ENVIRONMENTAL FACTORS INFLUENCING STUDENTS' ACHIEVEMENT IN ENGLISH AS A FOREIGN LANGUAGE

A CASE-STUDY OF THIRD YEAR SECONDARY SCHOOL STUDENTS IN BAHRAIN

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This thesis is submitted to the University of Wales in fulfilment of the conditions of candidature for the Degree of Ph.D.

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DECLARATION

I hereby declare that the work presented in this thesis for the degree of Doctor of Philosophy has not been nor is currently being presented wholly or partly for any other degree.

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(Supervisor)

This is to certify that the work is entirely the result of the candidate's own independent investigation. The various sources to which he is indebted are clearly indicated in the references in the text or in the bibliography.

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(Supervisor)

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ABSTRACT

The main objective of this study was to investigate the relationship between a number of environmental variables and achievement measures in English language of third year Bahraini secondary school students. Fifteen null hypotheses were formulated and tested against students' achievement results.

The first set of research instruments included students' first term English Language Achievement Tests while the second was a questionnaire completed by the selected students. The questionnaire was administered entirely in Arabic. The third set of materials involved conducting a total of thirty-two interviews. Responses to the interviews complemented the findings of those of the student and teacher questionnaires. The fourth and final set of materials was a teacher questionnaire which was basically intended as an additional step towards the study of variables existing within the teaching situation.

The sample needed for the study was comprised of a total number of 327 randomly selected students, 161 of whom were males and 166 were females. Thus differences in sex were fully taken into account. Ages ranged from 16 to 23 with a mean of 17. Subjects averaged 12 years of education and had studied English as a foreign language for a minimum period of 9 years.

The conclusion drawn from this research implied that Bahraini students need to show a considerable degree of commitment and also strive to make use of the language in its various contextual settings. Female students need to modify their present attitudes held toward English language learning and its culture. Students need to be on the alert as to the degree of availability and teachers' frequency and skill in using a fully incorporated teaching aid. Home conditions, in terms of educational support and encouragement should work in favour of acquiring the language.

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CHAPTER ONE

INTRODUCTION

1.1 Purpose of Study

1.2 English as a Foreign Language

1.3 The Status of the English Language in Bahrain

1.4 Factors Affecting the Use of English in Bahrain

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1.6 General Aims of English Language Teaching

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CHAPTER ONE

INTRODUCTION

1.1 Purpose of Study

The main purpose of this study was to carry out an investigation identifying some of the major environmental factors that may be influencing achievement of Bahraini learners of English as a foreign language.

No learning situation can escape the reality of being faced with a handful of problems which in turn form obstacles that undoubtedly hinder the objectives laid down from being fully achieved. Such a situation creates a need for these problems or rather factors to be identified in order that unnecessary difficulties which will arise within the learning framework could be overcome.

Difficulties facing the learning of English as a foreign language in Bahrain and elsewhere where the language is taught as a main school subject, have been attributed to numerous factors that affect the individual's linguistic capability in becoming fully successful in manipulating the linguistic components of that language. Other external factors have also been considered to be attributable.

Students' low level of achievement in English language in Bahrain has become inevitable and the standard will continue to decline unless some attempt is made to identify the causes and to suggest some practical solutions.

The fact remains that in spite of official awareness and some concern for analysing the real causes for students' improper handling of the language and their level of achievement, no serious studies have yet been attempted in this area so as to identify the causes which could propose solutions as a remedy to the problem. In this respect, it is realized that solutions are usually difficult to implement in practical terms. First it is important that both learners and teachers are made aware of the problem. Then solutions need to be proposed in terms of some learning or teaching strategies that will improve the standard of the learning of English not only as an additional school subject but primarily as a foreign language that needs to be mastered to a defined level of competency on the part of the learners.

The need for a remedy has become more urgent, particularly as the language continues to establish itself as an essential school subject mainly for those students who will be entering higher institutions and colleges where English becomes the medium of instruction for most subjects.

It is hoped that this study will enlighten all those involved in the process of English language teaching of the significant causes for Bahraini learners' present level of achievement. They should, in turn, become more aware of the problem, its causes and of its practical remedies and should then be better able to help improve the quality of English language learning in the state schools.

It is also anticipated that this study will prove useful to those who are concerned with improving the quality of learning of English in Bahrain. Its partial educational contribution to the system as a whole is hoped to be of some significant value.

1.2 English as a Foreign Language

The English language has, since the nineteenth century, become the most widely used international language. It is not surprising then to find that the total number of people who are currently engaged in some form of learning activities are beyond computation.

The English language has spread to such a degree that it is nowadays considered to be

> the official language of international aviation, and unofficially is the first language of international sport and the pop scene. (Broughton, et al. (1980) p.1)

The foreign language that has had most influence on a large number of Arab countries is undoubtedly English, particularly since the language is considered to be

> no longer the possession of the British or even the British and the Americans, but an international language which increasingly large number of people adopt for at least some of their purposes ... (Halliday, et al. (1964) p.293)

Due to the British Colonial power and the influential role that the English language played in many parts of the world, most of the

Arab countries were not exceptional in being made to accept the introduction of English into their own societies and gradually into their own educational systems. It is, therefore, undeniable to maintain that it was:

> ... the introduction of English to the indigenous peoples of British colonies which led to the existence today of numerous independent states where English continues in daily use. The instrument of colonial power, the medium for commerce and education, English became the common means of communication ... (Broughton, et al. (1980) p.2)

The growing demand for English in most Arab countries today has been mainly a result of their economic and technical needs and partially a result of some social and political necessities. Such a demand has subjected the language to continuous expansion.

Strevens (1980) stated that English is used in certain communities where there is a need for making contact with the outside world and to understand science. Such an international need for English has made the language a major requirement for those communities.

In most developing countries English has been considered to be a tool subject which caters for the economic and technological needs of the nation through which the English language is used for daily commercial communication with neighbouring firms and establishments. The technical or scientific demand for English is made more acute by the fact that many other languages, as claimed, are

> little equipped to handle the concepts and terms of modern sciences and technology. (Broughton, et al. (1980) p.3)

Furthermore, English can be used as a tool language catering for the technological and scientific needs of the industry and science without interfering with national aspirations or social culture of the individual. The reason for this is that:

> it is taught in schools, often widely, but it does not play an essential role in national or social life. (Ibid., p.6)

Strevens (1980) has given three possible reasons for the prestige English has gained as a widely recognised and used language by other communities.

> There are many possible reasons, of which these three may be crucial: (i) English is a borrowing language. ... (ii) At the same time it possesses a great range of values for the formation of new words. ... English, it would seem, is well adapted for development and change. (iii) English is the language in which has been principally conducted the genesis of the Second Industrial Revolution. (pp.84-5)

It has been commonly accepted that English is one of the few languages that possesses the literature and the terminology to be incorporated into advanced scientific and technological studies.

If English is a valuable instrument for gaining access to the knowledge of the West, then one must not minimize its importance for international contacts. The language is in common use in a number of the ex-British colonies because it is believed to be the language of today's technology and it is most suitable for their external contacts.

The teaching of science through English, as seen by Dakin et al (1968)

> would therefore not be likely to get involved in the controversy that goes on about the medium of instruction and the choice of a national language. It cannot threaten the integrity of a country's culture, since both the subject and the medium are imported and not indigenous. Of course in time this culture will change as a result of scientific and technological progress, but that is another matter. ... the approach to English teaching advocated here meets the immediate needs in providing the means of furthering their progress without offending national susceptibilities and without compromising the movement towards cultural integration. (p.175)

An older learner who studies English as a foreign language may have his own reasons for studying the language. According to Broughton, et al. (1980), he may have

> a clear instrumental intention, he wants to visit England, to be able to communicate with English-speaking tourists or friends, to be able to read English in books and newspapers. (p.7)

Wilkins (1972) described a foreign language learner as a person who is perpetually in need of the language so as to make contact with a community other than his own. Hence the development of English and its dominance in the Arab world, particularly in the Gulf states, has become a major educational priority because the need for the improvement of English language teaching has arisen. A large number of school leavers and students wishing to pursue their studies are unfortunately not equipped with a competency in English that will enable them to succeed in coping with the language command needed for higher education or even for employment. This situation has brought

a need for establishing English language centres that are presently attached to most Arab universities. Students wishing to pursue their post-secondary education abroad or even at their own local universities are normally required to undergo intensive language courses before being officially accepted to pursue their degree courses.

The significance of English as an essential foreign language has made it necessary to incorporate it into the educational system, not only as a foreign language taught alongside the mother tongue but as one of the main school subjects. One would not then be surprised to see that

> more teaching hours are devoted to English in the classrooms of the world than to any other subject of the curriculum. (Broughton, et al. (1980) p.11)

1.3 The Status of the English Language in Bahrain

In Bahrain, English is the only foreign language that has had a significant impact both economically and educationally. It continues to play an important role in the country's commercial and industrial development, and it is the only foreign language that is mostly used significantly outside the government sector. The fact that two main newspapers are published in English and a television channel together with a radio station are devoted entirely to broadcasting English programmes, not to mention others in other Gulf states, has made the language an influential and accepted segment of the individual's daily life.

The language is, nowadays, in great demand by a number of employers whose recruitment of new Bahraini employees is very much based upon their standard in both spoken and written English. This situation is largely evident outside the government sector.

1.4 Factors Affecting the Use of English in Bahrain

Both the role and the use of English in Bahrain have been influenced by a number of factors. The first group of these is political. Bahrain has always been a link between the West and the East and this has led to the country being occupied by a number of Western powers because of the country's strategic position in the Arabian Gulf.

Bahrain fell under the British colonial rule in the nineteenth century and this relationship was strengthened by agreements made in 1861 and 1892 which contained a condition that:

> the Bahraini Government will on no account enter into any agreements of correspondence with any powers, other than the British Government.
> (Al-Zayani (1977) p.90)

Since the country was gradually gaining a reputation of becoming a producer of oil, Britain had felt obliged to take control of the country's defence and foreign policy. Bahrain gained its independence on August 16th 1971 but there still exists some mutual friendship and cooperation between the two countries. Wilkins (1974) stated that

> Usually for historical and political reasons, particular languages may be regarded with great favour or great hostility. English for example, is often better learned in those parts of the world where there has been fruitful collaboration for many years than in those countries where the political power of the English-speaking world for more than a century is somewhat resented. (p.48)

During the colonial period the British needed clerks, translators and representatives for their contacts with the government and the people of Bahrain. This led to the education of a cadre of 'bilinguals'. Their competency in the language enabled them to play an influential role in the relationship between Britain and Bahrain and thus enabling the English language to become fully established as an important economic language in Bahrain.

The commencement of oil production in 1932 attracted groups of Americans, British, and other nationalities to seek employment in Bahrain. The Bahraini people found that in order to communicate with foreigners, English was indispensable. Lott (1971) gave four categories of countries where English is used for specific purposes. Bahrain falls into the third category in which:

> English is affected by overseas aid. ... English is recognized as more than a foreign language but less than a medium of instruction. (p.12)

Bahrain soon developed into an important market for British products. Here the tool for communication was certainly English. As more and more people began to pick up English, they also bought British goods because they preferred to buy things they knew something

about, or had read about through a familiar language, as opposed to goods produced by non-English speaking nations.

Social factors were also important. Many British people took up posts in government circles as directors and advisers, whilst in the private sector in such positions as managers, engineers, and supervisors. This, plus the increase in the number of English speaking Indians in hospitals, and in the private sector, caused English to spread rapidly. It was, and still is, the only foreign language which is used officially, often for written purposes, in hospitals, banks, the airport, supermarkets, factories and other commercial establishments. Harding (1967) maintained that:

> We cannot close our eyes to the fact that industry and commerce are crying out for more personnel capable of speaking foreign languages. ... Their requirements are not simply for highly skilled professional translators and interpreters, but for men and women at all levels of industry who are capable of using a foreign language in the course of their work. (p.28)

The Arabic language has remained, and seems likely to remain the official language of the state. With its well established tradition, Arabic is the mother tongue of almost all the Bahrainis. It is the language of Islam; the religion of almost all the country's population. It is the medium of instruction in all the government schools with the exception of a few private schools where the Arabic language is taught either as a second language or even sometimes as a foreign language.

1.5 English in the Educational System

English is the only foreign language that is studied as a compulsory school subject. Students start learning English in their fourth primary year and continue learning the language throughout their formal education. English is introduced as a medium of instruction at the higher level where, as pointed out earlier, most college courses are taught in English, particularly to those students who are either scientifically or technically orientated.

The rapid growth of industry and commerce has led to the recognition of English as one of the main school subjects. The fact is that knowing English reasonably well forms an access to better paid employment. Being able to speak and write English is always a prime requirement that both local and foreign employers demand from their employees. The result has been a need to improve the learning and the teaching of English.

In an attempt to promote the quality of teaching, most English language school textbooks have been replaced with ones which reflect the local needs of the community and which approach the language through up-to-date teaching techniques.

1.6 General Aims of English Language Teaching in the State Schools

In addition to general educational objectives stated for all types of curricula in the state schools, the teaching of English as a foreign language specifically aims to provide students with the

following language skills:

A. ... to learn English and to keep the motivation alive throughout their learning experience.

B. to cultivate in the pupils, an ability to appreciate and to use a style of critical thinking that will help them to operate effectively in the English medium.

C. to provide the pupils with the most effective possible English language instruction.

D. ... to help pupils to follow courses of vocational training during and/or after their school studies, if they intend to do so.

E. to provide those students ... with a suitable knowledge of various aspects of the English language that will enable them to continue their studies in this medium.

F. to help all students to share more fully in the rapid growth of knowledge.

G. to give opportunities to all students to acquire a measure of wider cultural understanding. (Ministry of Education (1981a) pp.3-4)

1.7 The Place of English in the Educational Levels

English is taught in all government schools; starting from the fourth primary year and continuing to the tertiary level. The teaching of English differs from one stage to another; there being a different set of aims for the teaching of English for each level of education.

The educational system in Bahrain is divided into four levels. These are as follows:

Primary	(Age ranges from 6+ to 11+)
Intermediate	(" " " 12+ to 14+)
Secondary	(" " " 15+ to 17+)
Tertiary	(" " " 18+)

1.7.1 The Place of English in the Primary Level

English is introduced in the fourth primary year in Bahrain while in some Gulf states the language is delayed to the intermediate level. English language is a compulsory school subject for all primary students.

Stern (1963) stated that the learning of a foreign language should be provided for all children and that it is:

> not something reserved for the gifted but a normal educational experience for the ordinary child. (p.15)

The teaching of English at the primary level aims to provide the pupils with the following skills:

- listening with understanding to simple spoken English.
- speaking simply everyday, conversational English with proper stress, intonation, pronunciation and fluency.
- reading with understanding the assigned texts, supplementary readers, and other material for the same level.
- writing.
  a. from left to right and up to down with proper letter formation print to start with and later naturally joined.
  b. writing simple statements and questions.

(The Ministry of Education (1981a) p.4)

1.7.2 The Place of English in the Intermediate Level

Students are admitted to the intermediate level after having successfully completed the sixth grade of the primary level or its equivalent. On successful completion of the intermediate level, the students are awarded the Intermediate School Leaving Certificate.

A pass in English language is essential for a student to be promoted from one stage to another. A re-sit examination in one or two subjects, has been introduced into the system and this includes English. Both Arabic and English share an almost equal number of periods. The teaching of English at this level builds on the subject matter taught at the primary level. Students are taught the language in order to reach the level required for secondary education. It is also aimed at ensuring that each pupil, within his or her own perceptive capabilities,

> has gained a reasonable mastery of the four integrated language skills and has understood the language in relation to the basic non-lingual concepts involved. (Ministry of Education (1982a) p.2)

The above specific aims of teaching English as a foreign language in Bahrain seek to achieve the four integrated language skills at the intermediate level which are as follows:

1. listening with understanding to a variety of voices with the aid of recorded materials.
2. speaking correct English with proper stress, intonation, pronunciation and fluency utilising the limited vocabulary and structural items taught.

3. reading the assigned texts, structural readers and other materials of the same level.

4. writing guided composition and exercises.
(Ministry of Education (1982a) p.2)

1.7.3 The Place of English in the Secondary Level

Students who have obtained their Intermediate School Leaving Certificate or its equivalent can enter a secondary school. The stage is of three years' duration and is divided into the following sections:

1. General
   a. scientific
   b. literary
2. Health
3. Commerce
4. Technical

In accordance with the five-year plan for secondary education, other branches of study will eventually be introduced. These are:

Hotel and Tourism, Home Economics, Printing, Hairdressing and Animal and Agricultural Health.
(Ministry of Education (1981b) p.12)

A student who successfully finishes the first year of the general secondary school may choose to enter either the scientific or the literary section.

A student who passes the final year examination is awarded the General Secondary School Certificate; commonly known as the Tawjiheah.

The teaching of English in the general secondary school aims to reinforce and add to the knowledge of English already acquired by the students. Emphasis is laid on the development of language skills namely listening, speaking, reading and writing.

In general, learning English will make students become fully acquainted with the type of language needed for:

1. communication with foreigners
2. employment where some knowledge of English is required.
3. higher education
4. travelling abroad.

Rivers (1968) stated four aims of teaching a foreign language in a situation similar to that of the secondary schools in Bahrain. She listed aims in

- teaching more about the nature and functioning of language,
- teaching students to communicate in a foreign language,
- developing understanding of the people with whom one wishes to communicate,
- and teaching students to read all kinds of material fluently in the foreign language. (p.11)

The following three specific aims for the teaching of English to students in the literary section reflect the importance of learning English for its literary benefits. These aims are to

1. ... acquire further practice in the four language skills.

2. ... attain increased ability in the use of the language for communication.

3. ... acquire the habit of extensive reading and the use of libraries for self-education.
(Minsitry of Education (1980) p.1d)

The following aims of the teaching of English to students in the scientific section reflect the importance of learning English. Students are taught the language in order to:

- be introduced to common vocabulary and structures employed in scientific English.
- study short passages based on scientific topics and gain familiarity with scientific terminology.
- develop oral, reading and written skills related to scientific material.
- proceed to scientific studies in further education, or (to) enter employment in which some scientific knowledge is required. (Ibid., p.1e)

The study programme in the Health Section is aimed at enabling students to take nursing as their future careers. Emphasis is laid on the study of science. The teaching programme for students in this section is similar to that in the scientific and the literary sections. The only difference is that two hours a week are devoted to the teaching of English for special purposes which constitutes an additional language learning activity.

Students who successfully complete their intermediate education may enter the commercial section. Students with a satisfactory standard in Mathematics and English are preferred. On the successful completion of the third year final examination, a student is awarded the Commercial Secondary School Diploma. Some selected students may sit for external examinations in commercial and English language subjects.

Since the beginning of 1970, Bahrain has witnessed a rapid commercial growth. A large number of banks and commercial firms have been opened. Hence one of the urgent priorities of the English Advisorate in the Commercial Directorate has been to equip commercial school graduates with the language ability to handle commercial English needed for employment.

The role of English language in the Technical Section is more than a foreign language as is the case in general secondary schools. Most technical subjects are studied through the medium of English and the students are required to take their technological subject examinations in English.

The aim of teaching English is to make a technical school graduate competent enough to understand oral instructions and explanations from an English-speaking instructor and to take technical notes. The more able students are required to pass City and Guilds examinations in their chosen field of study. A further aim of teaching English is the provision of the necessary technical language skills for those students who will continue their higher education in a technical college where the medium of study is English.

Garwood (1970) suggested an appropriate aim for teaching the language in such a situation:

> To teach the technical students English relevant to his studies, one must identify the kind of situation with which he is likely to be confronted in his classes and in his textbook. One must then look at the language commonly used in these situations and to develop his mastery of the linguistic skills appropriate to them. (pp.107-8)

In short, what matters is how to link teaching objectives with students' needs for a more related technical language.

1.7.4 The Place of English in the Higher Level

The three main colleges offering courses in higher studies are: Gulf Polytechnic, College of Health Sciences and University College of Bahrain.

Gulf Polytechnic was founded in 1968 to provide post-secondary education in a variety of technical and commercial fields. The Polytechnic plays a significant role in the field of technical and commercial training not only for Bahrainis but also for citizens of other Gulf States particularly students from Oman, Qatar and the United Arab Emirates. The medium of instruction is English. The English language unit has the responsibility for teaching students the type of language that will enable them to pursue their Polytechnic studies. The unit

> develops students' basic competence in English and assists them in acquiring the specific language skills needed for the successful study of their chosen disciplines. (Gulf Polytechnic (1982) p.17)

Pre-entry students undergo a one year orientation programme in basic subjects related to their future technical or commercial training. Approximately nine hours a week, out of the total teaching programme, are allotted to the teaching of English.

The College of Health Sciences was founded by the Ministry of Health in April 1976. The College aims to train citizens primarily for a number of medical professions. It does not aim to train them to become doctors. The medium of study is English. The department of

English carries out intensive language courses to help students achieve the following necessary language skills for their medical careers:

i) interview patients concerning family background, health history and current symptoms.

ii) give instructions to practical nurses or to colleagues.

iii) read patients' charts, operative summaries, or instructions pertinent to work.

iv) comprehend live or taped lectures on topics related to health science.

v) outline and summarize journal articles, textbooks assignments.
(Ministry of Health (1979) p.43)

The general aim is to teach English for medical purposes; that is:

> to improve student skills in listening, speaking, reading and writing in English in order that students can communicate freely through the medium of English and follow successfully College courses.
> (Ministry of Health (1981) p.24)

University College of Bahrain was established in September 1978. Its programmes lead to the award of the following degrees:

i) Bachelor of Arts (B.A.) for study in the humanities and social sciences.

ii) Bachelor of Science (B.Sc.) for study in the natural sciences.

Most students, on entry to the College, undergo a one year intensive preparatory programme. Only a few selected students are accepted directly into the first year of the degree programme. Twelve

hours a week are devoted to the teaching of English language in the two semesters of the preparatory year. Nine hours a week are recommended for students intending to enrol for the B.A. degree programme in Mathematics.

The department of English offers courses in English language and literature leading to the degree of B.A. in English Language and Literature, and in the Teaching of English for those who wish to qualify to teach in secondary schools.

The College also offers a one year postgraduate diploma course in Education (PGDE). The course is offered to B.A. and B.Sc. holders or any equivalent degrees from any recognised university.

> The programme is designed primarily to train secondary school teachers and to help them acquire the necessary experience and skills for their careers.
> (University College Bahrain (1981) p.13)

Holders of the B.A. degree in English language wishing to study for a Postgraduate Diploma in Education take courses in the study of English plus two courses dealing with methodological principles of language teaching. They also take preferred courses in education.

English language also plays a fundamental role in a newly established university known as Arabian Gulf University.

The trend that the writer wishes to show here is that there is a greater demand for and supply of English at the higher educational

level than there is at the secondary level.

1.8 The Need for this Study

The need for this study arises from the fact that the majority of Bahraini students in their learning of English as a foreign language do not usually succeed in acquiring the language to a reasonable standard that is acceptable both for employment or for higher studies. Secondary school students are normally required to undergo a one year intensive language course on their entry to higher education. Others, who seek employment in a place where English is essential, are usually asked to improve their spoken and written English in order to gain promotion at work. Such a situation necessitates the need to examine the causes for the phenomenon that after having learned English for about nine years, a large proportion of learners of English as a foreign language fail to achieve the mastery of the language to a level required for studying higher educational courses through the medium of English or that of employment.

This study sets out to seek an answer behind some of the causes for students' failure in English language and to find out why some succeed while others fail.

1.9 Limitations of the Study

This study was limited to the identification of a number of environmental factors currently influencing students' level of achievement in English language. The measurement of other variables was beyond the scope of this study. The researcher limited his investigation to the measurement of the influence of environmental variables on third year secondary school students because:

- the factors studied here are believed to exert more influence on students' achievement than others.
- the factors studied here tend to be controllable type of variables in that changes in the learning-teaching strategy will lead to direct improvement of achievement measures.
- achievement of third year secondary school students would normally determine their eligibility for post secondary courses or for employment.
- the factors studied here tend to reside in students' own socio-psychological milieu and thus were focused on from such a perspective.
- students themselves, as well as their own socio-psychological background, are believed to be the core of the problem which is worthy of attention.
- when factors residing in students' socio-psychological setting are fully accounted for, the learning conditions will subsequently become better in terms of achieving a better learning standard.

CHAPTER TWO

DESIGN OF THE FIELD WORK

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CHAPTER TWO

DESIGN OF THE FIELD WORK

2.1 Rationale

This study is aimed at measuring the influence of a number of environmental variables on students' level of achievement in English language in Bahrain. The following are its objectives:

- To identify those environmental factors which are currently influencing students' level of achievement in the subject of English.
- To examine the extent of applicability of attitudinal and motivational variables, normally associated with their prediction of achievement in second language situations, to an EFL context.
- To identify other related factors and to develop guidelines and practical recommendations in order to become aware of the means by which learning conditions and students' level of achievement in the subject matter are improved.
- To suggest steps for further research in related fields.

2.2 Hypotheses

The following null hypotheses have been formulated:

H.1 There is no connection between students' level of achievement in English and parental educational background.

H.2 There is no connection between students' level of achievement in English and father's professional background.

H.3 There is no connection between students' level of achievement in English and degree of parental encouragement.

H.4 There is no connection between students' level of achievement in English and their attitudes toward the learning of English as a foreign language.

H.5 There is no connection between students' level of achievement in English and their attitudes toward the learning about a foreign culture.

H.6 There is no connection between students' level of achievement in English and their integrative motivation for learning English language.

H.7 There is no connection between students' level of achievement in English and their instrumental motivation for learning English language.

H.8 There is no connection between students' level of achievement in English and their motivational orientation.

H.9 There is no connection between students' level of achievement in English and their commitment to learning English.

H.10 There is no connection between students' level of achievement in English and their functional use of the language.

H.11 There is no connection between students' level of achievement in English and their preparation for school examinations.

H.12 There is no connection between students' level of achievement in English and their perception of the availability of audio-visual aids.

H.13 There is no connection between students' level of achievement in English and their perception of teachers' frequency of the use of audio-visual aids.

H.14 There is no connection between students' level of achievement and their perception of their teachers' skill in using audio-visual aids.

H.15 There is no connection between students' level of achievement in English language and their opinions about their English language teachers.

2.3 Sample Selection

This researcher has administered his research instrument on three types of respondents. These were as follows:

a) Third year secondary school students. A total number of 353 respondents were initially derived from the population target. The sample included both male and female subjects with representation from the four broad sections of the curriculum (Arts, Science, Commerce and Technical).

b) Teachers of English in the secondary schools. A total number of 100 questionnaires were administered to a voluntary sample of teachers. This included both male and female respondents.

c) A total number of thirty-two interviews were conducted with respondents who hold key positions in the area of teaching English as a foreign language in Bahrain.

The questionnaire administered to the students' sample (given in Appendix A) formed the main instrument of the study. Students' responses to the items of the questionnaire were statistically analysed in order to determine their degree of influence on students' level of achievement in English language.

Third year students were chosen for the study because it is believed they are the ones whose standard in English language will determine their eligibility for pursuing post secondary education or for seeking the type of employment that usually requires a reasonable command of English. The students chosen for the study were at the age of 17+ and were thus regarded as having reached mature years at which they are able to comprehend the content of the questionnaire. This selected sample of students has been exposed to foreign language learning for an approximate period of nine years. Hence they necessarily would have experienced the effects of environmental variables in foreign language learning.

2.4 Student Socio-economic Background

The socio-economic background of the selected sample of students varied in respect of their urban and rural environmental backgrounds. Every secondary school in the country is believed to include both urban and rural types of students. This belief is commonly accepted if we take into consideration the fact that schooling to any type of state secondary levels is made accessible to both urban and rural students. Hence the sample selected for this study is assumed to have represented a reasonable cross-section of the community at large, but the truth remains that no measurement was used to test the validity of this claim.

2.5 Validity of the Student Questionnaire

A test instrument employed in any piece of educational research must be a valid measuring tool. Before applying a test, it is important to examine the extent of its validity. Pidgeon and Yates (1968)

defined a valid test instrument as that which, 'demonstrably measures what it was intended to measure' (p.61) and that it is, 'the extent to which it has been designed' (p.66).

Content validity was used by the researcher as a statistical measurement of the validity of the student questionnaire. This technique of validity measurement, 'refers to the degree that the score or scale being used represents the concept about which generalizations are to be made' (Bohrnstedth (1970) in Gardner and Gliksman (1982) p.193).

Fact validity, defined as the extent of, 'the acceptability of a test', (Pidgeon and Yates (1968) p.68) was also used.

A third technique of validity measurement was used during the researcher's carrying out of the field work. This third validity term referred to as face validity is used when a test, 'appears, on inspection, to be measuring the qualities it intends to measure' (Moore (1977) p.32).

To determine both the content validity and the fact validity of the student questionnaire, the following steps were taken:

- The English version of the questionnaire was translated into Arabic because the selected sample of students that the researcher had in mind are believed to be still encountering problems in reading and understanding a questionnaire written in English and which may lead them to miscomprehend the meaning of the items and consequently respond incorrectly.
- The translated version of the questionnaire was checked by some

of the researcher's colleagues at University College Cardiff and the final version of the questionnaire was thoroughly rechecked for its correct Arabic structural forms.

- The questionnaire was examined by a number of jurors in order to determine the degree of its validity. These jurors (Appendix B) comprised six of the researcher's colleagues at University College, Cardiff, including in particular the researcher's statistical adviser. The content of the questionnaire was checked by the jurors who agreed unanimously that the questionnaire was valid in content and that it could be deemed to measure what it intended to measure.
- A last step in ascertaining the validity of the student questionnaire was taken during the pilot and the main studies when both students who took the questionnaire and the teachers who administered it in the main study expressed their views that they faced no difficulty in following the instructions given for each section of the questionnaire and that the whole test was simple and clear with no ambiguities.

2.6 Reliability

Reliability is a term that is used in educational research to refer to the internal consistency of the test in that it will obtain the same results if tested again. A number of statistical methods are commonly used in the measurement of the degree of reliability of a test instrument. Three of these common methods are Test-retest Reliability, Split-half Reliability and Parallel-form Reliability.

2.7 Reliability Method Used

A method similar to that of the split-half reliability was used. This involved the insertion of one single repeat item, contextualised in different structural patterns, to most sections of the questionnaire. The scores for these repeat items were then calculated for their degree of reliability or rather the internal consistency of the research instrument.

2.8 Data Collection

The following steps were followed by the researcher so as to collect the data required for this study.

2.8.1 Step A

The researcher first approached his present employer, University College of Bahrain for a letter of introduction to the Assistant Under-secretary for General, Technical and Vocational Education who in turn forwarded a letter of introduction to the Director of Intermediate and Secondary Education. The researcher was then able to obtain a letter of introduction and permission to visit the secondary schools. On receipt of the letter of introduction, the researcher first approached all the state secondary schools in order to obtain lists of all third year students because such lists were still not made available by the Superintendence of Statistics at the Ministry of Education.

Students in the Health Sciences section were excluded from the selection procedure due to some administrative constraints.

The total number of third year students, in all secondary schools, is given in Appendix C, together with their section specialisation.

Excluding the seventy-two students (male and female) already selected for the pilot study plus the fifty-six students of the Health Sciences meant that the population on which the random selection technique was applied was 3,408 in total. The selected sample of students from each school is given in Appendix C. The random technique for obtaining a sample meant that, 'all members of the population had an equal chance of being selected' (Borg and Gall (1983) p.241). The application of this statistical technique for obtaining a random selection of subjects has also enabled the researcher to gain a sample comprising 10% of the target population.

The distribution of the selected subjects according to sex is given in table 2.1 and the distribution of the selected subjects according to their sections is given in table 2.2.

TABLE 2.1: Distribution of the Selected Subjects according to Sex

Sex	Number of Students
Male	161
Female	166
Total	327

TABLE 2.2: Distribution of the Selected Subjects according to Sections

Sections	Sex	Number of Subjects	
Arts	Male	11	
	Female	23	
	Total	34	34
Science	Male	40	
	Female	69	
	Total	109	109
Commerce	Male	75	
	Female	74	
	Total	149	149
Technical	Male (only)	35	35
TOTAL			327

The total number of students on whom the questionnaire was administered was 327 out of the intended number of 353. This means that a total number of twenty-six questionnaires of heterogenous subjects were not accepted for the following reasons:

a. The subject forgot to put down his or her name which meant that the researcher was unable to trace the subject's achievement result.
b. There were a large number of unanswered items.
c. Some of the questionnaire sheets were missing.
d. The respondent showed inconsistency and carelessness in filling out the questionnaire.

2.8.2 Step B

The student questionnaire was first administered on a selected sample of students from both East Rifa'a Secondary School for Boys and

West Rifaa Secondary School for Girls. This was primarily intended as a pilot study.

2.8.3 Step C

One hundred copies of Teachers' Questionnaire (Appendix D) were distributed to a voluntary sample of teachers from the nineteen selected secondary schools. Table 2.3 gives the number of teachers who filled out the questionnaire.

TABLE 2.3: Number of Teachers who filled out the Questionnaire

Distributed	Received
100	96

2.8.4 Step D

Thirty-two interviews (Appendix E) were conducted with the following type of respondents: (Appendix F)

- Senior teachers of English language in secondary schools. These included both sexes.
- English language advisers and curriculum specialists in the English language advisorate at the Ministry of Education.
- English language instructors at both the University College of Bahrain and the Gulf Polytechnic.
- One professor and one assistant professor in English language at the University College of Bahrain.
- Bahraini English language teachers who were formerly employed by the Ministry of Education.

2.8.5 Step E

At the end of the researcher's collection of the data a letter (Appendix G), from the researcher, was posted to each of the nineteen secondary schools thanking the school administrators and the Department of the English language for their assistance and cooperation with the researcher during the fieldwork.

2.8.6 Step F

Students' responses to the items of the questionnaire were correlated with their achievement measures obtained from the students' results in the First Semester English Examination of the academic year 1983-84. Copies of the examination papers can be seen in Appendix H.

No alternative proficiency tests were designed by this researcher for a number of fundamental reasons. First, this study endeavours to examine the influence of a number of environmental variables on learners' achievement in a foreign language and not on their proficiency attainment. Second, the subjects were selected from four different study groups which meant that they are of four different linguistic backgrounds. The design of an achievement test would entail the design of four different sets of achievement tests to groups of learners whose school linguistic attainment, particularly that of three sections, the researcher had no previous teaching experience. Hence he had to rely on the school achievement tests because it was felt that they were designed by examiners who were well aware of the type of school examination that measures the range of language skills in which the students were used to being measured. It was also felt that the

examiners had greater familiarity with the type of linguistic components that match the laid down teaching objectives.

2.9 Data Analysis

As previously stated (p.26), three sets of test instruments were used for collecting the data required for this study. These included both the student and the teacher sets of questionnaires together with the conduct of a number of interviews.

2.9.1 Data Analysis Techniques

For the student questionnaire which forms the main measuring tool of the present study, the following two statistical techniques were adopted.

- Analysis of variance: A one way analysis of variance was used to test the first two null hypotheses.
- The Pearson Product Moment Correlation Coefficient, r: This was used to test the rest of the formulated null hypotheses.

The two statistical techniques were also used in the further statistical analyses of the collected data.

Mean scores and standard deviations were used to analyse the teachers' questionnaire.

2.9.2 The Students' Measuring Instrument

The student questionnaire constituted the main measuring test of this study. Sections of the questionnaire covered the measurement of the following environmental variables:

1. Parents'/Guardians' Educational Level

Students were asked to choose one out of five alternative responses indicating each of their parents' or guardians' educational level.

2. Father's/Guardian's Professional Background

Students were simply asked to state their father's or guardian's job. Mother's professional background was excluded in this study because it was found out later that only twenty students indicated that their mothers were in employment. Such a limited number of responses would not yield any statistical significance. Students' fathers' jobs were then classified in accordance with the categories of jobs given in Appendix I.

3. Degree of Parental Encouragement

Students indicated on a 3-point rating scale (items 5, 6 and 7) and on a 2-point rating scale (items 8-15) the extent to which their parents encouraged them to study English. This was examined to see whether parents played any role in the students' desire and motivation to learn English.

4. Attitudes towards the learning of English as a Foreign Language

Students indicated on a five point scale their extent of agreement or disagreement with the benefits of English language learning. They were asked to respond to five positively worded statements indicating

their type of attitudes to the value of the learning of English as a foreign language.

5. Attitudes toward the learning about the English Culture

Four negatively worded statements and one positively worded statement were presented to the students. Again, on a five point scale the students were asked to indicate their extent of agreement or disagreement with learning about English culture. Their responses to the items would indicate the type of attitudes they hold toward the value of learning about an English culture.

6. Integrative Orientation

This asked the student to rate on a 5-point scale the extent to which each of four integrative reasons (items 26, 28, 30 and 32) for studying English was descriptive of his or her feelings. If the students are identified to be highly integratively motivated in their learning of English, they will then be placing more emphasis on the integrative value of learning English as a foreign language such as, for example, to learn more about or meet members of the target community. The higher the student's score on this measure, the more he or she is identified to be integratively oriented.

7. Instrumental Orientation

Again this asked the student to rate on a 5-point scale the extent to which each of seven instrumental reasons (items 27, 29, 31, 33, 34, 35 and 36) for studying English was descriptive of his or her feelings. If the students are identified to be highly instrumentally motivated in their English language learning, they will be then placing more emphasis on the utilitarian values of foreign language achievement, with no interest in its integrative value. The higher the student's

score on this measure, the more he or she is identified to be instrumentally oriented.

8. Motivational Orientation

The scale of this orientation index provided the student with the same eleven alternative reasons for studying English mentioned in 6 and 7. The students were asked to rank the eleven items as to their relevance for them personally. This measures the degree of both instrumentality and integrativeness for learning English. The higher the scores, the more the students are said to be motivationally oriented (both instrumentally and integratively) in their learning of English as a foreign language.

9. Commitment to Learning English

The alternative responses and the multiple choice statements developed here reflect the degree of commitment students show in their English language learning. Their commitment is measured through both an Index of Motivation to study English and their Desire to Learn it. The alternative responses of items 37, 38, 49, 50, 51 and 52 were on a 3-point scale while the multiple choice statements of items 39, 40, 42, 43, 44, 45, 46, 47, 48 were on a 4-point scale. The alternative response of item 41 was on a 4-point scale.

The statements of the motivational intensity scale included here measure the extent of work they do for homework, whether they are going to study English and make use of it in the future. The statements intended to measure their desire to learn English, on the other hand, deal with their preference for English over other school subjects, their eagerness to do the homework, their degree of attention in class and their overall interest in learning and using the language. The items

here focus more on measuring students' attitude towards learning English while the items of their desire to learn the language measure an actual effort being made in acquiring the language.

10. Functional Use of the Language

The thirteen items with alternative responses have been developed for the purpose of examining students' amount of use and contact with the language in its various articulated forms. All the items are on a 3-point scale except for item 65 which is on a 2-point scale. This item examines students' possible visit to an English speaking country where he or she would experience the language being manipulated in real communicative situations. The other twelve items (items 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63 and item 64) measure the amount of time students spend in developing their language skills through communicative and audio-visual sources both during and out of school teaching hours. The higher the students' score the more efforts they show in making use and getting into contact with the language more often.

11. Preparation for English Language Examinations

Four items are developed here to measure this variable. Items 66, 67 and 68 are on a 3-point scale while item 69 is on a 5-point scale. The items are intended to measure the extent of time students spend in preparing for their English language school examinations. The higher the students' score, the more effort they make in reviewing their lessons and previous assignments so as to be more prepared for their English language examination.

12. Perception of Availability of Audio-Visual Aids

This variable measures students' perception of a number of

audio-visual aids being made available in their school. All the aids were given a 3-point scale. The higher the students' score in this section, the more they are aware of certain audio-visual aids being made available for English language usage.

13. Perception of teachers' frequency of use of the audio-visual aids

The same audio-visual aids examined in variable 12 are listed here. Students are asked to respond to each audio-visual aid indicating their teachers' frequency of use of each. All the aids are of a 4-point scale. The more the students' scores the more they are aware of certain audio-visual aids being frequently used by their English language teachers.

14. Perception of Teachers' Skill in Using Audio-visual Aids

The same audio-visual aids are listed here again. Students are asked to respond to each aid indicating the extent of their English language teachers' skill in using the aid. This variable tends to be of an attitudinal measuring nature. Here again the items are of a 4-point scale. The more the students' scores the more they are said to have developed positive attitudes toward their teachers' skilfulness in using the aid for teaching the language.

15. Students' Opinions about their English language Teachers

Six statements with three alternative responses asked the students to indicate the type of attitudes they hold toward their English language teachers. All the items were of a 3-point scale. The higher the students' scores, the more they considered their teachers to be concerned with their progress, competent, hard working, ready to help, happy in schools and deserve the respect of their students.

2.9.3 The Teachers' Measuring Instrument

Most of the variables included in the teachers' questionnaire were similar to those included in the student questionnaire; except for the following:

Academic and Professional Background. This section of the questionnaire was simply intended to examine the type of qualifications the respondents held and the nature of their academic background. The respondents were asked to tick or list their qualifications, training courses and the subjects they studied during both their teacher education programmes and their in-service training. The more their academic qualifications and experiences were seen to be of TEFL or TESOL orientation, the more they can be considered to be of suitable professional qualities.

Professional Enlightenment. This variable measures the extent teachers of English are keeping themselves professionally up-dated. Six items are included here. Item 52 is of a 4-point scale while items 53, 54, 55, 56, and 57 were of a 2-point scale. Item 58 was in two parts. The first part was of a 5-point scale which examined respondents' extent of agreement or disagreement to the idea of an EFL organization or association being established. The second part of the item examines whether an EFL organization or association should be made compulsory or optional.

The higher the respondents' scores to items 52, 53, 54, 55, 56 and 57, the more they are said to be keeping themselves professionally

up-dated. Item 58 was analysed separately because it examined a different aspect of professionalism.

Job Satisfaction. The four items included here reflect the extent teachers of English are satisfied with their teaching profession. Items 59, 60, and 61 are negatively worded; excluding item 62. They are given a scale of 5-points. The higher the respondents' scores, the more satisfied they tend to be in their teaching profession.

Professional Motivation and Interest. Again four items were developed here which examined respondents' motivation and interest to English language teaching. All the items were of a 5-point scale. The higher the respondents' scores, the more they find teaching an interesting and enjoyable profession.

Teaching Objectives and Course Content. All the items developed here were of a 5-point scale except for item 69 which was of a 3-point scale. The items reflect respondents' awareness of a number of issues related to their teaching objectives and course content, and whether they work in favour of learners' linguistic needs and interest. The higher the respondents' scores, the more they are aware of and familiar with their teaching objectives and course content which were set in accordance with learners' linguistic potentialities and communicative needs. Each item was analysed as a separate variable.

Educational Variables. The five items developed here and which were all of a 5-point scale examined a number of variables existing within the educational context. These were thought to be adversely

influencing the quality of teaching English as a foreign language. Items 82 and 83 were negatively worded. Each item was analysed separately. The higher the score on each item, the more the respondents tend to be favourably oriented toward the variable.

Perception of Availability of AVA's and Their Frequency of Using them. Section 12 of the teacher data was in two parts. The first part examined the extent of audio-visual aids being made available to teachers of English in Bahrain secondary schools. The second part measured their frequency of use of audio-visual aids listed in the first part. All the items were given a scale of 4. Besides the analyses of the variability of the audio-visual aids, each teaching aid was analysed separately. This was basically intended to examine respondents' degree of perception of the availability variable and their frequency of use of each separate aid.

The Issue of Bilingualism. Six items examined respondents' extent of agreement or disagreement with a number of items related to the issue of bilingualism. This would reflect teachers' attitudes toward the possibility of having encouraged and introduced learners to a bilingual type of schooling and the effect this would have had on learners' linguistic competency to pursue higher education through the medium of English. All the items were of a 5-point scale. Each was analysed separately because each reflected one aspect of bilingualism. Items 90 and 91 were negatively worded. The higher the respondents' scores, the more they tend to be positively oriented towards introducing learners to a bilingual or partial-bilingual type of education before undertaking higher educational courses through the medium of English.

2.9.4 Interviews

The interview questions were intended to find out the respondents' reactions to the items which cover the various elements included in both the student and the teachers' questionnaires. Their responses were then used to support the findings of both the student and the teacher data.

CHAPTER THREE

FACTORS AFFECTING THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE I

3.1 First Language Acquisition and Foreign Language Learning

3.2 Psychological Variables and Second or Foreign Language Learning

3.2.1 Age as a Variable

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CHAPTER THREE

FACTORS AFFECTING THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE I

3.1 First Language Acquisition and Foreign Language Learning

A child's acquisition of his first language and his unconscious development of the language are determined by the fundamental role played by the presence of internal and external factors. A variety of views concerning the issue have evolved as a result. Ingram (1975) maintained that the extreme environmentalist has taken the position that a child is a piece of raw material when he comes into the world and that it is the experiences which he undergoes that shape his individuality and skills. Ingram (1975) further maintained that this view is wrongly taken to be similar to a behavioristic type of theory of language learning.

A different position is that of the extreme nativist position which regards the child as a human being who

> comes into the world with very specific innate endowment, that is, not only with general tendencies and potentialities, but with knowledge of the nature of the world, and specifically with knowledge of the nature of language. (Ingram (1975) p.221)

According to Ingram (1975), there are others who disagree with these two extreme views of how a child acquires a language. These have adopted a different approach. They believe that children are not born with specific knowledge about the grammatical or phonological categories

of a language but they are in fact born with a potentiality for detecting the kinds of relationships that exist between these categories. This potentiality enables them also to comprehend and produce symbols and structures of symbols.

Before attempting to clarify differences between first language acquisition and second language learning, it is worth indicating what is meant by 'acquisition' and what is meant by 'learning'. The former is often associated with first language while the latter is associated with second or foreign language. Wilkins (1974) identified 'acquisition' to be a term that is used for a situation in which language is acquired as a result of natural exposure to language. The 'learning' of a language is understood to be a term that refers to a situation where exposure to the language is structured through teaching situations. In this respect, Ingram (1975) stated that acquisition of the first language takes place in an informal context, while learning a second language takes place in a formal context.

Children begin to acquire their first language before they are able to communicate. This acquisition of one's own language emerges at the same time in all children over the world. Aitchison (1983) stated that this language would differ from another in respect of its times of emergence and its different cultures which would lead to a variety of levels of language skills. Furthermore, Aitchison (1983) stated that children acquire the language unconsciously and that

> Nobody has ever taught a young baby to talk ... and from five or six months onwards it can 'babble' a number of the sounds needed in speech ... Two-word utterances,

> which are usually regarded as the beginning of 'true-language', begin just as a massive spurt in brain growth slows down. (p.80)

An infant gradually picks up the language by being engaged in numerous surrounding activities and from those everyday activities his mental and physical powers begin to develop. Harding (1967) considered this state of development is one in which a child gradually explores his environment and at the same time he learns to understand and to use speech.

A child's understanding of speech and his attempts to use speech himself causes him to proceed through several psychological and linguistic developmental stages in which the child

> learning his native language hears false starts and stops, hemming and hawing, baby talk, distorted speech, non-linguistic noise - and from this state of chaos characteristic of the so-called primary linguistic data, he develops linguistic competence, i.e. he constructs a grammar of his native language. (Belasco (1971) p.7)

A child follows such daily activities as eating, crawling and playing and during these his speech habits begin to develop. His natural utterances are a result of hearing speech from his parents, brothers, and sisters or from anyone from whom he hears speech at any time. He usually spends several hours daily in listening and practising speech and throughout his acts of speech development, he usually receives affection from his parents. Affection is an important psychological component that affects the development of the language and speeds it up. This important component does not exist in the second language learning

situation and learners' lack of affection will undoubtedly retard the process of learning. Dhaif (1983) stated that acquisition of a first language is a matter of possessing a tool for survival and that it is greatly influenced by strong positive motivational tendencies. It is clear from an examination of a child's development of a language that

> After the first two or three months of his life, during which his cries are determined solely by his physical needs, the infant passes through a stage of babbling, when he appears to be experimenting with his vocal organs. (Harding, op.cit., p.58)

Opportunities are always there for him to listen to speech and when he reaches the age of some twelve months, he tries making sounds himself. An important aspect of a child's attempts to use speech himself is that he is highly motivated to improve his performance in the language. Harding (1967) considered a child's constant desire as a trigger for self expression and that his wants require him probably to understand more and to say more.

An individual's acquisition of his first language is regarded as a natural language learning situation. The act of learning is determined by the individual himself; although he may be encouraged to do so by people surrounding him. An important aspect of this natural acquisition is that the individual is not being forced throughout his language developmental stages.

The circumstances of first language acquisition then differ from those of second language learning. In this, Ingram (1975) stated that the child acquires command of a language because of being under

pressure to relate his knowledge of the language to the people around him and because of his need to develop his perception and understanding of the world. Throughout these developmental language stages, the child employs strategies which enable him to achieve a communicative ability compatible with his own cognitive potentialities. Mackey (1965) suggested that acquiring a first language is an inevitable process while second language learning is a special accomplishment that very few people succeed in mastering it.

Learning a language is considered to be one of the most difficult educational achievements for an individual because it

> requires the operation of an innate capacity possessed by all human beings and that this capacity will function most effectively when certain external conditions are met. (Wilkins (1972) p.177)

Ingram (1975) differentiated between second language learning and foreign language learning. She considered second language learning to be occurring in a formal learning situation and that it acts as a supplement to the informal learning whereas foreign language learning takes place exclusively in a formal learning situation.

In Bahrain, English language is taught exclusively in a formal context and thus considered a foreign rather than a second language. This state of English language teaching is most evident in Bahrain state primary, intermediate and secondary schools whereas at the tertiary level students are required to have acquired a better command of the language which enables them to pursue some of their post-

secondary courses through the medium of English. It is at this level of formal instruction that English is considered more than a foreign language.

The place of English in a large number of African and Asian countries is seen to be of a second language where it is used for any normal day-to-day social activities. However, where the language is used for certain purposes without it being the native language of the population, it is considered foreign by most of the people but as a second language to those who are in daily contact with the language.

First language learners tend to approach their acquisition of their mother tongue with favourable attitudes because of their unconscious development of a tremendous desire to communicate with people around them and share their social activities. Rivers (1964) maintained that a foreign language learner, on the other hand,

> must limit and restrict himself. His efforts at communication in the foreign language are frequently thwarted by his lack of knowledge, ... (p.103)

Furthermore, Gardner, R.C. and Smythe, P.C. (1975) stated that students in the classroom learn rudiments of a language which they may not have the opportunity to use in their social activities and that their parents may not be familiar with the language. This situation implies a need that has led to the investigation of the attitudes of the parents towards their child's learning of a foreign language. Their attitudes may either contain positive or negative traits that can help determine their child's success or failure in learning a foreign language.

Smith (1971) suggested that the parent who has experienced unfavourable attitudes with learning a foreign language is not likely going to recommend it to his children.

In foreign language learning situations, there are other elements that need to be examined fully besides the actual process of learning the language. These elements involve the contribution of the commitments of the educationalists and the syllabus planners to the learning as a whole. Their contribution is of vital importance if the learning is to succeed. If learning a language,'consists in acquiring command of a language to a level which is adequate for the communicative purposes of the individual,' (Ingram (1975) p.218) then an English language learner must achieve such competency in order to be able to use the language in its communicative contexts.

It has become widely accepted that the process of learning a second language is not so efficient if its success is compared with first language learning. Success in second language learning varies from one individual to another. Two learners may be exposed to similar learning situations but one may fail and will not be able to achieve the same terminal behaviour. He or she is considered as an under-achiever

> whose grade in a modern foreign language is at least one grade-point lower than his average grade in other major subjects. (Pimsleur (1964) p.115)

The fact is that poor learners of a foreign language are often seen to be blaming themselves for not possessing the linguistic capability

to acquire a foreign language or that they possibly do not have good musical ears which make them able to reproduce the sounds of the foreign language. Apart from the existence of differences between foreign and second language contexts, factors of psychological, social and linguistic nature were often found to attribute to learners' low level of mastery of the target language.

3.2 Psychological Variables and Second or Foreign Language Learning

Three of the most common psychological variables that were often measured for their degree of possible prediction of achievement or linguistic proficiency in the learning of a second or foreign language were age, language aptitude, motivation and attitudes. Each of these is now examined in the light of their influence on learners' proficiency skills and language attainment and to establish the extent of their constitution of adverse influence on foreign language learning situations that are of significant relevance to those in Bahrain.

3.2.1 Age as a Variable

The relationship between age and second or foreign language has been examined in a number of studies. These included those of Fathman (1975), Andersson (1960), Asher and Garcia (1969) and Schumann (1975). Among these was Mackey (1965) who summed up the most widely accepted view that the younger a person starts a second language, the better.

