

THE UNIVERSITY OF HULL

Teaching English as a Foreign Language in Secondary
Schools in Bahrain : An Evaluation Study

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Doctor of Philosophy

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by

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To my loving husband

and

my loving daughters

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CHAPTER ONE

INTRODUCTION

1.1 WHAT IS LANGUAGE ?

Language is a part of culture; it is an element of human behaviour. Language is used by members of a social group when they cooperate and interact. This means that language has a social function and without it people would not be able to interact.

In general, language consists of three components; phonology, vocabulary and grammar. Phonology represents the features of sound in the language. These features are divided into two branches (Nasr, 1963, p 2) :

- a. the branch of segmental features including consonants and vowels, and
- b. the branch of supra-segmental features including stress, intonation, pause, juncture and rhythm.

Vocabulary consists of lexical items such as words which in turn consists of vowels and consonants. Grammar is referred to as correct use of words.

Although English is not the only form of communication it is the most important. There are other forms of communication, such as

signs and objects. Our entire life depends on language. Without language our social life would be very complicated. Language is central to human experience and if we want to understand the communication process, we must look closely at the human awareness of language and its ability to play powerfully a role within us (Byrne, 1983). Language is also a means of learning to live with one another and a means by which many children and adults can come to terms with their problems (Taverner, 1980).

Language is looked at as a result and a product of culture. Language reflects and reinforces our cultural patterns and value system.

Language is an important medium in our social life. It is part of every event of daily life. Language occurs almost whenever we come into contact with other people.

There are social influences on language use in our daily life (Wilkins, 1972, pp. 135 - 144) :

1. The first one produces dialect features. This influence is a product of an individual's geographical and class origin.
2. The second influence belongs to the job or occupation which a person holds. This is potentially important in language teaching because many people do have an occupational purpose in learning a foreign language.

3. The third influence is that language is a medium of communication. Language is used in every aspect of life. Choice of channel may depend on the communication process. Visual - reading, writing and listening could be the most effective channels used in teaching and learning processes.
4. The fourth influence concentrates on the relationship between participants in the language event.
5. The fifth influence is related to the situation in which language occurs. In this case the learner needs to use special language for each situation.

1.2 THE IMPORTANCE OF ENGLISH LANGUAGE

English is the most widely used language in the world. It ranks second only to Chinese. It cannot be denied that English language is the language of science when scientific papers are written. Also in most other countries where English is not the mother tongue it is the first taught foreign language. There are other widely used languages but they are confined to one country rather than several. English language became not only the language of native speakers but it is the language of most of the developed world. English is also used as the international medium of interaction and communication. Books, films , television and radio programmes

of the English speaking countries became available in developed and undeveloped countries. Other languages compared to English were less equipped to handle the concepts and terms of modern science and technology.

Marckwardt (1978) describes the role of English language in the world when he says :

The English language is notable not so much for the number of persons who speak it as a first or native language, but rather for its wide distribution throughout the world . (p 11).

The role of English varies from country to another. In the English native speaking countries, English is the wider communication, whereas in the non-native speaking countries English is considered as a foreign language. Although English is considered as a foreign language in the native speaking countries, it is still the language of outside communication or even within the countries where several languages are used. In the languages country like India for example English becomes the language of communication between people.

Originally English first appeared as a language in Europe (England) as Harrison (1973) says

The reasons for the spread of English are well known, from its position in Shakespeare's day when it was the mother tongue of a few million people living on an island off the north-west coast of Europe, to its present position where many peoples other than the native English can claim it as their own . (p 13).

But now there are many countries which consider English their own first language. English language spread from Europe to the United States of America, Australia, New Zealand and other countries and became the native language of immigrants. English language is still the government language in some countries where several languages are used. India for example uses English as the language of government and administration.

In other countries English is employed as a foreign or second language, where the mother tongue is other than English. English as a foreign language is defined by Harrison (1973) as follows :

English is a foreign language, not used for any national purposes, but used for international purposes . (p 17).

He also refers to English as second language when he says :

When we speak of English being a second language ... it is indicated that English occupies a place, greater or less, increasing or decreasing, in the national environment . (p 17).

