage have been specially written using a functional/communicative approach. The English Language Seminar Report, Ministry of Education (1983) stated that, although in-service courses have been provided, teachers still have difficulty in using this method, particularly those who have been using the structural method for many years. The report added that, for the evaluation of students

TABLE 3.3: **WEEKLY STUDY PLAN**

LANGUAGE SKILLS	FIRST SECONDARY			SECOND SECONDARY			THIRD SECONDARY		
	Sc	Lit	H. Sc	Sc	Lit	H. Sc	Sc	Lit	H. Sc
Structure and Language	4	4	4	3½	3½	3½	2½	2½	2½
Basic Skills in Written English	2	2	2	2	2	2	2	2	—
Comprehension and Guided Composition	2	2	2	—	2	—	—	2	—
Scientific English	—	—	—	2	—	—	2	—	—
Medical English	—	—	—	—	—	2	—	—	2
Extensive Reading	1	1	—	—	1	—	—	1	—
Translation	—	—	—	½	½	½	½	½	½
TOTAL	9	9	8	8	9	8	7	8	5

in secondary education, too much time and weight are being devoted to the testing of writing skills whilst the skills of speaking and understanding English are neglected.

The textbooks and aids used in this cycle are Kernel One by Robert O'Neill, N.A.S.E. (New Age Secondary English) and E.N.A. (English for the New Age). Cassettes have been produced to accompany the core books. These cassettes contain a wide range of types of exercises. Those used in the third stage concentrate on listening and note-taking.

A number of video cassettes have been provided for teachers to observe and see the different steps to be taken in teaching the four TEFL skills. These video cassettes had been designed for teachers of the intermediate and secondary levels.

Although these cassettes are by no means perfect, they do help the teachers of English to see the merits of the methodology, and to be able to discuss it in positive terms.

For the content of the English language syllabus for the secondary cycle (Scientific, Literary and Health Science, see Appendix 4).

The other two secondary schools are commercial and technical. In these two sections, English is taught for special purposes. The writer of this study has chosen the technical section to give an example of the type of English taught in these two sections.

In the technical secondary school, the general aim

of the syllabus is to raise the standard of English language to an internationally accepted standard, appropriate to the Bahrain labour market, and especially for the technical/ industrial sections.

The aims of teaching English in this type of institution have been stated in the Ministry of Education (1981) English Language Curricula for Technical Education:

- to enable students to understand oral instruction and explanation in English;
- to enable students to speak acceptable English according to different situations such as asking questions related to technical matters, particularly when in the workshop;
- to develop their skill in reading and understanding what they read;
- to help students in their future studies and/or for their life;
- to prepare them for certain types of examinations such as the R.S.A.

In technical schools then, English is taught as a tool rather than as a foreign language for its own sake. It is also used as a medium of instruction for all technical subjects. One result is that students have difficulty passing in these subjects, because they rarely achieve the standard of English required for its use as a medium for learning.

In respect of the subject content, a variety of courses and textbooks have been used. Examples of these are the "City and Guild" courses and "World Wide English" by Alexander. The schools also have language laboratories

to help improve students' aural and oral skills. To improve reading skills, the syllabus includes provision for such supplementary readers as "English for Engineers" by Brasmell, "Tales from Arab Histories" Longmans, "Gold Robbery" by Musman, and "Oil" by Wymeer (Al-Showmali, 1974 and Ministry of Education 1981, English Language Curricula for Technical Education).

The weekly time allocation for English language in the technical section is: in the first stage five hours, second stage five hours, and third stage five hours (see Table 2.11 above).

There are few Bahraini TEFL teachers in all the sections of the secondary cycle. Most of the teachers in this cycle have been educated to university level or have obtained postgraduate degrees. There are others who have taken a two year TEFL training in the Teacher Training College or In-Service Educational Training Centre.

3.4 English in Higher Education

The author has chosen U.C.B. as an example of English in higher education. Other institutes and colleges which provide courses in English language in their programmes are the Gulf Polytechnic and Health Science.

In U.C.B., the TEFL and literature programmes are given by the Department of English. The college also has an English Language Centre (ELC) which provides preparatory programmes and remedial courses for those who wish to develop their ability in the basic skills of the English language. The courses in this centre are of a non-credit nature./

All the courses of TEFL and literature are of a credit type. Those who complete them are awarded a B.A. degree in literature or a B.Ed. in TEFL.

There are two semesters in each academic year, and the courses offered in these two semesters are of three types:

- preparatory programmes;
- undergraduate courses;
- postgraduate courses.

The U.C.B. Bulletin (1983) shows that the number of teaching staff in the department of English in U.C.B. was thirty-one,of whom nine were Bahrainis. The levels of education of these Bahrainis were Ph.D. 1, M.Ed. 4, university graduate 1, and Diploma in TEFL (Leeds University) 3.

The detailed syllabuses of U.C.B., Department of English, 1985-86 are given in Appendix 5.

REVIEW OF LITERATURE AND SIMILAR STUDIES

CONTENTS

Introduction

Review of Similar Studies

Review of Literature :

Language Acquisition and Foreign Language Learning

Methods of Teaching English as a Foreign Language

Classroom Language

Introduction

A number of investigators have dealt with the difficulties which are faced by those who are involved in the field of teaching and learning English as a foreign language. Their studies have included such areas as language command and acquisition, methods of teaching English, and learners' performance from the point of view of their effectiveness. The problems of Arabs and other learners of English as a foreign language (EFL) in grammatical, lexical and phonological areas have been investigated aiming at pinpointing difficulties, analysing errors and providing effective methods to overcome these problems. The suitability of visual aids, textbooks and syllabuses have also been tackled by many investigators.

The chosen studies and literature are very much related to this study in terms of the field of investigation (TEFL), the mother tongue (Arabic), and, for some, the area of living (the Gulf). Their findings will help the investigator to identify whether or not Bahrainis as Arabs face the same difficulties in learning English as the ones in the reviewed studies, and what other factors affect learning and teaching English as a foreign language.

In this literature review, the investigator will deal with the problems and difficulties in detail. This is because, as the investigator believes, the findings of the studies and the review of literature can be of great benefit, not only to the present study, but also for further investigation and the planning of TEFL courses in future.

The findings of these studies and what is stated in the reviewed literature will also help the investigator in the construction of the testing instruments for his field study.

In this review of literature and similar studies, the writer of this study has chosen to cover the following areas:

- studies dealing with errors of Arab learners of English as a foreign language (EFL), including grammar, lexis and phonology;
- literature and studies dealing with other factors affecting the acquisition of EFL, including the teacher, the methods of TEFL, course content, age, aptitude, attitude and motivation, foreign language culture, classroom setting and class size, classroom language and intelligence.

CHAPTER FOUR

REVIEW OF SIMILAR STUDIES

CONTENTS

4.1 General Background of the Studies 79

4.2 Studies Related to Grammatical Problems 86

4.3 Studies Related to Lexical Problems 98

4.4 Studies Related to Phonological Problems 101

4.5 Studies Dealing with Factors Affecting the Acquisition of English Language 106

- 4.5.1 The teacher 106
- 4.5.2 The Methods of T.E.F.L. 107
- 4.5.3 Course Content 109
- 4.5.4 Age 109
- 4.5.5 Aptitude 110
- 4.5.6 Motivation and Attitude 110
- 4.5.7 Foreign Language Culture 110
- 4.5.8 Classroom Setting and Class size 110
- 4.5.9 Intelligence 110

4.6 Conclusion 111

CHAPTER FOUR

REVIEW OF SIMILAR STUDIES

4.1 General Background of the Studies

Regarding similar studies, the above areas have been investigated by Nasr (1963), Emam (1972), El-Hibir (1976), Hassan (1977), Hassan (1978), Yacoub (1979), Badri (1979), Wakkad (1980), Touba (1981), Khalil (1981) and El-Shimy (1982).

The author will firstly give a brief background of the type of work with which each of the above researchers has dealt. That part of their work which relates to his investigation will then be discussed and the findings will be referred to separately. These findings will then be compared to see the areas of similarity and difference.

Nasr (1963)

This study was a comparative of English language and classical Arabic. The purpose was to help TEFL teachers in their practical pedagogical task in the classroom. Nasr dealt with the areas of phonology, grammar, vocabulary building, teaching reading and writing, contextual and cultural orientation and linguistic pedagogy.

In the area of phonology, grammar and lexis, Nasr compared English and classical Arabic in order to identify the areas of possible difficulty which face Arabs when learning English.

In the area of phonology, the study involved conson-

ants, consonant clusters, length in consonants, vowels, length in vowels, stress, intonation, juncture, pause, and rhythm. In the area of grammar, he dealt with pronouns, number, tenses, comparison, statement patterns, negative patterns, question patterns, word order, modification, prepositions, articles, "this" and "these", "that" and "those", "much" and "many", "because", "or", "either ...or", and "neither ... nor". Regarding lexical areas, he handled the choice of vocabularies and how to deal with them.

Emam (1972)

This study analysed the written work of Egyptian students in general secondary schools in an attempt to find answers to five questions which had arisen as a result of his experience in the field of TEFL, where he found that students' English written work were literal translations of colloquial Egyptian. The questions were:

1. Does the mother tongue (M.T.) interfere with the learning of English?
2. Can we predict all those errors traceable to the interference of the M.T.?
3. Is the M.T. the only source of errors? What are the other sources?
4. What are the common mistakes of secondary school pupils?
5. How can the number and frequency of these errors be reduced to a minimum?

Through examining the written compositions of students

in the secondary level, Emam identified the errors, which he then classified. A contrastive analysis of the structure of colloquial Egyptian Arabic which was the students' M.T., and English, as their target language, was made in order to identify the areas of difficulty. He then compared the results of this contrastive analysis with their composition errors to see if the M.T. had any influence on English.

In his study of grammar, Emam covered the areas of nouns, verbs, prepositions, pronouns, adjectives, adverbs, articles, word order, and what he called "badly constructed and run-on sentences". He also handled spelling and punctuation.

For lexis, he dealt with conceptual errors, stylistic errors and unidiomatic expressions.

El-Hibir (1976)

El-Hibir investigated and analysed the grammatical and lexical errors of 200 scripts of written work done in the form of compositions by second year students of Northern Sudanese secondary schools. His method of diagnosing and explaining the errors was to use error analysis and contrastive analysis which was done by comparing written English with spoken colloquial Sudanese Arabic.

In respect of grammar, El-Hibir dealt with verbs, sequence of tenses, adverbs, "for" and "since", copula "be", non-finite verb phrases, auxiliaries, passive voice, prepositions, articles, concord, pronouns, word order, adjectives and nouns.

In the area of lexis, he dealt with the phonetically

and orthographically similar words, i.e. misuse of lexical items, confusion of lexical items because of apparent and meaning similarity and foreign or exotic meanings.

Hassan (1977)

Hassan studied the pronunciation of higher secondary school students in Northern Sudan. His investigation covered consonants, pure vowels and diphthongs.

Hassan (1978)

Hassan attempted to pin-point the areas which hinder the development of writing skills in secondary schools in Egypt. His approach was to analyse and evaluate the methodology of TEFL and course content.

Yacoub (1979)

Yacoub carried out a study of the factors affecting the achievement of primary school children in Iraq. Although her study dealt with the primary cycle in general, the writer of this study believes that the factors which affect teaching and learning other subjects may also affect TEFL as one of these subjects. Her work covered such factors as intelligence, home background, school environment, teacher qualifications, size of class, type of teaching materials and aids, type of equipment and other facilities.

Badri (1979)

Badri studied factors affecting performance in the

basic skills of the Arabic language in Iraqi intermediate schools. Here also the writer of this investigation believes that although Badri's study dealt with the Arabic language, it is relevant to his work because some of the factors which he mentioned as affecting the performance of Arabic might also affect the teaching and learning of English. Badri dealt with the syllabus content, teaching load, class size, textbook evaluation, teacher attitudes, in-service programmes, advisers, library and teaching aids.

Wakkad (1980)

Wakkad investigated the grammatical and lexical difficulties of Egyptian students in preparatory schools in writing English. He examined the scripts of 400 pupils in the first and third year classes (200 of each) to identify errors. The scripts consisted of a test designed by the investigator, and the "end of the year" examination papers. The English language and Cairene dialect Arabic were compared and analysed. To pin-point the areas of their difficulties, contrastive and error analysis were employed. In respect of grammar, Wakkad covered tenses, morphology, function words (prepositions and articles), syntactics such as sequences of tenses, progressive, passive voice, pronouns, infinitives, the verb "to be", main verbs, word order, adverbials and persons.

Touba (1981)

Touba studied the written English of Egyptian student-

teachers in the first year of their training in the English Department of a Faculty of Education in Egypt. She identified and analysed the sources of common errors and identified the areas of the English language which should be focused upon during the training of teachers for TEFL.

Touba dealt with both grammar and lexis. In the area of grammar she covered verbs, the English "s" forms, copula "be", auxiliaries, non-finite verbs and the gerund, stative and dynamic verbs, prepositions, articles, concord, pronouns, word order, adverbials, adjectives, nouns, verb phrases, word formation and plural forms. For lexis, she examined misuse of lexical items, confusion of lexical items because of apparent and meaning similarities.

Khalil (1981)

Khalil investigated the linguistic deviance of the skills of writing among secondary school Kuwaiti pupils. Contrastive analysis was used to reveal the sources of students' errors and the reason for their inability to master the English language.

Her study involved grammatical and lexical difficulties. The areas which Khalil covered in respect of grammar were tenses, prepositions, articles, concord, adjectives, nouns, the genitive, adverbials and auxiliaries. In the area of lexis, she dealt with confusion between Arabic and English lexical items, confusion of lexical items because of their apparent and meaning similarities, unacceptable collocations and the wrong usage of idioms. Her study also included the identification of a suitable

method for TEFL.

El-Shimy (1982)

El-Shimy, in an attempt to provide a model of an E.S.P. (English for Specific Purposes) course for Arab students in teachers' colleges, studied the English of college students in Kuwait. He dealt with the following possible problem areas in teaching an learning English as a foreign language difficulties. These included grammatical, phonological and lexical difficulties. He also tried to identify a suitable method for TEFL and the factors affecting the acquisition of the English language. In addition, El-Shimy analysed the English course content of Kuwaiti intermediate and secondary schools in Kuwait.

In respect of grammar, he examined tenses, copula "to be", infinitives with and without "to", verb phrases, present perfect, passive voice, negatives, English questions, prepositions, articles, adjectives, pronouns, third person singular "s", adverbs, auxiliaries, concord of number and nouns.

For the lexical items, he included items which have compatible meanings, misuse of lexical items, confusion between Arabic and English lexical items, using correct collocation and unacceptable use of lexical items.

For phonology, he covered consonants, vowels, diphthongs, intonation, length in consonants, length in vowels and rhythm.

In the area of methods of TEFL, he dealt with the audio-lingual and communicative.

In respect of other factors affecting foreign language learning (F.L.L.), he dealt with age, aptitude, attitude and motivation, foreign language culture, classroom setting and class-size, and teachers' language competency.

The findings of the above studies are as follows. In the discussion of the results of these studies, emphasis has been given only to the areas which are relevant to this investigation.

4.2 Studies Related to Grammatical Problems

This area has been studied by Nasr (1963), Emam (1972), Al-Hibir (1976), Wakkad (1980), Khalil (1981), Touba (1981), and El Shimy (1982).

The following are the areas of difficulty in respect of grammar which the above studies have revealed.

Tenses

Progressive Forms

Nasr believed that Arab students should learn patterns such as : "I am (I'm) a student" before learning "I am (I'm) eating" so as to be able to learn progressive forms without difficulty. El-Hibir and Wakkad were of the same opinion. They found that the teacher who does not introduce the students to contrasting patterns such as that mentioned above created one of the causes of difficulty for Arab students in learning progressive forms. Emam, El-Hibir, Wakkad, khalil and Touba found that the interference of the Arabic language or M.T. was another source of difficulty.

e.g. * Here in Khartoum we are seeing the shining street.

Perfect Forms

For this aspect of grammar, Nasr suggested that students should be taught such patterns as:

"I have a book" and "I had a book"

before learning the perfect form such as:

"I have (I've) eaten" and "I had (I'd) eaten"

to minimise the learning problems connected with the perfect form.

El-Hibir, Khalil, Touba and El-Shimy also revealed that another source of errors in using the perfect form by Arab students is the negative transfer from Arabic to English, and with Arabic or M.T. interference resulting in students becoming confused:

e.g. * "I have went to the cinema".

Future

To express futurity, Nasr mentioned that students should begin to learn the pattern "I am going to go to New York". Other forms of futurity expression should be taught subsequently and only when needed.

Khalil and Touba found that the errors of students in this respect were due to M.T. interference and negative transfer from Arabic.

Infinitive with and without "to"

Emam, Khalil, Touba, Wakkad and El-Shimy found that

student errors in this area were due to Arabic or M.T. interference:

e.g. * "We must learn hard to teaching them".

El-Hibir and Wakkad blamed teachers for the failure of their students to use the infinitive with and without "to", and for not being able to distinguish between the infinitive with and without "to":

e.g. * "It is better for him see."

* "It is the first time to rode the train."

Wakkad and Touba added that the internal system of English, negative transfer, and analogy stemming from the English language were found to be other sources of errors when Arab students use the infinitive with and without "to".

Present Simple Tense

Emam, Khalil and Touba found Arabic or M.T. interference causes errors in the use of the present simple tense:

e.g. * "The film is describing the life of villagers."

El Hibir found that students omitted or added "s" when using the present simple tense with third person singular, because of the divergence of English and Arabic grammar in terms of verb inflection:

e.g. * "Everything make noise."

* "People goes to the market."

Wakkad also found that for students who had some experience in other areas of English language structure, overgeneralization was a cause of difficulty in using the simple present tense.

Past Simple Tense

El-Hibir and El-Shimy found that students made a number of errors in using the past simple tense. The causes were the use of false analogy and an inability to distinguish between dynamic and stative verbs. El-Hibir added that students tended to add "d" or "ed" for both regular and irregular verbs:

e.g. * "After that the wind blowed."

El-Shimy found that some of the confusion over tenses in English was due to the differences between the systems of verbs in Arabic and English in this tense. Khalil found the M.T. to be a cause of errors in this area, whilst Touba found that her students' difficulties in this area were due to negative transfers from Arabic to English:

e.g. * "He can't have at the end the whole group he teach."

Gerunds

Touba found that the reason for errors was that gerunds were not dealt with in the textbooks, whilst Khalil found that M.T. interference caused difficulty for her students when using gerunds:

e.g. * "to teach English to students who accustomed to use and speak another language."

Sequence of Tenses

Wakkad and El-Hibir both placed the responsibility for errors in the area of sequence of tenses on the text-

books. Wakkad found also that teachers' strategy caused a number of errors in this area. El-Hibir attributed confusion between Arabic and English as another cause of errors:

e.g. * "I knew that this is a door."

* "He told me that he will take me."

Stative and Dynamic Verbs

Tuba's findings revealed that the cause of errors among students when using stative and dynamic verbs was the different "-ing" expressions in the English language. She also found that Arabic or M.T. interference was another cause of errors:

e.g. * "psychologists are still knowing ..."

Copula "to be"

El-Hibir, Emam, El-Shimy and Touba indicated that the main cause of students' errors in using copula "to be" was the M.T. or Arabic interference which causes them to drop the copula "to be" when forming English sentences because it does not exist in Arabic:

e.g. * /ʔalbait jadiid/

* "The house new."

Touba also found that over-simplification was another cause of such errors:

e.g. * "They want to know how the language - acquired."

Auxiliaries

El-Hibir, Touba and El- Shimy found that Arabic or M.T. interference was one of the main causes of the errors

with regard to auxiliaries. El-Hibir added that mutual interference, teaching materials, and teaching techniques were also responsible for such errors among Arab students:

e.g. * "I-born in it."

* "can visits"

Touba also found that confusion and over-simplification caused a number of errors in the area of auxiliaries. El-Shimy agreed with Touba in respect of confusion:

e.g. * "and we as teachers satisfied that many students"

Emam added overgeneralization to the above causes:

e.g. * "He will going"

* "and we have not the confidence"

Passive Voice

Emam, El-Shimy and Wakkad were of the opinion that the difference between the passive voice in Arabic and English in terms of word order and the agreement between subject and passive were causes of difficulty for Arabs in using the passive voice in English:

e.g. * " I have cut my hair." Instead of "I have had my hair

* " I was lived." cut".

Factors such as mutual interference, teaching techniques, teaching materials were found by El-Hibir to be other causes of this type of error. Wakkad held that the function of the passive voice was not clear to students:

e.g. * " I was shared in the party."

Finally, El-Shimy indicated that false analogy and over-generalization were two other causes of errors.

Prepositions

Nasr, Emam, El-Hibir, Wakkad, Khalil, Touba and El-Shimy suggested that Arabic or M.T. interference was a cause of serious difficulty when Arab students use prepositions in English:

e.g. /tadriis ʔyet logah/

* "teaching - any language"

They also found false analogy to be another cause of these errors:

e.g. * "We returned - our city from the capital."

As a result of the above, Wakkad, Touba, and El-Shimy held that Arab students tend to get confused when using English prepositions:

e.g. / fi: ðaːlika lyawmi/

* "in that day"

Lack of knowledge was also suggested by Wakkad, Khalil and Touba as a cause of errors in this respect:

e.g. "We produced many of pioneers."

To these El-Hibir added mutual interference and teaching techniques as other causes of errors when Arab students use prepositions.

Articles

The types of errors Arab Students make when they use English articles were found by Nasr, Emam, El Hibir, Wakkad, touba and El-Shimy to be in adding or omitting the article, and getting confused as to its respective uses. In respect of the omission of "the", they all held that this was because of the difference between

Arabic and English articles and the resulting literal translation:

e.g. * "In - first day of May"

In respect of the addition of "the", they also found the cause of errors to be the difference between Arabic and English articles and the use of literal translation from Arabic:

e.g. / ʔalkilaabu walqitat/

* " the dogs and the cats"

They found that the reason for becoming confused when using articles was that in Arabic there are no equivalents for "a" and "an", and the uncertainty of students about the syntactic function of articles:

e.g. * "but it is - holy job"

* "is - most interesting matter"

For the addition of "a" and "an", Emam, El-Hibir, Wakkad, Khalil, Touba and El-Shimy found that the causes of error were Arabic or M.T. interference and lack of knowledge about the zero article on the part of students. El-Hibir and Touba put the blame on textbooks for such errors. In addition, mutual interference, teaching materials and teaching techniques were also found by El-Hibir to be responsible for errors.

e.g. * "The city is very beautiful at the night"

Pronouns

In respect of the omission of relative pronouns, or getting confused when using them, Emam, El-Hibir, Wakkad, Khalil, Touba and El-Shimy found that the errors

were due to the M.T. or Arabic Interference:

e.g. /da Ibeet illi skinna fiih/

* That is the house we used to live in it"

El-Hibir added that teaching materials and teaching techniques were also responsible for such errors:

e.g. * "This book is for me"

Regarding personal pronouns, Nasr, El-Hibir, and Wakkad found that the errors were due to literal translation from Arabic:

e.g. /ðahaba Iwaladu ?ila Ibayti/

* "He went the boy to the house"

Touba found that the majority of errors were due to the lack of enough practice in using concord of number or gender with pronouns or the appropriate nouns:

e.g. * "A teacher cannot learn instead of his students but he can set him on the road."

Wakkad also found that when using relative pronouns, the conflict between English and Arabic caused such errors as:

* "The voices of people whom were talking."

Nouns

Emam, El-Hibir, Touba, Khalil and El-Shimy indicated the M. T. or Arabic interference was a problem when using nouns in terms of concord:

e.g. * "This days will make me happy."

For the genitive, Emam and El-Hibir found that the interference between Arabic items and items in English caused problems for Arab students when using nouns in

English.

Regarding derived, non-derived nouns and adding the "s" to nouns, El-Hibir's study showed that the causes of errors were Arabic interference, mutual interference, teaching materials and teaching techniques:

e.g. * "The men who play footballs."

Touba, in terms of deriving nouns from verbs and forming nouns from adjectives, found that the sources of errors were lack of enough practice and textbook content:

e.g. * "His treat to the students."

El-Shimy found that lack of practice could be a major cause of errors when using nouns.

In respect of forming plurals, Touba found that the source of difficulty was over-generalization of the rules, being unfamiliar with the derivational process and inadequate practice:

e.g. * "our rewardable is to see ..."

* "studying the language with some much freely."

Nasr suggested that in forming plurals by adding "s" it is important that the phonemes /s/, /z/ and /ez/ should be pronounced perfectly by students.

Concord

El-Hibir, Wakkad, Khalil, Touba and El-Shimy indicated in their findings that Arabic interference was the main source of problems for Arab students in the area of concord:

e.g. * "Some are red other are green."

Lack of sufficient practice was found by Wakkad and Touba to be another problem for Arab students in this area:

e.g. * "There is students."

El-Hibir also found mutual interference as a source of difficulty.

Adjectives

Emam, El-Hibir, Touba, Khalil and El-Shimy found that M.T. interference caused difficulty for Arab students when using adjectives. Touba added that inadequate instruction on the part of teachers and textbooks which do not provide enough example areas for practising adjectives caused difficulty for Arab students:

e.g. * "It is a long length work."

El-Shimy found that the different ways of forming adjectives in English and Arabic caused difficulty for Arab students of English.

Adverbials

El-Hibir and El-Shimy found that errors in using adverbs by Arab students were due to the difference between the way adverbials are used in the Arabic and English languages:

e.g. * "I know this person before."

Khalil found that over-generalization and lack of knowledge also caused difficulty in using adverbials on the part of Arab students.

Word Order

Nasr, El-Hibir and Touba found that M.T. interference was the source of difficulty for Arab students in

the area of word order:

e.g. /ra?a waladan hassanan/

* Saw (he) a boy good.

El-Hibir found that teaching materials also caused errors in this respect. Touba found that students were unaware of the position or placing of words:

e.g. * "They help them only to learn English" together with a negative transfer from Arabic.

The areas where Arab students have difficulty in word order were found by Nasr to be statement patterns, negative patterns, question patterns, performance and performed upon, and modification.

"For" and "Since"

El-Hibir found that the source of errors for this aspect of English language was Arabic interference:

e.g. * "He lived here since ten years."

Negative

Nasr and El-Shimy found that the source of errors in the area of the negative was Arabic or M.T. interference.

e.g. /laysa rradʒulu tabiiban/

* "not the man doctor"

Question Patters

Nasr and El-Shimy found that Arab students have problems in question-forming because of Arabic interference:

e.g. /kayfa sayadrusu lwaladu/

* " how will study (he) the boy"

Comparison

Nasr indicated that the area of comparison caused a serious problem for Arab students of English, particularly in mastering "er", "est" and "more" and "most".

Other Grammatical Words

For other grammatical usages such as "this" and "that", "that" and "those", "much" and "many", "and", "because", "or" and "either ... or", Nasr maintained that Arab students did not have problems when using them. Regarding "neither ... nor", Nasr added that their problems were due to a literal translation from Arabic:

e.g. Laa rradʒulu walaa Lwaladu/

* "no the man and no the boy"

4.3 Studies Related to Lexical Problems

This aspect was dealt with by Nasr (1963), Emam (1972), El-Hibir (1976), Wakkad (1980), Khalil (1981), Touba (1981) and El-Shimy (1982).

Literal Translation from Arabic to English

The findings of Nasr, Emam, El-Hibir, Wakkad, Khalil, Touba and El-Shimy indicated that literal translating from Arabic to English was a major source of lexical errors. They added that this had led learners to :

a. use wrong lexical items in the place of others i.e. false analogy:

e.g. * "make strong noise"

b. wrong collocation:

e.g. * "as teachers cannot transport the language"

c. produce exaggerated sentences:

e.g. * "the students who love the language".

They also place the responsibility for such errors on teachers and pupils who were unable to distinguish between lexical items.

Confusion of Lexical Items Because of Similarily of Meaning

All the above studies have confirmed that one reason for students becoming confused when using lexical items with similar meanings which caused errors was their teachers who had not elaborated the meaning of a word in respect of different connotations. Table 4.1 shows an example of English words which have different meanings in Arabic:

Table 4.1:

An Example of an English Word with Different Meanings in Arabic

English	Arabic
cover	/yigatti/
	/yhmli/
	/yiʃmal/

Table 4.2 shows an example of an Arabic word which has different meanings in English.

Table 4.2:

An Example of Arabic Words with Different Meanings in English

Arabic	English
/Khayef/	frightened
	afraid

Wakkad for instance, found that his students were only familiar with one meaning of "cover" and that was /yigatti/:

e.g. * "The people cover the zoo"

Confusion of Lexical Items Which Are Apparently Similar but have Different Meanings

El-Hibir, Wakkad and Touba tackled this problem in respect of lexical items and found that Arab students when providing English sentences get confused because of an apparent similarily of certain words or mutual interference. Touba added that such errors were of two types: hyponymy; which is the relationship of inclusion of a word, and homonymy, which is the similarily of two or more words phonologically or orthographically but with different meanings:

e.g. * "psychologists made many searching"

e.g. * "They must set them on the write road."

Exotic or Foreign Meanings

Nasr, El-Hibir, Wakkad and Touba found that the reason why Arab Students gave exotic or foreign meanings to sentences was due to the different meaning of lexical items as between the students' culture and that of the

peoples whose language they are learning. El-Hibir and Touba found that inadequate exposure to the target language and the teachers' technique contributed in producing sentences with foreign meanings:

e.g. * "it is a holy job and heavenly religious encourages us to learn and teach"

Touba added that literary tradition, particularly poetry had caused a number of such errors:

e.g. * "he must be verse on his language"

4.4 Studies Related to Phonological Problems

This area was dealt with by Nasr (1963), Hassan (1977) and El-Shimy (1982).

In an attempt to spot the difficulties of Arab students in the regions of the phonology of the English language, these investigators made a comparative phonological analysis of English with classical Arabic (Nasr), Northern Sudanese Arabic (Hassan) and Kuwaiti Arabic (El-Shimy). Their findings indicated that the phonological differences between the two languages (Arabic and English) gave Arab students of English difficulties in dealing with consonants, consonant clusters, length in consonants, vowels, length in vowels, diphthongs, stress, intonation, juncture, pause and rhythm.

Consonants

Nasr found that the consonants /b,k,m,f,n,s,z,ʃ,dʒ, tʃ,h,w,y/ caused no problem for Arab students who could speak classical Arabic. Hassan whose work involved students

speaking northern Sudanese found that they could easily pronounce /b,k,g,dʒ,m,n,f,h,z,j,w/. El-Shimy indicated that Arab students who could speak classical Arabic had no difficulty with such sounds as /θ,ð/.

In respect of consonant difficulties, Nasr found that Arab students produce /b/ for/p/, /k/ for /g/, /f/ for /v/, /ð,t,s/ for /θ/, /d,z,θ/ for /ð/, and /n/ for /ŋ/. He added that clear /l/ and dark /ɫ/ cause a distributional problem. For the English /r/ Nasr found that Arab students when producing it might use the Arabic /r/ or /R/.

El-Shimy stated that Kuwaiti students had difficulty with /P/, final /r/, /v/, /s/, /z/, the nasal /ŋ/ and sometimes /l/ which they pronounce with additional constriction or narrowing of the pharynx.

Hassan, in his findings indicated that Northern Sudanese students had pronunciation difficulty with the /p,t,θ/ as major areas of incorrect pronunciation. /t,d,ŋ,v,s,ð, z,r/ were the areas in which these students had minor pronunciation difficulties. Hassan added that his students had difficulty in pronouncing /r/ and /l/ in the final position.

Nasr, Hassan and El-Shimy all maintained that the source of difficulties in the areas of consonants for Arab students was Arabic or M.T.. interference, mutual interference, lack of exposure to English language and confusion.

Consonant Clusters

Nasr mentioned that Arab students have difficulty in uttering the consonant clusters which differ from those in Arabic:

e.g. sk as in square * / sekweir/

ks as in six * /sikis/

Length in Consonants

The problem for Arab students in the area of lengthened consonants as found by Nasr and El-Shiny was that they lengthened them when length was not needed, particularly with words which contain double consonant letters such as "connect" and "correct". The cause of such errors, according to them was Arabic interference which distinguishes single and double consonants, and their length is varied in pronunciation.

Vowels

Nasr, Hassan and El-Shimy stated that vowels cause a serious phonological problem for Arab students. They added that the higher frequency of English vowels and their patterns or structure which differ from those in Arabic, cause the majority of these phonological problems. Other causes such as mutual interference, confusion and students being unfamiliar with vowel sounds result in the wrong pronunciation of vowels:

e.g. /e/ for /i/

/i/ for /e/

/æ/ for /ə/

/ʌ/ for /ɔ/

Length in Vowels

Nasr and El-Shimy in their findings indicated that length in vowels did not constitute a serious phonological problem for Arab students.

Diphthongs

Hassan found the Northern Sudanese students, when pronouncing diphthongs did not find major difficulties. He added that they had minor difficulties in pronouncing the diphthongs /ou, iə, ,ɛə, ɔə, uə/

e.g. /o:/ and /e:/ for /ou/ and /ɛə/

He mentioned that the source of Northern Sudanese students' difficulties in pronouncing diphthongs was due mainly to Arabic interference. The other cause was found to be orthographic interference, especially when words begin or end with /r/: e.g. [i:ər] for [iər]

Hassan also found that Northern Sudanese students exaggerated in lengthening the vowels /o:, e:, u :/ and used them in the place of diphthongs /ou, ɛə, u ə/. He added that certain diphthongs were pronounced by Northern Sudanese students as in a Scottish type of pronunciation:

e.g. /iə, ɔə, uə/

According to Hassan, the diphthongs / ei, ai, au, ɔi/ did not cause pronunciation difficulties for Northern Sudanese students.

Stress

Nasr and El-Shimy found that word stress constituted a major phonological difficulty for Arab students of English. This was because stress in English is unpredictable, whereas in Arabic it is predictable. Therefore, learners tend to put stress on every syllable in a word, no matter whether it should be stressed or not. They found that sentence stress in the English language does not constitute a problem for Arab students because it is very much the same as in Arabic.

Intonation

Nasr and El-Shimy both found that the cause of difficulty for Arab students in the area of intonation was the number of primary contours in Arabic utterance; which is more than those in English. This tended to make Arab students speak English with a staccato beat. They added that these students tended to over-use rising intonation contours when uttering English question sentences. The cause of this was held to be Arabic or M.T. interference.

Juncture

Nasr pointed out that juncture itself in English did not cause a problem for Arab students. However, juncture phonemes which lacked some glottal stops in initial word position made an Arab student produce English sentences using glottal stops instead of liaising words:

e.g. [ʔaɪ_ sæt_ in_ ən_ a:m_ tʃɛə]

I sat in an arm chair

This can be spoken by an Arab student as:

[ʔaɪ+ sæt+ ʔin+ ʔən+ ʔarm+ tʃeɪr]

Pause

The pause in English, as Nasr mentioned does not constitute a problem for Arab students. They only need to understand what is spoken, read and written, no matter whether or not pause phonemes are recognised and produced.

Rhythm

Nasr and El-Shimy pointed out that their findings showed that the difficulty of Arab students in the area of rhythm was attributed to Arabic or M.T. interference. This is because, as they mentioned, in Arabic, very little jamming of syllables occurs because of the much greater frequency of primary stresses and contours, whereas in English, the syllables between two primary stresses are jammed together. This difference of stress patters contributes to the difference in the rhythms. Therefore, as Nasr suggested, to master English rhythm, it is necessary for Arab students to master English stress and intonation.

4.5 Studies Dealing with Factors Affecting the Acquisition of English Language

4.5.1 The Teacher

One of the factors which affected the acquisition of English by Arab Students was found by Hassan (1978) to be the teacher. This was also indicated by Badri (1979), Yacoub (1979) and El Shimy (1982).

Hassan found that the inability of students to perform

competently in the English language was due to the teachers who:

- were academically ill-equipped and had too low a standard of the linguistic skills required for T.E.F.L.;
- lacked adequate training and lacked the knowledge of language learning which is needed to teach a good command of the language;
- were not able to select procedures adequately;
- lacked motivation and interest in a career as a teacher of TEFL.

Badri and Yacoub, like Hassan, found that teachers with a negative attitude and motivation towards their careers or the subjects they taught, together with inadequate training, could cause poor student performance. Badri added that long-service, inspectors who play the role of commanders rather than advisers, and teachers being overloaded with work could also negatively affect the progress of the students.

El-Shimy confirmed that inadequacy of English language teaching staff in respect of language competency and methods of T.E.F.L., lack of motivation and a negative attitude towards their careers could negatively affect the English language achievement of Arab students.

4.5.2. The Methods of T.E.F.L.

Hassan (1978), Khalil (1981) and El-Shimy (1982) in an attempt to identify a suitable approach for TEFL to Arab students, analysed and evaluated the major modern approaches used in T.E.F.L. These were the Audio-Lingual,

Cognitive and Communicative approaches.

Hassan found that the method of teaching could have an effect on the achievement of students. He added that this effect would be negative if the method used:

- lacked variation and creativity, and made demands on the teacher which were too great;
- discouraged the presentation of the language skills and materials in the course in a meaningful and interesting way;
- did not take into account the students' language ability as individuals. This involves their potential, background and experience;
- placed emphasis on certain language skills and neglected others;
- did not take the importance of feedback into account;
- did not include the use of audio-visual aids.

Khalil in her study of the teaching method concluded that, of the three approaches of TEFL (Audio-Lingual, Cognitive and Communicative), the Communicative approach was the most suitable for Egyptian students.

El-Shimy investigated the Audio-Lingual and Communicative approaches. His choice of these two was due to them being prescribed by the authorities in Kuwait. El-Shimy suggested that to choose a method for TEFL, one should firstly refer to the pupil's capacity. In adopting a method, he stated, one should in the first place think of the learner for whom the method is to be used.

Yacoub (1979) found that a method of TEFL which encouraged memorization of textbook content could help

to make school work become boring to pupils.

4.5.3 Course Content

The findings of Hassan (1978), Badri (1979), Yacoub (1979) and El-Shimy (1982) indicated that course content affected the achievement of students in school in general, and learning English in particular.

Hassan found that course content could cause under-achievement of students if:

- the emphasis was on quantity rather than quality;
- it was not well planned;
- it lacked the necessary teaching aids;
- the selection, gradation and presentation were not given proper consideration;
- the type of ancillary learning materials caused boredom.

Badri, Yacoub and El-Shimy agreed with Hassan about the need for systematic planning of the course content and the importance of making it suitable to the needs and interests of the students. Badri added that a course which is largely based on grammatical rules is not the most effective way to acquire a new language.

These investigators also examined age, aptitude, motivation and attitude, foreign language culture, classroom setting, class size, and intelligence in order to identify their effect on performance and language acquisition. The results are as follows:

4.5.4. Age

Hassan found that age was not a factor in the ability

of students to learn English. El-Shimy indicated that age is not a problem for students who learn English in Kuwait.

4.5.5 Aptitude

El-Shimy maintained that aptitude is necessary for better foreign language learning.

4.5.6 Motivation and Attitude

Hassan and El-Shimy confirmed in their studies that both motivation and attitude help in the better achievement of foreign language learning.

4.5.7. Foreign Language Culture

Both Hassan and El-Shimy found that previous experience in English and contact with English culture could assist in the development of English language skills.

4.5.8 Classroom Setting and Class Size

Badri and El-Shimy indicated that large classes and an unsuitable classroom setting do not conduce to pupils having sufficient opportunities to participate in the classroom activities.

4.5.9 Intelligence

El-Shimy, referring to a number of other studies, indicated that intelligence had little to do with the ability to learn a foreign language, particularly for very young learners and/or beginners.

Conclusion

Most of the studies reviewed by this researcher have dealt with the difficulties Arab learners of English face in grammar, lexis and phonology. In addition, other factors that affect the achievement of effective English language skills were investigated by these researchers.

These studies have provided samples of English language learners from Lebanon, Egypt, Sudan, Iraq and Kuwait. Among these, Kuwaiti Arabic is the most similar to the Bahraini Arabic used by this researcher's sample. Iraqi Arabic is also very similar to the Arabic used by a considerable number of Bahrainis. The reason for this similarity is that Kuwait, Iraq and Bahrain are all neighbouring Arab countries in the Gulf.

Although the reviewed studies tackled different aspects of T.E.F.L., their concentration was on certain area(s) of teaching and learning English (see beginning of this Chapter). However, this researcher attempts here to investigate the circumstances surrounding the teaching and learning of English as a foreign language with particular reference to the primary cycle in general.

The reviewed studies also differ from this piece of research in not including the subject of classroom language (see Chapter Seven). This researcher believes that this particular aspect is important and deserves special consideration.

Two of the reviewed studies were not of direct relevance to T.E.F.L. One dealt with factors affecting the achievement of primary school children, and the other

with factors affecting performance in the basic skills of Arabic. They were chosen because, as this writer believes, they were both concerned with factors affecting teaching and learning.

To sum up, it was found by the above investigators that in the area of grammar, the causes of errors were: the interference of Arabic and M.T.; teacher's technique and strategy; the divergence of English and Arabic grammar; textbooks and other materials; pupils' lack of knowledge and practice; confusion; negative transfer; overgeneralisation; mutual interference; literal translation; false analogy; the internal system of English, and over-simplification. These studies also indicated that most of the grammatical errors were caused by the interference of Arabic and the M.T.; teachers' technique and strategy; the divergence of English and Arabic grammar, and textbooks and materials.

In the area of lexis, the causes of errors were found to be: teachers' technique and strategy; literal translation; confusion; false analogy; mutual interference; pupils' lack of knowledge and practice; incorrect collocation; the difference between English and Arabic culture, and lack of exposure to English. The main cause of lexical errors in these studies was found to be the teacher's technique and strategy, literal translation and confusion.

Regarding phonology, the studies revealed that the causes of errors were phonological differences between Arabic and English; interference of Arabic and the M.T.; pupils' lack of knowledge and practice; confusion; teacher's

technique and strategy; mutual interference; lack of exposure to English, and orthographical interference. The reviewed studies also indicated that most of the phonological errors were due to the differences between Arabic and English in terms of phonology, interference of Arabic and M.T. and pupils' lack of knowledge and practice.

In respect of factors affecting the firm acquisition of the English language, the studies found that: the teacher; the method; course content; classroom setting and size; foreign language culture; attitude and motivation and aptitude can affect teaching and learning English as a foreign language. These investigations also revealed that the teacher, the method and the course content were the main factors that could have either a negative or positive effect on the learners of a foreign language. The studies indicated that age and intelligence did not contribute to the inability of students to learn a foreign language.

REVIEW OF LITERATURE

CHAPTER FIVE

LANGUAGE ACQUISITION AND FOREIGN LANGUAGE LEARNING

CONTENTS

5.1 Theories of Language Learning 115

5.2 Behaviourism and Mentalism 118

5.2.1 Introduction 118

5.2.2 Behaviourism 119

5.2.3 Mentalism 127

5.2.4 Transformational Generative Grammar 131

5.3 First Language Acquisition and Foreign Language Learning 134

5.3.1 Introduction 134

5.3.2 First Language Acquisition 136

5.3.2.1 Language Development in Children 137

5.3.2.2 The Stages of Language Acquisition 139

5.3.2.3 The Language Acquisition Device 142

5.3.3 Second Language Learning 144

5.3.3.1 Introduction 144

5.3.3.2 Foreign Language Learning Early or Late 147

5.3.3.3 Processes in Foreign Language Learning 151

5.3.3.4 Factors Affecting Foreign Language Learning 155

CHAPTER FIVE

LANGUAGE ACQUISITION AND FOREIGN LANGUAGE LEARNING

5.1 Theories of Language Learning

What is Language?

The language of human beings is described by linguists as a system of sounds. These sounds are the medium of language. To produce these sounds speech organs are used. All languages use the same channel for both sending and receiving their sounds. They all use speech organs for their set of vibrations. The organisation of these vibrations is the same in all languages.

Bolinger and Sears (1981) stated that:

> "Human language is a system of vocal-auditory communication, interacting with the experiences of its success, employing conventional signs composed of arbitrary patterned sound units and assembled according to set rules." (p.2)

Barber (1964) has drawn attention to the fact that language is what is spoken only. The written language is derived from and subsequent to spoken language. He added that, one may speak a language without being able to write it, but no one can have a written language without speaking it.

Regarding the importance of language, psychologists have pointed out that language is the most remarkable tool that man has invented. Actually, it is the tool that makes human culture possible.

Language is something which distinguishes human beings from other animals. It is true that birds and other animals sometimes communicate by means of cries, but

all these means of communication can not be considered to be the same as human language. The difference is in articulation which comes in the form of language structure, words and sentences. Wilkinson (1971) in differentiating human language and the sounds produced by birds and animals stated that, for animals and birds, the sounds made are agreed upon because they know what those sounds mean. But their sounds are instinctive and their reaction to these sounds is also instinctive. It is not possible for them to agree with each other that a certain sound has a particular meaning. Wilkinson added that instinctive noises are also made by human beings, but their noises are part and parcel of their emotion, and not just a matter of choosing symbols voluntarily. In support of this, Wilkinson has quoted from Sapir :

> "Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires, by means of a system of voluntarily produced symbols."
> (p.14)

Wilkins (1974) also mentioned that the form of communication used by human beings is different from that used by other animals and birds, not only because it exploits unique sounds and expressions, but also due to its variation in content according to its structural extent.

Language is the most important tool for communication. There are other forms by which people can communicate without using language. This takes place in situations such as miming or gesturing. There is also the type

of communication which involves symbol systems for language. Examples of these are morse code, shorthand and sign language.

Wilkins stated that to communicate one needs to use a language which can elaborate social structure. He added that, the lack of spoken or written language impedes social interaction.