In most developed or developing countries, including those of the Middle East, the majority of the children start learning a foreign language between the age of 11 to 13. In Bahrain, however, English is introduced in the fourth primary year, when a child has reached the age of about 9+. It is important to examine whether this is a suitable age for Bahraini pupils to learn English or whether the language needs to be introduced alongside Arabic, right from the first primary year. To some, the idea of introducing a foreign language at an early age is very much favoured. Ingram (1975) argued that there is a popular notion that young children are somehow more talented at learning second languages than older children. But she went on to add that an

> air of disillusionment that has crept into reports on the teaching of second languages to children from the age of 6 to 8 indicate that there is no age at which learning is miraculously easy. (p.275)

Ann Fathman (1975) undertook a study in order to examine certain aspects of second language learning and age. An oral production test was tried on 200 non-native English speaking children. The purpose was to examine their production of standard English morphology and syntax. It was anticipated that analyses of the results would indicate if there was any relationship between age and

1) the rate of acquisition of certain English grammatical structures, and
2) the order of acquisition of these grammatical structures.
(Fathman (1975) p.245)

In the study, the children were divided into groups in accordance with their age; a young group aged 6 to 10 and an older group aged 11 to 15. The findings suggested that the group of older children learned the structures tested at a faster rate than the group of younger children. Also the older children performed better in the production of correct morphological and syntactic structures while the younger were superior in the use of correct English pronunciation. The linguistic outcomes of the test suggested that, 'certain aspects of the second language acquisition process change with age,' for example the rate of learning while others, 'remain constant independent of age.' (i.e. order of acquisition). (Ibid., p.251)

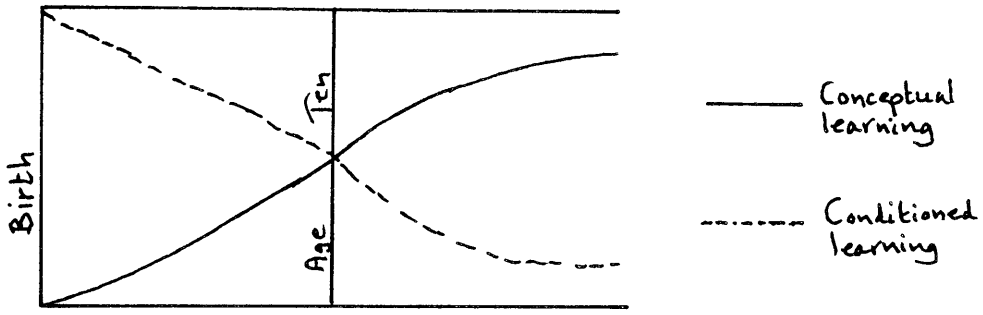
According to Penfield (1959), a child may acquire two or three languages simultaneously during the ideal period for language beginning but he may not be aware that he is learning three languages at all. Andersson (1960) pointed out that very young children are bound to forget what languages they pick up in their childhood unless they continue practising it to the age of ten or eleven. Furthermore, Penfield (1959) strongly believed that there is an age at which a child can learn more than one language and that there is a time for him to learn more than one language and that there is a time for him to learn several languages simultaneously, besides his own. Langer (1958) stated that there is a critical period in which a child learns a language for he was of the opinion that

> there is an optimum period of learning and this is a stage of mental development in which several impulses and interests happen to coincide: the lalling instinct, the imitative impulse, a natural

> interest in distinctive sounds, and a great sensitivity to 'expressiveness' of any sort. (in Andersson (1960) p.302)

Andersson (1960) believed that the whole act of learning is conditioned and that it is at its peak at birth, but then it begins to decline with age, while conceptual learning is at its lowest point at birth and increases with age. This is illustrated in Figure 3.1 below:

FIGURE 3.1: The Relation of Learning to Age



Source: Andersson (1960) p.303.

Andersson (1960) considered the age of ten to be approximately the dividing line and that before this age speech habits in the first language are not so fixed as to interfere seriously with the learning of new speech habits. Asher and Garcia (1969) compared Cuban children with the American children in respect of their pronunciation of some English sentences. Their study was aimed at knowing what the optimal age for a Cuban child was if he was to achieve a native-like pronunciation. Their data indicated that a Cuban child had the greatest probability of achieving a near-native pronunciation of English if he was six or younger or lived in the United States more than five years.

Results of both studies of Asher and Garcia (1969) and Fathman (1975) have indicated that the only possible linguistic area that young foreign language learners could be good at is pronunciation; in other words their acquisition of a foreign accent.

Schumann (1975) examined the effect of age as a variable in two useful arguments; the biological argument and the affective argument. The following is a paraphrased account of each.

3.2.1.1 The Biological Argument

Studies carried out by Penfield and Roberts (1959) indicated that when adults have difficulty in learning a second language that may mean their conception of a language was completed at the puberty of cortical lateralization in which language functions become localized in the left cerebral cortex and the former plasticity of the brain atrophies. Lenneberg (1967) stated that

> there is evidence that the primary acquisition of language is predicated upon a certain developmental stage which is quickly outgrown at puberty. (in Schumann (1975) p.229)

Lenneberg (1967) also pointed out that children whose difficulty in comprehension is caused by aphasia will not become permanent. If brain damage is incurred in the left hemisphere of children between the age of two and ten, the language learning can take place in the right hemisphere. After puberty, functions of the brain to acquire language become so fixed in the left hemisphere that if brain damage occurs after the age of fourteen, it will be virtually impossible for the brain

to transfer language functions to the right hemisphere. Thus, if a child's language acquisition is not fully completed before the age of puberty, it will become difficult for the learning process to develop any further.

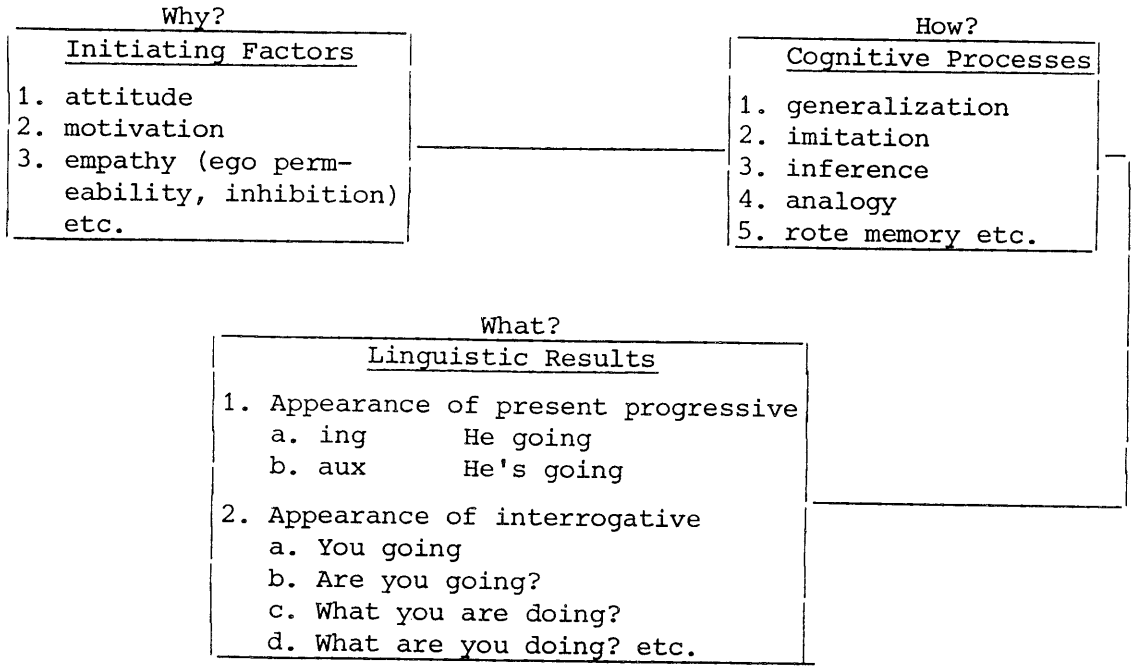
3.2.1.2 The Affective Argument

Curran (1961) argued that children acquire second languages more easily than adults because they are less threatened by the sounds of the new language and also because of their willingness to accept support from others. Curran (1961) stated that when an adult attempts to communicate in the new language he feels that his normal linguistic securities are undermined and

> he finds himself in a dependent state which he may resist. (in Schumann (1975) p.230)

Schumann (1975) presented a useful model to explain the issue of age in the learning of second languages. The model is given in Figure 3.2.

FIGURE 3.2: A Model of Second Language Acquisition



Source: Schumann (1975) p.231.

The model illustrates that if the initiating factors such as attitude, motivation, empathy are all in favour of learning the target language, the learner's cognitive processes will function to produce language.

According to the affective argument, it is claimed that children possess initiating factors that enable them to learn the language once they are exposed to it. Schumann (1975) maintained that as adults have reached a state of social and psychological maturation they tend to develop firm ego boundaries, attitudes and motivational orientations which place constraints on the initating factors and thus leading the cognitive processes to be blocked or at least inhibited

from operating in the target language exposure. Wilkins (1972) examined cases which advocated the notion of an early start in the learning of a second language. He gave the example of immigrant children being brought up by bilingual parents. These circumstances, as seen by Wilkins (1972), indicate that with adequate exposure children can become ambilingual. That is, being able to speak the two languages fluently and accurately. Wilkins (1972) considered teaching foreign languages in primary schools to be educationally desirable and since attitudes are usually formed at this age, the foreign language teaching will prevent the development of any tendencies towards ethnocentricity. Stern (1963) maintained that in private schools, in a large number of countries, a foreign language is introduced in the first year of children's schooling, as is the case with private schools in Bahrain. However,

> the results of this early foreign language learning were not impressive, and progressive educational thought tended to look upon this practice as an unnecessary burden for young children. (Stern (1963) p.11)

Stern also added that in most Asian and African countries a second language is introduced right in the first or second year of a child's education. The reason for this is not to introduce the child to an early start in learning a foreign language, but because the language is going to become the medium of instruction in the educational system.

The Modern Language Association of America (1959) favoured an early teaching of a foreign language in the primary level and that it

should be encouraged because a child

> is ready to learn, to listen, to communicate by the word of mouth, in playful and dramatic situations. With favourable motivation he is emotionally amenable to a second and even a third language. (in Stern (1963) p.22)

It is important at this stage to examine the extent of applicability of an early foreign language teaching in Bahrain primary schools and whether age constitutes an exclusive determining factor that needs to be accounted for if a better foreign language performance is to be maintained.

3.2.1.3 The Feasibility of an Early Introduction

It can be argued that there is both a linguistic and educational demand for introducing English in the first years of primary education. This view is based on an assumption that the younger the children, the better is the learning efficiency. A report published by the Ministry of Education (1982) examined the feasibility of beginning English in the first primary class. A team of English language advisers pursued an investigation in order to examine the possibility of introducing English in the first primary class. However, the advisers concluded that the inclusion of English in the first primary year would depend on the willingness and ability of the Ministry of Education to create the learning conditions for the scheme to be undertaken. Unfortunately, their scheme, which is known as the Foreign Languages in the Elementary School Movement, was abandoned due to economic difficulties; as the report stated.

Stern (1963) presented a useful table indicating the arguments for and against starting languages at different stages. A version of the table is given in Table 3.1.

It can be inferred from the table and from the views and studies that have been enumerated that age, to a considerable degree, is not a major factor for English language learning in Bahrain for Bahraini students start their learning of English at the age of 9+. This is a desirable stage for learning a foreign language because students are still within the range of pre-adult instruction and more precisely before puberty (p.55).

It can be argued that children in private schools in Bahrain make rapid progress in learning the language but it should be taken into account that children in private schools are more exposed to the language either inside or outside the school and the opportunities are always there for them to hear and speak the language, whilst students in the state schools do not have such opportunities.

The fact is that Bahraini children begin their learning of English in the fourth primary year and that gives them an advantage over other Arab learners.

In a number of Arab countries, including those of the Gulf region, the language is introduced in the first year of students' intermediate education. Students, at this stage, are between the ages of 10 and 11. According to Andersson (1960), Penfield (1959) and

TABLE 3.1: Arguments frequently advanced for or against starting languages at different stages of life

Stage	Advantages	Disadvantages	Special merit
Before adolescence (at the primary level) appr. ages 3-10	Accords with neuro-physiology of brain; easiest and most effective. Natural, good pronunciation; leaves richer linguistic memory traces for later expansion. Longer time for language can be allowed.	Possible confusion with first-language habits. Transfer to other languages doubtful. No conscious acquisition of language learning process. Time spent not commensurate with results.	Where two language communities are closely associated, e.g. bilingual family, multilingual countries, foreign language common medium, or only medium for contact with outside world.
At adolescence appr. 11 to school leaving	Increased capacity to appreciate many aspects of language and culture contacts. Still sufficient time to attain high standard; improved memory, higher level of intellectual growth. First-language skills well established, hence no confusion.	More laborious than early learning. Success demands tenacity. Self-consciousness. Possible refusal to memorize. Experience has shown poor results frequent. Already crowded curricula and specialization of studies.	Non-vocational, general, cultural contribution to secondary education. Possibility of conscious transfer to other languages in later years.
Adulthood	Specificity of purpose; good motivation, added to reasons mentioned for adolescence.	Not enough time. Other preoccupations. Irregularity of study.	Greatest amount of learning in least amount of time.

Source: Stern (1967) p.23.

Lenneberg (1967), students at this level have less chance of acquiring the language competently.

One may consider the idea that the earlier Bahraini students learn English, the better they will become in mastering the language. This cannot be based solely on teachers' and students' favouring of an early language teaching for there are other factors that need to be accounted for besides the factor of age. In this respect, Jakobovits (1970) maintained that it seemed pointless if an educator or politician favoured the implementation of a bilingual type of education or an early foreign language teaching simply on the grounds of experimental reports being in agreement with such a tendency of educational or linguistic orientation. Jakobovits (1970) further argued that it must be recognized that experimental findings are not easily generalizable in complex social and educational settings and that if the educator's decisions are seen to be made within a complex matrix, the interaction of other factors such as educational, social, political and philosophical must also be accounted for. Jakobovits' view was supported by the report (1963) of the 'International Meeting of Experts'. According to the report, the teaching of languages in the primary years need not be justified mainly on the optimum period. The desirability for an early introduction of a foreign language is necessary to be examined from both its social and educational contexts and that the child's own linguistic development is not interrupted by the intrusion of another. Furthermore, the report stated that the introduction of a language is not simply a matter of curriculum and method, nor one of correct psychological timing but it must coincide with the aspirations and social attitudes of the target population served.

To sum up these views, it can be stated that the implications behind the introduction of English at an earlier year in the primary level in Bahrain must not be entirely based on when children should start learning English as a foreign language but we should examine whether the social, political and cultural settings are all in favour of such an early introduction. In this respect, Hatch (1983) stated that the optimal age hypothesis must not be based on age or aging but on age-related variables.

The issue of early foreign language learning is not merely a matter of educational expendiency or policies because of its high complexity that involves political, social, philosophical and psychological considerations. The matter should not be reduced to being examined from a neurophysiological point of view which has recently become fashionable. Jakobovits (1970) indicated that the accumulation of knowledge on this matter showed both advantages and disadvantages of late or early foreign language study. He considered that generalizations about the optimum age that do not take context into account are almost certain to be false.

3.2.2 The Variability of Language Aptitude

Measuring the variability of learners' aptitude for learning a foreign or second language has led to the emergence of a new discipline in the field of psychology that offers a specialisation in the study of individual differences. No one can deny the fact that, 'the learning of a foreign language is one of the most difficult of human skills to develop. Furthermore, language training is expensive.' (Lambert (1963) p.35).

This implied a need for measuring the components of the language which would lead us to make an assumption on the ways in which language skills are to be taught by teachers and how they are to be learned by learners. Once these language components and skills have been measured and which are of equal significance, language specialists can then be led to a better understanding of how the skills should be best learned and developed and in what order. The nature of these component skills is discussed at a later stage of this section.

A learner's aptitude was defined by Carroll (1963) as

> an inverse function of the amount of time which, other things being optimal, will be required for him to attain a criterion mastery in the task to be learned (in the present case, a specified degree of skill in the use of a foreign language); aptitude in turn is regarded as a function of a number of independent basic traits or characteristics of the learner. (pp.1060-1)

Two of the leaders who have made valuable contributions to the discipline of linguistic measurement were Carroll, John B. and Pimsleur, P. Carroll in collaboration with Sapon (1959) devised an instrumental test that measures learners' aptitude for a modern language. The test is called the Modern Language Aptitude Test, better known as (MLAT). A second test was developed by Pimsleur (1966) - the Pimsleur Language Aptitude Test, better known as (LAB).

A learner's aptitude for learning a language is investigated because it is assumed that, 'people are not identical in their capacity for learning a foreign language. We expect some people to learn a language better than others. Whether their language learning potential

is the product of innate abilities or the result of their previous learning experience does not matter.' (Wilkins (1972) p.178).

The assumption is that some pupils are gifted in learning languages. On the other hand, there are some who are seen to be weak in other school subjects but do extremely well in their language programmes. At the same time, there might be some pupils who would achieve good grades in other subjects but are found to be unsuited to language courses.

According to Carroll (1963), language aptitude as measured by tests consists of at least four identifiable abilities:

a) phonetic coding - "the ability to 'code' auditory phonetic material ..."
b) grammar sensitivity - the ability to recognize the grammatical functions of words in sentence contexts;
c) rote memorization ability - the ability to learn a large number of associations in a relatively short time;
d) inductive language learning ability - the ability to "infer linguistic forms, rules, and patterns from new linguistic content itself with a minimum of supervision or guidance." (Carroll (1963) p.1088)

3.2.3 Language Aptitude vs Students' Proficiency

Carroll's own evaluation of the Modern Language Aptitude Test (MLAT) was that the test is more valid in some settings than in others. He suggested that

> variables other than aptitude itself must also be involved in language learning ... variables such as adequacy of presentation of the material, adequate opportunity to learn, individual differences in general intelligence, and motivation to learn may vary from situation to situation. (in Lambert (1965) p.36)

Pimsleur (1962) stated that it is harmful to believe that there is a special talent required for learning a foreign language. Such belief can affect learners' achievement for they will tend to think they do not possess such talent. Pimsleur considered aptitude tests to be useful for predictive purposes and which would diagnose certain language difficulties that are encountered by poor language learners. If these students are identified in advance, it will be possible to help them before they reach a stage where it would be impossible even for the best teacher to catch up. Elsewhere Pimsleur (1964) stated that 10 to 20% of all students learning foreign languages are beset as a result of lack of ability in this area. He considered lack of talent to be the cause of failure in most cases and that

> The problem of lack of ability to learn a foreign language cannot be equated with low intelligence. (p.115)

Pimsleur, et al. (1962) found a modest correlation, of about .40, between intelligence and success in foreign language study. A study by Dunkel and Pillet (1962) showed that the problem of lack of success in foreign language learning occurred among gifted students as well as among less bright learners. In this respect, Ferguson (1954) posited that

> a slow learner under given learning conditions may have a capacity for ultimate performance in excess of the fast learner under the same training conditions. (in Lambert (1965) p.37)

Ferguson (1954) further maintained that an individual would more readily learn activities which were facilitated by prior acquisitions, while those activities would be less readily learnt if they were not facilitated or were perhaps inhibited by prior learning (Lambert (1963) Pimsleur (1964) in his study of underachievers in foreign language study inferred that auditory ability is a special factor that several studies had shown to be related to achievement or underachievement. His findings were that underachievers scored significantly lower on two tests of auditory ability than average achievers. It was found that students who had expressed a preference for learning through listening (ear-minded) rather than reading (eye-minded) were better at aural comprehension in the foreign language and a significantly large proportion of ear-minded intended to continue studying the foreign language. A further finding of the study was that low auditory ability was apparently an important factor both in foreign language underachievement and in the problem of the dropout. The results of the study implied that under-achievement in foreign language was identified by two principal causes. These were lack of coordinated foreign program in the schools, and low auditory ability on the part of the student. Pimsleur (1964) added that individuals do differ in their language aptitude but the important thing is to develop such a good language program that would necessarily take account of these differences. Pimsleur (1964) ended his study by providing us with a few techniques for the improvement of students' low auditory ability.

Titone (1973) considered intelligence not to be the major factor which determines success or failure in elementary language learning. He

suggested that attention should not completely be focused on linguistic aptitude and that certain personality traits and emotional conditions in language learning should be made relevant and their importance need not be minimised. He argued that what appeared to be fruitful is that the learning process could definitely be accomplished if the instructor was in possession of an ability to establish a warm, understanding and accepting relationship with his pupil. Curran (1961) had earlier stated

> Through this he could slowly grow in a more independent understanding of and coping with his language problems. He could thus grow in language maturity and responsible independence. (in Titone (1973) p.115)

Carroll (1963) reported that there is no relationship between aptitude and whether a person likes or dislikes foreign language study. Gardner (1960) maintained that aptitude is highly correlated with intelligence and the more intelligent the student is, the more he should be expected to profit from instruction. He, on the other hand, argued that aptitude does not seem likely to ensure success with the development of skills that require an interaction with members of the other linguistic community. In his study (1960) on motivational variables in second language acquisition he found that there was a correlation between language aptitude and primarily those French skills which were learned in school, while social motivational indices correlated with all skills measured.

The major findings of Feenstra's study (1968) on Aptitude, Attitude and Motivation in Second Language Acquisition indicated that language aptitude was related to indices of intelligence and was a major

determinant of those aspects of French achievement which appeared to have been stressed in the high school French course. It was also found that students who did well in French tended to do well in other academic areas. Krashen (1981), furthermore, maintained that since aptitude is directly related to conscious language learning or the Monitor, its prediction of success in second language learning will not be strong. This confirms the findings of Tuker, Hamayan and Genesu (1976). They gave attitude and aptitude tests to three groups of students in grade 7. These groups of students were studying French as a second language but their degree of learning the language varied from one group to another. Students in the first group had begun their immersion programme early while students in the second group had begun theirs late. Students in the third group took English as a medium of instruction right from the beginning but were introduced to only one period of French in grade 7. Their results indicated that

> motivation - attitude and cognitive style were more important than aptitude - IQ or personality factors in differentiating among the students. (p.222)

Gardner and Smyth (1975) supported this. It was found from their study on five grade levels that aptitude, as a predictor of French achievement, was less important than in later grades. It was noted that the measure of language aptitude to be a relatively poorer predictor at each grade level. Pimsleur (1966) considered aptitude tests to be used for prediction and diagnosis, and condemned the view that some children are just not suited for language study and that a child should be deprived of his opportunities to study a foreign language merely because of his low score on an aptitude test. In this

respect, Carroll (1962) also considered the use of aptitude tests to be of more practical value not only in selection procedures but also in guidance, placement and research and that students' common difficulties in the language study can be overcome if knowledge about factors contributing to success is established.

Results of Carroll's study (1968) on the measurement of proficiency level attained by American college students who majored in foreign languages indicated that although measured language aptitude was significantly associated with success in foreign language study, the association was not very strong. Those students who possessed low foreign language aptitude seemed to succeed in overcoming or compensating for it by their diligent study and practice of the language.

Savignon (1972) in her experimental study on the development of tests of communicative competence for foreign language learners found no significant differences, 'among groups on the independent variables recorded: language aptitude, verbal intelligence and high school class rank,' (p.17). Furthermore, the result of the analysis of variance indicated 'no significant differences among the three groups initially for the following independent variables known to be related to FL achievement: FL aptitude (MLAT), general academic achievement (high school percentile rank), and verbal intelligence (SCAT verbal),' (p.50).

In short, results of some studies tended to indicate a slight degree of correlation between language aptitude and learners' linguistic attainment while in other studies no correlation was found. The

influence of this uncontrollable variable seems to be largely attributed to the type of language instruction given or to the type of language skills the learners were to acquire.

Language aptitude is not considered in this study because it is more important for language learning through formal instruction rather than through direct exposure to the second language environment. And also it seems to operate independently of many of the affective variables involved in second or foreign language learning.

CHAPTER FOUR

FACTORS AFFECTING THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE II

4.1 The Role of Attitudinal and Motivational Variables

4.1.1 Instrumentality and Integrativeness

4.1.2 Views and Results of Studies

4.2 Socio-cultural Variables

4.2.1 Cultural Allegiance

4.2.2 Functional Significance

4.2.3 Bilingualism

4.3 Linguistic Factors

4.3.1 Mother-tongue Influence

4.3.2 Reasons and Aims of Identifying Errors

4.3.3 Result of Studies

4.1 The Role of Attitudinal and Motivational Variables

The influence of attitudinal and motivational variables in learning second languages was examined in a number of studies such as Gardner and Lambert (1959) and Spolsky (1969) and others which followed. This brought our attention to the issue of motivation and attitudes as determining factors influencing the proficiency attainment and the rate of success in learning a foreign or second language.

Learners' possession of some sort of motivational incentives for acquiring a foreign or second language is different from being motivationally oriented by some means so as to become successful in attaining the required measures. The former is achieved as a result of learners' innate feeling while the latter is brought about by some external means. Ingram (1975) considered learning a language to be a massive job in that it requires the individual to possess skills which are necessary for attaining adequate communicative competency. Attention need not be focused on what makes a learner persevere but rather the presence of perseverance in the learner himself that is essential. In this, Ingram (1975) maintained that people do not have to like the language or its nation for effective learning to take place; although these are helpful learning elements. If economic or social circumstances require successful language learning, determined people will in fact learn.

Gardner and Lambert (1972) were the first enthusiasts whose interest in the measurement of the influence of motivational and

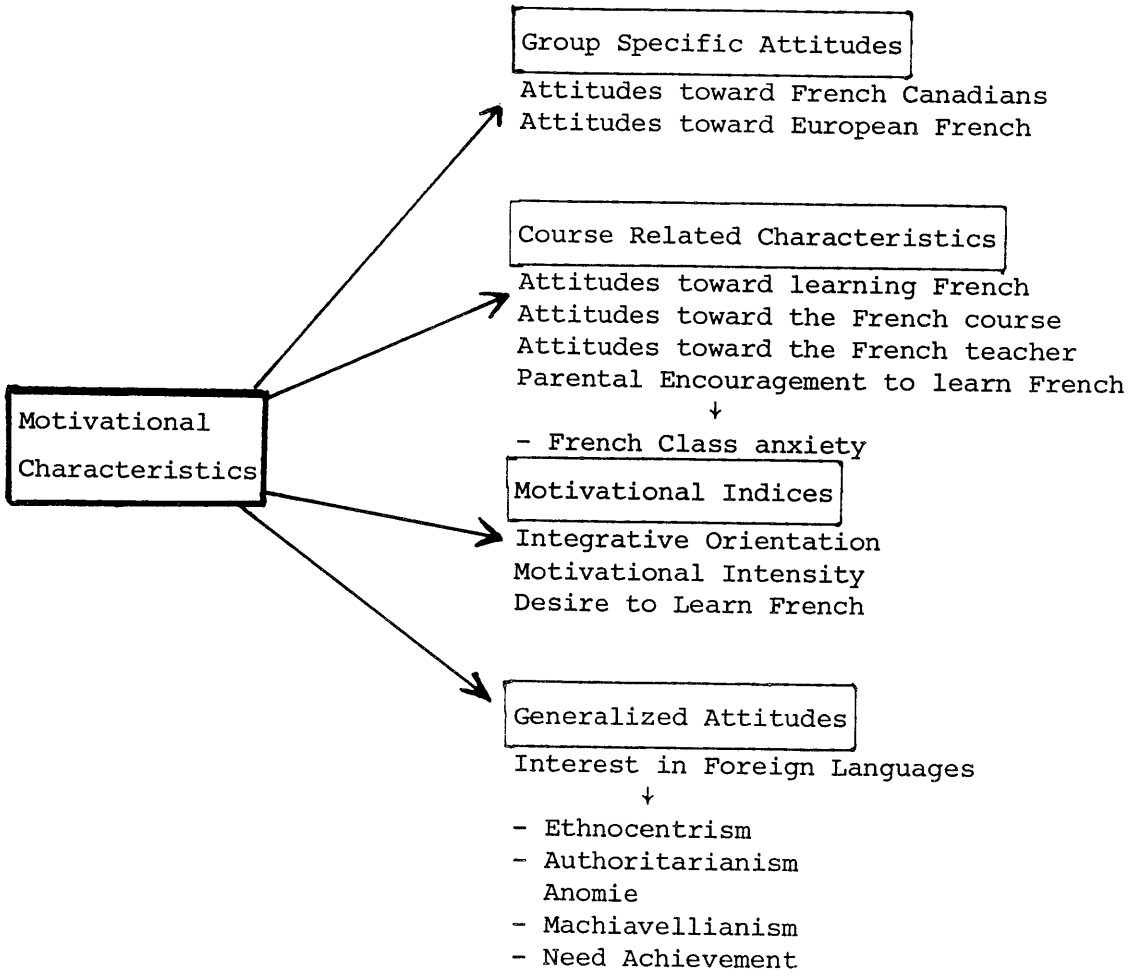
attitudinal variables on learning second languages has led them to undertake pioneering research interest in this field. They were interested in knowing the reasons behind the success of some people as being quick and expert foreign language learners and the reasons for the utter failure of others in spite of being given similar learning opportunities. They were not convinced that aptitude was the complete answer because when the social setting demanded the learning of a second language, people mastered it regardless of what their aptitudes might have been. Their interest and studies have led to the construction of a socio-psychological theory of second or foreign language learning which briefly maintains that

> the successful learner of a second language must be psychologically prepared to adopt various aspects of behaviour which characterize members of another lingusitic-cultural group. The learners' ethnocentric tendencies and his attitudes toward the members of the other group are believed to determine how successful he will be, relatively, in learning the new language. His motivation to learn is thought to be determined by his attitudes toward the other group in particular and toward foreign people in general and by his orientation toward the learning task itself. (p.3)

Since the revelation of Gardner's motivational-attitudinal theory of second language learning, interest in the exploration of motivational and attitudinal variabilities has arisen considerably. This has led to a number of exploratory studies being undertaken mainly in second language situations which brought similar or alternative insights into this recent discipline of socio-psycholinguistics. Results of a number of these studies will be dealt with in the next section of this chapter basically to examine the implications behind the adoption and the psychological measurement of the influence of such

variables in an EFL context such as Bahrain and to establish the degree of their variabilities. Figure 4.1 presents a recent taxonomy of sixteen motivational characteristics.

FIGURE 4.1: Aspects of the Motivation to Learn French



From: Gardner and Smythe (1975) p.222.

It can be seen from the given taxonomy that the sixteen motivational variables are presented in four categories. The first category denoting Group Specific Attitudes reflect attitudes toward groups which

speak the language. The second category denoting Course Related Characteristics reflect attitudes toward learning French, attitudes toward the French course and its teacher and parental encouragement to learn the second language. The third category labelled Motivational Indices reflects the student's goals in learning French, the amount of effort he spends in trying to learn the language and his desire to learn it. The integrative orientation reflects the student's reasons for learning the language so as to learn more about, communicate with and possibly interact with speakers of the second language. This orientation contrasts with the instrumental one. More explanations differentiating between the two types of orientations will be given in the next section. The fourth category identified as Generalized Attitudes are not necessarily associated with either of the first two categories. Gardner and Smythe (1975) considered interest in foreign languages to be a major variable in this category. They also named five other variables associated with this category. These are of interest even though they are not always directly related to other motivational aspects. Other variables described by Gardner and Smythe (1975) were ethnocentrism, anomie and machiavellianism. Smith (1971) considered a logical assumption underlying the fact that if positive attitudes toward the culture and native speakers of the languages are developed intra-positive attitude toward the language itself and the learning of that language will be carried over. He argued that poor attitudes are developed because students feel that their teachers are not being responsive to their social and psychological needs.

It is claimed that the learning process itself exerts an influence on the attitudes of the learners. Hermann (1980) considered

the new language itself to be rewarding to the learner, and not so much his integration into another cultural group or the achievement of particular utilitarian aims. The mere satisfaction one derives from achievement in the learning task may influence one's attitudes to the target language community and which may even result in degree of changes in these attitudes.

Foreign language learners approach their learning of the new subject with certain types of attitudes and during their course of study their attitudinal system is bound to be influenced by their degree of progress and attainment level. Failure or success can determine their type of development of an attitude. Hermann (1980) believed that language achievement is usually influenced by attitudes and motivation independently of aptitude and intelligence and that attitudes are developed in the home prior to the start of language training. Spolsky (1969) considered learners' attitude to the language and its speakers to be one of the most important attitudinal factors. He further maintained that the significance of sociolinguistics to pedagogical techniques of teaching a second language and that our understanding of psycholinguistic matters will make vital contributions to second language acquisition. If learning a second language signifies the key to possible membership of a secondary society then it is the second language learner's desire to join that group that is seen to act as a major sociolinguistic factor. This crucial element of sociolinquistic integrativeness does not seem to function in a society such as Bahrain where the social and cultural patterns are largely mono-lingually and mono-culturally dominated. This social pattern domination is believed

to inhibit learners' motivational orientation from being fulfilled. It is thus assumed that variables associated with learners' motivational orientation are not likely going to act as predictors of achievement in an educational milieu as in Bahrain where English is predominantly treated as a foreign language. Elements ascribed to attitudinal outlook have, on the other hand, presumably been developed as a result of learners' exposure to foreign language instruction for a lengthy period of time and experiencing the teaching of the language from various English language teachers who themselves possess differing attitudinal patterns.

4.1.1 Instrumentality and Integrativeness

Gardner and Lambert (1972) were the first to maintain that learners' success in acquiring a second language is dependent on the existence of motivational variables which work in favour of acquiring the language. Learners' reasons for acquiring a second or foreign language are examined in terms of their instrumental or integrative values that are derived from learning it. Krashen (1981) defined a learners' type of integrative motivation as a learner's desire to be valued as a speaking member of the second language community and the learner's possession of such integrative motivation should encourage him to interact with speakers of the second language and obtain intake. Instrumental type of motivation was defined by Krashen (1981) as the learner's desire to achieve proficiency in the language for utilitarian or practical purposes and the presence of this type of motivational orientation will encourage its performers to interact with the second language speakers so as to achieve certain ends. Krashen (1981) went

on to add that the interaction of the integratively motivated performer will be valued for its own sake while such interaction has some practical purpose for the instrumentally motivated performer.

Foreign language learners are identified as instrumental performers if they are seen to be learning the language so as to pass an examination, to use it in their work, or even to use it in the country where it is spoken. Integrative performers are, on the other hand, found to possess sympathetic attitudes toward the culture of the target language and its speakers. They probably see great value in being able to speak foreign languages and experience the appreciation of different cultures.

Gardner and Lambert (1972) were of the opinion that the lower the degree of integrativeness shown by second language learners, the more chance there is for high ethnocentric attitudes to be developed. These types of learners are assumed to show hostility towards foreigners and towards their values.

Learners of English as a foreign language in Bahrain are possibly in possession of an adequate degree of motivation for learning the language, particularly those who have reached a noticeable state of maturity at which they become fully aware of the instrumental and the integrative values that can be derived from learning the language. But as long as interaction with the target language group is not significantly permissible, particularly since most of the basic language functions will be met by the mother tongue, motivational orientation is

not likely going to exert any influence. Immigrants normally experience social pressure which requires them to acquire a foreign language. Wilkins (1972) saw this pressure not to be existing in a country where the foreign language is only learned during school hours and is not being socially manipulated outside the school setting. Thus, according to Wilkins (1972), achievement will inevitably become low.

Learners' degree of integrative and instrumental values for learning a second language are here examined in order to measure their extent of predication in achievement of learners in an EFL context. It will be interesting to find that learners' lack of social interaction with speakers of the target language are not likely going to establish these variables as predictors of achievement in an EFL situation in a country such as that of Bahrain.

4.1.2 Views and Results of Studies

Interest in the study of the influence of motivational and attitudinal factors has initially gained its popularity in second learning teaching situations. Studies of Oller (1977), Gardner (1983) and Strong (1984) and others examined the influence of socio-psychological variables on the acquisition of a second language. Their studies and the undertaking of earlier ones were intended to measure the impact of motivational and attitudinal variables on learners' proficiency attainment and rate of success. It has always been assumed that once attention is given to measuring the impact of motivational and attitudinal variables on the language learning performance, we can then be led to a better understanding of the fascinating events that would normally take place within the minds and the emotions of our pupils.

Most of the studies that are reviewed here were attempted in second language situations for the main reason that experimentation into the study of the influence of attitudinal and motivational variables initially emerged from a second language learning context and not from an EFL one. Hence this study has endeavoured to draw lines of similarities or differences between the two language learning contexts.

The measurement of the influence of motivational and attitudinal variables on learners of English as a foreign language is definitely in its early stages and the literature review part of this study supports this notion. It can thereby be claimed that experimentation of this sort has been of considerable limitation in an EFL context.

The study of Gardner and Lambert (1959) on Montreal high school students studying French as a second language indicated that two orthogonal factors are equally related to ratings of achievement in French. These were learners' linguistic aptitude and a motivational factor.

Gardner (1960) argued that the integrative motive would be expected to play a determining role for the acquisition of language skills because learners' integrativeness orients them to make social contacts with members of the cultural community and thereby learn the linguistic skills which characterize that group. His study on the measurement of French achievement of French speaking high school students indicated that 'an integrative motive was of considerable importance for becoming bilingual, and acquiring a French-Canadian accent,' (p.45).

Pimsleur, et al. (1963) in the study of under-achievement concluded that, 'the factor of motivation is an important one, but it was not clear whether motivation was a cause or an effect of the students' experiences in the language class. No evidence was found to attest the influence of attitudes or personality factors on language learning in King City,' (pp.61-62).

Feenstra (1968) found in his study that parents who had positive attitudes toward French speaking people tended to encourage their children to learn French. Gardner (1969) argued that 'attitudinal-motivational characteristics of the student are important in the acquisition of a second language. Secondly, the nature of these characteristics suggests that the truly successful student (i.e., the one who will acquire communicational facility with the language) is motivated to become integrated with the other language community. Thirdly, this integrative motivation appears to be derived from the attitudinal characteristics in the home and must be fostered by an accepting attitude, by the parents, concerning the other language group. And finally the process of second language community and the fact that the child will experience resistance from himself and pressures from his own cultural community,' (pp.244-5). On the basis of Gardner's views of the desire of the integratively oriented learner to become bilingual (1960) and his communicational facility with the language (1969), it can be argued that this lack of bilingual orientation in an EFL milieu is not likely to exert any significant positive influence on learners' achievement measures.

Spolsky (1969) argued that the teaching method cannot be considered to be the only variable that can be controlled, while there are other variables which their influential roles are still to be measured. In his study on a number of students coming to learn in the U.S.A., the importance of attitude was reaffirmed as one of the factors affecting the degree of proficiency. Studies of Gardner and Lambert (1972) indicated that in Maine as well as in Louisiana, 'motivation and desire to learn the French language are important accompaniments of French proficiency in school-taught French. In Louisiana motivation to learn the language was supported by a favourable parental attitude toward learning French, while in Maine motivation appears to stem from a favourable view of the French teacher and a sensitivity for the feelings of others,' (p.44). Their third study was undertaken in Connecticut which is a typical American urban centre. This third American study demonstrated the significant influence extra-curricular contact with French could have on one's achievement. It was found that students, 'who have outside school experiences with the language and whose mothers are relatively skilled in French are advantaged in certain forms of achievement,' (p.54). This element of outside school experiences with the language and the linguistic support that is given to and shared with the learner at home may certainly be advantageous to learners of English as a foreign language and thus achieve better than learners who are either deprived of home support or do not seek the opportunities of experiencing with various forms of the language inside and particularly outside the school setting.

The role of attitudes and motivation in French achievement, in all of the three studies, was evident. Students who were in possession

of strong motivation and desire to learn French obtained good grades in their French courses at school. Gardner and Lambert (1972) also reported that in each setting there was apparently a different social or attitudinal foundation for motivation. 'In Louisiana, the motivation appears to derive from a strong parental encouragement and personal satisfaction for the student himself in his attempts to learn the language. In Maine, the motivation is apparently fostered by the student's identification with his French teacher, and depends in part on the student being sensitive to the feelings of other people. In Connecticut the strong motivation to learn French seems to stem from the student's integrative orientations toward the study of the language as well as a realization of the potential usefulness of the language,' (p.56).

Their study has also indicated that students' strong motivation and desire to learn the language caused them to score good grades in French. They reported that, 'an integrative and friendly outlook toward the other group whose language is being learned can differentially sensitize the learner to the audio-lingual features of the language, making him more perceptive to forms of pronunciation and accent than is the case for a learner without this open and friendly disposition,' (p.134). They found that students with a highly ethnocentric and hostile attitude did not make progress in acquiring any aspects of the language. They also discovered that young people who came from less privileged homes were disadvantaged by this. Although these may have had outstanding intelligence they were not excellent performers in any academic work including French study because, ' they lacked the parental encouragement needed for success motivation. The student who fits this pattern is especially likely to become discouraged and embittered,' (p.141).

Gardner and Lambert switched their study to the Philippines where English is the target language and where the societal, economic and ultimately personal importance of English as a second language for Filipinos is of a different order than French for English-speaking North Americans. The result of the study in the Philippines revealed that Filipino students who approached 'the study of English with an instrumental orientation and who receive parental support for this outlook were clearly successful in developing proficiency in the language. Thus, it seems that in settings where there is an urgency about mastering a second language - as there is in the Philippines and in North America for members of linguistic minority groups - the instrumental approach to language study is extremely effective,' (p.141).

Lukmani (1972) in her study on Marathi-speaking high school students found that integrative and instrumental motives were highly correlated with each other as well as with achievement in ESL. In her study, contrary to expectation, the instrumental motive was more highly correlated with achievement than the integrative motive. In other words, 'the higher their motivation to use English as a means of career advancement, etc., the better their English language scores,' (p.272).

The results of Savignon's experimental study (1972) on communicative competence in foreign-language teaching showed 'no significant correlations between student interest in learning French recorded at the beginning of the study and measures of final achievement. The correlations between these variables increased substantially, however, as the semester progressed. These findings were interpreted as indicating that

interest in learning French is of little or no value in predicting success in elementary language acquisition in a unicultural Midwestern community. Interest in French appears rather to be a function of success in the French course. This interpretation contrasts with that of Lambert et al. (1961) which emphasizes the importance of motivational variables in determining success in second-language acquisition,' (pp.17-18). 'There were no patterns of substantial correlations between the remaining attitudinal and motivational criteria and achievement criteria. The lack of such patterns suggests that the attitudinal-motivational factors which Gardner and Lambert (1961) identified as predictors of success in learning French in the bicultural and bilingual Montreal setting have little or no predictive value in elementary language learning in a unicultural Midwestern setting,' (p.18). 'An integrative orientation does not show any consistent pattern of correlation with measures of achievement. Nor do favorable attitudes toward French-speaking people appear sufficient to affect achievement in the study of the language,' (p.61). 'Significant correlations were obtained, however, between achievement scores and motivational intensity,' (p.61). Her findings suggested that, 'the value of attitudinal-motivational factors as predictors of achievement in French in the bicultural and bilingual Montreal setting (Gardner and Lambert, (1959) and Gardner, (1960) does not pertain to a unicultural Midwestern American community. As for the single attitudinal measure, Desire to Learn French, which correlates substantially with final achievement, it is not surprising that, as the semester proceeded, the more successful students would be more enthusiastic. It is important to note, however, that there is no substantial correlation between motivational intensity at the beginning of the semester and final achievement

measures,' (p.62). Her findings also suggested that, 'it is achievement which influences attitude toward French study rather than vice versa,' (p.63).

Smythe et al. (1972) obtained two samples of students enrolled in either a traditionally oriented or an audio-lingual French course. Their study sought to compare two groups of students learning a second language. The major difference between the two groups was that one group had previous training in French while the second group had no formal training. One group was taught the language through traditional methods while the second one approached the language through audio-lingual skills; in other words oral French was stressed. Results of their study showed that, 'In both samples, achievement in French was related to general language aptitude as measured by the MLAT, and to knowledge of English; however, these latter two sets of variables were more independent of each other in the TR sample than in the A-L sample,' (p.318). Also, 'Ss in the TR sample displayed both a more positive attitude towards French-Canadians and a greater desire to learn French than did Ss in the A-L sample. At the same time TR Ss were relatively more instrumental or less integrative in their orientation towards the study of French than were A-L Ss,' (pp.318-9). It was also found that the implementation of two different programmes of instruction resulted in developing different patterns of skill achievement. However, the major relationships among the various measures of aptitude, attitude, and achievement were generally similar for the two samples. It is interesting to note that, 'the A-L sample was at the same time more integratively motivated and more proficient in oral French than was the TR sample,' (p.320).

Brown (1973) maintained that the research studies attempted in the socio-psychological area of language learning have provided insights into the role of the affective domain in language learning. It is argued that, 'Much more experimentation is needed before we can adequately define a theory of second language acquisition and devise language teaching methods which are solidly grounded in both cognitive and affective principles,' (p.232). Brown (1973) gave a number of reasons indicating the complexity of the task. He was of the opinion that we are, first of all, 'dealing with an extremely complex process within a complex organism; countless variables are interacting and it will be difficult enough to identify even the most salient factors. Second, as more and more variables are found to be influencing the process of second language acquisition, it will become increasingly difficult to type individuals and to classify groups of individuals together. Each person appears to be a unique complex of variables. Third, individuals tend to be somewhat inconsistent within themselves ... Fourth, a source of difficulty in research in second language teaching is found in the teacher-student interaction,' (p.242).

Gardner and Smythe (1975) considered students with integrative motivation to be perceiving their French class positively while those who lack such type of motivation might tend to perceive it negatively.

Gardner, et al. (1976) in their three year longitudinal study of students at five grade levels learning French as a second language concluded that, 'motivation is more important than language aptitude for determining individual differences in achievement in the early stages of

second language acquisition,' (p.203). Language aptitude tended to show slightly higher relationships than the measure of motivation for Grades Eight to Eleven. The results of their studies also indicated that, 'integratively motivated students were more active in class than non-integratively motivated students. That is, the behaviour of the students was in accord with their attitudes,' (p.209).

Results of Reinert's survey (1970) of students' attitudes toward learning foreign languages showed that, 'students are no more enthralled by one set of materials than by another; students are still coming into foreign language for the sake of the immediate goal of satisfying requirements for which the students often feel there is no further justification,' (p.111).

Tucker et al. (1976) examined empirically the complementary roles played by a number of seemingly discrete predictor variables and furthermore sought to determine whether the effects of these variables can be modulated by the program of language teaching which a child is following. The study indicated that, 'motivation-attitude and cognitive style were more important than aptitude - IQ or personality factors in differentiating among the students,' (p.222). The results of their pilot study did indicate that, 'the study of individual student variation should occupy an increasingly prominent role in the evaluation of immersion programs,' (p.225).

Bending (1976) examined Egyptian students' motivation in learning English as a foreign language. Their motivation was very much connected

with their final examination. The strength of motivation in learning was not equal in all the subjects. The students were more motivated in learning mathematics and scientific subjects because they considered these subjects to be the most important.

Oller, et al. (1977a) examined the relationship between various measures of attitudes and the attained proficiency in ESL of Chinese speaking foreign students. It was hypothesized that positive attitudes, especially positive attitudes toward the target language group, would correspond to higher attainment in the target language. It was found, in general, that attitudes toward the target language group were positively correlated with attained proficiency in ESL.

Oller, et al. (1977b) studied a population of Mexican American women so as to investigate the relationship between attained proficiency in ESL and attitudes towards self, toward the native language group, toward the target language group, reasons for learning ESL and reasons for coming to the U.S. It was hypothesized that, 'attitudes would probably have a closer relationship to the attainment of proficiency in a target language when the context of learning was an SL setting rather than an FL setting,' (p.174). The result of their study indicated that the relationship was stronger for learners in a second language setting than for learners in a foreign language setting.

Chihara, et al. (1978) assessed attitudes of Japanese students of EFL toward themselves, toward other Japanese, toward English speakers, toward travel to an English speaking country, and finally toward learning English in relation to attained EFL proficiency. It was found that,

'The relationships between attitudes and attained proficiency observed in this study are much weaker than those observed by Oller et al (1977a),' (p.67). Hermann's study (1980) yielded results contrary to that of Gardner and Lambert's motivational hypothesis. Hermann's results indicated that, 'a pupil who is well informed about the speakers of the target language is apparently less liable to build up negative attitudes,' (p.254). On the basis of such results, Hermann (1980) argued that the motivational hypothesis 'does not fully account for the interrelationship between attitudes and success or failure in the second-language acquisition process,' (p.254).

If second language learning is considered to constitute a truly social psychological experiment, it can then be argued that, 'Motivation is expected to play a more dominant role than aptitude in informal contexts, such as watching movies in the other language, because it is assumed that motivational levels will determine whether or not students avail themselves of such informal opportunities to learn the language. Once the student enters an informal language acquisition context, language aptitude would become influential, but motivational factors dominate because they determine whether or not students even take advantage of these contexts,' (Gardner (1983) p.223).

Strong (1984) examined the relationship between integrative motivation and acquired second language proficiency among a group of Spanish-speaking kindergartners in an American classroom. The result of the study showed no positive association between integrative motivation and acquired English proficiency. His comparison of beginners and

advanced level of English speakers showed that the advanced children, 'showed significantly more integrative orientation to the target language group than the beginners, lending support to the notion that integrative attitudes follow second language acquisition skills rather than promoting them.' (p.1). Furthermore, the findings reported, 'do not support the notion that an integrative orientation towards members of the target language group enhances acquisition of that language,' (p.10).

It appears from the results of the studies discussed here that the influence of attitudinal-motivational variables on learners' rate of success tended to vary from one setting to another. This noticeable degree of variation resided in learners' socio-cultural background. The researcher's attention has thus been focused on the influence of attitudinal/motivational attributes on foreign language achievement in order to determine the extent to which previous findings could be generalized to a sample of students who were participating in a school foreign language programme in Bahrain.

4.2 Socio-cultural Variables

In the preceding section, certain factors pertaining to major socio-psychological variables in second language learning contexts were reviewed in order to reveal their impact on learners' linguistic attainment. There also exist other variables which are of socio-cultural and linguistic characteristics. The role of these variables is of significant value not only to second language learners but to those whose context of language learning is of a foreign characteristic. Learners'

potential ability to acquire a foreign language is not only influenced by their own cognitive and affective domains but also by the functional use of the language in its natural communicative contexts and by meeting linguistic difficulties while attempting to acquire the language either because of its usual misleading similarities or differences from the mother tongue. Learners thereby encounter linguistic difficulties because certain linguistic features of the mother tongue form constant interferences with the target language which lead to the commitment of erroneous lexical and structural constructions on the part of learners.

Hence the study of both socio-cultural and linguistic variables will reveal major issues which are relevant to the EFL learning situation in Bahrain.

In the socio-cultural category the following three headings are discussed in relation to their effect on the learning of a foreign language.

1. Cultural Allegiance
2. Functional Significance
3. Bilingualism.

4.2.1 Cultural Allegiance

The assumption is that learners' experiences with their own cultural patterns affect their learning of the target language. It is the existence of cultural differences that lead individuals to develop certain type of attitudes toward the culture of the target community whose language they are aiming to acquire. Foreign language textbooks should include illustrative elements that feature the culture of the

target language. It is important that the learner understands and appreciates some cultural patterns of a nation whose language is aimed to be acquired. This notion is accepted if both culture and language are understood to be inseparable elements. Thereby learners' lack or not being appreciative of the cultural patterns of the target language will necessarily affect their learning of the lexical and structural items which are heavily represented by cultural features. Goodenough (1957) defined a culture of a society as something that, 'consists of whatever it is one has to know or to believe in order to operate in a manner acceptable to its members, and do so in any role that they accept for anyone to themselves,' (in Loveday (1982) p.34). Loveday (1982) considered culture not as something like going to the theatre or possessing a refrigerator but as something that

> involves the implicit norms and conventions of a society, its methods of 'going about doing things,' its historically transmitted but also adaptive and creative ethos, its symbols and its organization of experience. Another way of understanding culture is to conceive of it as knowledge. (p.34)

One is then led to the question of whether an L2 learners' knowledge and appreciation of foreign culture is of importance to being successful in achieving the language. The inclusion of certain cultural aspects of the target community in EFL or ESL textbooks has always been accompanied by considerable caution. The fear has been that the more the foreign culture is featured in school textbooks, the more chance there is for the learner to build up certain types of attitudes, either positively or negatively toward the foreign nation and its people. This can possibly create a socio-cultural situation which leads to culture

conflict or shock. Alternatively, the less the foreign culture is presented to the learner, the smaller chance there is for him to become familiar with the appropriate socio-linguistic contexts of the target language. Kharma (1972) stressed the element of culture as being inseparable from language and that no matter what purpose we have for learning a foreign language we cannot avoid being involved in the culture of that language and

> consequently that acquaintance with such culture is of great help to the mastery of the language. (p.44)

Elements of L2 culture need not be entirely ignored when designing EFL textbooks because of their difference from those of L1 culture or because of their creating of some cultural contradiction. On the contrary, it is these differences that should be taken into consideration when designing or recommending a particular textbook. It has often been stated that books which do not reconcile cultures will undoubtedly create difficulties for EFL learners. According to Jerpersen (1904), the importance of understanding and appreciating the elements of a foreign culture stems from the fact that

> the highest purpose in the teaching of languages may perhaps be said to be the access to the best thoughts and institutions of a foreign nation, its literature, culture - in short, the spirit of the nation in the widest sense of the word. (in Rivers (1968) p.261)

However, concerning the issue of pedagogical application of the foreign culture, Rivers (1968) maintained that some teachers might object to the idea of teaching foreign culture because they would not consider their task to be the development of understanding of the

attitudes and ways of life of another people and that their sole pedagogical purpose is to teach the fundamental structure of another language and to develop skills of comprehension and language use both in speech and writing.