The role of English can be classified into three categories (Marckwardt, 1978) :

1. English functions as what may be termed a foreign language.

In this case English is not considered a first language. Countries using English as a foreign language are capable of functioning without it. Their own language is used to operate economically or politically without depending on the English language. For example, all Arab countries depend on Arabic as the national language. English is helpful but it is not the means of contact between Arab countries. English is the interest of individuals or students studying in private schools. It is the interest of individuals who consider it as an attractive cultural accomplishment. It is considered as supplementary rather than basic to the social structure of the country.

2. English functions as second language.

The term second language may be understood in two senses. Chronologically, it is the language which is acquired after the speaker has mastered his native language or mother tongue, or at least after he has made a good start toward doing so. Socially, it is a language which not only supplements whatever language may be native to the area or to the speaker but in a sense is virtually necessary to conduct the affairs of the country . (Marckwardt, 1978, p 12).

The function of English as second language is applied in a country which has several languages spoken by small minorities. Therefore, English is considered the sole language the people have in common. Business, publication, mass media, and commercial functions will be carried on in English. People using English in addition to their native language are considered bilinguals. In countries where the native language and a second language are spoken English becomes a third language. For example, in some Arab countries such as Tunisia, Algeria and Morocco, English is considered a third language, in addition to French as second language and Arabic as the first language.

3. English functions as library language or language of study.

The function of English as library language or language of study is applied to countries where English does not fulfil all of the second language functions but its importance goes beyond that of foreign language status. In some countries, English is not an official language but it is important commercially. It is not the language of instruction but it is a university level required foreign language. For those small countries where English is not the official language they have to publish their materials in English to be understood by others. Also foreign and international knowledge is mainly published in English and not in other unpopular languages. Therefore to communicate with others and to receive scholarly information, speakers of languages other than English have to acquire a good deal of English.

There are varieties of English which exist in different parts of the world such as ; British, American, Australian, and South African. These varieties reflect several pronunciations and usages. For example dialect in the south of England is different from that of the north of England. It is also applicable to the USA ; the dialect in the eastern parts is different from that in the south.

Concerning the differences between the models of English language (American or British) , learners of English as a foreign language do not have to consider these differences. Learners of English as a foreign language with the American or British models will not find it difficult to understand the other model. There are only slight differences in pronunciation and structure. Learners of each model (American or British) can understand each other easily.

English is taught with different accents in various countries. In India, for example, the English accent is distinctive, as is that in Nigeria. Therefore, they call it Indian English or Nigerian English. Learners of English in these countries will learn Indian and Nigerian English and not British or American English. These varieties of English exist in different countries other than native English countries.

In foreign language learning, the beginner needs to learn English for operational purposes, to be able to read books written in English, to be able to watch films, to be able to communicate with speakers of English, to be able to listen to radio.

Acquiring a second or foreign language is different from the acquisition of a mother language. Learners of a mother tongue when they first learn the language, are exposed to an unstructured mass of language and they are able to produce certain sentences controlled by certain rules. In the foreign language, acquisition is governed by systematic rules. There is a language acquisition system which the learner of a foreign language should follow. Harrison (1973) states that

Foreign language learning relies heavily on behaviouristic learning theory; one learns the appropriate response to a given stimulus in controlled conditions (e.g. the language lab.) and it is hoped that one will later be

enabled to produce appropriate responses when conditions are both uncontrolled and uncontrollable, to sort out the best possible from all possible stimuli and responses against a background of noise, signal jamming, and, to come to the main subject of this section, a special kind of interference . (p 20) .

Therefore a very well structured strategy should be clear when a foreign language is taught. Teachers of foreign languages should be provided with an adequate model. It is known that the basics used in the learning of the mother tongue affect the acquisition of the foreign language. Learners of foreign languages think in their own native language system and translate that to be produced in the foreign language. Systems of sound and structure of the mother tongue influence the learning of sounds and the structure of a foreign language.

The speech sounds (the phonic inventories of the language) are different from one language to another. In the mother tongue, native speakers learn to produce the sounds which are used to make distinctions of meaning in their own language. In the foreign language the learner implements the sound system in his / her mother tongue in the learning of the foreign or second language. Harrison (1973) clarifies this point when he says :

When a person comes to learn a second language
what he will almost invariably try to do is to bend
the system of his mother tongue to fit the system
of the imperfectly perceived second language .
(p 21) .