As language is human experience, to understand the process of communication one should look closely at the capacity of humans for language acquisition, and how much its quality can help in playing a powerful role within people and between people. Wilkins suggested that language can well be used for communication in different remarkable situations. He added that the type of language needed for communicating in a certain situation can be identified as soon as the time for communication comes providing that the maturity, necessary knowledge, and experience is there. Wilkins carried on and said that a person can express what he wants to say by applying his knowledge of language. He concluded that the demands placed on language are virtually limitless, and in fact the most important characteristic of language is to enable one to fulfil these demands.

Bolinger and Sears (1981) have raised three points that enable a human being to use a language. These are as follows:

1. his predisposition and physical capacities;
2. a language system should be pre-existent;
3. having competence to apply his pre-disposition and

capacities to the language system he is exposed to. This includes the sound system, grammatical rules and their meaningfulness.

5.2 Behaviourism and Mentalism

5.2.1 Introduction

There are three views of modern language teaching. One view is that language is taught by conditioning. Some maintained that language should be taught by drill and explicit explanation. Others believe that language is taught or built by elementary "data-processing" procedures.

Linguists have provided a structural analysis of language data. They frequently deal scientifically with language substances in isolation from the sociological or psychological factors which might affect its use. Their interest is in the process involved in using language, but their belief is that it is the function of psycholinguists to investigate these processes. Therefore, they have fairly uncritically adopted whatever has been proposed by psycholinguists.

There are many linguists who still retain the above notion, but recently a new school of thought has developed which believes that linguists and psychologists should cooperate in order to develop the process of language acquisition. In connection with this notion, Wilkins (1972) pointed out that it is believed that:

> "Linguistics is a branch of psychology, or, some might say, since language is central to

> all human experience, psychology is a branch of linguistics."
>
> (p.160)

Research has been done to discover the universal basis of language and how the M.T. is acquired. But whatever the principles of general language involved, the relevance to foreign language learning is there. (Wilkins, 1972)

Behaviourism and mentalism are two highly contrasting general theories of language acquisition. The identification of these two theories is as follows.

5.2.2 Behaviourism

For behaviourists, a language is learnt in the same manner as any other skills. They perceive language as being learnt only in terms of what a learner can observe: what he learns is what people around him utter, and the conditions under which the utterances are made. They believe that observable physical experiences are the only basis for valid data. Their view is that the learning of a language requires only verbal behaviour, which is related to mental ability. Skinner (1957) stated that the term "speech" applies to vocal behaviour. He added that the circumstances which the person is in can be affected by his observation. Therefore, as Skinner said, to learn a language one only requires vocal behaviour and to practice it linguistically.

The behaviourists' view is that any learning procedure takes place under the control of the condition which the learner is in, and that his learning depends on the condition he is in. The variation in the ability to

learn depends on the difference in the learning experience. For them, past learning is less dependent on, and the influence is mainly placed on, the factors which operate in the situation the learner is in.

The behaviourist theory is of stimulus-response based learning, particularly Skinner's model of operant conditioning. This theory maintains that the production of any learning is the result of the provision of certain kinds of stimuli. These stimuli lead to a response which should be followed by reinforcement or reward. In connection with, and as an example of this notion, Rivers (1981) mentioned that the acquisition of habits by infants is as follows.

Infants, being at some stage of random babbling, produce certain sounds that resemble appropriate words for persons or objects around them. The infant is rewarded to make him feel that his noises and smiles are approved of and probably the production of the same group of signs in a similar situation will be increased. As the reinforcement is repeated, a habit is established.

Behaviourists insist that, for better learning, the learner should be where stimuli and reinforcement exist. McDonough (1981) stated that the behaviourists' theory emphasised that environment plays an important role in the provision of stimuli for imitation, and reinforcement. Farch et al., (1984) added that the process of imitation is of primary importance in behaviourism. This process of language acquisition takes place through a stimulus-response sequence. According to Farch et al., it

involves three stages:

- providing the learner with a model of utterance;
- providing the version of this utternace through imitation;
- the comparison of the learner's own version with the model utterance.

Rivers (1981) went on further to say that children's imitation of sounds continues and more combinations should be reinforced. She added that, by acquiring syntactic and morphological variations, the child's language improves and new combinations will be created by him through generalization and analogy. She went on to say that the behaviourist's view is that, using the process of trial and error, and reinforcing the acceptable utterance by comprehension and approval, and inhibiting the reward if the utterances are unacceptable, will help the child to learn how to discriminate better and better until what he utters becomes like the speech of the people within his group.

To define the stimulus, Wilkins (1972) has pointed out that it can be physically present in the situation the utterance takes place. It can also be verbal by producing language, or internal such as the state of thirst or hunger that leads to the provision of an utterance like "I want to have some milk". As soon as the child attempts to respond he should be reinforced. Wilkins stated that according to behaviourists, this encourages the child to produce more and more of such types of response. Reinforcement can be produced in several different

ways such as parents approving his response which is a powerful reinforcement or fulfilling his physical needs as soon as an utterance is produced.

Behaviourists believe that a single response does not help learning to take place, even if it is reinforced. They maintain that the response can only be fully learnt through repetition. The strength of a response learning is measured in terms of the number of times it has been repeated and reinforced. The more a word has been uttered, the better it is learnt. This means, in behaviourists' terms, the notion of repetition is very important in the process of learning a language. To strengthen the learning, every response should be reinforced. Skinner (1957) in support of the above notion reported that, the consequences of reinforcement is important for the acquisition of each verbal behaviour. Their main function is to strengthen the response. Skinner has suggested that encouraging the learner to repeat a response depends on how much the response is reinforced.

Thus, if a child does not respond it means that he can not repeat that response, and consequently receives no reinforcement which causes the response not to be learnt. Wilkins (1972) argued that a person whose learning takes place by making responses can not learn to produce language by just hearing other people speak it, nor can he learn it by describing it or explaining how the language is used. He went on to say that one may respond by hearing, but this hearing being repeated and reinforced can only help him to learn to hear but not to speak.

He added that a correct response by a child, and the reinforcement will lead to learning. But sometimes the child may utter incorrect forms. This may be due to his inaccurate hearing of a form that he imitated, or the creation of an incorrect form by analogy from his previous learning of correct forms. For instance, as Wilkins stated, if he has learnt that the past tense of "play" is "played", he may over-generalize this response and produce an utterance like "goed" as the past tense of "go".

Considering meaning, behaviourists believe that a response being of a correct form does not mean that it is situationally correct; it should also be appropriate to the stimulus. Therefore, for behaviourists, when learning a language, both a formal and thematic repertoire of response has to be acquired.

When learning a mother tongue, behaviourists state that a child gradually recognises both individual and whole classes of stimulus and the appropriate and correct response, no matter whether it is a word or an utterance. They maintain that the child's language learning improves since the appropriate stimulus is there. Any preference being a correct form of utterance as an appropriate response to a present stimulus is considered to be sufficient for behaviourists. There is no need to enquire into the meaning of what has been uttered or whether the child meant or understood what he uttered.

McDonough, (1981) has drawn attention to the point that for behaviourists it is important to bear in mind

that for the M.T. learning process, reward strengthens the response, and the response is strengthened by other stimuli.

Regarding behaviourism and foreign language learning, it is mentioned that since the second World War, most of the developments in the area of foreign language teaching have been on the basis which assumed that language is a form of behaviour, and learning a language takes place through the formation of habits. Wilkins (1972) quoting from Rivers and Brooke stated that the process of learning a foreign language is basically a mechanical habit formation performance. To learn a language is like carrying out any routine that is characterized as a habit such as learning to type or to ride a bicycle. These habits are formed of activities that one carries out without the conscious use of one's cognitive process.

When teaching a foreign language, the behaviourist's method is that the concentration should mainly be on the skill of speaking and should be followed by the skill of writing. This is because, behaviourists view speaking as being more important than writing. The development of writing comes later and as a secondary form that is derived from speech. Therefore, learners of foreign languages should be given the opportunity to repeat every new piece of their target language a number of times. Little explanation of the activities and rules of language structure should be given by the teacher. The teacher's role is only to assist the learners in order to enable them to get the right response which should be followed

by a proper reinforcement.

This view of behaviourists regarding language learning is rejected by a number of theorists. Rivers (1981) mentioned that in the 1960s, a number of psychologists turned away from the concept of habit formation to the areas of perception, thought process, the encoding and meaning of expression; processing information; memory, and concept. Among these are Chomsky and Lenneberg. Allen and Buren (1971) have mentioned that Chomsky has argued against behaviourists by demonstrating the theory of "Stimulus-Response" Chain to be useless. He has shown that this rule could not account for a number of human capacities such as language, complex problem solutions etc. Chomsky stated that some believe that being exposed to pedagogical grammatical rules may hinder the skill of fluent language acquisition. This, as Chomsky pointed out, is based on the structure of the language and the process of learning. He claimed that, as Allen and Buren have stated:

> "The notion that linguistic behaviour consists of "responses" to "stimuli" is as much a myth as the idea that it is a matter of habit and generalization."
> (p.156)

Chomsky (1970) suggested that the theory of psychology in language acquisition requires justification. He argued that:

> "the relevance of psychological theory to acquisition of language is a highly dubious and questionable matter, subject to much controversy and plagued with uncertainty of all sorts." (p.54)

Chomsky went on further to say that turning to linguistics, one sees that the situation is the same. They have had a share in the myth that linguistic behaviour is habitual. For them, he said, language is acquired through its patterns and using them as the basis of analogy.

Piaget (1980) in agreement with Chomsky mentioned that:

> "Language is the product of intelligence or reason and not the product of learning in the behaviourist sense of the term." (p.57)

Lenneberg's (1970) view is that every human inherits a power to learn certain languages. He argued that to speak, one requires a great deal of creativity. He went on to say that children create forms of the language they want to acquire which they have never heard before. Such forms do not even exist in the adult's language model. This means, as Lenneberg stated, that, in addition to the mechanism of their imitation, they also possess some innate linguistic capability. He suggested that the procedure of language development is not random. His argument went on to state:

> "the rat who learns to press a lever or to purchase food gives us no more insight into the process of language acquisition than, for instance, through observation of the nest building habit of the rat or the acquisition of flight in the bird." (p.87)

Lenneberg has explained that in the case of food purchasing by the rat, the situation is planned by the trainer whose aim is rational. But, to acquire a language, the situation cannot be pre-planned or the result of rational behaviour. This, as Lenneberg mentioned can

be seen in the random babbling of the infant which gradually changes into words accidentally. Therefore, to acquire a language children should not be given rules in order to apply them. They are only exposed to a large number of examples to see how the syntax works. From the examples they are exposed to, children acquire principles that can help them form new sentences.

To sum up, the theory of behaviourism seems to be inadequate for the linguistic behaviour of human beings. Most language acquisition theorists claim that it is impossible to accept the view that linguistic behaviour is a matter of habit, that it is slowly acquired by reinforcement, association and generalization. It is worth while here to quote the exact words written by Allen and Buren (1971) regarding Chomsky's argument in the notion of language acquisition. He has claimed that:

> "I have been able to find no support whatsoever for the doctrine of Skinner and others, that slow and careful shaping of verbal behaviour through differential reinforcement is an absolute necessity."
> (p.137)

5.2.3 Mentalism

The Mentalists' view, such as that of Chomsky and Lenneberg contradicts the view of behaviourists on almost all points. Their belief is that children do not learn a language by being subjected to the process of similar conditioning, but that it is due to their possession of an inborn capacity as a normal process of their maturation. This capacity, according to mentalism is by definition, universal.

They believe that learning language is the same for everybody, but the similarity depends on the learner's sharing of the same capacity. They maintain that all children except those with certain physical disabilities are able to learn a language with the same degree of mastery of its basic structure, although the culture of the environment they are in is different, and the amount of attention they get from parents is not the same.

Miller (1970) in the same frame of mind, argued that normal children acquire a language they are exposed to in the environment without any instruction or motivation. He added that a child is born predisposed to learning language, and for this learning, he must have the capacity to generate and interpret new sentences. This capacity, according to Miller, is innate and is not something that can be learned.

Chomsky (1968) also has argued that human beings possessing some internal capacity for language, can learn a language successfully if they are normal. This makes them different from animals. He added that it is not possible to acquire this capacity; therefore it is innate. Lenneberg (1970) in agreement with what Miller and Chomsky pointed out, argued that the language of all human beings is the same. They all have sound systems, they all have individual units that are put into longer sequences of phrases, sentences and discourses, and they all have their own grammar. This means, as Lenneberg stated, that a human being himself has some innate, and that

every human inherits a power to learn certain languages, and the process of language acquisition of all children is the same.

Rivers (1981) stated that the mentalists' view is that children go through the same stages in developing their language acquisition. She added that for mentalists, when children learn a language, they do not seem purely to imitate, but they select what they hear and construct forms according to the system of their development. The combination of words in meaningful sequences develops as soon as infants realize that there is some relationship between sounds and objects or situations. This realization, as proponents of mentalism believe, depends on their maturation.

By referring to a number of mentalists, Rivers carried on to say that the ability to speak is peculiar to humans. She added that, in the human, there are certain innate propensities for the acquisition of language with its complicated grammar. For mentalists, as Rivers pointed out, it is impossible for a child to acquire a highly complicated system of grammar through some vague process of imitation and generalization.

McDonough (1981) in relation to the above idea, stated that the argument of Chomsky is that to explain language structure by using the behaviourists' concepts as translation of traditional grammar had added nothing but confused the issue because of the vacuity of the terms. He added that Chomsky has proved that chain structure is possibly not language grammar. This can be seen

as McDonough mentioned in the following example:

"The man who sang was a singer."

In this example, "was" is more closely related to "man" than to "song", but in the chain association, each successive link is related directly to the previous one. This means that language is hierarchically ordered.

Wilkins (1972) in defining the role of the innate in language acquisition mentioned that the mechanism of the innate which is proposed by mentalists has been named as a "language acquisition device". This kind of language acquisition, as stated by mentalists is as follows: As soon as a child is born, he is exposed to a certain language which is like a trigger for the device of language learning. This device is capable of formulating hypotheses about language structure that he is exposed to. This process takes place without the child being conscious of it. The child tries out the formulated hypotheses by producing his own language and this production is continuously checked against further data of the language that he is exposed to. Any hypothesis found not to account for data, is modified by the child and checked again by him.

Regarding the stages of hypothesis, Wilkins has stated that the first ones are very simple. For instance, he says, a two word utterance stage in which the operation takes place are of hypotheses that are of two classes of words. These two classes of words involve a limited word and another that is somehow unrestricted in terms of number and its occurence, which is of fixed sequences.

These hypotheses become more complex as the child grows older. By applying them to his own language, the child's speech gets closer and closer to the language of adults which is the model of the language he is exposed to. Wilkins concluded by saying that children acquire their language by constructing an internal language grammar. This grammar is modified successively until it becomes completely like the one used by adults.

5.2.4 Transformational Generative Grammar

Since the 1960s, Chomsky and others have become more and more interested in language problems and found the contemporary theory of transformational generative grammar compatible. This theory is concerned with what goes on in the mind of both the one who speaks the language and the one who hears it, and the innate mechanism which makes language acquisition possible.

Rivers (1981) has mentioned that cognitive psychologists accepted the collaboration of the transformational generative grammar because they needed a theory of language to base their research on. A number of studies used the theory of transformational generative grammar as the framework to their report which included areas of sentence processing, speech perception, first language acquisition of children and its influence on their early second language acquisition.

It is reported that transformational generative grammar is basically the result of research done by Harris, Chomsky and Halls. Their work dealt mainly with theories of

syntax, phonology and semantics. Their view was to use the categories of traditional grammar after redefining them for different languages.

The distinction between competence and performance was considered as basic to the transformational generative theory. It was found by Chomsky that competence is intuitive knowledge of the complex system of speaking and hearing language rules. This was recognized in native speakers and their competency in producing grammatical utterances. The form performance was found to be the utterance used in the actual situation. Its form is variable which may not always conform with the competence of the speaker and hearer (Palmer, 1971).

Palmer added that in the theory of transformational generative grammar, the establishment of competence is of studying patterns of sentences which are samples of performance. As soon as language competency is established perfectly, it can help in studying the more complex aspects of performance.

As a result of the above discussion regarding behaviourism and mentalism theories in language learning, it has been seen that the theory of mentalism can be utilized in language teaching and learning. But, linguists and psychologists draw attention to the point that both these theories need to be improved upon. Therefore Chomsky (1970) cautioned teachers not to rely totally on the fundamental disciplines of what linguistics and psychology have provided for pedagogical uses. This is because as Chomsky maintained, both these fields are undergoing

major changes and this loss of confidence is healthy and realistic. He added that:

> "still, it is difficult to believe that either linguistics or psychology has achieved a level of theoretical understanding that might enable it to support a "technology" of language teaching." (p.52)

Wilkins (1972) agreeing with Chomsky's point of view, stated that both the behaviourism and mentalism theories are rather weak. Regarding behaviourism, Wilkins stated that they did their experiments for their theory with animals which obviously has nothing to do with language behaviour. It is assumed that the principle of behaviourism can be applied to learning one's mother tongue. This assumption, as Wilkins thinks, may not seem to be reasonable, but there is the possibility that some of the principles do operate not entirely for language teaching but for any other similar situation.

Considering mentalism and the role of its theories in language learning, Wilkins pointed out that their theory at least intended to account for the behaviour of human beings; but the empirical evidence is very slender. He went on to say that, for language learning, this theory requires a particular kind of mental structure which he believes to be innate. This innate quality being accepted for language existence of the acquisition device, one needs to have evidence that this device is employed for learning both mother tongue and foreign languages.

To conclude, one may accept that the theory of mentalism is more effective than that of behaviourism. It has been found that in language learning the mentalism

theory is in an ascendant situation in terms of nature and nurture opposition, at least among linguists, and has influenced a number of psychologists. But still language teachers need not be obliged to choose any one of the above theories. One should try to evolve one coherent position based on present knowledge, particularly in terms of foreign language learning which requires more to be known about its psychology.

5.3 First Language Acquisition and Foreign Language Learning

5.3.1 Introduction

Learning means knowing something one did not know before, or becoming able to do something one could not do before. Learning can take place either informally, or formally. Informal learning takes place all the time. This is where one extends one's knowledge and skills without learning being systematically set for the production of this change in the learning i.e. the goals are not pre-determined and the planning is not pre-arranged.

To learn formally means learning with the help of a teacher. A teacher, in a broad sense, can be defined as educated policy making, syllabus committees, textbooks and programme writers, classroom teachers, instructors etc. The exact definition of a teacher has been given by Ingram (1974) who has stated that the teacher is the person who:

> "specifies the goals, selects and arranges the materials, presents them to the learner

> in various ways, requests the learner to carry out specified activities, and evaluate his performance by comparing it with the predetermined objectives." (p.218)

To learn a language means to acquire command of a language so that one is able to communicate purposes adequately i.e. the learner understands others and also is understood by others. Learning the first language takes place informally, except for deaf children and pre-school children. Sometimes, one may learn a second language informally, or partly informally, as in multilingual communities. Learning a second language can often also take place formally in schools.

To distinguish between second language and foreign language learning one may say that second language learning takes place formally as a supplement to the informal learning. Regarding foreign language learning, it takes place completely formally in a school setting.

The situation in which the first language is acquired differs from the one of second or foreign language learning. When a child acquires his first language, he does it informally in a natural situation of language learning. In this situation, the learner himself determines the strategies without them being imposed by a teacher. But, the learning of a second or foreign language takes place formally by learners who are older than first language learners.

Formal learning situations are mostly planned according to the learner's capacity. Ingram (1974) in referring to B.F. Skinner and his groups mentioned that when they began to prepare a teaching machine programme, the inform-

ation they got from teachers was not about what the teachers themselves wanted the children to learn, but what children were actually capable of learning.

5.3.2 First Language Acquisition

At the end of the eighteenth century, studies of children's language began. This was handled by educationalists and philosophers who began to observe their own children by keeping diaries of the utterances of their children.

Psychologists carried out most of the studies of the language learning of children during the first half of the present century. Their assumption was that, although learning a language is complex, it does not principally differ from other kinds of learning. Most of these studies were dealing with language indices of general intellectual development and not just describing the language as it is. The finding of the studies showed two indices:

1. The average length of a child's utterance, whether in terms of words or syllables, increases regularly with his chronological age, and this regularity will be greater if his mental age is higher;
2. The size of a child's vocabulary is correlated very closely to his I.Q. (Intelligence Quotient).

In the 1950s, psychologists began to renew their interest in the process of thinking. Around this time, a new term was coined, and this was psycholinguistics.

In 1953, psycholinguists started to study the language development of a child systematically. This involved

the first utterances of the child up to school age.

As discussed earlier, there are different views regarding language. These are:

- The environmentalists who believe that a child is born with no innate qualities. Through the experience that he undergoes in the environment, his individuality and skills are constituted. Intially behaviourists held this view for a period;
- There are those who believe that children are born with very specific innate endowments with knowledge of both the world and the nature of language and its grammar. Added to this, their view is that a child can hypothesize and test his hypothesis in order to enable him to determine the language which he is exposed to;
- Besides these, there are those who adopt interaction hypotheses. Their belief is that children have come into this world with specific knowledge in grammar, semantics and phonology. According to them, children's language development is due to their interaction between the innate potentialities they have and the quality and variety of their experience.

5.3.2.1 Language Development in Children

The First Noises

The baby, responding to the shock of birth and his first breath,makes his first cry which is the first vocalization of human infants. In the following weeks, and as the infant is in his first or second month, he begins

to produce vocal noises besides crying. These noises or cries are differentiated as either comfort or discomfort. This can be recognized by the mother as the baby reaches his fourth month. The first reaction of the baby is only to noises. This reaction soon changes by responding to the sounds of the human selectively, particularly the sounds made by his mother. As soon as he hears someone speaking, he turns his head to him or stays still to listen, but rarely follows other sources of noise. At this time, the pitch of his vocalization varies. Among them are squealing and growling (Ingram 1969).

Babbling Stage

After a period of time, the baby's noises will be increasingly changed to syllables which is called the babbling stage. Wilkinson (1971) described babbling as repetitive and as an enjoyment for the baby. He added that it is also a kind of articulation the practicing of which prepares him for language acquisition. Ingram (1969) stated that babies who are born deaf go through the same stage of vocalization until they reach their sixth to eighth month, when they become progressively more silent. She added that babies whose hearing is normal are stimulated by adult voices and are increasingly engaged in conversation. She went on to say that there is a great deal of speculation to see if the baby imitates what adults say. What is usually seen is that parents immitate what the baby says at this stage. What Bolinger and Sears (1981) argued was that babbling is followed by

imitation which plays a part in language acquisition. They added that before a child imitates, he experiments and hence creates according to the approval he receives. Wilkinson went on further to say that children's choices of sounds are of those which are easier for them. These sounds, as Wilkinson mentioned, are of those that are shaped into words by adults, such as "ma-ma-ma", "da-da-da" etc. Parents, through imitating these sounds encourage the child to produce words such as "mama" and "dada" which highly satisfies both the baby and his parents.

5.3.2.2 The Stages of Language Acquisition

It was found that normal children all over the world pass through the same stage of language development, but they may differ in rate. Researches have shown that language acquisition in children follows four stages. These are holophrastic (or one word), joining, connection and recursive.

The stage of "holophrastic" or one word utterance in babies is of kinds of utterances which are neither words nor sentences, or even one word sentences. In this stage, the baby utters words such as "mama" where he means "mama is here", or, "take me mama". Wilkinson (1971) stated that parents truly claim that as soon as the baby begins to produce his first words he is beginning to talk. But he added that linguistically single words do not constitute language. For linguists, he said, these words are called "holophrases"or one word utterances. Dale (1976) went further to say that it is most commonly

recorded that the baby's first words will appear when the baby is in his tenth to fifteenth month. He added, it is suggested that as the baby's vocabulary reaches ten words, one can indicate the true language development; and this takes place when he is fifteen months of age. This will be followed by uttering one word at a time. These words are preceded by babbling.

It is stated that the distinction of the first words of a baby is done in respect of his pronunciation, or phonetic forms, their meaning, and how the words are used. The first words that a baby speaks usually consist of one or two syllables.

Some children may remain holophrastic up to the age of two years, and others may pass through this stage quickly. This stage lacks grammar. Children at this stage do not differentiate between nouns and verbs. For them both things and activities are just named (Bolinger and Sears, 1981).

The next stage is the "joining" stage. When children reach this stage, they are eighteen or twenty months old. Dale (1976) stated that, at this stage, children's language is simple but interesting, because it shows how they organize their initial strategies. It has been proposed that, in children's language at this stage, words such as nouns, adjectives are there, but others such as articles, prepositions and endings like plurals are missing. Most of their words are of single morphemes. The other proposed fact is that early child language is genuinely creative. Their utterances are not only

identical to what they heard from adults, but they are also not simplified. Some call the language of children at this stage "telegraphic speech". This is because of their omission of some words such as the ones mentioned above which are usually left out of telegrams in order to reduce the cost.

Bolinger and Sears (1981) maintained that, at this stage, children begin to develop their grammatical devices. This is done, as they said, by putting two words together so that they are related to each other. Ingram (1969) added that studies have shown that the child's grammar at this stage is primitive and a faulty version of adult grammar. She carried on to say that the average length of children's utterances increases steadily with their mental age.

The third stage of children's language development is called "connective". At this stage the child uses more complex sentences of three or more words. Step by step, this stage increases its complexity which shows that a child of two years and five months of age will be able to separate inner questions from the command as a whole as in "ask your daddy what he did at work today". When the child reaches the age of three years and five months, he can make the right transformation of the verbs such as in "what did you do at work today?" (Bolinger and Sears, 1981).

Regarding the grammar of children at this stage, Bolinger and Sears added that children at this stage learn the grammatical morphemes. They can master the forms correctly and meaningfully, and can utter more

complex sentences. They can mark the plurality of nouns, the agreement of verbs, the comparison of adjectives (if the language he learns is English).

The fourth stage of language development in children is called "recursive". At this stage the child will be aware of linguistic structure which means putting sentences together according to grammatical rules. By the age of five to six, children will generally have a complete control of their language. It was found by researchers that at this stage children are not able to manipulate grammar; and when they use it, they are not completely aware of it being grammar. Parents and others correct children's grammar, but mostly they correct themselves by observation. At this stage, they learn not to use "fighted" for "fought", "sheeps" for "sheep". It has been found that, at the age of four to six years, children can judge their errors of syntax.

However, with regard to age, studies have shown that one can not depend on it to indicate the development of language in children, and that there are differences among children and their process in acquiring the language.

5.3.2.3 The Language Acquisition Device

Imitation

One of the important factors which helps the child to acquire a language is imitation. This is because, as Wilkinson (1971) mentioned, the child is motivated to be like his parents; therefore he imitates them, especially the mother. The child also imitates other children

and adults around him. Imitation can help children arrange their words correctly.

Practice

When a child interacts with his mother or the people around him, he uses a great deal of his spontaneous imitation of their remarks or their functions. This, as Ingram (1974) stated is done by nearly all children, but some do it more than others. She added that repeating and imitating others' remarks provides children with practice. Those children who have the habit of accompanying actions with descriptive remarks have better practice, which, after all, is what language acquisition depends upon.

Exposure to the Language

Exposure to language as a device for language development has been found to be significant by many writers. Lenneberg (1970) claimed that to acquire a language, children need to be exposed to it. He added that:

> "As long as the child is surrounded at all by a speaking environment, speach will develop in an automatic way." (p.90)

Miller (1970) also pointed out that normal children acquire their language by being exposed to it in their environment. The importance of adequate exposure to the language for language development in children is also supported by Wilkinson (1971). He mentioned that a child being exposed to a meaningful language will be able to speak it.

This means that the best part of language development

takes place through a certain amount of exposure to the language. The more the child is exposed to meaningful language, the better he formulates and practices its structure.

5.3.3 Second Language Learning

5.3.3.1 Introduction

For many years linguists and those who are involved in teaching languages have been interested in identifying whether first language learning has got any relationship with second language learning. Researchers have considered the area of learning a second language as a fruitful field for investigation. The methods used for teaching languages have been compared to identify the suitability of each for teaching the mother tongue and the target language to see how much general psychology can assist in the instruction of language learning. A number of studies have been done to see the differences between the ability of learners and their interaction with learning performance such as their aptitude, attitude and motivation. A great many studies have dealt with methods of acquiring a language in order to provide systematic features of how a second language can be learned. Many studies have been undertaken to see whether it is better to learn a foreign language early or late.

In spite of all these studies and researches which have put great effort into second language learning, the theories and the results of their work regarding the methodology of second language teaching is still

limited, and the question of whether the process of the articulation of the second or foreign language is the same as in the native language, has not yet been satisfactorily resolved.

Enthusiastically, McDonough (1981) has stated that these researches can provide useful information for those who are in the language teaching profession. He added that these studies and researches can help teachers pinpoint the areas which cause difficulties when learning a second language, and how to help the learners overcome these difficulties. An example of this, as McDonough stated, is the interference of the M.T., lack of performance or inability of learners etc. They also can help in the planning of the content of syllabuses to suit the learner's language ability. He went on to say that they can also contribute to better teaching and learning in the classroom, and suggest a better methodology which would be appropriate for certain learning situations.

To know how a foreign language can best be taught, one should firstly look at the nature of the language and what is known about the nature of learning it. Wilkins (1974) pointed out that people know little about the nature of language learning. He suggested that to begin with, one should take into consideration the way in which the M.T. is learned by a child. This does not mean that to teach a language one should closely imitate the natural process of acquiring language, but one can see how language acquisition takes place which may help him in language teaching. In order to define the terms "language acquisition"

and "language learning" Wilkins stated that by language acquisition is meant the way a language is acquired naturally by being largely randomly exposed to it. By language teaching, is meant that the learner is exposed to the language structure through language teaching.

In connection with the contribution of the language acquisition process to language learning, Mcdonough (1981) pointed out that educationalists believe that the process of language acquisition is important for language learning because:

- the best examples of language learning are children, and studying their performance in language acquisition can help in the generalization of the features of language learning in future, or in contrast confirm the belief that this generalization is not possible;
- methods of teaching the second language have shown that learning a second language recapitulates learning the first language. This claim requires a good description of the process of the M.T. and the target language;
- the argument is that the process of second language reactivates that of the first language, and this makes the learning more efficient if the experiences of the two languages are close together. This point has given rise to the argument of whether or not to introduce a foreign language in the primary schools; which will be discussed later;
- the phenomenon of child language acquisition is unique. Both behaviourist and cognitive processing approaches

to learning cannot explain certain crucial facts about the language of the child. Examples of this are the child's new utterance, his order or rate of learning and how he discovers the structural rules which help to operate at a deeper level than the sounds he hears.

5.3.3.2 Foreign Language Learning Early or Late

The optimal age for learning another language is controversial. Some believe that the acquisition of a second language in a natural and effortless way can only be done before puberty and the brain is free in its plasticity. To them, the suitable ages are between four and ten. Others believe that as one matures at puberty, the automatic acquisition due to exposure to a language, will disappear. Therefore, at this stage, foreign language learning would take place through a conscious and laboured effort. Others held the view that the lateralization of the brain function for language learning is completed at the age of five. At this stage, as studies have shown, children have already acquired their first language.

Wilkins (1972) concerned with the optimal age for learning a language, wrote:

> "with age comes a change in the potential for learning foreign languages." (p.185)

He went on to say that:

> "The evidence that language learning is an easier process at an early age comes from a number of different sources." (p.185)

To place a boundary between the ability of a young child, adolescent and adult, Wilkins, by referring to

others who argued that the neurological evidence, points to the fact that it is better for a foreign language to be learnt at the age of primary school. By quoting from others he stated that the:

> "brains control of motor activities is located in the left hemisphere of the brain. If the brain should be damaged in this area and the control of motor activities lost, it is only children below the age of puberty who can transfer control of motor skills to the right hemisphere ... and that before puberty the brain has a plasticity which is subsequently lost and that with it the capacity for learning language is lost too." (p.186)

Wilkins added that it was found by teachers and those who worked with children that younger children find it easier to learn a foreign language than those who are older. Younger children can reproduce sounds through imitation and repetition with less difficulty. They find it a source of pleasure to imitate and repeat sounds. For older children, this may cause irritation. He concluded by suggesting that:

> "to teach foreign languages in the primary school is educationally desirable, since attitudes are usually formed at this age and the teaching of languages will help prevent any tendencies towards ethnocentricity." (p.187)

Ingram (1974) has argued that people believe that to learn a second language, young children are more talented than those who are older and adults. They link this idea to the concept of critical periods which states that if within a given period, the learning does not come about, it will take place with great difficulty. In opposition to this, Ingram stated that a number of studies showed that young children learned less than

half of what adults learned. She said that one of the studies showed that 64% of the adults in evening classes did as well as 25% of the students in high schools. She went on to say that the reports indicate that there is no age at which learning a second language is miraculously easy. To support her view, Ingram stated that a test done by the press regarding the understanding of children between the ages of eight and twelve, and young people between twelve and twenty, showed that there was no difference between the two groups. She concluded that children could be better than adults at discrimination and pronunciation. Wilkins (1972) on the other hand, agrued that if some studies have shown that adults' scores are found to be the best in an achievement test, this may be because they are exceptionally motivated. He added that one should admit that not all abilities decrease with age. Memory for instance, increases as one gets older until the age of eighteen, and the importance of memory for language learning is vital. Wilkins concluded by saying that adults have a greater capacity to overcome difficulties than children.

Rivers (1981), agreeing with Ingram, emphasised the idea that new languages can be learnt faster by young children than adolescents and adults and has produced evidence favouring young children when learning a foreign language. She said that studies have been carried out on the learners of Dutch whose native language was English. The learners were children of the age range 3-5, 6-7 and 8-10; adolescents 12-15 and adults. The result was that adolescents were found to be faster and more efficient

than children. Firstly, this group was paralleled by adults, but after a period of time the adults slowed down and were overtaken by the children of the 8-10 group; but the younger children of 3-5 were shown to be consistently the lowest among all the groups in all tests. Rivers concluded that one may take the findings of these studies as the basis for rejecting the hypothesis that the ages 2-12 years are the best periods for acquiring a foreign language and that:

> "older learners tending to be more efficient than younger ones." (p.448)

To sum up, it is usually argued that when comparing the capability of young children and adolescents or adults in foreign language learning, one should consider the time, the task and the situation to be equal. And as a result of the above discussion and the findings of the studies it has been found that certain ages are better in handling certain language skills. For instance, eight year old beginners were shown to be superior in the skills of listening and reading, but not in speaking and writing. The early beginners were found to be still better than the beginners of age sixteen in listening, but equivalent in speaking. Therefore, if the aim of learning a foreign language is to communicate, then early starting is considered valuable. But in terms of morphology and syntax, it is indicated that adolescents can acquire them more efficiently and faster than young children, and children's acquisition of phonology is more rapid than adolescents'.

It is indicated that the majority of children in developing countries start learning foreign languages at the

age of 11-13. Some countries start learning foreign languages earlier, at the age of 8-9. In Bahrain and many other Gulf countries, children start learning English when they are 9+.

5.3.3.3 Processes in Foreign Language Learning

Many believe that the process of foreign language learning is like that of acquiring the mother tongue. McDonough (1981) and Wilkins (1974) pointed out that it has been found that the learning of a second language requires the same patterns as in the first language. This view is held by many others who maintained that learning a native language by a child and learning a second language by an adult is not essentially different.

Farch et al., (1984) emphasized that to learn a foreign language, as with the acquisition of the M.T., takes place through the interaction internal processes and external factors of the learner. Therefore, as they suggested, psychological and social factors need to be considered in the process of foreign language learning.

However, many have found that there are some processes of first language acquisition that do not work for foreign language learning. Farch el al. argued that psychologists have generally agreed that some processes of first language acquisition which were previously popular, do not explain all the aspects of foreign language learning. For instance, as they said, imitation which is prominent in the materials of some methods such as the audio-lingual, a typical activity of which is the language laboratory, is found

to be limited because:

- not all examples of child language can be explained in terms of imitation. For instance, an utterance such as "Ali comed yesterday" in which the regular verb is generalized is never used by adults;
- information can only be stored in the short-term memory. Therefore learners can only imitate short utterances that they receive immediately;
- interpretation is an important aspect of language learning. Aspects such as first and second person, personal pronouns or adverbs of place which reflect the communicative role of both the speaker and hearer cannot be learnt through the process of imitation.

For these and many other reasons, psychologists have decided to develop an alternative method for foreign language learning. This method is the cognitive operation in the language learning process. The concept of cognitive process as psychologists mentioned is that foreign language is primarily a cognitive process which takes place in forming hypotheses and testing them.

Ingram (1974) in relation to the process of language learning emphasised that a second language can be learnt by being exposed to it. She added that to learn a second language it is assumed that it can be done through habit learning (rote learning) and rule learning (concept learning). She concluded by stating the following forms of language learning:

- Stimulus Response Learning

  This form of learning is the most elementary. Stimulus

is linked to as soon as a certain response is identified or recognized.

- Chaining

The process of this form of learning is that it takes place between two links. For instance, the learner listens to someone uttering a word and then responds to what he has heard. As soon as the response is identified, it becomes stimulus.

- Multiple Discrimination

This kind of learning is to keep the links and chain intact. An example of this is the naming chains of learning parts of the body in French.

e.g. la main (hand) le pied (foot)

les yeux (eyes) le nez (nose)

or to discriminate between sound symbols:

e.g. enfant [ɑ̃fɑ̃]

enfin [ɑ̃fɛ̃]

- Concept Learning

This form of learning consists of forming concepts in order to respond to other situations. For instance, a child being provided with three similar shapes and another one being an odd shape with a piece of sweet under it. The child being introduced to the shapes again and again, comes to know that the sweet is under the odd one. Then being introduced to other new shapes, the child will immediately know that the sweet is under the odd one. Here the child can acquire the concept of odd.

- Principle Learning

This learning is relating concepts to other principles. There are two points to concept learning and principle learning. They are as follows:

a. learning to respond appropriately to instances of concepts. For instance, to distinguish between positive instances and negative ones, and appropriate action to be carried out;

b. the learner should be able to define the concept and explain why an instance is made to be of certain categories.

These forms of language learning can be seen in certain methods of teaching foreign languages.

In the "grammar translation" method, the concentration is on the explanation of rules, and then linking these rules to situational problem-solving. The weakness of this method is that the skills being learned are not put in situations in order to link them to communicative skills.

In the "direct" or "audio lingual" method, chain learning is adopted. This is done by referring closely to central objects, or situations. The chain and multiple discrimination is established in this method in terms of pattern practising and substitution tables. The weakness of this method is that the learner may not be able to match the utterances he learns to the appropriate occasion or to the composition of new sentences.

However, what linguists suggest is that learning a language means commanding it and not solving grammatical

problems or exchanging language tokens fluently. Therefore the search for better methods is continuing. Many school systems have adopted a method by which learners learn the language by using the communicative context. Regarding the researcher's country, Bahrain, this approach is used in some schools on an experimental basis, aiming gradually to replace the structural/audio-lingual method which is at present in use. In the communicative approach, the emphasis is on the spoken aspect of the language. Here, it is considered that the learner should firstly understand the system of the language he learns in order to help him acquire language control. Ingram stated that it is believed that after early childhood, an ability to grasp abstract statements and relate them to concrete instances is developed in children. Therefore, they are able to move from particular to general and vice versa, which means that they can acquire both parts of the concept learning mentioned above. However the methods of teaching foreign languages will be dealt with in the following chapter.

5.3.3.4 Factors Affecting Foreign Language Learning

It has been found that a large number of foreign language learners fail to learn their target language successfully. Studies have shown that the language achievement of two learners can be different although they are exposed to the same learning conditions. The reason for this, as the research evidence suggests, may involve the following factors which affect the learning of a for-

eign language. These are:

1. attitude and motivation;
2. age;
3. language aptitude;
4. language transfer;
5. intralingual interference;
6. social and psychological distance.

Attitude and Motivation

It is clear that the learner's achievement or success in learning a foreign language is strongly linked to his attitude. This attitude can be towards the school subject, to the country of his target language, the language he learns or the people who speak the language as their native tongue. A learner may also be influenced by his attitude towards the aspects of culture of a foreign language; consequently his foreign language learning may be negatively affected if his attitude is negative and vice versa. Wilkins (1974) emphasized that to learn a language properly one should be familiar with the cultural features of the race because there is a connection between language and culture.

However, positive attitude means better foreign language learning. Farch et al., (1984) suggested that having a positive attitude increases motivation and consequently produces better results.

What does the learner's attitude have to do with motivation in the learning of a language? There are people who learn the language because they want to, others learn

it because they have to.

Regarding those who are not strongly motivated,Wilkins (1972) maintained that teachers can motivate them through the processes of learning. This, as Wilkins stated, may include planning lessons to ensure that they are interesting, particularly in the primary stages, because here the reasons for learning the language hardly exist, and the learner's attitude has not yet been fully formed.

Learners of a foreign language can be motivated either instrumentally or integratively. Those who are instrumentally motivated learn the language for certain reasons such as to pass a certain type of examination, to use it in a job, when going to the country where it is spoken, or to use it in a certain educational system. There are those who are integratively motivated and learn a foreign language because they wish to know about the culture of the people of this target language, to have contact with them, or to live where their native language is the language to be learnt etc. (Wilkins, 1972 and Norish, 1983).

Wilkins added that those who have integrative motivation largely have sympathetic attitudes towards the culture and people of their target language. They feel that it is of great value to speak the language they are learning and have access to the culture of the people who speak that language as their first language.

Studies have shown that social class and parental attitude towards the language can affect children who want to learn a foreign language. Farch et al., (1984)

found that in Denmark it is speculated that social class and parental attitude towards foreign languages and other cultures can influence learning English as follows:

- the attitude of parents to school and success academically, to the English language, and British and USA culture;
- home literary level, the degree of using books, writing, and intellectual pursuits at home;
- how home has contact with foreign culture, professional and social home contact, their travel to foreign countries, and having foreign guests;
- the financial strength that permits privileged home context and travel abroad.

Age

Age is variable and this variability affects foreign language learning. Wilkins (1972) pointed out that:

> "with age comes a change in the potential for learning foreign languages." (p.185)

It is believed that as one gets older, the learning capacity for foreign language learning decreases. This view is very widely held. Wilkins pointed out that:

> "The evidence that language learning is an easier process at an early age comes from a number of different sources." (p.185)

Farch et al., (1984) in support of the above idea maintained that what is believed in terms of early learning of foreign languages is founded on what is seen in children who live in a foreign country and who acquire the language because of their exposure to it and use of it. Others who are over the age of puberty find the learning of

the language difficult and for the most part retain a foreign accent. Wilkins (1972) rightly maintained that children who are adequately exposed to a foreign language will be able to speak their mother tongue and the foreign language fluently and accurately to the extent that their accent becomes indistinguishable from monolingual speakers. He added that adults having the same opportunity to contact the second language cannot successfully disguise traces of the mother tongue. Most of their communication in the second language remains at a primitive level. Wilkins stated that children learn a foreign language in the same way as they learn their mother tongue, whereas adults will lose this ability.

Farch et al. conclude that a Swedish project revealed that it is perfectly feasible to adopt a foreign language to a school curriculum for the learners who are seven years of age. The project, as they say, draws attention to the fact that one should not isolate age from other factors that play a major role in the development of learners' cognitive, affective and social development, and with educational objectives and curriculum organization. These factors are as follows:

- the number of hours allocated for foreign language learning every week;
- the time spent on the foreign language learning;
- the extent of linguistic development in the mother tongue;
- the learners' level of cognitive and intellectual development;

- learners' motivation in terms of general influence of their parents' attitude to the language, not necessarily their knowledge of it;
- whether the teaching of the foreign language takes place in the school in the traditional sense, or as a medium of instruction for learning other subjects.

Language Aptitude

The nature of language aptitude is that the learner is capable of learning a foreign language. It is expected that some learners learn a language better than others. The reason for this incapacity as Wilkins (1972) pointed out that their language learning potential may not be because of their innate abilities but rather because of their previous experience of language learning. He also suggested that one may explain the lack of success of poor language learners as being not gifted in the language or the method - for instance - being purely oral, whereas the learner's memory is visual. Or, as Wilkins added, it may be that the learner's "musical ear" is not strong enough to reproduce the sounds of the target language. He may be a better learner analogically while the notion is eschewed by the teacher when teaching.

Farch et al., (1984) on the other hand, stated that aptitude in language learning is not considered to be a very important factor in the European educational tradition. But in North America, aptitude tests are widely used. These tests are constructed in such a way that

one can rely on them for the provision of learners' success prediction in learning a language. Wilkins, in agreement with the above mentioned, maintained that these tests can be valuable in certain situations to have a sound prediction of learners' performance. He also stated that it has been found that these tests, being successful, can predict that language learning ability is not only due to linguistic capacity, but also psychological factors.

Such tests are used for those whose score is found to be low, particularly those the teacher expects to have a low aptitude in foreign language learning. This expectation is often self-fulfilling which consequently makes teachers treat their learners accordingly. However, research has shown that these tests are fruitful in helping to increase language aptitude.

Two types of such tests exist for testing native speakers of English; one is Carroll and Spon's Modern Language Aptitude Tests (MLAT), and the other is Pimsleur's Language Aptitude Battery (LAB). Both these tests have been developed in the United States. The validity of these tests has been tested against the actual success of people in learning a foreign language.

Language Transfer

Language transfer is a type of language which exhibits the interference of the learner's mother tongue in his target language. It is found that language transfer hinders foreign language learning, and any mother tongue interference causes errors and difficulties for the learners of foreign languages.