The teaching of foreign languages in most developing countries has been the result of economic necessity and technological development rather than for the understanding of its cultural prestige. In this, O'Doherty (1969) maintained that the foreign language which has been adopted for use alongside the first language has been seen to

> fulfil a function other than that of communication; it becomes a symbol in its own right - a symbol of civilization, culture, social class, perhaps of privilege. In such circumstances, another phenomenon may rapidly appear: the first language of the group may acquire a new symbolic significance. It may come to symbolize the traditional values, perhaps even the cultural identity and political unity of the group. (p.252)

O'Doherty (1969) went on to add that cultural conflict can arise if the second language learner feels that his own native culture is threatened by the spread of the second language. This writer has experienced the teaching of English to a handful of Bahraini students who, socio-culturally speaking, were very reluctant to accept the learning of a foreign language as a compulsory school subject. Learning about a foreign culture was considered among these students as some form of threat to their own long-preserved socio-cultural patterns. These students were seen to be strong believers of their own ideological views which, in their opinion, disapproved the learning of a language of a nation that possessed certain cultural values that were different from theirs.

Most Bahraini students live in some form of mono-lingual and mono-cultural settings and thus become unconsciously engaged in developing appreciative attitudes toward their own socio-linguistic patterns. This practice leads them to become mono-lingually and mono-culturally bound. It has been argued that a person who views the world from a single cultural perspective will utlimately experience difficulties in understanding or accepting different socio-cultural behaviours. Furthermore, the less mature the learners, the more likely they are to commit inappropriate value judgements. Thus ideally their view of the world should not be too narrow. They should appreciate the value and reasons for doing things differently. When differences are understood to represent moral issues of right or wrong, a sense of tolerance can better be developed so that learners' viewpoints and forms of behaviour will ultimately become different. And

> Finally, through a study of basic differences, they will become conscious of certain aspects of their own culture, certain attitudes culturally acquired, which they had never questioned nor analyzed. This in itself can be a substantial gain from their classroom experience. (Rivers (1968) p.269)

Tucker and Lambert (1973) stated that individual's acquisition of certain linguistic skills of a foreign language does not only mean to acquire the mastery of a surface linguistic code in order to be competent in communicating in the foreign language but it also involves developing an awareness of a sensitivity toward traditional values of the people whose language is being studied.

It has always been assumed that the inclusion of foreign cultural features in textbooks and school syllabi needs to be carried out as soon as possible; right from the earliest lessons. Nostrand (1966) pointed out that the weakest aspect of the whole teaching performance is the teaching of the foreign language culture and society. He argued that something should be done and teachers have the best opportunity in the modern educational setting to give students an understanding of a second culture because such an understanding is critically important today and that it is conceivable that without such an understanding of people's way of life, cooperation between peoples in the modern world is not possible.

Native speakers may experience pedagogical difficulties while teaching their language to others. Such difficulties can arise because of their inexperience or lack of knowledge of the cultural norms or social behaviours of the target population. Dumont (1972) gave an example of some Anglo teachers who experienced pedagogical problems in teaching their language to a Red Indian reservation in America. The teachers reported that they experienced long periods of silence in the classroom because of students' reluctance to speak, while outside the classroom the students were noticed to be noisy, bold, daring and curious.

> The cultural conflict arose because of the contrasting cultural evaluation of silence and the teacher's function: for the children silence was appropriate in situations where the unexpected might occur (such as in class) and they believed that learning from peers was more important than when it was teacher-directed. (in Loveday (1982) p.47)

Wilkins (1974) argued that in one sense language cannot be adequately learned without familiarity with features of the culture while on the other hand it is possible to master the linguistic code without acquiring a knowledge of the literary culture and the social values of the target language group. Elsewhere Wilkins (1972) also revealed pedagogical facts associated with the issue of culture. These can be seen in some of the recently published EFL textbooks which are intended for the Arab world. A glimpse into the EFL textbooks that are currently being used in the state schools in Bahrain will indicate how the cultural and situational content of a foreign society, whose language is being taught, is intended in texts. This has mainly been incorporated through local scenes and through the learner's own environmental features. Concerning this issue Wilkins (1972) stated that the contextual elements of the language which are taught through visual aids are all drawn from the children's own background and not from its international cultural association. This association of the new language with their daily life features makes the language easier to learn and to use within learners' local contextual and communicative requirements. Examples of such a pedagogical phenomenon can be clearly seen in some of the newly introduced EFL textbooks in Bahrain. These feature how local elements and characters, with only a little of British culture, are provided to the learner to enable him achieve the necessary linguistic skills needed for communication.

In summing up the views discussed for or against the inclusion of EFL culture and the need for encouraging learners to appreciate certain features of the foreign culture, which will supposedly speed up

the learning process, one needs to realize that

> Without a good grasp of the cultural background of the foreign language it is very difficult to master the language either for receptive or productive purposes. Not only the vocabulary, but even the structure of any language may be culturally oriented. (Kharma (1972) p.342)

The necessity of including cultural patterns of the target language group in school textbooks arises from their linguistic importance and relevance to the teaching materials. If these cultural patterns tend to coincide with learners' own cultural heritage, they can be ignored particularly when their inclusion is not seen to be of considerable linguistic and communicative value.

4.2.2 Functional Significance

The real functional use of any language appears in its being manipulated in actual communicative contexts. Lack of significant degree of language communication makes the learning of the language valueless. It is through ample environmental opportunities that are provided for a child that the acquisition of the mother tongue is gradually assimilated. The acquisition of one's own language is easily perceived as primarily that contact is constantly made with its speakers. Their presence in the situation is vitally important for the language to be acquired. Mackey (1965) considered the community to be an important context for learning and maintaining of a language. Paradoxically a foreign language learner encounters communicative difficulties because of lack of opportunities to practise the language with the target language speakers. This can perhaps be considered as a major reason for failing to learn or maintain a foreign language.

It is worth quoting Wilkins' example of an immigrant whose language is represented by a minority group of people. His social obligation to learn the language of his community can be seen in his continuous attempts to make use of the language in its everyday communicative contexts. If this example is examined from its socio-linguistic context, it clearly indicates how an individual learner acquires the language because of being surrounded by a community whose language he needs to learn. This community offers him ample opportunities to make use of the language in terms of its communicative functions. The situation in terms of second language learning is that of the individual's constant need to use the language outside the classroom while the main linguistic value in learning a foreign language merely lies in learners' desire to use the language for certain occupational purposes. Purposes which often end at a certain stage.

What is attempted here is an examination of the social role that English plays in the Bahraini community and the socio-linguistic implications behind its teaching. A normally accepted view sees the social functions of a foreign language affecting its learning quality and ultimately influencing learners' achievement level. However, the linguistic manipulation and the communicative usage of the language seem to be more evident at the higher educational or occupational levels where a considerable amount of English is used in writing and to some noticeable degree in speech. It is learners' social manipulation of the language in its various communicative forms that is considered here in the sense whether they are being exposed to English and whether they are in contact with its speakers or with the language itself outside the

school environment. Wilkins (1972) maintained that the context of learning is created through societal opportunities and within this the individual's needs can be met. It is important to examine the socio-linguistic status of the foreign language to be learned in order to understand society's reasons for providing and learning the language.

Almost all types of social activities are being carried out in the local Bahraini language, in some dialectal form or other. Hence the introduction of a second language as a medium of instruction is neither seen to be a necessity nor socially favoured. In some developing countries, as is the case in Bahrain, English as an L2 has a major functional role but educational policy makers 'are perpetually torn between the desirability of educating children in their mother-tongue and the need to produce very high levels of proficiency in the second language so that learning at the higher stages is made more effective,' (Wilkins (1972) p.151). In such countries, according to Wilkins, the second language is at the very least taught as a subject in the primary school. It is also felt that the regional language can cope with all educational aspects except for the technical and scientific subjects at the tertiary level.

To gain knowledge of a specific language does not necessarily mean that a person needs to be grammatically competent but rather to gain competence in being able to communicate in the language. Loveday (1982) defined communicative competence as,

> the knowledge and the ability to construct meaning in a way that is socio-culturally, appropriate in all contexts of communication. (p.64)

The assumption that a foreign language is taught for the purpose of providing the learner with adequate communicative skills is far from reality because such an assumption has never in fact been put to test. Criper and Widdowson (1979) believed that if the language is taught to serve some immediate practical purpose such as when it is taught in the context of scientific and technical education, the fallacy of such belief becomes evident. Some college students encounter difficulties in trying to cope with scientific material in a foreign language and this bears witness to the fact that communicative competence cannot necessarily be achieved from a knowledge of sentence structures.

The difficulties of teaching a foreign language can be seen in the situations where opportunities for making contacts with its speakers are scarce. In such situations, learners may experience tremendous linguistic impediments in reaching an acceptable level of fluency in the language. Rivers (1968) suggested one way of experiencing the functional use of the language is by occasionally inviting native speakers into the classroom, particularly if learners have reached the stage of becoming able to comprehend constructive speech. Rivers (1968) also recommended that each learner could have personal contact with a native speaker by means of international correspondence with students of their own age in the foreign country. More can thus be learned than from many hours of formal instruction. Such an objective in teaching English to non-native speakers was also advocated by Loveday (1982).

Bahraini pupils, in general, lack social contacts with speakers of the target language community group. This is perhaps due to less

frequent opportunities for social interactions which could promote face to face type of communication. Even if few interactional opportunities do exist, learners are not encouraged to become involved in such social communication or do not find it to be of any social significance to communicate in any other language apart from their native one. However, plentiful opportunities for developing learners' listening and reading skills in the target language are available. This form of contact with the language is seen to exist through abundant audio-visual source of references. In contrast with these expectations, learners' whole social life is dominated by the use of the mother tongue, especially for reading books, magazines and particularly for reading their local daily newspapers. English language teachers have the best opportunities for encouraging and promoting the use of English through various listening and reading activities. It is believed that learners' engagement in such activities will compensate for their lack of verbal communication. The more learners benefit from reading in the language and listening to it being articulated in its everyday communicative contexts, the better will be their language school performance. Mackey (1965) considered reading to be an important means for maintaining contact with a second language. Reading is believed to give all the features of the spoken language except the sounds and it is a most often available form of contact with the language because it is always at hand. Frequent and abundant reading of books, newspapers or magazines have often made it possible for people, with no means of contact with the language, to keep themselves from forgetting the language completely.

Carroll's study (1968) of foreign language proficiency levels attained by language majors near graduation from college revealed several

factors associated with the use of the foreign language outside the classroom, indicating the extent of the effect that it had on the acquisition of the target language. He found that the amount of time the student spent abroad, often in the country where the foreign language is spoken, had considerable effect on language achievement and the improvement of linguistic capability. An important result of the study that is applicable to the situation of a foreign language in Bahrain is that

> the greater the parents' use of the foreign language in the home, the higher were the mean scores of the students. Thus, one reason why some students reach high levels of attainment in a foreign language is that they have environments that are favorable to this, either because the students are better motivated to learn or because they have better opportunities to learn. (p.138)

Results of Carroll's study subsequently then lead to the removal of some of the blame that is often put on Bahraini pupils for not attaining a reasonable level in learning English as a foreign language and thus one needs to be sympathetic and considerate toward their language learning problems for most of them do not have home environments which promote the acquisition of a foreign language.

Dittmar and Klein's (1977) study on the acquisition of German syntax by Italian and Spanish immigrant workers indicated that, 'out of the extralinguistic variables: age at time of immigration, duration of stay, contact with Germans at work and contact with Germans at leisure time, it was the latter that proved the most significant for the level of L2 proficiency,' (in Loveday (1982) p.17).

In many countries the learning of a foreign language tends to concentrate on the accumulation of linguistic knowledge. Learners' single source of exposure to the language is provided by the classroom teacher. The classroom cannot provide learners with similar social stimulus and pressure that are compatible with realistic contexts. Foreign language learners' lack of contact with the language, due to restricted social interaction, makes the learning process become an extremely subtle task because the functional use of the language does not often exceed linguistic or communicative skills that are normally exploited for school langauge examinations.

An aspect of the second language situation that has similarity to the situation of learners of English in Bahrain has been examined by Halliday et al. (1964) who maintained that the second language never replaces the first language as a way of living and nor is it intended to do so. A high degree of competence in one or more foreign languages is certainly favoured but this is not expected thereby to disturb the part played in our lives by the native one. Schumann, J.H. (1978) maintained that it is the contact between the two groups that can affect the degree to which students learn the target language. He argued that if the second and the target language groups are roughly equal in terms of political, cultural, technical and economic status, then contact between the two groups is more likely to take place; thus enhancing the acquisition of the target language. He presented an up-to-date taxonomy of factors influencing the acquisition of a second language. This is shown in Table 4.2.

TABLE 4.2: Taxonomy of Factors Influencing Second Language Acquisition

I Social Factors
- A Dominance
- B Nondominance
- C Subordination
- D Assimilation
- E Acculturation
- F Preservation
- G Enclosure
- H Cohesiveness
- I Size
- J Congruence
- K Attitude
- L Intended length of residence in the area

II Affective Factors
- A Language Shock
- B Culture Shock
- C Motivation

III Personality Factors
- A Tolerance for ambiguity
- B Sensitivity to rejection
- C Introversion/Extroversion
- D Self-esteem

IV Cognitive Factors
- A Cognitive Development
- B Cognitive Processes
  1. Imitation
  2. Analogy
  3. Generalization
  4. Rote memorization
- C Cognitive Style
  1. Field dependence
  2. Category Width
  3. Cognitive interference
  4. Monitoring

V Biological Factors
- A Lateralization
- B Transfer
- C Infrasystem

VI Aptitude Factors
- A Modern Language Aptitude
- B I.Q.
- C Stephosymbolia

VII Personal Factors
- A Nesting Patterns
- B Transition anxiety
- C Reaction to teaching methods
- D Choice of learning strategies

VIII Input Factors
- A Frequency
- B Salience
- C Complexity
- D Type of Interlocutor

IX Instructional Factors
- A Goals
- B Teacher
- C Method
- D Text
- E Time
- F Intensity
- G Means of evaluation

(Schumann (1978) p.164)

Loveday (1982) distinguished between learning a second language within an institution setting and learning it for daily social interaction. He considered the former to be generally regarded as an 'end' or a product in itself while the latter to be a means or vehicle to achieving communicative goals.

From the views and the studies concerning the importance of the use of the foreign language in its social dimensions rather than merely in its limited educational contexts, it is believed that this social factor has been a hindrance in learners' tentative attempts to succeed in learning English as a foreign language. Learners' perpetual exposure to the foreign language and frequent contact with the language through various listening and reading opportunities can be considered to be a major determining factor influencing the learners' rate of success in perceiving the linguistic components of the target language.

4.2.3 Bilingualism

Bilingualism has been defined as, 'demonstrated ability to engage in communication via more than one language,' (Fishman (1966) p.122). It has also been seen to be, 'recognized wherever a native speaker of one language makes use of a second language, however partially or imperfectly,' (Halliday et al. (1964) p.77).

Bilingualism is examined here not to reveal its ethnic significance or to interpret its sociological conception but mainly to examine the educational and linguistic advantages of being able to communicate in L1 and L2 and the effect this will bear on the learning

process in general and the study of English in particular. It can be maintained that the educational programmes offered at the higher level in Bahrain tend to be geared toward partial bilingualism particularly in areas where scientific and technical subjects are involved. This type of bilingualism as seen by Fishman and Lovas (1970) is based on the provision of a kind of programme that

> seeks fluency and literacy in both languages, but literacy in the mother tongue is restricted to certain subject matter, most generally that related to the ethnic group and its cultural heritage. In such a programme, reading and writing skills in the mother tongue are commonly developed in relation to the social sciences, literature, and the arts, but not in science / mathematics. (p.437)

It is argued that learners with instrumental motives for acquiring a second or foreign language strive to succeed in the language learning process because of their need to fulfil certain terminal objectives. Those with integrative motives achieve some degree of competency through out of school activities. It is said that the more their integrative motivation is fulfilled, the more they are seen to be moving towards bilingualism. Thus it is the latter type of learners that can be identified and characterized as bilinguals; bilingual in the sense of their personal willingness and social acceptance of performing in two languages. In this Lambert (1967) stated that one way of becoming successful in learning another social group's language is by possessing an ability and willingness to adopt various aspects of behaviour, including verbal behaviour, which are representative of the other linguistic-cultural group. Lambert further maintained that

> the development of second language skill to the point of balanced bilingualism is conditioned by family-shared attitudes toward the other linguistic-cultural group. (p.347)

Learners' possession of integrative motives for acquiring a second or foreign language, together with their possession of some degree of instrumental motivation, can be more evident if the learners would accept seeing themselves being bilingually orientated. Bilingualism among these students does not only mean that they have mastered the different codes of two linguistic systems but they have mastered, 'two different selves, two different modes of relating to reality, two different orders of sensitivity to the wonders of the world. These are the very reasons why bilingualism has been treasured by social and intellectual elites throughout the ages. ... teachers of language and professional students of language-related behaviour can make the benefits of bilingualism more widely available and more easily attainable to those who have not yet partaken of them,' (Fishman (1966) pp.130-1).

The advantages of being bilingual, particularly in being able to handle the two languages before schooling, and probably in being able to pursue one's studies through bilingual education should ultimately encourage and enhance the development of learning a second language. If bilingualism is considered as an advantageous educational achievement, it should be encouraged in the early stages of learning. However, this will not be socially or educationally favoured as long as English is being only looked upon as a compulsory school subject. The absence of bilingualism as an essential socio-educational factor tends to adversely affect students' mastery of English to a required level.

An example of bilingually orientated pupils can be seen in some groups of people living in Bahrain whose children receive private education in bilingual type of schools. The use of English as a second language is also encouraged at home and often before the children reach the age of being admitted to school. These children succeed in acquiring a second language not only because they have home and school environments which encourage the acquisition of the second language but also because they are more socially accepted in becoming bilingually orientated. This socio-linguistic phenomenon does not exist in the state school environments and in the pupils' social settings nor is it encouraged.

4.3 Linguistic Factors

Factors ascribing to linguistic structures are discussed here in order to reveal the extent of their impact on learners' linguistic ability to acquire the language. The importance of examining these factors lies in the establishment of lines of similarities between the results of studies attempted in this area and the linguistic problems encountered by English language learners in Bahrain.

4.3.1 Mother-tongue Influence

The linguistic complexity of foreign language learning lies in the fact that in order to be categorised as being successful, the individual learner is required to respond to situations in an appropriate linguistic manner and as Hockett (1959) said is to understand what others say in the language and ultimately to read and write in it.

Learners are, therefore, bound to face a number of linguistic difficulties which may hinder their acquisition of the target language. These linguistic difficulties are inevitable in the learning process and which have often been attributed to the intrusion of one's mother tongue in the learning of another language. Nasr (1963) stated that we all acquired a set of linguistic habits by learning our native language and that in our learning of a foreign language we tend to transform some features of the old habits into the new language system. Nasr (1963) went on to add that, as an Arab student has acquired his native language to a reasonably defined level in all its phonological, lexical and grammatical features, when he attempts to learn English, he may construct erroneous utterances or statements in all the three mentioned linguistic areas.

Pupils' acquisition of their mother tongue, particularly in their early stages of schooling, tends to adversely affect their mastery of another language because, according to Lado (1957), students tend to transfer the forms and the meanings of their native language and culture - both productively in speech and cultural acts and receptively in understanding the language and the culture in the same way as practised by natives. Mackey (1965) stated that not many learners succeed in mastering a foreign language and the linguistic reason behind this phenomenon is that the learner has already had experience with the native language. Mackey (1965) further maintained that this learner is required to deal with

> these same surroundings and this same experience in an entirely different way, not only with different sounds and words and sentences, but with different groupings

> of things, persons and actions, and different arrangements of time, space and matter, all of which may conflict with the structure of his native language. (p.107)

It has been the application of linguistics and psychological theory to the study of language learning which has added a new dimension to the discussion of linguistic errors. Corder (1981) stated that it is a common belief now that learners' errors are the result of interference in the learning of a second language from the habits of the first language. The structure of one's native language is considered to be one's first obstacle to learning a new language for there will always be a tendency to put the raw material of one's own language into the experience of second or foreign language learning process. The linguistic barrier which faces a second language learner is that the acquisition of the second language cannot be made in the same way and under the same conditions as the first. It is also the foreign language learner's tendency to be conscious in the structural formation of the language which in his native language these structures are formed unconsciously. He endeavours to find in the foreign language features of the grammar which are equivalent to those of his native language.

Krashen (1981) argued that empirical studies of errors committed by second language learners have indicated that many errors were not traceable to the first language but are common to second language performers of different linguistic backgrounds. Krashen's examples of such studies included those of Richards (1971) and Buteua (1970). Krashen (1981) did not consider learners' first language to be their single source of errors but there are other sources of learners' errors

which are worth examining. He (1981) believed that the findings of research carried out on second language learners have implied that

> 1. First language influence appears to be strongest in complex word order and in word-for-word translations of phrases. ...
> 2. First language influence is weaker in bound morphology. ...
> 3. First language influence seems to be strongest in 'acquisition-poor' environments. (pp.65-66)

It is therefore seen that the more proficient a learner becomes in the language, the less chance there is for the influence to occur. If first influence was taken to be an indication of low acquisition, it would be necessary to study the role played by the mother tongue in foreign language learning. The fact still remains that learners of English as a foreign language encounter linguistic difficulties which lead them to commit numerous linguistic deviances in certain areas of the language. The advisability of overcoming learners' linguistic difficulties which hinder their language learning performance arises from the fact that

> when the initial difficulties have been once overcome, it is easier to get a minutely accurate knowledge of the language, because the learner is less disturbed by cross-associations. (Sweet (1964) p.55)

4.3.2 Reasons and Aims of Identifying Errors

Foreign and second language learners' continuous commitment of errors have led linguists and psycho-linguistic analysts to explore the pedagogical and linguistic reasons behind the commitment of errors. A new area known as error analysis has emerged into the field of linguistics. This involves the collection and the study of errors in various classified

ways in order that pedagogical remedies can finally be suggested by which errors could then be eradicated. Corder (1981) has given us two justifications for studying learners' errors; the pedagogical justification and the theoretical one. The pedagogical justification involves the necessity for understanding the nature of errors well before a systematic means of eradicating them is found. While the theoretical justification implies that studying learners' errors constitutes part of a systematic study of learners' language which is necessary to understand the process of second language acquisition. McKeating (1981) considered error analysis as a way of suggesting modifications in teaching techniques and a way of examining how a lesson should be presented in the first place that could have prevented the occurrence of an error.

Two schools of thought, in respect of learners' errors, have found their way into the field of methodology. The first school maintains that if a perfect teaching method is achieved, errors cannot and would not be committed in the first place. Learners' commitment of errors is a sign of the inadequacy of teaching techniques. The second school, on the other hand, maintains that as we live in an imperfect world, errors are bound to occur no matter what we do to avoid them. But, according to Corder (1981) our ingenuity should seek techniques for dealing with errors after their occurrence. The analysis of learners' errors would lead to the making of linguistic and pedagogical alterations in the learning programmes and thus improving the learning strategy. This basic assumption led a number of pioneering linguists to make further exploration in the area of errors. A new linguistic

area of identifying errors known as Contrastive Analysis (CA) has begun to be accepted as a major linguistic study. The contrastive analysis (CA) hypothesis states that

> while the child is learning a second language, he will tend to use his native language structures in his second language speech, and where structures in his first language (L1) and his second language (L2) differ, he will goof. (Dulay and Burt (1974) p.96)

Linguists' and psycholinguists' appreciation of the value of contrastive analysis in foreign language teaching could first be traced to Charles Fries who, in 1945, wrote

> The most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner. (in Dulay and Burt (1974) p.97)

The first one to draw the attention of linguists and psycho-linguists to the value of contrastive analysis was Robert Lado whose book Linguistics Across Cultures (1957) is still considered a major reference for students with linguistic interest in contrastive analysis. Whether error analysis or contrastive analysis techniques are applied in identifying learners' errors, the major pedagogical contribution of either is that, according to Ravem (1974), we will know more about language learning which will likely make us become successful in our second language teaching profession.

The importance of identifying and analysing errors is seen in the existence of a linguistic problem in the learning system that

requires some practical solution so that the effect of the problem is minimized. The linguistic principle of identifying errors is possibly attributed to mother tongue interference or misconceptions on the part of the learner or even for some unidentifiable reasons. The core of the problem resides in the conception that learners' errors must be eradicated by some linguistic and pedagogical means so that the commitment of errors is not continued at a later stage of language learning.

Errors are of significant value to foreign language specialists. Comparative linguistics enables those who are involved in the teaching and administration of language programmes to realize the difficulty of the learning task and the type of linguistic problems with which learners are confronted. Help to overcome these problems can be in the implementation of appropriately designed teaching materials that are evaluated well before they are adopted for use. This will lead us to the ultimate destination of preparing new materials in which the language and culture content are more appropriately evaluated. Corder (1981) mentioned three different ways in which systematic analyses of errors are of significant linguistic and pedagogical values. They first tell the teacher how far towards the goal the learner has progressed and what remains to be learned. They secondly provide evidence of how language is learnt and what strategies the learner uses in his learning of the language. Thirdly, learners' commitment of errors is indispensable that can be regarded as a device employed by the learner in order to learn.

4.3.3 Results of Studies

Studies of Emam (1972), El-Hibir (1976) and Khalil (1981), which examined the major linguistic reasons for students' erroneous utterances and statements, have affirmed the influence of the mother tongue on students' mastery of the foreign language. These studies were undertaken as a linguistic attempt to identify learners' problems in the area of morphology while others dealt with problems pertaining to phonology.

It has repeatedly been stated that students' linguistic deviances in the three areas of lexis, grammar and pronunciation affect not only their way of speaking the language but their ability to form correct grammatical sentences. It is, therefore, worth dealing, very briefly, with a selection of recent studies that were undertaken on Arab learners so as to identify their linguistic problems of learning English as a foreign language.

Emam (1972) examined written English of Egyptian students by adopting a contrastive analysis technique by which, 'differences between two languages can be established ...' (Banathy et al. (1966) p.37).

Emam (1972) gave a linguistic reason for students' difficulty in learning both lexical and grammatical items. His reason was that Arab students encounter almost similar difficulties while learning English. This is perhaps due to the fact that they do not start learning English until they have spent a number of years studying classical Arabic in primary schools. This linguistic phenomenon also appears in

foreign language learning in Bahrain in that the students will have learnt standard Arabic for a period of three years before commencing to learn English as a foreign language. Their acquisition of Arabic takes place in both its formal and informal contexts.

Khalil (1981) investigated the linguistic deviances in the written aspects of the English language learned in the secondary schools in Kuwait. She adopted 'Contrastive Analysis' and 'Error Analysis' techniques. Her conclusion in the area of lexical errors was that,

> the origin of the students' incorrect utterances seemed to stem from their mother tongue. In their attempt to write the foreign language, they transferred Arabic lexical items into English. The fact that one lexical item in Arabic may correspond to more than one lexical item in English caused a considerable number of errors. This was evidenced in the students' unacceptable collocations and the wrong usage of "idioms". (p.241)

This phenomenon was similarly noted in Al Khafajy's study (1972) in which he inferred that

> The direction of the interference here is thus from Arabic to English since Arab students start learning English with their already-acquired background of the linguistic behaviour of Arabic. (pp.850-1)

El-Hibir (1976) diagnosed errors of students in second year Sudanese secondary schools by adopting both Contrastive and Error Analysis techniques. His contrastive analysis involved making a linguistic comparison between written English and spoken Colloquial Sudanese Arabic. His adoption of error analysis was felt because all students' errors could not be accounted for by using contrastive analysis. This necessitated

the adoption of the error analysis technique because it would permit the study of all types of linguistic errors. El-Hibir came to the following conclusions with regard to students' lexical errors:

1. Interference from Sudanese Colloquial Arabic was the major source of lexical errors in students' written English.
2. The teachers' own strategy of language teaching made a noticeable contribution to the problem.
3. The students' strategy reinforced by the teachers' strategy had also contributed to the problem.
4. Mutual interference between English lexical items which are similar phonetically and orthographically was a source of error, but the errors were not many.
5. Students' production of sentences with strange meanings especially to the native speaker of English was a result of students' lack of exposure to the culture of the people whose language is being studied.

A similar study was that of Wakkad (1980) which affirmed that Arabic interference was a major source of lexical errors. Nasr (1963) and Al-Mehri (1964) examined major grammatical areas that cause problems to the Arab students in their learning of English as a foreign language.

With regard to learners' commitment of grammatical errors, Emam's study (1972) confirmed that literal translation was

> responsible for a host of grammatical mistakes. Literal translation is also the source of a large number of lexical errors. (p.148)

Samhauory, M.Z. (1965) made a linguistic comparison between written English and spoken Damascene Arabic. Only those mistakes reflecting grammatical (more especially syntactical) features were considered. Two hundred examination papers were analysed with regard to mistakes in written English. Transfer of Arabic features were reflected. Willcott (1972) administered his study on 16 Arab students. It was found that, 'Definiteness is the major problem in the corpus,' (p.132).

El-Hibir (1976) mentioned a number of pedagogical and socio-cultural factors to be the cause for students' grammatical errors and that interference from the mother tongue was not the only source of students' grammatical errors. In support of this finding, Duškovâ (1969) in her study of errors made by Czech adult learners of English, concluded that,

> while interference from the mother tongue plays a role, it is not the only interfering factor. There is also interference between the forms of the language being learnt, both in grammar and lexis. ...
> In addition, there are other, minor interfering factors such as interference from another foreign language that was learnt before English. (p.25)

Students' language weaknesses in the area of phonology were also seen to be interfering with their ability to manipulate the linguistic structures of the foreign language. It is the foreign language learners' ability to produce correctly articulated sounds. Nasr (1963) maintained in the area of phonology a learner may make errors in stress and intonation because of his native language transfer into English. Fries (1945), on the other hand, argued that

> The matter of phonetic differences between the native language and the foreign language is not the chief problem in the first stage of learning to understand and produce a foreign speech. The chief problems arise out of the contrasting patterns of the sounds of the two languages. (in Nasr (1963) p.18)

In support of the above statement, Corder (1973) stated that

> A person more experienced with foreigners knows that a good pronunciation does not necessarily go along with the ability to express oneself fluently or communicate readily in a foreign language. (pp.256-7)

It is worth reviewing briefly the results of Emam's (1972) and Hassan's (1979) studies, especially that they reflect more or less similar phonological problems encountered by Bahraini English language learners.

Emam (1972) identified the following areas of pronunciation that caused phonological problems to Egyptian students:

a. Diphthong
b. Homophones
c. Consonants
d. Consonants Clusters

Emam (1972) emphasized that some consonants were very much influenced by the mother tongue. The consonant P does not exist as a phoneme in Colloquial Egyptian Arabic (CEA) - nor does it exist in Standard Arabic or Colloquial Bahraini Arabic (CBA). So 'P' is written as b. Examples bicture blayground
brogramme broject

Emam (1972) maintained that consonant clusters were also causing students some phonological problems which led them to commit spelling errors as in

'filim'
'filem' for 'film'
'filume'

'sepent' for 'spent'
'sepend' for 'spend'
'streat' for 'street'

Hassan, G.A.M. (1979) investigated the difficulties of English 'Segmental phonemes posed for the Northern Sudanese Higher Secondary School Students'. All his selected students were about 18 years of age and spoke Arabic as their mother tongue. Hassan (1979) diagnosed students' phonological errors by adopting contrastive and error analyses techniques. He conducted pronunciation drills, interviews, examinations and made a recording of the students' speech. The speech was then analysed in phonetic transcription in order to discover areas of pronunciation and to help identify their original causes. Students' speech was matched with the target language sounds of the RP (Received Pronunciation) model. In addition to this, he took a sample of 300 written compositions so as to find out whether students' pronunciation difficulties were reflected in their written forms of English. There is no need to go into phonological details of Hassan's study but it is worth mentioning that Arabic, being the mother tongue of Northern Sudanese, was found to be a source of pronunciation difficulties that students meet in their learning of English segmental phonemes. Hassan (1979) concluded that certain pronunciation difficulties were attributable to the students themselves and that teachers of English and teaching

strategies also contributed to the problem.

The conclusion drawn here is that most of the results of studies undertaken on different Arab students have indicated that the students encounter similar linguistic problems. They have been found to share problems that are usually ascribed to mother tongue interference and also to other socio-cultural and pedagogical factors. These results can be considered to be providing a basis for the overcoming of Bahraini students' linguistic difficulties in learning of English as a foreign language. This writer, therefore, aims to concentrate on the areas of foreign language learning which are of both socio-psychological and educational nature and thus directing the attention of teachers and administrators involved in the language teaching programmes to socio-psychological factors influencing learners' degree of achievement in English language.

CHAPTER FIVE

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CHAPTER FIVE

FACTORS RELATED TO THE TEACHING SITUATION

5.1 Introduction

A number of issues related to methodological principles of foreign language teaching are reviewed here but this is merely intended to reveal their effect on the teaching situation in particular. The pedagogical quality of teachers of English as a foreign language is of significant importance for it is the teachers who bear the responsibility for equipping the learners with the necessary linguistic and communicative skills. The more teachers become aware of the pedagogical and linguistic issues related to their profession, the better chance there is for any learning programme taught by them to become evidently successful. A brief account of other key relevant factors existing within the whole educational structure is also discussed.

5.2 Methodological Principles

Teachers' full awareness of their intended teaching objectives is of extreme importance for this will undoubtedly help determine the quality of their teaching of the course content and their employment of appropriate methods and teaching techniques which facilitate the attainment of the prescribed objectives.

5.2.1 Objectives and English Language Teaching

The importance of specifying objectives for any learning situation lies in both learners' and teachers' need for awareness of what they are aiming to achieve. Van Ek (1979) maintained that learning

objectives must be geared towards learners' needs and that if we are to

> define the learning-objective for a target group we first have to specify the situations in which they will need the foreign language. Specifying a situation means stating the roles a language-user has to play, the settings in which he will have to play these roles, and the topics he will have to deal with. (p.103)

Objectives should be initially specified in terms of behavioural objectives with a view to clarifying what linguistic skills learners are expected to achieve and be able to perform at the end of a prescribed course. Rowntree (1982) maintained that

> By objectives we mean not the broad purposes or aims of the teaching, ..., but simply: 'What should the student be able to do (or do better), as a result of the teaching, that he was unable to do (or do so well) before?' (p.7)

Specification of objectives makes it possible to make appropriate evaluations of learning activities and thus the educational outcomes will be better determined. It is essential that objectives are examined in terms of how they coincide with learners' linguistic needs. It is also important to ensure that the linguistic and learning experience is planned so as to be completely representative of the objectives. The quality of the objectives is then judged in the light of their reflection of learners' actual language requirements. What then comprises objectives? Mager (1962) identified three basic components that determine how good objectives are. These are as follows:

1. First, identify the terminal behaviour by name; we can specify the kind of behaviour which will be accepted as evidence that the learner has achieved the objective.

2. Second, try to further define the desired behaviour by describing the important conditions under which the behaviour will be expected to occur.

3. Third, specify the criteria of acceptable performance by describing how well the learner must perform to be considered acceptable. (in Davies (1971) p.82)

Such components of objectives necessitate teachers of EFL to expect behavioural changes in their pupils indicating that their ability to manipulate certain lexical and structural items of the language are of the nature and level predicated in the objectives. The identification of learning objectives normally entails their being written in performance or behavioural terms indicating what learners are expected to achieve at the end of the learning programme. Changes are expected to appear in their linguistic or educational behaviour by which the prescribed objectives can be judged to have been fulfilled.

Sockett (1976) emphasized that a behavioural objective should refer to an intended change of behaviour in a learner and that this behavioural objective must be specific, measurable and unambiguous. This implies that in the design of a school curriculum, the intended learning objectives should reflect the linguistic attainment required of the learners. The essence of achieving objectives lies in relating the performance objectives to learning and pedagogical activities in general and to teaching foreign languages in particular.

One of the common principles in foreign language teaching emphasizes the need for keeping learners interested, active and positively motivated if learning is meant to be effectively achieved. The creation

of this subtle learning-teaching task is conditioned mainly by three basic elements comprised of the teacher, the learner, and objectives. Concerning this, Hussain (1971) stated that,

> unless specific language skills are stated in the objectives, and these skills are measured to evaluate the learner's terminal behavior in the language, neither the teacher, nor the learner will direct his efforts towards achieving these specific goals. (p.57)

Teachers' acqaintance with their students' previous linguistic attainment and their degree of exposure to teaching materials are necessary so as to avoid letting those with low achievement background lag behind their classmates. They need to be identified before they are eventually noted as underachievers, particularly before their language problems might reach a stage at which solution will be more difficult.

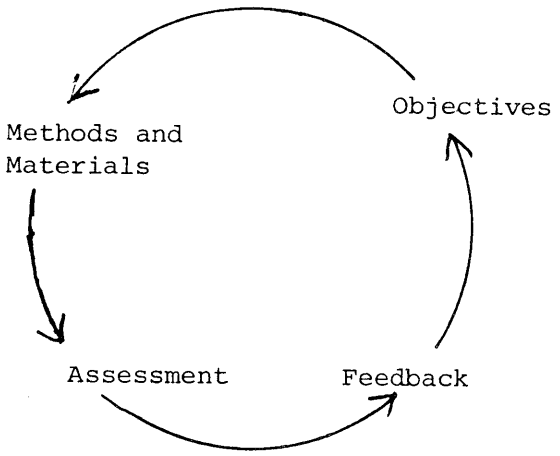
5.2.2 The Significance of Objectives

Excellently designed objectives can fail to be achieved if the teachers who are responsible for attaining them are untrained or their teaching experience is too limited. If learning is meant to be efficient and methods are meant to be successful, there has to be a close interaction between the teachers and their pupils.

The employment of appropriate methods and the teachers' choice of workable techniques depend, to a large extent, on teachers' professional training and insight. This facilitates the achievement of the intended objectives. In this, one must not ignore the learning and teaching conditions under which the whole learning process is to take place.

Nicholls (1972) presented a useful diagram which illustrates essential elements which contribute to the success of a teaching method. This is illustrated in Figure 5.1 below.

FIGURE 5.1: How a method works



(Nicholls & Nicholls (1972) p.14)

Teachers need to familiarize themselves with the course content so that they will not become bewildered in their teaching. Hassan (1978) gave some useful points by which teachers and course designers can judge on the quality of the course content. He was of the opinion that

> In order to judge the quality of a language course it is necessary to take the following factors into account
>
> 1. The pedagogical, social and psychological factors related to the learners. These include:
>
> a) The relation of the content to the learner's interests, values, and age.
> b) The degree to which the content stimulates activity and motivation for further learning.
> c) Illustrations available to the content.
> d) Provision for individual differences.
>
> 2. Linguistic considerations:
>
> a) clarity and naturalness of the language
> b) clarity of explanation

c) The degree to which technical vocabulary is illustrated
d) Style (pp.247-8)

The pedagogical purpose that entails the examination of the content of the language course is to enable the teacher to evaluate its quality and suitability for learning situations.

Once the course content has been approved of, particularly in respect of its linguistic suitability and the provision of appropriately trained teachers who are both imaginative and competent to carry out their professional duties, the outcome will no doubt be an effective language learning activity provided, of course, that the learners' related elements work in favour of the intended learning materials.

Objectives, methods, and course content are therefore inter-related teaching elements. Certain teaching techniques can then be adopted by the teacher to facilitate the attainment of the intended behavioural objectives. In this respect, Antony (1963) defined a technique as

> a particular trick, stratagem or contrivance used to accomplish an immediate objective. (p.7)

One may not be totally satisfied with one single method in that its application may not necessarily be successful throughout the learning stages of a specific topic. The need for a modification or an adoption of a different method may be felt. This depends heavily on the demand and limitations of the circumstances and it also depends on the type of

language learning skills that are to be developed and acquired on the part of learners.

5.3 Development of Foreign Language Skills

A commonly held view in language teaching emphasizes the development and promotion of the four basic foreign language skills. These skills are comprised of listening, speaking, reading and writing. Abercrombie (1956) stated that to know a language is to be able to read it, write it, speak it and understand it when spoken.

5.3.1 Listening

An individual's level of learning in a foreign language is usually judged by his or her ability to grasp the meaning of the spoken words. It is this linguistic skill that is initially felt when the individual is directly involved in oral communication. Whatever definition is given to language and whatever means are employed to succeed in its acquisition, it is the listening skill that must first be developed. Rivers and Temperley (1978) have defined listening as

> a complex operation integrating the distinct components of perception and linguistic knowledge in ways which are at present poorly understood. (p.63)

Lexical or structural items of the language that are intended to be acquired will be both linguistically and pedagogically more effective if learners are provided with ample opportunities to listen to the item and endeavour to understand its contextual meaning with the aid of helpful and clear demonstration. In this, the teachers' own command of the

language can act as a model, particularly if their ability in the sound articulation of the phonetic system of the language is of an acceptable standard. Broughton et al. (1980) suggested a useful technique by which a student's listening skill would be better developed through extensive listening activities. Their flexible system was to make cassette tapes available for home loan and thus giving a student an opportunity to work at his own pace. With the provision of simple recording facilities, it is possible for students to have their own copies of cassettes to keep at home.

The essence of listening as a skill in foreign language learning lies in the creation of ample learning opportunities by which this skill can be developed and both learners and teachers can observe its development.

5.3.2 Speaking

Speaking is a skill that is linguistically linked with the students' continuing exposure to the target language. Its development depends heavily on learners' attempts to produce utterances which are linguistically appropriate for the required communicative contexts and in which learners will experience the obligation to express themselves. Without learners' need for communication and without feeling the necessity for self expression no utterances are likely to be automatically produced. Billows (1961) stated that in order

> To speak a language with confidence, learners must have the opportunity of hearing it spoken correctly and fluently, so that their minds can move rapidly in the language without reflection on the individual words or their position in the sentence. (p.67)

Morris (1956) suggested that pupils should first be trained on spoken language rather than on its written form. Speech should constitute a basic aim in the language course and its provision. Morris further maintained that the process of acquiring speech habits demands careful training under competent teachers. Gurry (1955) argued that children should start learning to speak the new language before they try to read it because

> the spoken language is the real language, and therefore is a more potent manifestation of it than the printed form. (p.17)

The development of the skill of listening facilitates that of speaking. These in turn develop and enhance learners' reading and writing skills.

5.3.3 Reading

The complexity of acquiring the skill of reading lies in its involvement of a whole series of lesser skills. Students first need to acquire an ability to recognize stylised shapes and then to correlate them with language. Learners' capacity to acquire language lies in their intellectual skill and ability

> to correlate the black marks on the paper by way of formal elements of language, ..., with the meanings which those words symbolise. (Broughton et al. (1980) p.90)

The skill of reading is normally emphasized and is concentrated on because it is often understood that through the development of the reading skill the pupil can

> ... acquire the speed and skills he will need for practical purposes when he leaves school. ... Professional competence depends on it. ... Further education depends on quantity and quality of reading. All the important study skills require quick, efficient and imaginative reading. ... General knowledge depends on reading, ... the more the student reads, the more background knowledge he acquires of other ways of life, behaviour and thought and the more books he finds he can understand. (Bright and McGregor (1970) pp.52-3)

A reasonable level of mastering the skill of reading is believed to be achieved by encouraging students to read for the sake of experiencing a wide range of enjoyable reading activities in order that interest in reading can be stimulated. Such an educational task will lessen the degree of their dependence on reading only the printed material included in their school textbooks. With the present available graded reading texts and commercial reading kits, learners' reading levels can be improved both through intensive and extensive reading schemes and in which learners can be engaged in following various types of reading exercises designed to help them attain a full understanding of the printed materials and thus furthering their development of appropriate reading habits.

5.3.4 Writing

The skill of writing is often considered to be an essential classroom activity. Rivers (1968) considered writing to be of considerable importance for learning in the other skill areas and that it is useful in testing programmes. Rivers (1981) also stated that writing in the foreign language reaches its complicated stage when learners are involved in writing

> meaningful segments of language which might be used in specific circumstances by native speakers. (p.294)

Such a writing activity that Rivers has referred to as an essential classroom activity can be seen in students being engaged in such different writing activities as grammatical exercises, simple dialogue construction and simple translation exercises and dictation and cloze procedures. However, it is often wrongly assumed that the development of students' skill of writing is often associated with their being able to pass school examinations. It is, therefore, more appropriate to say that one should be training individuals to develop their writing skill but not in the sense that they are primarily developing it so as to pass school examinations. Students should be encouraged to write so as to gain a training in a valuable form of expression and because language is closely linked with thought, there is some chance that students will develop the habit of thinking to write more clearly and accurately. Gurry (1955) mentioned four reasons for a lack of progress in writing a foreign language. These reasons include students' inadequate preparation in writing and unsuitable subjects to write about.

The conclusion drawn from this section signifies the importance of relating methodological principles of foreign language teaching to learners' communicative needs and that developing learners' linguistic skills should receive equal degree of attention in the design of appropriately graded language programmes.

5.4 Factors Related to the Teacher Issue

The key to achieving good quality in an educational system lies in the provision of a sound teaching force. This was noted by Professor A. Taylor (1970) in that the effectiveness of any system depends on the quality of its classroom teachers.

The quality of teachers and their contribution to the learning process have become an important educational issue in a number of developing countries. It is the teachers' role that should really be examined and that their effective contribution that would maintain an acceptable level of education. Good competent teachers are necessary for the development of any educational system. Newly built schools equipped with up-to-date equipment and teaching aids which lack qualified teachers are of little use in educational terms. Coombs (1970) considered teachers to be the largest, most expensive and most crucial inputs of an educational system.

5.4.1 Teacher Education

The first scheme of its kind that was aimed at preparing locally trained primary school teachers was implemented in Bahrain in the early 1940s with what was then referred to as a 'Special Class'. By the early 1950s a new teacher-training programme began to appear alongside the existing secondary school classes. The programme was largely based on an Egyptian model. The major aim of this programme was to prepare Bahraini teachers to teach in primary schools where they were urgently needed. Several classes were attached to the only existing secondary school at the time. Students were selected on the basis of their

willingness and readiness to take up teaching as a career. These were also required to be of reasonable academic capability and to be physically fit.

Courses for such teacher-training programmes consisted of general as well as professional subjects. The courses of study offered to both boys and girls were basically similar in content. Their professional studies were comprised of three main areas. These were Foundations of Education, Child Psychology and Methodology of Teaching.

What is significant about Table 1 given in Appendix O is that students do not take a particular subject as their major field of specialisation. Their teaching of any particular subject would normally have either resulted from personal interest and desire to specialise in its teaching or because of being required by the school administration to teach a particular subject for which there was a shortage of teachers. It is unfortunate that the second state has often been the case, particularly at the primary level where specialist teachers were hard to find.

Primary school teachers of English language and those at the intermediate level began to gradually regard the teaching of English as their future professional career and were also recognised by the school administrators as being teachers of English.

5.4.2 Teacher Training Colleges

To reduce the increasing reliance on expatriate teachers, it became necessary to establish two Teachers' Training Colleges. The Men's

Teacher Training College was opened in 1966, followed by the women's a year later. College programmes were of two years' duration and were aimed at preparing teachers for the primary and intermediate school levels.

College curricula were comprised of general, professional and special type of studies in which students would choose any one of the following subjects as their main subject for their teaching specialisation.

Arabic and Islamic Culture English Language Social Studies Physical Education Arts and Crafts	normally for literary students
Science (Chemistry & Biology) Mathematics (Mathematics & Physics)	normally for science students

By the beginning of 1970, College graduates began to fill in the gaps, particularly in state primary schools; a situation which resulted in the Ministry of Education abolishing the Teachers-training classes in the secondary schools as it was felt that a two year teacher training course after secondary education would provide the system with better trained teachers for both the primary and intermediate schools. Table 2 given in Appendix O indicates the increase in the number of Bahraini teachers at both primary and intermediate levels.

The two teachers' training Colleges were closed in early 1978 as a result of the establishment of the University College of Bahrain. This step was taken as a result of the desire to introduce academic

courses of four years' duration which would hopefully provide the system with more adequately trained local teachers for the secondary level.

5.4.3 Training EFL Teachers

The initial training of teachers of English as a foreign language is as difficult as the training of other specialist teachers; if not even more subtle. The more effective their training is, the better quality the outcome would be. Strevens (1977) maintained that

> The general effectiveness of language learning and teaching in any given country is heavily dependent on the nature and quality of the training which teachers undergo before entering their profession. (p.21)

The establishment of a semi-recognized department of English in the Teachers' Training Colleges brought a new sense of professionalism and specialisation to the field of English language teaching. Inappropriate type of experience and little knowledge of pedagogical matters or that of the subject itself were no longer accepted as an essential teaching qualification or guaranteed teachers an educational prestige. To teach English as a foreign language meant that one would have to have received some kind of training and ample knowledge of the linguistic components of the language.

Strevens (1977) maintained that training language teachers entails

> the selection of potentially suitable individuals.
> ... the continuing personal education of the trainee so that the teacher can be seen to be a member of the educated sector of the community; ... (p.21)

5.4.4 Training Courses Components

Strevens (1977) gave three main components for training teachers of languages.

> The skills component embraces the teacher's command of the language he is teaching, ... The information component includes information about education, about the syllabus he will be following and the materials he will be using, and about the nature of the language. The theory component brings in an appropriate selection of the theoretical findings from educational philosophy, psychology, linguistics, applied linguistics, etc. (p.22)

From the writer's experience in having undergone a training course at Men's Teacher Training College / it can be stated that the first two of Strevens' components were included in the college curricula but the third component was given little attention. The Ministry's educational objective was to equip trainees with essential professional and academic training required for coping with the teaching requirements of both primary and intermediate courses. However, with the establishment of the University College of Bahrain and with its four year degree courses, it has now been proposed that a longer academically based type of professional training is hoped to be more suitable for the preparation of secondary school teachers.

5.4.5 Desire to enter the Profession

The importance of teachers' own desire and attitude to their profession must not be minimized for it is their willingness and motivation that can undoubtedly speed up the act of learning. Allen and Valette (1972) suggested that

> it is the teacher who sets the tone for the learning activities. ... the attitude of the teacher also influences a student success. ... a positive attitude on the part of the teacher is essential to success. (pp.3-5)

The fact cannot be denied that if teachers are given the opportunity to seek different types of employment and that such employment does in fact exist, teaching will be the last profession that they will decide to choose.

Tables 3 and 4 in Appendix O clearly indicate the great drop in the number of male students at Bahrain Teachers' Training Colleges, particularly in the years 1973-77 when salaries and opportunities elsewhere were much more competitive than those offered in the govenment sector. It is clear from the tables that individuals' attitudes and desires to teach can be adversely affected by external factors. For Bahrainis the reason has always been better employment and opportunities elsewhere so that choosing teaching as a professional career is not attractive to those who do not possess the desire, the motivation or the willingness to become teachers.

The present situation of EFL teachers in Bahrain and their financial status, in spite of its fairness, encouraged many to seek part-time jobs in private educational institutions or in other places.

5.4.6 Linguistic Competency

In addition to teachers' possession of some degree of willingness and desire, teachers of a foreign language are also required to be in

possession of some reasonable knowledge of the linguistic structures of the language to enable them to have a good command of the language. Palmer (1968) stated that

> The first and most important qualification of the ideal teacher is a thorough knowledge of both the foreign language and the student's native tongue. We say the 'ideal' teacher - that is to say, one who is prepared to conduct the pupil from his starting-point through the two preparatory stages and deep into the third stage, ...

Successful learning conditions can only be created through teachers' own skill and personality. Such skill is undoubtedly dependent on his or her degree of proficiency in the language and also on their knowledge of methodological matters and techniques as language teachers. Lee (1968) pointed out that

> One of the main causes of ineffective English teaching in the world today is that so many teachers have an inadequate command of English. (p.115)

Stern (1963) argued that in order to overcome the existing language teaching difficulties, a high level of linguistic performance is required of teachers. Stern (1963) considered the poor quality of language teaching to be the reason for widespread low standards. Wilkins (1974) maintained that there are countries

> where the teachers themselves have been relatively ill taught, where resources are lacking, so that teachers will never have the opportunity to visit the country where the language they teach is spoken, ... and where teachers ... are hardly able themselves to use the language for real communication ... A teacher who himself has difficulty in speaking the language he teaches is not going to succeed in giving his pupils a command of spoken language. (pp.53-4)

5.4.7 In-Service Training Programmes

The standard of EFL teaching has always been a matter for concern in many developing countries where the language serves as an essential tool and is an important school subject.

With the establishment of the in-service training centre in Bahrain in 1973 designed to upgrade the standard of both primary and intermediate teachers, it became possible to provide in-service training courses in EFL to teachers in primary schools and to those who had not had any additional qualifications apart from their Teacher Training Certificate which academically was the equivalent of a secondary school certificate.

The courses offered at the centre have been of two years' duration; attended by many teachers on part-time bases. In early 1980 the centre was linked to the University College of Bahrain.

The Department of English at the University College of Bahrain, in collaboration with the language advisorate began to operate in-service training programmes. The need for a more appropriate type of training of teachers and the need for encouraging teachers to take their in-service training courses seriously has evidently led the officials in both the Ministry of Education and the University College of Bahrain to set up a two year part-time course leading to a certificate in the Teaching of English as a Foreign Language. This new proposal was thought to be appropriate for improving the training of EFL teachers. The programme is focused on the methodological principles of language teaching

and the designing of teaching materials. It is also focused on improving the students' general command of the language.