Learners of foreign or second languages will find difficulty in the pronunciation of some letters. The sound of some letters will be affected by the sound system of the mother tongue. For example, Arabic language native speakers will find no difference between the pronunciation of letter "p" and letter "b" . In Arabic these two letters sound the same. Learners pronounce these two letters in the same way. Letters "p" and "v" are not found in the Arabic alphabet. Therefore a foreign speaker of English will make a number of divergencies from the phonemic norms of English. If the errors are small in the foreigner's speech then the message will be accepted by a native speaker but if the number of errors is greater than expected then it will be difficult to understand and follow the foreign speaker.

The teacher of English as a foreign or second language needs to know the phonology of English and the phonology of his pupils' mother tongue. This knowledge will help the teacher to understand the errors of his pupils and why they make the errors. For the teachers of English as a foreign or second language whose mother

language is not English, it is required that they should be aware of English phonetics. Teachers should not be affected by the constraints of their native languages. Also they should not depend on textbooks only to learn spoken English. Such training sessions are required to train teachers to deal with English phonetics and how to use them in their teaching.

In most parts of the world, English is considered as a foreign language. It is taught in schools, but it does not play an essential role in social life. In the Arab world, for example, Arabic is the medium of instruction, English or other languages are not required in daily life or social activities. English is taught alongside other languages, such as French, German and Spanish. These modern languages are taught in schools in the Arab world, a difference in application and expansion. In some Arab countries, English is the first foreign language taught after Arabic, whereas in others French is the first foreign language after Arabic. In some schools, all modern languages are equally taught. Learners of foreign languages have the choice of a variety languages. They can choose the language they want, but this is applicable to private schools rather than to government schools where learners are usually directed to learn one particular foreign language. Learners of English as a foreign language have a choice of language variety. Both British and American English are equally acceptable and both are taught in the Arab world. Some countries are affected by American English whereas others are affected by British English.

1.3 TEACHING AND LEARNING OF ENGLISH AS A FOREIGN LANGUAGE

Altman (1981) defines good teaching as "

any activity which facilitates learning, while bad (i.e., unsuccessful) teaching, by extension, is any activity which fails to facilitate learning (either by failing to affect learning at all or by affecting it negatively, by obstructing learning) .
(pp 7 - 8) .

Second or foreign language teaching is

any activity on the part of one person intended to facilitate the learning by another person of a language which is not his or her native one. Good second (or foreign) language teaching is thus any activity which facilitates this learning ; bad second (or foreign) language teaching is any activity which fails to facilitate this learning, either by failing to affect this learning at all or by affecting it negatively (by obstructing it) .
(Altman, 1981, p 8).

When some one learns his native language he follows certain rules and habits. These rules and habits dominate his learning of the language. When he or she moves to learn a foreign language he or she still thinks of these rules and habits. Therefore speaking a foreign language will be affected by the native language. This is called the accent. For example, a Spaniard learning English as a foreign language, will speak English with a Spanish accent. Also an Arab learning English as a foreign language speaks English with an Arabic accent. Foreign language learning enforces an adjustment to new language habits. Some languages have similar habits, therefore students learning languages closely relative to their native language would not have difficulties in learning these languages. On the other hand some languages are completely different from others. They have totally different language habits. To adjust to these language habits it will be sometimes difficult for some learners. The adjustment in foreign language learning involves (Nasr, 1963, p 3) :

1. the acquisition of some altogether new habits, and
2. the acquisition of some new habits in contrast with older ones pertaining to the native language.

To learn a foreign language requires the acquisition of both old and new habits. To learn the foreign language students should master the systematic patterns of the language and its sound features. This involves grammar and pronunciation. Students of a

foreign language should be able to use both grammar and pronunciation when they speak the language. They should be able to write, speak, express, comprehend and think in the foreign language.

In the Arab world , Arab students speaking Arabic have some habits which affect their learning of English as a foreign language. These habits are phonological, lexical and grammatical features of the Arabic language. Native speakers of Arabic will be affected by the dialect and accents of Arabic. Also some words in English have many meanings in Arabic. Therefore Arabic native speakers should be aware of the meanings of English words in their proper contexts. Then they compare the meaning of words in both English and Arabic. Paine (1994) discussed the use of Arabic in English language teaching in Bahrain. He emphasized the role of Arabic language when he said

We have to consider the role that Arabic can play, and indeed does play, whether we like it or not, in the teaching of English. (Paine, 1994, p 114).