In this respect, Corder (1974), Corder (1981) and Norish (1983) emphasized that the learners of a second language transfer the habits of their mother tongue into the performance of the language they learn. Corder (1974) has clarified that sometimes the transferred items resemble the ones in the second language. In this case, as Corder stated, the transfer is called "facilitation". He added that sometimes the items transferred are different from the ones in the second language. This is called "interference". The reason for this according to Corder, is that the learner may face a situation where he finds it difficult to use certain rules or aspects of the second language, therefore he refers to the ones in his own language. Wilkins (1972) suggested that the "facilitation" transfer is a positive transfer and can be justified. The unjustified one is the "interference" or negative transfer.

The interference of the mother tongue in the learning process of a foreign language has led psychologists to investigate the areas of similarities and differences between languages in order to provide a suitable technique of teaching that prevents the difficulties and errors. Regarding the importance of this notion for teaching processes, Corder (1981) has pointed out that:

> "The progressive elaboration of the inter-language system of the learner is a response to his developing need to handle even more complex communicative tasks. If we can control the level of these correctly, the grammar will look after itself." (p.78)

The aim of psycholinguists' investigations is also to underlie assumptions based on the views of the behaviour-

ists who believed that learning would be easier in the areas where two languages were similar, and difficult where the areas of two languages are different.

Contrastive analysis and contrastive linguistics are widely used in the areas of linguistics research. The results of this research, as Farch et al., (1984) stated, showed that contrastive analysis is not able to handle all the problems of foreign language learning. Richards (1974) specified that such research has tended to imply that the predictive of contrastive analysis may be the highest in phonology and the lowest in syntactics. Farch et al. went on to say that analysis of errors did not confirm many predictions about ease and difficulty in foreign language learning through contrastive analysis of the learners L1 (first language) and L2 (second language). One to one correlation between linguistics differences and learning difficulties was not there. The research showed that sometimes the difficult areas did not cause errors and sometimes errors were not accounted for by contrastive analysis. An example of such an error is using "comed" for "came" which is caused by overgeneralisation.

Farch et al. concluded by saying that being dissatisfied with contrastive analysis led to a shift from behaviourists to cognitive theories, and consequently to research which took its point of departure through languages instead of two linguistic systems of the learner i.e. his interlanguage which is of his L1 that he has mastered, his L2 which he is learning and is exposed to, and the learner's version which is a mix of his L1 and L2. And the result was that in the early seventies, the methodology

of error analysis was found to be the most promising one for the language transfer of foreign language learners.

Intralingual Inferference

It has been found that the interference of the M.T. is not the only source of difficulties and errors. The items of the target language itself may cause a number of difficulties for the learners as a result of particular exposure to the target language. Sometimes the learners try to derive the rules behind the data to which they have been exposed to and develop hypotheses which are not acceptable in either their first language or in the language they learn. Examples of this are wrong analogy, overgeneralization and confusion (Corder, 1967, Wilkins, 1972, Corder, 1974, McKeating, 1981 and Norish, 1983). McKeating explained that the cause of analogy errors is that the learners try to find patterns and regulations in the target language and formulate rules for them in order to reduce the learning load. Regarding overgeneralization, he says that the learner chooses a certain rule in the target language and applies it without considering the exceptions.

Corder (1974) added that a correct rule may be discovered by a learner but still errors occur. This is because as Corder mentioned, the learner has not yet discovered the precise set of categories to which the rules apply. The reason research has shown for such errors are the inadequate exposure to the target language, blending structures the learner knows, incomplete application of rules, teaching materials, teacher's skill and

his language proficiency, teaching techniques and learners carelessness.

Wilkins pointed out that most of the errors which are not caused by transfer from mother tongue are called "hypercorrection". He has identified this term as:

> "a form is produced correctly at first but that its use is subsequently influenced by other learning, so that it is incorporated into a rule which does not apply to it."
> (p.201)

Social and Psychological Distance

Research has shown that the elements of psychology and sociology factors determine the successful acquisition of a second language.

It is hypothesized by some writers that one can account for the acquisition of pidgin according to the social and psychological distance between the learner and those who speak the language. Rivers (1981) identified the social distance by saying that it means the political, economical, and social factors which show the relationship between the communities who want to learn the language, and the native speakers of it. Considering the term psychological distance, Rivers explained that it is the factors which effect the teaching and learning a foreign language such as culture, aptitude, attitude and motivation.

Studies have shown that social and cultural attitudes have a great influence on every individual learner of a foreign language. This influence may aid or hinder the learner of the language. Wilkins (1974) maintained that, if socially the attitude of the learner is negative,

then the overall achievement of the teacher's work can be relatively poor, although he may have done his job very well.

Conversely, Wilkins stated, if the social attitude is positive, it may help the learning to proceed although teaching is not particularly efficient. He added that, if the social attitude is positive and teaching is efficient, then the achievement will be high, and the achievement will be very low if the attitude is negative and teaching is weak.

CHAPTER SIX

METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

CONTENT

6.1	Introduction	168
6.2	Method, Approach and Techniques	171
6.3	Grammar Translation Method	173
6.4	Direct Method	175
6.5	The Eclectic Method	177
6.6	The Audio-Lingual Method	178
6.7	Communicative Approach	181

CHAPTER SIX

METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

6.1 Introduction

Méras (1962) has stated that in 1825, a non-academic teacher called Lorenzo da Ponte of New York applied his own method of teaching language formally in the classroom.

Since then, many methods have been introduced. The development of most methods of language teaching has taken place over the past few centuries. Various parts of the world are still using some of the older methods.

During the last two decades, a number of different methods and approaches have been seen to rise and fall. In the past, the aim of learning a second language was limited to contact with selected items of literature. Then this aim was enlarged to include the goals of spoken communication, to understanding the people who speak the language. This great movement, as Lado (1964) pointed out, was due to the improvement of linguistic science which developed new techniques of teaching, with new kinds of equipment and a concern for efficient foreign language learning.

The traditional approach has been the use of the Translation Grammar Method. Others include the Direct Method, the Eclectic Method, the Reading Method and the Structural Method, which in turn have led to the Audio-Lingual Method, the Situational Method and the Communicative Approach.

Despite, or perhaps because of, the number of methods

developed for foreign language teaching, there is still no agreement on the single best approach, for there is no one comprehensive method. Wilkins (1974) has mentioned that:

> "it was suggested that it is naive to believe it possible to decide what is the best method of foreign-language teaching." (p.56)

However, to decide on the suitability of a method, one should see how far the method suits the learners, the teacher, the syllabus, the course objectives, and the time available. In this respect, Rivers (1981) has drawn attention to the fact that when one wants to choose a method for teaching a foreign language, one should consider:

- the objectives of the method and how far these objectives are appropriate for the teaching situation and the learners;
- how far the techniques advocated fulfil the objectives in the most economical way;
- how far these techniques hold interest and maintain the enthusiasm of the learners, and also the level which the instruction aims at;
- the suitability of these techniques for the interest, ability and age of the learners, and how easily the techniques can be adopted;
- the demand which these techniques make on teachers; this includes the teaching itself, the time required for preparing materials, the size of the group to be taught and their culture.

Mackey (1965) maintained that when choosing a method one should examine the suitability of the teacher for the method and the suitability of the method for the teacher. He added that:

> "A good method can be useless in the hands of a teacher who does not know how to use it; a good teacher can be ineffectual with a poor method." (p.329)

On the suitability of the teacher Mackey mentioned that the teacher should be competent in both language skills and professional skills, and his teaching load should be reasonable. On the suitability of a method, he stated that it depends on how much adaptation of the method needs to be used for a certain situation, how much the teacher should be prepared to use the method and how much guidance or help is available.

Another factor which has been suggested for the success of a method is the relation between the teacher and the learner. Mackey maintained that the teacher should try his best to make good language learners out of those he teaches. He should improve the learners' attitude towards the language they are learning and the people who speak it. He should encourage the learners to participate in all language activities and create a suitable climate for the learning of the target language.

Wilkins (1974) made the same point and stated that a certain method would not be suitable for all occasions. He added that one should be aware that many factors - linguistic, psychological and environmental - contribute to learning a language, and rejects the possibility of inherent variability inthe relationship between them.

Wilkins has maintained that it is the teacher who usually has to decide what procedure he should follow and how his language course should be structured. But, he has to bear in mind that:

> "Whatever his eventual conclusions, he cannot decide a priori that the audio-visual, the audiolingual, the structural, the grammar-translation or whatever other method is the one that he must use." (p.57)

6.2 Method, Approach and Technique

Whenever one discusses teaching or learning procedures, the terms "approach", "method" and "techniques" have to be tackled in one way or another. Therefore, it is necessary to define these terms and see how they relate to each other when the process of teaching and learning takes place. Anthony (1963) stated:

> "I view an approach - any approach - as a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith - something which one believes but cannot necessarily prove. It is often unarguable except in terms of the effectiveness of the methods which grow out of it." (p.5)

Regarding the method, Anthony has stated that it is a procedure. It is an overall plan of language material that should be presented in an orderly manner. No part of the method should contradict, and all are based upon the chosen approach.

Anthony added that within one approach, one can use different methods. The choice of a certain method depends on the nature of the learners' first language

as compared with the target language. If, for instance, when one teaches English to Arabs, one should not use the same method as for teaching those whose first language is Chinese or French.

Morrow (1981) stated:

> "By method I mean some overall means of achieving the general objectives of a course; a method will be realised as the carrying out of a set of procedures or activities, procedures or activities which will have been chosen by the teacher because they together relate coherently to the way in which it is hoped to reach the course objectives. A method is thus realised as a set of procedures; the procedures themselves involve the use of specific techniques to ensure their success." (p.59)

Mackay (1965) wrote that views differ regarding the meaning of method. Some believe that it is a set of teaching procedures; others the avoidance of teaching procedures. For some it is the primary of language skill; for others, it is the type and amount of vocabulary and structure. He added that the differences between one method and another depend on four inherent characteristics. These are:

selection, i.e. what is selected to be taught, how it should be taught and why this selection is made;

gradation, i.e. in what order this selection should be taught so that the teaching and learning are best fulfilled;

presentation, i.e. communicating what is selected and graded for the learners so that the language becomes truly part of the learners, which requires techniques differing from one teacher to another;

repetition, i.e. encouraging the learners to repeat and practice until the language becomes accurate, fluent and independent.

The word 'technique' has been defined by Anthony (1963) as implementational - that which takes place in the actual classroom situation. He stated that it is something like certain tricks, stratagems or contrivances employed to accomplish an immediate objective. Techniques, he said, must be consistent with the chosen method, and therefore in harmony with the general approach. A technique is the teacher's individual artistry and the way his classroom is organised. He ended by saying that certain problems can be tackled equally successfully by using different techniques.

As this chapter deals with methods of TEFL it is worth giving a brief review of the methods which are part of the researcher's field of study. These are the Grammar Translation Method, the Direct Method, the Eclectic Method, the Audio-Lingual Method and the Communicative Approach. Particular attention will be paid to the Communicative Approach since this is the method which has been highly recommended by the education authorities in Bahrain.

6.3 Grammar Translation Method

This method was used for teaching Latin and Greek in Europe in the nineteenth century. Later it was also used for the teaching of modern languages. It places emphasis on the memorizing of grammatical rules in order to build sentences. After these rules are mastered, the vocabulary of each lesson is learnt. This vocabulary is then used in the translation of sentences which illust-

rate the grammatical rules previously expounded. Rivers and Temperley(1978), stated that those who use this method believe that the ability to speak and write the language derives from studying grammar, phonology and lexicon systematically. This view assumes that to be accurate in expressing oneself depends on the study of the forms of a language through reading and written exercises.

Lado (1964) argued that those who were interested in teaching and learning modern languages communicatively found the Grammar Translation Method inadequate. He added that it appeared that those who learned a foreign language through this method were in most cases unable to use it properly. This is because, as Finocchiaro and Brumfit (1983) have maintained, the Grammar Translation Method does not take into consideration the importance of the spoken aspect of the language. Mackey (1965), Rivers (1981) and Méras (1962) criticised the method by stating that pronunciation, communicative skills and free composition were neglected. Lado blamed the method for developing negative interest and attitude towards language learning.

Rivers (1981) ended by mentioning that the Grammar Translation Method can only work with students of high intellectual level and not with the less able. Regarding teachers, she remarked that the method is not too demanding. As soon as they find themselves to be tired, teachers can ask the students to perform a set of written exercises.

In conclusion, one can say that the use of the Grammar Translation Method helps pupils to learn about the language

rather than how to use it.

6.4 Direct Method

This method was in common use throughout the early years of the twentieth century. In Europe it came to be recognised that language could be most easily learned through direct contact with the target language in meaningful situations. The method placed great emphasis on the aural-oral aspects of language and largely avoided the use of the learner's mother tongue for translation. The basic principle underlying the use of the Direct method is the association of words and sentences with their meaning through demonstration, dramatization, pointing and other such exercises. The assumption of the Direct Method is that learning a foreign language is somethimes like the way children learn their own language. This meant that the learner should be exposed to the language directly so that it would be perfectly impressed on his mind. This is true to a certain extent because, as Lado (1964), pointed out, the psychology of learning a second language is different from that of learning one's own language. He added that the child has to learn his own language because it is the only way through which he can express what he wants to say. The learner of a second language knows that his first language can be used to communicate when he finds it necessary. The other reason, as Lado stated, is that the second language always follows the learning of the first language. This means that the patterns of the first language have to become impressed

and the learning of the second language is filtered through the patterns of the first language.

The characteristics of the Direct Method are chiefly that teachers should use everyday vocabulary and structure, with grammar taught according to situation; learners also should take part in conversation normally; new items should be immediately used in the same leaason; grammar and vocabulary should be taught orally, using objects and pictures for teaching concrete meanings, and association of ideas for teaching those which are abstract. The illustration of grammatical points should be presented visually and orally. The method emphasizes that language forms are acquired through extensive listening and imitation. The aspects of reading and writing are postponed for several months or even for a year. Finocchairo and Brumfit (1983) stated that it was thought that written symbols would cause unnecessary confusion for learners in mastering the sounds. Those phrases and sentences that have been learned orally could then be used to write composition. Grammar was formal - learned late, rather as a correction process. The teaching of translation was essentially to be used for the correction of inaccuracies.

The most significant part of the Direct Method is that students learn the language through exciting and interesting activities by using the target language as a medium of instruction, avoiding the use of the learners' first language. Some have suggested that it would be better if the method provided some structural practice

for the learners in order to help them express themselves, so as to help them to become sure of what they are doing without advancing haphazardly.

The method requires students to have the ability to make associations between the phrases in the foreign language and situations. In this respect Rivers (1981) has argued that only intelligent students can benefit from this method.

Finocchairo and Brumfit (1983) have also argued here that in producing materials for this method, the emphasis on the spoken language has been neither realistic nor effective. Only classical sentences have been taught, but insufficient attention has been given to what is needed for communication in daily life.

As far as teachers are concerned, Rivers (1981) pointed out that the method requires them to do a great deal. They need to be fluent in the language they teach. They require a good supply of resources in order to explain meanings to students in a variety of ways.

Nevertheless, the Direct Method is very successful when the learners get the opportunity to hear and speak the language freely outside the classroom.

6.5 The Eclectic Method

It is characteristic of this method to choose and apply the most successful feature of a variety of other methods notably the Grammar Translation Method and the Direct Method. It maintained that to teach a foreign language, the four language skills should be taught in the following order: speaking, writing, listening

and reading. It has since become clear that learning activities should involve practising orally, reading aloud, questions and answers and the use of audio-visual materials. A certain amount of translation and some deductive grammar should also be included.

6.6 The Audio-Lingual Method

Between 1950 and 1965, teachers of foreign languages found that the Audio-Lingual Method or Aural-Oral could be useful in teaching languages in their schools. This method accepts that the skills of listening and speaking are the main tasks in learning a foreign language. The aim has been that these two skills should be a foundation for the skills of reading and writing, which would be dealt with after the skills of listening and speaking.

Aids such as tape recorders and language laboratories were used to help teachers give learners practice in the skills of listening and sound production.

It was also urged that teachers who adopted the Audio-Lingual method should bear in mind that:

1. language is speech not writing;
2. a language is a set of habits;
3. the aim should be to teach the language and not about the language;
4. a language is what its native speakers say, not what someone thinks they ought to say;
5. languages are different.

The approach of the Audio-Lingual Method is that students in the first stages of learning their target

language have numerous dialogues based on everyday structures and expressions. Students use vocabulary to establish a firm control of structure. Dialogues are learned by mimicry and memorization. This is done by listening to a model, which can be either the teacher or a native speaker, the latter possibly on tape or records. Students repeat the model sounds, phrases or sentences until their utterances are accurate and fluent. The repetition is done in chorus, in groups or individually. The students also exchange questions and answers either in groups, rows or the whole class. All these are used in the student's own situation. Following these are drill-patterns based on the structures used in dialogues; or different structures may be employed for more practice activities in speaking.

For practising the drill patterns, students first practise orally in the same way as is used for practising dialogues. The teacher will explain the rules of a particular structure before the drill.

After the aural-oral work, students proceed to the reading. The first step is in reading what they have already memorized and practised in their aural-oral activities. The students are shown the relationship between sounds and symbols. New materials and scripts are dealt with orally.

As far as written work is concerned, in the early stages, this is done by copying the words, sentences and dialogues taken from the textbook or transcribing structural drills already performed orally. Later topics

are dealt with orally and reinforced by parallel compositions in written form. Students also practise their writing by answering a series of questions or write a short composition following a basic framework.

As the students reach a more advanced level, reading skills are given particular attention. The skills of listening and speaking are practised by discussing the text orally or listening to recordings. Composition is done by individual writing of materials previously learned.

Although the Audio-Lingual Approach was found to be suitable for teaching foreign languages, certain aspects of it have been criticised by those engaged in teaching and learning foreign languages. Rivers (1981), and Finocchairo and Brumfit (1983) have stated that the mechanical parrotting of set patterns does not help the learners to use these patterns for communication or interaction. This is because the learners are not trained to apply what they have memorized or practised through drilling in the real situation of communication.

The techniques used for memorizing and drilling can be tedious and boring for students. To avoid this, the teacher needs to be inventive and resourceful. He needs the ability to vary his technique of presenting materials and make every aspect of the situation interesting so that learners can spontaneously express what they have learnt.

Whether the Audio-Lingual Method is suitable for all students regardless of type and age has been fiercely debated. Rivers (1981) mentioned that experience has

shown the Audio-Lingual Method to be suitable for younger children who like mimicking and acting the role they are asked to assume and learning the language by doing different activities. This method does not help learners to cope with more autonomous activities. Rivers suggested that the method should provide extra activities in language learning for the gifted students such as personal expression, a wide range of materials, extra aural-oral activities, and contact with native speakers.

The demands of the Audio-Lingual Method upon teachers are considerable, for articulation and intonation should be near that of native speakers so that their utterances will be appropriate as a model. In oral practice, teachers require considerable energy, which can make them exhausted, since daily classroom activities include listening, speaking, reading and writing (Rivers, 1981).

However, for a period some linguists and psycholinguists believed that the Audio-Lingual Method was the best way to learn foreign languages. The approach was found to be widely successful with the armed forces in World War II and subsequently.

6.7 The Communicative Approach

In recent years, the teaching of English as a foreign language has taken on a new character. Previously, the aim of foreign language courses was defined in terms of the four language skills, i.e. listening and understanding, speaking, reading and writing. Nowadays, these aims have been specified in order to fulfil the needs and

requirements of the learners in terms of using the language, receiving and conveying information.

The reason for a shift in the focus of attention from properties of grammar to communication, as Allen and Widdowson (1974) have stated, is that the difficulties of learning English for instance, appeared not to be the defective knowledge of the system of English, but the unfamiliarity of the learners in the use of the language. Therefore, they have suggested that courses need to be of a type that develop a knowledge of how sentences are used in the performance of different communicative acts.

In the 1970s the Council of Europe, in consultation with experts in various methods discussed and identified the Communicative Approach for teaching foreign languages.

The Council's studies concentrated on those aspects needed socially, vocationally or academically by adult learners of English and French. The study included the provision of a content which involves the culture and the language of a target language so that adult learners communicate and interact with those who speak the language. It aimed to help those who wanted the language for academic, cultural, technical or economical purposes, and tourists. The study also provided a language study system that is of benefit to learners, teachers and administrators.

It was found that to teach a foreign language means moving away from grammatical and situational syllabuses to a syllabus which is termed a communicative syllabus. Munby (1978) mentioned that the major element in syllabuses

of this kind has been the work of Trim and his colleagues, particularly Wilkins, in the Council of Europe programme in a unit/credit system for adult language learning. This movement has also been developed by being strongly influenced by discourse analysis, based on the work of Widdowson, Sinclair, Candlin, Trimble and their colleagues.

The Communicative Approach has been advocated in principle and been put into practice. The originators assumed that language can automatically be taught and learned through communication by concentrating on suitable notions or functions and not merely on grammatically correct sentences (Widdowson, 1978). Criper and Widdowson (1975) are of the opinion that:

> "knowing a language involves not only a knowledge of the formal properties of the language as a system but also a knowledge of how this system is put to use in the performing of social actions of different kinds." (p.209)

By this, they mean that to know a language is not only a matter of knowing its grammar but also being competent in using it communicatively. Allen and Widdowson (1974) suggested that:

> "Before the learner of a language can be regarded as proficient, he must know not only the basic structural principles of the language (the code) but also how to use sentences in performing acts of communication, and how to combine them to create coherent passages of discourse (use of the code)." (p.89)

Allen and Widdowson have also argued that a number of language teachers and applied linguists have suggested that approaches which focus attention on the formal properties of a language and emphasize the manipulation of

sentence patterns, do not satisfactorily help in learning the language communicatively. This has made them propose that language courses should primarily be communicative in nature and not narrowly linguistic.

The communicative syllabus starts from the assumption that language learners do not need to recognize and produce sentences as linguistic objects, but to produce and understand utterances which express certain concepts, to perform certain communicative acts, and generally to have the ability to interact by using normal language (Allen and Widdowson, 1974).

In the same vein Morrow (1981) has pointed out that to communicate does not depend on knowing forms of the language, but on having the ability to use the forms in their proper situation. He added that the interest of the Communicative Approach is in helping the learners to use the language communicatively in appropriate and specific situations. His suggestion is that the aim of every lesson should be to enable the learners to perform what they want to perform in the target language. In reading, they might want to perform a set of instructions; in writing, it might be the reservation of a room in a hotel; in listening, it might be a weather forecast on the radio; in speaking, it might be asking where the post office is, greeting friends or apologizing. Morrow (1981) has gone further and stated that:

> "a crucial feature of a communicative method will be that it operates with stretches of language above the sentence level, and operates with real language in real situations." (p.61)

He added that the Communicative Method uses both a synthetic procedure, which involves the learning of the language forms individually and then practising how to combine these forms, and an analytic procedure which requires a full interaction with the texts and focuses on the way these texts are constructed.

Widdowson (1978) pointed out that it has been suggested that the teaching of language for communication requires an approach that brings the linguistic skills and communicative abilities into close association.

Regarding the importance of communicative language learning in addition to linguistic accomplishment, Broughton et al. (1980) have suggested that:

> "Learning to use a language thus involves a great deal more than acquiring some grammar and vocabulary and a reasonable pronunciation. It involves the competence to suit the language to the situation, the participant and the basic purpose. Conversely, and equally important, it involves the competence to interpret other speakers to the full." (p.35)

In the same respect, Littlewood (1981) maintained that communicating in a foreign language means not only manipulating its structures perfectly, but also having the skill to participate in a situation fully as speaker and listener. Littlewood added that the speaker also considers the knowledge he shares with the listener and the kind of language items which he should use in order to make the listener receive the message effectively.

Allwright (1977) emphasized that when teaching a language, the teacher should consider linguistic competence as a part of communicative competence. He argued that if teaching took place comprehensively for linguistic

competence, then a large area of communicative competence would be left, but if teaching was comprehensively for communicative competence, then only a small part of linguistic competence would be left.

This means that if teaching activities emphasise communicative competence, the teaching will involve developing most areas of linguistic competence. But, if the activities focus on linguistic competence it will fail to handle a major part of communicative competence.

Paulston and Bruder (1976) stated that communicative interaction activities are of two kinds. One is the type of exercise where the teaching point is simply getting at meaning and enabling the learner to communicate referential meaning in the language he learns. Such kinds of exercises help in developing linguistic competence. The other is the type of exercise which aims at getting meaning across in a socially acceptable way. The exercises should contain culturally relevant information. These kinds of exercises enable the learners to develop their communicative competence.

To adopt a new approach such as the Communicative Approach, one also needs to decide at which level to start, whether primary, intermediate, secondary or higher level. On this point, Allen and Widdowson (1974) suggested that:

> "in any attempt to improve language teaching materials the logical place to start is at the beginning." (p.123)

Rivers (1983) has also maintained that the early stages of language learning are where any new situation can best work and suggested that:

> "We must work our situations, from an early stage, where our students are on their own, trying to use the language for the normal purpose of language." (p.47)

As regards the techniques of teaching for communicative competence, Allen and Widdowson (1974) have suggested that language teachers in the early stages should demonstrate to the pupils the forms of language and how these forms are related to real life. For the more advanced stages, learners should be told about the complex relationship between forms and functions. But they emphasized that:

> "What techniques can best be used to teach communicative competence must ultimately be a matter for the teacher to work out for himself." (p.210)

The demands of the Communicative Approach regarding teachers require a lot of language activities adapted to the learners' interests, needs and ages. For instance, teachers need to produce activities for the learners with concepts and notions which can help them to think, discuss and write. They should be able to utilize suitable resources referring to the people, places, events and customs of the community in different kinds of communicative activities. They need to prepare suitable everyday life and realistic activities expressive of the learners' communicative needs and experiences of their home, school and community. They should have insight into the cultural system of the target language as well as its paralinguistic features. They should be able to use the abundant language features as an aid in listening, reading comprehension, speaking and writing. They should be aware of the simil-

arities and differences of the target language. They should be fluent and have a good command of the language they teach (Finocchiaro and Brumfit, 1983).

One may conclude that the Communicative Approach attempts to organize language teaching in terms of the communicative function of language and not according to grammatical forms. The assumption is that language should be learned naturally. This is because it is assumed that the most important characteristic of natural language learning is to use it for clear communicative purposes: greeting, inviting, apologising, and so on. The approach considers both communicative competence and linguistic competence important, but emphasis is placed on communicative competence. In other words, enabling the learners to use the structures of the language they learn by communicating meanings in real situations.

CHAPTER SEVEN

CLASSROOM LANGUAGE

CONTENT

7.1	Introduction	190
7.2	Classroom Language as a Tool for Better Teaching and Learning	191
7.3	A Classroom Language Course	195
7.4	Analysing Classroom Language	204
7.5	Conclusion	206

CHAPTER SEVEN

CLASSROOM LANGUAGE

7.1 Introduction

People use language for different purposes in different social and personal contexts. Language is concerned with the mutual relations which exist between people in different social situations, using different types of languages, of which classroom language is one. Like other types of languages, classroom language has a strong and constant relationship with the situation in which it is used, i.e. classroom. Regarding this point, Gregory and Carroll (1978) stated that people may use a particular language, but this does not mean that they all use it in the same way. They added that the situation in which, for instance, a doctor uses a language differs from the way in which an engineer or a teacher uses the same language. Each of these uses the language for his own specific purpose. This is because, as Gregory and Carroll stated, there is a match between language and social context.

It is true that teaching is a job, but this does not mean that everyone can just walk into a classroom and say that he is a teacher. To do so, requires quite specific communicative acts such as lecturing, explaining, asking questions, encouraging pupils to participate etc. As Sutton (1981) stated, a teacher should provide the sort of talking, writing, reading and listening that help in the process of learning. In other words, he

should create a successful social context. This is because, as Stubbs (1983) has stated, the classroom is a socioling-uistic setting. By this he means that classroom talk is not merely a linguistic system, but a socio-linguistic system. For this, foreign language teachers need a partic-ular kind of language, namely classroom language, to help them in learning and teaching the language they want to teach. Hughes (1981) defines "classroom language" as the language required by the teacher of English in a particular day-to-day management of classes.

7.2 Classroom Language as a Tool for Better Teaching and Learning

Willis (1981) concerning the significance of classroom language for foreign language teaching wrote that it is an effective tool for teachers and those who intend to become teachers. He added that it is a skill and one of the techniques of teaching a language. Having a good command of classroom language can help teachers to communicate successfully in English.

Classroom language develops teachers' insight into the form and use of the English taught and what really needs to be done in and outside the classroom, such as lesson planning and material writing. It helps them to be fluent and accurate when using English in the class-room in a specialised and idiomatic form. It is the skill specific to language teachers who want to use English effectively and imaginatively when teaching, or organising their classroom and communicating with their pupils as

individuals, so as to exploit genuine language situations that occur in the classroom.

Willis drew attention to the point that teaching English through English is the main aim of classroom language activities in this area. Acquiring this kind of language enables the foreign language teacher to use English in the classroom as often as possible. The teacher needs to use English when organising teaching activities, and when chatting to his pupils socially, i.e. establishing English as the main language for communication in the classroom, regardless of pupils' mistakes or failure to understand every word he says.

Taylor (1978) pointed out that classroom language can help the teacher to teach English truly for communication. The teacher whose classroom language is adequate can successfully transfer a formal discussion of a passage to the pupil's own experience. He can heighten the interest and understanding of his pupils. He can create language learning games that make drills fun instead of boring. Teachers need to arrange situations for their pupils to express their feelings. They should be able to use English all the time and encourage the pupils to get into the habit of asking questions and understanding all of their teacher's instruction in English. In order to teach real English the teacher must be able to organise his classroom so that pupils have opportunities to express their feelings. Examples of this are situations such as dealing with a pupil who has left his book at home, arranging a group work session, discussing the pupils'

interests, talking about the weather, pupils' birthdays or other celebrations, anniversaries, feast days etc., talking about local events or what is happening outside the classroom window.

Classroom language like other areas of teaching skills, needs to be studied and practised. Perrott (1982) suggested a three stage process for this. Firstly, one should study and then observe, know when to use certain forms of classroom language and how they can be best used in certain classroom situations. This stage, as Perrott stated helps the teacher to form a concept of a particular form of classroom language.

The next stage is to practise the form in simulation or microteaching which should take place under controlled conditions with a short period of time (5-10 minutes) in a small class of four to seven pupils, using a single form until this form is mastered successfully.

The third stage is to obtain feedback, which involves evaluation. Feedback is usually provided by the supervisor or other teachers' comments. Self-evaluation can also provide feedback by using a video-tape recorder or a tape recorder.

Hughes (1981), in the area of practising classroom language, stated that teacher trainees should apply this directly in the preparation of lesson plans, in microteaching sessions and lesson demonstration.

Teachers who are not adequately prepared linguistically to use the appropriate English when instructing or forming groups, or set suitable time limits, ask questions, confirm answers, or maintain discipline, need to

understand the linguistic interaction aspect of teaching so that their teaching/learning will eventually be more skilled and successful, and have the ability to use suitable English in their classroom. Lack of this ability affects the pupils. Hughes (1981) has pointed out that:

> "the trainee teacher acquires a very limited repertoire of classroom phrases, or makes as little use of the L2 as possible. In both cases there is likely to be a detrimental effect on learning." (p.5)

He also stated:

> "Our data indicate that teacher competence in the foreign language - however acquired - makes a significant difference in student outcomes ..." (p.5)

Hughes added that a genuine social environment for using the language is the classroom, where pupils can be placed in situations which provide opportunities to use meaningful language. Here, pupils can choose the communicative potential of language in real interactions which often ensued. For instance, very often information gaps occur in the classroom and the teacher needs to provide new ones to continue the pupils' participation in the lesson, so as to know when to proceed to the next stage of the lesson. Such information gaps give the teacher a chance to use the language communicatively so that consequently encourages the pupils to communicate.

Hughes went on to say that teachers should have the ability to vary the form of the instruction given as part of the learning process. An example of this is when using the tape recorder to repeat certain phrases. The teacher needs to choose forms such as "All together", "The whole class", "Everybody", "Not just this row ",

or "Why don't you join in" etc. This kind of variation of phrase, being used by the teacher in a particular situation, gives the pupils a number of free learning bonuses.

From the above discussion, one can see that teachers who have a good command of the target classroom language can help their pupils to become equipped with the necessary codes of phrase and vocabulary related to what they need in their actual life and to use the target language accurately and more freely.

One aim of a classroom language course is to improve the language used by the teacher for different teaching techniques according to the classroom situation, such as establishing attention, questioning, handling pupils' responses and maintaining discipline, and so on. Heaton (1981) maintained that classroom language is necessary not only for teachers of English, but also for teachers of other subjects through the medium of English.

7.3 A Classroom Language Course

Different courses have been devised to improve teacher and student teachers' command of English. These courses concentrate either on the written English or on spoken English for general social purposes i.e. a common core of English, neglecting the kind of English teachers needed in the classroom. Evidence has shown that classroom language courses examine the use of English in the classroom as a tool for the management of classroom observation and organising learning. Heaton (1981) suggested that

a classroom language course should be functional, concentrating on communicative acts in the classroom. He added that classroom language courses should not be divorced from content and practice. The courses should aim at the improvement of the teachers' language skills and teaching skills alike.

The following is a combination of classroom language courses suggested by Willis (1981), Heaton (1981) and Hughes (1981).

Willis suggested that classroom language courses should include the following:

Checking Attendance

This helps teachers to recognise and communicate in English when checking attendance, and to be aware of the degrees of over-simplification of their English when talking to their pupils. It also helps teachers to learn how to rephrase rather than to merely repeat what has been misunderstood.

Physical Conditions in the Classroom

Here teachers need to learn to make polite requests and use the kind of English that is acceptable outside the classroom, and be aware of the importance and significance of intonation patterns.

Getting Organised

This enables teachers to select language forms that are socially appropriate for the organisation of their classroom. They come to know how to involve their pupils actively in the organization, to use purposeful English when communicating, and to develop a spirit of cooperation

with their pupils.

Introducing Different Stages of the Lesson

This aspect assists the teacher in acquiring the ability to introduce, and to define the aims of every new lesson and to know when to use the mother tongue and to revise any items and ideas he has taught.

Using Audio-Visual Aids

This trains teachers how to use English effectively when they set up and refer to simple audio-visual aids, and use these aids for language work which is teacher-initiated, yet still pupil-centred, how to use English effectively when dealing with electrical equipment in the classroom and how to evaluate objectively the relative advantages and uses of audio-visual aids such as those suggested by Hughes (1981):

- Blackboard Activities: These include such statements as "Come out", "write", "attention", "read", "clean", etc.;
- Tape Recorder Activities : These include equipment and facilities such as electronics, acoustics, language laboratory etc.;
- Slides, pictures, overhead projectors: These include preparation, practice.

Dividing The Class Up: Individual, Choral or Teams

This enables the teacher to combine spoken language with gesture, so that the instruction becomes more effective. Dividing the pupils up and carefully rearranging normal classroom procedure makes lessons more interesting and motivating.

Dividing The Class Up: Pairs and Groups

Teachers will be aware of the value of focussing in pairs and groups to use English economically.

Interruptions: Late Comers, Things Lost

This aspect should draw teachers' attention to the way interruptions in lessons can be used for practising the language communicatively, mostly through questionning performed at least in part by pupils.

Dialogues for Presentation and Practice

Here teachers learn to present and practise aspects of language through dialogues, using suitably effective classroom language.

Hughes has agreed with Willis on the above areas and has added the following:

Control and Discipline

This provides teachers with the language needed for controlling the classes and promoting effective learning. It enables teachers to revise the language taught through lesson planning.

Hughes also added that class control includes noise, movement, groups, and models.

How to Begin the Lesson

This helps teachers to exploit opportunities to speak in English at the beginning of the lesson and to get their pupils to relax and accept English as a means of communicating in the classroom. According to Hughes, the beginning of a lesson includes: in the corridor, greetings, transition to new work, absences and lateness.

Ending the Lesson or a Stage in the Lesson

This aspect assists teachers in when and how to end a lesson or a stage in a lesson, setting home-work, using ad hoc English, seeing how the last few minutes can be used in a particular way for encouraging communicative language use.

Language Work

This includes comprehension, spelling, pronunciation accuracy, structure and vocabulary, instructions for exercises and conversation.

Willis's course includes the following under language work:

- Oral Practice

This helps teachers linguistically to be able to evaluate different types of oral activities and control the language. They need to handle different types of oral practice in classroom activities.

- Teaching Vocabulary

This provides for the teacher various techniques to teach vocabulary for active and passive control, and includes the language necessary for presenting, eliciting and checking the understanding of new vocabulary.

- Oral Production

This makes teachers aware of the production stage of the learning cycle, and provides different ideas for language activities that encourage pupils to communicate in English more freely and meaningfully. The foregoing is achieved by using correct, acceptable and effective classroom language.

- Listening Skills

This feature informs teachers that in the process of teaching, listening is different from teaching comprehension. It shows teachers that effective classroom language is necessary for various types of listening activities at the planning stages and in the classroom. It also enables them to read aloud and participate in dramatic dialogues.

- Reading Skills

This aspect makes teachers understand the reading process itself, and gives them the ability to break down reading to suit the level of the pupils. Teachers need the language required for meaningful reading activities in the classroom, and they need to be able to prepare suitable reading materials.

- Writing Practice

This enables teachers to plan and prepare meaningful activities, and to know how to integrate writing skills with other language skills.

- Written Production

This is designed to help teachers become aware of the problems that their pupils face when learning to write, and to know how to help them produce good written English through the effective use of classroom language.

Hughes (1981) also includes Asking Questions. This includes:

- The purposes of questioning;
- "Yes - No" questions;
- "Or" questions;

- "Wh"- questions;
- Indirect questions;
- Questions on specific texts;
- Miscellaneous sample questions.

Set Phrases. These include:

- Seasonal and occasional;
- Apologies;
- Thanking and giving;
- Warning.

Textbook-Related Activities. These include:

- Distribution of books;
- Instructions relating to taking textbooks out and finding the appropriate page;
- The collection and putting-away of textbooks;
- Position on page;
- Reading;
- Understanding the written text;
- Exercises;
- Writing based on the textbook model;
- Drawing;
- Acting out.

Games and Songs. These include:

- Preparations;
- Points, singing.

Movement, General Activities. These include:

- Sitting, standing;
- Hands on desks;
- Miscellaneous instructions relating to pupil's position.

Repetition and Responses. These include such instructions and arrangements as:

- "Repeat", "louder";
- Grouping;
- Cycles, not catching.

Encouragement and Confirmation. These include:

- Confirmation;
- Encouragement;
- Grouping.

Progress in Work. These include:

- Ability to participate;
- Readiness;
- Choices;
- Transitions;
- Explaining, outlining.

In addition to Willis' and Hughes' suggestions for classroom language courses, Heaton (1981) has suggested other areas, and adds some more specific activities to those mentioned by Willis and Hughes. These are:

Meeting New Pupils

This enables teachers to handle introductions in the classroom, and to provide related functions involving the identification of each pupil.

Requests, Orders and Rules

This aspect helps teachers to make polite requests in the classroom, give orders and develop general rules of behaviour.

Establishing Attention Signals

This provides the language needed for gaining and

controlling pupils' attention, and rephrasing pupil responses.

Questions and Questioning Techniques

These help to ensure that teachers can ask suitable questions and have the necessary techniques for questioning. Questioning constitutes a vital part of language teaching, particularly for communication.

Handling Pupil Responses

This should provide for the kind of classroom language that helps in the acceptance, correction and rejection of pupils' answers to particular questions.

Repeating and Reporting what has been said

This allows teachers to repeat and re-phrase questions which require pupils to give their own answers. It also enables teachers to make use of reported statements and to engage in discussion.

Giving Instructions

This provides for appropriate classroom English when issuing directions to pupils.

Giving and Refusing Permission

In addition to the simple response of "Yes" or "No" from the teacher, this requires further explanation to qualify permission when granted.

Types of Questions

The types of questions mentioned above should enable teachers to facilitate pupil-participation and thus make lessons more interesting.

Warning and Giving Advice

This provides for the language which should be used

in the management of classroom discipline e.g. language used for warnings and advice.

Giving Reasons and Explaining

Teachers learn how to use classroom language for giving reasons and additional explanations for their actions.

Intentions, Suggestions, Probability and Speculation

Teachers need to be provided with the language skills to state their intentions, make suggestions, express degrees of probability and speculation about future happenings.

Another important skill that should be included in a classroom language course is the area of lesson planning. Perrott (1982) maintained that:

> "Planning is a vital element in teaching, since the whole decision-making model is based on this skill." (p.12)

Perrott referred to other studies and stated:

> "Cognitive learning theorists recognise that the amount and rate of learning is influenced by the nature of the subject-matter itself, the way it is broken down and the order in which it is presented." (p.12)

Allen and Valette (1977) in the area of lesson planning wrote that it could be successfully acquired through classroom language courses, and added that successful teaching depends very much on careful planning, for the teacher needs to know how to determine the educational aims of his teaching and must be able to select activities that will contribute in fulfilling those aims.

7.4 Analysing Classroom Language

In order to help teachers and potential teachers improve their techniques of social interaction in the classroom, authors have used various forms of analysis.

The aim is to make teachers more aware of the classroom process and to help them manipulate and control their class (Wragg, 1974; Stubbs, 1983).

Wragg added that systems of analysis of classroom process are many, and some more suitable than others, particularly for student teachers. Edwards and Furlong (1979), in agreement with Wragg, suggested that one of the most widely applied methods, usually used in modified form in teacher training is Flanders' Interaction Analysis Categories (FIAC) (see Figure 7.1). These researchers stated that this system is cheap and can quickly provide information which will save teachers from having to depend on traditional forms and blind experimentation rather than on intelligent control of their verbal behaviour. Thus, their teaching will be less haphazard and more formed.

Figure 7.1: Flanders' Interaction Analysis Categories (FIAC)

Teacher talk	1.	Accepts feelings
	2.	Praises or encourages
	3.	Accepts or uses ideas of pupils
	4.	Asks questions
	5.	Lecturing
	6.	Giving directions
	7.	Criticizing or justifying authority
Pupil talk	8.	Pupil-talk - response
	9.	Pupil-talk - initiation
Silence	10.	Silence or confusion

(Adapted from Flanders, 1970, p.34)

When using (FIAC), the observer codes classroom talk into one of ten categories every three seconds. Thus, a lesson which is of forty minutes can produce 800 tallies.

Another method is discourse analysis. Here the concern is with generalising on how language is used in the classroom, particularly the oral element. This approach analyses teacher-pupil discourses linguistically, and examines how language is used for communication,particularly the way in which addressers build their message for the addressees, and how addressees prepare themselves to receive these messages in order to interpret them. Its main interest is in describing linguistically how language forms are used communicatively and for what purpose (Brown and Yule, 1983).

7.5 Conclusion

One should always remember that to teach is not like learning; they are two different functions. The teaching process is largely carried out by one person, while the learning process is carried out by a number. To make the process of teaching and learning work effectively, there should be a connection between the person who teaches and the one who learns. This connection can be made by effective communication on the part of the teacher in which classroom language plays a vital part.

CHAPTER EIGHT

DESIGN, DEVELOPMENT AND THE ADMINISTRATION OF THE FIELD STUDY

CONTENT

8.1 Hypotheses 208

8.2 The Samples 210

8.3 The Collection of Data 215

8.4 Construction of the Questionnaire and Interview Schedule 221

8.4.1 The Content of the Questionnaire and its Reliability 222

8.4.2 The Content of the Interview Schedule and its Reliability 224

8.4.3 Questionnaire Trial and Validation 227

8.4.4 Interview Trial and Validation 228

8.5 Validity and Reliability of TEFL Teachers' Classroom Observation 228

8.6 Validity and Reliability of Primary Pupils' Sixth Grade Final Examination Marks in English Language 229

8.7 Validity and Reliability of British Council TEFL Teachers' Assessment Tests in English Language 229

8.8 Administration of the Questionnaire 230

8.9 Administration of the Interview Schedule 230

CHAPTER EIGHT

DESIGN, DEVELOPMENT AND THE ADMINISTRATION OF THE FIELD STUDY

8.1 Hypotheses

The author has raised a number of questions in the introduction of this study aiming to find answers that would help in proposing suitable approaches to better achievement in the teaching and learning of English as a foreign language at the primary school level in Bahrain.

The questions are as follows:

1. What are the language needs of Bahraini teachers who teach English as a foreign language in the primary schools?
2. What are the opinions of TEFL teachers, senior TEFL teachers, TEFL advisers and university lecturers about the achievement of aims and objectives at primary school level in terms of:
   a. Syllabus and textbooks
   b. Audio-visual aids
   c. Methodology
   d. The role of teachers who teach English as a foreign language
   e. Pupil achievement
3. What language problems do Bahraini primary TEFL teachers, as Arabs, enounter?
4. What kind of programme - for both teachers and pupils - can best help in fulfilling the aims and objectives of TEFL at the primary level in Bahrain?

In order to obtain answers to the above questions, it was decided to conduct a field study. For this, the questions were converted into the following hypotheses in order to aid the processing of the results of the study more clearly.

1. The English of Bahraini TEFL teachers in the primary stage is not sufficient to fulfil the language needs of their pupils.
2. The language acquired by primary level pupils is not adequate for the stages that follow, i.e intermediate, secondary and higher education.
3. The aims and objectives of the primary level are not fulfilled because of the unsuitability of the existing syllabus, textbooks and other teaching materials, and the method of TEFL, and should be replaced by others that are more suitable.
4. Teachers of English at the primary level in Bahrain do not use audio-visual aids effectively.
5. Pupils' underachievement in the English language in the primary cycle in Bahrain is because of the inadequacy of their teachers.
6. Primary school TEFL teachers in Bahrain have difficulty in the areas of grammar, lexis and phonology.
7. Because of the difficulties TEFL teachers encounter at the primary level, they are unable to fulfil their role adequately as teachers of English.
8. The aims and objectives of TEFL at the primary level have not been achieved because of the unsuitability of pre-service and in-service training programmes.