Corder (1968) stated that language teaching needs a special type of training. Teachers should not only acquire a knowledge of the language they are going to teach but

> they must, in addition to their general training as teachers, receive special training in how to teach languages. ... those who have received specialised initial training will need a further period of professional study and orientation at a later stage in their career. (p.67)

A further ministerial recommendation with a view to upgrading the academic standard of teachers has involved the possibility of admitting some graduates from the Teacher Training College, mainly those who have obtained satisfactory grades, into three-year full-time courses at the University College of Bahrain leading to a degree in English and Education. The scheme is similar to that already in operation for teachers of physical education. The main purpose of such a scheme is to prepare qualified teachers for the secondary level.

This writer wishes to make an important point in respect of teacher quality and the means of improving standards and so enabling them to be promoted to senior teaching posts. It is extremely important to keep the best qualified and most competent teachers responsible for the teaching of English in the primary sector. However, due to the Ministry's major concern with the quality of education at the higher level, this has not been possible. This situation has led, particularly

during the last decade, to an endeavour to maintain an acceptable standard of secondary education in order to equip the secondary school graduates with the necessary study skills needed for pursuing their higher education. This unfortunately has been working at the expense of primary education. However, the improvement of the standard in primary education has now become the Ministry's major concern. It is hoped that with the recently implemented scheme for raising the standard of primary school teachers, both academically and professionally involving the admission of primary school teachers, initially on voluntary bases, to take a degree course at the University College of Bahrain, will mean that pupils in state schools are likely to be taking instruction from better qualified teachers. The plan, in the long run, is that teachers at all educational levels, specifically those in primary schools, will be holders of a university degree.

This writer is of the opinion that there is an urgent need for having a cadre of English language senior masters in both primary and intermediate schools similar to the operated system at the secondary level.

Strevens (1980) stated what can be taken as a conclusion to the argument concerning the issue of the quality of EFL teachers who are needed not only for one type of schooling but for all those learners who learn English as a foreign language. He was of the opinion that

> Maximum rates of achievement in the learning and teaching of a foreign language are typically produced when skilled and devoted teachers are encouraged by society and their profession to cherish willing learners. (p.28)

5.4.8 The Role of Communication

What has already been stated in chapter four with regard to learners' lack of opportunities to use the language in context and to come into contact with its speakers also applies to the majority of EFL teachers in Bahrain. A limited amount of English is often used by the ordinary teacher and such use usually does not exceed that range of language needed to suffice his or her pedagogical needs.

Hornby (1968) stated what seemed to be applicable to such a situation, 'almost all of the trainees, are likely to have little or no contact with native speakers of English. They have few opportunities of visiting Great Britain,' (p.95). Again even if teachers of English have access to records, broadcasts and films, these seem to be

> less effective than regular contact with native speakers in an English-speaking community, ... (Lee (1968) p.116)

5.5 Educational Factors

Factors existing within the total educational structure may also possibly contribute adversely to continuing ineffective foreign language learning. Such factors are normally beyond learners' and teachers' educational authority, but it is important that one becomes aware of their existence and that endeavours are made to eliminate or reduce such educational deficiencies that may result either because of lack of facilities or inconsistency in or unsuitability of the printed materials. This section is devoted to a brief examination of such factors.

5.5.1 Access to Information

It is vital that teachers of English have access to information which means access to special types of libraries which include not only standard texts related to their academic disciplines but also relevant journals, research reports, occasional papers and also

> unpublished papers of limited distribution, reports of conferences and seminars, dissertations, and M.A. and Ph.D. theses. (Corder, in Perren (1968) p.71)

Another type of scheme that would enable teachers to gain further information is that teachers should make constant efforts to make contact with people who possess more expertise in foreign language teaching and whose competency in the subject matter can be of benefit to their areas of interest. The teaching staff of the English Department at a University is a possible channel through which guidance and help in matters related to their pedagogical needs can be obtained.

The need for a teachers' centre or association arises from the fact that Bahraini teachers, including those who are recruited from other countries, do not have a place at which they can get together in order to exchange their views on their teaching problems. Strevens (1980) suggested that

> One kind of follow-up must be the career-long provision of morale-boosters - of events where teachers can meet together, share ideas, renew acquaintance with success, seek professional commiseration with our little deprivations, and generally break free of the frustrations and annoyances of the daily round; also teachers' associations, workshops, conferences, magazines, and journals, etc., and, for teachers for whom English is not the mother tongue, opportunities to restore and improve their command of the language. (p.41)

Teachers of English and teachers of many other subjects at the moment depend entirely on their individual efforts in keeping themselves abreast of recent educational innovations. McGregor (1971) indicated the importance of the establishment of an English Teachers' Association when he stated

> Another very useful and more localized method of exchanging ideas with colleagues in the language teaching field is to join or to form, an English Teachers' Association. The value of such an association to an English teacher is immense. If any teacher of English finds there is no local association which he can join, he should give serious thought to starting one, preferably in liaison with the nearest office of the National Ministry of Education. (p.71)

5.5.2 Audio-Visual Aids and Foreign Language Teaching

No learning or teaching situation can, nowadays, escape the reality of the need for the manipulation of audio-visual aids which would facilitate learners' assimilation of the subject matter. Audio-visual aids have now become a necessity not only in various educational contexts but have expanded to include those of foreign language situations. The use of audio-visual materials to teach foreign languages and their culture has recently been advocated by foreign language educators. The development of audio-visual materials has become evident particularly in the last ten years. Parks (1982) maintained that

> Much of this activity has been influenced by the increasing availability of different kinds of materials and equipment and by recent research in linguistics, psychology, and educational technology. ... The fact that the incorporation of audio visual materials into the foreign language curriculum has contributed to higher levels of student motivation and achievement confirms the value of this renewed interest and justifies continued investigation of the issues involved. (p.133)

A number of articles and books have been attempted on the use of audio-visual aids in teaching foreign languages. These attempts have all confirmed more or less the significant value of audio-visual materials for the development of foreign language skills. Lee and Coppen (1964) mentioned a number of ways in which visual and aural aids could be helpful in the teaching of a foreign language. Parks (1982) associated the importance of audio-visual materials with current trends in teaching foreign languages in that they:

> (1) provide students with a variety of simulated situations in which to practise meaningful language exchange,
>
> (2) create interest and stimulate a desire to participate in communicative activities relevant to students' personal experience and needs;
>
> (3) increase concentration, retention and recall of language items presented;
>
> (4) expose students to the non-verbal aspects of language communication; and
>
> (5) increase student awareness of the target culture and their own culture. (pp.133-4)

El-Araby (1974) maintained that

> Teaching aids bridge the gap between the class and the outside world, (p.6)

and went on to add that audio-visual aids

> are not designed to replace words but to strengthen them. (p.7)

Corder (1966) argued that the use of audio-visual aids in the classroom

> is justified only if they can do something the teacher unaided cannot do, or can do less effectively. (p.69)

Grundstorm (1969) in his article on the capabilities and limitations of the motion-picture film for foreign language teaching argued that

> It is hard to imagine that we will be able to make effective use of the computer, or any other new tool for instruction, if we have been unable to take full advantage of the much simpler media already at our disposal. As individual teachers we need to attain and maintain a familiarity with the capabilities of the hardware, the quality of available materials, and the ways in which each medium can contribute to language learning. (p.83)

With today's application of modern technology in various fields of education, it has now become possible to design EFL textbooks that are accompanied by assorted essential and supplementary aids. These are intended to offer students built in learning activities through which their receptive and productive skills can be developed.

Whatever method is adopted for creating learning activities in which students are given adequate chances to listen to spoken English, a teacher should not dispense with the use of teaching aids which can be exploited for the learners' listening skills and for the development of other linguistic skills. Wright (1976) in 'Visual Materials for the Language Teacher' gave a number of points regarding the pedagogical contribution that audio-visual materials would make for developing learners' linguistic skills.

It may be appropriate, therefore, to conclude this section on the valuable role played by audio-visual materials in foreign language instruction by quoting Parks' statement (1982) in that

> The understanding and ability that result from proper training in the selection, production, and effective use of audiovisual materials will make a significant contribution to the enhancement of the quality of foreign language instruction. (p.139)

In this study the contribution of audio-visual aids to foreign language learning is examined in the light of their influence on students' level of achievement in the subject.

5.5.3 Study Habits

Students' own ways and means of developing study habits can be considered to be an educational factor that is often observed inside and outside school hours. The term study habits signifies students' devoting some of his time to doing and submitting school set homework on time and also preparing themselves for school examinations. These self-study habits procedures do not only affect students' level of achievement but also differentiate keen students from the uninterested ones. Wittenborn and Larsen (1942), in their study of 27 first year students, studying German, used a questionnaire and a personal interview with every student. It was found that, 'significantly more higher achievers studied corrected homework assignments and examinations, and read the foreign language for ideas rather than words,' (in Pimsleur (1962) p.165). Other results of the study indicated that, 'high achievers are more likely to prepare their lessons daily as well as covering their lessons in the time set aside for that purpose,' (Ibid., p.165).

Another study which was undertaken in 1945 suggested that, 'study habits may be more important in foreign language achievement for freshmen than for sophomores,' (Ibid., p.165). Concerning the results of these studies, Pimsleur (1962) maintained that the studies indicated that, 'student study habits exert their influence as a factor in foreign language learning. However, they have not investigated the question of whether there are particular study habits which lead to high achievement in foreign language study as opposed to high achievement in general school work. Moreover, there is some evidence that the effects of study habits are greater for freshmen than for sophomores. It is not clear whether this is due to maturation or to the fact that students with poor study habits tend to either improve them or drop out,' (Pimsleur (1962) p.165).

CHAPTER SIX

THE PILOT STUDY

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CHAPTER SIX

THE PILOT STUDY

6.1 Introduction

The student measuring instrument had to be initially tested for its appropriateness, reliability and clarity in order to determine the final version of the student questionnaire. The need for such a research measurement implied the necessity for carrying out a pilot study.

6.2 Objectives

The objectives of the pilot study were

a. to practise administering the test and to make appropriate observations.

b. to avoid making the kind of mistakes that would interfere with the success of the main field study.

c. to make the researcher aware of weaknesses in the administration procedure.

d. to test the reliability of the measuring instrument.

e. to find out if the subjects intended for the main study would in fact understand its instructions correctly.

f. to check the time needed for the main study.

g. to give some indication of the results to be expected from the main investigation.

6.3 Sample Selected for the Pilot Study

The following steps were taken by the researcher so as to determine the size and the characteristics of the selected sample:

a. The sample was selected from pupils studying in the third year secondary schools.

b. Both sexes were included.

c. Subjects were derived from two schools.

d. It was felt that a sample of at least thirty from each school was needed in order to obtain results giving an acceptable level of precision.

Two schools, one for boys and the other for girls in the town of Rifáa, were approached.

The nature of the study was thoroughly explained to the head-master and the headmistress of the school concerned. The researcher then obtained lists of third year students' names and applied a systematic technique for selecting subjects. This systematic sampling technique involved dividing 'the population by the number needed for the sample (1000 ÷ 100 = 10). Then the researcher selects at random a number smaller than the number arrived at by the division (in this example, a number smaller than 10). Then, starting with that number (e.g. 8), she selects every tenth name from a list of the population,' (Borg and Gall (1983) p.248).

A sample of 43 students from West Rifáa Secondary School for Girls and a sample of 29 students from East Rifáa Secondary School for

Boys were formed; 72 in total with a mean age of 17. The sample comprised 10% of the actual number of third year students in both schools. As a few of the selected students were absent for the test and a few of the items of the questionnaire were left unanswered, the number of those who actually completed the questionnaire is not the same as the initial number selected for the pilot study (N 72).

Table 61 gives the number of the subjects selected and those who completed the questionnaire from both the schools.

TABLE 6.1: Number of Selected Subjects

No.	Name of School	Sex	Initial Number	Final Number
1	East Rifa'a Secondary	Male	29	27
2	West Rifa'a Secondary	Female	43	39
	Total		72	66

The administration of the pilot study took place in late December 1983 after official permission had been obtained from the Ministry of Education.

6.4 Instructions Given

The purpose of the test instrument was thoroughly explained to the students before they were to start responding to the items. They were assured that their responses would be treated in total confidence and would be used for statistical purposes only. This was essential, particularly as the selected students had to put down their names in

order that the researcher would be able to follow up their results in their achievement tests.

The students, themselves, were not told why they had to put down their names so as to avoid putting them under pressure for they might have concluded that their responses would affect their language learning assessment. The subjects were not given any fixed time in which they would have to finish the test. They were allowed ample time to complete the test but not to spend too much time on any particular section.

At the time the pupils appeared to have finished the test, the researcher noted that an average time of one hour would seem to be sufficient for the main study. When all the necessary data had been collected, it was made ready for statistical analysis. The subjects' responses to the items of the questionnaire were correlated with their First Term Examinations results.

6.5 Data Analysis

In the statistical analysis, the following procedures were used.

6.5.1 Reliability

Method A: As mentioned in chapter 2, the researchers' method for determining the reliability of the students' responses was by inserting one repeat item to most sections of the questionnaire in order to measure the degree of its internal consistency. These repeat items were hardly noticed by the respondent as they were contextualised in different structural forms.

Table 6.2 gives the number of these repeat items according to the section in which each repeat item occurred.

TABLE 6.2: Number of Repeat Items

Section	Repeat Items
3	9 and 12
4	17 " 22
5	24 " 28
6	32 " 40
6	33 " 41
7	45 " 58
8	66 " 71
11	82 " 88

The average mean score of these items was obtained by adding up all the subjects' responses and then dividing them by the number of the subjects. The result is given in the following table.

TABLE 6.3: Reliability Test Result

Type of Respondents	Average Mean Score	Difference
Male	*16.5 17.1	0.6
Female	*17 18	1
Overall	*16.99 17.55	0.56

*Of items 9,17,24,32,33,45,66 and 82

The table indicates that the difference in the average mean score of the three groups was minimal. There was only one pair of items in all the cases which departed from any real logic and which indicates

that the respondents were consistent in their answers and thus the test administered could be considered as reliable.

Method B: Another method that was used for measuring the degree of the reliability of the students' responses was by working out the correlation coefficient reliability of the repeat items. The Pearson Product Moment Correlation Coefficient was obtained by applying the following formula for r

$$r = \frac{n\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[n\Sigma x^2 - (\Sigma x)^2][n\Sigma y^2 - (\Sigma y)^2]}}$$

where x and y respectively denote the two sets of versions of the questions and n is the relevant number of items.

A value of .95 correlation was obtained among male respondents and a value of .98 correlation was obtained among female respondents and a value of .98 correlation was obtained among the overall selected sample. All these indicated a very high correlation coefficient of reliability of their responses. On the basis of the above evidence, it was accepted that the test instrument was a reliable measuring tool.

6.5.2 Reliability of Achievement Results

To determine that the subjects' achievement results were reliable, it was necessary to adopt a method that would reveal the degree of their reliability. The method adopted by the researcher is similar to that of test-retest reliability technique which involved measuring the degree of reliability of subjects achievement results in another test. The

researcher correlated the subjects' First Term Achievement results with their results in the second term. There was an approximate period of four months between the two tests which meant that the subjects selected could not have possibly made a highly recognisable and noticeable progress in such a short period, bearing in mind that the language is not being intensively taught during that period.

A value of .9 correlation was obtained among male subjects and a value of .8 correlation was obtained among female subjects and a value of .8 correlation was obtained among the overall selected sample. On the basis of these correlation results, it was accepted that subjects' achievement measures were reliable in that the subjects obtained more or less similar results when tested on another occasion.

6.5.3 Validity

A third technique for measuring the validity of the questionnaire, i.e. face validity quoted in chapter two, was applied here. This involved the inspection of the questionnaire by a number of English language teachers and the students in the schools concerned. Their replies confirmed the face validity of the questionnaire in that, on inspection, the questionnaire measured the qualities it intended to measure.

6.5.4 Statistical Analysis

The statistical analysis of the pilot study was carried out with the help of a calculator. Students' responses to the items of the questionnaire were correlated with their examination results of the end of the First Term Examination.

One way analysis of variance was used to test the advisability of the first two hypotheses. The Pearson Product Moment Correlation Coefficient, r, was calculated for the analysis of the remaining questionnaire items. What follows are the results of the pilot study.

Section 1 of the questionnaire tested the parental educational background and its possible influence on the students' level of achievement in English language.

The subjects were given five categories of educational levels and were asked to choose the one that coincided with their parental educational background. Then

> differences between group means have been tested by calculating the Static F which compares the variability between group measures (means) with the variability between individual scores within the group. (Cohen (1979) p.161)

After the application of the statistical technique for obtaining a one way analysis of variance, the following table (6.4) was derived.

TABLE 6.4: Analysis of Variance

Pilot Study Section I

Source of Variation	d.f.	SS	MS	MSR	F Prob
Between	4	5104	1276	4.70	<0.005
Within	61	16576	271.7		
Total	65	21680			

It can be inferred from the table that the F value of 4.70 is significant in that it is more than the critical level of 4.14 so required for significance at the 0.005 level. It can then be concluded that there is a significant difference in mean scores of the five groups.

Section 2 of the questionnaire tested the father's professional background and its possible influence on the students' achievement in English language. Students' responses were categorised according to the type of job the father held as defined in Appendix I.

After the application of one way of analysis of variance, table (6.5) was derived.

TABLE 6.5: Analysis of Variance

Pilot Study Section II

Source of Variation	d.f.	SS	MS	MSR	F Prob
Between	5	5040	1008	3.42	<.01
Within	55	16211	294.7		
Total	60	21251			

The statistical inference that can be derived from the above table is that the F value of 3.42 is significant as it exceeds the critical value of 3.37; which is required for significance at the 0.01 level.

It can then be concluded that there is a significant difference in mean scores of the six groups in the pilot study. The rest of the

statistical results of the pilot study are given in table 6.6. However, it must be pointed out that the obtained results of this pilot study are only provisional and do not constitute any significant results for it is the results of the main study, which follow in the next chapter, that provide the main findings of the investigation.

TABLE 6.6: Correlation Coefficients of Students' Achievement Measures with the Rest of Variables

	r
Parental Encouragement	.15
Instrumental Motivation	.18
Integrative Motivation	.17
Motivational Orientation	.177
Preparation for School English Exams	.015
Perception of Availability of AVA's	.17
*Perception of Teachers' Frequency of Use of AVA's	-.289
*Perception of Teachers' Skill in Using AVA's	-.2
Students' Opinions about their English language Teachers	-.09
*Functional Use of the Language	.43
*Commitment to Learning English	.36
*Attitudes toward Language	.286
*Attitudes toward Culture	.23

*Significant at the 0.05 level
(the minimum value of r + or - needed for significance at this level is 0.2)

The statistical procedures mentioned thus far are the type of results required in order to proceed with useful statistical analysis.

6.6 The Final Form of the Questionnaire

The application of the student questionnaire in the pilot study and the confirmation of its validity and reliability, with the provisional

statistical analyses, encouraged the researcher to proceed with the main study. The researcher had to be aware of a few typing errors which had been pointed out to him at some stage in the pilot study.

CHAPTER SEVEN

DISCUSSION AND INTERPRETATION OF THE RESULTS

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CHAPTER SEVEN

DISCUSSION AND INTERPRETATION OF THE RESULTS

7.1 Introduction

Before drawing conclusions from the statistical analyses obtained from the collected data, it is necessary to discuss the reliability, or the internal consistency of the test instrument used. The procedure followed is similar to that already used in the pilot study.

7.2 Reliability of the Test Instrument

As before, two methods were used for determining the reliability of the test instrument. The following are the results.

7.2.1 Method A

The method used by the researcher for determining the reliability of the test involved the insertion of one repeat item into most sections of the student questionnaire. The students' responses to these duplicated items were then measured for their degree of reliability. The respondents did not appear to have noticed these duplicated items because they were contextualised in different structural forms. The numbers of these repeat items have been given in table 6.2.

The mean score of these repeat items was obtained by adding up all the subjects' responses and then dividing them by the number of the repeat items. The result is given in Table 7.1 which shows starred numbers indicating the average scores of items 9,17,24,32,33,45,66 and

82 and unstarred numbers indicating the average scores of the corresponding duplicate items 12,22,28,40,41,58,71 and 88 respectively.

TABLE 7.1: Reliability Test Result

Type of Respondent	Mean Score	Difference
Whole Sample	*15.56 15.19	0.38
Male	*15.84 15.34	0.50
Female	*15.65 15	0.65
Arts and Science Sec.) Male	*16.2 15	1.2
Arts and Science Sec.) Female	*14.99 14.44	0.55
Commerce Section) Male	*15.29 14.9	0.39
Commerce Section) Female	*15.98 15.28	0.70
Technical Section) Male only	*16.03 16.12	0.09

*Of items 9,17,24,32,33,45,66, and 82.

It can be seen from the above table that the difference in mean scores of the starred and unstarred items for most groups was minimal. There was only one group (Male Arts and Science students) for which there were noticeably different responses for the two sets of questions. It can therefore be concluded that the respondents on the whole were consistent in their answers and thus the test administered could be considered to be reliable.

7.2.2 Method B

As mentioned previously, the other method that was used for measuring the degree of reliability of the students' responses was by working out the correlation coefficient reliability of the repeat items.

A correlation coefficient of .9 ($p<.005$) was obtained from among all the 327 respondents; for the 166 female and the 161 male respondents, the respective values were .9 and .9, both highly significant.

Correlation coefficients obtained from the statistical analyses carried out on separate types of respondents are given in Table 7.2.

TABLE 7.2: Further Correlation Coefficients for Test Reliability

Type of Respondent	N	r	Level of Significance
General Secondary Section (Female)	99	.99	$p<.005$
General Secondary Section (Male)	51	.997	$p<.005$
Commerce Section (Female)	74	.993	$p<.005$
Commerce Section (Male)	75	.98	$p<.005$
Technical Section (Male only)	35	.99	$p<.005$
Total	327		

The magnitude of the correlation coefficients obtained for the repeat items quoted in table 6.2 was very high. On the basis of this evidence, the test instrument was accepted as a reliable measuring tool.

7.3 Success Ratio

It is important to give the number of respondents who, according to the present examination system, failed in their first term examination and those who were considered to have been successful. The present examination policy states that if the student's overall score in the subject is below fifty, he or she is, then, considered as a failure. Table 7.3 gives the overall distribution of the respondents' end of term examination results.

TABLE 7.3: Distribution of Respondents' Rate of Success

Type of Respondents	Pass Number	Fail Number	Total
Overall	184	143	327
Male	85	76	161
Female	99	67	166
General Section	92	51	143
General Section) Male	32	12	44
General Section) Female	61	38	99
Commerce Section	63	86	149
Commerce Section) Male	20	55	75
Commerce Section) Female	43	31	74
Technical Section) Male only	29	6	35

Apart from the distribution of respondents' rate of success, the table indicates that a large proportion of the selected sample of respondents were failures according to the present examination policy.

This further supports the writer's view in respect of the need for this research study.

7.4 Reliability of the Students' Achievement Results

To determine the reliability of the students' achievement scores it is required that they are correlated with their scores for a similar designed test. This technique will not only measure the reliability of these scores but should also determine whether the examinations set can be considered to be a standardised form of achievement tests. The researcher, therefore, correlated the respondents' scores with their scores of Second Term Achievement Examinations. This technique provided a further element in the measurement of the reliability of the collected data. There should be a marginal difference between the two sets of scores. The narrower the difference, the more reliable would be the measured set of scores. Marginal differences are bound to exist and their existence can be attributed to other variables.

There was a period of four months between the first term and second term examinations. Educationally speaking, the gap between the two terms is not large enough for the students to have made definite, measurable progress. It is the total period of learning the language that counts and not a few months in which the language is not necessarily being intensively taught.

The Pearson Product Moment Correlation Coefficient quoted in section 6.5.1 of chapter 6 was calculated. The values obtained are given in Table 7.4.

TABLE 7.4: Correlation Coefficients Between 1st and 2nd Term Examination Results

Type of Respondents	N	r	Level of Significance
Overall	327	.6	p<.005
Male	161	.7	p<.005
Female	166	.7	p<.005
General Secondary Section	143	.7	p<.005
General Secondary Section (Male)	51	.6	p<.005
General Secondary Section (Female)	92	.8	p<.005
Commerce Section	149	.6	p<.005
Commerce) Section) Male	75	.8	p<.005
Commerce) Section) Female	74	.5	p<.005
Technical) Male Section) only	35	.7	p<.005

The table shows that the magnitude of the correlation is fairly high in most cases, implying a reasonably strong association between the two sets of scores. This suggests that the collected scores for the first term can be considered to have been reliable in that the respondents obtained more or less similar scores when tested on another occasion.

7.5 Hypotheses Tested

Students' responses to the items of the questionnaire were statistically analysed with a view to investigating their possible influence on students' achievement in their first term examinations and thus to test the formulated null hypotheses. The following are the results.

7.5.1 Hypothesis 1

Hypothesis 1 stated that there is no connection between students' parental educational background and their level of achievement in English language.

A one-way analysis of variance, as shown in Table 7.5 was obtained.

TABLE 7.5: Analysis of Variance - Variation of Achievement with Parental Education

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	9	18024.2196	2002.6909	5.626	0.0000
Within Groups	316	112481.4175	355.9536		
Total	325	130505.6250			

The calculated "F Prob" of 0.0000 (to 4 decimal places) indicates that there is a highly significant difference in mean scores of the ten groups. On this basis, null hypothesis 1 was rejected.

This finding is consistent with the result already obtained in the pilot study.

Further investigation showed, not surprisingly, that those respondents whose parents were the more educated tended to achieve better than those whose parents were less educated. This is illustrated in Table 7.6 which gives the mean scores of the ten groups.

TABLE 7.6: Mean Scores of Groups 1-10

(Group 1 = best educated parents)
(Group 10 = least educated parents)

Group	Count	Mean
Group 1 (Best Ed.Parents)	1	32.0000
2	9	82.5555
3	4	83.7500
4	5	63.6000
5	18	63.7778
6	30	59.5000
7	18	62.2222
8	68	54.8382
9	81	52.4074
10 (Least Ed. Parents)	92	48.8261
Total	326	55.0521

7.5.1.1 Interviews

In support of this finding, twenty out of thirty-two respondents agreed that children's acquisition of a foreign language is affected by their parents' rate of literacy.

In conclusion, the parental educational background is an imporant factor in determining students' level of achievement in English language.

7.5.2 Hypothesis 2

Hypothesis 2 stated that there is no connection between father's professional background and students' level of achievement in English language. A one-way analysis of variance was again used to test this hypothesis. The result is shown in Table 7.7.

TABLE 7.7: One-way Analysis of Variance - Variation of Achievement with Father's Profession

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	5	9077	1815	4.737	0.0003
Within Groups	313	119963	383		
Total	318	129040			

The calculated "F Prob" of .0003 (to 3 decimal places) indicates that there was a highly significant difference in mean scores of the six groups. On the basis of this evidence, the null hypothesis was rejected. This finding is consistent with the result already obtained in the pilot study. This is illustrated in Table 7.8 which gives the mean scores of the six groups.

TABLE 7.8: Mean Scores of the Six Groups

Group	Count	Mean
1	4	69.5000
2	76	61.8816
3	72	58.7083
4	14	48.0000
5	67	50.6716
6	86	50.5233
Total	319	55.2351

It can be seen from the table that the mean scores of the respondents' achievement measures tended to be higher within the three top groups than those of the three bottom groups.

The findings in the two previous tables show that the more professional the type of environment in which the respondents lived, the better tended to be their achievement in learning English.

7.5.2.1 Interviews

In support of this finding, twenty-seven out of thirty-two respondents, agreed that the more professional type of job the father or the guardian had, the better educationally orientated would the child become. This would, in turn, affect his or her learning performance.

In conclusion, the father's professional background is an important factor in determining students' level of achievement in English language.

The findings of the two previously tested null hypotheses have given further implications which suggest that both parental educational background and father's profession are socio-economically interrelated. The respondents' family rate of income tends to be affected by both the degree of the parents' education and the father's type of profession. Students' assimilation of the foreign language also tends to be influenced by their parents' familiarity with the linguistic components of the foreign language and also by the family's socio-economic status which is, in turn, determined by the father's type of profession and this is, in

turn, determined by the family's educational background.

7.5.3 Hypothesis 3

Hypothesis 3 stated that there is no connection between degree of parental encouragement and students' level of achievement in English language.

A significant correlation coefficient of .22 ($p = 0.0007$) was obtained. On the basis of this, null hypothesis 3 was rejected. The finding is not consistent with the result obtained in the pilot study. Although the correlation coefficient is statistically significant, its magnitude is not particularly high; accounting only for 5% of the variance. It seems that parental degree of encouragement constitutes a weak influence on achievement.

7.5.3.1 Interviews

In support of this finding, all the thirty two respondents agreed that parental degree of encouragement could affect children's level of achievement in a foreign language. They further maintained that such an achievement in the language could also be attributed to the provision of acceptable home conditions.

In conclusion, the subjects who received a higher degree of encouragement from their parents tended to score better than those whose reception of parental encouragement was less constant. It is worth pointing out that it is the social stability of the respondents' family that tends to sustain the degree of parental encouragement received by

the respondents. This social stability is, in turn, determined to a great extent by the family's provision of acceptable home conditions and parental sharing with and understanding of their children's educational problems.

7.5.4 Hypothesis 4

Hypothesis 4 stated that there is no connection between students' type of attitudes toward the learning of a foreign language and achievement in English language. A correlation coefficient of .16 ($p = 0.00227$) was obtained. The finding is statistically significant at the 0.01 level. On the basis of this, null hypothesis 4 was rejected.

The finding showed that respondents who are in possession of positive type of attitudes toward the language and its speakers tended to score better than those with negative type of attitudes. The finding is consistent with the result already obtained in the pilot study. But the effect is weak.

7.5.4.1 Interviews

In support of this finding, thirty, out of thirty-two respondents agreed that students' type of attitudes toward a foreign language and its speakers affect their ability to acquire the language.

In conclusion, this attitudinal factor tends to exert some degree of influence on the acquisition of the foreign language which will, in turn, affect students' level of achievement in the subject. However, the magnitude of the correlation obtained was low, accounting for some

2.5% of the variance and suggests that the role of this attitudinal factor in determining students' achievement is minor. Thus this attitudinal factor would seem to constitute both some less positive and adverse influences on student achievement than other environmental variables.

7.5.5 Hypothesis 5

Hypothesis 5 stated that there is no connection between students' attitudes toward learning about a foreign culture and their level of achievement in English language.

A correlation coefficient of .17 ($p = 0.00133$) was obtained. On the basis of this, the null hypothesis was, therefore, rejected. The finding is consistent with the result obtained in the pilot study.

In spite of the finding being significant, its correlation magnitude is low; accounting for some 2.9% of the variance. This suggests that there is a weak relationship between the two variables and that the influence of this second attitudinal factor on achievement tends to be less strong than that of other environmental variables.

7.5.5.1 Interviews

In support of this finding, twenty, out of the thirty-two respondents, agreed that certain cultural aspects of English-speaking countries should not be presented to learners because of the fear that

there might be a conflict with the students' own cultural values, and that such a conflict might affect students' acquisition of the foreign language.

Twelve respondents were not certain which cultural aspects of the foreign language could conflict with the students' own cultural values and which would, in turn, affect their ability to acquire the language. Furthermore, twenty-six of the thirty-two respondents agreed that only the minimum cultural aspects of the foreign country that are necessary for developing students' language skills should be included in EFL textbooks. This implies that those cultural elements which are of less communicative value to learners should be totally excluded. This means that the inclusion of aspects of the foreign culture which conflict with the students' own values may possibly exert an adverse influence on student achievement.

7.4.6 Hypothesis 6

Hypothesis 6 stated that there is no connection between an integrative motivation and student achievement in English language.

A correlation coefficient of -.11 ($p = 0.03007$) was obtained. On the basis of this finding, the null hypothesis was rejected.

The finding showed that Bahraini students' achievement in English language is negatively influenced by their being in possession of an integrative motivation for acquiring the language, but the correlation is very weak.

7.5.7 Hypothesis 7

Hypothesis 7 stated that there is no connection between an instrumental motivation and student achievement in English language.

A correlation coefficient of 0.00195 ($p = 0.48620$) was obtained. On the basis of this finding, the null hypothesis was accepted.

The finding showed that Bahraini students' achievement in English language is not influenced by their being in possession of an instrumental motivation for acquiring the language. The finding is consistent with the result obtained in the pilot study.

7.5.8 Hypothesis 8

Hypothesis 8 stated that there is no connection between the motivational orientation (i.e. the two types of motivation combined together) and student achievement in English language.

A correlation coefficient of -.07 ($p = 0.10448$) was obtained. The finding is not statistically significant at the 0.05 level. On the basis of this, the null hypothesis was accepted. The finding is consistent with the result obtained in the pilot study.

7.5.8.1 Interviews

Twenty-seven of the thirty-two respondents were in total agreement that some of the Bahraini students are clear about their reasons for learning English as a foreign language.

The findings of hypotheses 6, 7 and 8 have confirmed the notion that learners' motivational orientations are not of any great value in predicting the achievement of learners of English as a foreign language.

What the findings imply is that the teaching of English as a foreign language tends to be totally different from teaching it as a second language.

It is true that foreign language learners may be in possession of certain integrative or instrumental reasons for learning the language, but as long as their motivation is not fulfilled outside the school setting, its influence on the learners' school performance is almost non-existent for they may lack opportunities of coming into contact with the language for actual communicative functions. Even if such opportunities did exist, learners might not be able to make use of such opportunities either because of the existence of social barriers between the two groups or because of the learners' unwillingness to accept such social integration.

Opportunities to become communicatively engaged in the foreign language are difficult to come by, particularly if the social interaction between members of the same community group can take place through the

vernacular language and which inhibits learners from manipulating the language in its contextual functions.

To be socially integrated with speakers of the foreign language is less easily achieved where learners themselves are mono-lingually and mono-culturally oriented and tend to live within their own mono-lingual and mono-cultural community. The learning of French as a second language, in a country such as Canada, constitutes an entirely different socio-linguistic phenomenon. Second language learners, there, might be undergoing both socio-cultural and economic pressures, if not political, to acquire a second language. Acquisition of a second language becomes a necessity for such learners and probably becomes an easier task than the acquisition of a foreign language, particularly where opportunities for becoming engaged in social interaction with the speakers of the second language are readily available and so can be linguistically exploited.

Therefore, the existence of an integrative motivation in an EFL situation, as in Bahrain, seems to have an insignificant influence on the level of achievement of learners of English as a foreign language.

Such learners of English, however, might possess some instrumental motivation for learning English in as much as they may be aware of the instrumental reasons or values for learning the language. But such a linguistic awareness of the instrumental need for the language is possibly less evident in the earlier stages of learning the language where it is treated merely as a compulsory school subject. The economic

and educational fulfilment of this motivational variable is probably more evident in the upper learning levels where learners have become mature enough to perceive the influential role the language can play in their future career prospects. By this time, the linguistic command of the language will more likely have already been established; particularly as learners in Bahrain will have already been exposed to language instruction for a period of not less than eight years.

In conclusion, student achievement in English language does not seem to be influenced by motivational reasons for acquiring the langauge unless there exist other relevant variables which can contribute to the fulfilment of such motivational variables. This is not yet seen to be socio-linguistically in operation on any significant scale in Bahrain.

7.5.9 Hypothesis 9

Hypothesis 9 stated that there is no connection between students' commitment to learning English as a foreign language and their achievement in the subject.

A correlation coefficient of .3 ($p = 0.0000$) was obtained. The finding is statistically significant beyond the 0.01 level. On the basis of this, the null hypothesis was rejected.

This finding is consistent with the result obtained in the pilot study.

7.5.9.1 Interviews

Twenty-six interviewees agreed that Bahraini students, in general, showed some degree of commitment to the learning of English as a foreign language.

In conclusion, the magnitude of the correlation is high enough to consider this environmental variable which accounts for some 9% of the variance to have some influence on the achievement of EFL learners in Bahrain. The finding implies that the students who showed more commitment in their English language tended to achieve higher scores than those who showed a lower degree of commitment to their learning of the subject of English.

7.5.10 Hypothesis 10

Hypothesis 10 stated that there is no connection between students' functional use of the language and their achievement measures in English subject.

A correlation coefficient of .4 ($p = 0.000005$) was obtained. The finding is statistically significant beyond the 0.01 level. On the basis of this, the null hypothesis was rejected.

The finding is consistent with the result obtained in the pilot study.

The magnitude of the correlation is high enough to accept the notion that there is a reasonably positive relationship between the

functional use of the language and students' level of achievement in English language learning. The finding showed that this environmental factor which accounts for some 16% of the variance can be considered to be one of the more influential variables determining students' level of achievement in English in Bahrain.

The finding in respect of this controllable variable implies that students who have made more use of the language, particularly during the hours spent outside the school environment, tend to achieve better than those whose extra-curricular use of the language is less. This functional use of the language does not necessarily involve coming into contact with native speakers of the language, as is the case with being in possession of an integrative motivation, but rather involves learners' frequency of the use of the language. This use might be either in the form of constructing simple communicative statements or by reading materials written in English and listening to the language being articulated in its normal communicative contexts.

It is often wrongly assumed that complete mastery of the language is supposedly attained by having fully completed a school prescribed textbook. However, to be able to manipulate the language as a communicative tool, one is required to make the effort to become engaged in using the language in its communicative forms. It is only through communication in the foreign language that the actual learning process will take place efficiently and from which one can gain mastery of its structural components rather than building a fallacious assumption that the foreign language is achieved only through classroom instruction.

7.5.10.1 Interviews

The majority of the thirty-two interviewees were in agreement that without the learners' communication in the language that he or she is aiming to acquire and without his or her making contact with its speakers, the learning process could be a difficult one.

In conclusion, functional use of the language can be considered to be one of the major environmental factors influencing students' level of achievement in English language in Bahrain.

7.5.11 Hypothesis 11

Hypothesis 11 stated that there is no connection between students' preparation for school examination and their achievement in English subject.

A correlation coefficient of .1 ($p = 0.04137$) was obtained. The finding is statistically significant at the 0.05 level. On the basis of this, the null hypothesis was rejected.

However, the magnitude of the correlation is very low accounting for 1% of the variance and which implies that there is a very weak relationship between this variable and achievement.

7.5.12 Hypothesis 12

Hypothesis 12 stated that there is no connection between students' perception of the availability of audio-visual aids and student achievement in English language.

Due to the multiplicity of the subjects' responses to the items of the test instrument, mean ratings of their responses were first obtained. Then the Pearson Correlation Coefficient was obtained by correlating achievement with the obtained mean ratings of the responses.

A correlation coefficient of .0757 ($p = 0.086$) was obtained. The finding was not statistically significant at the 0.05 level. On the basis of this, the null hypothesis was accepted. The finding showed that there was no relationship between students' experience of audio-visual aids being made available in their school and their achievement in the subject. In other words, their perception of the availability of audio-visual aids had no influence on their level of achievement in English language. This finding is consistent with the result obtained in the pilot study.

7.5.13 Hypothesis 13

Hypothesis 13 stated that there is no connection between students' perception of their teachers' frequency of use of the audio-visual aids and student achievement in English.

A correlation coefficient of -.1 ($p = 0.030$) was obtained. The finding is statistically significant at the 0.05 level. On the basis of this negative finding, the null hypothesis was rejected.

The finding showed that there was slight negative relationship between students' perception of their teachers' frequency of use

of audio-visual aids and student achievement measures in the subject. This finding is consistent with the result obtained in the pilot study.

The researcher believes the reason for this result was due to degree of variation in the actual use of these audio-visual aids in state schools. Teachers' own feeling for not being obliged to use these aids is due to the fact that they are not fully incorporated into the language syllabi as is the case, for example, with the tape recorder. Their freedom in the choice and the use of any teaching aid is therefore determined by the time factor and their personal willingness. It can be argued that no measuring tool was used to test the validity of this claim but the statistical analyses obtained for each separate aid in the second part of this chapter will clarify the argument and will possibly support the researcher's claim.

7.5.14 Hypothesis 14

Hypothesis 14 stated that there is no connection between students' perception of their teachers' skill in using audio-visual aids and student achievement in English subject.

A correlation coefficient of .0957 ($p = 0.042$) was obtained. The finding is statistically significant at the 0.05 level. On the basis of this, the null hypothesis was rejected. However, the magnitude of the correlation is very low, accounting for less than 1% of the variance which implies that there is a very weak relationship between this variable and achievement. This finding is inconsistent with that obtained in the pilot study.

The reason for obtaining this result is similar to that stated for hypothesis 13.

7.5.15 Hypothesis 15

Hypothesis 15 stated that there is no connection between students' opinions about their teachers and their achievement in English subject.

A correlation coefficient of .1 ($p = 0.03445$) was obtained. The finding is statistically significant at the 0.05 level. On the basis of this, the null hypothesis 15 was rejected. However, the magnitude of the correlation is very low accounting for some 1% of the variance which implies that there is a very weak relationship between this variable and achievement.

7.6 Results of the Hypotheses Tests

Of the fifteen variables studied for their influence on achievement, the effects of some were stronger than those of others and some were so slight as to be insignificant. This meant that the fifteen tested factors can be divided into three categories; depending upon their degree of influence. These three categories are as follows:

Category A: Factors with fairly large correlation magnitude.

Category B: Factors with low correlation magnitude.

Category C: Factors with no correlation or with negative correlation

The findings for hypotheses 1 (Parental Educational Background), 2 (Father's Profession), 3 (Parental Degree of Encouragement), 9 (Commitment to Learning English) and 10 (Functional Use of the Language) fall into Category A.

The findings for hypotheses 4 (Attitudes to the Foreign Language and its Speakers), 5 (Attitudes to Learning about a Foreign Culture), 11 (Preparation for School Examinations), 14 (Perception of Teachers' Skill in Using Audio-visual Aids) and 15 (Students' Opinions of their English Language Teachers) fall into Category B.

The findings for hypotheses 6 (Integrative Motivation), 7 (Instrumental Motivation), 8 (Motivational Orientation), 12 (Perception of Availability of Audio-visual Aids) and 13 (Perception of Teachers' Frequency of the use of Audio-visual Aids) fall into Category C.

A matrix of correlation for most of the variables studied is given in Appendix J together with correlation matrices for male and female respondents.

7.7 Further Statistical Analysis

The test results were further statistically analysed as a step towards providing more support to the main findings and towards providing possible additional findings. The following are the results of the further analyses.

7.7.1 Parental Educational Level and Father's Professional Background

Table 7.9 gives the results of analyses of variance for variables one and two. The results for different types of respondents are also shown in the table.

TABLE 7.9: Analyses of Variance - Variation of Achievement with Variables One and Two

Type of Respondents	F Ratio (Parental Education)	F Ratio (Father's Education)	F Ratio (Mother's Education)	F Ratio (Father's Profession)
Whole Sample	-	**11.263	**7.588	-
Male	**4.357	**6.615	**8.318	*2.666
Female	**3.470	**4.973	*2.786	**3.496
Arts Section	*2.477	*2.606	*4.428	2.134
Science Section	**2.810	**4.480	**4.636	**3.523
Commerce Section	1.748	**3.448	0.864	1.648
Technical Section	1.464	0.939	0.543	0.382

**$p < 0.01$

*$p < 0.05$

It can be seen from table 7.9 that further analyses for variables one and two gave results that were significant at the 0.01 level and at the 0.05 level.

The results obtained for the parental educational variable were significant at the 0.01 level in three cases, and at the 0.05 level in one case; out of a possible six. However, the result obtained for the subjects selected from the commerce section was significant at the 0.10 level and the results obtained for the subjects selected from the

technical section was not significant; bearing in mind that the subjects selected from this section totalled only 35. Nevertheless, the results obtained still provide further support to the main finding of the study in that students' achievement in English language varies with parental educational level.

More statistical tables and further details concerning the above finding are given in Appendix K.

A separate analysis was carried out to determine the influence of father's educational level on student achievement.

It can be seen from Table 7.9 that further statistical analysis for variable one gave results that were significant at the 0.01 and 0.05 levels of significance.

The results obtained for father's educational level were significant at the 0.01 level in five cases and at the 0.05 level in one case; out of a possible seven.

Further statistical tables and details concerning the above findings are given in Appendix K.

Another separate analysis was carried out so as to determine the influence of mother's education on a student's level of achievement.

It can be seen from Table 7.9 that further statistical analysis for variable one gave results that were significant at the 0.01 level

in three cases and at the 0.05 level in two cases; out of a possible seven.

Further statistical tables and details concerning the above findings are given in Appendix K.

A one-way analysis of variance was carried out so as to determine the possible influence of father's professional background on different types of respondents.

It can be seen from table 7.9 that the further statistical analysis for variable two gave results which were significant at the 0.01 level in two cases and at the 0.05 level in one case; out of a possible seven. The results obtained for the subjects selected from the Arts and the Technical sections were not significant at the 0.05 level; bearing in mind that the sample selected from these sections was small in size.

It is interesting to note that in spite of the size of the sample selected from the commerce section, which comprised almost half of the sample selected for the main study, the result obtained for this group of respondents was not significant at the 0.05 level. It seemed then that achievement in English of students from the commerce section was not influenced by the father's professional background.

Further statistical tables and details concerning the above finding are given in Appendix K.

In conclusion, the carrying out of further statistical analyses for variables one and two gave results that were significant in a number of cases. These further support the findings of those of the main study.

7.7.2 Analyses of the Rest of the Hypotheses

Further statistical analyses for most of the remaining hypotheses were attempted in order to examine the possible degree of influence of the remaining environmental factors on the level of achievement of separate types of respondents. The results of these analyses are given in Table 7.10 below.

TABLE 7.10: Correlation Coefficients Between Variables and Student Achievement

Variables	Male N=161	Female N=167	Arts Section N=34	Science Section N=109	Commerce Section N=149	Technical Section N=35
3. Parental Encouragement	**.258	**.181	.123	**.252	**.191	.076
4. Attitudes to Language	.031	**.269	.064	**.264	.125	-.154
5. Attitudes to Culture	.064	**.235	-.141	**.241	*.169	-.210
6. Integrative Motivation	**-.202	-.006	-.258	-.075	-.086	-.284
7. Instrumental Motivation	.018	-.009	-.222	.088	-.080	-.110
8. Motivational Orientation	-.120	-.015	-.272	.001	-.122	-.200
9. Commitment to Learning	**.280	**.366	.185	**.315	**.312	*.305
10. Functional Use of the Language	**.35	**.456	**.567	**.458	**.303	.173
11. Preparation for Exams	**.202	-.010	-.020	.115	.069	.185
15. Students' Opinions	.050	**.172	**.391	.051	.088	.080

**p<0.01 *p<0.05

The correlation coefficient obtained for variable 3 (parental degree of encouragement) was significant at the 0.01 level in four cases; out of a possible six. The correlation coefficient obtained for male respondents was slightly higher in magnitude than that obtained in the main study and that for female respondents. The two correlation coefficients obtained for respondents in both the science and commerce sections were significant at the 0.01 level. However, the two correlation coefficients obtained for respondents in the Arts and Technical Sections were not significant at the 0.05 level. This was probably due to the small size of the sample selected.

The correlation coefficients obtained for the attitudinal factor of variable 4 were significant at the 0.01 level in two cases; out of a possible six, while the correlation coefficients obtained for the attitudinal factor of variable 5 were significant at the 0.01 level in two cases and at the 0.05 level in one case; out of a possible six.

It can be seen from table 7.10 that the two attitudinal factors of variables 4 and 5 tended to influence the achievement of female respondents but not that of male respondents.

The correlation coefficients obtained for male respondents and for respondents in the arts and the technical sections were not significant at the 0.05 level including that of respondents in the commerce section.

It is interesting to note here that female respondents comprised almost two-thirds of the sample selected from the science

section and also comprised almost half of the sample selected from the commerce section. The correlation coefficients obtained for these two sections implied that the two studied attitudinal factors were more influential among female respondents than among male respondents.

A possible explanation for having obtained such results is that in countries such as those of the Middle East where morals, culture and social values are still basically conservative, women, traditionally and socio-culturally speaking tend to be more conservative and appreciative of their own social values and cultural heritage than men. Hence men tend to be less culturally bound and not so much deprived of opportunities of appreciating differing types of social and cultural patterns as women. Such a socio-cultural phenomenon could undoubtedly exert a significant influence on the younger generation of both sexes. Females may thus be seen to be developing socio-cultural behaviours and patterns of a traditional nature.

The correlation coefficients obtained for the motivational factors of variables 6, 7 and 8 implied that these factors do not influence the achievement of the types of respondents shown in Table 7.10; except for male respondents whose achievement is negatively influenced by their possession of an integrative motivation for learning English as a foreign language.

The results for the motivational variables shown in Table 7.10 further support the findings of both the main and pilot studies. This further means that the achievement in English language of Bahraini

students is not influenced by their possession of motivational reasons for acquiring the language.

The correlation coefficients obtained for the commitment factor of variable 9 were significant at 0.01 level in four cases and at the 0.05 level in one case; out of a possible six. It is only the correlation coefficient obtained for respondents in the Arts section that was not significant. This was probably either due to the small size of the sample or students' actual lack of commitment.

However, the correlation coefficients obtained for this variable indicated that the commitment factor tended to exert a strong influence on students' level of achievement in English language. This factor can, therefore, be considered as a significant environmental factor influencing Bahraini students' achievement in English language.

The correlation coefficients obtained for the functional use of the language in variable ten were significant, at the 0.01 level in four cases and at the 0.05 level in one case; out of a possible six. It is only the correlation coefficient obtained for respondent in the technical section which was not significant at the 0.05 level. A possible explanation for having obtained this result was either because of the small size of the sample or because this variable had no influence on the achievement of this group of respondents particularly that the majority of students in the technical section study their technological studies through the medium of English. In other words, they are already being exposed to a partial bilingual type of education.

The correlation coefficient obtained for variable 11 was significant only in one case; out of a possible six. It was only the correlation coefficient obtained for male respondents that was significant at the 0.01 level.

It can be seen from Table 7.10 that the influence of variable eleven on students' level of achievement was very weak.

Separate analyses for hypotheses 12, 13 and 14 were not attempted largely because of the multiplicity of the subjects' responses and also because there were a large number of unanswered items. However, separate analyses for hypotheses 12, 13 and 14 were carried out so as to determine the influence of each separate teaching aid on students' level of achievement. The results of these analyses are discussed in the succeeding section.

The correlation coefficients obtained for variable 15 were significant at the 0.01 level in two cases; out of a possible six. The correlation coefficients obtained for female respondents and respondents from the Arts section were the ones which were significant. However, the magnitude of the correlation obtained for female respondents was very weak. Nevertheless, the correlation obtained for the respondents in the Arts section was fairly high in spite of the small size of the sample. Its magnitude was higher than all the preceding correlation coefficients obtained for this variable. This suggests that this environmental factor tends to influence the achievement of respondents in the Arts section more than any other group of respondents.

A possible explanation for having obtained such a fairly high correlation is that students in the Arts section would normally have a priority to specialize in the area of EFL if they wish to enter the teaching profession when studying for their higher education. Because of this, they tend to be more concerned about the linguistic competency of their English language teachers and their academic traits as teachers of English. Students in the other sections may, on the other hand, be less concerned about the linguistic competency and the pedagogical qualities of their English language teachers. To these students, English language is a means rather than an end in itself and most importantly, they are not likely to become teachers of English language.

The conclusion that may be drawn from the results discussed in sections 7.7.1 and 7.7.2 are that the results obtained were significant in many cases which further support the findings of the main study.

7.8 Further Statistical Analyses for Hypotheses 12, 13 and 14

Hypotheses 12, 13 and 14 which were concerned with the measurement of the influence of the audio-visual variables on the level of achievement, were further statistically analysed. The basic intention of this analysis was to provide empirical findings which may explain the reason behind the type of correlation coefficients obtained for the audio-visual variables. The advisability for obtaining separate statistical results for each audio-visual aid was due to the fact that not all audio-visual aids were similar in respect of their degree of availability and teachers' frequent use of them. Results for the overall sample as well as for male and female subjects were obtained.

7.8.1 Analysis of Variance for Hypothesis 12

To determine the influence of subjects' perceptions of the availability of audio-visual aids and their influence on subjects' level of achievement in English language, a one-way analysis of variance for each separate teaching aid was obtained. This provides the statistics necessary for significance testing. An analysis of variance was first obtained for the overall sample, followed by results for male and female subjects. The purpose for obtaining these separate results of analysis of variance was basically intended to account for sex differences.

Table 7.11 below gives the result for the analysis of variance for the tape recorder.

TABLE 7.11: Analysis of Variance of Achievement Scores by Availability of the Tape Recorder

Source of Variation	D.F.	Sum of Squares	Mean Square	MSR	Significance
Availability	2	5018.4	2509.2	6.493	.002
Residual	313	120949.0	386.4		
Total	315	125967.4			

The result obtained in the above table is highly significant. This meant that achievement of subjects varied with the degree of their perception of the availability of the tape recorder in their school.

In spite of the result being highly significant, it was necessary to examine the relationship between the mean score corresponding to each category of the availability variable and the grand mean of the subjects' achievement results. This would then indicate whether the

result was significant in the way anticipated. To examine the pattern of the relationship between the subjects' achievement results and the criterion variable, a multiple classification (MCA) table was obtained.

Multiple Classification Analysis

The MCA method was used because it gives a table that displays the results of the analysis of variance. The researcher was interested in the effects of these two variables because some discrimination was suspected. The MCA table would indicate the extent of deviation of subjects' achievement results from the grand mean of the total achievement results.