Since the 1960s, the use of Arabic in English classes has been strongly discouraged. The reasons were mainly historical. The introduction of ' Living English for the Arab World ' in 1967 represented a swing away from ' Grammar-translation '. In the 1970s the first alternative use of Arabic came with the introduction of the 'Crescent Course' materials which introduced the concept of the

'appropriate' and 'inappropriate' use of arabic. The translation of difficult instructions, grammar explanations and certain abstract, non-demonstrable vocabulary items was considered as ' appropriate ', with classroom language such as ' open your books' in Arabic designed as 'inappropriate' (Paine, 1994, p 114).

Teachers of English language are still not sure about using Arabic in the English classroom because they feel that they are not achieving the ideal of one hundred-percent English. But Paine (1994) shows that Arabic language can be a vital resource, and there is no reason at all why any teacher of English classes should feel that it is somehow wrong to make use of it. Clearly, in Bahrain, teachers of English who speak Arabic have the advantage.

One may ask about the reasons why we teach English to Arab students. The answer to such a question may include the following points (Alkhuli, 1976) :

1. English is the first language in many countries in different parts of the world such as the United States of America, Britain, Canada, Australia and New Zealand;
2. it is the second language in many countries such as India, Nigeria and Pakistan;
3. it is the foreign language taught in many countries all over the world;

4. it is one of the languages of advanced sciences;
5. it is one of the languages needed to run a first-class business;
6. it is needed by students travelling abroad to start or continue their university learning.

Teachers of English as a foreign language to Arabic speakers need to be aware of the methods and techniques used in the teaching of English language. Phonology, grammar, pronunciation, reading and writing skills should be compared in both languages.

Cullen (1994) states that most training programmes for teachers of English as a foreign language offer a fairly traditional blend of English language teaching skills, training and language awareness. He says although these components are very important in teacher training in both pre-service and in-service training; non-native English teachers' command of the language itself should be improved.

Teacher training courses in English as a foreign language usually consist of several components (Cullen, 1994, pp. 162 - 163) :

1. Methodological / pedagogical skills component. This component consists of different methods and techniques and various

classroom skills which trainees need to be able to teach successfully;

2. Linguistic component. This involves theories of language and language learning, the school curriculum and awareness of the language itself;
3. Literature component. This is applicable to the pre-service stage, where trainees should be required to study English literature. The purpose of studying English literature is to increase the trainees' knowledge of the texts they teach;
4. Language improvement component. This aims to improve the general language proficiency of trainees.

Concerning aims and objectives of teaching a foreign language Rivers (1981, p 8) declares there are seven , as follows :

1. To develop the students' intellectual powers through the study of another language;
2. To increase the students' personal culture through the study of of the great literature and philosophy to which the new language is the key;
3. To increase the students' understanding of how language functions;

4. To teach students to read another language;
5. To give students the experience of expressing themselves within another framework;
6. To bring students to greater understanding of people across national barriers;
7. To provide students with the skills that will enable them to communicate orally and in writing.

1.4 TEACHING ENGLISH IN SECONDARY SCHOOLS

Broughton, et al (1980, p 174) stated that English is likely to be taught in three types of situation at secondary level. The first situation is when a teacher is dealing with students who are learning English only because the school system demands it. The second situation is that in which students are learning English to use it for university level work or to use English in the community outside school. The third situation is when English is used as a medium for all or part of the instruction in the school. In the last situation a teacher is more likely able to develop advanced work than in the previous two situations.