9. TEFL teachers and pupils in the primary level in Bahrain are not strongly motivated to learn and/or to teach English.
10. TEFL teachers in primary schools in Bahrain are not sufficiently exposed to everyday English.

8.2 The Sample

The study samples comprise:

1. Bahraini TEFL teachers (men and women) and pupils (boys and girls) in a variety of government primary schools spread throughout Bahrain.
2. TEFL senior teachers in the secondary schools, TEFL advisers in the Ministry of Education and lecturers in the Department of English in the University College of Bahrain.

The earlier education of the samples is as follows:

Pupils

Sixth grade of primary cycle. This cycle is where Bahraini children begin to learn English. They do this when they reach grade four (the Primary Cycle consists of six grades).

According to the Ministry of Education Educational statistics (1981) and the University College of Bahrain Bulletin (1983), the education of Bahraini primary school TEFL teachers, TEFL senior teachers, advisers and university lecturers is as follows:

TEFL Teachers

- Below secondary level without training.
- Below secondary level with two years of in-service teacher training.

- General secondary level without training.
- General secondary level with two years of in-service teacher training.
- Commercial secondary without training.
- Commercial secondary level with two years of in-service teacher training.
- Teacher training secondary level. (Before the two year teacher training college and B.Ed. programmes were available, there was a secondary level section for the training of teachers.)
- Teacher training secondary level with two years of in-service teacher training.
- Teacher training college (two years after the secondary level).

TEFL Senior Teachers

- Graduated in TEFL
- Post Graduate Diploma in TEFL
- M.Ed. and M.A.

TEFL Advisers

- Post Graduate Diploma in TEFL
- M.Ed. and M.A.
- Ph.D.

University Lecturers

- M.Ed. and M.A.
- Ph.D.

The following tables show the distribution of the selected samples for the study.

Table 8.1: Distribution of the Selected Sample of TEFL Teachers for the Questionnaire According to Area and sex

Sex	Total Population	Selected Sample (City)	Selected Sample (Village)	Total Sample
Male	123	53	47	100
Female	113	56	44	100
Total	236	109	91	200

Table 8.2: Distribution of the Selected Sample for Interview According to their Position

Position	Total Population	Selected Sample
TEFL Senior Teachers, Ministry of Education, Bahrain	21	10
TEFL Advisers, Ministry of Education, Bahrain	15	10
University Lecturers:	35	
Professor and Chairman, Department of English, U.C.B.		1
Professor, Department of English, U.C.B.		1
Fullbright Professor, Department of English, U.C.B.		1
Assistant Professor, Department of English, U.C.B.		1
TEFL Instructors, Department of English, U.C.B.		6
Total	71	30

Table 8.3: Selected Sample for Obtaining the Competency of Sixth Grade Primary Pupils in English Language, According to their Final Examination Results

Sex	Total Population	Selected Sample (City)	Selected Sample (Village)	Total Sample
Boys	3959	50	50	100
Girls	3411	50	50	100
Total	7370	100	100	200

Table 8.4: Selected Sample for Obtaining the Competency of Primary TEFL Teachers According to the Advisers' Classroom Observation Records

Sex	Total Population	Selected Sample
Male	123	50
Female	113	50
Total	236	100

Table 8.5: Selected Sample for Obtaining the Primary TEFL Teachers' English Language Competency According to British Council Tests

Total Population (Male and Female)	Selected Sample (Male and Female)
178	178
Total 178	178

The selection of all the above samples was based on a simple random sampling technique.

8.3 The Collection of Data

The data in the study has been collected from the following two sources.

The first is a field study conducted by the researcher in the schools, the University College of Bahrain, and within the English Advisorate of the Ministry of Education, by the use of a questionnaire and a structured interview

that were both prepared by the investigator. The former was designed for 200 TEFL primary school teachers, and the latter for 10 TEFL senior teachers in secondary schools, 10 advisers of TEFL in the Ministry of Education, and 10 lecturers in the Department of English in the University College of Bahrain.

The second source of information was obtained: from 200 primary grade six pupils' final examination results in the English language for the academic year 1983/1984 set by the Ministry of Education; from 100 primary TEFL teachers' classroom observation records prepared by TEFL advisers at the Ministry of Education for the year 1984/1985, and the results of the English language testing of 178 primary TEFL teachers - a test set by the British Council in Bahrain in 1979.

In order to collect the data, the researcher followed these steps:

Step One

A meeting was held with the Rector of the University College of Bahrain - the researcher's present employer - who in turn liaised with the Chairman of the Department of English in making the necessary arrangements for the researcher to meet with the ten randomly chosen university lecturers and in providing him with introductory letters to the authorities in the Ministry of Education and the British Council in Bahrain. (See Appendices 9a to 9d)

Step Two

At the Ministry of Education, the researcher met the Assistant Under Secretary of General Education, the

Director of Curricula, Books and Media and the Director of Examinations. A meeting was also held with a representative of the British Council in Bahrain.

Step Three

Arrangements were made by the above mentioned authorities for the researcher to conduct his preliminary trial and the main study in the schools, the University College of Bahrain and the English Adviserate of the Ministry of Education. The researcher was also given permission to obtain information from teachers' classroom observation records at the Ministry of Education, the British Council results of teacher assessment in the English language and the English language final examination marks for sixth grade primary pupils in Bahrain.

Step Four

The researcher carried out the preliminary trial through the agency of the Teachers Questionnaire and the Interview Schedule. (See Page 227 under Questionnaire Trial and Validation, and Page 228 under Interview Trial and Validation.)

Step Five

Following the preliminary trial, the researcher then conducted the main study relating to the: 200 randomly chosen TEFL teachers in the primary schools; 10 senior teachers; 10 English language Advisers and 10 lecturers at the University College of Bahrain. (See Pages 230-232.)

Step Six

The researcher obtained information on the English language marks of 200 primary grade six pupils for the academic year 1983/1984, which had been set by the Ministry

of Education; 100 primary TEFL teachers' classroom observation records, prepared by TEFL advisers at the Ministry of Education for the year 1984/1985, and the results of the British Council English language tests for TEFL teachers in Bahrain for the year 1979.

Step Seven

The researcher had several consultations with Dr. John Hawarth of the Mathematical Statistics Department, University College, Cardiff, and then decided that frequency and percentage, mean score and standard deviation would be suitable for the analysis of collected data, except for open-ended questions. The decision was also made about the type of testing instruments to be used for each hypothesis.

Step Eight

Under the supervision of Mrs D. Walker of the Computing Centre in Cardiff, the answers obtained from the questionnaire and interview schedule were analysed by coding and punching them on SPSSX (Statistical Package for the Sociological Sciences X.) cards except for the open-ended questions which were analysed manually. The information obtained from teachers' observation records and sixth grade final English language examination results of the primary schools were analysed by a calculating machine. Regarding the British Council English language tests for TEFL teachers, the average percentage of the results was prepared by specialists in the British Council, Bahrain.

Table 8.6 shows the chosen method for analysing

each of the hypothese, and the sources that could best provide the information required.

Table 8.6: The Instruments and Methods Used for Testing and Analysing Each Hypothesis

Hypotheses	Sources of Obtaining Information	Methods of Analysis
1	Questionnaire	Frequency and Percentage
	Interview	Mean Score and
	Teachers' Observation Records	Standard Deviation
	Results of British Council Tests for Teachers. Sixth Grade Primary Pupils' Final Examination marks	
2	Questionnaire	Frequency and Percentage
	Interview	
	Sixth Grade Primary Pupils' Final Examination marks	
3.	Questionnaire	Frequency and Percentage
	Interview	Mean Score and Standard Deviation
4.	Questionnaire	Frequency and
	Interview	Percentage

Table 8.6: (cont.)

Hypotheses	Sources of Obtaining Information	Methods of Analysis
5.	Questionnaire Interview Teachers' Observation Records Results of British Council Tests for Teachers Sixth Grade Primary Pupils' Final Examination marks	Frequency and Percentage
6.	Questionnaire Interview Teachers' Observation Records Results of British Council Tests for Teachers	Frequency and Percentage
7.	Questionnaire Interview Teachers Observation Records Results of British Council Tests for Teachers	Frequency and Percentage Mean Score and Standard Deviation
8.	Questionnaire Interview	Frequency and Percentage Mean Score and Standard Deviation
9.	Questionnaire Interview	Frequency and Percentage

Table 8.6: (cont.)

Hypotheses	Sources of Obtaining Information	Methods of Analysis
10.	Questionnaire Interview	Frequency and Percentage

8.4 Construction of the Questionnaire and Interview Schedule

The construction of the questionnaire and interview schedule was made on the following basis:

1. The writer's personal experience and observation in the field of teaching English as a foreign language at primary, intermediate, secondary and university levels.
2. The writer's personal experience in the field of pre-service training as a TEFL supervisor and of in-service training as an educational field tutor for TEFL teachers.
3. The opinion and remarks of teaching staff and TEFL specialists at the Ministry of Education and University College of Bahrain.
4. Information obtained from the above reviewed literature and similar studies.
5. Relevant criteria for the construction of the questionnaires and interview schedule were gathered from Abdul Aziz (1980), Berdie and Anderson (1974), Borg and Gall (1963), Bradbum et al. (1979), Evans (1968), the Inservice Educational Training Centre (undated), Ministry of Education, Educational

Statistics (1981), Wiersma (1969), El-Shimy (1982), Youngman (1982) and Turney (1971).

6. Some aspects of the questionnaire and interview schedule have been constructed jointly with Mrs Z.G.A. Karmostaji, who was engaged in Ph.D. research in University College, Cardiff, into the problems of Bahraini intermediate students in the area of written English during the same period of study as this researcher. The aim of this was to obtain information in two differing sectors, i.e. primary and intermediate, for the benefit of the country (Bahrain) from which both the investigators come.

8.4.1 The Content of the Questionnaire and its Reliability

The questionnaire is composed of forty questions. When devising it, an attempt was made to include objective questions of the multiple-choice type followed, where necessary, by open-ended questions. To ensure that the questionnaire produced reliable results, and in conjunction with an accompanying explanatory letter (see Appendix 6), the researcher met with the teachers in their schools, distributed the questionnaire and explained points which they felt to be unclear. The researcher ensured that every aspect of the questionnaire was related to the teaching and learning of English in primary schools and could be easily answered by the chosen sample. The teachers were assured that their responses would not be used for any kind of evaluation. They were informed that they

could, if desired, answer in Arabic. They were asked not to give any indication of identity. After one week the researcher collected the questionnaires from the primary schools and found that all the questions had been answered. The head-teachers and class-teachers were thanked for their cooperation.

The draft questionnaire consisted of five parts:

Part One was designed to obtain general information related to the teacher's school, age, sex, nationality, appointment, qualification, experience, teaching load and other activities.

Part Two sought information about pre- and in-service training, and whether these included language courses, particularly the language of the classroom i.e. language needed for better classroom interaction. This part also sought information about the amount of time teachers spend in reading English materials, whether they have been to countries where the first language is English, and how much they themselves speak English.

Part Three was designed to measure teachers' general attitudes and motivation, their language standard, the number of visits made by advisers and the value of these visits to the teachers, the use of Arabic and its interference in the teaching of the English language.

Part Four was designed to obtain information on the syllabus content, whether it fulfils the needs and interests of pupils, reflects Bahraini culture, and can be covered within the time limit. This part also contains questions about the textbooks used in the primary level

and their suitability to requirements.

Part Five sought information about the methods and approaches used in the teaching of English, the suitability of certain methods for Bahraini learners of English, and the extent to which primary teachers use audio-visual aids in TEFL. (A copy of the questionnaire and a covering letter are attached at Appendices 6 and 7.)

8.4.2 The Content of the Interview Schedule and its Reliability

The interview schedule included forty-two questions. As in the questionnaire, objective questions of the multiple choice type have been used in the main, and, where necessary, open-ended questions.

In respect of the confidentiality of the interview, the subjects were assured that the responses they provided would be completely anonymous and confidential, and would be used for research purposes only.

For the convenience of the subjects, the investigator arranged a time and place for the interview to suit individual needs.

Any unclear point in the interview schedule was explained to the respondents.

The researcher made sure that all the questions in the interview schedule were answered, except for some which were not answered for some reasons related to the subjects such as not being certain or not having direct contact with them. The interviewees were thanked for their cooperation.

The Interview Schedule consisted of the following questions:

The introduction to the interview (Questions 1-4) was designed to seek information pertinent to the respondents' school, department, college, sex, nationality and appointment.

Questions 5 and 6 were included with a view to eliciting information regarding qualifications and number of years of experience.

Questions 7-17 sought information about teachers and student teachers in terms of the standard in TEFL and spoken English, and whether this adversely affects pupils' achievement. They also included questions aimed at getting information as to the extent to which pupil underachievement is due to the inadequacy of the teachers, and how far the teachers themselves are prepared to fulfil the aims and objectives of TEFL in the primary level, and to what extent they are exposed to everyday English.

Questions 18-22 asked the respondents to indicate the need for in-service training for new teachers as well as the experienced, and whether the programmes of pre-service and in-service include classroom language, how the respondents would grade these programmes, and to what extent they reflect the needs of the trainees.

Questions 23-25 were included to obtain information concerning the number of advisers' visits to teachers, whether these fulfil what they are designed to achieve, and what number of visits they would suggest as being sufficient.

Questions 26-29 asked the respondents to indicate whether the standard of English pupils achieve is suitable for the following educational stage, and what they would suggest as appropriate ways of raising the standard of English in the primary school.

Questions 30 and 31 sought to elicit information as to whether the primary syllabus has succeeded in fulfilling the aims and objectives of TEFL in this level, and to find the reason(s) if the answer was negative.

Questions 32 and 33 asked the respondents whether the content of textbooks fulfilled the set aims, and if not, why not.

Questions 34-38 were designed to obtain information as to whether the teaching method/approach used in primary school achieved its goals, and if not, why. The respondents were also asked which method they would like to see used in primary school, and how far TEFL teachers can follow the recommended method. If not, they were asked whether this was because of the teacher's inadequacy in one or more of the language skills.

Question 39 asked about the availability of audio-visual aids im primary schools, and their use.

Question 40 was designed to obtain information about the extent to which primary TEFL teachers use Arabic while teaching English.

Questions 41 and 42 were designed to obtain information about the areas in which primary school TEFL teachers commit errors, and the causes of these errors. (A copy of the Interview Schedule is attached at Appendix 8.)

8.4.3 Questionnaire Trial and Validation

In case of any lexical difficulties contained in the material of the questionnaire , an Arabic version of the words which might be considered difficult was included as an aid. The translated parts of the questionnaire were then revised to ensure accuracy.

The questionnaire was examined by a number of the researcher's colleagues who have had experience in teaching English to Bahraini pupils in the primary schools. The questionnaire was also examined by the researcher's supervisor and his statistical adviser. According to their suggestions, the questionnaire was modified. Eventually they all agreed that the questionnaire was valid and could be used for the measurement in mind.

A preliminary trial of the questionnaire was carried out. Ten TEFL primary teachers were asked individually to read and answer the questionnaire and indicate on their copy those questions which they felt needed clarification. Also they were asked to indicate if they felt that further words needed to be translated. All teachers stated that they could easily understand and answer every part of the questionnaire. These ten copies of the questionnaire which were completely answered were included in the main study. This is because the total number of TEFL teachers in primary schools in Bahrain was small (236 teachers only) and a number of these were not available during the period of the investigation.

For this preliminary trial of the questionnaire, the researcher held meetings with the chosen samples

in their schools and read and explained every aspect of the questionnaire to them before they answered. After one week the questionnaires were all answered and collected from the schools by the researcher.

8.4.4 Interview Trial and Validation

Like the questionnaire, the interview schedule was examined by a number of the researcher's colleagues, his supervisor and his statistical adviser. They suggested certain modifications which were accordingly incorporated by the researcher, and then it was agreed that the interview schedule could be used as a valid measurement.

For the preliminary trial of the interview schedule, six of its copies were discussed and reviewed with two senior TEFL secondary school teachers, two TEFL advisers in the Ministry of Education, and two lecturers in the Department of English at the University College of Bahrain. They were requested to make comments where necessary. As a result of their comments some parts of the interview schedule were modified. They also stated that the interview questions were clear and easily answered.

8.5 Validity and Reliability of the TEFL Teachers' Classroom Observation

Based on his experience with the Adviserate Department of the Ministry of Education, the researcher believes that the procedure of classroom observation in the primary schools is valid and reliable because:

- it is undertaken by well-qualified and experienced

TEFL advisers;

- valid criteria are used as instruments for classroom observation (a copy of this is shown at Appendix 10).
- the observation is prearranged by the teacher and the adviser.

8.6 Validity and Reliability of Primary Pupils' Sixth Grade Final Examination English Language Marks

This examination is valid and reliable because:

- every question in the examination paper is related to the content of the textbooks taught in the sixth grade of primary school;
- the examination is set and graded by the teachers who teach this level, and revised and approved by their advisers;
- the examination takes place under the supervision of the pupils' TEFL teachers and in their own schools. This makes them feel secure when answering the questions. (A copy of the examination is shown in Appendix 11).

8.7 Validity and Reliability of British Council TEFL Teachers' Assessment Tests in the English Language

The test is valid and reliable because:

- it is set and graded by well-qualified and experienced specialist native speakers of the language;
- the test measured the ability of teachers in the four language skills;

- the test took place under the secure supervision of British Council staff;
- the teachers were informed that the results of the test would be confidential.

8.8 Administration of the Questionnaire

The questionnaire was administered in December 1984 to the 200 primary school TEFL teachers chosen randomly from the latest statistical total of 236. The researcher, having been officially permitted by the Ministry of Education to conduct his field study through a teachers' questionnaire, made arrangements with the head-teachers of the selected primary schools in Bahrain to meet with the TEFL teachers in their schools. The researcher then visited the schools and held meetings with the teachers. He distributed, read and explained the questionnaire. Having made sure that every part of the questionnaire was clearly understood by the teachers, he asked them to keep the questionnaire, read it carefully and then answer the questions. After one week the researcher visited the same schools for the second time to give further explanation if required and to collect the completed questionnaires. After further explanation was given to some of the teachers, all the questionnaires were fully answered and collected by the researcher.

8.9 Administration of the Interview Schedule

The interview - like the questionnaire - took place in December 1984, in a number of secondary schools,

the TEFL advisorate section of the Ministry of Education and the Department of English in the University College of Bahrain. The total number of randomly selected subjects was thirty. The researcher,having been offically permitted by the Ministry of Education and the University College of Bahrain, met with the subjects and interviewed them. All the questions were answered except for those which were not related to the subjects' type of work.

Regarding the sixth grade primary pupils' final examination marks in English language, the results of 200 primary pupils - boys and girls from cities and villages - for the year 1983/1984 were randomly selected from the total number of 7370 sixth grade primary school pupils in Bahrain. An example of such an examination is given in Appendix 11.

For information in the competency of Bahraini primary TEFL teachers in the English language and the level of teaching skill, the results of 100 primary TEFL teachers' classroom observation records in the Adviserate Department of the Ministry of Education for the year 1984/1985 were randomly selected. This selection involved both males and females. The total number of primary TEFL teachers was 236. The criteria for the primary schools' classroom observation is given in Appendix 10.

The results of the British Council English language tests for TEFL teachers in Bahrain was another source from which the competency of primary TEFL teachers in the English language was obtained. These tests took place in June 1979. Results were obtained from all the

178 primary teachers - male and female. Those who taught in joint schools i.e. primary/intermediate were excluded. These tests involved Reading Structure, Listening Comprehension, Oral and Written Composition. The details are shown in Table 9.41.

CHAPTER NINE

THE ANALYSIS OF DATA

CONTENTS

		PAGE
9.1	Hypothesis One	235
9.1.1	Teachers' Questionnaire	236
9.1.2	Interview Schedule	252
9.1.3	Advisers' Observation Records for TEFL Teachers	268
9.1.4	Results for the British Council English Language Tests for TEFL Teachers	268
9.1.5	Sixth grade Primary Pupils' Final Examination Marks in English Language	270
9.2	Hypothesis Two	271
9.2.1	Teachers' Questionnaire	271
9.2.2	Interview Schedule	277
9.2.3	Sixth Grade Primary Pupils' Final Examination Marks in English Language	279
9.3	Hypothesis Three	279
9.3.1	Teachers' Questionnaire	281
9.3.2	Interview Schedule	283
9.4	Hypothesis Four	289
9.4.1	Teachers' Questionnaire	292
9.4.2	Interview Schedule	292
9.5	Hypothesis Five	295
9.5.1	Teachers' Questionnaire	297
9.5.2	Interview Schedule	300
9.5.3	Advisers' Observation Records for TEFL Teachers	303
9.5.4	Sixth Grade Primary Pupils' Final Examination Marks in English	303

Language

9.5.5 Results of British Council English Language Tests for TEFL Teachers 303

9.6 Hypothesis Six 304

9.6.1 Teachers' Questionnaire 304

9.6.2 Interview Schedule 304

9.6.3 Advisers' Observation Records for TEFL Teachers 305

9.6.4 Results of British Council English Language tests for TEFL Teachers 305

9.7 Hypothesis Seven 306

9.7.1 Teachers' Questionnaire 306

9.7.2 Interview Schedule 314

9.7.3 Advisers' Observation Records for TEFL Teachers 318

9.7.4 Results of British Council English Language Tests for TEFL Teachers 318

9.8 Hypothesis Eight 319

9.8.1 Teachers' Questionnaire 321

9.8.2 Interview Schedule 321

9.9 Hypothesis Nine 331

9.9.1 Teachers' Questionnaire 331

9.9.2 Interview Schedule 332

9.10 Hypothesis Ten 333

9.10.1 Teachers' Questionnaire 333

9.10.2 Interview Schedule 335

CHAPTER NINE

THE ANALYSIS OF DATA

The hypotheses of this study have been tested using teachers' responses to a questionnaire; answers to an interview schedule made for senior teachers, advisers and university lecturers; teachers' standard of TEFL in the observation records at the Bahraini Ministry of Education; the results of British Council English language tests for TEFL teachers in Bahrain; and the results of the sixth year primary schools examination in English. For the analysis of data, the investigator has dealt with each hypothesis separately in order to identify the degree of its acceptance or rejection.

9.1 Hypothesis One

Hypothesis One stated that the English of Bahraini TEFL teachers in the primary stage is not sufficient to fulfil the language needs of their pupils.

This hypothesis was tested using answers to Questions 6,7,10,11a,11c,12,13a,13b,14,15a,15c,15d,16,19,20,21,23a, 23b to 23g, 27,28 and 29 of the teachers' questionnaire; responses to questions 7,8,9,10,11,12,14,17,26,27,28,29c, 31b,37,38,41 and 42 of the interview schedule; observation records for TEFL teachers; the results of the British Council English language tests for TEFL teachers; sixth grade primary pupils' final examination marks in English language.

9.1.1 Teachers' Questionnaire

From the teachers' responses to Question 6, it has been found that the majority of the primary TEFL teachers had done a one or a two year course in TEFL: 47% in teacher training college and 18% in an Inservice Training Centre. Only 1% of these teachers had taken a post graduate TEFL course, of whom 7.5% had graduated in TEFL. The qualifications are shown in Table 9.1.

Table 9.1: Bahraini Primary TEFL Teachers' Qualifications

N = (Total Number of the Sample) = 200

Qualifications	Frequency	Percentage
Post Graduate	2	1.0
Graduate in TEFL	15	7.5
Graduate other subjects + TEFL Diploma	48	24.0
Teacher training college	94	47.0
Secondary + inservice training	36	18.0
Secondary teacher training	2	1.0
Secondary other subjects	3	1.5
Total	200	100

(Q.) Question 6 (T.Q.) Teachers' Questionnaire

To identify teachers' experience in TEFL, Question 7 was used. The responses indicated that only 13.5% of the primary teachers had 1-4 years experience in TEFL. The largest single group of the teachers had taught English for more than five years. This is shown in Table 9.2.

Table 9.2: Years of Experience of TEFL Teachers in the Primary Cycle in Bahrain

N = 200

No. of Years	Frequency	Percentage
1-4	27	13.5
5-9	70	35.0
10-19	87	43.5
20-34	16	8.0
Total	200	100

Q.7. (T.Q.)

In response to Question 10, the result indicated that most of the teachers had attended English language courses (71%). But the responses of Question 11a showed that most of these courses were one month in length (34%). Responses to Question 10 indicated that 28.5% of the teachers had not attended English language courses at all. As mentioned above, the investigator considers classroom language to be an important aspect of TEFL, but unfortunately, the responses to Question 11c revealed that for 54.5%, their courses did not deal with classroom language. These are shown in Tables 9.3, 9.4 and 9.5.

Table 9.3: Bahraini TEFL Teachers' Attendance at English Language Courses

N = 200

	Frequency	Percentage
Yes, I have attended English language courses	142	71.0
No, I have not attended any English language courses	57	28.5
Uncertain	1	0.5
Total	200	100

Q. 10 (T.Q.)

Table 9.4: Length of English Language Courses Bahraini TEFL Teachers Had Attended

N = 200

	Frequency	Percentage
One month	68	34.0
Six Months	32	16.0
One Year	22	11.0
More than One Year	21	10.5
Uncertain	57	28.5
Total	200	100

Q. 11a (T.Q.)

Table 9.5: Whether Classroom Language was Included in the English Language Courses Bahraini Primary TEFL Teachers Had Attended

N = 200

	Frequency	Percentage
Yes, Classroom language was a part of English Language Courses	36	18.0
No, Classroom language was not a part of English Language courses	109	54.5
Uncertain	55	27.5
Total	200	100

Q.11c. (T.Q.)

The answers to Question 12 showed that 71% of the teachers had attended preservice courses, but by referring to Table 9.1 above, one can see that most of the preservice courses these teachers attended were for two years or less. In addition to this 29% of the teachers had not attended preservice courses at all. This is shown in Table 9.6

Table 9.6: Whether Bahraini Primary TEFL Teachers Had Attended Preservice TEFL Courses

N = 200

	Frequency	Percentage
Yes, I have attended pre-service courses in TEFL	142	71.0
No, I have not attended any pre-service courses in TEFL	58	29.0
Total	200	100

Q. 12 (T.Q.)

The majority of the responses to Question 13a (43%) revealed that the pre-service programmes the teachers attended did not include classroom languages courses, and that the programmes were of little value, or of no value at all in the teaching of English as a foreign language. This was shown by the responses to Question 13b. The details are given in Tables 9.7 and 9.8.

Table 9.7: Whether Classroom Language was Included in the Pre-Service Courses Bahraini Primary TEFL Teachers Had Attended

N = 200

	Frequency	Percentage
Yes, classroom language was included	60	30.0
No, classroom language was not included	86	43.0
Uncertain	54	27.0
Total	200	100

Q. 13a (T.Q.)

Table 9.8: Usefulness of Pre-Service Programmes to Bahraini Primary TEFL Teachers

N = 200

	Frequency	Percentage
Great Value	52	26.0
Little Value	91	45.5
No Value	2	1.0
Uncertain	55	27.5
Total	200	100

Q. 13b (T.Q.)

The answers to Question 14 indicated that 87% of the teachers had attended in-service courses, but the responses to Question 15a showed that the majority of these courses were one month in length (33.5%). Those teachers who had attended in-service courses of more than one year in length (25.5%) were those who had taken a two year course at the In-Serive Training Centre. See Tables 9.9 and 9.10.

Table 9.9: The Extent to which Bahraini TEFL Teachers had Attended In-Service Courses in TEFL

N = 200

	Frequency	Percentage
Yes, I have attended in-service courses in TEFL	174	87.0
No, I have not attended any in-service courses in TEFL	26	13.0
Total	200	100

Q. 14 (T.Q.)

Table 9.10: Length of Inservice Programmes Attended by Bahraini Primary TEFL Teachers

N = 200

	Frequency	Percentage
Less than a Week	3	1.5
One Month	67	33.5
Six Months	33	16.5
One Year	22	11.0
More than One Year	51	25.5
Uncertain	24	12.0
Total	200	100

Q. 15a(T.Q.)

Teachers' responses to Question 15c revealed that 64.5% of the inservice TEFL programmes did not include a classroom language course. This is shown in Table 9.11.

Table 9.11: Whether Classroom Language was Included in the Inservice Courses Attended by Bahraini Primary TEFL Teachers

N = 200

	Frequency	Percentage
Yes, classroom language was included in the inservice programmes	47	23.5
No, classroom language was not included in the inservice programmes	129	64.5
Uncertain	24	12.0
Total	200	100

Q. 15c (T.Q.)

The answers to Question 15d indicated that only 37% of the teachers found the inservice programmes of great value. The majority (50%) stated that the programmes were of little value. Table 9.12 shows the usefulness of inservice programmes in the teachers' opinion.

Table 9.12: Usefulness of the Inservice Programmes Bahraini Primary TEFL Teachers Had Attended

N = 200

	Frequency	Percentage
Great Value	74	37.0
Little Value	101	50.5
No Value	-	-
Uncertain	25	12.5
Total	200	100

Q. 15d (T.Q.)

The responses to Question 16 indicated that 56.5% of the teachers had spent less than four hours a week in reading materials in English, and that 22% of them had no time to read these at all. The results are shown in Table 9.13.

Table 9.13: Time Spent in a Week in Reading Materials in English by Bahraini Primary TEFL Teachers

N = 200

	Frequency	Percentage
More than Four Hours	43	21.5
Less than Four Hours	113	56.5
No Time to read	44	22.0
Total	200	100

Q. 16 (T.Q.)

In responding to Question 19, teachers pointed out that 66.5% of them seldom speak English outside the classroom. Their responses also showed that 2.5% of them did not speak English after teaching at all. These are shown in Table 9.14.

Table 9.14: The Extent to which Bahraini Primary TEFL Teachers Speak English Outside the Classroom

N = 200

	Frequency	Percentage
Often	62	31.0
Seldom	133	66.5
Never	5	2.5
Total	200	100

Q. 19 (T.Q.)

The majority of the responses to Question 20 indicated that teachers did not find teaching English very interesting (50.5%). This is shown in Table 9.15.

Table 9.15: Bahraini Primary TEFL Teachers' Degree of Interest in Teaching English Language

N = 200

	Frequency	Percentage
Very Interesting	91	45.5
Interesting	101	50.5
Little Interest	8	4.0
Total	200	100

Q. 20 (T.Q.)

To identify the reason for not being very interested in teaching English, Question 21 was used. The answers of the vast majority of the sample indicated that large classes had caused this lack of interest. This is shown in Table 9.16 overleaf.

The responses to Question 23a indicated that 83% of the teachers had difficulties in teaching English. This is shown in Table 9.17.

Table 9.17: "I do not have any difficulty in teaching English language."

N = 200

	Frequency	Percentage
Agree	31	15.5
Disagree	166	83.0
Uncertain	3	1.5
Total	200	100

Q. 23a (T.Q.)

Table 9.16: Reasons for Primary School Bahraini TEFL Teachers not being Interested in Teaching English

N = 200

	Agree	Disagree	Uncertain	Total
a. I do not like teaching English	5 (2.5%)	187 (93.5%)	8 (4%)	200 (100%)
b. English is not my special subject	6 (3%)	186 (93%)	8 (4%)	200 (100%)
c. Pupils are not motivated	33 (16.5%)	159 (79.5%)	8 (4%)	200 (100%)
d. Large classes	153 (76.5%)	39 (19.5%)	8 (4%)	200 (100%)

Q. 21a to Q. 21d (T.Q.)

In order to find the areas in which the TEFL teachers had difficulties in teaching English, Questions 23b to 23g were devised. The majority of the responses showed that TEFL teachers had difficulty in teaching grammar (67%) and speaking (53%). The responses of a large number of them indicated that they also had difficulty in teaching reading (44.5%), vocabulary (42%) and writing (32%). Only 17% of the responses showed that they had difficulty with teaching understanding. These are shown in Table 9.18 overleaf.

The responses to Question 27 revealed that 44.5% of the TEFL teachers, before they wrote an English sentence, first wrote it in Arabic in their mind. This means that nearly half of the teachers did so when writing in English. This is shown in Table 9.19.

Table 9.19: Preparing an English Sentence in Arabic before Writing it

N = 200

	Frequency	Percentage
Yes, I prepare an English sentence in Arabic before writing it	89	44.5
No, I do not prepare an English sentence in Arabic before writing it	106	53.0
Uncertain	5	2.5
Total	200	100

Q. 27 (T.Q.)

Table 9.18: The Areas of Difficulty Primary TEFL Teachers in Bahrain had in Teaching English

N = 200

	Agree	Disagree	Uncertain	Total
Grammar	134 (67%)	65 (32.5%)	1 (0.5%)	200 (100%)
Vocabulary	84 (42%)	114 (57%)	2 (1%)	200 (100%)
Speaking	106 (53%)	91 (45.5%)	3 (1.5)	200 (100%)
Understanding	34 (17%)	161 (80.5%)	5 (2.5)	200 (100%)
Reading	89 (44.5%)	109 (54.5%)	2 (1%)	200 (100%)
Writing	64 (32%)	130 (65%)	6 (3%)	200 (100%)

Q. 23b to 23g (T.Q.)

Question 28 was used to identify whether the Arabic language background affected the spoken English of the TEFL teachers. 75.5% of the teachers' answers were positive. The results are shown in Table 9.20.

Table 9.20: The Interference of the Arabic Language in Bahraini Primary TEFL Teachers' Spoken English

N = 200

	Frequency	Percentage
Yes, Arabic language interferes with my spoken English	151	75.5
No, Arabic language does not interfere with my spoken English	43	21.5
Uncertain	6	3.0
Total	200	100

Q. 28 (T.Q.)

The responses to Question 29 indicated that 56% of the teachers found that the Arabic language adversely affected their written English. This is shown in Table 9.21.

Table 9.21: Adverse Effects of Arabic Language on the TEFL Teachers' Written English in the Primary Cycle in Bahrain

N = 200

	Frequency	Percentage
Yes, Arabic language adversely affects my written English	112	56.0
No, Arabic language does not affect my written English	83	41.5
Uncertain	5	2.5
Total	200	100

Q. 29 (T.Q.)

The mean score of the teachers' total responses for the questions used to test Hypothesis One is shown in Table 9.22. This table also indicates that most teachers did not respond to all the questions. This is because of reasons such as not having attended any of the training courses or not being exposed to the English language. It was also found that out of 83 teachers who answered the questions, only 19 of them scored the desirable score of 61 or above. All these show that the standard of teachers' English in the primary level is not sufficient. The total scale given to this section is: Minimum 27 and Maximum 76. The desirable score given is 61.

Table 9.22: Respondents' Mean Score for Bahraini Primary TEFL Teachers' English Language Sufficiency

N = 200

	Frequency	Percentage	Maximum	Minimum	Mean	Std. Dev.
Valid Cases	83	41.5	68	43	55.614	5.661
Missing Cases	117	58.5				
Total	200	100				

Teachers' Questionnaire

9.1.2 Interview Schedule

The responses to Question 7 of the interview schedule indicated that the standard of English of the majority of the primary teachers was not good. The respondents stated that the teachers' standard was satisfactory (70%) and weak (10%). The details are shown in Table 9.23.

Table 9.23: Standard of Bahraini Primary TEFL Teachers in English Language

N = 30

	Frequency	Percentage
Excellent	-	-
Very Good	-	-
Good	-	-
Satisfactory	21	70.0
Weak	3	10.0
Very Weak	-	-
Uncertain	6	20.0
Total	30	100.0

(Q.) Question 7 (I.S.) Interview Schedule for (S.T.)Senior Teachers, (Ad.) Advisers and (U.L.) University Lecturers.

Answering Question 8, the subjects stated that when discussing and advising teachers in respect of English language teaching, they used Arabic and English (33.3%). Some stated that they used Arabic only (6.7%), 43.3% pointed out that they used English. It should be noted that this number of interviewees were of those whose native language was English and could not speak or under-

stand Arabic. The details are given in Table 9.24.

Table 9.24: Language Used When Advising Primary TEFL Teachers in Bahrain

N = 30

	Frequency	Percentage
Arabic	2	6.7
Both	10	33.3
English	13	43.3
Uncertain	5	16.7
Total	30	100

Q.8 (I.S.) for S.T., Ad. and U.L.

Responses to Question 9 indicated that the reason for not using English when discussing and advising TEFL teachers in the primary cycle was because most of these teachers could not understand enough English (26.7%), or some English (56.7%). This is shown in Table 9.25.

Table 9.25: Reasons for not Using English when Advising TEFL Primary Teachers in Bahrain

N = 30

	Frequency	Percentage
Cannot understand enough English	8	26.7
Cannot understand some English	17	56.7
They cannot understand my English at all	-	-
Uncertain	5	16
Total	30	100

Q.9 (I.S.) for S.T., Ad. and U.L.

Question 10 was asked as an open-ended question to identify what teachers of English did when they were confronted with the need to communicate in English. The responses were as follows:

- they try to say something but do not succeed because of their weakness in English;
- some try to speak in spite of mistakes in grammar, vocabulary and pronunciation;
- they keep quiet and nod to show either that they agree, or know what is said to them, without understanding what they have been asked;
- they mostly avoid conversation and do not attempt to say anything unless they have to;
- they always use simple English;
- they try to obtain information through gestures and guessing.

The responses to Question 11 revealed that teachers whose spoken English was weak could not help pupils to speak English competently. 96.7% agreed on this point. This is shown in Table 9.26.

Table 9.26: "Teachers' Spoken English can Affect Pupils Spoken English"

N = 30

	Frequency	Percentage
Agree	29	96.7
Disagree	1	3.3
Total	30	100

Q. 11 (I.S.) for S.T., Ad. and U.L.

Question 12 was related to the relationship of pupil underachievement and the inadequacy of their teachers. All the responses indicated that there was a close relationship in this respect. This is shown in Table 9.27.

Table 9.27: "The Underachievement of Bahraini Primary Pupils is Related to the Inadequacy of their Teachers"

N = 30

	Frequency	Percentage
Agree	30	100.0
Disagree	-	-
Total	30	100

Q. 12 (I.S.) for S.T., Ad. and U.L.

In respect of the university graduates, the majority of the respondents in Question 14 showed that they are satisfactory (60%) or weak (33.3%) in their command of English. This is shown in Table 9.28.

Table 9.28: Competency of the TEFL University Graduates in Bahrain

N = 30

	Frequency	Percentage
Excellent	-	-
Very Good	-	-
Good	1	3.3
Satisfactory	18	60.0
Weak	10	33.3
Very Weak	-	-
Uncertain	1	3.3
Total	30	100

Q. 14 (I.S.) for S.T., Ad. and U.L.

The responses to Question 17 indicated that the majority of TEFL teachers in the primary stage (43.3%) are inadequately equipped to fulfil the aims and objectives of syllabus requirements. Forty percent stated that the teachers were moderately equipped. These are shown in Table 9.29.

Table 9.29: The Extent to which TEFL Teachers in Primary Schools in Bahrain are Equipped to Teach English

N = 30

	Frequency	Percentage
Very well equipped	-	-
Well Equipped	1	3.3
Moderately Equipped	12	40.0
Inadequately Equipped	13	43.3
Very Poorly Equipped	-	-
Uncertain	4	13.3
Total	30	100

Q. 17. (I.S.) for S.T., Ad. and U.L.

In response to Question 26 the interviewees (96.7%) pointed out that the standard of English achieved in the primary level was not suitable for entry to the intermediate cycle. This unsuitability, as Question 27 revealed, was due to pupils' lack of competency. This opinion was agreed upon by 96.7% of the respondents. In order to identify the cause of pupils' low competency, the interviewees were asked Question 28. 96.7% of the responses showed that the cause was the inadequacy of teaching in the primary level. The details are shown in Tables 9.30, 9.31 and 9.32.

Table 9.30: Suitability of Bahraini Primary Pupils' English as a Preparation for the Following Cycle i.e. Intermediate

N = 30

	Frequency	Percentage
Yes, their English is suitable for the Intermediate cycle	1	3.3
No, their English is not suitable for the intermediate cycle	29	96.7
Total	30	100

Q. 26 (I.S.) for S.T., Ad. and U.L.

Table 9.31: Bahraini Primary Pupils' Unsuitability for Intermediate Cycle is Due to their Low Competency in English

N = 30

	Frequency	Percentage
Yes, pupils' unsuitability for intermediate cycle is due to their low competency in English	29	96.7
No, it is not due to their low competency in English	1	3.3
Total	30	100

Q. 27 (I.S.) for S.T., Ad. and U.L.

Table 9.32: Bahraini Primary Pupils' Weakness in English is Due to the Inadequacy of the Teaching of English in the Primary Cycle

N = 30

	Frequency	Percentage
Yes, their weakness in English is due to the inadequacy of the teaching of English	29	96.7
No, their weakness is not due to the teaching of English	1	3.3
Total	30	100

Q. 28 (I.S.) for S.T., Ad. and U.L.

In response to Question 29c, it was suggested by all the interviewees that the way to raise the quality of English in the primary cycle was by improving the training of TEFL teachers for this level. Table 9.33 overleaf shows this.

The responses to Question 31b indicated that one of the reasons which cause the English language syllabus at the primary stage to be inadequate in fulfilling the aims and objectives of TEFL was the inadequacy of some of the teachers. This was agreed upon by 56.7% of the respondents and is shown in Table 9.34. (overleaf).

Table 9.33: Suggestions for Raising the Quality of Pupils' English in the Primary Cycle in Bahrain

N = 30

	Agree	Disagree	Total
a. Changing the current textbooks	23 (76.7%)	7 (23.3%)	30 (100%)
b. Adopting a new approach	28 (93.3%)	2 (6.7%)	30 (100%)
c. Improving the training of teachers	30 (100%)	- -	30 (100%)
d. Changing the syllabus	21 (70%)	9 (30%)	30 (100%)

Q. 29c (I.S.) for S.T., Ad. and U.L.

Table 9.34: Why The English Syllabus does not Fulfil its Aims and Objectives in the Primary Cycle in Bahrain

N = 30

	Agree	Disagree	Uncertain	Total
a. Too long	7 (23.3%)	16 (53.3%)	7 (23.3%)	30 (100%)
b. Inadequacy of some teachers	17 (56.7%)	6 (20%)	7 (23.3%)	30 (100%)
c. Lacks variety	21 (70%)	2 (6.7%)	7 (23.3%)	30 (100%)
d. Does not fulfil the needs and interests of pupils	22 (73.3%)	1 (3.3%)	7 (23.3%)	30 (100%)

Q. 31b (I.S.) for S.T., Ad. and U.L.

The respondents to Question 37 revealed that TEFL teachers were incompetent in following the method/approach recommended by the Ministry of Education in Bahrain. All of the respondents agreed upon this point. This is shown in Table 9.35.

Table 9.35: Whether TEFL Teachers in the Primary Cycle in Bahrain are Able to Follow the Approved Method/Approach of TEFL

N = 30

	Frequency	Percentage
Yes, they are able to follow the approved method/ approach	-	-
No, they are not able to follow the approved method/approach	30	100
	30	100

Q. 37 (I.S.) for S.T., Ad . and U.L.

The interviewees were asked about the teachers' inability in following the method/ approach recommended (Q. 38). The responses showed that their inadequacy lay in listening and understanding (53.3%), speaking (100), reading (70%) and writing (86.7%), as shown in Table 9.36.

Table 9.36: Reasons for Bahraini Primary TEFL Teachers' Inadequacy in Following the Approved Method/Approach

N = 30

	Agree	Disagree	Total
a. Inadequacy in listening and understanding	16 (53.3%)	14 (46.7%)	30 (100%)
b. Inadequacy in speaking	30 (100%)	- -	30 (100%)
c. Inadequacy in reading	21 (70%)	9 (30%)	30 (100%)
d. Inadequacy in writing	26 (86.7%)	4 (13.3%)	30 (100%)

Q. 38 (I.S.) for S.T., Ad. and U.L.

The responses to Question 41 indicated that the areas where most of English teachers' errors were committed were in the aspects of structure (96.7%), spelling (60%), pronunciation (96.7%) and vocabulary (60%). These are shown in Table 9.37.

To indicate the causes of the errors, Question 42 was used. The responses showed that the causes of errors included: Arabic interference (100%), inadequate exposure to everyday English (96.7%), overgeneralization (80%), analogy (50%) and interference within English (46.7%). This showed that the main causes of the errors were Arabic interference, inadequate exposure to everyday English and overgeneralization. These are shown in Table 9.38 overleaf.

All the responses to the questions of the interview schedule used for testing Hypothesis One except for Question 10 - which was open ended and dealt with separately - are used to obtain the mean score of the respondents. The results as they are shown in Table 9.39 indicate that the maximum score of the 21 subjects who answered the questions is 44 which is much below the desirable score of 50. This shows that the standard of primary school teachers in Bahrain in English is too low. The total scale given for this section is : Minimum 26 and Maximum 65. The desirable score given is 50.