In the MCA table, the two tested variables, in this case achievement and subjects' perception of the availability of the tape recorder are introduced as covariates. The means of each category of the availability variable are expressed as deviation from the grand mean. Table 7.12 gives the result of the multiple classification analysis for the analysis of variance obtained in the previous table.

TABLE 7.12: Mean Achievement Scores by Availability of the Tape Recorder

Availability	N	Mean Ach. Score
No	11	44.36
Uncertain	45	47.60
Yes	260	57.30
	316	

Grand Mean = 55.47

As anticipated, the above table indicates that students who reported that a tape recorder was available in their school had higher mean achievement than those who were uncertain, who in turn had higher mean achievement than those who stated that no tape recorder was available.

The highly significant result obtained in the analysis of variance plus a significant corresponding result of the multiple classification analysis indicate that subjects' perception of the availability of the tape recorder tended to positively influence their achievement in the subject.

Results of the analysis of variance for male and female subjects together with their multiple classification analysis tables (MCA) are given in the following section.

Analysis for Male Subjects

Table 7.13 below gives the result of the analysis of variance obtained for male subjects.

TABLE 7.13: Analysis of Variance of Achievement Scores by Availability of the Tape Recorder (Male Subjects)

Source of Variation	D.F.	Sum of Squares	Mean Square	MSR	Signficance
Availability	2	3616.766	1808.383	4.546	.012
Residual	153	60859.969	397.777		
Total	155	64476.738			

Table 7.14 below gives the result of the multiple classification analysis table obtained for male subjects.

TABLE 7.14: Mean Achievement Scores by Availability of the Tape Recorder (Male Subjects)

Availability	N	Mean Ach. Score
No	7	47.9
Uncertain	18	41.5
Yes	131	56.04
	156	

Grand Mean = 54

As anticipated, the above table indicates that male students who reported that a tape recorder was available in the school had higher mean achievement than those who were either uncertain or stated that no tape recorder was available.

Analysis for Female Subjects

Table 7.15 below gives the result of the analysis of variance obtained for female subjects.

TABLE 7.15: Analysis of Variance of Achievement Scores by Availability of the Tape Recorder (Female Subjects)

Source of Variation	D.F.	Sum of Squares	Mean Square	MSR	Significance
Availability	2	2522.959	1261.480	3.375	0.037
Residual	157	58681.676	373.769		
Total	159	61204.637			

Table 7.16 below gives the result of the multiple classification analysis table obtained for female subjects.

TABLE 7.16: Mean Achievement Scores by Availability of the Tape Recorder (Female Subjects)

Availability	N	Mean Ach. Score
No	4	36.83
Uncertain	27	50.91
Yes	129	57.66
	160	

Grand Mean = 56

As anticipated, the above table indicates that female students who reported that a tape recorder was available in their school had higher mean achievement than those who were uncertain, who, in turn, had higher mean achievement than those who stated that no tape recorder was available.

Results of the previous tables have confirmed the notion in that achievement in English language is influenced by students' perception of the availability of an actually incorporated teaching aid. In this case it was the tape recorder.

The results obtained here thereby indicate that this particular teaching aid (the tape recorder) tends to constitute some significant influence on achievement of students, regardless of sex difference, because of its evident integration into the school EFL programme. Most of the EFL courses proposed or implemented in various stages of foreign

language learning are recommended to be taught with the accompaniment of a tape recorder.

Results for the other type of audio-visual aids varied in their type of significance. It is either that their analyis of variance results were statistically significant but not in the way anticipated or vice versa. These results are given in Appendix L.

7.8.2 Analysis of Variance for Hypothesis 13

Hypothesis 13 tested the connection between students' perception of teachers' frequent use of audio-visual aids and students' achievement. Result of the one-way analysis of variance obtained for the tape-recorder is given in Table 7.17 below.

TABLE 7.17: Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of the Tape Recorder

Source of Variation	D.F.	Sum of Squares	Mean Square	MSR	Significance
Frequency	3	6877.2	2292.4	6.031	0.001
Residual	311	118207.75	380.08		
Total	314	125085			

The result obtained in the above table is highly significant. This meant that achievement of subjects varied with their perception of their English language teachers' frequent use of the tape recorder.

The following result of the multiple classification analysis table indicated whether this highly significant result was in the way anticipated.

Multiple Classification Analysis

Result of the multiple classification analysis is given in Table 7.18 below.

TABLE 7.18: Mean Achievement Scores by Frequency of Use of the Tape Recorder

Frequency of Use	N	Mean Ach. Score
Never	49	49.36
Rarely	39	51.97
Sometimes	104	53.38
Often	123	61.26
	315	

Grand Mean = 55.66

As anticipated, the above table indicates that students who reported that a tape recorder was often used by their English language teachers had higher mean achievement than those who reported the tape recorder was sometimes or rarely used, who in turn had higher mean achievement than those who stated that the tape recorder was never used.

The highly significant result obtained in the analysis of variance plus a significant corresponding result of the multiple classification analysis indicate that subjects' perception of teachers' frequent use of the tape recorder tended to positively influence their achievement in English language.

What follows are the results obtained for male and female respondents.

Analysis for Male Subjects

Table 7.19 gives the result of the analysis of variance obtained for male subjects.

TABLE 7.19: Analysis of Variance of Achievement Scores by Frequency of Use of the Tape Recorder (Male Subjects)

Source of Variation	D.F.	Sum of Squares	Mean Square	MSR	Significance
Frequency	3	3649.068	1216.356	3.026	0.031
Residual	151	60692.715	401.938		
Total	154	64341.785			

Table 7.20 below gives the result of the multiple classification analysis table obtained for male subjects.

TABLE 7.20: Mean Achievement Scores by Frequency of Use of the Tape Recorder (Male Subjects)

Frequency of Use	N	Mean Ach. Score
Never	19	53.84
Rarely	19	44.84
Sometimes	62	52.89
Often	55	60.07
	155	

Grand Mean = 54.57

As anticipated, the above table indicates that male students who reported that a tape recorder was often used by their English language teachers had higher mean achievement than those who reported otherwise.

Analysis for Female Subjects

Table 7.21 gives the result of the analysis of variance obtained for female subjects.

TABLE 7.21: Analysis of Variance of Achievement Scores by Frequency of Use of the Tape Recorder (Female Subjects)

Source of Variation	D.F.	Sum of Squares	Mean Square	MSR	Significance
Frequency	3	5548.039	1849.346	5.261	0.002
Residual	156	54833.566	351.497		
Total	159	60381.605			

Table 7.22 below gives the result of the multiple classification analysis table obtained for female subjects.

TABLE 7.22: Mean Achievement Scores by Frequency of Use of the Tape Recorder (Female Subjects)

Frequency of Use	N	Mean Ach. Score
Never	30	46.53
Rarely	20	58.75
Sometimes	42	54.11
Often	68	62.23
	160	

Grand Mean = 56.72

As anticipated, the table indicates that female students who reported that a tape recorder was often used by their English language teachers had higher mean achievement than those who reported otherwise. Other results of the study are given in Appendix M.

7.8.3 Analysis of Variance for Hypothesis 14

Hypothesis 14 tested the connection between students' perception of teachers' skill in using audio-visual aids and achievement. Result of the one-way analysis of variance obtained for the tape recorder is given in Table 7.23 below.

TABLE 7.23: Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using the Tape Recorder

Source of Variation	D.F.	Sum of Squares	Mean Square	MSR	Significance
Skill	3	5899.785	1966.595	4.960	0.002
Residual	276	109430.5	396.487		
Total	279	115330.3			

The result obtained in the above table is highly significant. This meant that achievement in English of subjects varied with the degree of their perception of their English language teachers' skill in using the aid.

The result that follows in the multiple classification analysis table indicates whether this highly significant result was in the way anticipated.

Multiple Classification Analysis

Result of the multiple classification analysis is given in Table 7.24 below.

TABLE 7.24: Mean Achievement Scores by Perceived Skill of Use of the Tape Recorder

Perceived Skill	N	Mean Ach. Score
None	34	46.05
Poor	19	50.30
Fair	90	54.35
Good	137	59.54
	280	

Grand Mean = 55.61

As anticipated, the above table indicates that students who reported that English language teachers were good at using the tape recorder had higher mean achievement than those who reported their teachers were fair or poor users of the tape recorder, who, in turn, had higher mean achievement than those who reported their English language teachers being utterly unskillful.

The highly significant result obtained in the analysis of variance in conjunction with the result of the multiple classification analysis confirms the notion that subjects' perception of their teachers' skill in using the tape recorder tended to be associated with their achievement in English language.

A significant result was also obtained for the overhead projector which was also in the way anticipated. This result and others which were either statistically significant but not in the way anticipated or vice versa, or sometimes both, are given in Appendix N.

Analysis for Female Subjects

Table 7.25 gives the result of the analysis of variance obtained for female subjects.

TABLE 7.25: Analysis of Variance of Achievement Scores by Perceived Skill of Use of the Tape Recorder (Female)

Source of Variation	D.F.	Sum of Squares	Mean Square	MSR	Significance
Skill	3	6029.363	2009.788	5.766	0.001
Residual	133	46360.008	348.571		
Total	136	52389.371			

Table 7.26 below gives the result of the multiple classification analysis table obtained for female subjects.

TABLE 7.26: Mean Achievement Scores by Perceived Skill of Use of the Tape Recorder (Female)

Perceived Skill	N	Mean Ach. Score
None	19	43.05
Poor	5	47.80
Fair	45	55.67
Good	68	62.19
	127	

Grand Mean = 56.87

As anticipated, the above table indicates that female subjects who reported that their English language teachers were good at using the tape recorder had higher mean achievement than those who reported their teachers' skill was fair or poor, who, in turn, had higher mean achievement than those who considered their English language teachers to be unskillful in the use of the tape recorder.

The result of the analysis of variance obtained for male subjects was statistically insignificant. This implied that this last audio-visual variable had no significant influence on achievement of male subjects.

The researcher is of the opinion that the reason for the insignificant result being obtained for male subjects is due to the fact that this third audio-visual variable tended to be of an attitudinal nature. As previously observed, attitudinal variables were influential among female subjects but less so among males. Thus the result obtained here further confirms the notion that a variable of attitudinal characteristics tends to constitute significant influence on achievement of female foreign language learners. A possible explanation for this, as previously mentioned, is that female students tend to be more aware and observant of the attitudinal characteristics of their learning situations than males. Further research in this area is required to confirm this notion.

Results for other audio-visual aids were of similar statistical implications to those quoted previously.

7.8.4 Summary

It has been observed that once audio-visual aids have been fully exploited and effectively utilized, students' achievement is influenced, particularly once students have actually become aware of their utility

and exploitation. The significant results obtained for the tape recorder - a most frequently and commonly used teaching device - confirm the notion that variables pertaining to the audio-visual aids influence achievement of learners of English as a foreign language and that this holds for both male and female respondents.

Different research techniques measuring the effect of these variables, preferably on experimental and control type of groups of respondents, are recommended for further investigations. By means of more effective research methods, measuring the utility and the exploitation of each separate teaching aid, the degree of their influence on students' level of achievement can be better confirmed. Hence further investigations are recommended to reveal more exactly the influence of such factors on the pupils' achievement in English language.

7.9 Students' Open-ended Question

Respondents' answers to the open-ended question were put into different categories; depending upon the frequency of the responses. Ten categorised variables emerged, which were, in the subjects' opinion, thought to be influencing their learning of the language. The ten categories are as follows and ranked in order of importance:

- Fifty-eight respondents considered the language syllabi to be long and difficult and some of the teaching materials were thought to be irrelevant.
- Fifty-two maintained that the language was not effectively taught due to lack of pedagogical skills on the part of the teachers. In other words, it is the pedagogical qualities of the teachers that have been questioned.

- Forty-five complained that students are often introduced to difficult lexical items and that the introduction of such foreign vocabularies is not properly graded in terms of their linguistic complexity.
- Forty-two thought that one of the main factors influencing their acquisition of the language was that they had not undergone proper language instruction at the primary level.
- Forty stated that teaching aids were not effectively exploited by the EFL teachers.
- Thirty-eight in the commerce section (out of one hundred and forty-nine) stated that they had encountered tremendous linguistic difficulties with the newly introduced language course for third year classes. However, this recently implemented material is believed to be currently undergoing essential modifications so as to better suit all three levels in the commerce section.
- Thirty-six considered the recruitment of expatriates and their existence in the system as a serious issue to which some serious attention should be given. The unfortunate pedagogical phenomenon is that new expatriate teachers are often unacquainted with the Bahraini students' language problems. Respondents also reported that they faced difficulties in understanding their spoken English because of its foreign accent and other phonological diversities.
- Thirty-three considered lack of opportunities for practising the language in the actual communicative context to be a cause of their low achievement.
- Twenty-nine maintained that basic grammar was inadequately taught.
- Twenty reported that they lacked interest in learning the language.

7.10 Interviewees' Open-ended Question

Interviewees' responses to the open-ended question, concerning factors affecting the learning of EFL in Bahrain, varied in context. The results were as follows:

- Fourteen respondents, out of the thirty-two, considered that the teachers' own competency in the language and their professional qualities as EFL teachers to be factors to which learning quality can be ascribed.
- Nine stated that the decline in teaching standards can be attributed to the fact that a large proportion of qualified Bahraini teachers of English have given up their teaching career for the sake of better paid employment. Others have also been quickly promoted to higher teaching or administrative posts.
- Nine considered the present teaching methodology to be inadequately geared to students' actual occupational and academic needs.
- Seven thought that Bahraini students needed to be introduced to the language at an earlier stage; not necessarily in terms of its written form but at least orally through simple communicative dialogues and games. The introduction of writing could be delayed to the third or fourth primary year for the fear of its creation of linguistic interference with the pupils' own language.
- Six considered the necessity to put the present approach of teaching the language into a more effective classroom practice.
- Five thought that the two skills of reading and writing were not given adequate attention.

Other factors that were pointed out individually were

- lack of incentives given to teachers either for showing desirable teaching qualities or for having taken part in an in-service training course.
- lack of essential audio-visual aids.
- no clear policy or goals.
- centralisation of the educational system which inhibits the application of initiatives.
- learners' lack of being involved in external reading activities.
- lack of disciplinary measures taken against students who show signs of laziness or disobedience.
- The learning process tends to be too examination orientated.
- basic grammar is not taught in schools, especially at the intermediate stage where it is mostly needed.
- The present media are not adequately exploited. There is an urgent need for broadcasting useful educational radio and television programmes.
- A proposal needs to be implemented by which senior teachers could be appointed in both the primary and intermediate stages similar to the existing operational scheme at the secondary level.
- Some of the expatriate teachers are not qualified to teach English.
- The teaching materials themselves are not appropriately graded in linguistic terms and do not match pupils' needs at all levels.

7.11 Sex as a Variable

The variable of sex was also statistically examined so as to examine and determine the influence of this variability on student achievement in English language. A t-test was used to examine this variable. The result is given in Table 7.27 below.

TABLE 7.27: t-test Result-Achievement vs Sex

Variable	Number of Cases	Mean	S.D.	T value	Degrees of Freedom	2-tail Prob.
Achievement	Group 1 161	53.6957	20.609	-1.14	325	0.255 N.S.
	Group 2 166	56.2229	19.478			

It can be seen from the above table that the t-value obtained for the sex variable indicates that achievement in English language of the sample selected has not been influenced by sex.

7.12 Summary and Conclusion

The discussion and the interpretation of the data have revealed the main determining factors currently influencing student achievement in English language in Bahrain. The reasons for the deterioration of students' achievement were found to be attributed to a number of the already tested environmental variables. The influence of some of these factors were found to be stronger than others while in other cases the influence was minimal or even negligible.

To become successful in acquiring a foreign language is a rather subtle task for the individual learner undergoes a highly complex

psychological process. His or her success in perceiving the linguistic code of the foreign language is often determined by his or her linguistic potentiality to respond successfully to language situations; both in speech and in writing. Once this mastery of a foreign language is attained, the learning process may be judged to have been successful.

Learners' success in maintaining an acceptable level of mastery of the linguistic components of the foreign language is also determined by their degree of persistence in acquiring and relating the components to their communicative functions. During their stages of learning the language, environmental variables are bound to exist and interact with the learners' continuing attempts to learn the language. Their influence on learners' rate of success in being able to assimilate the structural forms of the language is variable.

The suitability of the prescribed textbooks and the professional qualities of the language teachers are not the only factors influencing successful learning. The learners' own social use of the language and their educational commitment, apart from others, were found to exert a significant contribution to the level of achievement.

It is essential that learning conditions be improved and that better teaching facilities be provided. These would enhance the possibility of successful learning and could stimulate greater motivation and learners may experience the willingness to participate in the whole range of learning activities. Once this state is achieved, the adverse influence of variables within the learning situation can be minimized while the contribution of the positive is maximized.

CHAPTER EIGHT

DISCUSSION AND INTERPRETATION OF THE RESULTS II THE TEACHER DATA

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CHAPTER EIGHT

DISCUSSION AND INTERPRETATION OF THE RESULTS II THE TEACHER DATA

8.1 Introduction

The application and the statistical analyses of the teachers' questionnaire were basically intended as a step towards measuring the possible impact of other environmental factors on the quality of EFL and to establish whether these measured variables existing within the learning context could exert an adverse influence.

8.2 Qualitative Variables

Section One of the teachers' questionnaire examined certain variables pertaining to the academic quality of English language teachers in Bahrain.

8.2.1 Relevance of Qualifications

Table 8.1 indicates types of qualifications held by the selected respondents.

TABLE 8.1: Respondents' Type of Qualifications

N	Relevant Qualifications	Irrelevant Qualifications	Qualifications Unspecified	No Response
96	72	10	13	1

It can be seen from the above table that the majority of respondents who have indicated their type of qualifications are holders of qualifications that are relevant to their teaching subject speciality. Only ten respondents are holders of irrelevant teaching qualifications, while the remaining respondents failed to specify their type of qualifications.

8.2.2 Pre-service Teacher Training

Respondents' pre-service training was examined so as to judge its inclusion of appropriate EFL courses. Respondents were simply asked to indicate what courses their pre-service teacher training study included. The results of their responses are given in Table 8.2 below. It must be pointed out that the results relate only to those respondents who managed to respond to this section of the questionnaire. Not all the ninety-six teachers responded.

TABLE 8.2: Results of Respondents' Pre-service Teacher Training

Type of Course	%
Methodology	70
Phonology	50
Linguistics	48
Applied Linguistics	40
Literature	36
Other relevant Courses	10

As far as the practical aspects of the courses were concerned, it seemed that almost all respondents had received courses in methodology of language teaching; as regards the theoretical basis of such teaching, all had experienced one or more theoretically orientated courses, but there was no single course which all had attended.

On the whole, respondents' pre-service teacher training study can be considered to have been of acceptable appropriacy.

8.2.3 Usefulness of Courses

Item four of the questionnaire examined respondents' opinions of their pre-service teacher training programme. Results of the 82 respondents are given in Table 8.3 below.

TABLE 8.3: Respondents' Opinions of their Pre-service Training Programmes

Opinions of Pre-service Programme	%
Very beneficial	42
Beneficial	34
Satisfactory	23
Unsatisfactory	1

It can be seen from the table that the majority of the respondents, approximately 76%, considered themselves to have benefited from their pre-service teacher training programme.

8.2.4 In-service Teacher Training

Item 6 of the questionnaire asked the respondents whether they had attended any refresher courses during 1978-82. Table 8.4 below gives the results of their responses.

TABLE 8.4: Number of Respondents who Attended In-service Teacher Training Course

Attended	Not Attended	No Response Given
68	19	9

It can be seen from the above table that 78% of the respondents had actually attended refresher courses during 1978-82.

Table 8.5 below gives percentage results of the sixty-eight respondents to the type of lectures and seminars taken.

TABLE 8.5: Results of Type of Lectures and Seminars Taken

Lectures Taken	%
Linguistics	22
Applied Linguistics	14
TEFL	62
Theories of Language Learning	33
Methodology	65
AVA's	47
Other Relevant Lectures	6

The results obtained in the above table clearly indicate that the majority of respondents had attended lectures which were of a practical rather than a theoretical nature. These results are similar to those obtained in Table 8.2.

Items 7 to 10 of the questionnaire examined respondents' opinions of the value of their in-service training courses. Results of these are given in the following tables.

TABLE 8.6: Results of Respondents' Opinions of the Value of their In-service Training Courses

Opinions of In-service Course	%
Very beneficial	14
Beneficial	48
Satisfactory	35
Unsatisfactory	1

It can be seen from the above table that the majority of respondents considered their in-service course to be beneficial and helpful.

TABLE 8.7: Respondents' Opinions of their Instructors' Competency

Opinions of Instructors' Competency	%
Very competent	16
Reasonably competent	69
Not very competent	10
Incompetent	1

The above result indicates that 85% of the respondents found their in-service teaching training instructors to be competent.

TABLE 8.8: Respondents' Opinions of the Value of the Course

Course value	%
Very great value	7
Great value	47
Some value	35
Little value	9
No value at all	1

TABLE 8.9: Results of the Extent of their Language Improvement

Language Improvement	%
To a great extent	28
To some extent	57
Uncertain	5
Not very much	9
Not at all	1

It can be seen from the table that 85% of the respondents thought that their command of the language had improved as a result of their attending the in-service training course.

The conclusion that can be drawn from the examination of qualitative variables pertaining to the academic quality of English language teachers in secondary schools in Bahrain is that they are

of reasonable and acceptable language teaching background and of the type of pedagogical experience which is sufficient for present teaching situations. However, it must be pointed out that the measurement of respondents' actual communicative and linguistic competencies in the subject matter was beyond the scope of the present study.

8.3 Attitudinal Variables

Sections two and three of the questionnaire dealt with the measurement of respondents' type of attitudes they possessed toward English as a foreign language and also their attitudes toward the teaching of its culture. The results are given in Table 8.10.

TABLE 8.10: Respondents' Mean Scores for Attitudinal Variables

Variables	Type of Respondent	Mean	St. Dev.
Attitudinal Variable 1	Overall N = 96	2.83	0.657
	Male N = 49	3.01	0.715
	Female N = 47	2.719	0.726
Attitudinal Variable 2	Overall N = 96	2.09	0.70
	Male N = 49	2.08	0.66
	Female N = 47	2.12	0.74

The mean scores obtained for attitudinal variable 1 clearly indicate that the respondents tended to be positively orientated towards the language and its speakers. Both male and female respondents shared similar views.

It could then be maintained that when those responsible for teaching the foreign language are in possession of positive attitudes, their students are bound to be psychologically affected and thus unconsciously develop attitudes of similar nature.

However, the mean scores obtained for the second attitudinal variable showed that respondents were less positively orientated toward the second attitudinal variable which measured their reactions to the teaching and learning of a foreign culture and its degree of inclusion in school textbooks. Both male and female respondents shared more or less similar views concerning this second attitudinal variable.

8.4 Motivational Variables

The already measured motivational variables were examined so as to reveal their type of influence on the teaching situation. Results of teachers' responses to the items that were concerned with their motivational reasons for teaching the language are given in the following table.

TABLE 8.11: Respondents' Mean Scores for Motivational Variables

Variables	Type of Respondents	Mean	St.Dev.
Motivational Variable One (Integrative Motivation)	Overall N = 96	2.05	0.86
	Male N = 49	2.14	0.87
	Female N = 47	1.967	0.84
Motivational Variable Two (Instrumental Motivation)	Overall N = 96	2.53	0.70
	Male N = 49	2.49	0.65
	Female N = 47	2.585	0.76
Motivational Orientation (Variables One and Two)	Overall N = 96	2.31	0.70
	Male N = 49	2.32	0.73
	Female N = 47	2.31	0.67

The mean scores obtained for motivational variable one indicated that the majority of respondents were in less agreement with their integrative reasons for teaching the language. They were in slightly more agreement with their instrumental reasons for teaching the language.

Both male and female respondents shared similar views concerning their possession of motivational reasons for teaching English.

However, students' as well as teachers' possession of motivational reasons for acquiring the language do not constitute a positive influential role in foreign language achievement. The notion is hereby further supported in that the positive role of these types of motivational reasons for acquiring English as a foreign language is not significant in a mono-cultural and mono-lingual setting in which learners lack opportunities of experiencing and appreciating the language for its integrative value and may also lack an awareness of its instrumental significance, particularly at their early learning stages where the language is merely treated as any other school subject.

8.5 The Commitment Factor

Teachers' degree of commitment to their profession was examined in section five of the questionnaire. Table 8.12 gives the mean scores obtained.

TABLE 8.12: Respondents' Mean Scores for the Commitment Factor

Variable	Type of Respondents	Mean	St. Dev.
Teaching Commitment	Overall N = 96	2.559	0.40
	Male N = 49	2.578	0.28
	Female N = 47	2.53	0.50

The mean score obtained clearly indicates that the majority of respondents showed a high degree of commitment in their teaching profession. The researcher is of the opinion that students' conscious observations of their teachers' possession of noticeable degree of commitment would lead them to unconsciously develop attitudes of similar behavioural nature.

It can be seen from the table that both male and female respondents showed almost equal degrees of commitment.

8.6 Communicative Use of the Language

Teachers' amount of foreign language usage and contact was examined in section 6 of the questionniare. The measurement of this variable was mainly intended as an investigation to teachers' possible lack of functional use of the language, particularly outside the school environment, and which could exert adverse influence on the quality of EFL in Bahrain. Table 8.13 gives the mean scores obtained.

TABLE 8.13: Respondents' Mean Scores for Language Use

Variable	Type of Respondent	Mean	St. Dev.
Teachers Frequent use of the language	Overall N = 96	1.6	0.3
	Male N = 49	1.589	0.26
	Female N = 47	1.64	0.359
	Native and Language Speakers N = 18	1.9	0.14
	Bahrainis N = 24	1.4	0.34
	Other Arab Nationalities N = 31	1.6	0.20
	Others N = 23 (Nationalities unspecified)	1.57	0.36

The mean score obtained for the overall sample indicates that the respondents are in reasonable contact with the language. Both male and female respondents showed equal degree of contact. Moreover, respondents who are either native or second speakers of the language were more often in contact with the language than other respondents. This is clearly due to the fact that their social interactions and home conditions are working in favour of promoting the use of English as a communicative linguistic tool.

Other respondents, being speakers of English as a foreign language, showed a reasonable degree of contact with the language in spite of English not being the socially spoken language in the Bahraini environment. However, the language needs to be more communicatively exploited, particularly as societal opportunities do exist outside the school environment.

This is extremely important so as to maintain a reasonable standard of language teaching. To teach any foreign language does not necessarily mean to stick merely to the textbook content but it is essential to be in continuous contact with the language in its various degrees of external communicative forms.

Item 51 of the same section of the questionnaire examined teachers' possibility of having visited any English speaking country where the language is in full social exploitation and is in daily use. Table 8.14 gives respondents' scores for this variable.

TABLE 8.14: Respondents' Scores for Teachers' Visits to an English Speaking Country

	Yes %	No %	No Response
Teachers' Visit to an English-speaking Country	34	66	2

The result indicates that one third of the respondents had the chance of visiting an English-speaking country. The socio-linguistic outcome of the result implies that a large number of EFL teachers in Bahrain lacked opportunities of experiencing the language being exploited in actual communicative contexts. This lack of opportunity of linguistic manipulation of everyday communicative forms of the language could constitute some adverse influence on the quality of teachers' improvement of their communicative competency in the language.

8.7 Professional Variables

The extent to which teachers are professionally up-dated was examined in section 7 of the questionnaire. All the included items were given a scale of O-2, except for item 52 which was given a scale of O-3. The items were intended to measure certain variables pertaining to their professional enlightenment; such as their reading of various written materials with both theoretical and practical implications which are of evident relevance to their pedagogical and professional needs.

Table 8.15 gives the mean scores obtained. Professional variable two was examined in item 58.

TABLE 8.15: Respondents' Mean Score for the Issue of Professional Enlightenment

Variables	Type of Respondent	Mean	St. Dev.
Professional Variable One	Overall N = 96	0.667	0.35
	Male N = 49	0.70	0.34
	Female N = 47	0.62	0.365
Professional Variable Two	Overall N = 96	3.25	0.632

The mean score obtained for professional variable one indicates that teachers of English, generally speaking, hardly keep themselves in touch with recent innovations in foreign language teaching and in areas which could be of academic value to their professional interest.

This factor is seen to be exerting a serious influence on teachers' professional capability.

It is often wrongly assumed that the linguistic content of any prescribed textbook suffices for teachers' pedagogical needs and that full mastery of the foreign language will thereby be attained.

The mean score obtained for professional variable two indicates that the majority of teachers are in agreement with the establishment of an EFL organization or association. This further supported the view that the professional element seems to be absent in teachers of English in Bahrain. The establishment of an EFL organisation is then seen to form an essential element for the development of teachers' professional skills and for arousing their interest by which they could develop an encouraging awareness for the development of their professional potentialities.

However, 77 out of the ninety six respondents favoured that membership to an EFL association be made optional, while the remaining 14 respondents favoured that such membership be made compulsory.

8.7.1 Interviews

Interviewees' replies to the reasons behind teachers' lack of professional enlightenment were as follows:

- Eighteen respondents indicated that some teachers lack interest and motivation to become involved in reading activities outside school teaching hours.

- Twelve respondents indicated that some teachers do not possess the time because of their engagement in part-time jobs.

- Eleven respondents indicated that teachers of English are generally overworked.

- Eight respondents indicated that the reason could be due to their social commitments.

- Seven respondents indicated that students' standards in the language do not encourage teachers to enlighten themselves.

- Five respondents stated that teachers lack incentives.

- Four respondents indicated that teachers are not normally encouraged by any professional body so as to maintain a reasonable level in professional skills.

The researcher is of the opinion that this professional factor undoubtedly exerts some adverse influence on the quality

of EFL in Bahrain. This phenomenon necessitates the establishment of a professional body to which teachers of English feel that they belong and in which views on current pedagogical problems in teaching English Language can be exchanged.

Twenty-seven interviewees agreed to the idea of establishing an association or centre for teachers of English as this would better activate and motivate teachers to become fully involved in the improvement of their professional standards.

It is worth mentioning here that a new association for teachers of English is on the way toward gaining full recognition and establishment.

8.8 Job Satisfaction

Section eight of the questionnaire examined the extent to which teachers are satisfied with their job. All the items of this section were given a scale of 0-4. Table 8.16 below gives the mean score of their responses.

TABLE 8.16: Respondents' Mean Score for Job Satisfaction

Variable	Type of Respondent	Mean	St. Dev.
Job Satisfaction	Overall N = 96	2.63	0.979
	Male N = 49	2.59	1.04
	Female N = 47	2.67	0.90

It can be seen from the above table that the majority of respondents were satisfied with their teaching profession as English language teachers. Both male and female respondents shared an almost equal degree of satisfaction.

8.9 Interest and Motivation

Teachers' interest and motivation in their profession were examined in section 9 of the questionnaire. All the items were given a scale of 0-4. Table 8.17 gives the mean score of their responses.

TABLE 8.17: Respondents' Mean Score for Interest and Motivation

Variable	Type of Respondent	Mean	St. Dev.
Interest and Motivation	Overall	2.890	0.667
	Male	3.005	0.538
	Female	2.875	0.977

The mean score obtained clearly indicates that teachers of English in Bahrain are sufficiently interested in their profession and are motivated to teach the language.

8.10 Teaching Objectives and Course Content

Section ten of the questionnaire examined a number of variables relating to teaching objectives. Table 8.18 gives the mean score obtained.

TABLE 8.18: Respondents' Mean Score for Variables Associated with Teaching Objectives

Variables		Item No.	Mean	St. Dev.
Objective Variable	One	68	2.417	0.817
	Two	69	1.610	0.60
	Three	70	2.521	0.718
	Four	71	1.3	0.9
	Five	72	2.819	0.717
	Six	73	2.12	1.19
	Seven	74	3.118	0.720
	Eight	75	2.858	0.719
	Nine	76	2.923	0.846
	Ten	77	2.3	1.13
	Eleven	78	2.29	0.99

Most of the items in section 10 were given a scale of 0-4 except for item 69 which was given a scale of 0-2. Items 71, 73, 77 and 78 were negatively orientated and thus were given a scale of 4-0.

The mean scores obtained for variability of teachers' perception of their teaching objectives indicate that they were in agreement with most of the objectives being in favour of their teaching requirements. Respondents were in neutral agreement with items 73, 77 and 78. Their response to item 71 indicated that they were in less agreement with the uncontrollable variable of the time factor concerning their completion of their teaching materials on time regardless of their compliance with their teaching objectives.

On the whole, it can be maintained that teachers of English as a foreign language in Bahrain are adequately aware of their teaching objectives.

8.11 Educational Variables

The presence of a number of variables in the educational process itself and their exertion of some degree of influence on the quality of EFL should not be underestimated. The more effective contribution they make to the quality of learning and by which performance can be better underpinned, the better would be the results.

All the items of section 11 were given a scale of 0-4 except for item 79 which was given a scale of 0-3. Respondents' mean scores for these variables are given in Table 8.19.

TABLE 8.19: Respondents' Mean Score for Educational Variables

Variables		Mean	St. Dev.
Education Variable	One	1.815	0.888
	Two	3.117	0.853
	Three	3.065	0.753
	Four	3.063	0.896
	Five	2.326	1.036

Educational variable one examined how often remedial classes were held for students who were in need of additional help so as to improve their command of the language. The mean score obtained for this variable indicates that remedial classes are not regularly and sufficiently held. This implied that poor language achievers or those who are weak at certain linguistic skills should have frequent and easy access to such classes. They need not be held only when it is felt they are required.

The mean score obtained for educational variable two indicated that the majority of respondents agreed that the teaching of English language is strongly supported by the Ministry of Education.

The mean score obtained for educational variable three indicated that the majority of respondents agreed that the two language skills of listening and speaking need to be greatly emphasised in school examinations. The fact is that with the recent adoption of newly designed EFL textbooks and attempts to modify school examinations, the new trend of examining oral skills has become evident.

The mean score obtained for educational variable four indicated that the respondents were in almost total agreement that some pupils pass their mid-year and final examinations without actually showing any sign of identifiable progress or improvement. It is often the case that students' general knowledge of the textbook content is normally examined. Other important linguistic segments which do not appear in school textbooks are overlooked. A further implication of the result is that the current school language examination needs to be more appropriately and structurally designed in terms of achieving a more constructive measurement of students' four language skills.

It is important that the whole act of learning a foreign language is to take place and to be assessed in effectively

graded sequential stages. Each stage is to be appropriately linked with the preceding one; thus developing and maintaining a regularly repeated act of learning the language.

The mean score obtained for educational variable five indicates that the current trend in language teaching is moving towards improving the standard of teaching at all levels.

The conclusion that could be drawn is that the two educational variables that need to be given more consideration are the need to hold remedial classes more frequently and to be put at students' own disposal and also the current school examinations should be more effectively set up so as to measure learners' overall performance more adequately.

8.12 Audio-Visual Aids

Adequacy of audio-visual aids and teachers' frequent use of them are examined in items 84 and 85 of section 12 of the questionnaire. Table 8.20 gives the mean score obtained. All the items of this section were given a scale of 0-3.

TABLE 8.20: Respondents' Mean Score for Availability of Teaching Aids

	Type of Respondent	Mean	St. Dev.
Availability of AVA's	Overall	1.20	0.61
	Male	1.6	0.528
	Female	1.246	0.70
Cine films		0.864	0.983
Film strips		0.868	0.942
Radio		1.479	1.068
Television		1.602	1.010
Video		1.871	0.998
Tape Recorder		2.54	0.628
OHP		1.5	1.136
Flannel Board		0.773	1.036
Language Laboratory		1.373	1.112

The mean score obtained clearly indicates that audio-visual aids are, generally speaking, inadequate. Some of the aids are more widely available than others. The reason for this is that these particular aids, for example the tape recorder and to some degree the video, are actually being incorporated into the currently proposed language course. Teachers, therefore, tended to be more aware of their being made available than other teaching aids.

8.12.1 Interviews

Sixteen interviewees stated that an adequate supply of audio-visual aids is made available to teachers of English. Eleven interviewees maintained that there is not an adequate supply of audio-visual aids. Five respondents stated that they had no idea because they had no previous teaching experience at the secondary level.

Table 8.21 gives the mean score obtained for teachers' frequent use of audio-visual aids.

TABLE 8.21: Respondents' Mean Score for Frequent Use of AVA's

Variable	Type of Respondent	Mean	St. Dev.
Teachers' Frequent Use of AVA's	Overall	0.836	0.463
	Male	0.895	0.460
	Female	0.782	0.461
Cine films		0.58	0.87
Film Strips		0.445	0.761
Radio		0.648	0.957
Television		0.78	1.044
Video		1.448	1.202
Tape recorder		2.710	0.80
OHP		0.944	1.073
Flannel Board		0.5	0.928
Language Laboratory		1.012	1.068

The three mean scores obtained for teachers' frequent use of AVA's indicate that they are, on the whole, rarely used. This is particularly due to their being inadequately made available for teachers of English. However, the mean score obtained for the tape recorder indicates that it is the most frequently used aid. This is particularly due to its full pedagogical integration into the language course. The mean scores obtained for the video and the language laboratory implied that they are in reasonably frequent use, particularly the video which has recently been introduced into language programmes of third year commerce sections.

8.12.2 Interviews

Fourteen interviewees indicated that the majority of teachers used essential teaching aids as often as necessary to get the maximum benefit from them. Four interviewees stated that few teachers used teaching aids. Fourteen interviewees failed to respond to this section of the questionnaire because of their inexperience of teaching the language at the secondary level.

8.13 Bilingual Variables

A number of variables pertaining to the issue of bilinguialism were examined in the last section of the questionnaire. Table 8.22 gives the respondents' mean score for these variables. All the items were given a scale of 0-4.

TABLE 8.22: Respondents' Mean Scores for Variables Associated with the Issue of Bilingualism

Variables		Mean	St. Dev.
Bilingual Variable	One	2.811	0.819
	Two	2.549	1.002
	Three	2.9866	0.577
	Four	3.0116	0.659
	Five	2.406	0.942
	Six	1.775	0.950

The mean score obtained for variable one indicated that the respondents agreed that if Bahraini students had gone through a much more bilingualy orientated type of schooling, their linguistic difficulties, particularly in their early stages of their higher education, would have been at a minimal level. This implied that this environmental factor has exerted adverse influence on the quality of EFL in Bahrain. The influence of this factor has meant that a large number of Bahraini students who seek higher education need to undergo intensive language courses so as to be linguistically capable of pursuing their higher education through the medium of English.

Bilingual type of education has always been favoured in countries where English is used as a second language. This is not seen to be operational in a country where it is taught as a foreign language. Thus bilingual education can never be socio-culturally accepted nor encouraged. The alternative aim of language teaching is to introduce a couple of secondary courses through the medium of English, and more importantly to

teach the language as effectively as possible in its early learning stages to lay a sound foundation for it to be developed later. The more effectively the language is taught in the early stages the more chance there is for the learner to succeed later.

The mean score obtained for variable two indicated that the respondents were, to some extent, agreeable to the idea of employing a small proportion of native speakers as teachers of English, as this would give students better opportunities to practise the language in its actual communicative functions.

The researcher is of the opinion that the reason for teachers' agreement with this variable is that they have become fully aware of the fact that Bahraini students lack communicative practice of the language inside the school. Teachers, undoubtedly, have the best opportunity of encouraging their students to make some tentative attempts at speech. This is seen to be an effective technique of teaching the language through its communicative approach, particularly that the recruitment of native speakers could constitute some financial burden on the Ministry of Education.

The mean score obtained for variable three indicated that the respondents were in agreement with the introduction of a limited number of secondary school major subjects through the medium of English. Such an implementation of an educational

strategy would result in the improvement of students' mastery of the language. These major subjects do not necessarily have to be relevant to their main area of specialisation as is the case with commerce and technical sections, but subjects in which the medium of instruction will be English, such as Mathematics or Chemistry, at post-secondary level. In support of this view, respondents were also in agreement with variable four. The majority of respondents considered the teaching of some secondary school major subjects through the medium of English would enable more students to be better qualified in their major field of study and to gain admission into higher educational studies in which the medium of instruction is English. This scheme does not seem to be practically possible as qualified bilingual teachers are hard to find, and the scheme itself may prove to be costly.

The mean score obtained for variable five indicates that the majority of respondents agreed that the current methods of teaching English in state schools do not adequately meet the needs of students pursuing their higher education in English language. This meant that methods of teaching the language should be more appropriately linked with the type of language and study skills required for higher education. The whole process of learning is to be carried out in a carefully linked sequence; every segment to be closely connected to the next. Widdowson (1972) stated that

> The advantage of this kind of grading is that it quite naturally leads the learner beyond the sentence into increasingly larger stretches of discourse as one communicative act combines with another. (p.120)

Bilingual variable six examined teachers' attitudes to English being replaced by Arabic language as the medium of study at the higher level; apart from the teaching of scientific and technical terminologies.

The mean score obtained indicates that almost half of the respondents were not in favour of such a shift. 29% of the respondents were not certain about the issue, while only the remaining 24% agreed that Arabic should replace English as the medium of instruction at the higher level.

8.13.1 Interviews

Eighteen interviewees agreed that the present methodology of teaching English in state schools is not much geared to language requirement for pursuing college and degree courses through the medium of English. This further supported the view that it is pointless that Bahraini students should embark on highly advanced scientific and technological courses in English medium without having undergone an appropriately designed and interlinked language course that will enable them to become capable of coping with a partial type of bilingual education.

Fourteen interviewees pointed out that the change to the Arabic medium at the higher level is not presently possible, particularly because English is today's predominant language in both industry and commerce. On the other hand, eight interviewees agreed that the replacement of English by Arabic is certainly a very desirable process but it could put the state under enormous financial strain and it would possibly lead learners to experience psychological pressures because of a sudden shift to a different medium of instruction. The remaining respondents were in favour of the policy of Arabisation which they thought needed to be seriously considered and taken up at a national level. Not all subjects would need to be taught in Arabic, but only those which are permissible in terms of social, economic and educational contexts. Only one respondent favoured the simultaneous use of the two languages.

The researcher is of the opinion that when the situation permits and encourages the use of the mother tongue as a medium of instruction in terms of availability of adequate written materials and competent teachers to carry out the task, together with the language being the communicative tool outside the government sector, i.e. in employment, then the use and the introduction of the mother tongue as a medium of instruction is desirable. This possibility also lies in its gaining both social and educational advantages.

8.14 Open-ended Question

Teachers' responses to the open-ended question were not analysed because of the inadequate number of responses which do not yield any statistical significance.

8.15 Summary and Conclusion

The conclusion that can be drawn from the statistical results interpreted in this chapter is that a number of environmental variables were found to be influencing the quality of learning and teaching of English as a foreign language and which will exert an adverse influence on the individual's learning performance. The findings of the teacher data have led to the following implications:

- Teachers of English, particularly those to whom English is not the language of their daily social interactions, should strive to make more use of the language in its available linguistic forms.

- Teachers of English in Bahrain as a whole lack professional enlightenment.

- Remedial classes need to be more frequently held and to be put at learners' disposal whenever a need arises.

- The four skills in foreign language learning need to be given an equal degree of importance in school examinations.

- The format and techniques currently involved in the preparation of school English language examinations need to undergo some crucial modifications so as to make an effective measurement of learners' communicative skills.

- Some audio-visual aids should be more adequately available in schools.

- Some of the essential audio-visual aids that are presently available are not frequently exploited so as to gain from them all the maximum benefits.

- Students are not introduced to a bilingual type of education in their early stages of learning.

- The introduction of English as a medium of instruction for school subjects such as Mathematics and Chemistry would improve the command of the language of those students who seek further or higher education through English.

- The language needs to be more communicatively exploited during school hours.

- The current methods of teaching the language need to be more linguistically and pedagogically linked with the type of study skills needed for one's post-secondary pursuits in English.

- The possibility of Arabising the currently English conducted post-secondary courses needs to be given serious consideration, with due regard to the social and economic conditions.

CHAPTER NINE

9.1 Summary of Research Problem, Method and Findings

9.2 Implications

9.3 Conclusion

CHAPTER NINE

SUMMARY AND CONCLUSION

9.1 Summary of Research Problem, Method and Findings

The indentification of the influential role played by a number of environmental factors on students' achievement measures has been the main objective of this study (p. 1). Attempts to find better means and techniques of teaching English as a foreign language have been commonly observed in countries where the language has evidently gained popularity largely because of the language's predominant industrial and commercial role (p. 4). More funds are being allocated to the improvement of both learning and teaching conditions and alternative learning strategies are constantly being proposed in the form of designing texts that are based on recent approaches to teaching foreign languages (p.236). The educational policy of the majority of these countries is to equip their English language teachers with better pedagogical and linguistic skills in order for them to become more suitably qualified teachers of English. Yet and in spite of such observable rapid progress that the field of foreign language learning has witnessed, a large proportion of learners have failed to attain the standard required and thus eventually been identified as failures or rather as under-achievers (p.167).

It would be no exaggeration to state that the number of these failures has remained the same if not increased in spite of all the efforts being made to achieve a better learning performance. What is the cause of this problem? Why is it that not all students become

successful foreign language learners in spite of being exposed to similar learning conditions? This study attempted to establish an answer to these queries. The study dealt with the problem from a socio-psychological perspective. It endeavoured to reveal the extent of influence of such a socio-psychological phenomenon on learners' achievement in English language.

A number of measuring instruments were developed in order to measure the degree of influence of certain environmental factors on students' level of achievement in English language (p. 26). The first of these administered tools was a student measuring instrument which formed the main core of this study. Students' responses to the fifteen environmental variables (p. 36) included in the questionnaire were correlated with their first term achievement results in the subject of English. A second method designed for the collection of data needed for this study involved the administration of a questionnaire to a voluntary selected sample of teachers. This was basically intended as an additional step in measuring the possible impact similar and also other variables have on the quality of EFL in state schools (p.217). The last of these measuring instruments involved conducting a total of thirty-two interviews. These were intended for the purpose of obtaining a check on the findings of those of the student and the teacher measuring instruments (p. 44).

Prior to the administration of the main study, a pilot study of the student measuring instrument was first undertaken (p.153) as a basic step in measuring the validity and reliability of the student

questionnaire. These two fundamental statistical techniques were also examined in the main study, thus confirming the appropriateness and the clarity of the test instrument before obtaining any statistical results.

Subjects for the study were randomly selected from all four sections of the curriculum (arts, science, commerce and technical) in third year classes of secondary state schools. A total of 327 were finally obtained which comprised almost 10% of the total population target. Subjects' results in first term English language examinations were used as achievement measures. These were correlated with their responses to the alternative items, and the multiple choice statements included in their questionnaire. Subjects' first term achievement results were measured for their degree of reliability. The correlation coefficients obtained confirmed the reliability of the subjects' achievement measures. Also the reliability correlation coefficients obtained for the subjects' responses to the items of the questionnaire confirmed that the subjects' measuring instrument was a reliable measuring tool.

The findings obtained for variable one showed that subjects' achievement measures were found to be strongly connected with their parental educational level (p.170). The higher the parents' educational level, the better tended to be the achievement scores of the subjects. Further statistical results obtained for different type of respondents supported the result of that obtained in the main study.

Separate statistical analyses obtained for father's and mother's educational level tended also to be highly significant in most cases (p.189).

The findings obtained for variable two showed that subjects' achievement measures were strongly connected with their father's professional background. The more professional type of environment the subjects lived in, the higher were their achievement scores in the subject of English. The results obtained in the further statistical analyses supported that of the main study (p.192).

The influence of parental degree of encouragement was examined in variable three. The correlation coefficients obtained for this variable showed a slight significant relationship between subjects' achievement measures and their perception of the degree of encouragement they received from their parents. A slightly higher correlation coefficient was found among male subjects (p.193). Moreover, further statistical analyses of the data gave results that were highly significant in most cases. In spite of their low correlation values, they were of high statistical significance which implies a positive relationship between students' achievement measures in English subject and their perception of the degree of encouragement they received from their parents.

Variables four and five were of attitudinal characteristics. Students' attitudes toward their learning of English as a foreign language were examined in variable four while variable five was concerned

with examining students' attitudes toward their learning about a foreign culture. The correlation coefficients obtained for these variables were significant but of low correlation magnitude. This implied a slight positive relationship between attitudinal variables and students' level of achievement in the subject of English. However, results of the further statistical analyses showed that achievement of female subjects tended to be more highly influenced by the attitudinal variables than that of male subjects (p.193). In other words, variables of attitudinal characteristics had no significant influence on the achievement measures of male subjects. The present findings for the attitudinal variables were, in some respect, consistent with the findings of previous studies except for the results obtained in the further statistical analyses. They were inconsistent with the results of the studies of Spolsky (1969), Gardner and Lambert (1972), Tucker et al. (1976), Oller, et al. (1977), Oller, et al. (1977b). The results of male subjects were inconsistent with those obtained by Savignon (1972).

Degree of instrumentality and integrativeness were measured in variables six and seven respectively while variable eight measured students' motivational orientation, i.e. the two types of motivation combined together. It appeared from the findings obtained here that the motivational variables of instrumentality and integrativeness do not act as predictors of achievement in foreign language learning situations. This view was further supported by the results obtained in the further statistical analyses of the data. There was no significant positive relationship between motivational orientation and learners'

achievement level in the subject of English (p.192). The present finding is in contrast with the socio-psychological significance of the theory initiated by Gardner and Lambert (1972). It seems that this socio-psychological theory is workable in second language situations where learners experience the socio-psychological benefits of living in a bilingual and bicultural type of environment or at least in one of these social settings. Gardner and Lambert's socio- psychological theory seems to be most evidently workable in second language learning situations. The workability of their theory is not of any significant value in predicting the achievement of learners of English in an EFL setting. In Bahrain, English is taught as a foreign language at all the three educational levels. Learners' social setting of monoculturality and mono-linguality inhibit their possession of an integrative motivation from being fulfilled. Moreover, Bahraini learners of English seem to lack an awareness of the instrumental value of English language learning that is felt at post secondary level of education where learners become more concerned about their future careers and where their instrumental reasons for acquiring a foreign language could possibly exert some degree of influence.

The present findings obtained for the motivational orientation are similar to the results obtained in Savignon's study (1972) of learners living in a unicultural setting and Strong (1984). However, they were in contrast with the findings of the studies of Gardner and Lambert (1972), Lukmani (1972), Smythe, et al. (1972), and Gardner, et al. (1976).

A higher correlation value was obtained for variable nine which examined students' degree of commitment to learning of English as a foreign language. The correlation coefficient obtained was highly significant and of a fairly high correlation magnitude. The findings showed that achievement of Bahraini students tended to be strongly associated with the degree of commitment shown in learning the subject of English. Moreover, the correlation coefficient obtained in the further statistical analyses were highly significant with a fairly high correlation magnitude. This was evident in most cases examined for separate type of respondents. It then appears that this variable can be considered to be a major environmental factor influencing Bahraini learners of English as a foreign language.

The present finding was consistent with the results of previous studies.

Another high correlation value was obtained for students' functional use of the language examined in variable ten. Both the correlation magnitude and the statistical significance level tended to be fairly high. The findings implied that achievement of Bahraini students in English language tended to be strongly associated with their functional use of the language. Moreover, most of the correlation coefficients obtained in the further statistical analyses were highly significant and with a fairly high correlation magnitude (p.192). It then appears that this variable of the functional use of the language can be considered to be another major environmental factor influencing students' achievement measures in the subject of English in Bahrain.

Students' methods of preparing for their English language examinations were investigated in variable eleven. Here a low correlation coefficient was obtained which implied that this variable exerts a low degree of prediction of achievement in English subject. However, the results obtained for separate type of respondents showed that this variable tended to influence somewhat the achievement of male subjects more than others.

Some very interesting results emerged from the further statistical analyses obtained for variables 12, 13 and 14 (pp.198-210). The tape recorder, being a highly incorporated teaching aid, proved to be the most influential aid. The finding obtained for variable twelve was highly significant and the result of the multiple classification analysis was as anticipated. Results obtained for male and female subjects were of similar statistical significance. These supported the result obtained for the overall sample. The finding showed that there was a significant connection between students' perception of the availability of the tape recorder and their level of achievement.

The findings obtained for variable thirteen were highly significant (p.203) and the result of the multiple classification was as anticipated. The finding showed that achievement measures in the subject of English were strongly associated with students' perception of their teachers' frequency of use of the tape recorder. Results of both male and female subjects were of similar statistical significance thus supporting the result of that obtained for the overall sample.

The finding of variable fourteen (p.207) was also highly significant and the result obtained in the multiple classification analysis was as anticipated. The finding showed that achievement measures in the subject of English were strongly associated with students' perception of teachers' skill in using the tape recorder. Here only the result of female subjects was of statistical significance and as anticipated. This supported the finding of that obtained for the overall sample. A possible explanation for the insignificant result obtained for male subjects is that this variable was of an attitudinal nature. It has already been observed in earlier findings (p.193) that variables of attitudinal characteristics do not exert any degree of significant influence on the achievement of male students.

Variable fifteen was also of attitudinal characteristics. It examined the connection between students' opinions about their English language teachers and achievement. A very low correlation value was obtained here. However, the correlation coefficient obtained for female subjects was of high statistical significance but not that of male subjects. This further supports the notion that variables of attitudinal characteristics were found to exert no influence on the achievement measures of male students. These variables were found to be more influential among females in an EFL situation. The result obtained for the Arts section tended to be of higher correlation magnitude than others.