A teacher of English in the last three situations should make sure that his teaching is appropriate to the class. There are two stages in producing appropriate teaching; first in the preparation and selection of materials (books, exercises, visual aids) and second in classroom organisation while the lesson is in progress (Broughton, et al, 1980, p 175). Teaching materials are usually selected or prepared and designed by the Ministry of Education. The classroom teacher is often the one who uses these materials with students in schools. The teacher should adapt these materials to the needs of his students. Broughton, et al (1980, p 176) stated that when the teacher considers the teaching materials, he should ask the following questions; is it appropriate for the class linguistically (will the syntax, lexis, stylistic range be within the class' grasp without being so simple that it will be bored) ? Is the material appropriate culturally ? Is it appropriate intellectually ? Is it about the right length for the activities for which it will be used ? Is it something which the students will find interesting ? If the teacher finds the teaching material unsatisfactory in any of the previous aspects he / she will need to change the material or to make it appropriate to his class' needs. The teacher should vary the activities, design different audio-visual aids and assign the time for each activity.

1.5 BACKGROUND

In most countries, foreign languages are taught at high levels starting from secondary schools. In Bahrain, English is taught at all stages of education, but the position varies in government schools and in private schools. In the government schools pupils start learning English at the fourth level of the primary cycle through to university level, whereas in private schools pupils start at the very beginning of school life - from kindergarten. The amount of English taught to pupils in private schools is different from that in the public sector. Some private schools concentrate on English as the medium of instruction like Bahrain School and Saint Christopher School, whereas in others English is used in the teaching of some subjects perhaps mathematics and science. At the university level English is used in the teaching of science and engineering subjects.

Much has been written on the problems of learning in the early stages and on special problems of adult learners, but the secondary stage has been neglected. Most educators think that the primary stage is the most important one. Therefore, lots of efforts have to be undertaken at this stage. The secondary stage is looked at as the result of the efforts done in the primary stage.

Teachers of English language in secondary schools in Bahrain are similar to those teachers of English language as a foreign language in the neighbouring states and in most developing

countries. Students of English as a foreign language in secondary schools are sometimes taught by those who

1. are themselves unfamiliar with English even as sophisticated as that used in secondary schools;
2. are usually fluent within the limits of the classroom situation...
3. are coping with large classes and insufficient equipment - problems which put a premium on choral work and make difficult full control of linguistic situations. (Brumfit, 1980, PP 29 - 30).

Teaching and learning English in secondary schools in Bahrain have many problems. These are related to the teachers' and students' attitudes toward the teaching and learning of English, the number of students in the class, the methodology used in the teaching of English, and the lack of materials and shortage of trained teachers.

This research attempts to clarify the question which we need to consider in studying the present situation of teaching English as a foreign language in secondary schools in Bahrain. Attitudes of teachers and students of English language in the secondary schools will be evaluated. This research is trying to suggest some principles for the improvement of foreign language teaching in the secondary stage of education in Bahrain.