Table 9.37: Primary TEFL Teachers in Bahrain Mostly Commit Errors in the Following Areas

N = 30

	Agree	Disagree	Total
Errors in Structure	29 (96.7%)	1 (3.3%)	30 (100%)
Errors in Spelling	18 (60%)	12 (40%)	30 (100%)
Errors in Pronunciation	29 (96.7%)	1 (3.3%)	30 (100%)
Errors in vocabulary	18 (60%)	12 (40%)	30 (100%)

Q. 41 (I.S.) for S.T., Ad. and U.L.

Table 9.38: Causes of Bahraini Primary TEFL Teachers' Errors in English Language

N = 30

	Agree	Disagree	Total
Interference from the Arabic Language	30 (100%)	-	30 (100%)
Inadequate exposure to everyday English	29 (96.7%)	1 (3.3%)	30 (100%)
Overgeneralization	24 (80%)	6 (20%)	30 (100%)
Analogy	15 (50%)	15 (50%)	30 (100%)
Interference within English	14 (46.7%)	16 (53.3%)	30 (100%)

Q. 42 (I.S.) for S.T., Ad. and U.L.

Table 9.39: Respondents' Mean Score for Bahraini Primary TEFL Teachers' English Language Sufficiency

N = 30

	Frequency	Percentage	Maximum	Minimum	Mean	Std. Dev.
Valid Cases	21	70	44	33	38.476	2.502
Missing Cases	9	30				
Total	30	100				

(I.S.) for S.T., Ad. and U.L.

9.1.3 Advisers' Observation Records for TEFL Teachers

The latest record of classroom observation for 100 primary TEFL teachers chosen randomly from the advisers' records in the Advisorate Department of the Ministry of Education in Bahrain for the year 1984-85, revealed that the standard of the majority of these teachers was satisfactory or poor. In listening and understanding the records showed that for 53% of the teachers, the standard was satisfactory, but poor for 11%. In speaking, the records showed that the standard of the majority of the teachers was satisfactory (55%). In reading, 58% of the teachers were of satisfactory standard and 8% were poor. The record also showed that the standard of teachers in writing was satisfactory (56%). In TEFL methods it was shown that the standard of 60% of the teachers was satisfactory. The details are shown in Table 9.40 overleaf.

9.1.4 Results of the British Council English Language Tests for TEFL Teachers

The British Council proficiency test in English language assessment for TEFL teachers in Bahrain for the year 1979 indicated that the average marks of 178 teachers of English in the primary schools were mostly below the pass mark (60%) except for reading . The details are shown in Table 9.41.

Table 9.40: The Standard of 100 Bahraini Primary TEFL Teachers in Teaching English as Shown in TEFL Advisers' Records

N = 100

	Listening and Understanding	Speaking	Reading	Writing	Method of Teaching
Excellent	2%	1%	2%	1%	3%
Very Good	3%	3%	4%	3%	5%
Good	31%	21%	28%	20%	22%
Satisfactory	53%	55%	58%	56%	60%
Poor	11%	20%	8%	20%	10%
Total	100(100%)	100(100%)	100(100%)	100(100%)	100(100%)

TEFL Advisers' Observation Records in the Ministry of Education in Bahrain.

Table 9.41: The Standard of 178 Bahraini Primary TEFL Teachers in English Language as Shown in the Results of British Council English Language Tests

N = 178

Skills	Average Mark	N =
Reading Structure	62%	178
Listening Comprehension	46%	178
Oral	52%	178
Written Composition	44%	178

Results of the British Council English Language Tests for Primary TEFL Teachers in Bahrain.

9.1.5 Sixth Grade Primary Pupils' Final Examination Marks in English Language

The final examination marks of 200 primary school pupils (boys and girls) for the year 1983-84 which were chosen randomly from different areas in Bahrain, showed that the English language standard of the majority of pupils at this level ranged from satisfactory to poor. In city schools, the girls' standard was found to be better than for boys. 48% of the city girls were of poor standard, whilst 64% of the boys in city schools were of this standard. In village schools, also, the standard of girls was found to be better than that of boys. 26% of the girls in these schools were of poor standard but for boys 38%. This means that, although

the standard of both boys and girls in the primary schools was very low, girls seemed to be better in English than boys. The details are shown in Table 9.42.

The above discussion and analysis of the teachers' questionnaire, interview schedule, advisers' records of classroom observation, British Council English language tests for teachers and pupils' sixth grade final examination marks in English language, have revealed that the English of TEFL teachers in the primary stage in Bahrain is inadequate and has a negative effect on the pupils' standard of English. These findings support the investigator's Hypothesis One in terms of the primary school teachers' low standard of English and their inability to fulfil the language needs of their pupils. According to these findings Hypothesis One is accepted.

9.2 Hypothesis Two

Hypothesis Two stated that: the language acquired by primary level pupils is not adequate for the stages that follow, i.e. intermediate, secondary, and higher education. To test this hypothesis, Questions 30,33,34,35 and 36 of the teachers' questionnaire, Questions 26,27, 30, 31d, 32 and 33c of the interview schedule, and the results of sixth grade primary pupils' Final examination in the English language were used.

9.2.1 Teachers' Questionnaire

The responses to Question 30, regarding the content of the primary school English language syllabus, whether

Table 9.42: The Standard of 200 Sixth Grade Bahraini Primary Pupils in English Language as Shown in the Results of their Final Examination

N = 200

	Excellent 90-100	V. Good 80-89	Good 70-79	Satisfactory 40-69	Poor Below 40	Total	Area and Sex
N=	0	2	4	20	24	50	city
%	0	4	8	40	48	100	girls
N=	0	2	2	14	32	50	city
%	0	4	4	28	64	100	boys
N=	1	3	4	29	13	50	village
%	2	6	8	58	26	100	girls
N=	0	0	2	29	19	50	village
%	0	0	4	58	38	100	boys

Sixth Grade Primary Pupils' English Language Final Examination Marks.

or not it helps the pupils to acquire the English they need for ensuring success in their studies at the intermediate level, showed that 74% of the teachers believe that it does not help. The results are shown in Table 9.43.

Table 9.43: The Extent to which the English Syllabus Helps the Pupils to Learn the English they Need for their Studies at the Intermediate Level

N = 200

	Frequency	Percentage
Agree that the syllabus helps acquire the English needed	50	25.0
Disagree (the syllabus does not help to acquire the English needed)	148	74.0
Uncertain	2	1.0
Total	200	100

Q. 30 (T.Q.)

Question 33 was devised to identify whether textbooks used in primary schools in Bahrain help the pupils to achieve the standard of English required. Teachers' responses to this question revealed that the majority of them (80.5%) did not agree that the textbooks helped the pupils to learn proper English. The results are shown in Table 9.44.

Table 9.44: The Extent to which English textbooks Help the Pupils to Achieve the English Required

N = 200

	Frequency	Percentage
Agree that the textbooks help to achieve the English needed	38	19.0
Disagree (the textbooks do not help to achieve the English needed).	161	80.5
Uncertain	1	0.5
Total	200	100

Q. 33(T.Q.)

An open-ended Question (Q. 34) was included to identify the reasons for the unsuitability of the English textbooks used in primary schools in Bahrain. The majority of the responses were as follows:

- Lessons are too long and boring for both pupils and teachers;
- they lack variety in topics;
- many unsuitable exercises are included;
- they do not fulfil the needs and interests of pupils, and so not meet their daily life needs as far as language is concerned;
- topics are too difficult, dull, strange and remote from the pupils' culture;
- they concentrate on grammar rather than encourage pupils to use the language in real situations;

- the teachers' books do not help teachers in the use of visual aids or teaching techniques;
- they include many grammatical elements which are above the standard of the stage of the pupils;
- the textbooks are not accompanied by supplementary materials;
- the textbooks do not include suitable written exercises;
- the textbooks are out of date and should be changed;
- they do not include coloured illustrative pictures;
- the method on which these textbooks are based is not conducive to good teaching and learning;
- the textbooks are not suitable for the pupils' age, standard of work and interests.

The answers to Question 35 indicated that 83% of the teachers did not agree that the teaching method used for TEFL in primary schools makes for effective teaching and learning. This is shown in Table 9.45 overleaf.

Question 36 was an open-ended question to find the reasons for the unsuitability of the teaching method in the primary cycle. Teachers' responses were as follows:

- the method does not help in teaching the English needed for daily life and the stage that follows;
- the method does not make for good teaching and learning in the primary schools in Bahrain;
- the method is very old-fashioned and does not help the pupils to communicate in proper English. Therefore, as the teachers suggested, it should now be changed;

Table 9.45: The Extent to which the Method Makes for Effective Teaching and Learning of English in the Primary Cycle in Bahrain

N = 200

	Frequency	Percentage
Agree that the method makes for effective teaching and learning	33	16.5
Disagree (the method does not make for effective teaching and learning).	166	83.0
Uncertain	1	0.5
Total	200	100

Q. 35 (T.Q.)

- the approach lacks variety;
- some teachers find it difficult to apply the approved teaching approach;
- the approach does not deal with the four language skills adequately;
- the approach does not encourage the teachers to teach and the pupils to learn. It is boring for both the teachers and learners;
- the approach does not reflect Bahraini culture nor the Bahraini environment;
- the approach neglects speaking and reading skills;
- the approach does not encourage enough suitable written work;

9.2.2 Interview Schedule

Questions 26 and 27 were analysed in dealing with Hypothesis One. The responses indicated that the standard of English achieved by primary pupils is not suitable for the stage that follows, and that this unsuitability is due to the pupils' level of achievement in English which is in turn due to the inadequacy of the teaching approach in this level. These are shown in Tables 9.30, 9.31, and 9.32 above.

The majority (76.7%) of the responses to Question 30 held that the English syllabus in the primary schools in Bahrain did not fulfil the aims and objectives of TEFL in this level. This is shown in Table 9.46.

Table 9.46: The Extent to which the English Syllabus Fulfils the Aims and Objectives of TEFL in the Primary Cycle in Bahrain

N = 30

	Frequency	Percentage
Yes, it fulfils the aims and objectives of TEFL	1	3.3
No, it does not fulfil the aims and objectives of TEFL	23	76.7
Uncertain	6	20.0
Total	30	100

Q. 30 (I.S.) for S.T., Ad. and U.L.

To identify the reason for the unsuitability of the syllabus, Question 31d was devised. 73.3% of the responses agreed that the syllabus does not fulfil the needs and interests of the pupils at the primary level. The results are shown in Table 9.34 above.

In responding to Question 32, most of the interviewees (80%) mentioned that the textbooks used in primary schools do not achieve the set aims and objectives of TEFL. The results are shown in Table 9.47 overleaf.

The responses to Question 33c showed that the main reason (80%) for the unsuitability of the textbooks was held to be that they did not fulfil the needs of the pupils in the primary level. This is shown in Table 9.48.

Table 9.47: The Extent to which the English Textbooks Achieve the Aims and Objectives of TEFL in the Primary Cycle in Bahrain

N = 30

	Frequency	Percentage
Yes, the textbooks achieve the aims and objectives.	-	-
No, the textbooks do not achieve the aims and objectives	24	80
Uncertain	6	20
Total	30	100

Q. 32 (I.S.) for S.T., Ad. and U.L.

9.2.3 Sixth Grade Primary Pupils' Final Examination Marks in English Language.

When dealing with Hypothesis One, this aspect was analysed. The results indicated that the level of pupils' English in primary schools in Bahrain was too low. The details are given in table 9.42 above.

The finding of the teachers' questionnaire, the interview schedule and the results of the English language final examination of pupils in the sixth grade of primary schools in Bahrain all indicated that the English acquired by the pupils in the primary schools in Bahrain is not suitable for the classes that follow this level. Therefore Hypothesis Two is acceptable.

9.3 Hypothesis Three

Hypothesis Three stated that the aims and objectives

Table 9.48: Reason for the Unsuitability of the English Textbooks used for TEFL in the Primary Cycle In Bahrain

N = 30

	Agree	Disagree	Uncertain	Total
a. They are difficult for some teachers to teach	10(33.3%)	14(46.7%)	6(20%)	30(100%)
b. They lack variety in topics	20(66.7%)	4(13.3%)	6(20%)	30(100%)
c. They do not fulfil the needs of the pupils	24(80%)	6(20%)	-	30(100%)

Q. 33c (I.S.) for S.T., Ad. and U.L.

of the primary level are not fulfilled because of the unsuitability of the existing syllabus, textbooks and other teaching materials, and method of TEFL, and should be replaced by others that are more suitable.

To test this hypothesis, Questions 30,31,32,33,34,35, 36 and 37 of the teachers' questionnaire, and Questions 13a,13b,17,29a,29b,29d,30,31a to 31d,32,33a to 33c,34,35a to 35c and 36 from the interview schedule were used.

9.3.1 Teachers' Questionnaire

74% of teachers' responses to Question 30 stated that the content of the English language syllabus of the primary level does not help pupils to achieve the kind of English they might need. This is shown in Table 9.43 above.

91% of teachers' responses to Question 31 indicated that the content of the primary school English language syllabus does not reflect Bahraini culture. The results are shown in Table 9.49. overleaf.

In response to Question 32, the majority of teachers (64.5%) agreed that it is difficult to cover the syllabus within the set time-limit specified by the Ministry of Education. The results are given in Table 9.50, also overleaf.

The answers of the majority of teachers (80.5%) to Question 33 revealed that the textbooks in primary schools in Bahrain do not help the pupils to acquire the standard of English required. This is shown in Table 9.44 above.

Table 9.49: The Extent to which the Primary School English Syllabus Reflects Bahraini Culture

N = 200

	Frequency	Percentage
Agree that the syllabus reflects Bahraini culture	17	8.5
Disagree (the syllabus does not reflect Bahraini culture).	182	91.0
Uncertain	1	0.5
Total	200	100

Q. 31 (T.Q.)

Table 9.50: The Extent to which TEFL Teachers are Able to Cover the English Syllabus Within the Set Time.

N = 200

	Frequency	Percentage
Agree that it is difficult to cover the English syllabus within the set time	129	64.5
Disagree that it is difficult to cover the English syllabus within the set time	70	35.0
Uncertain	1	0.5
Total	200	100

Q. 32 (T.Q.)

Question 34 was an open-ended one which was used to indicate the reasons for the unsuitability of textbooks in the primary cycle. The answers to this question are on pages 274 and 275.

83% of teachers' answers to Question 35 showed that the method used for teaching English in primary schools in Bahrain does not make for good teaching and learning. The results are shown in Table 9.45 above.

Question 36 was an open-ended question which aimed at obtaining the reasons for the unsuitability of the method of teaching English in the primary cycle. The answers to this question are given on pages 275 and 277.

In response to Question 37, the majority of teachers (87.5%) suggested that the Communicative Approach is the best method for teaching English as a foreign language in the primary schools in Bahrain. The results are shown in Table 9.51 overleaf.

9.3.2 The Interview Schedule

70% of the responses to Question 13a showed that poor quality of materials or lack of materials, and 90% of the answers to Question 13b indicated that poor methods and techniques, are two important factors that cause underachievement in the primary school pupils learning the English language in Bahrain. The results are shown in Table 9.52.

The responses to Question 17 were analysed in dealing with Hypothesis One. The majority of the respondents mentioned that teachers are either inadequately equipped

Table 9.51: The Best Method for TEFL in the Primary cycle in Bahrain

N = 200

	Agree	Disagree	Total
Grammar Translation Method	5 (2.5%)	195 (97.5%)	200 (100%)
Direct Method	21 (10.5%)	179 (89.5%)	200 (100%)
Audio Lingual Method	69 (34.5%)	131 (65.5%)	200 (100%)
Eclectic Method	32 (16%)	168 (84%)	200 (100%)
Communicative Approach	175 (87.5%)	25 (12.5%)	200 (100%)

Q. 37 (T.Q.)

Table 9.52: The Reasons for the Unsuitability of English Teaching in Primary Schools in Bahrain

N = 30

	Agree	Disagree	Uncertain	Total
a. Poor quality or absence of materials	21 (70%)	8 (26.7%)	1 (3.3%)	30 (100%)
b. Poor methods and techniques	27 (90%)	2 (6.7%)	1 (3.3%)	30 (100%)
c. Pupils lack of aptitude	8 (26.7%)	21 (70%)	1 (3.3%)	30 (100%)
d. Pupils' negative attitudes and motivation	19 (63.3%)	10 (33.3%)	1 (3.3%)	30 (100%)
e. Teachers' negative attitude and motivation	24 (80%)	5 (16.7%)	1 (3.3%)	30 (100%)

Q. 13a and 13b (I.S.) for S.T., Ad. and U.L.

(43.3%) or only moderately equipped (40%). The results are shown in Table 9.29 above.

Questions 29a, 29b and 29d were asked to obtain suggestions for raising the quality of English in primary schools. 76.7% of the responses suggested the current textbooks should be changed (Q. 29a); 93.3% suggested that a new approach should be adopted (Q. 29b); 70% suggested that the syllabus used in the primary schools should be replaced by a more promising one (Q. 29d). These are shown in Table 9.33.

76.7% of the responses to Question 30 showed that the English language syllabus in primary schools does not fulfil the aims and objectives of TEFL in this level. The reasons for this, as the responses to Questions 31a to 31d revealed, were that the syllabus was too long (23.3%), primary TEFL teachers are unable to apply it (56.7%), it lacks variety (70%) and it does not fulfil the needs and interests of pupils (73.3%). The results are shown in Tables 9.34 and 9.46 above.

Question 32 was analysed while testing Hypothesis Two. The result showed that the majority of the respondents (80%) agree that the textbooks used in the primary cycle did not achieve the set aims and objectives. This is also shown in Table 9.47 above.

Questions 33a to 33c were included to identify the reasons why the textbooks were not suitable. The responses indicated that they were difficult for some teachers to teach them (33.3%), they lack variety in topics (66.7%) and they do not meet the needs and interests of pupils (80%). The results are shown in Table

9.48 above.

To identify whether the method/ approach used for TEFL in the primary cycle achieves the set goals, Question 34 was used. 86.7% of the subjects gave a negative answer. This is shown in Table 9.53.

Table 9.53: The Extent to which the Method Used for TEFL in the Primary Cycle in Bahrain Fulfils the Set Goals

N = 30

	Frequency	Percentage
Yes, the method used for TEFL fulfils the set goals	-	-
No, the method used for TEFL does not fulfil the set goals	26	86.7
Uncertain	4	13.3
Total	30	100

Q. 34 (I.S.) for S.T., Ad., and U.L.

The answers to Questions 35a to 35c indicated that the method proved difficult for some teachers to use (36.7%), it lacked variety (80%) and it did not deal with the four language skills adequately. The results are shown in Table 9.54.

To identify the most effective method/approach for teaching English in primary schools in Bahrain, Question 36 was asked. The majority of the responses (76.7%)

Table 9.5 4: The Reasons for the Unsuitability of the Method/Approach used for TEFL in the Primary Cycle in Bahrain

N = 30

	Agree	Disagree	Uncertain	Total
a. Too difficult for some teachers to apply	11 (36.7%)	15 (50%)	4 (13.3%)	30 (100%)
b. Lacks variety	24 (80%)	2 (6.7%)	4 (13.3%)	30 (100%)
c. Does not deal with the four language skills adequately	22 (73.3%)	4 (13.3%)	4 (13.3%)	30 (100%)

Q. 35a to 35c (I.S.) for S.T., Ad. and U.L.

indicated that the Communicative Approach is the best for TEFL in this level. The results are shown in Table 9.55.

The mean score of the above responses given to the interview schedule question used for testing Hypothesis Three is shown in Table 9.56. The table also shows that out of 23 subjects who answered the question, only 2 of them scored the desirable score of 33 or above. The majority of the scores indicated the unsuitability of the existing syllabus, textbooks and other teaching materials, and methods of TEFL used in the primary level in Bahrain. The scale given to this section is: Minimum 20 and Maximum 48. The desirable score is 33.

As a result of the above findings in terms of the responses to questionnaire and interview schedule, it was found that the syllabus, the textbooks and other materials, and the method/approach used in the primary schools in Bahrain do not help to fulfil the aims and objectives set for this level. Based on these findings, Hypothesis Three is accepted.

9.4 Hypothesis Four

Hypothesis Four stated that: Teachers of English in the primary level in Bahrain do not use audio-visual aids effectively.

To test this hypothesis, responses to Questions 39 and 40 of the teachers' questionnaire and Question 39 of the interview schedule were used.

Table 9.55: The Best Method/Approach for TEFL in the Primary Level in Bahrain

N= 30

	Agree	Disagree	Total
Grammar Translation Method	-	30 (100%)	30 (100%)
Direct Method	3 (10%)	27 (90%)	30 (100%)
Eclectic Method	14 (46.7%)	16 (53.3%)	30 (100%)
Audio Lingual Method	3 (10%)	27 (90%)	30 (100%)
Communicative Approach	23 (76.7%)	7 (23.3%)	30 (100%)

Q. 36 (I.S.) for S.T., Ad. and U.L.

Table 9.5.6: Respondents' Mean Score of the Suitability of the English Syllabus, Textbooks and Other Materials, and Method of TEFL in the Primary Cycle in Bahrain

N = 30

	Frequency	Percentage	Maximum	Minimum	Mean	Std. Dev.
Valid Cases	23	76.7	36	27	29.609	2.083
Missing Cases	7	23.3				
Total	30	100				

(I.S.) for S.T., Ad. and U.L.

9.4.1 Teachers' Questionnaire

The responses to Question 39 showed that the only audio-visual aids that the majority of the teachers used frequently were tape recorders (70%) and charts (57.5%). A number of teachers mentioned that they sometimes used magazines (52%). The majority of the responses indicated that teachers in primary schools never use other types of audio-visual aids. The results are shown in Table 9.57.

In response to Question 40, the majority of the teachers mentioned that they use tape recorders in their schools. Regarding other aids, it was found that many of the primary schools did not have them. The responses also revealed that a number of TEFL teachers believed that using audio-visual aids was time-consuming. But, the two main reasons for not using them in the primary school were that teachers were not trained to use them and did not have them in their schools. Table 9.58 shows the details. Each letter in this table identifies a specific reason or reasons, as explained below.

A = Not trained to use it.

B = Do not have it in the school.

C = It goes wrong when I use it.

D = It is too time-consuming.

X = Uncertain (no answer).

9.4.2 Interview Schedule

The responses to Question 39 in the interview schedule indicated that the only audio-visual aids that are used

Table 9.57: The Extent to which TEFL Teachers in the Primary Cycle in Bahrain Use the Following Audio-Visual Aids When Teaching English

N = 200

	Often	Sometimes	Never	Total
Taperecorder	140 (70%)	56 (28%)	4 (2%)	200 (100%)
Overhead projector	1 (0.5%)	32 (16%)	167 (83.5%)	200 (100%)
Radio	1 (0.5%)	14 (7%)	185 (92.5%)	200 (100%)
Television	2 (1%)	5 (2.5%)	193 (96.5%)	200 (100%)
Films	-	17 (8.5%)	183 (91.5%)	200 (100%)
Film Slides	1 (0.5%)	7 (3.5%)	192 (96%)	200 (100%)
Flannel board	2 (1%)	29 (14.5%)	169 (84.5%)	200 (100%)
Magnetic board	8 (4%)	38 (19%)	154 (77%)	200 (100%)
Maps	15 (7.5%)	92 (46%)	93 (46.5%)	200 (100%)
Magazines	19 (9.5%)	104 (52%)	77 (38.5%)	200 (100%)
Newspapers	25 (12.5%)	87 (43.5%)	88 (44%)	200 (100%)
Charts	115 (57.5%)	64 (32%)	21 (10.5%)	200 (100%)

Q. 39 (T.Q.)

Table 9.58: Reasons for not Using Audio Visual Aids by TEFL Teachers in the Primary Cycle in Bahrain

N = 200

	A	B	C	D	A+ B	A+ C	A+ D	B+ C	B+ D	C+ D	X	Total
Taperecorder	-	1%	0.5%	0.5%	-	-	-	-	-	-	98%	100
Overhead Projector	10%	41%	-	6%	25.5%	-	0.5%	-	0.5	-	16.5%	100
Radio	6.5%	19%	0.5%	4.5%	61.5%	-	0.5%	-	-	-	7.5%	100
Television	7.5%	24.5%	-	5%	61%	-	0.5%	-	-	-	1.5%	100
Films	3.5%	60%	-	2.5%	27%	-	-	-	-	-	7%	100
Film slides	2.5%	65.5%	-	2%	25%	-	-	-	-	-	5%	100
Flannel board	1%	63%	-	1.5%	21%	-	-	-	-	-	13.5%	100
Magnetic Board	3%	56%	-	2%	18.5%	-	-	-	-	-	20.5%	100
Maps	3.5%	30%	-	2.5%	10.5%	-	-	-	-	-	53.5%	100
Magazines	3.5%	25%	-	2.5%	7.5%	-	-	-	-	-	61.5%	100
Newspapers	4.5%	26.5%	-	3.5%	9.5%	-	-	-	-	-	56%	100
Charts	1%	7%	-	-	2%	-	-	-	-	-	90%	100

Q. 40 (T.Q.)

very often by TEFL teachers in the primary schools in Bahrain are the tape recorder (56.7% of the responses) and charts (76.7% of the responses). Only 3.3% of the answers showed that the teachers use the magnetic board, and only 3.3% of them use magazines and newspapers very often. The majority of the respondents mentioned that most of the audio-visual aids are never used by TEFL teachers in Bahraini primary schools. This is shown in Table 9.59.

The above analysis of the responses to the teachers' questionnaire and the interview schedule regarding the effective use of audio-visual aids in the primary schools in Bahrain reveals that teachers at this level do not use audio-visual aids, mainly because they are not trained to use them or do not have them in their schools. On the basis of these findings, Hypothesis Four is accepted.

9.5 Hypothesis Five

This hypothesis stated that: Pupils' underachievement in the English language in the primary cycle in Bahrain is because of the inadequacy of their teachers.

This hypothesis was tested using the responses to questions 6,7,10,11a,11c,12,13a,13b, 14,15a, 15c, 15d,20,21a to 21d, 23a to 23g, 27,28 and 29 of the teachers' questionnaire, responses to questions 7,8,9,10,11,12,14,17,28,29c,31b,37,38, 40,41 and 42 of the interview schedule, advisers' observation records, sixth grade final examination English language marks for pupils in Bahraini primary schools, and the results of British Council /continued overleaf

Table 9.59: The Extent to which TEFL Teachers in the Primary Cycle in Bahrain Use Audio Visual Aids

N = 30

	Very Often	Often	Sometimes	Never	Total
Tape recorder	17 (56.7%)	12 (40%)	1 (3.3%)	-	30 (100%)
Overhead Projector	-	1 (3.3%)	6 (20%)	23 (76.7%)	30 (100%)
Radio	-	-	-	30 (100%)	30 (100%)
Television	-	-	-	30 (100%)	30 (100%)
Film Strip	-	-	3 (10%)	27 (90%)	30 (100%)
Flannel Board	-	-	6 (20%)	24 (80%)	30 (100%)
Magnetic Board	1 (3.3%)	7 (23.3%)	2 (6.7%)	20 (66.7%)	30 (100%)
Pocket Board	-	4 (13.3%)	6 (20%)	20 (66.6%)	30 (100%)
Maps	-	-	11 (36.7%)	19 (63.3%)	30 (100%)
Magazines and Newspapers	1 (3.3%)	4 (13.3%)	8 (26.7%)	17 (56.7%)	30 (100%)
Charts	23 (76.7%)	5 (16.7%)	2 (6.6%)	-	30 (100%)

Q. 39 (I.S.) for S.T., Ad. and U.L.

English language tests for TEFL Teachers.

9.5.1 Teachers' Questionnaire

The responses to Question 6 indicated that the professional qualification of the majority of primary TEFL teachers is either a teacher training college certificate (47%), or a two year course of in-service training (18%) that leading to an in-service certificate. A number of teachers (24%) are graduates in other subjects i.e. not TEFL, but have obtained a Diploma in TEFL. Only 7.5% of the teachers had graduated in TEFL. The details are shown in Table 9.1 above.

The responses to Question 7 showed that the majority of the TEFL teachers in primary schools have experience of 10 to 19 years (43.5%) or 5 to 9 years (35%). Only 13.5% of the responses indicated that they have 1-4 years experience in teaching. Because of the investigator's experience in the field of TEFL in all the levels of education in Bahrain, he argues that in spite of the long experience of these teachers, this does not mean that their standard of teaching of English is better. This is because this experience has been of a routine type, i.e. teaching a certain class in which only a few changes occur in terms of text books or any other kind of teaching materials. The teachers themselves do not attempt to improve either their skills of teaching English or their own command of the English language. Table 9.2 above shows the details of the teachers' experience .

Teachers' answers to Question 10 showed that quite a large number of teachers had not attended English language courses (28.5%). The attendance of the other 71% was either for a short period, one month (34%) or six months (16%) as the answers to Question 11a revealed. From the investigator's experience, these courses used to be attended twice a week and were of two hours duration, which is inadequate for acquiring reasonable competency in a foreign language. Furthermore, the responses to Question 11c indicated that the majority of these language courses did not include classroom language which is of great importance for facilitiating better teaching and learning (see Chapter 7). This indicates that the language courses for TEFL teachers in primary schools in Bahrain were lacking in intensity and suitability of content. Neither the duration of such courses nor the quality in terms of TEFL were suited to the teachers. The results are shown in Tables 9.3, 9.4 and 9.5 above.

The responses to Question 12 indicated that 29% of the TEFL teachers had not attended any pre-service courses. 43% of those who had attended such courses did not learn about classroom language (Q.13a). The majority of these teachers (45.5%) mentioned that the courses were of little value. This was the response to Question 13b. The results are shown in Tables 9.6, 9.7 and 9.8 above.

Teachers' answers to Question 14 revealed that 13% of them had not attended any kind of TEFL in-service training courses. Although 87% of the teachers mentioned

that they had attended such courses, their responses to Question 15a showed that the duration of the courses were either of a month (33.5%) or six months (16.5%) It should be noted that 25.5% of the teachers who mentioned that they had attended in-service courses of more than one year's duration are those who have taken one of the two year programmes of the In-service Training Centre. It was also found that the responses to Questions 15c and 15d revealed that 64.5% of these courses did not include classroom language, and that 50.5% of the teachers who attended in-service courses found them to be of little value. Only 37% of the teachers stated that the courses were of great value. The results are shown in Tables 9.9, 9.10, 9.11 and 9.12 above.

The responses to Question 20 indicated that 50.5% of the teachers found that teaching English is not very interesting and 4% found it of little interest. The answers to Questions 21a to 21d indicated that the main reason for the teachers not being interested in TEFL was the large classes (76.5%). Only 16.5% of the responses showing that pupils were not motivated to learn English had to do with the teachers not being interested in TEFL. The results are shown in Tables 9.15 and 9.16 above.

The responses to Question 23a indicated that 83% of the TEFL teachers in the primary schools had difficulty in teaching English. The answers to Questions 23b to 23g showed the areas where these teachers had difficulties. These areas were;grammar 67%; vocabulary 42%; speaking 53%; understanding 17%; reading 44.5% and writing 32%.

This indicated that the English of these teachers was not of the standard that could help primary pupils acquire the degree of competence in English they need, particularly in the areas of grammar and speaking. Other areas such as reading, vocabulary and writing also need more attention. The results are shown in Tables 9.17 and 9.18 above.

The answers to Question 27 indicated that 44.5% of the teachers prepared an English sentence in Arabic in their mind before writing it. The results are shown in Table 9.19 above.

The responses to Questions 28 and 29 showed that the Arabic of the majority of the teachers' sample affects their spoken English(75.5%) together with their written English (56%). The results are shown in Tables 9.20 and 9.21 above.

9.5.2 Interview Schedule

Questions 7,8,9,10,11,12,14,17,28,29c,31b,37,38,41 and 42 were discussed and analysed in dealing with Hypothesis One. The findings indicated that the standard of the majority of TEFL teachers in the primary schools in Bahrain is below good, i.e. only satisfactory or weak. It was also found that those advisers who could speak Arabic preferred to speak Arabic or both (Arabic and English) when advising and discussing with the teachers. The reason for this, as the respondents pointed out, was the teachers' low standard of English (Questions 7,8,9 and 10). The details are given on pages 252-254.

Most of the respondents agreed that teachers' weakness in spoken English affected their pupils not to acquire an adequate level of spoken English. All agreed that the underachievement of the pupils in the primary cycle is because of the inadequacy of their teachers (Q. 11 and 12). The details are given on page 255.

In respect of the university TEFL graduates, the findings showed that their English was either satisfactory or weak. The findings also revealed that the majority of the primary teachers were inadequately equipped (Q. 14 and 17). The details are given on page 256 and 257.

It was found that the majority of the interviewees agreed that the low competency of pupils in English language is due to the weakness of their teachers' standard of English. Therefore, they suggested that in order to raise the standard of English in the primary level the training of TEFL teachers at this level will have to be improved (Q. 28 and 29c). The details are given on pages 257-259 and 260.

The majority of the responses revealed that this inadequacy on the part of the teachers of English in the primary level had caused the aims and objectives of the English language syllabus in this level not to be fulfilled. All the interviewees stated that TEFL teachers in the primary level are not competent to follow the method/approach recommended by the Ministry of Education in Bahrain. The reasons for this incompetency, as the findings indicated were the teachers' weakness in the basic four skills of language teaching and learning

(Q. 31b, 37 and 38). The details are given on pages 259 and 261-263.

It was indicated that TEFL teachers in the primary schools commit errors in the areas of structure, spelling, pronunciation and vocabulary. The cause of these errors, as the findings showed were mainly Arabic interference, inadequate exposure to English and overgeneralisation (Q.41 and 42). The details are given on pages 264-266.

The majority of the responses to Question 40 indicated that the majority of TEFL teachers in the primary stage always used Arabic when teaching English. Experience has shown that over-use of the first language when teaching a new language negatively affects the learning of it. The extent to which Arabic is used by the teachers is shown in Table 9.60.

Table 9.60: The Extent to which TEFL Teachers in the Primary Cycle in Bahrain Use Arabic when Teaching English

N = 30

	Frequency	Percentage
Always	20	66.7
Sometimes	10	33.3
Never	-	-
Total	30	100

Q. 40 (I.S.) for S.T., Ad. and U.L.

9.5.3 Advisers' Observation records for TEFL Teachers

This aspect has been discussed and analysed while dealing with Hypothesis One. The findings indicated that the standard of the majority of the teachers in all the four language skills, and method of teaching English was below good, i.e. satisfactory or poor. The details are given on pages 268 and 269.

9.5.4 Sixth Grade Primary Pupils' Final Examination Marks in English Language

The results of sixth grade final examination for the pupils have been discussed and analysed while dealing with Hypothesis One. The findings have revealed that the standard of English of the majority of boys and girls in cities and villages ranged from satisfactory to poor. The details are given on pages 270-272.

9.5.5 Results of British Council English Language Tests for TEFL Teachers

The results of British Council English language tests for TEFL teachers have also been discussed and analysed while dealing with Hypothesis One. The findings revealed that the average marks of the majority of the TEFL teachers in the primary schools in listening comprehension, oral and written composition is below average except for reading. The details are given on pages 268 and 270.

As a result of the above discussions on that part of the teachers' questionnaire, interview schedule, teachers'

observation records for TEFL teachers, sixth grade final examination marks in English language tests for pupils and the results of British Council English language tests for TEFL teachers, the investigator found that TEFL teachers' English in the primary schools in Bahrain is inadequate and that this inadequacy resulted in the underachievement of pupils in English at this level. Based on these findings, Hypothesis Five is accepted.

9.6 Hypothesis Six

Hypothesis Six stated that the primary schools TEFL teachers in Bahrain have difficulty in the areas of grammar, lexis and phonology.

This hypothesis was tested by using the responses to Questions 23a to 23g, 27, 28 and 29 of the teachers' questionnaire, responses to Questions 7,8,9,10,11,12,14,37, 38 and 41 of the interview schedule, advisers' observation records and British Council English language tests for TEFL teachers.

9.6.1 Teachers' Questionnaire

The responses to all the above questions were discussed and analysed while dealing with Hypothesis Five above. the findings indicated that the teachers have difficulty in the areas of grammar, lexis, and phonology. The details are given on pages 299 and 300.

9.6.2 Interview Schedule

All the responses to the above questions were discussed and analysed while dealing with Hypothesis One.

The findings supported what the teachers' questionnaire responses had revealed, i.e. that the TEFL teachers in the primary schools have difficulties in the areas of grammar, lexis and phonology. The findings also indicated that teachers' weakness in these areas of English language could cause the underachievement of pupils in this language. The details are given on pages 252-256 and 262-265.

9.6.3 Advisers' Observations Records for TEFL Teachers

As the discussion and analysis of the advisers' observation records revealed when testing Hypothesis One it was found that the English language standard of the majority of the TEFL teachers in primary cycle in listening and understanding, speaking, reading and writing was satisfactory or poor. The details are given on pages 268 and 269.

9.6.4 Results of British Council English Language Tests for TEFL Teachers

These tests have been discussed and analysed in dealing with Hypothesis One. The findings indicated teachers' weaknesses in listening comprehension, oral English and written composition. The details of those are given on pages 268 and 270.

The foregoing analysis which included the results of the teachers' questionnaire, interview schedule, advisers' observation records and British Council English language tests supports the investigator's Hypothesis Six that TEFL teachers in the primary level in Bahrain

have difficulty in the areas of grammar, lexis, and phonology. These findings indicate that Hypothesis Six is accepted.

9.7 Hypothesis Seven

Hypothesis Seven stated that: Because of the difficulties TEFL teachers encounter at the primary level, they are not able to fulfil their role adequately as teachers of English.

This hypothesis was tested using responses to Questions 8a to 8c,9,20,21a to 21d,23a to 23g,24,25,27,28,29,32,38 and 40 of the teachers' questionnaire; the answers to questions 8,9,11,12,13,14,17,23,24,25,31a to 31d,33a to 33c, 35,37 and 38 of the interview schedule, advisers' observation records and British Council English language tests for TEFL teachers.

9.7.1 Teachers' Questionnaire

The responses to Question 8a revealed that 77% of the sampled teachers had three classes to teach. There were some teachers who had more than three classes (9.5% of the teachers). The details are shown in Table 9.61. overleaf.

The answers to Question 8b showed that only 1 percent of the sampled teachers had less than 25 pupils in each of their classes, while 99% of them had between 26-62 pupils in every class. This is shown in Table 9.62. also overleaf.

Table 9.61: Number of Classes Each TEFL Teacher in the Primary Cycle in Bahrain had to Teach

N = 200

Number of Classes Each TEFL Teacher Teaches	Frequency	Percentage
1	5	2.5
2	20	10.0
3	154	77.0
4	19	9.5
5	1	0.5
6	1	0.5
Total	200	100

Q. 8a (T.Q.)

Table 9.62: Number of Pupils TEFL Teachers in the Primary Cycle in Bahrain Had in Each of their Classes

N = 200

Number of Pupils in Each Class	Frequency	Percentage
25	2	1.0
26 - 62	198	99.0
Total	200	100

Q. 8b (T.Q.)

The answers to Question 8c indicated that the majority of the teachers 89.5% had between 19 to 35 periods to teach every week. Only 10.5 of them had between 6 to 18 periods of teaching weekly. The results are shown in Table 9.63.

Table 9.63: Number of Periods Primary TEFL Teachers in Bahrain had to Teach Each Week

N = 200

Number of Periods Per Week	Frequency	Percentage
6 to 18	25	10.5
19 to 35	175	89.5
Total	200	100

Q. 8c (T.Q.)

In answer to Question 9, the teacher sample showed that the majority of them (78.5%) had a lot of extra activities to carry out. These activities, as experience has shown, include daily supervision, English Club, visual aids preparation, checking pupils' written work, administration work etc. Table 9.64 gives the list of extra activities that are carried out.

Having considered this table, one can see that having more than three classes to teach with up to 62 pupils in each class and more than 30 periods to teach each week, in addition to other extra activities, could cause such teachers to have insufficient time to handle the procedure of teaching/learning adequately.

Table 9.64: The Extent to which Bahraini Primary TEFL Teachers Carried Out Other Activities Beside Teaching

N = 200

	Frequency	Percentage
None	18	9.0
Some	22	11.0
Alot	157	78.5
Uncertain	3	1.5
Total	200	100

Q.9. (T.Q.)

Questions 20, 21a to 21d and 23a to 23g have been discussed and analysed while dealing with Hypothesis Five. The responses to Question 20 revealed that the majority of the teachers have found the teaching of English to be not very interesting or had little interest in teaching it. The reason for this, as Question 21a to 21d revealed, was mainly large classes and to some extent pupils being unmotivated to learn English. The details of the responses to the above questions are shown on page 299.

The responses to Question 23a to 23g showed that teachers had a number of language problems that caused them to find it difficult to teach English effectively. The details of the responses to the questions concerned are given on pages 299 and 300.

The only sources available to Bahraini TEFL teachers in primary schools to solve their problems in teaching

and learning English are their advisers. Receiving insufficient support from the advisers could cause the teaching and learning situation to become inadequate. Unexpectedly, the responses to Question 24 indicated that 60% of the teachers find their advisers are not helpful. The results are given in Table 9.65.

Table 9.65: The Extent to which Advisers of TEFL are Helpful to Bahraini Primary TEFL Teachers

N= 200

	Frequency	Percentage
Agree that advisers of TEFL are helpful	80	40
Disagree (advisers of TEFL are not helpful)	120	60
Total	200	100

Q. 24 (T.Q.)

The reasons for the advisers not being helpful were revealed when an open-ended question - 25 was answered. The teachers' answers made the following points:

- advisers' visits are short (not more than an hour or two) and take place only once or twice a year, or sometimes never;
- advisers do not assist us in solving our classroom problems in terms of classroom management, teaching method and techniques of TEFL, language difficulties,etc.
- sometimes they have no time to discuss the problems we face. Whenever we need them they do not appear; every adviser has his own ideas, differing from those of his colleagues, which makes it easy to become confused. Most of what they say is repetition and taken from the teachers' book.
- their theories are mostly impracticable for large classes.

They always insist that their theories be used, regardless of the teacher's opinion;

- their visits are routine and they lack new ideas;
- we do not understand them because they always discuss and advise us in English;
- there is a lack of communication between teachers and advisers;
- sometimes they interrupt us whilst teaching, and try to discuss certain points;
- they make us nervous and self-conscious, which causes us to become pretentious in our teaching;
- they always look for the weak points in our teaching, criticising them but never appreciating our good points.

Questions 27,28 and 29 were discussed and analysed while dealing with Hypothesis Five. The findings revealed that their first language (Arabic) causes interference and difficulty when teachers try to speak and write English. The details are given on page 300 above.

Another difficulty in the teaching situation in primary schools, as indicated by the responses to Question 32, was found to be the excessive length of the syllabus, causing the teachers to be unable to cover it within the period specified by the Ministry of Education. The majority of the teachers (64.5%) agreed with this point. The results are shown in Table 9.50 above.

Teachers' responses to Question 38 indicated that pupils were not very interested in learning English. The findings showed that only 34% of the respondents mentioned that their pupils had a great interest in learning the language. The results are shown in Table/ cont.

9.66.

Table 9.66: Bahraini Primary Pupils' Interest in Learning the English Language

N = 200

	Frequency	Percentage
Great Interest	68	34.0
Interest	93	46.5
Little Interest	37	18.5
No Interest	1	0.5
Uncertain	1	0.5
Total	200	100

Q. 38 (T.Q.)

Question 40 was discussed and analysed in dealing with Hypothesis Four. The findings indicated that a large number of the teachers had not been trained in the use of visual aids. The findings also showed that many of the primary schools do not possess the visual aids for teachers to use in the classroom. The details are shown on pp. 292 and 294.

The answers to the above teachers' questions used for testing Hypothesis Seven are used to obtain the mean score for the respondents. The results shown in Table 9.67 indicate that from the 180 teachers who answered the questions, only the answers of 29 of them gave the desirable score of 42 or more. This shows that the majority of the teachers who answered the questions agree that they have too many difficulties

Table 9.67: Respondents' Mean Score for Bahraini Primary TEFL Teachers' Difficulties in Teaching English Language

N = 200

	Frequency	Percentage	Maximum	Minimum	Mean	Std. Dev.
Valid Cases	180	90	46	30	37.517	3.522
Missing Cases	20	10				
Total	200	100				

Teachers' Questionnaire

which make them unable to fulfil their role sufficiently as teachers of English. Question 25 was open-ended and dealt with separately. The total scale given to this section is: Minimum 22 and Maximum 48. The desirable score is 42

9.7.2 The Interview Schedule

The responses to Questions 8,9,11,12,14,17,37 and 38 were discussed and analysed when dealing with Hypothesis One. The findings revealed that:

- teachers had difficulty in understanding their advisers when the advisers spoke in English;
- the teachers were not skilled enough to give their pupils the proper motivation to speak English correctly;
- university graduates in TEFL were not sufficiently competent in teaching English;
- most of the TEFL teachers were inadequately equipped for this work;
- the teachers were unable to follow the method/approach recommended by the Ministry of Education. The reason for this was held to be the teachers' inadequacy in the command of the four basic language skills. The details are given on pages 252-257 and 262-263.

The main reasons for the unsuitability of the teaching of English in the primary schools in Bahrain revealed when Question 13 was asked. The respondents mentioned such reasons as:

- the poor quality or absence of materials;
- poor teaching methods and techniques;
- pupils' negative attitudes and motivation;
- teachers' negative attitudes and motivation.

These are shown in Table 9.52 above.

The majority of the responses to Question 23 indicated that advisers' visits to each TEFL teacher take place once or twice a year. The investigator would wish to draw attention to the point that the length of each visit is usually of one to two hours - the number of advisers' visits as referred to in the teachers' sample is shown in Table 9.68.

Table 9.68: Number of TEFL Advisers' Visits to Each TEFL Teacher in their Schools Per Year

N = 30

	Frequency	Percentage
Once	1	3.3
Twice	15	50.0
Three Times	4	13.3
Four Times	2	6.7
Uncertain	8	26.7
	30	100

Q.23 (I.S.) for S.T., Ad. and U.L.

53.3% of the responses to Question 24 identified that the number of visits were inadequate for the purpose for which they were made. The results are shown in

Table 9.69.