A number of variables emerged from the teacher data. These variables tend to exert some direct influence on the quality of EFL

in Bahrain and they possibly exert an indirect impact on student level of achievement.

Most of the responses obtained from the interviews conducted with respondents working in the area of English language teaching were in support of the findings obtained in the student and the teacher data. Their responses had also other implications which were of relevant significance to this study.

The statistical results obtained from the teacher questionnaire indicated that there were a number of factors, ascribed to the teaching and educational contexts, that tend to exert some degree of influence on the quality of English language learning in Bahrain.

9.2 Implications

It is commonly accepted that learners of English as a foreign language are not all identical in their acquisition of the language. In spite of being exposed to similar learning conditions and teaching strategies, some fail to attain the required measures. Students' failure in the language is partly found to be attributed to a number of measurable environmental factors. Some of these are controllable while others are normally beyond both learners' intellectual abilities and teachers' pedagogical competency to control. It is important that we become fully aware of the existence of these variables and strive to maximize their positive contribution that would ultimately lead to better learning attainment.

The blame need not be exclusively put on teachers' own linguistic competency or pedagogical skills for not attaining a satisfactory level of achievement or even on inappropriately designed teaching and learning materials. The core of the problem also resides in the students themselves. Socio-psychological variables pertaining to students' own socio-psychological background can also act as predictors of achievement. The extent of the influence of these socio-psychological variables was revealed in this study.

The implications behind the results obtained in this study are obvious. In order to become successful foreign language learners, individual learners need to have a home environment that permits and encourages the development of a foreign language. Parental rate of literacy should go hand in hand with the child's acquisition of a foreign language. It is clear that the amount of social contact that children have with the members of their family is much greater than that spent in a foreign language class. The more help and encouragement are given within the family setting, the better will their children's educational performance become. Once they become observant of the degree of help and encouragement they receive from their parents, they will obviously feel that they are not being neglected and that foreign language instruction seems to continue after school hours. It is the provision of effective home environmental conditions together with constant degree of parental encouragement that undoubtedly lead to better achievement in a school subject. Encouragement and family support or feedback do not necessarily have to come from highly educated parents. Children who receive regular encouragement

from poorly educated parents might possibly prove to be better language achievers than those whose parents are highly educated; for such latter children might perhaps be deprived of some degree of parental encouragement. Of course variables pertaining to learners' family background need not be considered as total predictors of achievement for there are variables that account for better achievement. What is important is that the role of the family in foreign language learning should not be underestimated.

Foreign language learners and most particularly females need to modify their attitudes firstly toward the language and the benefits that can be derived from its learning and secondly toward the learning about a foreign culture. They need to develop social behaviours that signify the development of positively characterised attitudes. Once positive attitudes are developed, individual learners will unconsciously approach their foreign language learning with more willingness and enthusiasm. It has often been maintained that attitudes are also developed at home and perhaps at school. Parents need not look upon a foreign language with negative attitudinal traits for there is a strong chance that their children will develop attitudinal aspects with similar behavioural patterns. Students normally tend to be very observant of their teachers' social behaviours. It was found from the teachers' data that teachers of English are of positive attitudinal orientation. This has undoubtedly been a result of their personal willingness to become teachers of English. However, the statistical results obtained for the attitudinal variables imply that educational planners have to be cautious in their designing or recommendation of a

school textbook, particularly the one that is to be proposed for female students. Linguistic features of the target language should be carefully selected and introduced to learners in such a manner that the development of negative attitudinal traits can be avoided. Also features of the foreign culture should be presented to learners in such a way as to appear different but interesting rather than contradictory to learners' own cultural values. Elements of the foreign culture that may form a threat to learners' cultural identity can be excluded for the fear of driving learners away and causing them to approach the learning of the language with an unenthusiastic outlook. The teaching of cultural elements should be avoided, especially those which do not constitute any relevance to students' linguistic and communicative requirements. On the whole, we must strive to enable learners, especially female learners, to appreciate the various attitudinal aspects of the target language, its cultural features and its speakers for the simple reason that the development of positive attitudes on the part of foreign language learners will lead to a more efficient academic performance.

As long as learners' possession of an integrative motivation for acquiring a foreign language is not fulfilled outside the school environment, it does not seem to exert any significant influence on learners' level of achievement. The impossibility of fulfilling learners' integrative motivation lies in the lack of social opportunities of coming into contact with members of the target community, particularly when learners tend to be highly mono-lingually and mono-culturally oriented. In such foreign language learning circumstances, one way of

fulfilling learners' integrative orientation is through regular visits to private schools and institutions where there is a large number of speakers of the target language or to encourage learners to enter into correspondence with pen-friends. The writer is of the opinion that the fulfilment of an integrative motivation in foreign language situations is extremely subtle and can in no way compete with the opportunities offered in a bilingual and bilcultural type of community.

Teachers have all the opportunity of making their pupils aware of the instrumental value that can be derived from learning English as a foreign language and not to consider it merely as any other school subject. The essence of the matter is that learners' awareness of their instrumental reasons for learning the language should take place and be enhanced during learners' earlier stages of foreign language learning.

As learners' degree of commitment to learning the language was seen to be highly connected with their achievement measures in the subject, students need to show their desire and some degree of intensive motivation and should be encouraged to do so in order to reach a maximum level of success. Successful foreign language learners are normally differentiated from failures by the degree of commitment they show in their various stages of learning the language. Teachers must not devote their pedagogical attention to learners whose academic performance is of a noticeable degree but to encourage and to let others participate more in their language class activities.

If learners' functional use of the language is seen to play a dominant role on their achievement, they need to be engaged into numerous extra-curricular activities. Listening to various articulated forms of the language must not be limited to its classroom manipulation but it should exceed that to cover other forms of language usage. Internal and external reading schemes are not only important for developing learners' reading skill but they make learners become engaged in developing appreciative attitudes towards the written forms of the language and thus gradually acquire a habit of reading for personal satisfaction rather than being restricted to the little amount of reading habits they achieve from one single language textbook. The essence of reading lies in that it is probably the only form of contact that one can establish with a language. Reading facilities should be made more accessible to learners both in school and at home. They also need to make use of the reading opportunities that are already in existence. With today's media and the advancement of modern technology, access to the spoken and written elements of English as a foreign language is readily made available and learners should be encouraged to get themselves involved in developing their listening skills by listening to various audio-visual programmes being broadcast on various forms of today's media. Learners can be encouraged to read local newspapers that are published in English and to read simple stories, books or any other type of suitable written materials. It is only through functional use of the language, particularly outside the school setting that a more effective type of language learning could possibly be achieved rather than making a fallacious assumption that better language achievement and proficiency are attained from manipulation of the language in the classroom.

Students, generally speaking, need to be fully aware of the degree of availability and teachers' frequency of use of a fully incorporated teaching aid. Teachers need to show signs of skilfulness in using the aid so that positive attitudinal outlooks, particularly those of female students, can be enhanced.

As students in the Arts section are given the highest priority to take up/teaching of English for their future career, their teachers of English should be in possession of a noticeable degree of linguistic and pedagogical skills in order that learners' development of positive attitudinal traits can be enhanced. This will ultimately lead them to modify their attitudes toward their English language teachers which in turn leads to a better language performance.

9.3 Conclusion

The effects of a number of environmental factors on students' achievement in English language were explored in this study. Some of these environmental variables were found to be highly associated with students' achievement measures while others exerted a low degree of influence. Motivational variables which were either of integrative and instrumental characteristics were not found to exert any degree of positive influence in a foreign language learning situation (p.179). The results emerged from the further statistical analyses supported the findings of the main study and revealed other interesting results (p.192).

The study was limited to a group of third year secondary students taking regular instruction in English as a foreign language.

Various next steps in this study seem to be worthwhile and which are worth following up. These should be examined from a different perspective, which should be questioned and possibly challenged. Other settings, such as pre-secondary and post-secondary levels, should be studied in their own right and these same settings should be re-examined with improved versions of the same instruments and measures and with newer, more searching instruments.

This has been an exploratory study which moved from one important matter to another. It would have been of more interest to this study if variables examined in the teacher questionnaire were correlated with students' achievement measures. However, this was not possible due to the teacher questionnaire being administered to a voluntary type of respondents and not to those whose pupils administered the student questionnaire. This entails the improvement of a research strategy which explores the influence of environmental variables from alternative channels. This is supposed to yield more permanent value and follow-up work must be much more precise and comprehensive. A shift to longitudinal investigations is also valuable. Information about cognitive abilities as well as attitudes, stereotypes, values, functional use of the language, commitment to learning and motivational orientation would be gathered from students, teachers, and possibly parents in every educational setting.

At the same time the investigation can be extended to new contexts with improved methods. It would be equally valuable to concentrate on experimental studies of the roles of environmental factors in

foreign language learning. The experimental models could be used in various ways to throw more light on the operation of environmental variables. Research of this sort will help us determine when these variables have their most powerful influence. In this way, one would examine the instrumental-integrative variables in more detail.

Further research is recommended for future investigations which should measure the influence of other environmental variables on the achievement measures of learners of English as a foreign language. This research may include students' memory scale, language aptitude, intelligence, methodological principles, parental attributable variables and variables associated with teachers' linguistic and communicative competencies and so forth.

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APPENDIX A

Student Questionnaire
(in Arabic and in English)

Dear Student,

What you have in front of you is a questionnaire that has been specifically designed for the purpose of identifying some of the main factors affecting Bahraini students in their learning of English as a foreign language.

What you have to do is give your own answer to each item included in the questionnaire which best describes your own personal feeling.

Please give true responses as this will familiarise you with some of the major factors affecting you in your learning of English as a foreign language.

Your answers will be treated in confidence, will only be used for statistical purposes and will not be seen by anyone except the researcher himself.

Your co-operation in this matter is very much appreciated and thank you very much.

Yours sincerely,

Saif Al-Ansari
(The Researcher)

General Information

Name: _____
(please state your name)

Age: _____ years

Sex: Male ☐
Female ☐

School currently attending: _____

Year of study: _____

Section: Literary ☐ Science ☐
Technical ☐ Commercial ☐

Section 1

Read the following items and put a tick (✓) in the appropriate box.

1. What is your father's (guardian's) level of education?

University	Secondary	Intermediate	Primary	Illiterate
☐	☐	☐	☐	☐

2. What is your mother's level of education?

University	Secondary	Intermediate	Primary	Illiterate
☐	☐	☐	☐	☐

Section 2

3. What is your father's (guardian's) job? _____

4. Does your mother work? Yes ☐ No ☐

If yes, please state what occupation _____

Section 3

Put a tick (✓) in the appropriate box.

5.	My parents (or guardian) feel that I should really try to learn English.	Yes ☐	Uncertain ☐	No ☐
6.	My parents (or guardian) make sure that I do my English homework.	Usually ☐	Sometimes ☐	Never ☐
7.	My parents (or guardian) consider learning English to be a complete waste of time.	Yes ☐	Uncertain ☐	No ☐
8.	My parents (or guardian) have stressed the importance of continuing with learning the English language after finishing my studies.		Yes ☐	No ☐
9.	My parents (or guardian) consider most other school subjects to be more important than English.		☐	☐
10.	My parents (or guardian) often buy me simple stories to read in English.		☐	☐
11.	I receive gifts from my parents when I get good grades in English language.		☐	☐
12.	Is there a small library at home?		☐	☐
13.	Do you own easy books that are written in English?		☐	☐
14.	Do you have a quiet room to study in by yourself?		☐	☐
15.	Do you have friends with whom you often discuss your English language problems at home?		☐	☐

Section 4

Please put a tick (✓) in one of the five boxes indicating your extent of agreement or disagreement to each item.

	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
16. We have to learn English if we want to get to know those who speak the language.					
17. Getting to know those who speak English will have some useful benefits for our country.					
18. The expertise of those who speak English has contributed to the development of our country.					
19. Bahrain benefits from those who speak English in promoting its technical and industrial schemes.					
20. It is advisable that Bahrainis should make some effort to meet with those who speak English as a first language.					

Section 5

Read the following items indicating your extent of agreement or disagreement by putting a tick (✓) in the box that desribes your feeling best.

	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
21. The English language textbook should cover all possible cultural aspects of Britain.					
22. Learning the culture of a foreign nation forms a threat to our own cultural values.					
23. The English language textbook should include only those cultural features that are necessary for developing students' language skills.					

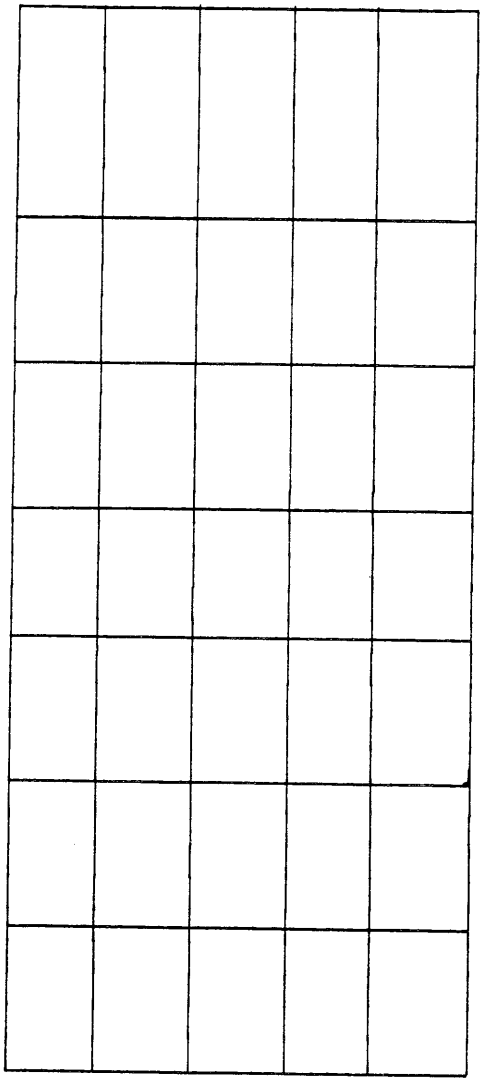
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
24. The learning of a foreign culture forms a threat to the stability of family life in Bahrain.					
25. I am so satisfied with my own cultural values that I do not see any need to learn about any foreign culture.					

Section 6

In the following items indicate your personal reasons for learning English as a foreign language. Read every item and put a tick (✓) in the box that best describes your feeling.

	Most certainly my feeling	Certainly my feeling	No feelings either way	Uncertain	Definitely not my feeling
26. I am learning English because it will make me able to think and behave as foreign language speakers do.					
27. I am learning English because I do not consider one to be really educated unless he has the capability to communicate in English.					
28. I am learning English because it will enable me to meet and converse with those who speak English.					
29. I am learning English because it will be useful in getting a good job.					
30. I am learning English because it will enable me to understand foreign language speakers more and get to know their social habits.					

31. I am learning English because it is socially desirable that a person should know at least one foreign language besides his mother tongue.
32. I am learning English because it will make it easier for me to make friends among those who speak the language.
33. I am learning English because it is one of the major school subjects.
34. I am learning English because the language used nowadays in science and technology is English.
35. I am learning English because I need the language in order to pursue my proposed higher studies.
36. I am learning English because it is the principal language of communication among most countries of the world.



Section 7

Read the following items and put a tick (√) in the box that describes your feeling best.

	Usually	Sometimes	Never
37. Before the English language lesson, I ... my homework.	☐	☐	☐
38. Before the English language lesson, I ... read through the previous lesson.	☐	☐	☐

39. I find the subject of English language to be

a. very interesting ☐ b. interesting ☐

c. no more interesting than the other school subjects ☐ d. of no interest at all ☐

40. I think the English language should be

a. taught to all students at all levels ☐

b. taught only to those who have the desire to learn the language. ☐

c. replaced in schools by a different foreign language. ☐

d. omitted from the school curriculum. ☐

41. If I had the opportunity and knew enough English, I would read foreign books, newspapers and magazines.

Often	Sometimes	Rarely	Never
☐	☐	☐	☐

42. During English language classes, I

a. find myself absorbed in the subject matter. ☐

b. force myself to listen to the teacher. ☐

c. tend to daydream and think of other things. ☐

d. become completely bored. ☐

43. Whenever I have homework in the English language, I

a. usually do it before the homework in other subjects. ☐

b. treat it like other school homework. ☐

c. put it off till I have finished all my other homework. ☐

d. do not do it at all. ☐

44. I prefer the subject of English language

a. much more than most other school subjects. ☐

b. more than most other school subjects. ☐

c. less than most other school subjects. ☐

d. much less than most other school subjects. ☐

45. For English language, in comparison with other school subjects, I

a. work harder ☐

b. work the same ☐

c. work less ☐

d. don't work at all ☐

46. After my secondary education, I

a. will continue to improve my English by practising it daily or by attending evening class or other course. ☐

b. will probably try to use as much English as possible. ☐

c. will make little effort to practise what I have learnt. ☐

d. will probably forget most of the English that I have learnt. ☐

47. On average, the time I spend each week studying English is

a. about seven hours or more ☐

b. about four hours or more ☐

c. about one hour or more ☐

d. none at all ☐

48. If I did not know any English and it was not taught at my school, I would

a. attend a course and work for a certificate in English as a foreign language. ☐

b. attend a short course. ☐

c. learn a little of the language by occasionally reading simple readers. ☐

d. not bother myself to learn it at all. ☐

		Always	Sometimes	Never
49.	I prefer to sit at the back of the classroom during my English language classes.	☐	☐	☐
50.	I study English without accomplishing much.	☐	☐	☐
51.	I learn grammatical rules and structural items without really understanding them.	☐	☐	☐
52.	Whether I like the subject of English or not, I work hard to get a good grade.	☐	☐	☐

Section 8

Read the following items and then put a tick (✓) in one of the three boxes indicating the extent of your functional use of the language.

		Often	Rarely	Never
53.	I meet with people who speak English fluently.	☐	☐	☐
54.	I speak English with my parents.	☐	☐	☐
55.	I speak English with my school mates.	☐	☐	☐
56.	I speak English with my English language teacher during the class session.	☐	☐	☐
57.	I speak English with my English language teacher even after the class session.	☐	☐	☐

		Often	Rarely	Never
58.	I watch English language movies on video.	☐	☐	☐
59.	I listen to English language music on records or cassettes.	☐	☐	☐
60.	I read English language books and stories.	☐	☐	☐
61.	I read English language magazines.	☐	☐	☐
62.	I read the daily/weekly English language newspapers.	☐	☐	☐
63.	I watch English language programmes and films on television.	☐	☐	☐
64.	I listen to English language programmes on the radio.	☐	☐	☐

		Yes	No
65.	Have you ever visited any foreign country such as the United Kingdom or the U.S.A. for the purpose of learning English language or for any other purpose?	☐	☐
	If your answer is Yes, state when you visited the country and how long you stayed.	----------	

Section 9

Read the following items which examine how you prepare for English language examinations. Put a tick (✓) in the box that is applicable to your situation.

		Always	Sometimes	Never
66.	I prepare thoroughly for my English language examination.	☐	☐	☐
67.	I prepare for the English language examination by looking at the previously marked exercises and examination papers.	☐	☐	☐
68.	I prepare for the English language examination by reading the main school textbook.	☐	☐	☐

69. I study hard and prepare myself for the final English language examination

a. throughout the year. ☐

b. when there are approximately five months left before the final examination. ☐

c. when there are approximately three months left before the final examination. ☐

d. when there is approximately one month left before the final examination. ☐

e. when there is approximately one week left before the final examination. ☐

Section 10

Put a tick (✓) in the appropriate box.

	Yes	Uncertain	No
70. Can you get English language books and short stories from your school?	☐	☐	☐
71. Can you get from your school books in English which are easy to read?	☐	☐	☐
72. Is there a language laboratory in your school?	☐	☐	☐

73. Please indicate the availability of each of the following teaching aids in your school by ticking the appropriate box.

	Available	Uncertain	Not available
Cine films			
Tape recorder			
Television			
Overhead projector			
Film strips/film slides			
Radio			
Video			
Flannel board			

74. Describe your teacher's use of the following aids.

Frequency of use	Often	Sometimes	Rarely	Never
Cine films				
Tape recorder				
Television				
Overhead projector				
Language laboratory				
Film strips/film slides				
Radio				
Video				
Flannel board				

Quality of use	Good	Fair	Poor	None
Cine films				
Tape recorder				
Television				
Overhead projector				
Language laboratory				
Film strips/film slides				
Radio				
Video				
Flannel board				

Section 11

The following items are concerned with your opinions as to the quality of English language teachers.

I consider most of my English language teachers to be

		Yes	Uncertain	No
75.	concerned with their students' language progress.	☐	☐	☐

		Yes	Uncertain	No
76.	competent in teaching the subject.	☐	☐	☐
77.	hard working and sincere in their profession.	☐	☐	☐
78.	always willing to help their students with their language learning problems, even after class hours.	☐	☐	☐
79.	happy in school and get along well with each other.	☐	☐	☐
80.	deserving of respect from the students.	☐	☐	☐

81. Please state briefly the factors which you think have made it more difficult for you to learn English and which you think this questionnaire has not dealt with.

استفتـــــــــــــاء الطالـــــــــــــب

استفتاء لطلبة المرحلة الثانوية حول آرائهم تجاه العناصر الموثره في تعليم اللغة الانجليزية

عزيزى الطالب/عزيزتي الطالبـــــــة ،

ان الهدف من تصميم هذا الاستفتاء الذى امامك هو تشخيص بعض العناصر الهامه والمؤثره في عملية تعليم اللغة الانجليزية كلغة اجنبية .

المطلوب منك هو الاجابة على الاسئلة التى يحتويها هذا الاستفتـــــاء بحيث تكون الاجابة معبرة عن شعورك الشخصي تجاه هذه العناصـــــر . والادلاء بالاجابـــات الصادقة لان ذلك سيعرفك على العناصر المؤثره في عملية تعليـــــم اللغة الانجليزية .

سوف تعامل اجوبتك بسرية تامة وستستخدم لاغراض احصائية فقط ولـــن يطلع على اجاباتك سوى الباحث نفســـــــه .

أننى اقدر تعاونك في هـــذا المجـــال واشكـــــــــــرك شكـــــرا جزيـــــــــــــلا .

المخلص

سيف الانصـــــــــارى

(الباحث)

معلومـــــات عامـــــــــة

الاســـــــم: .....

(الرجاء ذكر الاســـــــم)

العمـــــــر: ..... الجنس ذكـــــر ☐

انثـــي ☐

اسم المدرســـة: .....

الصـــــف: .....

القســـــم: علمـــي ☐ أدبـي ☐

صناعـــي ☐ تجارى ☐

الفقـــرة الاولـــــي

اقـــرأ البنود التاليـــة ثم ضـع (✓) في المكان المناسب:

١ـ ماهو مستوى والدك التعليمـــي (ولـي امـــرك) ؟

جامعـــي ☐ ثانوى ☐ اعدادى ☐

ابتدائـي ☐ أمـي (لايقرأولايكتب) ☐

٢ـ ماهو مستوى والدتك التعليمـــي ؟

جامعـــي ☐ ثانـوى ☐ اعدادى ☐

ابتدائـــي ☐ أمي (لا تقرأ ولاتكتب) ☐

الفقـــرة الثانيـة

٣ـ ما هي مهنة والـــدك (ولـي امـــرك) ؟

.....

٤ـ هـل امك تعمل خـارج البيت ؟ نعم ☐ لا ☐

اذا اجبت بنعم فالرجـاء ذكر نوع عملها أو وظيفتهـــا .

.....

الفقـــــــرة الثالثـــــــة

ضـــع علامـــة (✓) في المكان المناســـــــــــب .

	نعم	غـير متـأكد	لا
٥ ـ يشير والـداى (ولـي أمرى) بـانة يجب ان اتعلم اللغة الانجليزيـــــــــــة .	☐	☐	☐
٦ ـ يتـابع والداى (ولـي أمرى) دراستـــــي المنزلي في مـادة اللغة الانجليزية وقيـامـــي بعمل الـواجبات المنزليـــــــة	☐	☐	☐
٧ ـ يعتبر والـداى (ولـي امرى) دراســـــة اللغة الانجليزية مضيعـــة للوقت .	☐	☐	☐
٨ ـ اكـــد لي والـداى (ولـي امـــــرى) اهمية اللغة الانجليزية بعد انهـــــاء الدراسة الثانويـــــــة .	☐	☐	☐
٩ ـ يعتبر والـداى (ولـي امرى) بـان المـواد المدرسية الاخرى هي أكثر اهمية مـــــن مـادة اللغة الانجليزيـــــــة .	☐	☐	☐
١٠ـ غـالبـا مـا يشترى لي والـداى (ولـي امـرى) قصصا انجليزية سهلـــــــة	☐	☐	☐
١١ـ احصل على مكافـات من والداى (ولـي امرى) عندمـا احصل على نتيجة جيدة فـــــــي مـادة اللغة الانجليزيـــــــة .	☐	☐	☐
١٢ـ يرى والـداى (ولـي أمرى) بـأن مـــــادة اللغة الانجليزية هي أقل أهمية من المـواد المدرسية الاخـــــــرى .	☐	☐	☐

	نعم	لا
١٣ـ هل توجد لديك مكتبة صغيرة بـالمنزل ؟	☐	☐
١٤ـ هل لديك كتب بسيطة بـاللغة الانجليزية ؟	☐	☐
١٥ـ هل لديك غرفة هادئة تدرس فيهـا وحدك ؟	☐	☐

١٦- هل لديك اصدقاء تناقش معهم الصعوبات اللغوية في مادة اللغة الانجليزية ؟

نعم ☐ لا ☐

الفقرة الرابعة

الرجاء وضع علامة (✓) في واحدمن المربعات الخمسة موضحامدى موافقتك او عدم موافقتك علي كل بند .

١٧- يجب علينا ان تتعلم اللغة الانجليزية اذا أردنا ان نتعرف على الاشخاص الذين يتخاطبون بهذه اللغة .

	أوافق بشدة	اوافق	غيرمتأكد	لاأوافق	لاأوافق بشدة
١٨- مخالطة الاشخاص الذين يتكلمون اللغة الانجليزية يفيد البحرين في نواحي كثيرة .	☐	☐	☐	☐	☐
١٩- اسهمت خبرة الذين يتكلمون اللغة الانجليزية في تطوير البلاد .	☐	☐	☐	☐	☐
٢٠- تستفيد البحرين من الاشخاص الذين يتكلمون اللغة الانجليزية في تطوير الجوانب الصناعية والفنية المختلفة في البلاد .	☐	☐	☐	☐	☐
٢١- من الأفضل ان يقوم البحرينيون ببذل الجهود للالتقاء بالاشخاص الذين يتكلمون اللغة الانجليزية كلغة أولي .	☐	☐	☐	☐	☐
٢٢- ان التعرف على الاشخاص الذين يتكلمون اللغة الانجليزية يسهل عملية التخاطب بهذة اللغة .	☐	☐	☐	☐	☐

٥/٠٠٠

الفقـــــرة الخامســـــة

اقرأ البنود التالية موضحا مدى موافقتك أو عدم موافقتك وذلك بوضـــــع علامـة (✓) في المربع الذى يصف شعورك بشكل صحيح ٠

٢٣- يجب ان يحتوى الكتاب المدرسي في مادة اللغة الانجليزية على الملامح التي تمثل الثقافة البريطانيـــــــــــــة ٠

اوافق بشدة	أوافق	غيرمتأكد	لا أوافق	لا أوافق بشدة
☐	☐	☐	☐	☐

٢٤- ان تعلم الثقافة الاجنبية يشكل تهديـدا لقيمنا الثقافيـــــــــة ٠

☐	☐	☐	☐	☐

٢٥- يجب ان يحتوى الكتاب المدرسي في مادة اللغة الانجليزية على الملامح الثقافية الهامة فقط والتى تسهم في تطوير المهارات اللازمة في تعليم اللغة الانجليزية ٠

☐	☐	☐	☐	☐

٢٦- تشكل عملية تعليم الثقافة الأجنبية تهديـدا لاستقرار الحياه العائليـــــة في البحريـــــــــــن ٠

☐	☐	☐	☐	☐

٢٧- انا راض بقيمـــي الثقافية ولا ارى الحاجة لتعليم اية ثقـافة اجنبيـــة ٠

☐	☐	☐	☐	☐

٢٨- انة لمن الاساءه ان نتعلم ثقافة اجنبية مخالفة لقيمنا الثقافيـــــــــة

☐	☐	☐	☐	☐

الفقـــــرة السادســـــة

توضح البنود التالية الاسباب الشخصية لتعليم اللغة الانجليزية كلغة اجنبيـــــة اقـرأ كل بند ثم ضع علامة (✓) في المربع الذى يصف شعورك بشكل صحيح ٠

٢٩- انني اتعلم اللغة الانجليزية لأنها تمكنني من أن أفكر واتصرف كما يتصـــــرف الاشخاص الذين يتخاطبون باللغة الانجليزيـــــــة ٠

شعورى بكل تأكيد	شعورى بالتأكيد	شعورى محايد	غيرمتأكد	ليس شعورى بكل تأكيد
☐	☐	☐	☐	☐

٣٠- انني اتعلم اللغة الانجليزية لأنني لا اعتبر الفرد مثقفا الا اذا كان يمتلك القدرة على التخاطب باللغة الانجليزية .

	شعورى بكل تأكيد	شعورى بالتأكيد	شعورى محايد	غيرمتأكد	ليس شعورى بكل تأكيد
	☐	☐	☐	☐	☐

٣١- انني اتعلم اللغة الانجليزية لأنها تمكنني من الالتقاء والتخاطب بأولئك الذين يتحدثون بها .

☐	☐	☐	☐	☐

٣٢- اننى اتعلم اللغه الانجليزيه لأنها تؤهلني للحصول على وظيفه مرموقه .

☐	☐	☐	☐	☐

٣٣- اننى اتعلم اللغه الانجليزيه لانها تمكننى من التعرف على الاشخاص الذين يتخاطبون باللغه الانجليزيه وعلى عاداتهم الاجتماعيه .

☐	☐	☐	☐	☐

٣٤- اننى اتعلم اللغه الانجليزيه لأنه من المستحسن اجتماعيا ان يتعلم الفرد لغه اجنبيه بالاضافه الى لغته الاصليه .

☐	☐	☐	☐	☐

٣٥- اننى اتعلم اللغه الانجليزيه لأنها تسهل عملية اكتساب الاصدقاء بين الشعوب المتخاطبه باللغه الانجليزيه .

☐	☐	☐	☐	☐

٣٦- اننى اتعلم اللغه الانجليزيه لأنها أحدي المواد المدرسيه المهمه .

☐	☐	☐	☐	☐

٣٧- اننى اتعلم اللغه الانجليزيه لأن اللغه المستخدمه حاليا فى مجال العلوم والتكنولوجيا هى اللغه الانجليزيه .

☐	☐	☐	☐	☐

٣٨- اننى اتعلم اللغه الانجليزيه لأنى احتاج اللغه فى دراستى الاكاديميه العليا (العلميه أو الفنيه) .

☐	☐	☐	☐	☐

٣٩- اننى اتعلم اللغه الانجليزيه لأنها اللغه الرئيسيه المستخدمه للتواصل بين معظم شعوب العالم .

☐	☐	☐	☐	☐

٤٠- انني اتعلم اللغة الانجليزية لأنها أكثر اللغات استخداما في مجالات العمل .

☐ ☐ ☐ ☐ ☐

٤١- انني اتعلم اللغة الانجليزية لأنها تمكنني من التعرف على طرق معيشة الذين يتخاطبون بها .

☐ ☐ ☐ ☐ ☐

الفقرة السابعة

اقرا البنود التالية ثم ضع علامة (✓) في المربع الذى يصف شعورك بشكل صحيح .

٤٢- اقوم ..... بتحضير الواجب المنزلي قبل حصص اللغة الانجليزية .

غالبا ☐ احيانا ☐ أبدا ☐

٤٣- اقوم ..... بقراءة الدرس السابق قبل حصة اللغة الانجليزية .

☐ ☐ ☐

٤٤- أجد مادة اللغة الانجليزية :

أ- شيقة جدا ☐ ب- شيقة ☐

ج- ليست شيقة أكثر من المواد الأخرى ☐ د- ليست شيقة أبدا ☐

٤٥- اعتقد ان اللغة الانجليزية يجب أن

أ- تدرس لجميع الطلبة في جميع المراحل. ☐

ب- تدرس فقط للطلبة الذين لديهم الرغبة في تعلمها . ☐

ج- تستبدل بلغة أجنبية أخرى. ☐

د- تحذف من المنهج الدراسي . ☐

٤٦- لو كنت ملما باللغة الانجليزية لقرأت الصحف الاجنبية والقصص .

غالبا ☐ احيانا ☐ نادرا ☐ ابدا لا ☐

٤٧- اثناء حصص مادة اللغة الانجليزية

أ - أجد نفسي منهمكا بالمادة التعليمية

ب - اضغط على نفسي لاستمع الى شرح المدرس

ج - أسرح وافكرفي أمور أخرى

د - أمل من شرح المادة

٤٨- أثناء تأديتى لواجباتي المنزلية لمادة اللغة الانجليزية

أ - أقوم لعمل الواجبات المنزلية الأخرى قبل واجبات مادة اللغة الانجليزية

ب - اتعامل مع الواجبات بصورة متساوية

ج - أقوم بتأجيلة لحين الانتهاء من الواجباتالمنزلية الأخرى

د - لا أقوم بعمل مطلقا

٤٩- أفضل مادة اللغة الانجليزية

أ - اشد كثره من معظم المواد المدرسة الأخرى .

ب - أكثرمن معظم المواد المدرسية الأخرى

ج - أقل من معظم المواد المدرسية الأخرى

د - أشد قلة من معظم المواد المدرسية الأخرى

٥٠- عندمقارنة اللغة الانجليزية بالمقررات المدرسية الأخرى فانني ...

أ - أعمل بجدية كبيرة

ب - أعمل بجدية

ج - أعمل بجدية قليلة

د - لا أعمل اطلاقا

٥١- بعدانهائي للمرحلة الثانوية فانني .....

أ - سأستمرفي تحسين لغتي الانجليزية وذلك بالتمرين اليومي او الالتحاق بمدرسة ليلية أو بدورة أخرى .

ب - سأحاول قدر الامكان استخدام اللغة الانجليزية

ج - لا أبذل اية محاولة في ممارسة ما تعلمته

د - من المحتمل أن أنسي معظم الذى تعلمته

٥٢ ـ يتراوح الوقت الذى اقضيه في دراسة اللغة الانجليزية في البيت اسبوعيا هو :-

أ ـ سبع ساعات أو أكثر ☐

ب ـ ٤ ساعات أو أكثر ☐

جـ ـ ساعة واحده أو أكثر ☐

د ـ لا أذاكر أبدا ☐

٥٣ ـ لولم اكن اعرف اللغة الانجليزية ولولم تكن مادة اللغة الانجليزية مادة دراسية في المدرسة

أ ـ لالتحقت بدورة من أجل الحصول على شهادة في اللغة الانجليزية ☐

ب ـ لالتحقت بدوره قصيره ☐

جـ ـ لتعلمت قليلا من اللغة وذلك بقراءة بعض القصص البسيطة احيانا ☐

د ـ لما أزعجت نفسي في تعلمها ☐

	دائما	احيانا	ابدا لا
٥٤ ـ أفضل الجلوس في مؤخرة الصف أثناء حصص اللغة الانجليزية	☐	☐	☐
٥٥ ـ ادرس اللغة الانجليزية بدون تحقيق ومزيد من التقدم	☐	☐	☐
٥٦ ـ اتعلم القواعد اللغوية والتركيبات الاسلوبية بدون فهم حقيقى .	☐	☐	☐
٥٧ ـ سواء كنت أحب المادة أم لا فاني أبذل الجهد في الحصول على درجة جيدة .	☐	☐	☐

٥٨ ـ اعتقد ان اللغة الانجليزية يجب أن :-

أ ـ تكون مادة الزامية لجميع الطلبة في جميع المراحل ☐

ب ـ تدرس كمادة اختياريه للطلبه الذين لديهم الرغبة فى تعلمها . ☐

جـ ـ تستبدل بلغة أجنبية أخرى . ☐

د ـ لا تدرس مطلقا . ☐

الفقـــرة الثامنـــة

أقرا البنود التالية ثم ضع علامة (✓) في احد المربعات الثلاثـــة موضحا مدى استخدامك الفعلي للغة الانجليزية .

	غالبا	نادرا	ابدا لا
٥٩ - ألتقي مع الذين يتكلمون اللغة الانجليزية بطلاقة	☐	☐	☐
٦٠ - اتكلم مع والدى اللغة الانجليزيـــــة	☐	☐	☐
٦١ - اتكلم اللغة الانجليزية مع زملائي في المدرســة	☐	☐	☐
٦٢ - اتكلم اللغة الانجليزية مع مدرسي المادة أثناء الحصة	☐	☐	☐
٦٣ - اتكلم اللغة الانجليزية مع مدرسي المادة بعد الحصــة	☐	☐	☐
٦٤ - اشاهد الافلام الاجنبية (الناطقة باللغة الانجليزية) على الفيديـــــــو.	☐	☐	☐
٦٥ - استمع للموسيقي الانجليزية علي الاسطوانات والكاستيـــــــات .	☐	☐	☐
٦٦ - أقـرأ الكتب والقصص الانجليزيـــــــة .	☐	☐	☐
٦٧ - أقرا المجلات التى تنشر باللغة الانجليزيـة .	☐	☐	☐
٦٨ - أقرأ الصحف اليومية أو الاسبوعية التـــي تنشر باللغة الانجليزيـــــــة .	☐	☐	☐
٦٩ - اشاهد البرامج والافلام الاجنبية (الناطقـــة باللغة الانجليزية)في التلفزيـــــون.	☐	☐	☐
٧٠ - استمع الى البرامج الاجنبية (الناطقـــة باللغة الانجليزيـــة) بالراديـو.	☐	☐	☐
٧١ - اقرأ القصص والكتب الانجليزيـــــة .	☐	☐	☐

	نعم	لا
٧٢ - هل قمت بزيارة احدى البلاد الاجنبيـــــة مثل المملكة المتحدة اوالولايات المتحـــدة لغرض دراسة اللغة الانجليزية او لأى غرض آخر؟	☐	☐

اذا كان جوابك نعم فمتى كانت الزيـــــارة الزمـــن : .....

وكم كانت المـــــــــــــــدة المـــدة : .....

الفقرة التاسعة

أقرأ البنود التالية ثم ضع علامة (✓) في الفراغ المناسب :-

	دائما	احياناً	ابدا لا
٧٣- أكون مستعدا بشكل جيد لامتحان مادة اللغة الانجليزية	☐	☐	☐
٧٤- استعدادى لامتحان مادة اللغة الانجليزية يكون باطلاع على التمارين المصححة وأوراق الامتحانات السابقة .	☐	☐	☐
٧٥- اقوم بالاعداد لامتحان اللغة الانجليزية بقراءة الكتاب المدرسي فقط .	☐	☐	☐

٧٦- يكون استعدادى لامتحان مادة اللغة الانجليزية النهائي

أ - طيلة أيام السنة الدراسية ☐

ب - قبل الامتحان بحوالي خمسة أشهر ☐

جـ - قبل الامتحان بحوالي ثلاثة أشهر ☐

د - قبل الامتحان بحوالي شهر واحد ☐

هـ - قبل الامتحان بحوالي اسبوع واحد ☐

الفقرة العاشره

ضع علامة (✓) في المربع المناسب :-

	نعم	غيرمتأكد	لا
٧٧- هل بامكانك الحصول على كتب انجليزية وقصص بمدرستك ؟	☐	☐	☐
٧٨- هل بامكانك الحصول على كتب انجليزية بسيطة بمدرستك ؟	☐	☐	☐
٧٩- هل يوجد معمل للغة الانجليزية بمدرستك ؟	☐	☐	☐

٨٠- ضع علامة (✓) امام الوسائل التعليمية الموجودة بمدرستك .

	موجود	غير متأكد	غير موجود
افلام سينمائية			
جهاز تسجيل			
التلفزيون			
الجهاز فوق الرأس (O.H.P)			
افلام ثابتة / افلام شرائح			
الراديو			
الفيديو			
اللوحة الوبرية			

(مدرستك)

٨١- صف مدى وكيفية استخدام مدرسك للمواد التعليمية التالية :-

	بيان الاستخدام				كيفية الاستخدام			
	غالبا	احيانا	نادرا	ابدا	جيد	لابأس	ردى	لاشئ
افلام سينمائية								
جهاز تسجيل								
التلفزيون								
الجهاز فوق الرأس (O.H.P)								
معمل لغة								
افلام ثابتة								
افلام شرائح								
الراديو								
الفيديو								
اللوحة الوبرية								

الفقـــــرة الحادى عشـــــره

تتعلق البنود التالية بآرائك حول مدرسي اللغة الانجليزية ضـــــع علامـــة (✓) في المكان المناســـــب :-

	نعم	غيرمتأكد	كلا
٨٢- اعتبرمعظم مدرسي اللغة الانجليزيـــة مهتمين بتقديم طلابهم اللغـــــوى	☐	☐	☐
٨٣- أكفـاء في تدريس المـــــادة	☐	☐	☐
٨٤- مجديـن ومخلصيـن في عملهـــم	☐	☐	☐
٨٥- مستعدين دائما لمساعدة الطلبـــة في مشاكلهم اللغوية سواء أكان ذلـك في الحصة أم بعدهـــــا	☐	☐	☐
٨٦- سعداء في عملهم بالمدرســـة وعلاقاتهم طيبة فيما بينهـــم.	☐	☐	☐
٨٧- يستحقون احترام الطلبـــــة	☐	☐	☐
٨٨- مهتمين بتطور طلابهم اللغـــوى.	☐	☐	☐

٨٩- يرجي ذكر العوامل التى تعتقد أنها زادت من صعوبة تعلم اللغة الانجليزيـــة باختصـــــار.

_____

_____

_____

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وشكـــــرا ،،،

APPENDIX B

List of Jurors' Names and
Educational Posts

List of Jurors' Names and Educational Posts

Dr. John Haworth (Chief Member of the Jury)	Lecturer in the Department of Mathematical Statistics and Operational Research

The following names appear in alphabetical order

M.M.Abdulla	Ph.D. Student at U.C.C. Special Subject: Science Textbook Evaluation. Country of Origin: United Arab Emirates.
A.K.Ashoor	Ph.D. Student at U.C.C. Special Subject: Teaching English as a Foreign Language. Country of Origin: Bahrain.
Dr. Ahmed Gasser	Formerly Ph.D. Student at U.C.C. Special Subject: Psychological Measurement. Country of Origin: Egypt.
A.S.Mohammed Ali	Ph.D. Student at U.C.C. Special Subject: Teaching English as a Foreign Language Country of Origin: Iraq.
A.M.Omar	Ph.D. Student Special Subject: Teaching English as a Foreign Language Country of Origin: Sudan.

APPENDIX C

Names of Third Year Students
and Sample Selected

APPENDIX C

TABLE 1: Number of Third Year Students

No.	Name of School	Location	Type of School	No. of Students
1	Al Hidaya Sec. School for Boys	Muharraq	General	179
2	East Rifa'a Sec. School for Boys	East Rifa'a	"	132
3	Sheikh A. Azia Sec. School for Boys	Manama	"	191
4	Al Naim Sec. School for Boys	Manama	"	141
5	Isa Town Sec. School for Boys	Isa Town	"	89
6	Al Hoora Sec. School for Boys	Manama	"	10
7	Manama Sec. School for Boys	Manama	"	221
8	Jidhafs Int./Sec. School for Girls	Jidhafs	"	132
9	West Rifaa Sec. School for Girls	West Rifa'a	"	219
10	Muharraq Sec. School for Girls	Muharraq	"	98
11	Al Estiglal Sec. School for Girls	Muharraq	"	94
12	Isa Town Sec. School for Girls	Isa Town	"	271
13	Al Khawla Sec. School for Girls	Manama	"	52
14	Al Hidd Int./Sec. School for Girls	Hidd	"	52
15	Muharraq Sec. Comm. School for Girls	Muharraq	Commerce	271
16	Al Hoora Sec. Comm. School for Girls	Manama	"	300
17	Manama Sec. Comm. School for Girls	Manama	"	658
18	Jidhafs Sec. Tech. School for Boys	Jidhafs	Technical	158
19	Muharraq Sec. Tech. School for Boys	Muharraq	"	116
20	Manama Sec. Tech. School for Boys	Manama	"	150
			Total	3534

APPENDIX C

TABLE 2: Distribution of Students According to their Section

No.	Name of School	Number of Students according to Sections					Total
		Science	Arts	Comm.	Health Sciences	Tech.	
1	Al Hidaya Sec. School for Boys	135	44	-	-	-	179
2	East Rifaa Sec. School for Boys	68	64	-	-	-	132
3	Sheikh A. Aziz Sec. School for Boys	140	51	-	-	-	191
4	Al Naim Sec. School for Boys	120	21	-	-	-	141
5	Isa Town Sec. School for Boys	89	-	-	-	-	89
6	Al Hoora Sec. School for Boys	-	-	-	10	-	10
7	Manama Sec. School for Boys	136	71	-	14	-	221
8	Jidhafs Int./Sec. School for Girls	132	-	-	-	-	132
9	West Rifaa Sec. School for Girls	83	34	102	-	-	219
10	Muharraq Sec. School for Girls	32	45	-	21	-	98
11	Al Estiglal Int./Sec. School for Girls	47	47	-	-	-	94
12	Isa Town Sec. School for Girls	105	46	109	11	-	271
13	Al Khawla Sec. School for Girls	52	-	-	-	-	52
14	Al Hidd Sec. School for Girls	34	18	-	-	-	52
15	Muharraq Sec. Comm. Girls	-	-	271	-	-	271
16	Al Hoora Sec. Comm. Girls	-	-	300	-	-	300
17	Manama Sec. Comm. Boys	-	-	658	-	-	658
18	Jidhafs Sec. Tech. Boys	-	-	-	-	158	158
19	Muharraq Sec. Tech. Boys	-	-	-	-	116	116
20	Manama Sec. Tech. Boys	-	-	-	-	150	150
TOTAL		1183	431	1440	56	424	3534

APPENDIX C

TABLE 3: Total Number of Students According to Sections

Sections	Sex	Number	Total
Arts	Male	180	
	Female	261	441
Science	Male	552	
	Female	621	1173
Commerce	Male	658	
	Female	782	1440
Technical	Male (only)	424	424
Health Sciences	Male	10	
	Female	46	56
		TOTAL	3534

APPENDIX C

TABLE 4: Sample Selected from each School

No.	Name of School	Questionnaire Administered				Total	Questionnaire Accepted				Total
		Arts	Sci.	Comm.	Tech.		Arts	Sci.	Comm.	Tech.	
1	Al Hidaya Sec. Sch. for Boys	3	10	-	-	13	3	9	-	-	12
2	East Rifaa Sec. Sch. for Boys	-	-	-	-	-	-	-	-	-	-
3	Sheikh A. Aziz Sec. Sch. for Boys	4	16	-	-	20	4	16	-	-	20
4	Al Naim Sec. Sch. for Boys	4	7	-	-	11	4	6	-	-	10
5	Isa Town Sec. Sch. for Boys	-	11	-	-	11	-	9	-	-	9
6	Al Hoora Sec. Sch. for Boys	-	-	-	-	-	-	-	-	-	-
7	Manama Sec. Sch. for Girls	12	17	-	-	29	7	15	-	-	22
8	Jidhafs Int./Sec. Sch. for Girls	-	18	-	-	18	-	17	-	-	17
9	West Rifaa Sec. Sch. for Girls	3	10	2	-	15	3	10	2	-	15
10	Muharraq Sec. Sch. for Girls	5	1	-	-	6	5	1	-	-	6
11	Al Estiglal Int./Sec. Sch. for Girls	1	4	-	-	5	1	4	-	-	5
12	Isa Town Sec. Sch. for Girls	4	13	17	-	34	4	13	15	-	32
13	Al Khawla Sec. Sch. for Girls	-	5	-	-	5	-	4	-	-	4
14	Al Hidd Int./Sec. Sch. for Girls	3	6	-	-	9	3	5	-	-	8
15	Muharraq Sec. Sch. Comm. Girls	-	-	25	-	25	-	-	25	-	25
16	Al Hoora Sec. Sch. Comm. Girls	-	-	35	-	35	-	-	32	-	32
17	Manama Sec. Sch. Comm. Boys	-	-	79	-	79	-	-	75	-	75
18	Jidhafs Sec. Tech. Boys	-	-	-	14	14	-	-	-	12	12
19	Muharraq Sec. Tech. Boys	-	-	-	14	14	-	-	-	14	14
20	Manama Sec. Tech. Boys	-	-	-	10	10	-	-	-	9	9
TOTAL						353					327

APPENDIX D

Teacher Questionnaire

TEACHERS' QUESTIONNAIRE

Dear Colleague,

What you have in front of you is a questionnaire that has been specifically designed for the purpose of identifying some of the main factors affecting Bahraini students in their learning of English as a foreign language.

All you have to do is give your own answer to each item included in the questionnaire which best describes your own personal feeling.

Please give true responses as this will reveal some of the main factors that are currently affecting our students in their learning of English as a foreign language.

Be sure that your answers will be treated in confidence and will only be used for statistical purposes. They will not be seen by anyone except the researcher himself.

Your cooperation in this matter is very much appreciated and thank you very much.

Yours sincerely,

Saif Al-Ansari
(the researcher)

General Information

Name: _____ (No obligation)

Age: _____ years Sex: Male ☐

Female ☐

Nationality: _____

Position:
- a. primary school teacher ☐
- b. primary and intermediate school teacher ☐
- c. intermediate and secondary school teacher ☐
- d. secondary school teacher ☐
- e. post secondary school teacher ☐

Name of school: _____

Section 1

1. Qualifications obtained:

		Year
i)	Primary school leaving certificate	☐ ____
	Intermediate school leaving certificate	☐ ____
	Secondary school leaving certificate (Tawjihi)	☐ ____
	Secondary school leaving certificate (Teachers' Section)	☐ ____
	Bahrain Teachers' Training College Diploma	☐ ____
	Diploma in Teaching English as a Foreign Language	☐ ____

2. Please indicate which of the following higher degrees you have obtained:

iii) My higher degree(s) was/were

		Year
a. General Diploma in Education	☐	____
b. Special Diploma in Education	☐	____
c. Master in Education	☐	____
d. M.A.	☐	____
e. Others, please specify		

Now state the major subject you studied for your higher degree:

a. ---

b. ---

c. ---

d. ---

e. ---

3. Pre-Service Teacher Training

My pre-service teacher training study included:

a. Methodology of teaching English as a foreign/second language	☐
b. Phonology	☐
c. Linguistics	☐
d. Applied Linguistics	☐
e. Literature	☐
f. Others, please specify	

---

4. How did you find your pre-service teaching training programme?

a. very beneficial	☐	b. beneficial	☐
c. satisfactory but needs some changing	☐	d. unsatisfactory and should be drastically changed	☐

5. How many years have you been teaching English?

in Bahrain _____ years

outside Bahrain _____ years

Which levels _____

_____

6. In-service Teacher Training

Have you attended any refresher courses during (1978-82)

Yes ☐ No ☐

If No, please go to question 11.

If your answer is Yes, state which of the following lectures and seminars you have taken:

	Taken	Not taken
a. Linguistics	☐	☐
b. Applied Linguistics	☐	☐
c. Teaching English as a foreign language	☐	☐
d. Theories of Language Learning	☐	☐
e. Methodology	☐	☐
f. Audio-visual aids	☐	☐
g. Others, please specify		

_____

7. How did you find these courses?

a. very beneficial ☐
b. beneficial and helpful ☐
c. satisfactory but needs some changing ☐
d. unsatisfactory and should be drastically changed ☐

8. How did you find your in-service teaching training instructors?

a. very competent ☐
b. reasonably competent ☐
c. not very competent ☐
d. incompetent ☐

9. The programme aims at preparing competent teachers of English.

I consider the course I took to be of

a. very great value
b. great value
c. some value
d. little value
e. no value at all

10. To what extent has your command of the language improved?

a. to a great extent
b. to some extent
c. uncertain
d. not very much
e. not at all

Section 2

Read the following items and put a tick (✓) in the appropriate box indicating your extent of agreement or disagreement to each item.

	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
11. Students have to learn English if they want to get to know those who speak the language.					
12. Getting to know those who speak English will have some useful benefits for our country.					
13. The expertise of those who speak English has contributed to the development of our country.					
14. Bahrain benefits from those who speak English in promoting its technical and industrial schemes.					
15. It is advisable that Bahrainis should make some effort to meet with those who speak English as a first language.					

Section 3

Read the following items indicating your extent of agreement or disagreement by putting a tick (✓) in the box that describes your feeling.

	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
16. The English language textbook should include all possible cultural aspects of the English speaking country.					
17. Learning the culture of a foreign nation forms a threat to our own cultural values.					
18. The English language textbook should include only those cultural features that are necessary for developing students' language skills.					
19. The learning of a foreign culture forms a threat to the stability of family life in Bahrain.					
20. I am so satisfied with our own cultural values that I do not see any need to teach about any foreign culture.					

Section 4

The following items examine your reasons for teaching English. Put a tick (✓) in one of the boxes that best describes your feeling.