1.6 THE PROBLEM OF THE STUDY

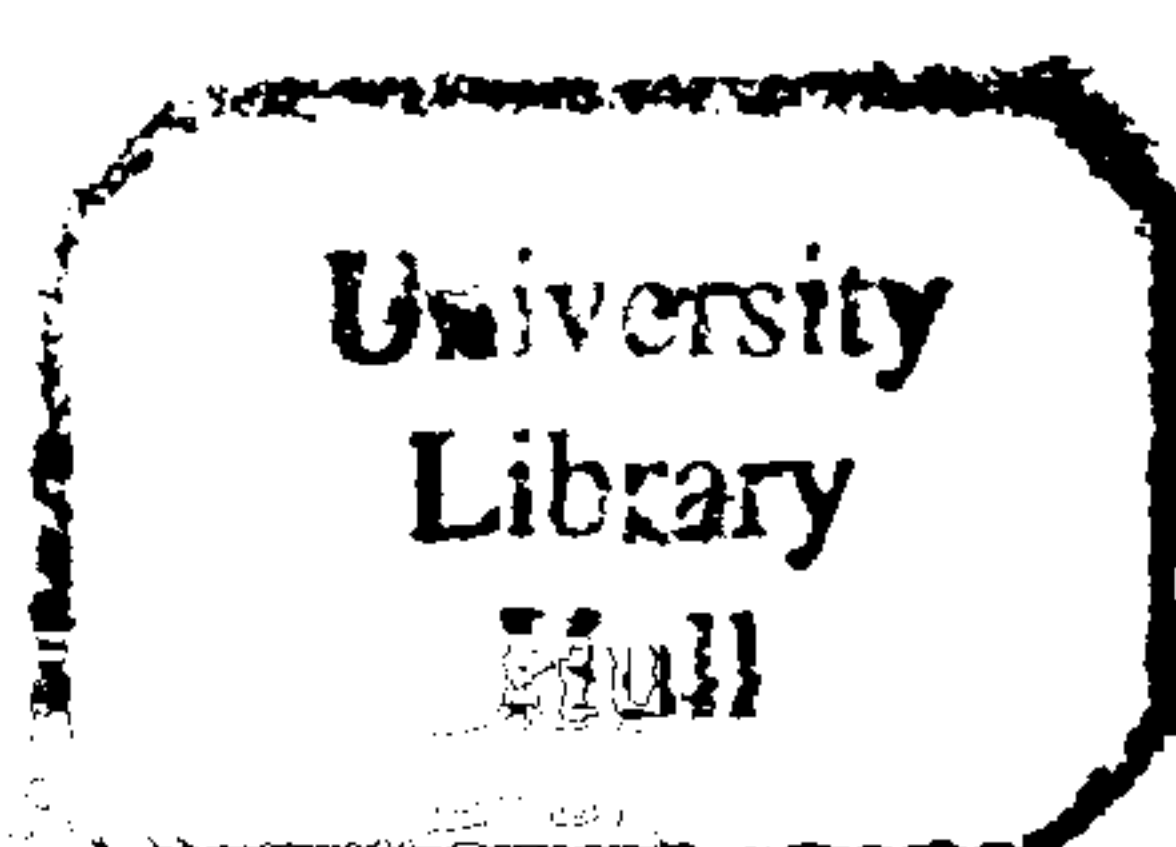
Because of the low level of student achievement in English in the secondary schools in Bahrain, this study is going to ascertain the position regarding English language teaching and learning in secondary schools. The following questions need to be answered :

1. What are the strengths and weaknesses of teaching English as a foreign language in secondary schools in Bahrain ?
2. What are the interests, needs, and complaints of students and teachers who are learning and teaching English as a foreign language ?
3. Are there any positive attitudes among teachers and students toward the teaching and learning of English as a foreign language ?
4. Are there any statistical differences between teachers according to sex, academic qualification and years of teaching experience ?
5. Are there any statistical differences between students according to sex, level of study and stream of study ?

1.7 AIMS OF THE STUDY

These are :

1. to identify the strengths and weaknesses of the teaching of English as a foreign language in secondary schools in Bahrain;
2. to determine teachers' and students' attitudes toward learning and teaching of English as a foreign language in secondary schools in Bahrain;
3. to determine the differences between teachers according to sex, academic qualification and years of teaching experience;
4. to determine the differences between students according to sex, level of study and stream of study.
5. to acquire information about the interests, needs, and complaints of students and teachers concerning the learning and teaching of English as a foreign language;
6. to reach some conclusions and recommendations.



1.8 HYPOTHESES OF THE STUDY

The hypotheses of the study are :

1. there are positive attitudes among students and teachers toward learning and teaching of English as a foreign language in secondary schools in Bahrain;
2. there is general weakness in the learning and teaching of English as a foreign language in secondary schools in Bahrain;
3. there are no statistical differences between male and female teachers in teaching English as a foreign language in secondary schools in Bahrain;
4. there are no statistical differences between teachers according to their academic qualification in teaching English as a foreign language in secondary schools in Bahrain;
5. there are no statistical differences between teachers according to their years of teaching experience in teaching English as a foreign language in secondary schools in Bahrain;
6. there are no statistical differences between male and female students in learning English as a foreign language in secondary schools in Bahrain;

7. there are no statistical differences between students according to their level of study in learning English as a foreign language in secondary schools in Bahrain;
8. there are no statistical differences between students according to their stream of study in learning English as a foreign language in secondary schools in Bahrain.

1.9 SAMPLE FOR THE STUDY

The sample for the study will be chosen randomly from the government male and female secondary schools in Bahrain. Private schools will not be involved in the study because they are in a different situation from that of the government schools. Only scientific and literary streams of the general secondary education will be taken in the study. Technical secondary education will be excluded. All geographical areas in the country will be covered. Both teachers and students of English language in male and female secondary schools will be the target of the sample.