Table 9.69: Whether the Number of TEFL Advisers' Visits Per Year Helped Bahraini Primary TEFL Teachers to Improve the Teaching

N = 30

	Frequency	Percentage
Yes, TEFL advisers' visits help to teach better	6	20.0
No, TEFL advisers' visits do not help to teach better	16	53.3
Uncertain	8	26.7
Total	30	100

Q. 24 (I.S.) for S.T., Ad. and U.L.

In response to Question 25, the interviewees suggested that TEFL teachers in the primary schools should be visited whenever they require help and assistance. 73.3% agreed on this point. This is shown in Table 9.70. overleaf.

Another difficulty that teachers encounter in the primary cycle was revealed in the responses to Questions 31a to 31d. This question concerned the suitability of the syllabus to fulfil the aims and objectives of TEFL in the primary stage. The responses showed that the syllabus was felt to be:

- too long (23.3%)
- teachers were inadequately prepared to use it (56.7%);
- lacked variety (70%);

Table 9.70: Number of Visits Primary TEFL Teachers in Bahrain Needed from Advisers of TEFL Per Year

N = 30

	Frequency	Percentage
Once	-	-
Twice	1	3.3
Three Times	-	-
Four Times	7	23.3
As Needed	22	73.3
Total	30	100

Q. 25 $(I.S)_{for}$ S.T., Ad. and U.L.

- did not fulfil the needs and interests of pupils (73.3%). The details are shown in Table 9.34 above.

Textbooks used in the primary schools were also held to cause difficulty for TEFL teachers at this level. The responses to Questions 33a to 33c revealed this point. The responses indicated that the textbooks:

- were difficult for some teachers to teach (33.3%);
- lacked sufficient variety in topics (66.7%);
- did not fulfil the needs and interests of pupils (80%). The results are shown in Table 9.48 above.

The responses to Question 35 were analysed in dealing with Hypothesis Three. The responses showed that the teaching method used in the primary cycle did not achieve the set goals because the recommended method:

- was too difficult for some of the TEFL teachers to use (36.7%);

- lacked variety (80%);
- did not deal with the four language skills (73.3%) adequately. The results are shown in Table 9.54 above.

Questions 37 and 38 were discussed and analysed when dealing with Hypothesis One.

The findings showed that all the respondents agreed that the teachers found it difficult to follow the method/ approach in the primary level because of their inadequate command of the four basic language skills. The details are given on pages 262-263.

9.7.3 Advisers' Observation Records for TEFL Teachers

The advisers' observation records had shown teachers' weaknesses in the four basic skills of English language and in their method of teaching. Obviously, a teacher having such language problems, and problems with the method of teaching the language, would find it difficult to fulfil his/her role as an effective English language teacher. The details are given on pages 268 and 269.

9.7.4 Results of British Council English Language Tests for TEFL Teachers

These tests, like advisers' observation records, had indicated the inadequate command of primary school teachers of the English language. The details are shown on pages 268 and 270.

The mean score of the above responses to the interview schedule questions related to Hypothesis Seven is

shown in Table 9.71. The desirable score for the respondents is 57, but the highest score made by the subjects who answered the question was 45. This indicates that teachers in the primary cycle in Bahrain battle against difficulties which hinder them from carrying out their role as teachers of English. The total scale given to these questions is: Minimum 27 and Maximum 75. The desirable score given is 57.

As a result of the responses in the above discussion and analysis it has been shown that in the four areas of the data collecting, i.e. teachers' questionnaire, interview schedule, advisers' observation records and British Council English language tests for TEFL teachers, teachers have a number of difficulties which have caused them problems in carrying out their role as teachers of English. According to these findings, Hypothesis Seven is accepted.

9.8 Hypothesis Eight

Hypothesis Eight stated that the aims and objectives of TEFL at the primary level have not been achieved because of the unsuitability of pre-service and in-service training programmes.

This hypothesis was tested using answers to Questions 10,11a,11c,12,13a,13b,14,15a,15c,15d, 24 and 25 of the teachers' questionnaire and responses to Questions 18a, 18b,19a,19b,20,21a,21b,22a,22b,23,24,25 and 29c of the interview schedule.

Table 9.71: Respondents' Mean Score in Respect of Bahraini Primary TEFL Teachers' Difficulties in Teaching the English Language

N = 30

	Frequency	Percentage	Maximum	Minimum	Mean	Std. Dev.
Valid cases	18	60	45	39	41.667	1.815
Missing Cases	12	40				
Total	30	100				

(I.S.) for S.T., Ad. and U.L.

9,8,1 Teachers' Questionnaire

All the above questions concerning the teachers' questionnaire were discussed and analysed in dealing with Hypotheses One and Seven. The results showed that the present programmes of pre-service and in-service training, including the training the teachers receive from their advisers' visits, were inadequate to help them improve their teaching and learning. The details are given on pages 237-243 and 309-311.

To obtain the mean score of the above responses, the teachers' answers to all the above questions used for testing Hypothesis Eight - except Question 25 which is an open-ended question and has been dealt with separately - were used. The results in Table 9.72 overleaf, show that out of the 91 teachers who responded to the questions only three scored the desirable score of 28 or more. This indicates that the training of these teachers is inadequate. The total scale given to this section is: Minimum 11 and Maximum 30. The desirable score given is 28.

9.8.2 Interview Schedule

The majority of the responses to Questions 18a and 18b indicated that both pre-service (93.3% of the responses) and in-service (56.7% of the responses) programmes of TEFL did not include classroom language. The results are shown in Tables 9.73 and 9.74.

The interviewees were asked to grade the classroom language programmes of pre-service and in-service training

Table 9.72: Respondents' Mean Score for the Suitability of Teacher Training Programmes for TEFL Teachers in the Primary cycle in Bahrain

N = 200

	Frequency	Percentage	Maximum	Minimum	Mean	Std. Dev.
Valid cases	91	45.5	30	18	22.198	2.997
Missing Cases	109	54.5				
Total	200	100.0				

Teachers' Questionnaire

Table 9.73: The Extent to which Classroom Language was Included in Pre-Service Programmes of TEFL Attended by Bahraini Primary TEFL Teachers

N = 30

	Frequency	Percentage
Yes, classroom language was included in the Pre-Service Programmes	1	3.3
No, classroom language was not included in the Pre-Service Programmes	28	93.3
Uncertain	1	3.3
Total	30	100

Q. 18a (I.S.) for S.T., Ad. and U.L.

Table 9.74: The Extent to which Classroom Language was Included in In-Service Programmes of TEFL Attended by Bahraini Primary TEFL Teachers

N = 30

	Frequency	Percentage
Yes, classroom language was included in the In-Service Programmes of TEFL	8	26.7
No, classroom language was not included in the In-Service Programmes of TEFL	17	56.7
Uncertain	5	16.7
Total	30	100

Q. 18b (I.S.) for S.T., Ad. and U.L.

in TEFL. In respect to the pre-service programmes, the responses to Question 19a revealed that the single person who had mentioned that his programme included classroom language graded it as being satisfactory (3.3%). The responses to Question 19b showed that the classroom language that was included the in-service programmes was mostly good (10%) or satisfactory (10%). The details are given in Tables 9.75 and 9.76.

Table 9.75: Interviewees' Grading of Pre-Service Classroom Language Programme of TEFL in Bahrain

N = 30

	Frequency	Percentage
Excellent	-	-
Very Good	-	-
Good	-	-
Satisfactory	1	3.3
Poor	-	-
Uncertain	29	96.7
Total	30	100

Q 19a (I.S.) for S.T., Ad. and U.L.

Table 9.76: Interviewees' Grading of In-Service Classroom Language Programmes of TEFL in Bahrain

N = 30

	Frequency	Percentage
Excellent	-	-
Very Good	2	6.7
Good	3	10.0
Satisfactory	3	10.0
Poor	-	-
Uncertain	22	73.3
Total	30	100

Q. 19b. (I.S.) for S.T., Ad. and U.L.

86.7% of the responses to Question 20 strongly agreed that in-service programmes are necessary for new teachers as well as the experienced. The results are shown in Table 9.77.

Table 9.77: "In-Service Training is Necessary for TEFL Teachers in the Primary Cycle in Bahrain"

N = 30

	Frequency	Percentage
Strongly Agree	26	86.7
Agree	3	10.0
Disagree	1	3.3
Strongly Disagree		-
Total	30	100.0

Q. 20 (I.S.) for S.T., Ad. and U.L.

The interviewees were asked to grade the present pre-service TEFL programmes in answering Quesion 21a, and the in-service TEFL programmes in answering Question 21b. The majority of the responses revealed that pre-service programmes are satisfactory (50%) or poor (23.3%). In respect of in-service programmes, 33.3% of the responses showed these to be satisfactory and 3.3% indicated them to be poor. The results are shown in Tables 9.78 and 9.79.

Table 9.78: Interviewees' Grading of Pre-Service TEFL Programmes in Bahrain

N= 30

	Frequency	Percentage
Excellent	1	3.3
Very Good	-	-
Good	1	3.3
Satisfactory	15	50.0
Poor	7	23.3
Uncertain	6	20.0
Total	30	100

Q. 21a (I.S.) for S.T., Ad. and U.L.

Table 9.79: Interviewees' Grading of In-Service Programmes for TEFL in Bahrain

N = 30

	Frequency	Percentage
Excellent	-	-
Very Good	4	13.3
Good	11	36.7
Satisfactory	8	26.7
Poor	1	3.3
Uncertain	6	20.0
Total	30	100

Q. 21b (I.S.) for S.T., Ad. and U.L.

To identify whether pre-service and in-service syllabuses for TEFL training in Bahrain meet the needs and interests of trainees, Questions 22a and 22b were devised. Some responses (40%) indicated that to some extent, the pre-service syllabus met the needs and interests of the teachers, but 50% revealed that it did not meet the needs at all. In respect of in-service, the majority (63.3%) of the responses showed that the needs were met to some extent. The results are shown in Tables 9.80 and 9.81.

Table 9.80: The Extent to which the Pre-Service English Language Syllabus Meets the Needs of the Trainees in Bahrain

N = 30

	Frequency	Percentage
Meets the needs to a large extent	-	-
Meets the needs to some extent	12	40.0
Does not meet the needs	15	50.0
Uncertain	3	10.0
Total	30	100

Q. 22a (I.S.) for S.T., Ad. and U.L.

Table 9.81: The Extent to which the In-Service English Language Syllabus Meets the Needs of the Trainees in Bahrain

N = 30

	Frequency	Percentage
Meets the needs to a large extent	5	16.7
Meets the needs to some extent	19	63.7
Does not meet the needs at all	-	-
Uncertain	6	20.0
Total	30	100

Q. 22b (I.S.) for S.T., Ad. and U.L.

Questions 23, 24 and 25 were discussed in dealing with Hypothesis Seven. These were about TEFL advisers and how much they assist the primary TEFL teachers in their work. The majority of the responses indicated that the number of visits (once or twice a year) was not enough. The interviewees suggested that the visits should take place according to the needs of every individual teacher. The details are given on pages 315-317.

Question 29c was a part of the discussion and analysis in respect of testing Hypothesis One. The interviewees maintained in their responses that to raise the quality of the English of primary school pupils would depend to a large extent on improving the training of TEFL teachers in this level. The details are given in pp. 259 and 260.

The mean score for the respondents in the interview schedule questions used for testing Hypothesis Eight is shown in Table 9.82 overleaf. It was found that the highest score of 26 which the interviewees made is much lower than the desirable level - 33. This difference indicates that the training of TEFL teachers for the primary schools does not help them to provide the English that the pupils in this level need. The total scale given to the questions in respect of this section is: Minimum 11 and Maximum 40. The desirable score given is 33.

Having seen that the evidence of the unsuitability of pre-service and in-service TEFL programmes in the discussion of the teachers' questionnaire and that of the TEFL senior teachers, advisers and university lecturers

Table 9.82: Respondents' Mean Score for the Suitability of the Courses of Training for the TEFL Teachers in the Primary Cycle in Bahrain

N = 30

	Frequency	Percentage	Maximum	Minimum	Mean	Std. Dev
Valid Cases	16	53.3	26	18	21.813	2.198
Missing Cases	14	46.7				
Total	30	100				

(I.S.) for S.T., Ad. and U.L.

support this part of the questionnaire, one can see that one of the reasons for the aims and objectives of TEFL in the primary level being unachieved was the inadequacy of pre-service and in-service TEFL programmes. These findings support Hypothesis Eight and therefore the hypothesis is accepted.

9.9 Hypothesis Nine

This hypothesis stated that TEFL teachers and pupils in the primary level in Bahrain are not strongly motivated to learn and/or to teach English.

This hypothesis was tested using the responses to Questions 20,21a to 21d, 22 and 38 of the teachers' questionnaire and the responses to Questions 13d and 13e of the interview schedule.

9.9.1 Teachers' Questionnaire

Questions 20 and 21a to 21d were discussed and analysed in the testing of Hypothesis Five. The findings showed that the majority of the TEFL teachers in the primary cycle were not strongly interested in teaching English. It was found that there were a number of reasons, large class size being the chief. The details are given on page 299.

The responses to Question 22 indicated that teachers' attitude and motivation towards learning English was positive, 70% of the teachers' responses showing that learning English was essential. But one may argue that the lack of suitability of the courses would have negative effects on the teachers' attitudes and motivation. The

results are shown in Table 9.83.

Table 9.83: Bahraini Primary TEFL Teachers' Attitude Towards Learning English Language

N = 200

	Frequency	Percentage
Essential	140	70.0
Desirable	59	29.5
Unnecessary	1	0.5
Total	200	100

Q. 22 (T.Q.)

The answers to Question 38 were analysed in testing Hypothesis Seven. The responses showed that teachers feel that pupils did not have great interest in learning English. The details are given on pages 311 and 312.

9.9.2 Interview Schedule

The responses to questions 13d and 13e of the interview schedule indicated that the majority of pupils (63.3%) and teachers (80%) in the primary schools in Bahrain have a negative attitude and motivation towards learning and /or teaching English. The details are given in Table 9.52 above.

According to the findings of the teachers' questionnaire and interview schedule, there is a lack of interest and motivation among the pupils and teachers to learn and/or to teach English. The findings support Hypothesis Nine and the investigator considers the hypothesis to

be accepted.

9.10 Hypothesis Ten

Hypothesis Ten stated that TEFL teachers in primary schools in Bahrain are not sufficiently exposed to everyday English.

This hypothesis was tested using the responses to Questions 16,17,18b,18c and 19 of the teachers' questionnaire and answers to Questions 15 and 16 of the interview schedule.

9.10.1 Teachers' Questionnaire

The responses to Questions 16 and 19 were discussed and analysed in testing Hypothesis One. The results indicated that teachers did not have enough time to read materials in English. The findings also showed that they seldom speak English outside the classroom. The details are given on pages 243 and 244.

Teachers' responses to Question 17 revealed that 78% of the teachers had not visited any countries where the native language is English. Their answers to Questions 18b and 18c indicated that with regard to those who have visited such countries, their visits were in the main for periods of one to six months or less. Only 8% of these teachers went for study. The responses are shown in Tables 9.84, 9.85 and 9.86.

Table 9.84: The Extent to which TEFL Teachers in the Primary Cycle in Bahrain have Visited any English Speaking Countries

N = 200

	Frequency	Percentage
Yes, I have visited English speaking countries	44	22.0
No, I have not visited any English speaking countries	156	78.0
Total	200	100.0

Q. 17 (T.Q.)

Table 9.85: Length of Bahraini Primary TEFL Teachers' Visits to English Speaking Countries

N = 200

	Frequency	Percentage
Less than a Week	1	0.5
One Month	19	9.5
Six Months	19	9.5
One Year	1	0.5
More than One Year	4	2.0
Uncertain	156	78.0
Total	200	100.0

Q. 18b(T.Q.)

Table 9.86: The Purpose of Bahraini Primary TEFL Teachers' Visits to English Speaking Countries

N = 200

	Frequency	Percentage
Study	16	8.0
Others	28	14.0
Uncertain	156	78.0
Total	200	100.0

Q. 18c (T.Q.)

9.10.2 Interview Schedule

90% of the responses to Question 15 indicated that TEFL teachers were not sufficiently exposed to everyday English. The results are shown in Table 9.87.

Table 9.87: The Extent to which Bahraini TEFL Teachers in the Primary Cycle are Exposed to Everyday English

N = 30

	Frequency	Percentage
Yes, they are exposed to everyday English	3	10.0
No, they are not exposed to everyday English	27	90.0
Total	30	100

Q. 15 (I.S.) for S.T., Ad. and U.L.

Question 16 was open-ended. The respondents pointed out that although the teachers had chances to be exposed to everyday English through radio, television, magazines and newspapers, or mixing with those who speak English as a first language, unfortunately they did not make good use of these. This, as some interviewees stated, was due to the teachers' lack of desire to improve their English.

The above discussions in terms of the teachers' questionnaire and interview schedule have indicated that TEFL teachers in primary schools in Bahrain were not sufficiently exposed to everyday English. Based on these findings, Hypothesis Ten is accepted.

CHAPTER TEN

SUMMARY AND CONCLUSION

CONTENT

		PAGE
10.1	Summary	338
10.2	Conclusion	344

CHAPTER TEN

10.1 Summary

The purpose of the research in this study was to investigate the situation of teaching and learning of English as a foreign language in the primary schools in the State of Bahrain. The research concerned the syllabus, the textbooks, the visual aids and the method of TEFL used, the role of teachers and their language ability, pupils' language achievement, and the pre-service and in-service training programmes of TEFL.

The investigator used two main sources for the collection of the data. The first was a field study which consisted of a questionnaire for primary TEFL teachers, and an interview schedule for senior teachers and advisers on TEFL in the Ministry of Education, and lecturers in the University College of Bahrain. The second source was information obtained from classroom observation records concerning primary TEFL teachers, the results of British Council English tests for primary TEFL teachers and the results of sixth grade primary schools final English examinations for pupils.

As a result of discussion and analysis in Chapter 9, the study has made it clear that:

1. Most of the TEFL Teachers in the primary cycle in Bahrain are not academically well-qualified for this duty. They do not have adequate training as TEFL teachers. Their linguistic skills are of too low a standard. The study confirmed that the reasons for this are that:

a These teachers have not attended adequate programmes of pre- and in-service training in TEFL.

b The pre-service training programmes of TEFL are not adequate.

c The in-service training programmes of TEFL need to be firmly established.

d Classroom language is not included in either pre-service or in-service TEFL programmes.

e Neither the pre-service nor the in-service programmes of TEFL meet the professional needs and interests of the trainees.

f TEFL teachers in the primary cycle in Bahrain do not receive adequate help and guidance from their TEFL advisers.

g Primary TEFL teachers in Bahrain are not sufficiently exposed to everyday English.

h Many TEFL teachers in the primary cycle in Bahrain are not very interested in learning the English language.

2. Most of the TEFL teachers in the primary cycle are faced with language difficulties in both using and teaching the language. The difficulties,as the investigation revealed, caused them to:

a Commit errors in the areas of grammar, lexis and phonology.

b Have problems in using materials prepared for teaching the English language and using the teaching methods on which these materials are based.

3. In addition to the lack of English language knowledge Bahraini primary TEFL teachers have, it was found that the errors committed by them are due to a number of other causes. These are:

a Interference of the mother-tongue (Arabic) is a main cause.

b Overgeneralisation causes a large number of errors.

c Analogy and interference in English cause a number of errors.

4. This inadequacy on the part of TEFL teachers in the primary cycle in Bahrain makes them unable to:

a Fulfil the aims and objectives of the English language syllabus for this level.

b Follow the teaching method recommended by the Ministry of Education in Bahrain.

c Convey the knowledge in the selected textbooks for the pupils in this level.

d Use audio-visual aids effectively.

5. The standard of English achieved by pupils in the primary cycle in Bahrain is not suitable for the stage that follows i.e. intermediate level etc. The reason for this unsuitability, as the study has confirmed, is due to the primary pupils' low competency in the English language.

6. The weaknesses of pupils' English in the primary schools in Bahrain is due to the inadequacy of the teaching and learning situation at this level. This inadequacy as the study has shown, is due to:

a The teachers who teach English at this level.

b The pupils who learn English at this level.

c The English language syllabus which is used in the primary schools.

d The textbooks used for TEFL in the primary schools i.e. LEAW and PLEAW.

e The teaching methods on which the textbooks are based i.e. structural and audio-lingual methods.

f Lack of audio visual aids to be used at this level.

g Class size and teachers' load.

The study has indicated that the unsuitability of the above aspects is because of:

1. <u>The Teacher of English in the Primary Cycle in Bahrain</u>

a Their standard of English is inadequate for teaching purposes.

b Lack of knowledge in the use of teaching materials and the methodology used for teaching English.

c The lack of correct attitude and motivation in teaching English.

d Teachers' low interest in improving their own English language competency.

e As a result, teachers often use their first language (Arabic) while teaching English.

2. <u>Pupils in the Primary Cycle in Bahrain</u>

a Their attitude and motivation towards learning English is negative.

b. No one indicated that pupils' age or aptitude affected their English language competency.

c The pupils are not taught enough English.

3. The English Language Syllabus Used in the Primary Cycle in Bahrain

a The contents of the syllabus do not reflect Bahraini culture sufficiently.

b It is difficult for some teachers to cover the syllabus within the time specified by the Ministry of Education in Bahrain.

c The syllabus lacks variety.

d It does not meet the needs and interests of Bahraini primary school pupils.

e It does not meet the aims and objectives of the primary schools in Bahrain.

4. The Textbooks Used in the Primary Cycle in Bahrain

a These do not sufficiently help pupils to acquire the standard of English they need.

b Some topics are difficult, too long, dull, lack variety and are far from pupils' culture and experience.

c The teaching and learning methods on which these textbooks are based, do not make for effective teaching and learning.

d The textbooks do not match pupils' age, academic standard and range of interests.

e The textbooks contain many unsuitable exercises in terms of variety and the manner in which they deal with the four language skills.

f The textbooks concentrate over much on the grammar use of the language rather than on encouraging the pupils to use the language in real situations.

g The teachers' books do not provide effective guidance in the use of visual aids or other teaching techniques.

h The textbooks are not accompanied by suitable supplementary materials.

i They do not contain coloured pictures.

h The textbooks are out of date and should be changed.

5. The Methods of TEFL Used in the Primary Cycle in Bahrain

a These do not help in teaching the type of English that the pupils need for their daily life and the stages that follow.

b The approach lacks variety and does not encourage effective teaching and learning.

c The approach does not help pupils to communicate in English because it mainly deals with inadequate aspects of the grammar of that language.

d It is difficult for some teachers to put the teaching methods into operation.

e The methods are dated and should be changed.

6. Audio Visual Aids Used in the Primary Cycle in Bahrain

a The only visual aids used by most TEFL teachers in the primary schools tend to be tape recorders and charts.

b Most of the TEFL teachers are not trained in the proper use of visual aids.

c Teachers do not have a good supply of such aids

in their schools.

d Some teachers believe that visual aids are too time consuming.

7. Classroom Size and Teaching Loads

a In some classes, there are large numbers of pupils (more than fifty pupils in each class).

b Teachers tend to be overloaded in the number of classes they teach, the number of periods they have every week, and other activities such as checking pupils' written work, daily supervision, preparing a limited range of visual aids, administration work etc.

10.2 Conclusion

The following findings are the result of the investigation which was undertaken in the areas of teaching and learning of English in the primary cycle in Bahrain. From a consideration of those findings, one can see that there is a close similarity between them and the findings of the studies in Chapter 4 and the factors affecting ELT, stated in the literature reviewed in Chapters 5,6 and 7, which are related to the same areas. These areas involve teachers' strategies and language skills, pupils' language achievement, the syllabus, textbooks and methods of TEFL, the type and range of visual aids, pre-service and in-service programmes of TEFL, and other factors affecting the teaching and learning of English.

The main findings are that:

1. TEFL teachers in the primary cycle in Bahrain:

a Are not professionally well qualified and trained;

b have difficulty in the areas of grammar, lexis and phonology;

c encounter errors because of their language weakness and other causes such as the interference of the mother-tongue (the major one), overgeneralisation, analogy and interference within the English language;

d use their first language (Arabic) in the classroom while teaching English;

e when speaking or writing English, they firstly think of what they want to say or write in their first language (Arabic);

f have difficulty in using the textbooks and the method of TEFL because of their language inadequacy;

g are over-loaded with work in terms of large class size, number of teaching periods, number of classes and other activities;

h are not adequately exposed to the use of everyday English;

i are not well motivated to learn or to teach English;

j are not well trained in the use of audio visual aids;

k cannot effectively help their pupils to acquire the English language they need.

2. Pupils in the primary cycle in Bahrain:

a do not acquire the English language they need for the educational stages that follow the primary cycle;

b are not well motivated to learn English.

3. The English language syllabus in the primary cycle in Bahrain is not suitable for TEFL and does not meet the aims and objectives of the primary school stage.

4. The existing textbooks (the Longman Series LEAW and PLEAW) are not suitable for teaching adequate English to such pupils in the primary cycle in Bahrain.

5. The structural audio - lingual method applied in the primary schools in Bahrain does not help the pupils to acquire the type of English that they could use in daily life.

6. The most suitable method of teaching English in primary schools in Bahrain is the Communicative Approach.

7. The materials used for teaching English in the primary cycle in Bahrain do not connect adequately with Bahraini culture.

8. Audio-visual aids are not used effectively in the primary schools in Bahrain.

9. The pre- and in-service training programmes in TEFL are not suitable for their purpose and do not adequately meet the needs and interests of trainees. (This includes advisers' visits to teachers and teachers' classroom language competency.)

CHAPTER ELEVEN

RECOMMENDATIONS AND SUGGESTIONS

CONTENTS

		PAGE
11.1	The Pupils	348
11.1.1	Pupils' Age	348
11.1.2	Pupils' Attitude, Motivation, Interest and Language Ability	349
11.2	The Teacher	349
11.2.1	The Training of the Teacher	350
11.2.1.1	Pre-service Training	350
11.2.1.2	Induction or Probationary Year	353
11.2.1.3	Inservice Training	354
11.2.1.4	Advisers' Visits	358
11.3	The Syllabus	359
11.4	Number of Pupils in the Class and Teaching Loads	361
11.5	The Textbooks	361
11.6	Audio Visual Aids	362
11.7	The Methodology for TEFL	363
11.8	Using Arabic in the Classroom	363

CHAPTER ELEVEN

RECOMMENDATIONS AND SUGGESTIONS

As a result of the findings of this investigation, the author makes the following recommendations and suggestions to provide suitable language support for TEFL teachers and pupils in the primary cycle in Bahrain. The recommendations and suggestions involve:

11.1 The Pupils

When learning a foreign language pupils are influenced by a number of factors that affect their language achievement. Among these factors are their age, language ability, their interests, attitude and motivation. Making these factors work towards a more positive effect depends on the teacher, the resources, the syllabus, classroom situation, the availability of learning materials and the teaching methodology (see Chapters 4,5, and 6).

By referring to these factors and the findings in this study, the author has made suggestions and recommendations. Each of these factors will be dealt with individually and suggestions and recommendations are then made accordingly.

11.1.1 Pupils' Age

In the process of obtaining the findings of the study, no one mentioned that the pupils' age affects his language achievement. Therefore the author, in considering the age range of pupils which is 9+-11+, would agree with the Ministry of Education that this age is

suitable for pupils in the primary level to learn English as a foreign language.

11.1.2 Pupils' Attitude, Motivation, Interest and Language Ability

Other factors that affect the quality of the level of pupils are their attitude towards the language they are learning and to the people who speak it, their interests, motivation and language ability. Obtaining positive results from these factors is related to a large degree to the suitability of the teacher, the syllabus, the materials which include textbooks and the type of audio-visual aids used, the general classroom situation and the teaching methodology.

11.2 The Teacher

The teacher is the crucial resource in the process of teaching and learning a foreign language skill. His skill and his personality are the best means of creating a favourable classroom climate. He can engender and sustain the pupils' motivation for better learning through his personality, teaching skills and organisation of learning materials. He can bring the pupils to success and achievement. Wilkins (1974) rightly maintained that:

> "What pupils learn cannot go beyond what their teachers are able to present to them." (p.55)

He added that:

> "The best that can be expected is that the pupils' achievement will fall somewhat short of the target set by the teacher in the form of his own skill in the language." (p.54)

Taylor (1970) went further to say that one of the factors that affects the development of an educational system is the quality of the teacher. He added that the teacher is a factor of continuing challenge, not only in developing countries, but also in the more developed.

Therefore the author of this study strongly recommends that the Ministry of Education in Bahrain should only accept as TEFL teachers for the primary level those who:

- have a positive attitude and value the teaching of English;
- have interest and sympathy towards primary pupils' language achievement;
- are intelligent, active and have the desire to improve themselves as TEFL teachers;
- are both academically and professionally well qualified.

This means that the critieria for selecting and admitting TEFL teachers in the primary cycle should be more systematic than those used at present.

11.2.1 The Training of the Teachers

The learning and teaching of a foreign language is also affected by the quality of the training teachers receive in the field of TEFL before being appointed to the profession of teaching, i.e. pre-service training or when on the job, i.e. induction and in-service training.

11.2.1.1 Pre-Service Training

The Ministry of Education and the University College

of Bahrain should, from the beginning, clearly indicate:

- the purposes of pre-service training in TEFL, and in accordance with these the aims and objectives would need to be clealy identified;
- the level for which the student teachers are prepared and how to prepare them for that level, these are significant points;
- a systematic arrangement of criteria for the selection of student teachers in the University College of Bahrain is needed. This should include student teachers' personality, attitude towards TEFL, their sympathy with pupils' achievement, their own level of language skill and their desire to improve their own knowledge in the field of TEFL. In respect of personality and attitude, Wragg (1974) has mentioned that:

> "students' personality and attitudes are of central importance in teacher training." (p.57)

There is also a need to:

- employ well qualified tutors particularly from native speakers and/or those who have obtained relevant qualification in the U.K. or the U.S.A.;
- the provision of suitable materials;
- the programmes of TEFL training should be systematically planned to meet the needs and interests of each individual student. This will involve:
- extending the personal education of such students i.e. their knowledge of the history of education, sociology and philosophy of education and psychology of education. It should also include the upgrading

of the student teachers' language skills, particularly in respect of classroom language (see Chapter 7). Particular care should be given to the areas of difficulty Arab students encounter in the areas of grammar, lexis and phonology (see Chapter 4) and help should be given to them to overcome these difficulties;

- the student teachers should be encouraged to listen and watch English programmes on radio and television, to read materials written in English and mix with English-speaking people. The authorities should give such students opportunities to visit countries where English is spoken to take short or long courses in TEFL;
- in addition to the above, the student teachers should be provided with a comprehensive programme of teaching practice. This should be planned as a basis to illustrate and reinforce what has been learned theoretically in the real situation of teaching in the classroom in order to obtain what Stones and Morris (1977) have called mastery of teaching. For this, one could probably use:
- classroom observation;
- work with small groups of children brought into the college;
- observation of video tapes;
- simulation and role playing.

There are a number of other techniques that can be used for teaching practice purposes. These include:

- microteaching;
- interaction analysis;
- action research;
- case studies.

An important point to be considered is that the schools where the students are placed for their bulk teaching practice should suit them.

11.2.1.2 Induction or Probationary Year

An induction or probationary year is the first year in which newly qualified teachers carry out teaching after their pre-service training.

This aspect of teacher training is completely omitted in Bahrain. After they have graduated, new teachers are placed in schools according to the needs of the Ministry of Education and the schools to which they are sent. There they are left in the hands of a headmaster who may know little of the field of TEFL. Other teachers, if there are any, who have better experience of TEFL are either too busy or cannot provide adequate help and assistance where needed. The TEFL advisers are too busy to visit them. They visit at the most, once or twice a year.

Such teachers very often become very dispirited and exhausted. As a result the investigator strongly recommends that the Ministry of Education in Bahrain and the University College of Bahrain should give the matter of the probationary year serious consideration and that a well planned programme to suit the new teachers

be provided. In respect of the importance of the induction year, Wragg (1974) has pointed out that evidence has shown that post-teaching practice for probationary teachers during their first year of teaching is very important. The James Report (1972) recommended that the teachers who come fresh from college should be attached to the schools for their probationary year where they should be under the special care of teacher trainers.

In the light of these recommendations, the investigator further recommends that the teachers who are in their first year of teaching should be considered as probationary teachers and be dealt with in a special way. The authorities should make sure that these newly qualified teachers:

- are placed in schools which are suitable to them;
- have someone to turn to for help in solving their classroom problems and difficulties, i.e. where there is an appointed professional tutor, a TEFL adviser, or another experienced teacher etc;
- such new teachers should be given a time table that suits them as new teachers under training. This is preferred in order that the new teachers will have less periods to teach than those who are already experienced.

11.2.1.3 In-Service Training

The findings of this study have indicated that the in-service TEFL training for teachers in the primary cycle in Bahrain does not completely fulfil the needs and interests of the teachers of this level.

This investigator further recommends that the programmes of in-service training for TEFL in Bahrain should be better planned than is the case at present. They should be planned in a way that better suits the needs and requirements of every trainee. Wragg (1974) has suggested that:

> "A comprehensive system of in-service education can maintain contact with new teachers, and those known to be at risk can be given special help." (p.70)

Palmer (1978) in respect of the importance of in-service education maintained that:

> "In-Service education is a tool to mould better teachers by improving their knowledge, providing ways to help them improve their effectiveness in the classroom and by instilling in them a desire to do a better job of teaching." (p.215)

Henderson (1978) added that an expanded and properly coordinated programme of in-service education and training can help in the development of the teaching profession.

Unfortunately, TEFL teachers in primary schools in Bahrain do not get sufficient benefit from the programmes of in-service training as such exist in neither theoretical nor practical lessons. This has led the author of this thesis to suggest the following as necessary:

- all teachers should get the opportunity to attend in-service training to renew and extend their professional knowledge. This should involve the changes which have been taking place in the field of TEFL regarding the syllabus, methodology, teaching materials, introduction to the new type of visual - aids, carrying out classroom research and improving the teachers' own language competence;

- the courses should take place during working hours and the teacher should be released with pay to attend such courses;
- the place where the courses are held should be convenient for the teachers to attend;
- well qualified and experienced trainers in the field of TEFL should take part in the organisation and conduct of the programmes and training activities. The author suggests that priority should be given to native speakers of English and /or those who are qualified from English speaking countries, particularly the U.K. or U.S.A.;
- for language courses, the organisers should make sure that classroom language is included (see Chapter 7). Particular care should be given to the difficulties that Bahrainis as Arabs encounter in the areas of grammar, lexis and phonology, to help them overcome these difficulties (see Chapter 4);
- teachers should be encouraged to make more use of the English they are exposed to, such as English programmes on radio and T.V., libraries and also those who speak English;
- more opportunities should be given to teachers to attend short or long courses in one of the countries whose native language is English, such as the U.K. and the U.S.A.;
- a systematic in-service programme should be established. Palmer (1978) suggested that the success of any in-service programme is dependent upon the:

"purposes of the programme, selection of content, and design of the programme itself." (p.216)

It is important that when planning an in-service programme for TEFL teachers in the primary cycle in Bahrain, the organisers bear in mind that:

- the programme meets the needs, interests and level of the trainees, and helps them widen their knowledge in the area of their specialisation. Such programmes should provide the trainees with the skills to increase their effectiveness in the classroom;
- the content of the programme needs to be carefully coordinated and planned;
- sufficient time needs to be given for every aspect of the programme;
- suitable facilities, materials and aids need also to be provided.

Another factor central to the success or failure of an in-service programme is that the trainees are motivated.

The Ministry of Education in Bahrain should make sure that the participants of any in-service courses are both extrinsically and intrinsically motivated.

However, for the successful organisation and planning of any in-service programmes, the investigator suggests that there should be close cooperation between TEFL advisers in the Ministry of Education, supervisors from the University College of Bahrain and specialists from the British Council in Bahrain. It is also important that all the in-service programmes be adequately and continuously evaluated to assess the success or failure

of each programme in fulfilling its aims and objectives.

11.2.1.4 Advisers' Visits

In the primary schools in Bahrain, the only current source of support for TEFL teachers comes from the advisers. But, unexpectedly, these advisers are over-loaded with numbers of teachers to visit and supervise - this can be up to eighty teachers. In addition to this, they have other commitments such as book evaluation, course planning, meetings etc. The investigator feels that this load is too heavy and that advisers do not have enough time to provide the teachers with adequate support. The researcher therefore recommends that:

- advisers should not be given more than forty teachers to supervise;
- the advisers' visits should take place with a frequency and urgency appropriate to the difficulties the teacher is facing;
- advisers should be available when needed, regardless of the number of visits planned, on a regular basis;
- advisers should build up a good relationship with those they supervise;
- advisers should in no way humiliate the teachers they supervise;
- the supervision should take place in such a way that will make the teachers value their advisers' advice and suggestions.

In addition to teacher-related factors there are others that can affect the pupils' English language achievement in the primary cycle. These are:

11.3 The Syllabus

The syllabus used for teaching English as a foreign language in primary schools in Bahrain focuses on teaching the pupils lists of structural aspects of the language and using elements from these lists in sentences through the agency of drills and dialogues. As the findings of this study have indicated, this kind of syllabus has been found to be inadequate to fulfil the set aims and objectives of TEFL at this level.

It is true that a grammatical syllabus can be useful and of value to the pupils, but mastering a language cannot be achieved by thorough knowledge of the grammatical aspects of that language. Wilkins (1976) has stated that:

> "Any syllabus which is an itemized list of points or structures to be learned is inevitably incomplete." (p.10)

On the same lines, Brumfit and Johnson (1979) pointed out that the syllabus should not be based on ordered structured lists which are then presented, drilled and practised in their context. Instead, they have suggested that the syllabus should take better account of the communicative aspects of the language in order to help pupils use it in actual situations of daily life.

The author of this study recommends that a new English language syllabus should be designed for the primary schools in Bahrain. In this new syllabus:

- the focus should not be placed on core but on the distribution of using the core according to the situational needs of the learners;

- the language teaching should be analysed in terms of the content of the language and not limited to its grammatical forms;
- the content of the syllabus should emphasise the teaching of the language according to its concepts and function, taking into account its grammatical, lexical and phonological frequencies;
- less emphasis should be placed on total contact with the target language and total understanding of what is heard or read, particularly with beginners;
- the aims of the syllabus should focus on improving the learners' capacity in communicating the language, and helping them to express themselves and to become sure of when and where to use the language;
- the objectives should be clearly arranged to suit the number of contact hours of teaching and the standard of English which the pupils have. The teacher should be given adequate time to deal with each aspect of the syllabus perfectly;
- Bahraini culture should be included in the syllabus. Studies have shown that a foreign language can be better learned if the learners feel that what they learn is related to their culture. This does not mean that the target language culture should be given less consideration. There is no doubt that it is not possible for one to learn a foreign language properly without being familiar with the main features of its culture. This is because, as Wilkins (1974) has pointed out:

"language and culture are inextricably connected." (p.49)

11.4 Number of Pupils in the Class and Teaching Loads

It is not possible to give an optimum figure for the correct number of pupils in a foreign language learning class, but one should bear in mind that where classes are very large (in Bahrain some classes have more than fifty pupils), it is not easy for the teacher to give every pupil enough time, especially with the spoken aspect of the target language. The investigator suggests that:

- the number of pupils in each class in Bahraini primary schools should not exceed twenty-five;
- in situations where large classes are inevitable, the pupils should be divided into smaller groups. This technique can help the teacher to deal with every group, giving each member, particularly the shyer pupils, a chance to participate.

The author also suggests that the primary TEFL teachers' load should be reduced in terms of number of periods and extra activities.

11.5 The Textbooks

The findings of this study have shown that the textbooks (LEAW and PLEAW) used in the primary schools in Bahrain are unsuitable for learning English effectively at this level. These textbooks are based on grammatical forms of the language. The content proceeds from simple to complex grammatical structures which are then taught largely through the practise of theoretical exercises

or through monological oral structure practice.

It has been found that the textbooks are unsuitable for a number of reasons. They are old, out of date, lack variety and are difficult for some teachers to teach. The author of this study strongly recommends that these textbooks be replaced by more suitable ones. In terms of the findings of this study, the textbooks used should place more emphasis on the communicative purposes of the language and on particular aspects of speech such as introducing one friend to another, inviting a friend to one's house, giving directions, talking about something, etc. The newly adopted series should be accompanied by suitable supplementary materials, and contain adequate guidance for the teacher.

11.6 Audio Visual Aids

Audio-visual aids play a vital role in the teaching and learning of a foreign language. They can make the situation of teaching and learning more interesting and meaningful. They can also aid the pupils in grasping the meaning of what is being taught, and encourage them to practise the four language skills. In respect of the importance of visual aids Wilkins (1974) stated that the effectiveness of a teaching situation can be measured by the presence or absence of visual materials.

The findings of this study have shown that audio-visual aids are not sufficiently used in the primary schools in Bahrain, for two main reasons: teachers are not being trained to use them and they are not provided

in the schools. The researcher therefore suggests that:

- the teachers should be given more opportunities to attend courses in the use of audio-visual aids;
- the primary schools be equipped with the type of audio-visual aids they need;
- when planning to obtain a certain type of audio-visual aid, teachers should make sure that it is suitable from the point of view of: the pupils' ages, level and types of interests, degree of intelligence and experience, the pupils' physical situation in the classroom, its suitability to the situation in which it is used and the time it consumes.

11.7 The Methodology of TEFL

It was found that structural audio-lingual methods do not make for good language learning in the primary schools in Bahrain. The suggestion is that the best method for TEFL at this level is the Communicative Approach. Based on these and the findings of other studies, the investigator recommends that the method used in primary schools at present be replaced by an approach that takes into account the communicative function of language rather than learning grammatical forms and situational factors.

11.8 Using Arabic in the Classroom

This study has shown that some of the TEFL teachers in the primary schools in Bahrain use Arabic in the classroom. Studies have shown that sometimes it is necessary

to use the learners' first language for teaching a foreign language.

The author suggests that this should not be overdone. Arabic should only be used as an aid, in, for example,giving the meaning of a lexical aspect of the language the meaning of which is difficult for the pupil to grasp in English. It should be used as a medium of communication to maintain the pupils' interest, or to give clear instruction on a language group activitiy. The teacher may need to use Arabic to elicit from the children how they want to do a certain thing before asking them to do it in English. However, Arabic should only be used by TEFL teachers in the classroom when absolutely necessary. Gradually the use of Arabic should diminish and pupils should always be encouraged to use English.

The researcher recommends that similar research be conducted at other educational levels i.e. intermediate, secondary and university sectors.

Further research should be carried out to investigate every individual factor affecting teaching and learning English as a foreign language in the primary level and the stages that follow. Such investigation may include: the identification of teachers' and pupils' problems; measuring the suitability of a syllabus, textbooks and methods of teaching; assessing the effectiveness of audio-visual aids in the classroom; evaluating the pre-service and in-service programmes etc. - consequently applying innovations and changing the trends in the field of TEFL to incorporate suitable solutions. An example of this

is the interference of the mother tongue while learning English. Such research should involve grammar, lexis and/or the phonology of the target language. The areas of difficulty in each of the above aspects can then be identified and suitable exercises to overcome these difficulties be provided.

Generally, the whole position of the teaching and learning of English as a foreign language in the State of Bahrain must be investigated on a continuing basis in order to discover the areas where change and improvement is most required.

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

AL-HAMAR, A.H. (1969) Development of Education in Bahrain 1940-1965, Bahrain: Bahrain Oriental Press.

ALLEN, E.D. and VALETTE, M. (1977) Classroom Techniques; Foreign Language and English as a Second Language. New York: Harcourt Brace Jovanovich.

ALLEN, J.P.B. and BUREN, P.V. (1971) Chomsky: Selected Reading. Oxford: Oxford University Press.

ALLEN, J.P.B. and WIDDOWSON, H.G. (1974) Teaching the Communicative Use of English, International Review of Applied Linguistics, in Brumfit, C.J. and Johnson, K. 1979, The Communicative Approach to Language Teaching. Oxford: Oxford University Press.

ALLWRIGHT, R.L. (1977) Language Learning Through Communication, in Brumfit, C.J. and Johnson, K. 1979. The Communicative Approach to Language Teaching. Oxford: Oxford University Press.

ANTHONY, E.M. (1963) Approach, Method and Technique, in Allen, H.B. and Campbell, R.N. 1972. Teaching English as a Second Language. New York: McGraw-Hill.

BARBER, C.L. (1964) The Story of Language. London: Rechard Clay.

BELGRAVE, J. (undated) Bahrain. Paris: Delroisse.

BERDIE, D.R. and ANDERSON, J.F. (1974) Questionnaires: Design and Use. Scarecrow, Metuchen Press.

BOLINGER, D. & SEARS, D.A. (1981) Aspects of Language, (Third Edition). New York: Harcourt Brace Jovanovich.

BORG, W.R. and GALL, M.D. (1963) Educational Research: An Introduction. New York and London: Longman.

BRADBURN, N.M. et al., (1979) Improving Interview Method and Questionnaire Design. San Francisco, Washington and London: Jossey-Brass.

BROUGHTON, G. et al.,(1980) Teaching English as a Foreign Language, Second Edition. London: Routledge and Kegan Paul Ltd.

BROWN, G. and YULE, G.(1983) Discourse Analysis. Cambridge: Cambridge University Press.

BRUMFIT, C.J. and JOHNSON, K. (1979) The Communicative Approach to Language Teaching. Oxford: Oxford University Press.

CHOMSKY, N. (1968) Language and Mind, in Allen, J.P.B. and Corder,S.P. Vol. 1, 1973, Reading for Applied Linguistics. Oxford: Oxford University Press.