	Most certainly my feeling	Certainly my feeling	No feelings either way	Uncertain	Definitely not my feeling
21. I am teaching English because it will enable students to think and behave as English language speakers do.					
22. I am teaching English because I don't consider one to be really educated unless he has the capacity to communicate in English.					

	Most certainly my feeling	Certainly my feeling	No feeling either way	Uncertain	Definitely not my feeling
23. I am teaching English because it will enable my students to meet and converse with those who speak English.					
24. I am teaching English because it will be useful in getting a good job.					
25. I am teaching English because it will enable students to understand English language speakers more and to get to known their social habits.					
26. I am teaching English because it is socially desirable that a person should know at least one foreign language besides his mother tongue.					
27. I am teaching English because it will make it easier for my students to make friends among those who speak the language.					
28. I am teaching English because it is one of the major school subjects.					
29. I am teaching English because the main language used nowadays in science and technology is English.					
30. I am teaching English because students need the language in order to pursue their proposed higher studies.					
31. I am teaching English because it is an important language of communication amongst most countries of the world.					

Section 5

Put a tick (✓) in the box which you think is very much applicable to your situation.

32. I prepare my English lessons

a. in great detail ☐
b. in some detail ☐
c. only in broad outline ☐
d. hardly at all ☐

33. In comparison with other school subjects, I find teaching English to be

a. much more interesting ☐
b. more interesting ☐
c. equally interesting ☐
d. less interesting ☐
e. much less interesting ☐

34. I think English language should be

a. taught to all students at all levels ☐
b. taught only to those who have the desire to learn the language ☐
c. replaced in school by a different foreign language ☐
d. omitted from the school curriculum ☐

35. When I start correcting students' homework, I

a. usually do it before I start doing my other written work ☐
b. treat it like other school routine work ☐
c. put it off till I have finished my other written work ☐
d. do not do it at all ☐

36. Now that my students know some English, I ..... tell them to read foreign books, newspapers and magazines.

often	sometimes	rarely	never
☐	☐	☐	☐

37. During English language classes, I

a. find myself absorbed into the subject matter
b. force myself to listen to the students
c. tend to daydream and think of other things
d. become completely bored

38. Whenever I have homework to correct, I

a. do it immediately when I start doing my marking
b. put it off till I have finished all my marking
c. become completely bored
d. don't finish it on time

39. I prefer the subject of English language

a. much more than most other school subjects
b. more than most other school subjects
c. less than most other school subjects
d. much less than most other school subjects

Section 6

Read the following items and then put a tick (✓) in one of the three boxes indicating the extent of your functional use of the language.

		Often	Rarely	Never
40.	I meet with people who speak English fluently.			
41.	I speak English at home.			
42.	I speak English with my colleagues.			
43.	I speak English with my students during the class session.			
44.	I speak English with my students even after the class session.			
45.	I watch English language movies on video.			
46.	I read English language books and stories.			

	Often	Rarely	Never
47. I read English language magazines.			
48. I read the daily/weekly English language newspapers.			
49. I watch English language programmes and films on television.			
50. I listen to English language programmes on the radio.			

51. Have you ever visited any foreign country such as the United Kingdom or the U.S.A. for the purpose of learning English language or for any other purpose?

Yes ☐ No ☐

If you answered yes, state when you visited the country and how long you stayed.

Section 7

The following items examine how far you are keeping yourself professionally up-dated. Please put a tick (✓) in the box that is applicable to your situation.

52. How often do you read books, articles, which deal with current issues of TEFL?

often ☐ sometimes ☐ rarely ☐ never ☐

53. Do you subscribe to any recognised TEFL or TESL periodical or journal by which you can keep yourself in touch with theoretical and practical matters which are of some interest to you?

Yes ☐ No ☐

If your answer is yes, please state which periodical or journal

---

54. Are you a frequent user of a library where there is access to various books that are of some interest to you as an English language teacher?

Yes ☐ No ☐

55. Do you belong to any recognised organization or association of EFL teachers?

Yes ☐ No ☐

56. Have you ever written any articles for any recognised TEFL journal or periodical?

Yes ☐ No ☐

57. Have you ever written any articles in English for any local newspapers or magazines or even for a school magazine?

Yes ☐ No ☐

If your answer is Yes, state how often:

Please tick (✓) the box that most closely represents your own view.

58. There should be an EFL organisation or association with membership for teachers of EFL who would then be able to exchange views on current problems in the area that is of some relevance to their pedagogical interest and needs.

Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

Membership to such organisation or association should be made:

compulsory ☐ optional ☐

Section 8

Indicate your extent of agreement or disagreement to the following items by putting a tick (✓) in the appropriate box. The statements are intended to examine how satisfied you are with your job.

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
59. Becoming a teacher of English was the last thing I had in mind.					
60. I would leave my present teaching if I found a better job.					
61. A low paid job with better future prospects would attract me to leave teaching.					
62. Teachers of English are generally well respected.					

Section 9

Put a tick (✓) in the box that describes your feeling best.

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
63. I have chosen the teaching of English because I find myself well motivated.					
64. Teaching English to me is a very enjoyable and exciting profession.					

65. Compared to a year ago, my interest in teaching English is

Much stronger	Stronger	About the same	Weaker	Much weaker
☐	☐	☐	☐	☐

66. I enjoy marking students' written work in English

Always	Often	Sometimes	Rarely	Never
☐	☐	☐	☐	☐

67. If you lack interest and motivation in your profession, state briefly the reasons behind it and the means by which your interest and motivation might be increased.

Section 10

The following items are concerned with the new objectives of English language teaching and the course content. Put a tick (✓) in the box that you consider to be applicable to the teaching situation in Bahrain.

68. Generally speaking, EFL teachers in Bahrain have a clear idea about their teaching objectives.

True of all Teachers	True of most Teachers	True of some Teachers	True of few Teachers	True of none
☐	☐	☐	☐	☐

69. Objectives of teaching the language for any particular level are clearly specified in the teachers' handbook.

Yes	Uncertain	No
☐	☐	☐

70. Teachers of English normally comply with their teaching objectives.

True of all Teachers	True of most Teachers	True of some Teachers	True of few Teachers	True of none
☐	☐	☐	☐	☐

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
71. The need to complete material according to timetable imposed by the syllabus makes it difficult for teachers of English to comply with their teaching objectives.					
72. The course content clearly reflects the objectives of the subject matter intended for teaching.					
73. Teachers of English in Bahrain tend to cover the proposed teaching material on time regardless of whether it is fully understood.					
74. I think that my methods and techniques of teaching English as a foreign language have changed as a result of adopting new methods that are based on the communicative/functional approach.					
75. Teachers, in general, are aware of their students' language needs and linguistic problems.					
76. Teachers work hard to help them eliminate their linguistic impediments.					

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
77. The course content of the text-book I am using focuses on reading and writing at the expense of listening and speaking.					
78. Teachers over-emphasize the printed material, regardless of other linguistic aspects.					

Section 11

The following items examine certain factors that exist within the whole educational structure which, in the writer's opinion, may affect students' language performance.

79. Remedial classes are held for those students who are in need to improve their command of the language.

Often ☐ Sometimes ☐ Rarely ☐ Never ☐

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
80. The teaching of English language is strongly supported by the Ministry of Education.					
81. The examination of English language needs to give greater emphasis to the skills of listening to and speaking the language.					
82. Some pupils pass their mid-year and final examinations without actually showing any sign of real progress and improvement.					
83. Too much attention is being paid to improving the standard of teaching English at the higher level at the expense of primary and intermediate levels.					

Section 12.

84. How adequate are the following audio-visual aids in your school?

	Very adequate	Reasonably adequate	Inadequate	Not available
Cine films				
Film strips/film slides				
Radio				
Television				
Video				
Tape recorder				
Overhead projector				
Flannel board				
Language laboratory				

85. How often do you make use of the following aids?

	Often	Sometimes	Rarely	Never
Cine films				
Film strips/film slides				
Radio				
Television				
Video				
Tape recorder				
Overhead projector				
Flannel board				
Language laboratory				

Section 13.

The following items are concerned with your views about the issue of bilingualism in relation to students following certain major college subjects through the medium of English.

	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
86. If Bahraini students had gone through a much more bilingual orientative type of schooling, their linguistic difficulties, particularly in their early stages of their higher education would have been much less.					
87. Employing a small proportion of native speakers as EFL teachers would improve the standard of teaching by giving the students better opportunities to practise spoken English.					
88. The introduction of a limited number of secondary school major subjects through the medium of English would improve students' mastery of the language.					
89. Teaching some secondary school major subjects through the medium of English would enable more students well qualified in their major field of study to gain admission to an English language oriented College.					
90. The current methods of teaching English in state schools do not adequately meet the needs of students pursuing their higher in English language.					
91. Arabic language with its literary richness should replace English as being the medium of study at the higher level apart from the teaching of scientific and technical terminologies.					

92. Do you have any comments which this questionnaire has not given you the chance to make? Use the space provided below to express freely what you think to be the major factors affecting students in their learning of English as a foreign language.

APPENDIX E

Interview Questions

Interviewee's name: _____

Position: _____

Qualifications obtained: _____

Nationality: _____

Years of experience in TEFL: _____

Date of the interview: _____

Procedure:

A brief introduction will first be given so as to make the interviewee familiar with the purpose of my conducting the interview and the importance of his or her response to the questions that he or she will be attempting to answer. It is hoped that the interview will be conducted in a friendly atmosphere, thus encouraging the respondents to be fairly frank with their responses. The respondent will be assured that his or her personal responses will be used for statistical purposes and will not be revealed to anyone else.

The interviewer is hoping to use a tape recorder during the interview session as this will no doubt be a better technique of not missing out any of the responses of the interviewee. It is hoped that the respondent will not mind this.

Q.1. Do you think it makes any difference to a child's ability to acquire a foreign language whether his parents are literate?

Yes ☐ Uncertain ☐ No ☐

_____

_____

Q.2. Would you agree that the more professional type of job the father or the guardian has, the better educationally orientated is the child?

Yes ☐ No ☐

Q.3. To what extent do you think parental encouragement can affect children's level of achievement in learning a foreign language?

to a considerable extent	to some extent	not at all
☐	☐	☐

Q.4. Do you think students' home conditions can affect their success in learning English as a foreign language?

Yes (a great deal)	Yes (slightly)	Uncertain	Not at all
☐	☐	☐	☐

Q.5. Would you consider students' type of attitudes towards the usefulness of English to Bahrain to be affecting their ability to acquire the language and if so, in what way?

Q.6. Some teachers would say that certain cultural aspects of English-speaking countries should not be presented to school students. They fear that there might be a conflict with the students' own cultural values and that this might affect the students' willingness to learn English.

Do you agree?

_____

_____

Q.7. Only the minimum cultural aspects of the English speaking country that are necessary for developing students' language skills should be included in EFL textbooks. What is your view about this statement?

_____

_____

Q.8. Bahraini students, in general, are clear about their reasons for learning English as a foreign language. (Type of motivation)

All of them ☐ Some of them ☐ Few of them ☐ None of them ☐

_____

_____

Q.9. An important reason for students' poor achievement is that EFL teachers are not sufficiently dedicated to maintaining professional standards. Do you agree?

_____

_____

Q.10. How much commitment do you think Bahraini students, in general, show in their learning of English as a foreign language?

Considerable commitment ☐ Some commitment ☐ Little commitment ☐ No commitment at all ☐

Q.11. Without learners' communication in the language that he is aiming to acquire and without his making contact with its speakers, the learning process can be a difficult one. How would you relate this to the situation of EFL in Bahrain?

_____

_____

Q.12. Do you think an adequate supply of AVA's is available to teachers of EFL?

Yes ☐ I don't know ☐ No ☐

Q.13. If yes, do you think teachers use these aids as often as necessary to get the maximum benefit from them?

All ☐ Some ☐ Few ☐ None ☐

_____

_____

Q.14. If yes, do you think teachers have the skill to use the AVA's to the best effect?

Excellent ☐ Good ☐ Moderate ☐ Poor ☐

_____

_____

Q.15. It has been suggested that an EFL association for teachers should be established or that an ELT centre should be opened. Do you think that this would better motivate teachers?

_____

_____

Q.16. Do you think that the present methodology of teaching English in state schools is not much geared to language requirement needed for pursuing college and degree courses through the medium of English? In other words, most students are not linguistically prepared to study their college courses through the medium of English and because of this they face considerable linguistic difficulties, particularly in their first year of their higher education.

_____

_____

Q.17. It has been suggested that if Arabic language, being the students' first language and with its literary richness, is made to replace English as a medium of instruction at the higher level, most of students' language problems can be solved and more attention can then be paid to improving the quality of teaching English for its literary benefits. What is your view about this?

_____

_____

Q.18. More attention is being paid to improving the quality of teaching English at the higher level at the expense of both primary and intermediate levels. Would you see this to be one of the main problems that requires urgent attention if better quality of EFL is to be maintained in state schools?

_____

_____

Q.19. How would you judge the quality of the majority of EFL teachers in Bahrain?

	Excellent	Good	Moderate	Poor
Primary level				
Intermediate level				
Secondary level				

Q.20. What, in your view, are the main factors that are currently affecting the quality of EFL in Bahrain?

_____

_____

_____

_____

Q.21. How would you think that the present quality of EFL teachers in Bahrain could be improved?

_____

_____

_____

Q.22. What do you think could be the reasons for some teachers not keeping themselves up-to-date?

_____

_____

_____

_____

APPENDIX F

Interviewees' Names, Positions,
Nationality and TEFL Background

APPENDIX F

List of Interviewees' Names, Positions, Nationality and TEFL Background

(Names Appear in Alphabetical Order)

A. UCB (University College of Bahrain

Name	Position	Nationality	Years of Experience in TEFL
Mr. Salman R. Al-Halwachi	Tutor	Bahraini	16
Dr. Husain Dhaif	Head of the English Language Centre	Bahraini	22
Mr. Michael Paine	Instructor	British	20
Mr. Ali Sheerazi	Instructor	Pakistani	5
Prof. Roy Wigzell	Professor	British	26

B. Ministry of Education (English Language Advisorate)

Mrs. La Ali Al Zayani	Senior Specialist	Bahraini	17
Miss Fatimah Al-Ahmed	Specialist	Bahraini	15
Mrs. Naima Al Blauchi	"	"	14
Mr. Isa Al-Nasheet	"	"	13
Dr. Rod Hicks	"	British	16
Mr. Kevan Moore	"	"	8
Mrs. Nafeesa Taqi	"	Bahraini	6
Mr. Paul Wilson	"	British	23

C. Ministry of Education (Secondary Schools)

Mrs. Fatimah Y. Abdulla	Senior Teacher	Bahraini	11
Miss Latifa A. Ahmed	" "	"	11
Miss Amal Al-Doosarie	" "	"	5
Miss Hind Al-Doosarie	" "	"	11
Mrs. Aneesa Al-Zeera	" "	"	15
Mrs. Redha Azmi	Teacher	Egyptian	8
Mrs. Hayam M. Faheem	Senior Teacher	"	20
Mr. Alan Coventry	" "	British	7
Mr. Lawrie Pereira	" "	Indian	34
Mr. Martin Price	" "	British	7
Mr. Christopher Wheeler	" "	British	10

D. Ministry of Education (Directorate of General Education)

Mr. Wafa Nabhan	Superintendent of Private Education (Former EFL Inspector)	Jordanian	22

E. Gulf Polytechnic

Mr. Tawfiq K. Abu Sobu	Lecturer 2	Palestinian	18
Mr. Ahmed Buallay	Lecturer	Bahraini	12

F. Gulf Air Training Centre

Mr. Abdul Aziz H. Ali	Instructor	Bahraini	18
Mr. Abdulla Haider	"	"	16
Mrs. Badria Naqi	"	"	12

G. Others

Ahmed A. Ahmed	Former EFL Teacher	Bahraini	19
Ahmed A.L.A. Al Bahar	" " "	"	13

APPENDIX G

A Copy of the Thanking Letter
(in Arabic)

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

البحرين في ١٩٨٤/٢/٢٤م

الى الهيئة الادارية بمدرسة _____
والهيئة التعليمية بقسم اللغة الانجليزية بالمدرسة _____ .

تحية طيبة وبعد ،

أتوجه بخالص شكرى وامتناني لما قدمتموه لي من تسهيلات وذلك أثناء قيامي بالدراسة الميدانية المتعلقة بدراستي بمدرستكم .

ولكم مني جزيل الشكر والتقدير ،،،،

التوقيع

سيف الانصارى

(الباحث)

APPENDIX H

Third Year English Language
Examinationa Papers (January 1984)

MINISTRY OF EDUCATION
COMMERCIAL SECONDARY 'DIPLOMA' EXAMINATION

ENGLISH LANGUAGE FIRST SEMESTER 1934 Time: 2½ hours

GENERAL STREAM ONLY:-

Read the following passage, then answer the questions:-

Three weeks passed. Roger had still not found a job. He finally decided to sell the car again. He first took it to a place which was full of new cars. The Salesman there was interested in the car but did not want to buy it. if it were a bit older, it would really be worth something. I'd keep it for another five years, if I were you, he said.

He went to a number of places, but he always got the same answer. 'It's too hard to get spare parts for a car like that. They don't even make Aldis-Millers any more. Perhaps it'll be worth something in a few more years'. Roger finally decided to go back to the place he had bought the car. The Salesman took one look at it and said ' £50',' £50 !' Roger shouted, 'But I paid £150 for it!'

The Salesman smiled 'Yes, but that was a few weeks ago, wasn't it?' he answered. Roger turned and left without another word.

Roger was now sure he had made a very bad mistake in buying the car. He still loved it but it seemed it was not old enough for it to be worth very much money. He did not know what to do. He drove home sadly. He had just got in the front door when the phone rang, 'Hello, my name's Harold Vane. I write books and make films in Hollywood. Perhaps you've heard of me. I'd like to meet you for lunch tomorrow,' the voice at the other end said.

A) Circle the correct answer:-

1. Roger first went to a place full of new cars. The Salesman there
   (a) offered him Pounds 50 for the car.
   (b) said he was interested only in new cars.
   (c) told him to keep the car for another five years.

2. Roger went to a number of other places. The Salesmen all said that
   (a) the car was worth only £50.
   (b) it was hard to get spare parts for such a car.
   (c) they did not want Aldis-Millers any more

3. Roger first took the car to a place _____ was full of new cars.
   (a) which
   (b) who
   (c) what

4. Rewrite these two sentences as one sentence:-

Roger had bought the car at a place. He finally decided to go back to this place.

B) Write one paragraph of 75 words using the words below. You will need to supply additional words to make full sentences:-

1.	Roger/sure/bad idea/buy car	that
2.	A bit older/worth more	if
3.	/very sad	
4.	just driven home/phone	when
5.	man called Harold Vane/books/films.	who ---- and
6.	/Vane told Roger/lunch the next day	that

STATE OF BAHRAIN

MINISTRY OF EDUCATION

COMMERCIAL SECONDARY DIPLOMA EXAMINATION

ENGLISH LANGUAGE FIRST SEMESTER 1984

Time: 2½ hours

Question one Accountancy and Secretarial only

Read the following passage, then answer the questions:

Have you ever noticed advertisements which say "learn a foreign language in 6 weeks, or your money back! From the first day your pronunciation will be excellent. Just send ------- and so on ? of course, it never happens quite like that. The only language that is easy to learn is the mother tongue. And think how much practice that gets! Before the Second World War people usually learnt a foreign language in order to read the literature of the country. Now speaking the foreign language is what most people want. Every year many millions of people start learning one. How do they do it?

Some people try at home, with books and records or tapes, some use radio or television programmes; other go to evening classes. If they use the language only 2 or 3 times a week, learning it will take a long time, like language learning at school. A few people try to learn a language fast by studying for 6 or more hours a day. It is clearly easier to learn the language in the country where it is spoken. However, most people cannot afford this, and for many it is not necessary. They need the language in order to do their work better. For example, Scientists and doctors chiefly need to be able to read books and reports in the foreign language. Whether the language is learnt quickly or slowly, it is hard work. Machines and good books will help, but they cannot do the student's work for him.

Circle the correct answer:-

A) 1. The advertisement says it would be easy to

(a) speak your own language better.

(b) pay nothing to learn a foreign language .

(c) learn a foreign language fast.

2. These days, most people want to learn

(a) about the country where a language is spoken .

(b) to speak a foreign language.

(c) to read foreign literature.

(انظر بقية الاسئلة في الورقة الثانية)

3. Every year many _____ people start learning one
   (a) million
   (b) millions
   (c) millions of

4. Join these sentences with 'by' :-

   A few people learn a language fast. They study for 6 or more hours a day.

_____

_____

B) Write one paragraph of 70 words using the words below. You will need to supply additional words to make full sentences:-

1. people/use books,radio/television programmes at home/go/evening classes/take long time/learn language. — who or
2. Few people/try learn language fast. /easier/go/ ccuntry/language spoken/learn there — where/and
3. This/expensive/may not/necessary people like Scientists/doctors chiefly need/able/read/foreign language. — and who

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

(انظر بقية الاسئلة فى الورقة الثالثـــــة)

Question 2

Read this letter and answer the questions following:

Gray Mackenzie,
Computer Services Division,
P.O. Box 210,
Manama,
Bahrain.

Tel: 262606
TX: 8813 BMMI BN

Your ref:

25th January, 1984.

Sales Manager
139 Sloane St.
London
S.W 1X 9AY

Dear Sir,

I have seen your latest advertisement for the supply of Word Processing, Personal and Educational Computers. I would be grateful if you could send me a price list and catalogue.

I look forward to hearing from you.

Yours faithfully,

Ahmed Abdulla,
Managing Director.

Answer these questions with short answers:-

1. Where does Ahmed Abdulla work ?

_____

_____

_____

(انظر بقية الاسئلة في الورقة الرابعة)

2. What does Mr. Ahmed want ?

_____

_____

_____

Mr. David Brown is the Sales Manager of Sinclair 2 x 81. He tells his secretary, Linda Williams, to write a letter to Mr. Ahmed enclosing a catalogue and price list. Write the letter (on the next page).
Mr. David Brown will sign it, use today's date, and the secretary's initials.

139 Sloan St., Tel 01 - 355359
London,
Sw 1 X 9AY

(انظـر بقيـة الاسـئلة فى الورقـة الخامسة)

Question 3

A) Fill in the gaps in this passage. Use the words on the left:-

store
course
job
complaints
branches
assistants
stocks
service
sales assistants
training

All of C and M's _____ have a _____ supervisor and some of the bigger stores have more than one. The supervisors have all been _____ before in their time. They have all been on a _____ at the _____ centre at lethbridge. It is their _____ to attend to customers' _ _____ to see that there is always enough change available to check _____ and to help the _____ in every way. Their main concern is to ensure that the customers are getting good _____.

B) Supply the correct tense in the following sentences:-

Example:-

- We didn't go out because it _____ when we looked out of the window _____ (rain)

- We didn't go out because it was raining when we looked out of the window.

1. - I (cook) the dinner while you (sleep).

_____

_____

2. - While Wedad (type) the letters, Ahmed (duplicate) the memo.

_____

_____

3. - 'Don't do it'

He told me _____

4. - Ali and Mona (watch) television when the door bell (ring).

_____

_____

5. - Seham (be) seventeen next week.

_____

(انظر بقية الاسئلة فى الورقة السادسة)

Question 4 - Part A

Answer the following questions about this letter.

Criental Printing Press
Exhibition Road
Manama
Bahrain

Your ref. Tel 255243

25th January, 1984

Mr. Salem Husni,
555 King Faisal Road,
Manama,
Bahrain.

Dear Mr. Husni,

Thank you for your letter. I looked at your paintings very carefully. I also saw the new photo 'Motto of the Ministry of Education' that won first prize in the contest.

You are obviously an excellent artist and I want to offer you a job on the magazine. I hope you'll be interested.

Please call me for an interview. I look forward to seeing you.

Sincerely yours,

Ali Yousif,
Art Director.

a) Write the answers to these questions. Use complete sentences:-

1. Who is the recipient of the above letter ?

_____

_____

_____

2. What is Mr. Salem Husni ?

_____

_____

_____

(انظـر بنيـة الاسئلة في الورقـة السابعـة)

3. Who is the art director ?

_____

_____

4. How would you end a business letter to person you know ?

_____

_____

5. When did the art director write the letter ?

_____

Question 4 - Part B

b) Now write to someone else who wants the same kind of job as Mr. Husni. Tell the person there are no job openings at present.

Mr. Faisal Hussan
22 Airport Road
Muharraq
Bahrain

Dear Mr. Hussan,

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Yours sincerely,

Ali Yousif

Ali Yousif,

Art Director.

(انظر بقية الاسئلة فى الورقة الثانية)

Question 5 (OCOV)

a) Answer the following questions. Write a short report (in one paragraph) about your future career.

1. What is the major activity of your life ?
2. What is the type of work you are interested in ?
3. What is the best way to prepare for work ?
   What does it mean ?
4. What will the choice of work determine ?
5. Therefore what is the most important and difficult career decision you will have to make ?

(انظـر بقيـة الاسـئلة فى الورقـة التاسعة)

Question 5 (Contd)

b) Fill in your self profile by answering the following questions about your activities and abilities:-

- What is important to you in life ?
- What kind of things do you enjoy doing almost every day ?
- How do you get on with other people ?
- Are you a punctual person or always late ?

SELF – PROFILE

Education	World of work	Everyday activities	Relationship with people	Interaction with work

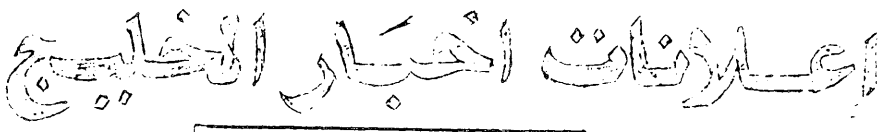
(انظـر بقيـة الاسـئلة فى الورقـة العاشـرة)

Question 6

TRANSLATION

SECRETARIAL AND ACCOUNTANCY

a) Give short answers to the questions below about this translation:-



مطلوب موظفة استقبال للعمل في صالون تجميل فترة صباحية من ٨٫٣٠ الى ١٢٫٣٠ وعلى المتقدمة ان تجيد اللغتين العربية والانجليزية .
ت ـ ٧١٣١٥٥

1. Give a name for the above piece of writing?

2. What choice did the translator have to make here ?

b) Translate the above text from the Gulf News into English ?

(انظر بقية الاسئلة في الورقة الحادية عشر)

Question 6 (Contd)

c) Fill in the blanks:-

1. If I want to know the correct time, I must ring up the _____ clock.

2. I must refer to a _____ to find out a correct telephone number.

3. If a call is from a person to another person, it is called a _____ _____ call.

4. The _____ apply from 7 in the evening to 7 in the morning.

5. The instructions for dialing are given on the _____ page of the directory.

(انتهـت الأسئلـــة)

Question 6

ECP

GENERAL STUDENTS ONLY

a) Write the full word of the following abbreviations:-

	Abbreviation	Full word
1.	acc.	
2.	A.B.C.	
3.	advt.	
4.	F.o.b.	
5.	pd.	

b) Make sentences from the following words:-

directory: _____

_____

cost: _____

_____

bookshop: _____

_____

received: _____

_____

advertisement: _____

_____

(انظر بقية الاسئلة في الورقة الحادية عش)

Questior 7

ACCOUNTANCY STUDENTS ONLY

a) Fill in the gaps in this passage :-

To start a business a (1) _____ must have (2) _____ to buy the things he needs for his (3) _____. Every (4) _____ needs (5) _____. Capital is used to buy the (6) _____ or (7) _____ of the Company, to carry out its (8) _____.

The capital provided by the (9) _____ is called (10) _____

b) Write a paragraph of 60 words on one of the following :-

1) The job of an Accountant.
2) The Balance Sheet.

(انتهت الاسئلة)

تنبيه : لاحظ ان أسئلة هذا الامتحان في ٨ ورقـــــات

STATE OF BAHRAIN

MINISTRY OF EDUCATION

GENERAL SECONDARY CERTIFICATE EXAMINATION

ENGLISH LANGUAGE JANUARY 1984 Time: 2½ hours

1. Listening Comprehension

Complete the passage below. There are ten spaces to be completed and each one is numbered. Only ONE word is needed for each space.

Ahmed Hamada the (1) _____ year old (2) _____ runner has an ambition for 1984. He hopes to run in the final of the (3) _____ Games to be held in (4) _____ in July this year. He is training hard at the moment. To qualify for his event, the (5) _____ metres hurdles, he has to run in a time of less than (6) _____ seconds. (7) _____ was a very successful year for him. He came (8) _____ in the Asian Games held in (9) _____ in November. His time then was (10) _____ seconds. He hopes to run even faster this year to achieve his ambition.

Notes:

2. Reading

Read the following passage and answer the questions

When you leave school or graduate from University, going for an interview can be a worrying business, but with good preparation and planning it could be a golden opportunity to show your talents. For any interview there are certain principles which you can follow to present yourself in the best way possible.

A typed application is always preferable to handwriting but if this is not possible then do make sure that your handwriting is legible. Remember the objective is to get an interview. Write your application according to the requirements of the job and keep it brief.

When you are invited to an interview think carefully about your personal appearance. Remember, first impressions are vital. Before attending it, find out as much as you possibly can about the job and the company/organisation.

The interviewer will concentrate on two main areas: he will ask you about your qualifications and your ambitions for the future. You must expect to be asked questions about these since it is extremely important for him to know what you are looking for.

When you are asked if you have any questions don't ask only about the salary and how much holiday you will get. While these are important, there are other things to find out - will you receive any training for the job, what opportunities are there for promotion?

Making a good impression at an interview is like fighting a battle : you cannot hope to win unless you are thoroughly prepared.

انظر بقية الأسئلة فى الورقة الثالثـــــــة

1. Are the following statements 'TRUE' or 'FALSE'? Circle the answer like this T /(F)

a) Going for an interview can be worrying T/F

b) Your application should be long T/F

c) Personal appearance is not important T/F

d) The interviewer will be interested in your qualifications T/F

e) You should ask about training and opportunities T/F

2. What do the following refer to ? Write your answer in the space on the right.

a. 'it' (line 2) _____

b. 'this' (line 5) _____

c. 'he' (line 13) _____

d. 'these' (line 15) _____

e. 'these' (line 18) _____

3. Find a word in the passage which means the same as :

a) favourable time or chance _____

b) easy to read _____

c) short, only a few words _____

d) give all his attention to _____

e) strong desire to be or do something _____

4. Which of the following do you think is the BEST TITLE for this passage? Write the letter(A, B, C, or D) of the one you choose in the space.

_____ A. Letter writing

B. Careers

C. Interview techniques

D. Changing jobs

5. Answer the following in FULL sentences. Write your answer in the space.

a) What two things will the interviewer ask you about?

_____

b) What should you do before attending an interview?

c) Why should you ask about training and promotion at the interview?

_____

d) What are your ambitions for the future?

_____

3. Vocabulary

Complete this passage with words from this list.

surprising	anything	or	and
evidence	their	any	
they	years	aquariums	

Killer whales have been symbols of fear and cruelty throughout history. It is said that they will kill any creature they meet. And it is true that they can eat almost (1) _____ that swims in the ocean. Yet, there is no (2) _____ that killer whales have ever hunted a human being (3) _____ even killed a human being at all, even when (4) _____ have been provoked.

In their social behaviour and in (5) _____ intelligence, killer whales are more like human beings than (6) _____ other animals in the sea. In the last twenty (7) _____, many killer whales have been captured and put in (8) _____. They have shown surprising sensitivity and intelligence.

The most (9) _____ thing is that they seem to like human beings (10) _____ to be interested in them. And research with killer whales has shown that in fact they have a language - a complicated language which we do not yet understand.

انظر بقية الاسئلة في الورقة الخامسة

4. Writing

1. Look at this example:

A meeting is held in the committee room every Friday from six o'clock to nine o'clock.

Now, write a sentence for this : CONCERT HALL EVERY THURSDAY EVENING. 7.00 - 8.30

_____

_____

_____

2. Peter Smith wants to stay at the Sun Hotel, Cairo, for one week. Help him to fill the registration card. He is Australian and was born in Sydney on 29 August 1950. He is by himself.

SUN HOTEL Registration Card

CAIRO

NAME (BLOCK CAPITALS PLEASE)

_____

Male / Female (Please tick ✓)

Date and Place of Birth

_____

Nationality _____

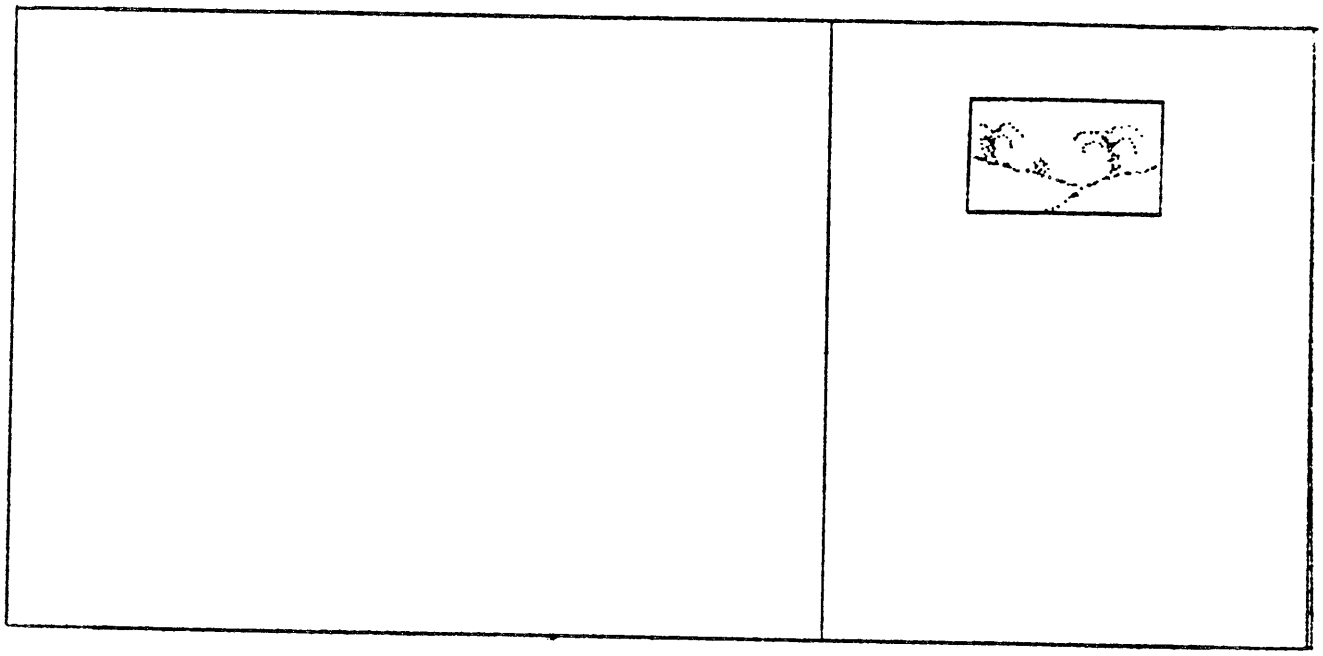
Period of stay _____

Room required: Single / Double (Please tick)

انظر بقية الاسئلة فى الورقة السادسة

3. Your name is Hamid / Hamida

You are on holiday. Write a post card to your pen-friend Peter/Mary Morris, whose address is 12 Green Road, Oxford, England. Tell him/ her where you are, what you are doing .....



انظر بقية الاسئلة فى الورقة السابعـــــــــة

SCIENTIFIC SECTION

5. (a) Find the correct answer and write its letter in the space provided.

_____ 1. Light is needed by green plants ....

A. to make them green
B. for the shoot to grow
C. for the root to grow
D. for side roots to appear

_____ 2. Most water in the soil ....

A. is used by the plant
B. remains in the soil
C. evaporates into the air
D. runs into the sea

_____ 3. Chlorophyll ....

A. cannot be dissolved in methylated spirit
B. is colourless
C. assists leaves to form starch
D. is blue

_____ 4. Seeds need to be ....

A. planted very near to the parent plant
B. planted close together
C. protected from water and light
D. well spaced out

_____ 5. Nitrogen

A. is required for plant growth
B. supports combustion
C. is contained in water
D. is the same as oxygen

(b) Find words from this list to fill the spaces in the sentences.

survive dispersed absence requirements cotton-wool dissolves magnifying glass adhere respiration experiments

6. We can use a _____ to examine a flowering stem.
7. Animals require oxygen for _____
8. Light seeds can be _____ by wind or water.
9. Seeds have many _____ for growth.
10. Bean seeds can be grown in _____
11. Some seeds _____ to the fur of animals.
12. Sugar _____ in tea.
13. Plants cannot grow in the _____ of water.
14. Green plants cannot _____ without light.
15. We can use a bell jar in _____.

(انظر بقية الاسئلة فى الورقة الثانية)

SCIENTIFIC SECTION (Contd.)

1. If a bean seed is grown in the dark, _____

_____.

2. Air consists of _____

_____.

3. For healthy development, seeds need

_____

4. Tincture of iodine turns _____

_____.

5. Self-disposal of seeds happens when

_____.

(انتهت الاسئلة)

HEALTH SCIENCES SECTION

4. Read the following conversation and then complete the admission card:

Patient	My doctor has asked for me to be admitted.
Sister	All right. I have to fill in an admission card. What's your name please?
Patient	It's John Fernandez.
Sister	Can you spell your surname please?
Patient	Yes. FERNANDEZ .
Sister	And your first name is John .
Patient	Yes, that's right.
Sister	Where do you live?
Patient	At house 28, Road 3682, Manama .
Sister	Have you a phone?
Patient	Yes. The number is 231490 .
Sister	Are you married?
Patient	No. I'm not.
Sister	Are you a Moslem?
Patient	No, I'm a Christian .
Sister	When were you born?
Patient	29th July 1946 .
Sister	What's your job?
Patient	I'm a clerk .
Sister	Have you any relations here?
Patient	Yes, my brother Peter. He lives at the same address.
Sister	Do you know which doctor is in charge of your case ?
Patient	Yes. Dr. Suheil Abed .
Sister	Thank you. Now this nurse will take you to your ward.

HEALTH SCIENCES SECTION (Contd) Fill this card:

MANAMA HOSPITAL Admission Card	P.O. BOX 63 Tel: 744444 Bahrain
Surname (IN BLOCK LETTERS)	First name
Address & Telephone number	Name and address of next of kin
Marital status (Tick, ✓) Married Single Divorced Widowed	Sex (Tick ✓) Male Female
Religion	Occupation
Doctor	Date of birth

5. Read these words:

syringe stretcher treatment room trolleys CSSD
casualty urine clinic mops ambulant

Now write these words in the right places:

_____ 1. Surgical dressings and other sterile procedures are carried out here.

_____ 2. Emergency admissions are brought to this department.

_____ 3. This is where equipment is sterilized.

_____ 4. Out patients normally go there for treatment.

_____ 5. These are used for cleaning the floor.

_____ 6. An injection is given with this.

_____ 7. These patients can walk around the ward.

_____ 8. This can be tested in the sluice room.

_____ 9. A patient can be carried on this.

_____ 10. These are used for carrying equipment for sterile procedures.

6. Read this passage and then answer the questions below it:

The sister's office

A sister's office, usually situated near the ward entrance, is provided for general administration. In the office, medical and nursing staff can have privacy to discuss the treatment and progress of patients. The sister's office is also used by medical-social workers and the hospital chaplain for interviewing patients and relatives.

Domestic and storage areas

The domestic and storage areas of a ward include the kitchen, the linen and equipment store, the cleaners' room and the staff cloakroom. The kitchen has facilities for making hot drinks and preparing light meals, and for washing up. The linen and equipment store is used for storing blankets, sheets and pillow-cases, and bulky equipment such as bed cradles, portable backrests and cot sides. If the linen store is sufficiently spacious, stretchers and wheelchairs are often 'parked' there. The cleaners' room is usually near the ward entrance, and is used for storing brooms, buckets, mops, vacuum cleaners and cleaning materials. The staff cloakroom is also usually near the entrance of the ward. It has wash-basins and lavatories, personal lockers and facilities for hanging clothes.

Write the letter of the best answer in the space provided:

_____ 1. Where can medical and nursing staff discuss the treatment of patients?

A. In the kitchen B. In the cleaners' room
C. In the staff cloak-room D. In the sister's office

_____ 2. Where are blankets and sheets stored?

A. In the sister's office B. In the linen and equipment store.
C. In the staff cloakroom D. In the cleaners' room.

_____ 3. Medical staff means

A. cleaners B. social workers C. doctors and nurses
D. patients

_____ 4. The ward kitchen is used for

A. preparing all the patients' meals
B. storing bulky equipment
C. making tea and other hot drinks
D. patients to cook in.

HEALTH SCIENCES SECTION (Contd)

_____ 5. bulky means

A. large B. light C. small D. expensive

Answer these

6. Where can the sister's office usually be found?

_____

7. Where would you go to if you wanted

(a) some coffee ? _____

(b) to hang up your uniform ? _____

(c) to get a blanket for a patient ? _____

(d) something to clean the floor with ? _____

7. Write the letter of the best answer in the space provided:

_____ 1. Sterile equipment is stored

A. in dust proof cupboards B. in the sluice room
C. on trolleys D. in the sink

_____ 2. Emergency admissions

A. usually walk to the hospital
B. are usually brought by ambulance
C. are patients who have been attending a clinic.
D. are never unconscious

_____ 3. Cut patients

A. sleep at home B. sleep in the wards

C. do not require treatment D. work in the hospital

_____ 4. Used equipment is collected and cleaned in

A. the treatment room B. the sister's office

C. the staff cloakroom D. the dirty annex

_____ 5. A couch is used

A. for ambulant patients in the treatment room
B. to take patients from place to place
C. for patients to sleep on
D. for flowers to be arranged on

LITERARY SECTION

5. Read this passage:

FRIDAYS are no rest days for the animals of the National Zoo visited on the weekly holiday by an average 20,000 people, some beating drums or blowing trumpets and others throwing lighted cigarettes inside the cages.

The keepers try hard to protect the animals from being harrassed by young and not-so-young visitors, but zoo director Peter Robinson admits he is helpless.

The lion-keeper said he caught a young woman opening and shutting an umbrella in the face of one of the animals.

Children throw lighted cigarettes wrapped in foil in the cages and laugh as the animals get burnt looking for food.

"We expect incidents every day. We treat about 100 children for hand injuries every year," Mr. Robinson said.

The Zoo was founded in 1891 and has 600 mammals of 90 species, 2,000 reptiles and 90-year-old vultures.

Write the letter of the answer in the space provided

_____ 1. Which of these is a suitable title for the passage?

A. The National Zoo

B. Peter Robinson

C. Mammals and Reptiles

D. Children and Cigarettes

_____ 2. About 20,000 people _____ every Friday.

A. beat drums

B. blow trumpets

C. Visit the National Zoo

D. throw lighted cigarettes in the cages

_____ 3. The keepers

A. don't want visitors to look at the animals.

B. like to hurt the animals

(انظر بقية الاسئلة في الورقة الثامنـــــــــة)

C. don't know how to look after the animals.

D. don't want visitors to hurt the animals.

_____ 4. The young woman was using her umbrella.

A. to disturb one of the lions.

B. because it was sunny.

C. to hit the lion-keeper.

D. because it was raining.

_____ 5. Every year about one hundred children

A. have their hands hurt at the zoo.

B. visit the zoo.

C. throw lighted cigarettes into the cages.

D. smoke cigarettes in the zoo.

_____ 6. The zoo is _____ years old.

A. 18 B. 91 C. 1891 D. 93

Use words from this list to complete these sentences:

trumpets injuries mammals reptiles umbrella food founded

7. A. What is all that noise outside?

B. Oh the children are blowing their _____.

8. A. What is the oldest school in Bahrain ?

B. Al Hidaya School. It was _____ in 1919.

9. A. Where did you buy that _____, Haleema?

B. At Beauty Stores.

10. A. Can you tell me the name of any _____ ?

B. Yes. Crocodiles.

11. A. Are you hungry ?

B. Yes. I haven't had any _____ since last night.

12. A. Where can we take people with _____ ?

B. To the Salmaniya Hospital.

STATE OF BAHRAIN

MINISTRY OF EDUCATION

GENERAL SECONDARY CERTIFICATE EXAMINATION

ENGLISH LANGUAGE — JANUARY 1984

PAPER 2 (LANGUAGES SECTION) — TIME: 1½ hours

1. Look at these advertisements

1978 MITSUBISHI Galant AC, radio cassette. Excellent condition BD 850/- o.n.o. for quick sale Tel:251737	TOYOTA CRESSIDA DX 1983 automatic 8,500 kms. BD 2650/- o.n.o. Tel: 661827
DATSUN STANZA 1982 August very low mileage. Excellent condition single lady owner. Only BD 1850/- o.n.o. Tel 272833	MERCEDES 230 4 cylinders. 1975 model manual, good condition BD 550/- Tel: 233475

A. Now answer these questions:

1. Which car is the cheapest? _____

2. Which car is the most expensive? _____

3. Which telephone number should you contact if you want to buy the:

   a. Datsun Stanza _____

   b. Mercedes 230 _____

   c. 1978 Mitsubishi _____

   d. Toyota Cressida _____

4. Put a tick (✓) if the sentence is TRUE. If the sentence is FALSE put a cross (X) and give the correct statement.

   a. The Toyota Cressida is a manual car. _____

   _____

   b. The owner of the Mercedes would like to sell his car quickly. _____

   _____

   c. If someone wants to buy one of those cars he has to phone the owners.

   _____

d. A man owns the Datsun Stanza . _____

_____

e. Prices are given in the advertisements. _____

_____

B. Your name is Sami/Samiah. Write a letter to your friend Fareed/ Fareeda about a second hand car you have just bought. Your address is P.C. Box 63, Manama, Bahrain. Use these notes to help you in writing your letter.

I have just had the most marvellous bit of luck. Have bought car/ saw ad. for car Gulf Daily News/phoned owner/went see car next day/Mercedes 230/cheap/bought it at once/ am coming see you next week/new car.

_____

_____

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_____

انظر بقية الاسئلة فى الورقة الثالثـــة

2. Read this passage:

The Republic of Singapore is situated in South-East Asia and has 2,100,000 inhabitants. The national currency is Singapore dollars. Banks are open from 10 a.m. to 3 p.m., Monday to Friday, and from 9.30 a.m. to 11.30 a.m. on Saturday. Shops are open from 9.30 a.m. to 6 p.m. or later, Monday to Saturday. Official languages are Malay, English, Mandarin and Tamil. The national airline is Singapore Airlines. The average temperature is between 24°C and 31°C.

A. Answer these questions about the passage:

_____ 1. The best title for this passage is

A. Banks in Singapore
B. The languages of Singapore
C. South East Asia
D. Singapore

_____ 2. Situated (line 1) means

A. held B. located C. founded D. floated

3. What do the following refer to?

(a) Singapore dollars _____

(b) 24°C and 31°C _____

4. How many days a week are the banks open?

_____

5. For how many hours are the banks open on Wednesdays?

_____

6. How many official languages are there in Singapore ?

_____

B. Now,write a similar passage about Bahrain or about any other country you know.

_____

_____

_____

_____

_____

_____

_____

STATE OF BAHRAIN
MINISTRY OF EDUCATION

End of First Semester Examination
THIRD YEAR

Subject: English Language
Time: 1½ hours

Section: Auto; Diesel

Date:

QUESTION ONE

Read the following text and answer the questions below.

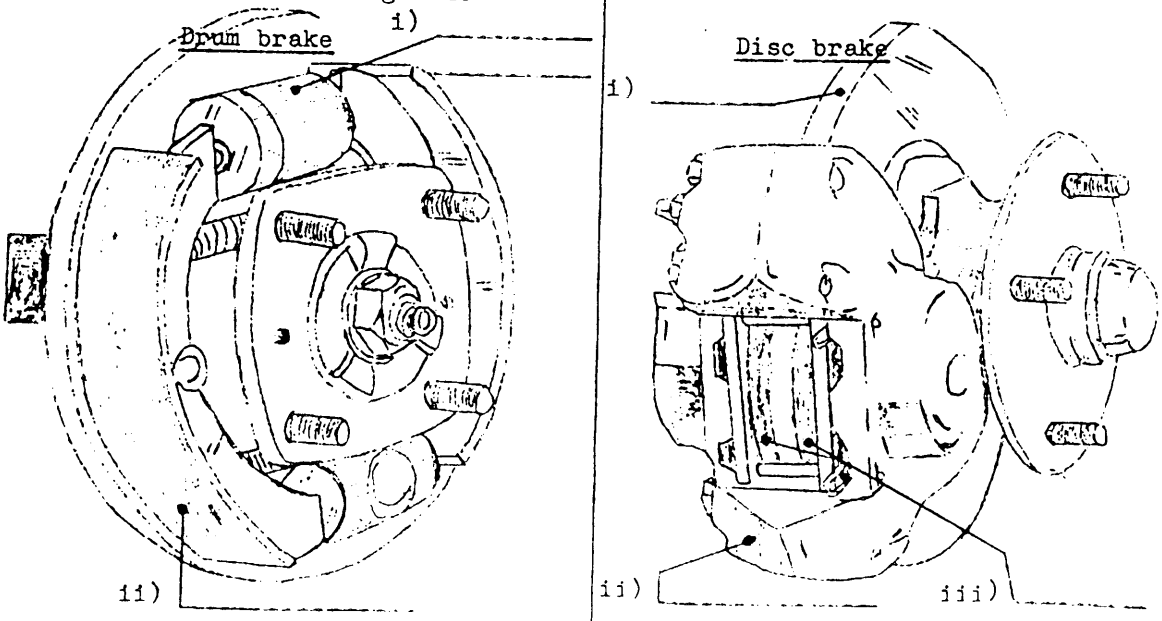
Brakes

The two most common kinds of brakes are disc brakes and drum brakes. Most modern cars have disc brakes in front and drum brakes at the back. Disc brakes have a lot of advantages over drum brakes. They're more powerful and they're not affected by fade as drum brakes are. They're more expensive than drum brakes and it is for this reason that generally you'll find only luxury cars with discs all round. The reason that they're fitted at the front is that the weight is thrown forward when a car is braking and discs are fitted where they can do most good.

The disc brake type uses a solid cast iron disc fixed near the wheel and turning round with it. A caliper holds two pads on each side of the disc. The pads grip the disc, slow it down and stop movement.

The drum brake type has a drum fixed to the wheel. Inside the drum are two curved metal plates or shoes. Each shoe has an asbestos lining. The shoes are forced against the drum by a hydraulic fluid cylinder.

1. Label the diagrams.



2. What TWO main advantages do disc brakes have over drum brakes?

---

3. If you had to fit both disc and drum brakes on a car, where would you fit them?

   disc brakes _____

   drum brakes _____

4. Why don't you find discs all round on all cars?

   _____

5. What are brake"shoes"?

   _____

QUESTION TWO

Study the examples: i.A Have I got to replace the windscreen?
B Yes, you'd better. It's cracked.
ii.A Have I got to clean the battery terminals?
B No, you needn't. They're not dirty.

Now make similar sentences.

1. A Have I got to replace the pads?
   B _____ They're badly worn.
2. A Have I got to fill the tank?
   B _____ There's plenty of fuel left.
3. A Have I got to replace the rotor arm?
   B _____ It isn't burnt.
4. A Have I got to put a lot of oil on the cam screw?
   B _____ It doesn't need a lot.
5. A Have I got to clean out the petrol filter?
   B _____ It looks filthy.

QUESTION THREE

Look at this example: A jack .....
A jack is used for lifting cars.

Now do the same. The words in the box below will be useful.

1. Engine oil .....

   _____

2. An air filter .....

   _____

3. Brakes .....

   _____

4. A feeler gauge .....

   _____

5. A wheelbrace .....

   _____

vehicle	stop
wheel nut	remove
dust	unscrew
	set
	lubricate

STATE OF BAHRAIN
MINISTRY OF EDUCATION

End of First Semester Examination

Third Year

Subject: English Language
Time: 1½ hours

Section: Radio/TV; Industrial Electronics; AC/Refrig.; Electrical Installation

Date:

QUESTION ONE

Read the following text and then answer the questions below.

Waves

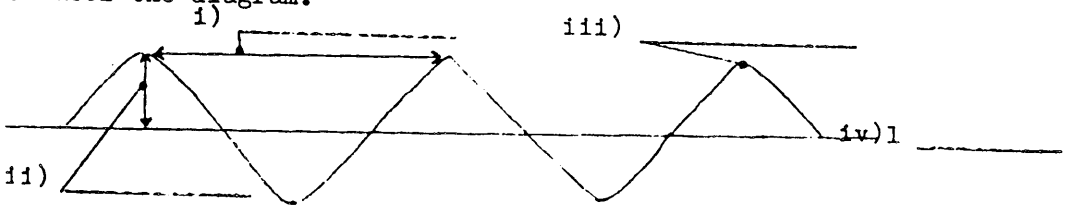
Light, heat and sound travel in waves, known as light waves, heat waves and sound waves.

In any wave, three things can be measured: amplitude, i.e. the distance from its highest to its lowest point; frequency, i.e. the number of waves per second; wave-length, i.e. the distance from one crest to the next.

We can also calculate the velocity of any wave, by multiplying frequency with wave-length, i.e. V = FL, where V = velocity, F = frequency and L = length.

Radio waves possess a very high frequency, and travel at the velocity of light. Waves of different kinds possess three characteristics in common: amplitude, frequency and length.