CHOMSKY, N. (1970) Linguistic Theory, in Lister, M. 1970, Reading in Applied Transformational Grammar, New York: Holt,Rinehart, and Winston.

CORDER, S. P. (1967) The Significance of Learners' Errors, IRAL, Vol. V/4, 1967, (Published by Julius Groos),in Richards, J.C. Error Analysis Perspectives on Second Language Acquisition, 1974, London: Longman.

CORDER, S.P. (1974) Error Analysis, in Allen, J.P.B. and Corder, S.P. Vol. 3, 1974, Papers in Applied Linguistics. Oxford: Oxford University Press.

CORDER, S.P. (1981) Error Analysis and Interlanguage. Oxford: Oxford University Press.

CRIPER, C. and WIDDOWSON, H.G. (1975) Sociololinguistics and Language Teaching, in Allen, J.P.B. and Corder, S.P. 1975. Papers in Applied Linguistics, volume 2, Oxford: Oxford University Press.

DALE, P.S. (1976) Language Development Structure and Function, New York: Holt, Rinehart and Winston.

EDWARDS, A.D. and FURLONG, E.V.J. (1979) The Language of Teaching, London: Heinemann.

EVANS, K.M. (1968) Planning Small Scale Research, Slough: Neer.

FARCH, C. et al,(1984) Learner Language and Language Learning, London: Multilingual Matters.

FINOCCHIARO, M. and BRUMFIT,C., (1983) The Functional-Notional Approach: From Theory to Practice, New York: Oxford University Press.

FLANDERS, N.A. (1970) Analysing Teaching Behaviour. New York: Addison-Wesley.

GREGORY, M. and CARROLL, S. (1978) Language and Situation: Language Varieties and their Social Context. London: Routledge and Kegan Paul.

HEATON, J.B. (1981) Using English in the Classroom: A Functional Approach for Teachers. London: Longman.

HENDERSON, E.S. (1978) The Evaluation of In-Service Teacher Training. London: Croom Helm.

HUGHES, G.S. (1981) A Handbook of Classroom English. Oxford: Oxford University Press.

INGRAM, E. (1969) Language Development in Children, in Fraser, H. and O'Donnell, W.R., 1969, Applied Linguistics and the Teaching of English. London and Harlow: Longman.

INGRAM, E. (1974) Psychology and Language Learning, in Allen, J.P.B. and Corder, S.P. vol.3, 1974, Papers in Applied Linguistics. Oxford: Oxford University Press.

LADO, R. (1964) Language Teaching. New York: McGraw-Hill.

LENNEBERG, E.C. (1970) The Capacity for Language Acquisition, in Lister, H., 1970, Reading in Applied Transformational Grammar. Oxford: Oxford University Press.

LITTLEWOOD, W. (1981) Communicative Language Teaching. Cambridge: Cambridge University Press.

MACKEY, W.F. (1965) Language Teaching Analysis. London: Longman.

McDONOUGH, S.H. (1981) Psychology in Foreign Language Teaching. London: George Allen and Unwin.

McKEATING, D. (1981) Error Analysis, in Abbott, G. and Wingard, P. 1981, The Teaching of English as an International Language - A Practical Guide. Glasgow and London: Collins.

MERAS, E.A. (1962) A Language Teaching Guide. New York: Harper.

MILLER, G. (1970) The Psycholinguistics, in Lister, H., 1970, Reading in Applied Linguistics. Oxford: Oxford University Press.

MORROW, K. (1981) Principles of Communicative Methodology, in Johnson, K. and Morrow, K. Communication in the Classroom. London: Longman.

MUNBY, J. (1978) Communicative Syllabus Design. Cambridge: Cambridge University Press.

NASR, R.T. (1963) The Teaching of English to Arab Students. London: Longman.

NORRISH, J. (1983) Language Learners and their Errors. London: MacMillan Press.

PALMER, F.R. (1971) Grammar. Harmondsworth, Middlesex, Penguin Books.

PALMER, T.M. (1978) In-Service Ed. Intrinsic Versus Extrinsic Motivation, in Rubin, L. 1978. The In-Service Education of Teachers - Trend, Processes, and Prescriptions. New York: Allyn and Bacon.

PAULSTON, C.B. and BRUDER, M.N. (1976) Teaching English as a Second Language: Techniques and Procedures. New York: Little, Brown and Company.

PARROTT, E. (1982) Effective Teaching: A Practical Guide to Improving Your Teaching. London: Longman.

PIAGET, J. (1980) About the Fixed Nucleus and its Innateness,in Palmarini, M.P. 1980, Language and Learning. London: Routledge and Kegan Paul.

RICHARDS, J.C. (1974) Error Analysis Perspectives on Second Language Acquisition, London: Longman.

RIVERS, W.M. and TEMPERLEY, M.S. (1978) A Practical Guide to the Teaching of English as a Second or Foreign Language, New York: Oxford University Press.

RIVERS, W.M. (1981) Teaching Foreign-Language Skills -Second Edition, Chicago and London: University of Chicago Press.

RIVERS, W.M. (1983) Communicating Naturally in a Second Language. Cambridge: Cambridge University Press.

SKINNER, B.F. (1957) Verbal Behaviour, New York: Prentice Hall Englewood Cliffis.

STONES, E. and MORRIS, S. (1977) Teaching Practice-Problems and Perspectives. London: Methuen.

STREVENS, P. (1980) Teaching English as an International Language, From Practice to Principle. Exeter: Wheaton.

STUBBS, M. (1983) Language, Schools and Classrooms, (Second Edition). London and New York: Methuen.

SUTTON, C. (1981) Communicating in the Classroom. London: Hodder and Stoughton.

TAYLOR, H.J.S. (1978) Exploiting Classroom Incidents, in Moorwood, H. 1978 , Selection from Modern English Teacher. London: Longman.

TURNEY, B.L. (1971) Research in Education: An Introduction. New York: Dryden Press.

WIDDOWSON, H.G.(1978) Teaching Language as Communication. Oxford: Oxford University Press.

WIERSMA, W. (1969) Research Method in Education, An Introduction. New York: Lippincott.

WILKINS, D.A. (1972) Linguistics in Language Teaching. London: Edward Arnold.

WILKINS, D.A. (1974) Second-Language Learning and Teaching. London: Edward Arnold.

WILKINS, D.A. (1976) Notional Syllabuses, Oxford: Oxford University Press.

WILKINSON, A. (1971) The Foundations of Language: Talking and Reading in Young Children. Oxford: Oxford University Press.

WILLIS, J. (1981) Teaching English Through English. London: Longman.

WINDER, R.B. (1959) Education in Al-Bahrain,in Kritzeck, J. and Winder, R.B. 1959, The World of Islam. London: MacMillan.

WRAGG, E.C. (1974) Teaching Teaching. Newton Abbott, London: David and Charles.

YOUNGMAN, M.B. (1982) Designing and Analysing Questionnaires (Rediguide 12), University of Nottingham, School of Education.

PERIODICALS, REPORTS AND OFFICIAL PAPERS:

ABDUL AZIZ EID, M. (1980) Interviews and their use in Educational Research Centres. State of Kuwait: Ministry of Education (In Arabic).

AL-SHOWMALY,A. et al., (1974) Technical Education Paper, Seminar on the Co-ordination of Eeducation and Employment. Bahraini Ministry of Education.

ALUMINIUM BAHRAIN (1976) Annual Review, Bahrain.

BAHRAIN PETROLEUM COMPANY (1975) The Annual Report. Bahrain.

BAHRAIN SPECIAL REPORT (1980) Health College Aims to Give Comprehensive Service. Bahrain: Ministry of Health.

BRITISH COUNCIL (1979) Proficiency in English Assessment Average Marks by Type of School , BRN O 618-8c. Bahrain.

COLLEGE OF HEALTH SCIENCES (1978) Bulletin. Bahrain: Ministry of Health.

FAKHRO, A. 1983, Al-Bahrain. A Weekly Magazine No. 739, dated 7th December, 1983, (In Arabic). Bahrain: Ministry of Information Press.

GULF POLYTECHNIC COLLEGE (1983) Bulletin. Bahrain.

INSERVICE EDUCATIONAL TRAINING (Undated) How to Carry Out an Action Research (In Arabic). Bahrain: Ministry of Education.

JAMES, E. et al., (1972) Teacher Education and Training. A Report by a Committee of Inquiry Appointed Under the Chairmanship of Lord James of Rusholme, London: H.M.S.O.

KIRKWOOD, E. et al., (1983) 200 Years of Al-Khalifa Rule. A Gulf Mirror Publication, October, 1983. Bahrain: Gulf Publishing Co.

MINISTRY OF EDUCATION (1972) Educational System in Bahrain. Bahrain.

MINISTRY OF EDUCATION,(1978) Educational Statistics, Bahrain.

MINISTRY OF EDUCATION PUBLICATION, DIRECTORATE OF CURRICULA, BOOKS AND MEDIA (1980) English Language Secondary Curricula for Science, Literary and Health Sciences Sections. Bahrain.

MINISTRY OF EDUCATION (1981) Educational Administration, Bahrain: Directorate of Planning.

MINISTRY OF EDUCATION (1981) Educational Development in Bahrain During 1978/1980. A Report Presented to the 38th Session of the International Conference on Education held in Geneva from 10th to 19th November, 1981, Bahrain.

MINISTRY OF EDUCATION (1981) Educational Statistics. Bahrain.

MINISTRY OF EDUCATION (1981) English Language Curricula for Technical Education. Bahrain.

MINISTRY OF EDUCATION PUBLICATION, DIRECTORATE OF CURRICULA, BOOKS AND MEDIA, (1981) English Language Syllabus for the Primary Cycle. Bahrain.

MINISTRY OF EDUCATION PUBLICATION, DIRECTORATE OF CURRICULA, BOOKS AND MEDIA, (1982) English Language Syllabus for the Intermediate Cycle. Bahrain.

MINISTRY OF EDUCATION (1982) Statistical Summaries on Education. Bahrain.

MINISTRY OF EDUCATION (1983) Seminar Report Issued by the English Language Adviserate Department, Bahrain.

MINISTRY OF EDUCATION (1983) Students' Guide to the Secondary Level. Bahrain.

MINISTRY OF EDUCATION (1984) Sixth Grade Primary Level English Language Final Examination results for the Year 1983-84. Bahrain.

MINISTRY OF EDUCATION (1985) TEFL Advisers' Classroom Observation Records for Teachers for the Year 1984-85, Bahrain.

MINISTRY OF INFORMATION (1978) Report, Bahrain.

MINISTRY OF INFORMATION (1982) Report, Bahrain.

MINISTRY OF INFORMATION (1982) Statistical Abstract, Council of Ministers, Central Statistics Organisation. Bahrain.

STUART, W. (1980) Major New Campus Seen as Foundation of Development Policies in Bahrain. Special Report V. Bahrain

TAYLOR, A. (1970) Educational Development and its Implications for the Preparation of Teachers. Cardiff University of Wales Press.

UNIVERSITY COLLEGE OF BAHRAIN (1983) Bulletin, Bahrain: Union Press.

P.T.O.

UNIVERSITY COLLEGE OF BAHRAIN (1985) Syllabus. Bahrain: U.C.B., Department of English.

THESES AND DISSERTATIONS

BADRI, B.A. (1979) Factors Affecting Performance in the Basic language Skills in Iraqi Intermediate Schools, Unpublished Ph.D. Thesis, University of Wales.

EL-HIBIR, B.I. (1976) Source of Common Errors in the Written English of Sudanese Secondary School Students, unpublished Ph.D. Thesis, University of Wales, Cardiff.

EL-SHIMY, M.A. (1982) A Model English for Specific Purpose Course for Arab Students in Teachers' Colleges : A Case Study of Kuwaiti Learners, Unpublished Ph.D Thesis, University of Wales, Cardiff.

EMAM, M.A. (1972) Error Analysis of Written English in Egyptian Secondary Schools, Unpublished M.A. Dissertation, University of Wales.

HASSAN, A.H. (1978) Methodology and Course Content in the Teaching of Written English to Egyptian Secondary Schools, Unpublished Ph.D. Thesis, University of Wales.

HASSAN, G.A.M. (1977) The Pronunciation Difficulties with English Segmental Phonemes Experienced by Northern Sudanese Higher Secondary School Students, Unpublished Ph.D. Thesis, University of Wales.

KHALIL, F. (1981) Evidence of Mother Tongue Interference in Foreign Language Acquisition. A Case Study of Kuwaiti Learners, Unpublished Ph.D. Thesis, University of Wales.

TOUBA, N.A. (1981) The Pedagogical Implications of the Inter-Language of Egyptian Students Training to Teach English in Post Primary Schools, Unpublished Ph.D. Dissertation, University of Wales.

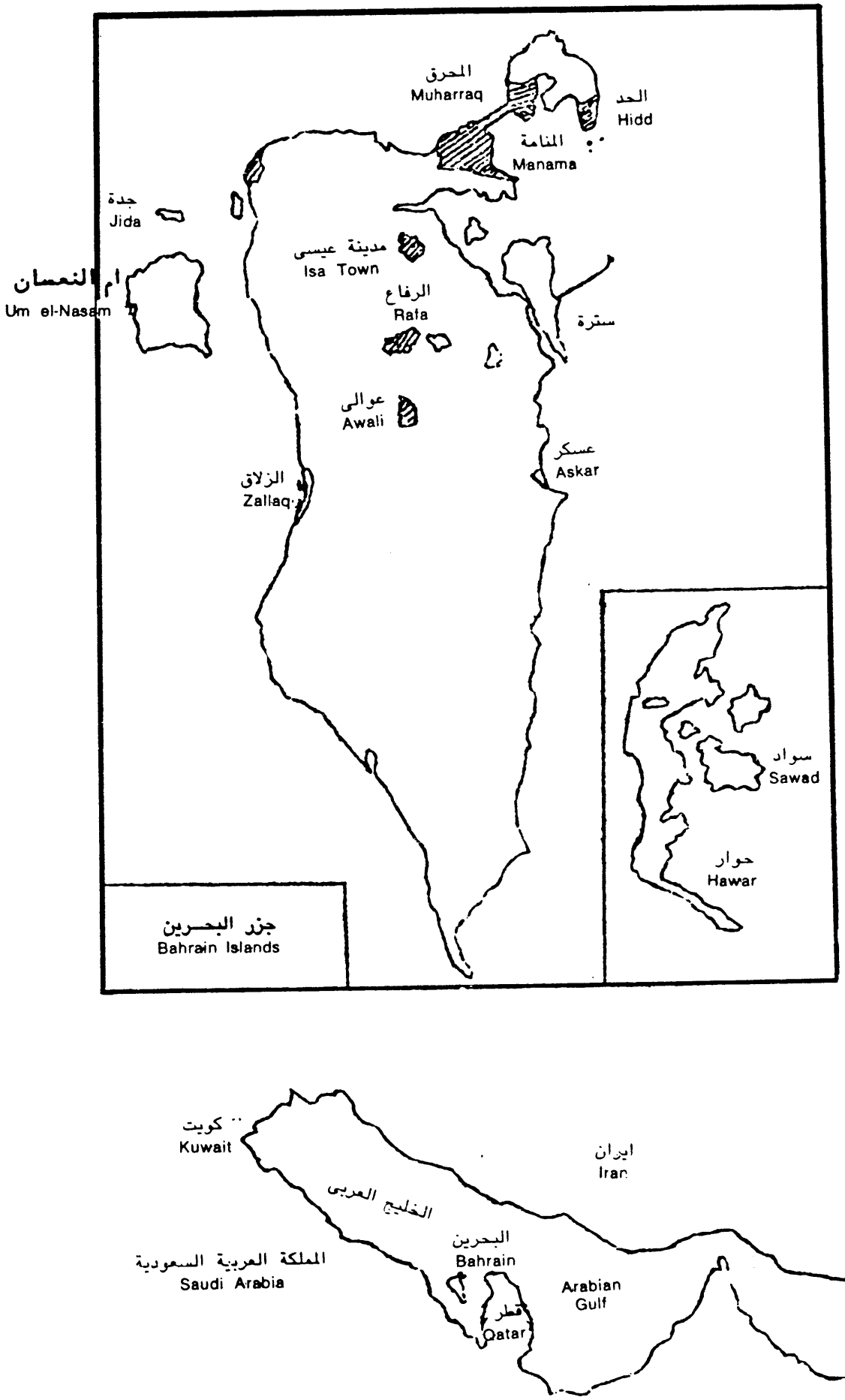
WAKKAD, M.A. (1980) Arabic Intrusion in the Learning of Written English in Egyptian Preparatory Schools, Unpublished Ph.D. Thesis, University of Wales.

YACOUB, A.A. (1979) The Factors Affecting the Achievement of Primary School Children in Iraq, unpublished Ph.D. Thesis, University of Wales.

APPENDICES

APPENDIX "1"

خارطة البحـــرين
Map of Bahrain



Source: Ministry of Education, Educational Statistics, 1978, Bahrain.

A P P E N D I X "2"

ENGLISH LANGUAGE SYLLABUS CONTENT

PRIMRY 4

LESSON 1

Basic imperatives - e.g. Sit down ! Stand up !
Basic greetings.

LESSON 2

This is/that is .....
Courtesy words e.g. please, thank you.

LESSON 3

Further imperatives - e.g. Come here ! Stand there !
My name is A.
What is your name ?

LESSON 4

This is a .....
That is a .....
That's a .....
What is this ?/What is that ?/What's this/that ?

LESSON 5

Is this the ..... ?
Is that the ..... ?

LESSON 6

These/those are .....

(Quoted from English Language Curriculum for Primary Cycle, Ministry of Education, Directorate of Curricula, Books and Media, 1982, Bahrain.)

They are .....
What are these/those ?
Are these/those ?
Possessives.

LESSON 7

Imperatives - take, bring.

LESSON 8

Present tense - to be
Question form.

LESSON 9

The verb 'to be' - negatives and short forms.

LESSON 10

Prepositions - in, on, under, near
Where is ?/where are ?/Where's ..... ?

LESSON 11

Present Continuous tense.
Statements and questions.

LESSON 12

Objective pronouns.

LESSON 13

Who ..... ?
Further objective pronouns.

LESSON 14

There is/are .....
Is there/Are there ..... ?
How many ..... ?

LESSON 15

Names of the parts of the body.

LESSON 16

Further prepositions.
Some/any.

LESSON 17

More prepositions.

LESSON 18

Further prepositions.
A piece of .....

LESSON 19

Colours.
What colour is/are ..... ?

LESSON 20

The verbs : to speak, learn, teach.

LESSON 21

Simple Present Tense - everyday.
Question form.

LESSON 22

Simple present tense - 3rd person singular.
Question form.

LESSON 23

Simple present tense - negatives.

LESSON 24

Can, see, hear.

LESSON 25

Have, has got.

LESSON 26

Many ..... only ;

Ordinal numbers - first, second, third.

LESSON 27

A lot of .....

LESSON 28

The verb - to fly.

LESSON 29

Its (possession).

A part of.

LESSON 30

Across - along.

LESSON 31

Get (present continuous tense) - prepositions.

LESSON 32

Adjectives - big and small.

LESSON 33

At + adverbials of place.

LESSON 34

Much.

PRIMARY 5

LESSON 35

Was + days of the week.

LESSON 36

Word order with verbs having two objects (thing + person).

LESSON 37

More parts of the body.

LESSON 38

Future with going to.

LESSON 39

Present Perfect Tense - affirmative of regular verbs.

LESSON 40

Present Perfect Tense - questions and negatives.

LESSON 41

The two patterns with indirect objects.

LESSON 42

Which ..... ?
Whose ..... ?
Possessive pronouns

LESSON 43

Further irregular past participles

LESSON 44

Items of clothing.
Put on/take off.
What a .....!

LESSON 45

Revision.

LEAW - BOOK 2

LESSON 1

Revision of some structures in Book 1 e.g. remember, forget.

LESSON 2

See me catch it!
Once, twice, three times.
Names of school subjects.

LESSON 3

Simple past tense — regular verbs.
Did — questions and negatives.

LESSON 4

Simple past tense — irregular verbs
Did — questions and negatives.

LESSON 5

Months and seasons.
How old ..... ?
When ..... ?

LESSON 6

What's the time ?

LESSON 7

Meals and food.
Before/after.

LESSON 8

Going to bed and getting up.

LESSON 9

Negative question tags.
Ready + infinitive.
Used to.

LESSON 10

Let's .....
Why ..... ? Because .....

PRIMARY 6

LESSON 11

Shall/will — affirmative and negative + contractions.
With (attributive)

LESSON 12

Conditions — Type 1
It's very kind of you!
Excuse me!

LESSON 13

Positive question tags.
There was/were

LESSON 14

It is (not) easy to .....
Try + infinitive with to

LESSON 15

Too + adjective + infinitive
(Some) more + noun
Help yourself.

LESSON 16

Comparison of regular adjectives.
Adjactive + enough + infinitive
Family relationships.

LESSON 17

Some ..... others.
Negative imperative.
Question tags with 'do'.
..... is made of .....

LESSON 18

The future with Present Continuous Tense.

LESSON 19

When, before, after (conjunctions).
Shopping for food.

LESSON 20

Superlatives — est
Irregular comparatives and superlatives.
How + adjective; how + adverb

LESSON 21

Must.
Both/all .....
High cardinal numbers e.g. 4,368.

LESSON 22

Make + adjective; make + infinitive
Revision exercises.

A P P E N D I X "3"

ENGLISH LANGUAGE SYLLABUS CONTENT FOR FIRST INTERMEDIATE

Unit 1

a bit (= rather) + adj. and Comparative.
a lot + Comparative.

Unit 2

in fact
so far

Unit 3

too + adj. for + n. pron;
(not) adj. + enough for + n. pron.
Word order of all and both
is called

Unit 4

(will) have to, had to
How . . . . . ?
It's lovely/nice/good to hear/see you.
more/most + adj.
Reported Speech: He says (that) he knows us
So am I etc.
Telephone numbers: This is 336 7367

Unit 5

is able to
Want X to do something.

Unit 6

Reported Speech: He said (that) he knew my name.
because of + n. pron.: We can't play because of the rain.

Unit 7

Ought to
So + adj.
Adverbs of manner in—ly
It's no good.

(Quoted from English Language Curriculum for Intermediate Cycle, Ministry of Education, Directorate of Curricula, Books and Media, 1983, Bahrain.)

Unit 8

as (= when)
Never mind!
Reported Speech : He asked me to come
Comparative + Comparative : harder and harder.

Unit 9

Past Perfect tense
As soon as .....
Reported Speech : He said (that) he had seen you

Unit 10

Comparison of equality : as (big) as .....
Have with do : He didn't have any trouble
Emphatic possessive : (my) own.
Reflexive and Emphatic pronoun: - self and -selves.

Unit 11

It is thought (believed, said etc.) that .....
Reported questions with no change of word order :
I asked what happened

Unit 12

Reported questions with changed word order: What did you see? He asked me what we had seen.
Just as (big) as ....

Unit 13

Type 2 Conditional: I would come if you asked me

ENGLISH LANGUAGE SYLLABUS CONTENT FOR SECOND INTERMEDIATE

Unit 14

He has been to London
must be
Why don't we.....?

Unit 15

Type 3 Conditional: I would have come if you had asked me.

else.
Infinitive pattern: nothing to do (say, etc.)
I don't care!

Unit 16

in any case
What's on?
as (= because)
Defining Relative (subject): Who, that, (which)
either/neither
I don't mind
(I'm) afraid so/not.

Unit 17

=Interrogative Phrase with Infinitive: I don't know what to say.

Defining Relative (object): That's the man I saw.
day by day.

Unit 18

Unreal Past : I wish I had known
Relative link-word what : Give him what he wants.

Unit 19

(just) in case.

Unit 20

on the one hand ....., on the other hand .....
Clause of Concession : although .....

Unit 21

Surely.

PLEAW BOOK 4

Unit 1

I have (with negatives and questions made with do)
I can't help it.

Unit 2

Make + comparative of adjectives

Unit 3

Word order of he said and said he

Unit 4

Reported Speech : He asked me if I knew .....
either/neither adj.

Unit 5

Reporting of Yes/No questions : I asked him whether.
Clause of Result : The tea is so hot (that) I can't drink it.
in touch with
at a guess

ENGLISH LANGUAGE SYLLABUS CONTENT FOR THIRD INTERMEDIATE

Unit 6

I'm afraid etc. (that) + Clause : I'm afraid (that) you're wrong
Gerund as Object : Stop shouting !
get (something) ready.

Unit 7

Preposition + Gerund : Thank you for telling me
Future Continuous tense : I'll be waiting for you
until clause : I'll wait until you come
out of breath
get my breath back

Unit 8

Passive 1, Present : He's called Ali
Passive 2, Infinitive : The pupils must be counted
Passive 3, Past : This room was cleaned yesterday

Unit 9

Passive 4, Perfect form of Passive : The books have been counted
Passive 5, Use of by + Agent : They were counted by the teacher.
We'd better go now, (hadn't we?)
Infinitive of Purpose : He went to buy some bread
Passive 6, Verbs with 2 objects : We were given some money

Unit 10

Passive 7, Other tenses : You will be asked to come
Passive 8, Phrasal Verbs etc. : You will be well looked after
Past Perfect Continuous tense : They'd been playing cards. Good for you !

Unit 11

Passive 9, Continuous (Progressive) forms : I was being followed.
Phrases of Purpose : I did it in order to (so as to) surprise you
Perfect Infinitive : You must have seen him
One by one
neither . . . . nor
The quicker we walk, the sooner we'll get there

Unit 12

Clause of Purpose : I left the room so that you could be alone.
Gerund as Subject : Studying (English) is hard work
Negative Infinitive : He tried not to laugh

Unit 13

Relative clause with whose : I have a friend whose father is a teacher
Emphatic form of must : Have we got to go now?
Gerund : no use (good) + -ing
How do you do?
Pleased to meet you.
Red-haired etc.

Unit 14

Gerund : need (want) + -ing
get something off the ground.

Unit 15

- ever forms : I'll come whenever I can
Passive 10,2 - Object verbs and agent : This watch was given to me by my father.
Negative Conditional with unless : I'll come unless it rains.

Unit...16

It's not my business
change one's mind

Unit...17

to wish someone luck

Unit...18

in return

A P P E N D I X "4"

Source:

STATE OF BAHRAIN

MINISTRY OF EDUCATION

DIRECTORATE OF CURRICULA, BOOKS AND MEDIA

ENGLISH LANGUAGE SECONDARY CURRICULA FOR SCIENCE, LITERARY AND COLLEGE OF HEALTH SCIENCES SECTIONS

APRIL 1980

FIRST SECONDARY
STRUCTURE AND LANGUAGE
for

Science, Literary and Health Sciences Sections

1. Introducing yourself and asking others their names.
   Asking and telling the time. Inquiring about location. Inquiring where others are from. Giving such information about yourself.
   Asking for repetition, showing you have not understood.
2. Stating destination. Possession.
3. Asking about prices. — Showing that you have not understood.
   Ordering things. — Offering things.
   Accepting and refusing
4. Possibility — Saying goodbye.
   Showing you have not understood.
   Simple directions and location of things.
5. Possession and inquiring about it. — Describing things.
   Location.
6. Getting a hotel room/booking in. — Describing the room.
   Inquiring — Simple commands — Buying things.
7. Asking about location — Saying what you can do and can't do.
   Asking permission — Inquiring about rent, address, etc.
   Spelling out names.
8. Asking and talking about where people work — Greeting people you know and don't know. — Describing your marital status.
9. Describing daily habits and routines — Getting such information from other people — Expressing uncertainty — Introducing people to each other...
10. Getting information about people.
    Correcting people. — Expressing certainty.
    Getting information from people — Expressing uncertainty.
    Spelling out names and addresses.

11. Likes and dislikes — Ordering food in a restaurant.
    Giving opinions.
12. Saying what you want and don't want to do.
    Suggesting what to do. — Agreeing/disagreeing with such suggestions. Finding out what sort of things other people like.
    Getting information about travel.
    Time relationships — Asking for things.
13. Asking and talking about the past.
    Getting people's reasons for things.
14. Asking and talking about the past and present.
    Describing your school experience, previous job.
    Getting such information.
15. Describing what people did yesterday / a few days ago.
    Getting such information — Asking for permission.
16. Asking about the past — Talking about the future.
    Speculating — certainty and uncertainty in the future.
17. Getting information about the future.
    Expressing certainty, uncertainty — Talking about plans and intentions.
18. Expressing necessity, obligation — Giving instructions.
    Asking the way and giving directions.

FIRST SECONDARY
WRITING SKILLS

for **Science, Literary and Health Sciences Sections**

1. a. Filling in forms (capitals)
   b. Writing a notice for an interesting building (the full stop)
2. Formal and informal letter-writing (the apostrophe)
3. Writing a reply to an advertisement (abbreviations)
4. Writing down a telephone message (the apostrophe with s)

5. Diagrams and notes (plural of nouns ending with Y)
6. Writing a school notice (doubling the consonant in the present and past participles)
7. Formal and informal letters — beginning and ending. (words spelled with **ee, ea, ie,** and **ei**)

FIRST SECONDARY

Science, Literary and Health Sciences Sections

Comprehension and Guided Composition

1. Comprehension passages followed by multiple choice questions testing comprehension and vocabulary based on a variety of interesting and relevant topics
    1. Farming and problems facing farmers
    2. Geography
    3. The uses of the coconut tree
    4. The invention of agriculture
    5. Birds
    6. Volcanic eruption
    7. Architecture
    8. Pottery
    9. Worms
    10. Buildings constructed from solid rock
    11. Rats and diseases
    12. Police and criminals
    13. Birds of the Antarctic
    14. Ancient cities
    15. Civilisation and language
2. Sentence structure : linking sentences using the following constructions.
    1. too.....to"
    2. '...enough to...'
    3. past tense
    4. 'had to'

5. past tense interrogative form.
6. direct/reported speech
7. 'because'
8. 'with'
9. direct object
10. Subordinate clauses and phrases.

3. Guided Composition: paragraph writing using vocabulary and structures occurring in comprehension passages, and linking words including:

1. which
2. or
3. because
4. until
5. and
6. where
7. who
8. and...but
9. so
10. but
11. and...because
12. enough...to
13. if
14. before
15. in which
16. after
17. and.....that
18. so...perhaps
19. not.....but
20. not only.....but also

SECOND SECONDARY
STRUCTURE AND LANGUAGE

for

Science, Literary and Health Sciences Sections

1. 1- Use of Present Simple and three prounciations of **s** ending as in
   a) 'lives' b) 'works' c) 'watches'
   2- Position of Frequency Adverbs (often etc.) before main verb.
   3- Formation of questions in Present Simple.
   4- Meaning of 'What does he do?' in sense of 'What's his job?'
2. 1- Use of Present Continuous describing actions one can still see going on.
   2- Formation of the Present Continuous in Statements. Negatives and Questions with 'am/is/are + ...ing'.

3- Concentration on the short forms 'I'm/you're/he's/she's/we're/ they/re' in Statements, and 'I'm not/you aren't/he isn't/etc.' in Negatives.

3. 1- Use of Simple Past tense with words and phrases like 'yesterday', 'last week', 'last night', 'this afternoon' etc.

2- Formation of some regular and irregular past forms (positive).

3- Formation of Negatives and Questions with did, and short answers 'Yes' 'I did', 'No, I didn't etc.

4 1- Use of 'How much?' with words like money, time, petrol and the use of 'How many?' with words and phrases like men, hours, glasses of juice.

2- Formation and use of the verb 'have to do' in Present and Past, statements and questions.

5. 1- Use of **some** and **any** with Mass and Unit words :
some in positive sentences and **any** in negative sentences.

2- Revision of **There's** and **There are** (unstressed **is** and **are**) with **Some** (also in unstressed pronunciation)

3- Use of 'a few' with Unit words and 'a little' with Mass words as indicators of quantity.

6. 1- Use of the word **ago** with phrases like 'half an hour', 'fifteen minutes', '10 years', etc. in the past.

2- The use of 'How long ago?' with questions in the past; therefore revision of and practice of past question 'Did you/he/they?' etc.

7. 1- Formation and use of adverbs of manner : three main types :
a) good → well b) hard → hard
c) dangerous → dangerously

2- Position of adverb as in 'She sings well'.

3- Comparison with 'as.....as' in 'He works **as hard as** his father did'.

4- Formation and use of 'so + adverb + that' as in 'He drove **so dangerously that** he lost his job'.

8. 1- Formation and use of comparative adverbs
a) regular — 'more carefully' etc.
b) irregular — better/worse/harder/faster.

2- Use of **more/less + than.**

3- Superlative forms 'the best', 'the worst', 'the most', 'the least'.

4. Importance of unstressed pronunciation of 'than' after comparisons.

9. 1- The formation and use of 'going to do' in statements, questions and negatives, together with short answers to 'going to' questions.

2- The use of certain time-pointers with 'going to' : for example — 'soon', 'in 24 hours', 'in a few seconds', 'any second'.

3- The use of 'very long' and 'very much' in negative sentences : It's **not** going to be there **very long**'/'We **aren't** going to see **very much** ...'

10. 1- Meaning and use of 'Shall I ...?' when offering to do something, and 'Would you...?' when making a request.

2- Use and practice of the verbs **take, being, get** and **show** in the **take him some tea** and **take it to him** patterns.

11. 1- Present Perfect Simple 'has/have been' and 'has/have had', statements, negatives and questions.

2- Present Perfect Continuous, 'has/have been doing', statement, negatives and questions.

3- The discrimination between **for** and **since.**

12. 1- More practice with Present Perfect Continuous and Present Perfect Simple.

2- Present Perfect Simple with **just** (as in 'He as just come home') and **yet** in questions and negatives.

3- 'Had better' (as in 'She had better take it') and 'had better not' (as in 'You had better not work so hard'). Intensive practice with unstressed forms 'I'd better'/'You'd better' etc...

13. 1- I/he/she/it was
doing ..... when .....did.
We/you/they were
Fluency practice with Past Continuous concentrating on unstressed 'was' and 'were'.

2 I/he/she etc. did ..... when ..... did.

3- Discrimination between use and meaning of— a and b.
Examples :

a) They were **fighting** when he shouted 'Cut ! '

b) They **stopped** when he shouted 'Cut ! '

14. 1- **Will** in statements and questions, and **won't** in negative sentences.
    2- 'Will you...' in requests, and 'I'll' in offers of help.
    3- Revision of **must** and **can;** and the future forms 'will/won't have to' and 'will/won't be able to'.
    4- Reflexive pronouns (**myself, yourself, ourselves,** etc.) used emphatically, as in 'Perhaps we can do it ourselves!'

15. 1- More practice with **has/have just done** and **Has he/Have you ... yet?** and **He hasn't/They haven't .... yet.**
    2- Meaning and use of **I think so/I don't think so** and **I hope so.**
    3- Use of might in **He might be on the train** (situation 1), **It might be fine this evening** (situation 3) and **She might catch him** (situation 4).

SECOND SECONDARY
WRITING SKILLS

for **Science, Literary, and Health Sciences Sections**

1. Vocabulary study based on useful words, including formation of adjective from nouns, etc.
2. Practice in linking sentences using common conjunctions and linking structures.
3. Practice in tenses and in noun, adjectival and adverbal clauses.
4. Practice in labelling diagrams.
5. Practice in writing 'condensed' English as used in telex or telegrams.
6. Further practice in completion of forms (e.g. for hospital admission, hotel reservation, job application).
7. Writing personal letters to friends or pen friends on such topics as: holidays, school, family, outings, hobbies.

8. Writing 'business' letters on such topics as:
   a) application for a job
   b) reply to an advertisement
   c) complaint
   d) booking accommodation
   e) enquiring about courses of further study
9. Practice in selecting topic sentences from a passage.
10. Practice in writing short descriptive passages (e.g. of a person, a journey, a place).

SECOND SECONDARY

Literary Section

Comprehension and Guided Composition

1. Comprehension passages followed by multiple choice questions based on a variety of interesting and relevant topics.
   1. Employment and managers
   2. Jobs
   3. Used cars
   4. Salesmen
   5. Driving a car
   6. Buying a car
   7. An argument
   8. An accident
   9. A conversation
   10. An interview
   11. Thieves and police
   12. Garages

2. Sentence structure: linking sentences using the following constructions:

1. 'Like' (preposition)	2. noun clauses
2. 'and' 'that'	4. 'the more...the more'
5. 'enough ...to"	6. 'remember' + clause
7. direct speech	8. "....so...."
9. "....to...."	10. gerunds
11. present participles	12. "sure that"

3. Guided summary: summarising the reading passage using certain linking words:

1. While..... and	2. and
2. but	4. Before...and
5. who	6. While
7. and...but	8. When
9. and that	10. If...and then
11. Then	12. After .....whether
13. because	14. so .....and
15. However	16. As soon as
17. why	18. as
19. whether	20. whom
21. Although	22. that

4. Guided composition: writing a short composition related to the reading passage incorporating suggestions given in the book and using common pronouns, conjunctions and prepositions listed.

SECOND SECONDARY SCIENCE SECTION

Scientific English

1. Comprehension passages and vocabulary exercises based on the following topics:

1. Rope-making
2. Natural and Synthetic Rubber
3. Expansion of Liquids and Gases
4. Expansion and Contraction of Solids
5. Water (Reservoirs)
6. Water (Hard and Soft)
7. Floating bodies
8. Temperature
9. Evaporation and Condensation of Water
10. Change of State of Matter
11. The Growth of Seeds

2. Practice of the following language items:
   1. Compound nouns
   2. Passive with and without agent
   3. Contraction of "which" + passive
   4. Present/past participles
   5. Contraction of relative clause
   6. "On/after ....ing"
   7. "was seen + infinitive
   8. "for.....ing" purposes
   9. Nouns ending in **ion/- y/- ance/- ence/- ment**
   10. **Do/does/did** to avoid repetition
   11. **Is said to be** + adjective
   12. Omission to avoid repetition
   13. **That/those** to replace nouns
   14. Description of experiment
   15. **Has** to replace other verbs

SECOND SECONDARY

Health Sciences Section

1. Study of passages containing appropriate vocabulary, and vocabulary exercises, based on the following topics:
    1. Parts of a hospital, types of medical specialisation
    2. Parts of the body, aches and pains
    3. Description of a nurse's day
    4. Description of a nurse's duties
    5. Sterile Procedures, names of medical instruments
    6. Medical instruments and their uses
    7. Disinfectants and antiseptics
    8. Casualty cases — accidents, examination
    9. Casualty cases — operation
    10. Casualty cases — post-operative treatment
    11. The Ward — planning and design
    12. The Ward — accommodation for patients.

2. Practice of the following language items, making use of specialised medical vocabulary:
    1. commands and requests
    2. negative and interrogative forms
    3. present continuous and past tenses
    4. passive voice
    5. prepositions
    6. relative clauses (with and without pronouns)
    7. past continuous tense
    8. future tense
    9. past perfect tense
    10. present perfect tense
    11. direct/indirect speech

Second and Third Secondary

Languages Section

1. Emphasis will be laid on further development of the four language skills :

    1. Listening (through the provision of suitable materials on cassette) and understanding a variety of voices and accents.
    2. Speaking (with particular attention to stress, rhythm and intonation). A substantial amount of oral drill work will be done (substitution, transformation and invention drills) to encourage quick and accurate speech, in contextualised situations.
    3. Reading: emphasis will be placed on silent reading, and a wide variety of reading matter will be presented (e.g. dialogues, texts, letters, forms, charts, signs, instructions).
    4. Writing: this includes exercises which reinforce the oral and reading work, guided compositions and dictation.

2. Students will be expected to take part in pair work and role-playing in order to gain experience in the active use of English in realistic situations.

3. In addition to further practice of language items and situations included in the general course for secondary school students, students in the language section will be introduced to and given practice in certain common English expressions and they will encounter language as used in a number of situations.
e.g.

    1. on the telephone
    2. in shops
    3. in sport
    4. in banks
    5. on holiday
    6. in court
    7. while travelling
    8. in a hospital
    9. while driving
    10. in newspapers and magazines

4. The language items practised will include :
   1. tenses, active and passive
   2. conditionals
   3. prepositions
   4. direct and indirect speech
   5. indirect commands
   6. confirming and disagreeing
   7. relatives
   8. requests
5. Students will be given training in the specific skills tested in the RSA examination. These include :
   1. listening to a passage and answering questions about it.
   2. conducting a short conversation and answering questions about a picture.
   3. writing a paragraph describing the events occurring in a series of pictures.
   4. reading a passage silently and answering questions about it.
   5. writing letters.
   6. writing dialogues related to particular situations.
   7. practice in answering multiple choice structure questions.

THIRD SECONDARY
STRUCTURE AND LANGUAGE
for

Science, Literary and Health Sciences Sections

1. 1- Revision of Present Perfect Simple ('has/have done') and Simple Past ('did') and contrast in use; especially 'has/have done' with **just, yet, ever** and no time; and 'did with question words **when** and with other time phrases 'last week', 'in 1951', etc.

   2- Practice with contrasted verb forms: has come/came; have seen/saw, have been/was, were; etc.

2. 1- Formation and use of the Gerund with certain verbs :

   a) **Would you mind....ing?** and **Would you mind not....ing?**

   b) **hate....ing/like....ing.**

   c) **give up....ing/stop....ing.**

3. 1- Basic distinction in meaning between **if** and **when** in English.

   2- More practice with **will** in statements, questions and negatives.

   3- The form of the verb (Present Simple) after the words **if** and **when** in a future sentence: 'Fred will get very wet if he does' (= if he **falls** into the water).

4. 1- Formation and use of the patterns 'want someone to do', 'ask someone to do' and 'tell someone to do' in statements, positive and negative, and questions.

   2- Formation and use (and discrimination) of the patterns 'make someone do' and 'let someone do' in patterns in statements, positive and negative, and questions. Notice also the use of 'will/won't' with 'let', as in 'She won't let him read....'. (situation 3).

   3- General revision of Personal Pronouns **me, you, him, her,** etc.

5. 1- The formation and use of 'was/were going to do' as a future in the past.

   2- a) after 'thought', 'never dreamt', 'had no idea', 'was sure', etc. as in 'I never dreamt you were going to have twins'.

   b) after **told** and **said,** as in 'He told her he was going to give her...' and 'He **said** she was going to have only....'

   3- Preview discrimination between **say** and **tell.**

6. 1- Past Perfect Simple in statements, questions and negatives, especially followed by the Past Simple, as in **'I had just put** the money in the night-safe **when I saw him.**

   2- The use of **just, ever** and **never** with Past Perfect: 'I'd just put...'/'Had you ever seen...?'/'No, I had never seen him...'.

   3- Contracted forms 'I'd/he'd/we'd etc.' + past participle; and the short answers 'Yes, I had/No. I hadn't, etc.

7. 1- Formation and use of conditional sentences' **'if/they knew**..... **they would do**...' and **'It would do**... **if it did/had/were'**... in statements, negative and questions.

   2- Concentration on the unstressed form of **would** (d) as in 'I'd/he'd/we'd' etc. and in other sentences such as 'The job would...' pronounced 'The job'd...'

3- The forms **were** and **weren't** after **if;** and **could** after **if.**

4- Short answers **Yes, it would/No, it wouldn't** etc. : and short questions Would **Wouldn't it? Would it really?** etc.

5- The pattern **Would it be all right if I** (did).....?

8. 1- Formation and use of the Passive in Present Perfect and Past— **has/have been done and was/were done** in statements, positive and negative and questions.

2- Intensive revision of the 'has done' vs. 'did concepts.

3- Concentration on contracted forms 'It's been broken' and **'They've** been stolen'.

4- Intensive revision and practice of regular and irregular past participle forms in this and earlier Units.

9. 1- Discrimination between **say** and **tell** when reporting what people say, as in 'I **told you** it was...' and 'You **said you** would...'

2- Formation of the verb form in reported statements, positive and negative, after 'said' or 'told' 'someone' : is⟶was; know⟶ knew; loves⟶loved; doesn't (matter)⟶didn't (matter); has/have done⟶had done; can⟶could; will⟶would.

3- Note the following point :

1) Most of the practice here is without the conjunction **that** since it is often unnecessary in everyday speech;

10. 1- Formation and use of Past Conditional sentences :

a) positive: **'He would have watched it if he had had the time!**

b) questions: **'Would you have joined if you had known?'**

c) negative: **'If he hadn't been a stranger, I wouldn't have been so suspicious'.**

2- Concentration on the weak forms normally used in the structure, ('ve) in 'would **have** done', and ('d) in '(if/I) **had** done.

3- Short answers 'Yes, I would/No, I wouldn't' etc. in reply to a 'Would you have done?' question.

4- Contraction **'d** in both 'I'd (= would) have done' and **'I'd** (= had) **done'.**

THIRD SECONDARY

WRITING SKILLS

for Science and Literary Sections

1. Vocabulary work including formation of adjectives from nouns, etc.

2. Practice in noun, adjectival and adverbial clauses and in tenses. (including work on the passive)

3. Practice in expressing the same matter in different ways: degrees of formality and politeness.

4. Practice in writing short compositions on straightforward topics.

5. Practice in writing dialogues based on everyday situations (e.g. enquiries, complaints, arguments).

6. More advanced practice of written skills introduced in the first and second secondary classes, i.e.
   1. Writing personal letters. (including exchanges of letters)
   2. Writing business letters. (including exchanges of letters)
   3. Writing "condensed" English.
   4. Writing notes based on a passage: simple summarising.