1. Label the diagram.



v) Diagram of a _____ .

2. What three things can be measured in a heat wave?

i) _____
ii) _____
iii) _____

3. Which is nearest in meaning to 'calculate'?

a. inculcate
b. do a sum to find out
c. equal
d. multiply

Answer: _____

4. The distance from its highest to its lowest point, i.e.

_____

5. Write out the words in the passage which mean the same as 'a very large number of radio waves come in one second.'

_____

QUESTION TWO

Join each pair of sentences, using WHICH to avoid repeating the noun, as in the example.

Example: The impulses are transmitted to the brain. The brain interprets them as sound.

The impulses are transmitted to the brain which interprets them as sound.

1. The brain interprets the impulses. The impulses have been transmitted.

2. Sound is made by vibrations. The vibrations reach the ear.

3. We can see lightning before we can hear the thunder. The thunder occurs simultaneously.

4. The velocity of sound is affected by the medium. It travels through a medium.

5. The velocity of sound is approximately 330 metres per second. The velocity of sound is much less than that of light.

QUESTION THREE

Look at this example: A generator .....
A generator is used for supplying electricity.

Now you do the same. The words in the box below will be useful.

1. A capacitor .....

2. A cartridge fuse .....

3. A bell transformer .....

4. A voltmeter .....

5. A switch .....

electricity	protect
voltage	measure
circuit	control
	step down
	store

STATE OF BAHRAIN
MINISTRY OF EDUCATION

End of First Semester Examination

Third Year

Subject: English Language
Time: 1½ hours

Section: Machineshop;Welding

Date:

QUESTION ONE

Read the following text and answer the questions below.

The Engineer's Bench Vice

Fig. 1 shows the engineer's bench vice. It is called a bench vice because it is bolted onto the workbench, and it is used for holding the workpiece securely. The bench vice, or fitter's vice, as it is also called, consists of a body, a slide and a screw. The body is firmly bolted to the workbench. Therefore, the the body of the vice is fixed. The slide, on the other hand, moves in and out. The slide is moved by turning the screw. A lever, or handle at the end of the screw turns it in or out.

Fig. 2 shows the jaws of the vice. One of the jaws is fixed, and the other, fitted to the slide, moves. It is the jaws which hold the work. The surface of the jaws is serrated. This rough surface holds the work very firmly, but at the same time it damages or cuts the work. We prevent this by putting clamps or shoes made of a soft material between the jaws and the workpiece. Fibre, lead, copper and wood are usually used.

1. Label the two diagrams.

Fig. 1

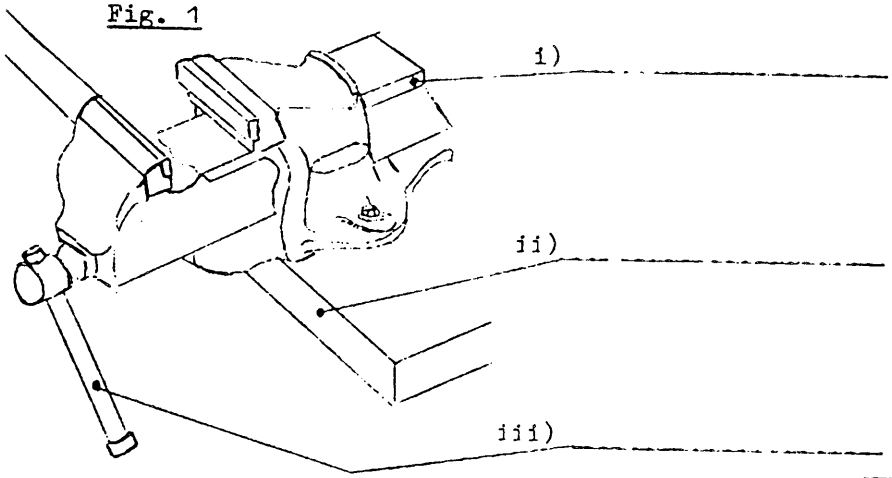
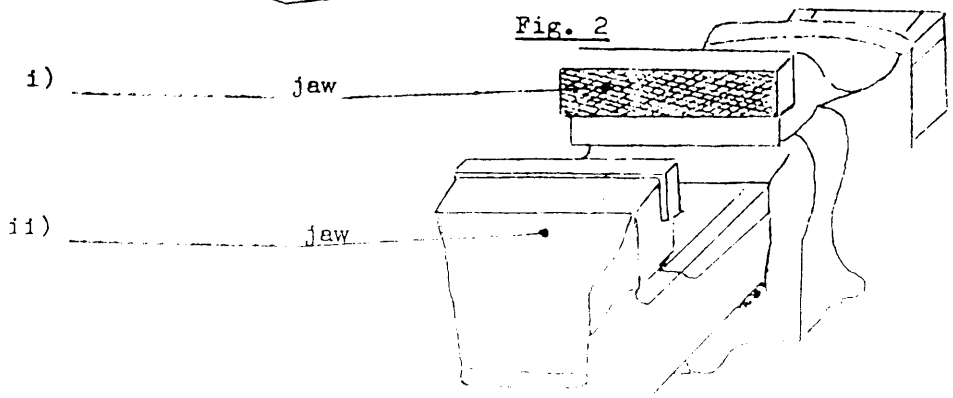


Fig. 2



2. What is the job of the engineer's bench vice?

3. Does it have another name? What is it?

4. Can you find a word in the text which is close in meaning to 'serrated'? Write it here.

5. Give examples of materials which are suitable for use as soft clamps.

QUESTION TWO

Look at this example: A pin is usually made of steel.
A screw is usually made of steel.
A pin, like a screw, is usually made of steel.

Now join these sentences, using like.

1. A scriber has got a point.
A pencil has got a point.

2. A square has got straight edges.
A rule has got straight edges.

3. A grip is for holding.
A handle is for holding.

4. A scriber is a marking tool.
A centre punch is a marking tool.

5. A hand file has a body and a tang.
A rasp has a body and a tang.

QUESTION THREE

Look at this example: An engineer's bench vice .....
An engineer's bench vice is used for holding a workpiece securely.

Now you do the same. The words in the box below will be useful.

1. A scriber .....

2. A steel rule .....

3. A pair of dividers .....

4. A centre punch .....

5. An engineer's square .....

workpiece	measure	draw
mark	mark out	

COMMON SECTION OF THE EXAMINATION

All students answer Questions Four, Five, Six and Seven.

QUESTION FOUR

Reading Comprehension (Man and Modern Science)

A Read the following passage and then answer the questions below.

Today the Dutch are working on two very large engineering projects. In the north, the famous Zuyder Zee is being reclaimed. This name means 'southern sea', and the Zuyder Zee used to be a wide, shallow bay of the North Sea. It had a long and winding coast. The bay contained many islands, which were always in danger. Engineers often had to rush to repair damaged sea walls.

1. Draw a diagram of a bay with a long, winding coast. Then draw a dyke across the mouth of the bay and three large polders inside the bay. Label your diagram.

2. What is the meaning of Zuyder Zee in English?

3. Why were the many islands in the Zuyder Zee always in danger?

B Read the following passage and then answer the questions below.

Suddenly, one night in February, 1953, there was a violent storm. It was the time of the high Spring tides. The wind blew from the North Sea with cruel force. The sea poured through the passages between the islands. The level of the water rose with great speed. The sea burst through and over the dykes. The water was higher than ever before, and it broke the walls in hundreds of places. Soon the islands had deep floods. They were Holland's worst floods since 1421.

1. What caused the deep floods of 1953?

2. Were these floods the first ones since 1421?

3. Did the sea break through the wall in more than one place?

4. Where did the strong wind blow from?

5. Choose the correct answer and CIRCLE it.

The level of the water rose a) slowly b) speed c) very slowly d) very quickly

QUESTION FIVE

Choose suitable prepositions from the list below to complete the paragraph. Care! Not all the prepositions are useful here .

LIST		
	with	between
	at	through
	towards	outside
	without	in
	of	for

The work started _____ 1927. Hundreds _____ men were needed to build the great sea wall. They had to do all the work _____ low tide. It took five years. Firstly, they dug a wide ditch _____ the soft sand across the bay. They then filled this _____ firmer sand.

QUESTION SIX

Put the verbs in the following passage into the present simple form.

Example: My friend, who (like) likes repairing old cars, has bought himself a new one.

Those students never (bring) bring their notebooks with them.

Bahrain, which (mean) _____ 'two seas', (be) _____ a country in the Arabian Gulf. It (consist) _____ of 33 small islands. Muharraq, where the International Airport (be) _____ located, (lie) _____ to the north. There (be) _____ banks, insurance companies, hotels, and many other businesses which (fill) _____ the streets of the capital, Manama. The country (have) _____ several dairies, and many vegetable farms. It (produce) _____ aluminium and natural gas. It also (refine) _____ oil.

QUESTION SEVEN

Put the verbs in brackets into the past simple tense. The first one has been done for you.

Work on reclaiming the land (begin) began before the dyke (be) _____ finished. Men in boats (take) _____ sand from the bottom. Some scientists (swim) _____ in the water to get the sand. They (make) _____ tests to find the best land for farming. Then plans (be) _____ made for canals, roads and bridges - and for the very important pumping stations and water gates.

END OF EXAMINATION Thank you.

APPENDIX I

Fathers' Occupational Categories

Fathers' Occupational Categories

1. Higher Professional

   ambassador, consultant, judge, principal of a college, major general.

2. Professional

   engineer, doctor, university staff, company director, factory manager, cultural attache, merchant, building contractor, administrative officer.

3. Non-manual

   principal of a school, deputy school director, teacher, librarian, soldier, clerk, foreman, pharmacist, security officer, superintendent, ship captain, preacher.

4. Skilled Manual

   telephone operator, typist, storekeeper, tailor, nurse, shop owner, garage owner.

5. Semi-skilled

   welder, fishmonger, sailor, builder, barber, carpenter, mechanic, painter, plumber, baker, farmer, fruit and vegetable seller.

6. Unskilled

   porters, cleaners, labourers, watchman, messenger, unemployed.

APPENDIX J

Correlation Matrices

Correlation Matrix for the Overall Study

Father's Education (Q.1)

Mother's Education (Q.2)

Father's Profession (Q.3)

Parental Encouragement (PENC)

Attitude to Language (LATT)

Attitude to Culture (CATT)

Integrative Motivation (MOT1)

Instrumental Motivation (MOT2)

Commitment to Learning (COMENG)

Functional Use of the Language (FUNUSE)

Students' Opinions about their Teachers (STOPN)

	Q1	Q2	Q3	PENC	LATT	CATT	MOT1	MOT2	COMENG	FUNUSE	STOPN
Q1	1.0000 (0) P=*****	0.5064 (322) P=0.000	0.4975 (316) P=0.000	-0.3013 (298) P=0.000	-0.0515 (312) P=0.182	-0.0675 (314) P=0.116	0.0182 (311) P=0.375	0.0119 (314) P=0.417	-0.1124 (285) P=0.029	-0.2972 (292) P=0.000	-0.1005 (314) P=0.038
Q2		1.0000 (0) P=*****	0.3174 (316) P=0.000	-0.2328 (298) P=0.000	-0.1239 (313) P=0.014	-0.0981 (313) P=0.041	-0.0600 (310) P=0.146	-0.0927 (314) P=0.051	-0.1165 (285) P=0.025	-0.3085 (292) P=0.000	-0.0224 (314) P=0.346
Q3			1.0000 (0) P=*****	-0.2057 (293) P=0.000	-0.0813 (307) P=0.078	-0.0552 (308) P=0.167	0.0550 (305) P=0.169	0.0197 (309) P=0.365	-0.1191 (281) P=0.023	-0.2605 (285) P=0.000	-0.0618 (309) P=0.140
PENC				1.0000 (0) P=*****	0.2084 (289) P=0.000	0.0897 (291) P=0.063	0.1287 (288) P=0.014	0.1568 (291) P=0.004	0.3784 (264) P=0.000	0.5175 (270) P=0.000	0.1185 (291) P=0.022
LATT					1.0000 (0) P=*****	0.3923 (307) P=0.000	0.4404 (302) P=0.000	0.4841 (306) P=0.000	0.3895 (277) P=0.000	0.2635 (284) P=0.000	0.1386 (309) P=0.007
CATT						1.0000 (0) P=*****	0.1870 (304) P=0.001	0.1457 (306) P=0.005	0.2559 (280) P=0.000	0.2172 (283) P=0.000	0.0469 (309) P=0.206
MOT1							1.0000 (0) P=*****	0.5406 (305) P=0.000	0.2669 (275) P=0.000	0.2723 (280) P=0.000	0.1426 (304) P=0.006
MOT2								1.0000 (0) P=*****	0.3324 (279) P=0.000	0.2337 (284) P=0.000	0.0534 (307) P=0.175
COMENG									1.0000 (0) P=*****	0.5750 (259) P=0.000	0.2516 (280) P=0.000
FUNUSE										1.0000 (0) P=*****	0.2465 (284) P=0.000
STOPN											1.0000 (0) P=*****

Correlation Matrix for the Female Sample

Father's Education (Q1)

Mother's Education (Q2)

Father's Profession (Q3)

Parental Encouragement (PENC)

Attitude to Language (LATT)

Attitude to Culture (CATT)

Integrative Motivation (MOT1)

Instrumental Motivation (MOT2)

Commitment to Learning (COMENG)

Functional Use of the Language (FUNUSE)

Students' Opinions about their Teachers (STOPN)

Q1	Q2	Q3	PENC	LATT	CATT	MOT1	MOT2	COMENG	FUNUSE	STOPN
1.0000	0.4116	0.4887	-0.3037	-0.1458	-0.0310	0.0139	0.0212	-0.1350	-0.2910	-0.1133
(0)	(164)	(159)	(154)	(160)	(158)	(162)	(159)	(144)	(144)	(158)
P=*****	P=0.000	P=0.000	P=0.000	P=0.033	P=0.349	P=0.430	P=0.396	P=0.053	P=0.000	P=0.078
	1.0000	0.2566	-0.1365	-0.1454	-0.0195	-0.0317	-0.0655	-0.0406	-0.3110	-0.0703
	(0)	(160)	(155)	(161)	(158)	(162)	(160)	(145)	(145)	(159)
	P=*****	P=0.001	P=0.045	P=0.033	P=0.404	P=0.344	P=0.205	P=0.314	P=0.000	P=0.189
		1.0000	-0.1955	-0.1470	-0.0507	0.0212	0.0458	-0.1216	-0.2234	-0.0356
		(0)	(151)	(157)	(154)	(158)	(156)	(141)	(140)	(155)
		P=*****	P=0.008	P=0.033	P=0.266	P=0.396	P=0.285	P=0.075	P=0.004	P=0.330
			1.0000	0.1792	0.0111	0.0566	0.0623	0.2687	0.4732	0.1066
			(0)	(152)	(149)	(153)	(151)	(135)	(136)	(150)
			P=*****	P=0.014	P=0.446	P=0.244	P=0.224	P=0.001	P=0.000	P=0.097
				1.0000	0.4383	0.4801	0.4758	0.2829	0.2933	0.1420
				(0)	(158)	(160)	(157)	(143)	(142)	(159)
				P=*****	P=0.000	P=0.000	P=0.000	P=0.000	P=0.000	P=0.037
					1.0000	0.1839	0.1876	0.2546	0.1639	0.1345
					(0)	(157)	(154)	(141)	(139)	(156)
					P=*****	P=0.011	P=0.010	P=0.001	P=0.027	P=0.047
						1.0000	0.5069	0.2151	0.2750	0.2066
						(0)	(158)	(143)	(143)	(158)
						P=*****	P=0.000	P=0.005	P=0.000	P=0.005
							1.0000	0.2208	0.1439	-0.0086
							(0)	(141)	(141)	(155)
							P=*****	P=0.004	P=0.044	P=0.458
								1.0000	0.4932	0.2645
								(0)	(130)	(142)
								P=*****	P=0.000	P=0.001
									1.0000	0.2905
									(0)	(140)
									P=*****	P=0.000
										1.0000
										(0)
										P=*****

Correlation Matrix for the Male Sample

	Q1	Q2	Q3	PENC	LATT	CATT	MOT1	MOT2	COMENG	FUNUSE	STOPN
Father's Education (Q1)	1.0000	0.6015	0.5007	-0.2910	0.0725	-0.0861	0.0161	-0.0042	-0.0852	-0.3070	-0.1063
	(0)	(158)	(157)	(144)	(152)	(156)	(149)	(155)	(141)	(148)	(156)
	P=*****	P=0.000	P=0.000	P=0.000	P=0.187	P=0.143	P=0.423	P=0.480	P=0.157	P=0.000	P=0.093
Mother's Education (Q2)		1.0000	0.3745	-0.3431	-0.0923	-0.1630	-0.0922	-0.1222	-0.1881	-0.3080	0.0160
		(0)	(156)	(143)	(152)	(155)	(148)	(154)	(140)	(147)	(155)
		P=*****	P=0.000	P=0.000	P=0.129	P=0.021	P=0.133	P=0.065	P=0.013	P=0.000	P=0.422
Father's Profession (Q3)			1.0000	-0.2102	0.0088	-0.0399	0.0851	-0.0173	-0.1132	-0.3001	-0.1181
			(0)	(142)	(150)	(154)	(147)	(153)	(140)	(145)	(154)
			P=*****	P=0.006	P=0.457	P=0.311	P=0.153	P=0.416	P=0.091	P=0.000	P=0.072
Parental Encouragement (PENC)				1.0000	0.2375	0.1497	0.2339	0.2845	0.5010	0.5801	0.1576
				(0)	(137)	(142)	(135)	(140)	(129)	(134)	(141)
				P=*****	P=0.003	P=0.038	P=0.003	P=0.000	P=0.000	P=0.000	P=0.031
Attitude to Language (LATT)					1.0000	0.3282	0.4126	0.5139	0.5059	0.2535	0.1758
					(0)	(149)	(142)	(149)	(134)	(142)	(150)
					P=*****	P=0.000	P=0.000	P=0.000	P=0.000	P=0.001	P=0.016
Attitude to Culture (CATT)						1.0000	0.2251	0.1238	0.2508	0.2874	0.0106
						(0)	(147)	(152)	(139)	(144)	(153)
						P=*****	P=0.003	P=0.064	P=0.001	P=0.000	P=0.449
Integrative Motivation (MOT1)							1.0000	0.5758	0.3231	0.2687	0.0526
							(0)	(147)	(132)	(137)	(146)
							P=*****	P=0.000	P=0.000	P=0.001	P=0.264
Instrumental Motivation (MOT2)								0.0000	0.4356	0.3093	0.1170
								(0)	(138)	(143)	(152)
								P=*****	P=0.000	P=0.000	P=0.076
Commitment to Learning (COMENG)									1.0000	0.6408	0.2517
									(0)	(129)	(138)
									P=*****	P=0.000	P=0.001
Functional Use of the Language (FUNUSE)										1.0000	0.1993
										(0)	(144)
										P=*****	P=0.008
Students' Opinions about their Teachers (STOPN)											1.0000
											(0)
											P=*****

APPENDIX K

Results of Analysis of Variance
for Variables One and Two

Analysis of Variance - Parental Education (Males)
via Achievement

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	8	12676	1584	4.357	0.0001
Within Groups	152	55283	363		
Total	160	67959			

Analysis of Variance - Parental Education (Females)
vis Achievement

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	9	10390	1154	3.470	0.0006
Within Groups	155	51569	332		
Total	164	61960			

Mean Scores

Group	Count	Mean
2	7	86.8
3	1	93
4	3	45.6
5	5	62
6	14	62.7
7	10	53.5
8	29	52.5
9	41	50.7
10	51	48.5
Total	161	53.7

Mean Scores

Group	Count	Mean
1	1	32
2	2	67.5
3	3	80.6
4	2	90.5
5	13	64
6	16	56.6
7	8	73
8	39	56.5
9	40	54
10	41	49
Total	165	56

Analysis of Variance - Parental Education (Arts Section)
via Achievement

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	6	5195	865	2.477	0.0498
Within Groups	26	9089	349		
Total	32	14284			

Analysis of Variance - Parental Education (Science Section)
vis Achievement

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	8	8267	1033	2.810	0.0075
Within Groups	101	37149	367		
Total	109	45416			

Mean Scores

Group	Count	Mean
3	2	83.5
5	1	30
6	2	66
7	1	89
8	5	63.6
9	11	46
10	11	49
Total	33	54

Mean Scores

Group	Count	Mean
2	8	84.5
3	2	84
4	1	93
5	9	66
6	15	67
7	3	65
8	23	58.9
9	23	60
10	26	54
Total	110	62.7

Analysis of Variance - Parental Education (Commerce Section)
via Achievement

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	8	4414	551	1.748	0.0927
Within Groups	139	43888	315		
Total	147	48302			

Analysis of Variance - Parental Education (Technical Section)
vis Achievement

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	6	1309	218	1.464	0.2264
Within Groups	28	4174	149		
Total	34	5484			

Mean Scores

Group	Count	Mean
1	1	32
2	1	67
4	3	55
5	7	61.8
6	10	45
7	11	57
8	33	49
9	38	46
10	44	42.9
Total	148	47.7

Mean Scores

Group	Count	Mean
4	1	59
5	1	91
6	3	64
7	3	69
8	7	60
9	9	66
10	11	58
Total	35	63

Analysis of Variance - Father's Education
via Achievement (Overall)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	4	16070	4017	11.263	0.0000
Within Groups	319	113784	356		
Total	323	129854			

Analysis of Variance - Father's Education
via Achievement (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	4	9887	2471	6.615	0.0001
Within Groups	155	57920	373		
Total	159	67807			

Analysis of Variance - Father's Education
via Achievement (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	4	6823	1705	4.973	0.0008
Within Groups	159	54538	343		
Total	163	61362			

Mean Scores
(Overall)

Group	Count	Mean
1	29	72
2	39	63.8
3	18	60
4	124	52
5	114	49.8
Total	324	55

Mean Scores
(Males)

Group	Count	Mean
1	12	75.75
2	20	62.8
3	6	61
4	61	49
5	61	49.6
Total	160	53.6

Mean Scores
(Females)

Group	Count	Mean
1	17	69.7
2	19	68.8
3	12	60
4	63	55
5	53	50
Total	164	

Analysis of Variance - Father's Education (Arts Section)
via Achievement

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	4	3875	968	2.606	0.0571
Within Groups	28	10409	371		
Total	32	14284			

Analysis of Variance - Father's Education (Science Section)
vis Achievement

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	4	6673	1668	4.480	0.0022
Within Groups	104	38731	372		
Total	108	45405			

Mean Scores

Group	Count	Mean
1	2	83.5
2	2	66
3	1	89
4	14	52.5
5	14	47.5
Total	33	54

Mean Scores

Group	Count	Mean
1	16	78.8
2	16	69.5
3	9	57.7
4	36	58
5	32	57
Total	109	62.6

Analysis of Variance - via Achievement — Father's Education (Commerce Section)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	4	4	1063	3.448	0.0101
Within Groups	142	43803	308		
Total	146	48057			

Analysis of Variance - vis Achievement — Father's Education (Technical Section)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	3	456	152	0.939	0.4338
Within Groups	31	5027	162		
Total	34	5484			

Mean Scores

Group	Count	Mean
1	9	57
2	15	56
3	8	59.75
4	60	46
5	55	43
Total	147	47

Mean Scores

Group	Count	Mean
1	2	75.5
2	6	66
4	14	62.7
5	13	60.5
Total	35	63

Analysis of Variance - Mother's Education
via Achievement (Overall)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	4	11269	2817	7.588	0.0000
Within Groups	318	118065	371		
Total	322	129334			

Analysis of Variance - Mother's Education
via Achievement (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	4	11993	2998	8.318	0.0000
Within Groups	154	55511	360		
Total	158				

Analysis of Variance - Mother's Education
via Achievement (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	4	4012	1003	2.786	0.0285
Within Groups	159	57248	360		
Total	163	61260			

Mean Scores
(Overall)

Group	Count	Mean
1	10	77.5
2	7	68.5
3	17	60.5
4	107	58.6
5	182	51
Total	323	55

Mean Scores
(Males)

Group	Count	Mean
1	7	86.8
2	2	76
3	6	43.8
4	49	58
5	95	49
Total	159	

Mean Scores
(Females)

Group	Count	Mean
1	3	55.6
2	5	65.6
3	11	69.7
4	58	59
5	87	52.6
Total	164	

Analysis of Variance - via Achievement — Mother's Education (Arts Section)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	2	3200	1600	4.428	0.0210
Within Groups	29	10481	361		
Total	31	13681			

Analysis of Variance - vis Achievement — Mother's Education (Science Section)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	4	6816	1704	4.636	0.0017
Within Groups	105	38600	367		
Total	105	45416			

Mean Scores

Group	Count	Mean
2	2	8.3.5
4	10	62.9
5	20	48
Total	32	54.9

Mean Scores

Group	Count	Mean
1	8	84.5
2	3	72.6
3	9	66.8
4	37	65.5
5	53	56.
Total	110	62.7

Analysis of Variance - via Achievement — Mother's Education (Commerce Section)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	4	1151	287	0.864	0.4875
Within Groups	141	46983	333		
Total	145	48134			

Analysis of Variance - vis Achievement — Mother's Education (Technical Section)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	2	180	90	0.543	0.5861
Within Groups	32	5304	165		
Total					

Mean Scores

Group	Count	Mean
1	2	49.5
2	1	36
3	8	53.5
4	48	50.5
5	87	45.7
Total	146	47.7

Mean Scores

Group	Count	Mean
2	1	59
4	12	66
5	22	61
Total	35	63

Analysis of Variance - Father's Profession (Males)
via Achievement

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	5	5415	1083	2.666	0.0243
Within Groups	152	61756	406		
Total	157	61772			

Analysis of Variance - Father's Profession (Females)
vis Achievement

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	4	5047	1261	3.496	0.0092
Within Groups	156	56298			
Total	160	61346			

Mean Scores

Group	Count	Mean
1	4	69.5
2	28	59
3	37	60
4	9	53
5	34	48
6	46	49
Total	158	54

Mean Scores

Group	Count	Mean
2	48	63.6
3	35	57
4	5	38.8
5	33	53
6	40	52
Total	161	56.5

Analysis of Variance - via Achievement — Father's Profession (Arts Section)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	3	2564	854	2.134	0.1183
Within Groups	28	11213	400		
Total	31	13777			

Analysis of Variance - vis Achievement — Father's Profession (Science Section)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	5	6767	1353	3.523	0.0056
Within Groups	103	39567	384		
Total	108	46335			

Mean Scores

Group	Count	Mean
2	8	66
3	10	51.6
5	9	57.5
6	5	38.4
Total	32	54.8

Mean Scores

Group	Count	Mean
1	2	89.5
2	31	68
3	29	67.5
4	3	43
5	20	56
6	24	54
Total	109	62

Analysis of Variance - via Achievement — Father's Profession (Commerce Section)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	5	2702	540	1.648	0.1515
Within Groups	137	44931	327		
Total	142	47633			

Analysis of Variance - vis Achievement — Father's Profession (Technical Section)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Between Groups	5	338	67	0.382	0.857
Within Groups	29	5146	177		
Total	34	5484			

Mean Scores

Group	Count	Mean
1	1	40
2	34	54
3	26	50
4	7	40.7
5	34	43
6	41	45.8
Total	143	47.8

Mean Scores

Group	Count	Mean
1	1	59
2	3	69
3	7	64.5
4	4	64
5	4	67.5
6	16	60.5
Total	35	

APPENDIX L

Results of Analysis of Variance
for Variable Twelve

Analysis of Variance of Achievement Scores by Availability of Cine Films

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Availability	2	1324	662	1.685	0.187
Residual	313	122967	392		
Total	315	124291			

Analysis of Variance of Achievement Scores by Availability of Television

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Availability	2	319	159	0.399	0.671
Residual	313	125349	400		
Total	315	125669			

Analysis of Variance of Achievement Scores by Availability of Overhead Projector

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Availability	2	1247	623	1.544	0.215
Residual	306	123642	404		
Total	308	124890			

Mean Ach. Scores By Cine Films

Availability	N	Mean Achieve Scores
0 No	118	-1.55
1 Uncer.	90	-1.37
2 Yes	108	2.84

Grand Mean= 55

Mean Ach. Scores By Television

Availability	N	Mean Achieve. Scores
0 No	42	0.69
1 Uncer.	19	-3.9
2 Yes	255	0.18

Grand Mean= 55

Mean Ach. Scores By OHP

Avai.	N	Mean Achieve Scores
0 No	60	2.59
1 Unc.	49	-4.12
2 Yes	200	0.23

Grand Mean= 55.5

Analysis of Variance of Achievement Scores by Availability of Film Strips

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Available	2	3055	1527	3.967	0.020
Residual	300	115544	385		
Total	302	118600			

Analysis of Variance of Achievement Scores by Availability of Radio

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Available	2	3330	1665	4.242	0.015
Residual	308	120903	392		
Total	310	124234			

Analysis of Variance of Achievement Scores by Availability of Video

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Available	2	1585	792	1.989	0.139
Residual	318	126750	398		
Total	320	128336			

Mean Ach. Scores By Film Strips

Availability	N	Mean Achieve Scores
0 No	89	0.49
1 Uncer.	126	-3.35
2 Yes	88	4.29

Grand Mean= 55.9

Mean Ach. Scores By Radio

Availability	N	Mean Achieve. Scores
0 No	61	-3.18
1 Uncer.	61	-4.86
2 Yes	189	2.60

Grand Mean= 55

Mean Ach. Scores By Video

Availability	N	Mean Achieve. Scores
0 No	34	5.94
1 Uncer	23	-3.83
2 Yes	264	-0.43

Grand Mean= 55

Analysis of Variance of Achievement Scores by Availability of Cine Films (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Available	2	91	45	0.110	0.896
Residual	150	62525	416		
Total	152	62616			

Analysis of Variance of Achievement Scores by Availability of Television (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Available	2	159	79	0.187	0.830
Residual	150	63736	424		
Total	152	63895			

Analysis of Variance of Achievement Scores by Availability of Overhead Projector (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Available	2	746	373	0.873	0.420
Residual	150	64115	427		
Total	152	64861			

Mean Ach. Scores By Cine Films

Availability	N	Mean Achieve Scores
0 No	71	0.18
1 Uncer.	40	-1.21
2 Yes	42	0.85

Grand Mean= 53

Mean Ach. Scores By Television

Availability	N	Mean Achieve. Scores
0 No	29	1.94
1 Uncer.	12	-1.82
2 Yes	112	-0.31

Grand Mean= 54

Mean Ach. Scores By OHP

Availability	N	Mean Achieve Scores
0 No	21	1.46
1 Uncer	22	-5.36
2 Yes	110	0.79

Grand Mean= 54.5

Analysis of Variance of Achievement Scores by Availability of Film Strips (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Available	2	5483	2741	7.266	0.001
Residual	146	55094	377		
Total	148	60577			

Analysis of Variance of Achievement Scores by Availability of Radio (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Available	2	2021	1010	2.448	0.090
Residual	146	60289	412		
Total	148	62311			

Analysis of Variance of Achievement Scores by Availability of Video (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Available	2	1729	864	2.084	0.128
Residual	155	64331	415		
Total	157	66060			

Mean Ach. Scores By Film Strips

Availability	N	Mean Achieve Scores
0 No	43	2.14
1 Uncer.	61	-6.89
2 Yes	45	7.29

Grand Mean= 54.7

Mean Ach. Scores By Radio

Availability	N	Mean Achieve. Scores
0 No	34	-4.20
1 Uncer.	39	-3.35
2 Yes	76	3.60

Grand Mean= 54

Mean Ach. Scores By Video

Availability	N	Mean Achieve. Scores
0 No	24	7.81
1 Uncer	13	-1.01
2 Yes	121	-1.44

Grand Mean= 53.9

Analysis of Variance of Achievement Scores by Availability of Cine Films (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Available	2	1560	780	2.098	0.126
Residual	160	59516	371		
Total	162	61076			

Analysis of Variance of Achievement Scores by Availability of Television (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Available	2	344	172	0.450	0.638
Residual	160	61106	381		
Total	162	61450			

Analysis of Variance of Achievement Scores by Availability of Overhead Projector (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Available	2	587	293	0.760	0.469
Residual	153	59094	386		
Total	155	59682			

Mean Ach. Scores By Cine Films

Availability	N	Mean Achieve Scores
0 No	47	-3.35
1 Uncer.	50	-1.70
2 Yes	66	3.67

Grand Mean= 56.6

Mean Ach. Scores By Television

Availability	N	Mean Achieve. Scores
0 No	13	-0.74
1 Uncer.	7	-6.70
2 Yes	143	0.40

Grand Mean= 56

Mean Ach. Scores By OHP

Availability	N	Mean Achieve Scores
0 No	39	2.73
1 Uncer	27	-3.29
2 Yes	90	-0.19

Grand Mean= 56.6

APPENDIX M

Results of Analysis of Variance
for Variable Thirteen

Analysis of Variance of Achievement Scores by Availability of Film Strips (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Available	2	121	60	0.159	0.853
Residual	151	57470	380		
Total	153	57591			

Analysis of Variance of Achievement Scores by Availability of Radio (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Available	2	1381	690	1.822	0.165
Residual	159	60287	379		
Total	161	61668			

Analysis of Variance of Achievement Scores by Availability of Video (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Available	2	615	307	0.805	0.449
Residual	160	61182	382		
Total	162				

Mean Ach. Scores By Film Strips

Availability	N	Mean Achieve Scores
0 No	46	-1.08
1 Uncer.	65	-0.06
2 Yes	43	1.25

Grand Mean= 57

Mean Ach. Scores By Radio

Availability	N	Mean Achieve. Scores
0 No	27	-1.58
1 Uncer.	22	-6.72
2 Yes	113	1.69

Grand Mean= 56.2

Mean Ach. Scores By Video

Availability	N	Mean Achieve. Scores
0 No	10	3.21
1 Uncer	10	-7.09
2 Yes	143	0.27

Grand Mean= 56.4

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of Cine Films

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	2630	876	2.177	0.091
Residual	306	123222	402		
Total	309	125853			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of Television

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	7526	2508	6.615	0.000
Residual	296	112273	379		
Total	299	119800			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of OHP

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	970	323	0.819	0.484
Residual	287	113333	394		
Total	290	114303			

Mean Ach. Scores By Cine Films

Frequency	N	Mean Achieve Scores
0 Never	162	0.23
1 Rarely	68	1.87
2 Somt.	55	1.35
3 Often	25	9.56

Grand Mean= 55.5

Mean Ach. Scores By Television

Frequency	N	Mean Achieve. Scores
0 Never	119	4.96
1 Rarely	53	1.06
2 Somt.	71	0.37
3 Often	57	8.91

Grand Mean= 55.5

Mean Ach. Scores By OHP

Frequency	N	Mean Achieve. Scores
0 Never	156	1.21
1 Rarely	47	2.86
2 Somt.	56	0.83
3 Often	32	3.15

Grand Mean= 55.6

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of Language Lab.

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	7115	2371	6.174	0.000
Residual	276	106034	384		
Total	279	113150			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of Film Strips

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	1228	409	1.024	0.382
Residual	295	118046	400		
Total	298	119275			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of Radio

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	2962	987	2.463	0.063
Residual	301	120701	401		
Total	304	123664			

Mean Ach. Scores By Language Lab.

Frequency	N	Mean Achieve Scores
0 N.	142	2.69
1 R.	36	7.41
2 S.	59	-6.31
3 O.	43	-6.41

Grand Mean= 55

Mean Ach. Scores By Film Strips

Frequency	N	Mean Achieve. Scores
0 N.	193	-0.02
1 R.	47	0.51
2 S.	36	3.28
3 O.	23	-6.00

Grand Mean= 55.8

Mean Ach. Scores By Radio

Frequency	N	Mean Achieve. Scores
0 N.	193	1.59
1 R.	27	3.99
2 S.	43	-4.36
3 O.	42	-5.41

Grand Mean= 55

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of Video

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	8899	2966	7.889	0.000
Residual	309	116187	400		
Total	312	125086			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of Cine Films (MALES)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	1852	617.	1.453	0.230
Residual	148	62871	424		
Total	151	64723			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of Television (MALES)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	9186	3062	8.336	0.000
Residual	144	52899	367		
Total	147	62086			

Mean Ach. Scores By Video

Frequency	N	Mean Achieve Scores
0 N.	103	4.74
1 R.	40	7.83
2 S.	81	−3.21
3 O.	89	−6.09

Grand Mean= 55.2

Mean Ach. Scores By Cine Films (MALES)

Frequency	N	Mean Achieve. Scores
0 N.	85	1.62
1 R.	29	0.80
2 S.	27	−1.08
3 O.	11	−11.98

Grand Mean= 54

Mean Ach. Scores By Television (MALES)

Frequency	N	Mean Achieve. Scores
0 N.	60	8.67
1 R.	21	0.14
2 S.	36	−5.07
3 O.	31	−11.00

Grand Mean= 54

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of OHP (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	2754	918	2.226	0.088
Residual	141	58166	412		
Total	144	60920			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of Lang. Lab. (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	5509	1836	4.597	0.007
Residual	131	52329	399		
Total	134	57838			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of Film Strips (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	307	102	0.237	0.870
Residual	145	62803	433		
Total	148	63111			

Mean Ach. Scores By OHP (Males)

Frequency	N	Mean Achieve Scores
0 N.	68	-0.97
1 R.	28	0.90
2 S.	25	-6.35
3 O.	24	8.31

Grand Mean= 55

Mean Ach. Scores By Lang. Lab. (Males)

Frequency	N	Mean Achieve. Scores
0 N.	61	4.01
1 R.	16	9.93
2 S.	32	-8.38
3 O.	26	-5.20

Grand Mean= 54

Mean Ach. Scores By Film Strips (Males)

Frequency	N	Mean Achieve Scores
0 N.	81	0.59
1 R.	31	0.84
2 S.	20	-0.42
3 O.	17	-3.87

Grand Mean= 54.8

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of Radio (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	611	203	0.471	0.703
Residual	143	61830	432		
Total	146	62441			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of Video (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	13017	4339	12.586	0.000
Residual	150	51715	344		
Total	153	64732			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of Cine Films (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	1573	524	1.367	0.255
Residual	154	59119	383		
Total	157	60693			

Mean Ach. Scores By Radio (Males)

Frequency	N	Mean Achieve Scores
0 N.	97	0.89
1 R.	16	1.14
2 S.	19	-0.94
3 O.	15	-5.76

Grand Mean= 54.3

Mean Ach. Scores By Video (Males)

Frequency	N	Mean Achieve. Scores
0 N.	53	10.58
1 R.	16	8.89
2 S.	34	-8.71
3 O.	51	-7.97

Grand Mean= 53.8

Mean Ach. Scores By Cine Films (Females)

Frequency	N	Mean Achieve. Scores
0 N.	77	-1.13
1 R.	39	2.40
2 S.	28	3.70
3 O.	14	-7.87

Grand Mean= 56.7

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of Television (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	1958	652	1.750	0.159
Residual	148	55188	372		
Total	151	57146			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of OHP (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	2333	777	2.165	0.095
Residual	142	51019	359		
Total	145				

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of Language Lab. (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	2077	692	1.844	0.142
Residual	141	52960	375		
Total	144	55037			

Mean Ach. Scores By Television (Females)

Frequency	N	Mean Achieve Scores
0 N.	59	1.25
1 R.	32	-2.29
2 S.	35	4.54
3 O.	26	-6.12

Grand Mean= 56.8

Mean Ach. Scores By OHP (Females)

Frequency	N	Mean Achieve. Scores
0 N.	88	-1.47
1 R.	19	5.92
2 S.	31	3.55
3 O.	8	-11.65

Grand Mean= 56

Mean Ach. Scores By Lang. Lab. (Females)

Frequency	N	Mean Achieve. Scores
0 N.	81	1.51
1 R.	20	5.25
2 S.	27	-3.59
3 O.	17	-7.65

Grand Mean= 56

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of Film Strips (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	1766	588	1.588	0.195
Residual	146	54126	370		
Total	149	55892			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of Radio (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	3464	1154	3.094	0.029
Residual	154	57466	373		
Total	157				

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Frequency of Use of Video (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Frequency	3	1530	510	1.356	0.258
Residual	155	58283	376		
Total	158	59813			

Mean Ach. Scores By Film Strips (Females)

Frequency		N	Mean Achieve Scores
0	N.	112	-0.72
1	R.	16	0.78
2	S.	16	8.15
3	O.	6	-10.29

Grand Mean= 56.7

Mean Ach. Scores By Radio (Females)

Frequency		N	Mean Achieve. Scores
0	N.	96	2.38
1	R.	11	8.66
2	S.	24	-7.21
3	O.	27	-5.59

Grand Mean= 56.3

Mean Ach. Scores By Video (Females)

Frequency		N	Mean Achieve. Scores
0	N.	50	-1.32
1	R.	24	6.71
2	S.	47	0.44
3	O.	38	-3.05

Grand Mean= 56.5

APPENDIX N

Results of Analysis of Variance
for Variable Fourteen

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using Cine Films

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	1718	572	1.358	0.256
Residual	234	98656	421		
Total	237	100375			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using Television

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	2526	842	2.130	0.097
Residual	245	96881	395		
Total	248	99408			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using OHP

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	4861	1620	4.144	0.007
Residual	226	88376	391		
Total	229	93237			

Mean Ach. Scores By Cine films

Perceived Skill	N	Mean Achieve Scores
0 None	97	0.24
1 Poor	16	-6.61
2 Fair	68	-1.88
3 Good	57	3.68

Grand Mean= 54.9

Mean Ach. Scores By Television

Perceived Skill	N	Mean Achieve. Scores
0 None	76	4.16
1 Poor	18	-6.96
2 Fair	69	-0.33
3 Good	86	-1.96

Grand Mean= 54.4

Mean Ach. Scores By OHP

Perceived Skill	N	Mean Achieve. Scores
0 None	97	-1.65
1 Poor	9	-13.70
2 Fair	60	-2.13
3 Good	64	6.42

Grand Mean= 55

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using Language Lab.

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	1421	473	1.183	0.317
Residual	215	86126	400		
Total	218	87548			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using Film Strips

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	2324	774	1.897	0.131
Residual	227	92693	408		
Total	230	95017			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using Radio

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	1191	397	1.021	0.384
Residual	220	85561	388		
Total	223	86752			

Mean Ach. Scores By Lang. Lab.

Perceived Skill	N	Mean Achieve Scores
0 None	90	2.61
1 Poor	7	-4.35
2 Fair	68	-3.15
3 Good	54	0.19

Grand Mean= 53.6

Mean Ach. Scores By Film Strips

Perceived Skill	N	Mean Achieve. Scores
0 None	126	0.63
1 Poor	18	-10.50
2 Fair	55	0.25
3 Good	32	2.98

Grand Mean= 54.8

Mean Ach. Scores By Radio

Perceived Skill	N	Mean Achieve. Scores
0 None	119	0.74
1 Poor	19	-1.98
2 Fair	45	2.70
3 Good	41	-4.20

Grand Mean= 54.35

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' skill in Using Video

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	5115	1705	4.445	0.005
Residual	255	97829	383		
Total	258	102945			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using Cine Films (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	2870	956	2.087	0.106
Residual	117	53635	458		
Total	120	56506			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using Television (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	3779	1259	3.086	0.030
Residual	120	48991	408		
Total	123	52770			

Mean Ach. Scores By Video

Perceived Skill	N	Mean Achieve Scores
0 None	62	6.51
1 Poor	16	-3.50
2 Fair	82	-5.21
3 Good	99	0.80

Grand Mean= 54.5

Mean Ach. Scores By Cine Films (Males)

Perceived Skill	N	Mean Achieve. Scores
0 None	54	2.59
1 Poor	9	-11.39
2 Fair	32	-4.94
3 Good	26	4.63

Grand Mean= 53.9

Mean Ach. Scores By Television (Males)

Perceived Skill	N	Mean Achieve. Scores
0 None	42	6.04
1 Poor	9	-12.07
2 Fair	36	1.04
3 Good	37	-4.93

Grand Mean= 52.6

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using OHP (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	3236	1078	2.471	0.065
Residual	119	51947	436		
Total	122	55184			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using Lang. Lab. (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	2563	854	1.954	0.125
Residual	109	47661	437		
Total	112	50224			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using Film Strips (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	3283	1094	2.541	0.060
Residual	119	51249	430		
Total	122	54532			

Mean Ach. Scores By OHP (Males)

Perceived Skill	N	Mean Achieve Scores
0 None	47	-1.38
1 Poor	5	-15.44
2 Fair	35	-2.92
3 Good	36	6.78

Grand Mean= 55.4

Mean Ach. Scores By Lang. Lab. (Males)

Perceived Skill	N	Mean Achieve. Scores
0 None	41	4.89
1 Poor	4	-11.60
2 Fair	37	-5.20
3 Good	31	1.24

Grand Mean= 52.6

Mean Ach. Scores By Film strips (Males)

Perceived Skill	N	Mean Achieve. Scores
0 None	54	2.48
1 Poor	13	-13.41
2 Fair	36	-1.68
3 Good	20	5.06

Grand Mean= 54.5

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using Radio (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	369	123	0.280	0.840
Residual	112	49320	440		
Total	115	49689			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using Video (Males)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	8182	2727	7.382	0.000
Residual	126	46552	369		
Total	129	54735			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using Cine Films (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	504	168	0.441	0.724
Residual	113	43099	381		
Total	116	43604			

Mean Ach. Scores By Radio (Males)

Perceived Skill	N	Mean Achieve Scores
0 None	68	0.59
1 Poor	12	1.09
2 Fair	21	0.78
3 Good	15	-4.61

Grand Mean= 54.4

Mean Ach. Scores By Video (Males)

Perceived Skill	N	Mean Achieve. Scores
0 None	35	12.53
1 Poor	4	-4.42
2 Fair	45	-7.35
3 Good	46	-1.97

Grand Mean= 52.9

Mean Ach. Scores By Cine Films (Females)

Perceived Skill	N	Mean Achieve. Scores
0 None	43	-2.48
1 Poor	7	-0.20
2 Fair	36	0.69
3 Good	31	2.68

Grand Mean= 56

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using Television (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	297	99	0.263	0.852
Residual	121	45567	376		
Total	124	45864			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using OHP (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	1711	570	1.618	0.190
Residual	103	36321	352		
Total	106	38032			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using Lang. Lab. (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
	3	133	44	0.123	0.946
Residual	102	36939	362		
Total	105	37073			

Mean Ach. Scores By Television (Females)

Perceived Skill	N	Mean Achieve Scores
0 None	34	2.28
1 Poor	9	-1.83
2 Fair	33	-1.64
3 Good	49	-0.14

Grand Mean= 56

Mean Ach. Scores By OHP (Females)

Perceived Skill	N	Mean Achieve. Scores
0 None	50	-1.84
1 Poor	4	-11.55
2 Fair	25	-1.08
3 Good	28	5.91

Grand Mean= 54.8

Mean Ach. Scores By Lang. Lab. (Females)

Perceived Skill	N	Mean Achieve Scores
0 None	49	0.46
1 Poor	3	5.59
2 Fair	31	-0.58
3 Good	23	-0.92

Grand Mean= 54.75

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using Film Strips (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	427	142	0.370	0.775
Residual	104	40017	384		
Total	107	40444			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using Radio (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	1279	426	1.240	0.299
Residual	104	35783	344		
Total	107	37063			

Analysis of Variance of Achievement Scores by Students' Perception of Teachers' Skill in Using Video (Females)

Variation	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Skill	3	900	300	0.804	0.494
Residual	125	46661	373		
Total	128	47562			

Mean Ach. Scores By Film Strips (Females)

Perceived Skill	N	Mean Achieve Scores
0 None	72	-0.91
1 Poor	5	-2.35
2 Fair	19	4.23
3 Good	12	-0.27

Grand Mean= 55.3

Mean Ach. Scores By Radio (Females)

Perceived Skill	N	Mean Achieve. Scores
0 None	51	0.94
1 Poor	7	-7.28
2 Fair	24	4.39
3 Good	26	-3.93

Grand Mean= 54.2

Mean Ach. Scores By Video (Females)

Perceived Skill	N	Mean Achieve. Scores
0 None	27	-0.83
1 Poor	12	-4.26
2 Fair	37	-2.28
3 Good	53	2.98

Grand Mean= 56

APPENDIX O

Statistical Tables
(Ministry of Education)

APPENDIX O

TABLE 1: Teachers' Training Courses Offered up to 1965

Subjects	1950				1964				1965		
	3rd		4th		3rd		4th		1st	2nd	3rd
	Sc.	Lit.	Sc.	Lit.	Sc.	Lit.	Sc.	Lit.			
Religion	2	2	2	2	1	1	1	1	2	2	2
Arabic Lang.	6	6	6	6	6	6	6	6	7	6	7
English Lang. T.	9	9	9	9	9	9	9	9	7	6	7
Geography	-	3	-	3	-	2	-	2	2	2	2
History	-	3	-	3	-	2	-	2	2	2	2
General Sci.	-	-	-	-	-	-	-	-	4	2	2
Biology	2	-	2	-	-	-	2	-	-	-	-
Chemistry	-	-	-	-	2	-	-	-	-	-	-
Physics	2	-	-	-	2	-	2	-	-	-	-
Mathematics	-	-	-	-	5	5	5	5	5	4	4
Algebra	2	2	2	2	2	2	2	2	-	-	-
Geometry & Trig.	2	-	2	-	2	2	2	2	-	-	-
Psychology	2	2	2	2	2	2	2	2	1	1	2
Education & Hyg.	2	2	2	2	2	2	2	2	1	1	2
Health Education	-	-	-	-	-	-	-	-	1	1	-
Methods of Teaching	3	3	3	3	6	6	6	6	-	5	5
Drawing	2	2	2	2	2	2	2	2	2	2	1
Physical Training	1	1	1	1	1	1	1	1	2	2	1
Library	1	1	1	1	-	-	-	-	-	-	-

Source: Ahwal (1959) Curriculum of Secondary School
1961/62 Circular No. 172/42/65 dated 24 Feb. 1965
in: Al Hamer (1969), p.43.

APPENDIX O

TABLE 2: Number of Teachers in all Schools by Kind of School, Nationality and Sex: 1981/82

Type of School	Sex	Nationality		Total
		Bahrains	Non-Bahrains	
Primary	Male	647	40	687
	Female	882	51	933
Primary/ Intermediate	Male	457	154	611
	Female	281	31	312
Intermediate	Male	95	51	146
	Female	167	32	199
Intermediate/ Secondary	Male	36	41	77
	Female	132	29	161
Secondary General, Commercial & Health Science	Male	63	153	216
	Female	186	116	302
Commercial Secondary	Male	18	74	92
	Female	35	19	54
Industrial Secondary	Male	33	150	183
	Female	-	-	-
Religious Institute	Male	7	10	17
	Female	-	-	-
Total	Male	1356	673	2029
	Female	1682	279	1961
		3038	952	3990

Source : Ministry of Education (1983) p 42
(A modified Version)

APPENDIX O

TABLE 3: Enrolment in Teacher Training Colleges by Grade and Sex: 1969/70-1978/79

Grade / Scholastic Year	Sex	Grade 1	Grade 2	Total
1969 - 1970	Male	57	53	110
	Female	66	58	124
1970 - 1971	Male	80	58	138
	Female	87	64	151
1971 - 1972	Male	62	84	146
	Female	81	85	166
1972 - 1973	Male	85	64	149
	Female	135	78	203
1973 - 1974	Male	51	83	134
	Female	129	123	252
1974 - 1975	Male	26	51	77
	Female	132	128	260
1975 - 1976	Male	18	24	42
	Female	108	131	239
1976 - 1977	Male	32	18	50
	Female	172	107	279
1977 - 1978	Male	64	29	93
	Female	144	166	310
1978 - 1979	Male	-	64	64
	Female	-	142	142

Source: Ministry of Education (1982), p.163

APPENDIX O

TABLE 4: Graduates of Teacher Training Colleges by Specialization and Sex: 1969/70-1978/79

Scholastic Year	Sex	Physical Education and Hygiene	Fine Arts	English Lang.	Social Studies	Arabic Language and Islamic Religion	Sciences and Mathematics	Total
1969-1970		8	5	6	9	10	12	50
		7	5	12	16	11	5	56
		15	10	18	25	21	17	106
1970-1971		7	5	11	11	11	10	55
		7	5	15	16	19	3	65
		14	10	26	27	30	13	120
1971-1972		10	8	10	15	12	24	79
		8	8	15	13	15	25	84
		18	16	25	28	27	49	163
1972-1973		7	6	10	10	15	14	62
		10	9	14	13	13	21	80
		17	15	24	23	28	35	142
1973-1974		10	14	17	9	12	20	82
		7	9	12	16	13	57	114
		17	23	29	25	25	77	196
1974-1975		7	9	9	6	8	12	51
		10	9	13	6	29	61	128
		17	18	22	12	37	73	179
1975-1976		4	3	1	2	2	6	18
		7	8	24	10	23	58	130
		11	11	25	12	25	64	148
1976-1977		2	2	1	3	-	2	10
		5	11	16	15	19	32	98
		7	13	17	18	19	34	108
1977-1978		7	3	5	3	1	7	26
		10	23	25	14	42	48	162
		17	26	30	17	43	55	188
1978-79		8	10	10	5	14	17	64
		8	17	21	12	28	60	146
		16	27	31	17	42	77	210

Source: Ministry of Education (1982), p.165