THIRD SECONDARY

Literary Section

Comprehension and Guided Composition

"The Search"

1. Comprehension passages followed by multiple choice questions based on a variety of interesting and relevant topics.

   A quarrel
   An escape
   A train
   Visit to a police station
   A disappointment
   A fight
   Under arrest
   A mistake
   The detectives
   A salesman
   A restaurant
   A popular book
   A conversation
   A good price
   Starting a business

2. Sentence structure : linking sentences using the following constructions :

   1. "the same" + past perfect
   2. gerunds
   3. "too...to"
   4. "but"
   5. "until"
   6. relative clauses (without pronoun)
   7. past participles
   8. indirect/direct speech
   9. infinitives

3. Guided summary: summarising the reading passage using certain linking words.

4. Guided composition: Writing a short composition related to the reading passage incorporating suggestions given in the book and using common pronouns, conjunctions and prepositions listed.

THIRD SECONDARY SCIENCE SECTION

Scientific English

1. Comprehension passages and vocabulary exercises based on the following topics:
   1. One function of roots
   2. One function of leaves
   3. Seed dispersal (reasons)
   4. Seed dispersal (methods)
   5. The air (Two important gases)
   6. The air (carbon dioxide and respiration)
   7. Sources of energy
   8. Heat Transfer (radiation)
   9. Heat Transfer (conduction)
   10. Heat Transfer (convection)
   11. A Vacuum Flask
2. Practice of the following language items:
   1. Passive with and without agent
   2. Negative form of adjectives.
   3. Continuation of relative clauses
   4. Compound nouns ...
   5. Formation of nouns and verbs
   6. Omission of preposition
   7. "Might" to express doubt/possibility
   8. "Being" showing result/reason
   9. **Which** to avoid repitition of nouns
   10. Nouns ending in **-al/- ence/- ance**
   11. Of + adjective + adjective + noun
   12. **Able/unable to** = can/cannot
   13. Verbs formed with **-fy**
   14. Phrase or clause to begin a sentence
   15. Verbs formed from nouns

16. **Which** + passive + **to be** + past participle
17. **Which** + passive + **to have** + past participle
18. **Is said** + infinitive

3. Guided Summary writing.

THIRD SECONDARY

Health Sciences Section

1. Study of passages, containing appropriate vocabulary, and vocabulary exercises, based on the following topics:
   1. The Ward — Clinical areas
   2. The Ward — Sister's office, domestic and storage areas
   3. Admissions to hospital
   4. Arranged and emergency admissions
   5. Observation of the patient
   6. The Skin Conditions, Disease, and Symptoms
   7. Respiration, the Cough and Sputum
   8. Vomitus
   9. Faeces
   10. Urine
   11. Temperature (centigrade and fahrenheit)
   12. Pulse

2. Practice of the following language items, making use of specialised medical vocabulary:
   1. Prepositions
   2. clauses of purpose
   3. question tags
   4. practice of "going to"...
   5. 'since' and 'for', present continuous tense
   6. comparison of adverbs and adjectives

3. Oral and written techniques useful for nurses:
   1. labelling diagrams
   2. completing medical forms
   3. interviewing and talking with patients
   4. requests

4. A medical vocabulary list with meanings of the words is available at the end of the book.

Extensive Reading or Library Work

The library period will give the pupils the opportunity to see and use books other than the prescribed text books. Instead of being forced to use certain books, there will be an element of choice so that he can develop and follow his own interests.

Possible library activities include:

1. Reading newspapers and magazines for pleasure and information. Students should, learn to recognise different parts of the newspaper (national and international events, reviews, classified advertisements, editorial commentary) and to learn to understand them.

2. Using encyclopaedias, dictionaries and atlases for reference purposes. This includes using the alphabet skill and learning how to use the index. Students can be given particular subjects to look up and report on, or can follow their own interests.

3. Reading books for pleasure or interest: stories, science books, books on sports and hobbies, etc. Students can be required to report on the books in outline and summary form.

A P P E N D I X "5"

Source:

UNIVERSITY COLLEGE OF BAHRAIN

DEPARTMENT OF ENGLISH

SYLLABUS

1985-86

The Department of English offers programmes in English language and literature leading to the B.A. degree in English and in the Teaching of English. Courses of study are also provided for students taking B.Sc. and B.Ed. degrees, as well as for those following undergraduate certificate and postgraduate diploma programmes.

Major in English Language and Literature

To be accepted for a major in English Language and Literature, a student must have the approval of the Chairman of the Department and will normally have completed ENG 103; ENG 104; ENG 133; ENG 134; ENG 203; ENG 204; ENG 213 and ENG 214 with a grade of C or better in each course.

Departmental Requirements for a Major in English Language and Literature are:

- ENG 301; ENG 302 or ENG 303; ENG 312; ENG 313 or ENG 315
- 24 Credits at the 300-400 level, of which at least 12 must be at the 400-level.

Double Major in English Language/Literature and Education

(For students wishing to qualify for teaching in secondary schools)

To study English Language and Literature in a double major with Education, a student must have the approval of the Chairman of the Department and will normally have completed ENG 103; ENG 104; ENG 133; ENG 134; ENG 203; ENG 204; ENG 213 and ENG 214 with a grade of C or better in each course.

Departmental Requirements for English Language and Literature in a Double Major with Education are:

- ENG 301; ENG 302 or ENG 303; ENG 304; ENG 312
- ENG 313 or ENG 315; ENG 323; ENG 400
- 6 Credits at the 400-level.

Minor in English Language and Literature

To study English Language and Literature as a minor, a student must have the approval of the Chairman of the Department and will normally have completed ENG 103; ENG 104; ENG 133; ENG 203; ENG 204; and ENG 213 or ENG 214 with a grade of C or better in each course.

Departmental Requirements for a Minor in English Language and Literature are:

- ENG 301; ENG 302 or ENG 303; ENG 312
- ENG 313 or ENG 315
- 6 Credits at the 300-400 level, of which at least 3 must be at the 400-level.

COURSES OFFERED

ENG 103: Developing Reading Skills — 1st and 2nd Semesters (3 cr)

Moves the student from preparatory to pre-intermediate skill level in both intensive and extensive reading. (Open only to students who have met the necessary preparatory requirements.)

ENG 104: Developing Writing Skills — 1st and 2nd Semesters (3 cr)

Raises writing skills to pre-intermediate level, the main focus being on mechanics, spelling, sentence construction and sentence connection. (Open only to students who have met the necessary preparatory requirements.)

ENG 107: Foundations in Listening and Speaking (3 cr)
(Not offered in 1985-86)

Improves aural comprehension and upgrades accuracy and proficiency in oral communication. (Open to 'Certificate in English' students only.)

ENG 108: Foundations in Vocabulary and Reading (3 cr)
(Not offered in 1985-86)

Expands the student's vocabulary range and develops reading comprehension and reading efficiency. (Open to 'Certificate in English' students only.)

ENG 109: Foundations in Grammar and Writing (3 cr)
(Not offered in 1985-86)

Improves accuracy and effectiveness in written communication, particular attention being paid to mechanics, spelling, basic syntax and simple paragraph-building. (Open to 'Certificate in English' students only.)

ENG 133: Readings in Literature — 1st and 2nd Semesters (3 cr)

An introduction to literature in English, involving the reading and discussion of selected short stories, drama and poetry. Topics dealt with, including stories of character, conflict, theme and style, relate to the understanding and appreciation of literature. (Open only to students who have met the necessary preparatory requirements.)

ENG 134: Introduction to Drama — 1st and 2nd Semesters (3 cr)
(Prereq.: ENG 133)

An approach to the elements of drama through the study of selected plays, emphasizing such types as tragedy and comedy, romance and realism.

ENG 161: English for Academic Purposes
(Not offered in 1985-86) (8 cr)

Develops the student's ability to understand academic discourse; provides extensive reading practice with both general and scientific texts, as well as practice in listening comprehension and note-taking. Lexical development focuses on the vocabulary of general science. (Open to Pre-Medical students only.)

ENG 162: English for Scientific Purposes I
(Prereq.: ENG 161) (5 cr)
(Not offered in 1985-86)

Familiarizes students with the language of science; places particular emphasis on the morphological processes of compound and complex word-formation; stresses the logic and coherence of scientific discourse and focuses on rhetorical devices involved in organizing and presenting information, exemplifying, classifying, labelling, and relating parts to wholes. (Open to Pre-Medical students only.)

ENG 171: English in Use I
(Not offered in 1985-86) (3 cr)

Develops both oral and supportive reading/writing abilities in the structural, notional and functional aspects of English and is designed to enable students to perform simple tasks requiring the understanding and production of discourse. (Open only to B.Ed. students who entered in 1982.)

ENG 172: English in Use II 1st Semester
(Prereq.: ENG 171) (3 cr)

Consolidates the student's abilities in the structural, notional and functional aspects of English and further develops these abilities to encompass a wider and slightly more complex range in both spoken and written media. (Open only to B.Ed. students who entered in 1982.)

ENG 173: Reading in English I 1st and 2nd Semesters
(3 cr)

Focuses on vocabulary-expansion and the development of intensive and extensive reading skills at a level appropriate to the student's standard of proficiency. (Open to B.Ed. students who have met the necessary preparatory requirements.)

ENG 174: Reading in English II 1st and 2nd Semesters
(Prereq.: ENG 173) (3 cr)

Continues the development of vocabulary and reading skills, greater emphasis being placed on the understanding of academic discourse. (Open to B.Ed. students only.)

ENG 203: English Proficiency I — 1st and 2nd Semesters (3 cr)
(Prereq.: ENG 103; ENG 104)

An integrated skills course designed to develop all-round language proficiency to approximately Cambridge Preliminary English Test standard (Michigan Test of English Proficiency score 65; TOEFL score 425).

ENG 204: Introduction to Linguistics — 1st and 2nd Semesters (3 cr)
(Prereq.: ENG 203)

An introduction to basic linguistic concepts and terminology with particular reference to the structure of English.

ENG 207: English for Science — 2nd Semester (3 cr)
(Prereq.: ENG 203)

Prepares Science students to read efficiently and to write accurately and coherently within their field of specialization. (Open to Science students only.)

ENG 213: Introduction to Fiction — 1st and 2nd Semesters (3 cr)
(Prereq.: ENG 134)

Readings in short prose fiction as a genre study, focusing on such elements as plot, character, theme, setting, point of view and symbolism.

ENG 214: Introduction to Poetry — 1st and 2nd Semesters (3 cr)
(Prereq.: ENG 134)

Understanding and appreciation of poetry through the study of its aspects, such as persona, attitude and tone, imagery, diction, form and prosody. Selections include various representative types of lyric, narrative and dramatic poetry.

ENG 261: English for Scientific Purposes II — (3 cr)
(Prereq.: ENG 162)
(Not offered in 1985-86)

The course is based on readings of an advanced scientific nature. It continues the development of reading comprehension and the ability to abstract and summarize main ideas. It also improves oral exposition and further strengthens paragraph-building, particular attention being paid to coherence, unity and organization. (Open to Pre-Medical students only.)

ENG 301: English Proficiency II — 1st and 2nd Semesters (3 cr)
(Prereq.: ENG 203)

An integrated skills course designed to develop all-round language proficiency to approximately Cambridge First Certificate standard (Michigan Test of English Proficiency score 75; TOEFL score 475).

ENG 302: English Linguistics — 2nd Semester
(Prereq.: ENG 204) — (3 cr)

A description of the major morphological and syntactic structures of English, focusing on the main areas of difficulty for Arabic-speaking learners of English.

ENG 303: Translation: Theory and Application — 1st Semester
(Prereq.: ENG 203) — (3 cr)

An introduction to the basic theoretical issues in translation coupled with practice translation work across a variety of discourse styles and topics.

ENG 304: Applied English Phonetics — 1st and 2nd Semesters
(Prereq.: ENG 204) — (3 cr)

An introduction to English articulatory phonetics, incorporating practical work on troublesome features of English pronunciation and spelling.

ENG 311: Survey of English Literature I
(Prereq.: ENG 213; ENG 214) — (3 cr)
(Not offered in 1985-86)

Representative selections of English literature from the beginnings to 1700, set within their respective historical contexts.

ENG 312: Survey of English Literature II — 1st and 2nd Semesters
(Prereq.: ENG 213; ENG 214) — (3 cr)

A continuation of ENG 311, from 1700 onwards, focusing on the major literary issues and trends throughout the period.

ENG 313: Studies in Nineteenth Century American Literature — 2nd Semester
(Prereq.: ENG 213; ENG 214) — (3 cr)

Reading and analysis of works by major nineteenth century American writers, such as Hawthorne, Melville, Twain, James, Poe, Whitman and Dickinson.

ENG 315: Studies in Twentieth Century American Literature — 1st Semester
(Prereq.: ENG 213; ENG 214) — (3 cr)

Reading and analysis of works by major twentieth century American writers, such as Fitzgerald, Hemingway, Steinbeck, O'Neill, Tennessee Williams, Frost, Pound, Eliot and William Carlos Williams.

ENG 316: Twentieth Century English Fiction — 1st Semester (3 cr)
(Prereq.: ENG 213; ENG 214)

Selections from such representative prose masters as Conrad, Joyce, Woolf, Lawrence, Forster, Greene and Golding.

ENG 318: Literary Masterpieces of the Ancient World — (3 cr)
(Prereq.: ENG 213; ENG 214)
(Not offered in 1985-86)

An introduction to classical literature, primarily Greek and Roman, which has influenced later Western thought and writings.

ENG 319: Literary Masterpieces of the Modern World — (3 cr)
(Prereq.: ENG 213; ENG 214)
(Not offered in 1985-86)

Readings in Continental literature, both in prose and verse, since the Middle Ages.

ENG 323: Approaches to Reading and Writing — 2nd Semester (3 cr)
(Prereq.: ENG 203)

Techniques and strategies in the teaching of English as a second language, with particular emphasis on the development of reading and writing skills.

ENG 333: Studies in English Drama — 2nd Semester (3 cr)
(Prereq.: ENG 213; ENG 214)

Representative works by major dramatists of a particular period of English literature, set in historical context.

ENG 336: Modern Drama — (3 cr)
(Prereq.: ENG 213; ENG 214)
(Not offered in 1985-86)

Selections primarily from such major European dramatists as Strindberg, Ibsen, Chekhov, Shaw, Lorca, Eliot and Sartre.

ENG 362: Language Learning and Language Acquisition — 1st Semester (3 cr)
(Prereq.: ENG 203)

Psycholinguistic theories of first and second language learning and language acquisition and their implications for second language teaching.

ENG 400: Applied Syntax and Usage — 1st Semester (3 cr)
(Prereq.: ENG 203)

A review of problematical areas of English syntax and usage, designed to promote a high level of fluency and accuracy in the use of the grammatical forms and structures taught in the intermediate and secondary schools.

ENG 401: English Proficiency III — 1st Semester (3 cr)
(Prereq.: ENG 301)

An integrated skills course designed to develop all-round language proficiency to approximately Cambridge Proficiency standard (Michigan Test of English Proficiency score 85; TOEFL score 525).

ENG 402: English Syntax and Semantics — 2nd Semester (3 cr)
(Prereq.: ENG 302)

An introduction to current theoretical issues in syntax and semantics combined with practical analytical work on the syntax and semantics of English.

ENG 403: Translation Workshop — 2nd Semester (3 cr)
(Prereq.: ENG 303)

Translation of a variety of texts from English to Arabic and from Arabic to English. Emphasis is placed on practice rather than theory.

ENG 407: English in Context — 2nd Semester (3 cr)
(Prereq.: ENG 204)

Focuses on the use of English in its socio-cultural setting and touches upon such topics as varieties and registers of English, the relation between form and function, meaning vs. communicative intention, conversational strategies, participant relations and politeness forms.

ENG 411: The Rise of the Novel — (3 cr)
(Prereq.: ENG 213; ENG 214)
(Not offered in 1985-86)

The emergence of the novel in the eighteenth century, with emphasis on such writers as Defoe, Richardson, Fielding and Sterne.

ENG 412: Nineteenth Century Fiction — 1st Semester (3 cr)
(Prereq.: ENG 213; ENG 214)

A study of representative works of nineteenth century fiction from Austen to Hardy.

ENG 414: Studies in Poetry — (3 cr)
(Prereq.: ENG 213; ENG 214)
(Not offered in 1985-86)

Representative works by major English/American poets of a particular period, set in historical context.

ENG 416: Studies in Contemporary Literature — 2nd Semester (3 cr)
(Prereq.: ENG 213; ENG 214)

Writings in poetry, prose or drama of our time.

ENG 418: Shakespearean Drama (3 cr)
(Prereq.: ENG 213; ENG 214)
(Not offered in 1985-86)

A selection of representative plays from the histories, comedies and tragedies of Shakespeare.

ENG 420: Phonetics Workshop 1st Semester (3 cr)
(Prereq.: ENG 304)

A practical course incorporating ear-training exercises, phonetic transcription and remedial work on both stress and intonation, as well as segmental sounds.

ENG 431: Literary Criticism 1st Semester (3 cr)
(Prereq.: ENG 213; ENG 214)

Historical, theoretical and applied criticism.

ENG 435: Special Author (3 cr)
(Prereq.: ENG 213; ENG 214)
(Not offered in 1985-86)

Intensive study of the works of a major literary figure.

ENG 436: Special Topic 2nd Semester (3 cr)
(Prereq.: ENG 213; ENG 214)

Intensive study of a specific topic in language or literature.

ENG 438: Comparative Studies in Arabic and English Literature 2nd Semester (3 cr)
(Prereq.: ENG 213; ENG 214)

Theory of literature; general literature; aims and methods of comparative literary studies. Contrastive study of a major theme or literary movement in English and Arabic literature.

ENG 441: Advanced Composition 1st Semester (3 cr)
(Prereq.: ENG 203)

An advanced writing course involving the abstraction and summary of ideas at higher reading levels and the production of descriptive, expositional, argumentative and other complex forms of written rhetoric including academic papers and reports.

ENG 443: Comparative Studies in Arabic and English Languages 1st Semester (3 cr)
(Prereq.: ENG 302)

A contrastive analysis of English and Arabic at the phonological, morphological and syntactic levels.

ENG 445: Stylistics — 2nd Semester (3 cr)
(Prereq.: ENG 204; ENG 213; ENG 214)

An analysis of style in selections of prose (fiction and non-fiction), poetry and drama. The focus is on understanding stylistic elements and their relationship to each other, to the voices expressed, and to the effects of style.

POSTGRADUATE COURSES (PGDE)

ENG 501: Studies in English I — 1st Semester (3 cr)

Major socio-regional varieties of English; the role of English as an international language; notions of correctness, acceptability and authenticity; different styles and registers of English; form and function; meaning and use; linguistic competence vs. communicative competence. Implications for second language teaching.

ENG 502: Studies in English II — 2nd Semester (3 cr)

An analysis at an advanced level of the syntax and semantics of English.

APPENDIX 6

QUESTIONNAIRE COVER LETTER

December 1984

Dear Colleague,

This questionnaire has been prepared to benefit from your knowledge and experience in the field of TEFL (Teaching English as a Foreign Language). The information you provide will be of great use in carrying out this study which is concerned with "Language Support for Bahraini TEFL Teachers and Pupils in the Primary Cycle".

All information given will be treated confidentially, and used for this research only. I should be grateful if you would kindly co-operate in giving accurate and relevant information when completing it.

The questionnaire forms part of a research study for the degree of Ph.D. of the University of Wales at the University College of Cardiff, in the United Kingdom, under the supervision of Professor A. Taylor, Dean of the Faculty of Education and Head of the Department.

Thank you very much for your co-operation.

Yours sincerely,

ASHOUR KASSIM ASHOUR

APPENDIX "7"

THE QUESTIONNAIRE

1. School: _____ 2. Age: _____

3. Sex: (M) Male _____ (F) Female _____

4. Nationality: _____

5. Your present appointment: الوظيفة الحالية

_____

6. Your qualifications المؤهلات Date Awarded from منحت من قبل

_____ _____ _____

_____ _____ _____

_____ _____ _____

7. How many years have you taught English?: _____

8. Please give the number of classes, students and teaching hours per week:

   a. Number of classes: _____

   b. Number of pupils in each class: _____

   c. Number of periods per week: _____

9. Any other activities, please state: أنشطة اخرى ارجوا ذكرهـــا

_____

_____

10. Have you attended حضرت any English courses since becoming a teacher of English?

YES ☐ NO ☐

11. If yes,

   a. How long? _____

   b. Where? _____

   c. Did this course include the type of English that helps teachers interact with pupils in the classroom? للتفاعل الطفل

YES ☐ NO ☐

12. Have you attended any preservice TEFL (Teaching English as a Foreign Language) training programmes?
هل حضرت دورات تدريبيه قبل الخدمه
تدريس اللغة الانجليزية كلغة أجنبيه

YES ☐ NO ☐

13. If yes,

a. Did this course include the type of English that helps teachers interact with pupils in the classroom?

YES ☐ NO ☐

b. Were the programmes of:

(i) Great value مفيده للغاية ☐

(ii) Little value مفيده قليلا ☐

(iii) No value غير مفيده ☐

14. Have you attended any in-service programmes of TEFL?
دورات تدريبية أثناء الخدمة

YES ☐ NO ☐

15. If yes,

a. How long?_____

b. Where?_____

c. Did this course include the type of English that helps teachers interact with pupils in the classroom?

YES ☐ NO ☐

d. Were the programmes of:

(i) Great value ☐

(ii) Little value ☐

(iii) No value ☐

16. How much time do you spend in reading materials in English, such as منشورات دورية
books, magazines and periodicals?

a. More than four hours a week ☐

b. Less than two hours a week ☐

c. I do not have time to read ☐

اللغة الاصلية
17. Have you been to any countries whose native language is English?

YES ☐ NO ☐

18. If yes,

a. Where?_____ b. How long?_____

_____ _____

_____ _____

c. For what purpose?_____

_____

19. Do you speak English outside the classroom, i.e. with friends, at home, etc?

a. Often صرارا ☐

b. Seldom نادرا ☐

c. Never أبدا ☐

20. Do you find the teaching of English:

a. Very interesting ممتع جدا ☐

b. Interesting to some extent ممتع الى حدّما ☐

c. Boring ممل ☐

21. If you ticked **b** or **c**, which one of the following most closely agrees with your opinion. (You may tick more than one alternative). اختيار

a. I do not like teaching English ☐

b. English is not my special subject ☐

c. Pupils are not motivated to learn English ☐

d. Large classes ☐

22. Do you think that to be a well educated person a knowledge of English is:

a. Essential مهمة ☐

b. Desirable مرغوبة ☐

c. Unnecessary غير ضرورية ☐

23. Below are some statements about difficulties in teaching English. Please indicate by ticking (✓) the appropriate box whether you agree or disagree with each of the statements. بيانات بين المناسب

	Agree	Disagree
a. I do not have any difficulty	☐	☐
b. I have difficulties with teaching English grammar	☐	☐
c. I have difficulties with teaching vocabulary	☐	☐
d. I have difficulties with teaching speaking	☐	☐
e. I have difficulties with teaching understanding	☐	☐
f. I have difficulties with teaching reading	☐	☐
g. I have difficulties with teaching writing	☐	☐

24. The adviser's visits to my class are helpful.

Agree ☐ Disagree ☐

25. If you disagree, please give the reason(s):

_____

_____

_____

26. Does your knowledge of Arabic help you when teaching English?

YES ☐ NO ☐

27. To write a sentence in English, do you first prepare it in Arabic in your mind, and then write it in English?

YES ☐ NO ☐

28. Does your Arabic language background affect your spoken English?

YES ☐ NO ☐

29. Does your Arabic language background affect your written English?

YES ☐ NO ☐

30. The content of the primary school English language syllabus helps the pupils acquire the English they need for ensuring studies at intermediate level.

Agree ☐ Disagree ☐

31. The content of the primary school English language syllabus reflects Bahraini culture. تعكس الثقافة البحرينية بصورة كافية

Agree ☐ Disagree ☐

32. It is difficult to cover the syllabus within the time limit specified by the Ministry of Education.

Agree ☐ Disagree ☐

33. The text-books used in primary schools in Bahrain help the pupils to achieve the standard of English required.
يحققوا مستوى اللغة الانجليزية المطلوب

Agree	Disagree
☐	☐

34. If you disagree, please state why:

_____

_____

_____

35. The method used for teaching primary school English makes for good teaching and learning.

Agree	Disagree
☐	☐

36. If you disagree, please state why:

_____

_____

_____

37. Please indicate by ticking (✓) the appropriate box whether you agree or disagree with each of the following statements.

I think that the best method/approach is:

a. Grammar translation method ☐

b. Direct method ☐

c. Audio-lingual method ☐

d. Eclectic method ☐

e. Communicative approach ☐

38. My pupils follow the English lessons with:

a. Great interest ☐

38. (Cont'd)

b. Interest ☐

c. Little interest ☐

d. No interest ☐

دائمـــا

39. Which one (or more) of the following aids do you use regularly in class?

	Often	Sometimes	Never
- tape recorder			
- overhead projector			
- radio			
- television			
- films			
- film slides			
- flannel board			
- magnetic board			
- maps			
- magazines			
- newspapers			
- charts			

- Other aids (please state): _____

_____

_____

40. If you do not use any of the above aids, please indicate why. (More than one reason may be given).

	Not trained to use it accurately	Do not have it in the school	It goes wrong when I use it	It is too time-consuming
- tape recorder				
- overhead projector				
- radio				
- television				

	Not trained to use it accurately	Do not have it in the school	It goes wrong when I use it	It is too time-consuming
- films				
- film slides				
- flannel board				
- magnetic board				
- maps				
- magazines				
- newspapers				
- charts				

A P P E N D I X "8"

INTERVIEW SCHEDULE

1. School or College_____ Section or Department_____

2. Sex: (M) Male_____ (F)Female_____

3. Nationality:_____

4. Your present appointment:

   a. Senior teacher ☐

   b. Adviser ☐

   c. University lecturer ☐

5. Qualifications:

   a.Certificate or degree b.Date c.Awarding Institution

   _____ _____ _____

   _____ _____ _____

   _____ _____ _____

   _____ _____ _____

6. Please give the number of years you have been working in the field of TEFL as a:

   Teacher Senior Teacher Adviser University Lecturer

   _____ _____ _____ _____

   _____ _____ _____ _____

7. Do you think that the majority of the teachers you visit in primary schools are:

   a. Excellent ☐

   b. Very good ☐

   c. Good ☐

   d. Satisfactory ☐

e. Weak ☐

f. Very weak ☐

8. When discussing and advising teachers in respect of English language teaching, what language do you use?

a. Arabic ☐

b. English ☐

c. Both ☐

9. If your answer is a or c, please indicate which of the following is the most appropriate:

a. They cannot understand enough English ☐

b. They cannot understand some of English ☐

c. They cannot understand my English at all ☐

10. What do the English language teachers do when they are confronted with the need to communicate in English?

_____

_____

_____

11. A teacher whose spoken English is weak cannot help his pupils to speak English competently.

Agree ☐ Disagree ☐

12. The under-achievement of some primary school pupils in learning the English language in Bahrain may be traced to the inadequacy of their teachers.

Agree ☐ Disagree ☐

13. If you agree, please select which of the following is/are the most appropriate. (You may choose more than one).

a. Poor quality or absence of materials ☐

b. Poor methods and techniques ☐

c. Pupils' lack of aptitude ☐

d. Pupils' negative attitudes and motivation ☐

e. Teachers' negative attitudes and motivation ☐

f. Others (Please state:_____

_____

14. At what level of competence is the English language of the majority of university graduates who intend to become English language teachers?

a. Excellent ☐

b. Very good ☐

c. Good ☐

d. Satisfactory ☐

e. Weak ☐

f. Very weak ☐

15. Are Bahraini TEFL teachers sufficiently exposed to everyday English?

YES ☐ NO ☐

16. If yes, how?_____

_____

_____

17. How well equipped do you think the primary teachers of English are to help to fulfil the aims and objectives of syllabus requirements?

a. Very well equipped ☐

b. Well equipped ☐

c. Moderately equipped ☐

d. Inadequately equipped ☐

e. Very poorly equipped ☐

18. Do you think that the present pre-service or in-service programmes of TEFL in Bahrain include the kind of English that some call "Classroom Language", i.e. the language required by the teacher of English in the practical day-to-day management of classroom behaviour and organising learning?

a. Pre-service training YES ☐ NO ☐

b. In-service training YES ☐ NO ☐

19. If yes, how do you grade the courses in:

(i) Pre-service training

a. Excellent ☐

b. Very good ☐

c. Good ☐

d. Satisfactory ☐

e. Poor ☐

19. (Cont'd)

(ii) In-service training

a. Excellent ☐

b. Very good ☐

c. Good ☐

d. Satisfactory ☐

e. Poor ☐

20. In-service training programmes are necessary for new teachers as well as the experienced.

a. Strongly agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly disagree ☐

21. Please grade the present training programmes:

(i) Pre-service

a. Excellent ☐

b. Very good ☐

c. Good ☐

d. Satisfactory ☐

e. Poor ☐

(ii) In-service

a. Excellent ☐

b. Very good ☐

c. Good ☐

d. Satisfactory ☐

e. Poor ☐

22. To what extent do pre- and in-service English language syllabus contents reflect the need and interest of trainees?

(i) Pre-service

a. Reflects to a large extent ☐

b. Reflects to some extent ☐

c. Does not reflect at all ☐

(ii) In-service

a. Reflects to a large extent ☐

b. Reflects to some extent ☐

c. Does not reflect at all ☐

23. How often do you visit each teacher in a year?

a. Once ☐

b. Twice ☐

c. Three times ☐

d. Four times ☐

e. More than four times (Please say how many):_____

23. (Cont'd)

f. Only visit a proportion.(please give the proportion):

_____

g. Do not visit at all ☐

24. If your answer is not (g), do you think that these visits are enough to assist the teachers adequately?

YES ☐ NO ☐

25. In your opinion, how often should each teacher be visited by his adviser each year?

a. Once ☐

b. Twice ☐

c. Three times ☐

d. Four times ☐

e. More than four times. (Please say how many times):_____

f. No need to visit a teacher ☐

26. Is the standard of English achieved in primary level suitable for entry t to intermediate level?

YES ☐ NO ☐

27. If no, do you think this is due to the pupils' low competency in English?

YES ☐ NO ☐

28. If yes, do you think that weaknesses of pupils in the stages following the primary school is due to the inadequacy of teaching the primary school ?

YES ☐ NO ☐

29. If your answer is yes, what would you sugguest as the resources needed to raise the quality of English of primary school pupiles? (You may choose more than one).

a. Changing the current textbooks ☐

b. Adopting a new approach ☐
(Please say which):_____

c. Improving the training of TEFL teachers ☐

d. Changing the syllabus ☐

e. Others. (Please say what):_____

_____

_____

30. Do you think that the English language syllabus at primary stage fulfills the aims and objectives of TEFL in this level?

YES ☐ NO ☐

31. If your answer is no, which of the following do you feel to be relevant?

a. Too long ☐

b. Inadequacy of some teachers ☐

c. Lacks variety ☐

d. Does not fulfil the needs and interests of pupils ☐

e. Other reasons. (Please say what):_____

_____

32. Do you think that English language textbooks used in Bahrain primary schools achieve the set aims and objectives?

YES ☐ NO ☐

33. If you have said "No", which of the following is/are relevant?

a. They are difficult for some teachers to teach ☐

b. They lack variety in topics ☐

c. They do not fulfil the needs and interests of pupils ☐

d. Others. (Please say what):_____

_____

34. Do you think that the method/approach used for TEFL in the primary school achieves the set goals?

YES ☐ NO ☐

35. If your answer is no, which of the following are relevant?

a. Too difficult for some teachers to apply ☐

b. Lacks variety ☐

c. Do not deal with the four language skills adequately ☐

d. Others. (Please say what):_____

_____

36. Which of the following methods/approaches of TEFL do you recommend as the best for the Bahraini primary school learners of English?

a. Grammar translation ☐

b. Direct ☐

c. Eclectic ☐

d. Audio-lingual ☐

e. Communicative ☐

36. (Cont'd)

f. Others. (Please state what):_____

_____

_____

37. Do you think that the primary teachers of English are able to follow with competence the method/approach recommended by the Ministry of Education?

YES ☐ NO ☐

38. If your answer is no, is it because of their own inadequacy in: (You may choose more than one)

a. Listening and understanding ☐

b. Speaking ☐

c. Reading ☐

d. Writing ☐

39. How often do primary school TEFL teachers use the following aids when teaching?

	Very Often	Often	Sometimes	Never
- Tape recorder				
- Overhead projector				
- Radio				
- T.V.				
- Film strip				
- Flannel board				
- Magnetic board				
- Pocket board				
- Maps				
- Magazines and newspapers				
- Charts				
- Others. (Please state):				

40. How often do EFL primary school teachers use Arabic when teaching English?

a. Always ☐

b. Sometimes ☐

c. Never ☐

41. Most of the errors committed by the primary school teachers of English are in: (You may choose more than one alternative)

a. Structure ☐

b. Spelling ☐

c. Pronunciation ☐

d. Vocabulary ☐

42. Most of the errors committed by English language teachers in the primary school may be traced back to: (You may choose more than one alternative).

a. Interference by the Arabic language ☐

b. Inadequate exposure to everyday English ☐

c. Over-generalisation ☐

d. Analogy ☐

e. Interference within English language ☐

f. Others: (Please say if any)_____

_____

_____

A P P E N D I X "9 a"

STATE OF BAHRAIN
UNIVERSITY COLLEGE OF ARTS SCIENCE & EDUCATION
P.O. Box 1082
Tel.:682748/682071
Telex:9258 UCOBAH

دولة البحرين
الكلية الجامعية
للعلوم والآداب والتربية
ص.ب : ١٠٨٢
تليفون : ٦٨٢٧٤٨/٦٨٢٠٧١
تلكس : ٩٢٥٨ يوكابا

27 December 1984

Mr Hassan Al-Mehri
Assistant Undersecretary of
General Education
Ministry of Education
P.O. Box 43
Manama.

Dear Hassan,

Mr Ashour Ashour has recently returned from Cardiff in order to continue his Ph.D. research on primary education in Bahrain. He is interested in visiting a number of schools and in interviewing their headmasters and various senior teachers.

Whatever assistance you could give him would be much appreciated. I understand that he will contact you shortly about this matter.

Yours sincerely,

Paul A. Scanlon
Professor and Chairman
Department of English

cc: Ashour Ashour
Instructor (on leave)
Department of English, UCB

PAS/MS

A P P E N D I X "9 b"

STATE OF BAHRAIN
UNIVERSITY COLLEGE OF ARTS SCIENCE & EDUCATION
P.O. Box 1082
Tel.:682748/682071
Telex:9258 UCOBAH

دولة البحرين
الكلية الجامعية
للعلوم والآداب والتربية
ص. ب : ١٠٨٢
تليفون : ٦٨٢٧٤٨/٦٨٢٠٧١
تلكس : ٩٢٥٨ يوكابا

27 December 1984

Mr Ali Bubshait
Assistant Undersecretary of
Curriculum and Training
Ministry of Education
P.O. Box 43
Manama.

Dear Ali,

Mr Ashour Ashour has recently returned from Cardiff in order to continue his Ph.D. research on primary education in Bahrain. He is interested in interviewing a number of English Advisors in the Ministry involved in this level of teaching.

Whatever assistance you could give him would be much appreciated. I understand that he will contact you shortly about this matter.

Yours sincerely,

Paul A. Scanlon
Professor and Chairman
Department of English

cc: Ashour Ashour
Instructor (on leave)
Department of English, UCB

PAS/MS

APPENDIX "9 c"

STATE OF BAHRAIN
UNIVERSITY COLLEGE OF ARTS SCIENCE & EDUCATION
P.O. Box 1082
Tel.:682748/682071
Telex:9258 UCOBAH

دولة البحرين
الكلية الجامعية
للعلوم والآداب والتربية
ص.ب : ١٠٨٢
تليفون : ٦٨٢٧٤٨/٦٨٢٠٧١
تلكس : ٩٢٥٨ يوكابا

27 December 1984

Mr David R. Thomas
Representative
The British Council
P.O. Box 452
Manama.

Dear David,

Mr Ashour Ashour has recently returned from Cardiff in order to continue his Ph.D. research on primary education in Bahrain. He wishes to obtain from you the results of a test, administered several years ago by the British Council (Bahrain), taken by EFL teachers with the Ministry of Education.

Whatever assistance you could give him would be much appreciated. I understand that he will contact you shortly about this matter.

Yours sincerely,

Paul A. Scanlon

Paul A. Scanlon
Professor and Chairman
Department of English

cc: Ashour Ashour
Instructor (on leave)
Department of English, UCB

PAS/MS

APPENDIX "9 d"

STATE OF BAHRAIN
UNIVERSITY COLLEGE OF ARTS SCIENCE & EDUCATION
P.O. Box 1082
Tel.:682748/682071
Telex:9258 UCOBAH

دولة البحرين
الكلية الجامعية
للعلوم والآداب والتربية
ص.ب : ١٠٨٢
تليفون : ٦٨٢٧٤٨/٦٨٢٠٧١
تلكس : ٩٢٥٨ يوكابا

27 December 1984

Mr Mubarak Sayar
Director of Examinations
Ministry of Education
P.O. Box 43
Manama.

Dear Mr Sayar,

Mr Ashour Ashour has recently returned from Cardiff in order to continue his Ph.D. research on primary education in Bahrain. He wishes to obtain from you the English language test results for the final primary year, 1984-85.

Whatever assistance you could give him would be much appreciated. I understand that he will contact you shortly about this matter.

Yours sincerely,

Paul A. Scanlon

Paul A. Scanlon
Professor and Chairman
Department of English

cc: Ashour Ashour
Instructor (on leave)
Department of English, UCB

PAS/MS

A P P E N D I X "10"

Classroom Observation Criteria for Primary TEFL Teachers

STATE OF BAHRAIN
MINISTRY OF EDUCATION
DEPARTMENT OF CURRICULA
FOREIGN LANGUAGES SECTION

REPORT ON LESSON

DATE_____

SCHOOL_____ TEACHER_____ FILE NO._____

CLASS_____ PERIOD_____ NO. OF PUPILS_____

TEXTBOOK_____ LESSON/STEP/UNIT_____

A. TEACHER

1. Rapport with Students_____
2. Classroom Management_____
3. Visual Aids/Display_____
4. Correction of Written Work_____
5. Preparation_____

B. TEACHING

1. Activities: | LISTENING | SPEAKING | READING | WRITING | OTHER |

2. Use of Materials:

3. Use of Arabic:

C. LEARNING

1. Pupil-Centred Activities:

2. Pupil Participation:

3. Pupil Standard:

D. COMMENTS & SUGGESTIONS

ENGLISH ADVISER_____ DATE_____

A P P E N D I X "11"

Ministry of Education
Directorate of curricula
Foreigh Languages section

School
Name

Final Examination Paper for the Sixth Year Primary Schools 1983-84

I. Find a word in the list on the right to match each meaning:
صل كل جملة بما يناسبها كما في المثال

Example: nine and nine

1- You look at it to tell the time.
2- You use these to walk.
3- Children go here to learn.
4- It is a top of a room.
5- This is the opposite of beautiful.
6- People who do well in life are
7- Pupils who make a lot of mistakes.
8- It is a part of the face.
9- It is the middle of the day.
10- They are people who live mear you.

Succcessful
Careless
eighteen
noon
feet
ceiling
school
neighbour
ugly
watch
nose

2) Read each of the following sentences. If the sentence is true circle the "T" if the sentence is false, circle the "F"

ضع دائرة حول T اذا كانت الجملة صحيحة وضع دائرة حول F اذا كانت الجملة غير صحيحة .

1- We sleep at night. T F

2- The sun rises at night. T F

3- I live in Bahrain . T F

4- Elephants are bigger than cats. T F

5- 5 is more than 10. T F

6- A dog is an animal. T F

7- Black is the opposite of white. T F

8- There are ten days in a week . T F

9- A car is cheaper than a bicycle. T F

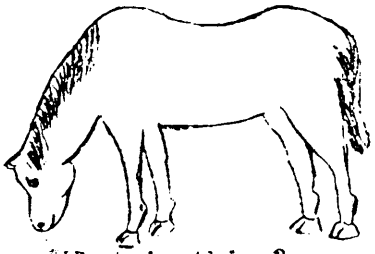
10- Mothers love their children. T F

3- Write the suitable word to complete each sentence .

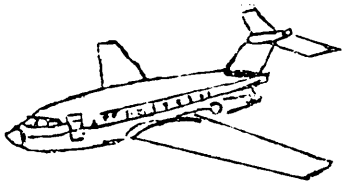
اختار الكلمـــة المناسبة لتكمل بها الجملـــــة :

1- We keep money in a _____	grateful
2- If a knife is _____ it will cut better.	cook
3- The doctor will give you some _____ for your cold.	sharper
4- It is _____ in summer.	medicine
5- My pencil is _____ than yours.	early
6- I always go to school _____ .	longer
7- It is _____ to tell the time from a clock without hands.	fine
8- It was such a _____ day that we went for a walk	purse
9- I know how to _____ .	impossible
10- I am very _____ to you for your help.	hot

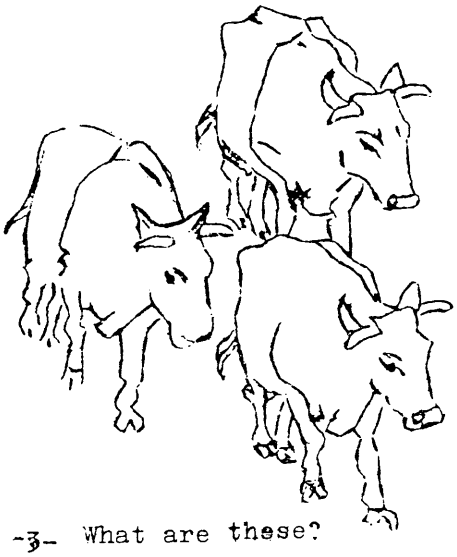
4- Answer in Complete Sentences:



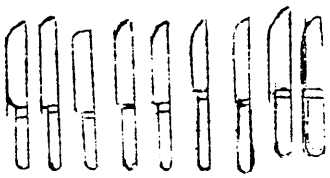
1- What is this ?



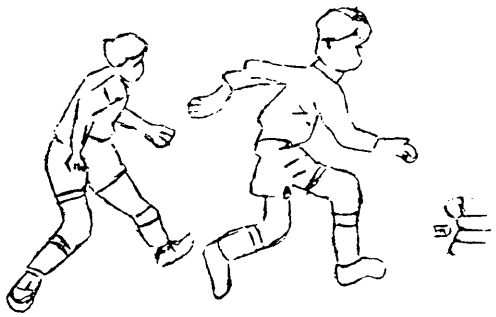
2- What is this ?



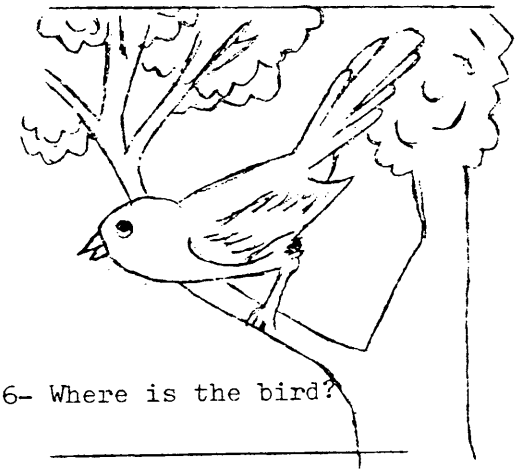
3- What are these?



4- What are these ?

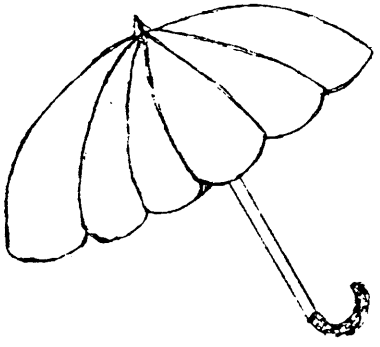


5- What are they doing ?



6- Where is the bird?

7- When do we use an umbrella?

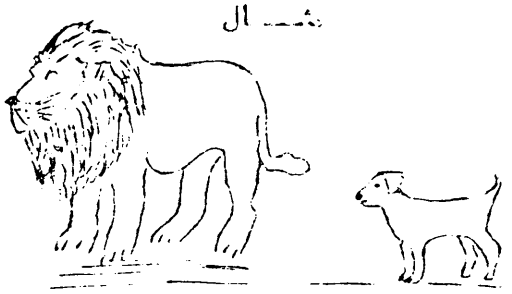


8- What is she doing?



5 - Complete each sentence as the example,

مثـــال



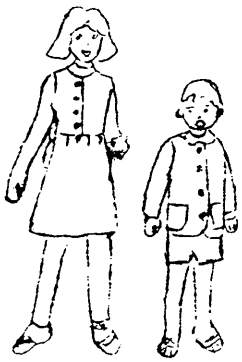
The lion is bigger than the dog

big ------ small



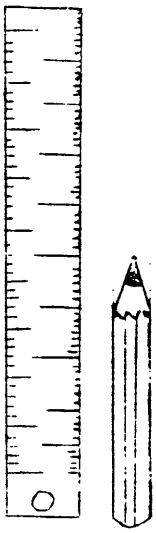
Fatima Sameera

(1)



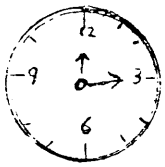
(2) Huda Ali

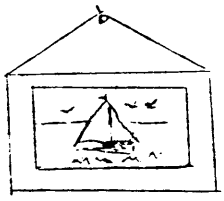
six-years old Two years old



ruler Pencil

(3)





(4)

أكمل الجمل كما في المثال :ـ

1) Fatima is _ _____ than Sameera.

tall short

2) Huda is _____ than Ali.

Old Young

3) The ruler is _____ than the pencil.

short long

4) The clock is _____ than the picture.

high low