1.10 SUMMARY

In this chapter language is defined as an important medium of communication. It is a part of culture and is an element of human

behaviour. The language has a social function where it helps people to interact and exchange ideas. English language is considered as the most important language used in the world. It is also considered the most important foreign or second language in many parts of the world. It is the language of governments where there are many local languages. The role of English language is classified into three categories; English functions as a foreign language; English functions as a second language; and English functions as a language of study.

Teaching and learning of English as a foreign or second language is illustrated. The relationship between native languages and a foreign language is discussed. Learning of a foreign language is affected by the habits of the mother tongue.

Teaching and learning of English as a foreign language in the secondary schools is discussed. Situations of teaching English in secondary schools are clarified.

The problem of the study is defined and aims of the study are stated. Hypotheses of the study are also proposed.

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CHAPTER TWO

EDUCATIONAL SYSTEM IN BAHRAIN

In this chapter the educational system in Bahrain is discussed. A brief description of the historical background of education in Bahrain is given. The development of education in Bahrain is divided into two parts; education in Bahrain before independence and education after independence. Organisation of the educational system in Bahrain is illustrated. All stages of education from the kindergarten stage to higher education are discussed. The most recent data and statistics about these stages are shown. Other aspects of education in Bahrain are taken into consideration such as, financing education, general educational objectives, educational objectives for each stage of education, non- formal education, and educational research.

The purpose of the chapter is to show how education was developed in Bahrain and what are the features of the educational system there. Development in the number of schools, classrooms, students, teachers and administrators are also shown in this chapter.

2.1 HISTORICAL BACKGROUND

The state of Bahrain consists of a group of 33 small islands situated halfway down the Arabian Gulf, 24 km from the eastern coast of Saudi Arabia and 28 km from the coast of Qatar, having a total of 706.5 square kilometers. Being located off Saudi Arabia between Kuwait and Qatar peninsula, it enjoys an important strategic position for the Gulf and international trade. This strategic position

enabled Bahrain to become a leading country in the field of transit trading and endowed it with unique prestige throughout history. Bahrain has always enjoyed the reputation of a great centre of trade and communications.

The largest island, Bahrain, is approximately 48 km long and between 13 and 16 km wide, with a total area of 562 square km. Its capital, Manama, in the north-east is connected to the neighbouring island of Muharraq by a 2.4 km causeway and on the east coast, another new causeway links Bahrain to Sitra Island. Other principal islands in the group are Nabih Saleh, which produces excellent dates, Jidda off the west coast, Umm Al-Nassan south of Jidda and the Hawar Islands (off the southern tip of Bahrain Island). Bahrain has been recently connected to Saudi Arabia by the King Fahad causeway. Since 1984 Bahrain has been linked with the Arabian Peninsula.

Apart from a narrow fertile strip of land in the north, Bahrain is low-lying, rocky and bare. It consists of limestone rock, covered by varying depths of sand which is too poor and saline to support much natural vegetation apart from a few tough desert plants. Natural resources in Bahrain are very limited. Thus, farming is practised on a very small scale and the area of arable land is very small and does not exceed one fifth of the whole area. The number of people working in farming is about 5 per cent of the whole work force (Morsi, 1990, p 211). Similarly its oil reserves and production are relatively small in comparison with the other Gulf States, even

though the economy of the State is completely dependent on it, and its returns represent the bulk of the State's revenue. A fertile green belt has been created in Bahrain with the addition of sweet soil , manures and chemical fertilisers. A large variety of fruit and vegetables are now being cultivated, examples of these are dates, figs, bananas, carrots, potatoes and tomatoes. Plastic houses and hothouses are used to increase the fruit and vegetable products. Some 9000 square metres are used to plant fruits and vegetables. There are many agricultural and farming projects in which the government has made a large investment, and among these are; plant production experiments, irrigation and land reclamation, agricultural products (the date factory), a sheep farming project and an agricultural loans programme.

The climate in Bahrain is similar to that in the neighbouring states of the Arabian Gulf. The year has three characteristic seasons. The period from December to March is coolest, with a north or north-easterly wind and little rain. Temperatures rise sharply from the end of March and reach a peak in August, although a cool north wind sometimes brings relief in June. The rest of the year is dominated by a moist north-easterly wind, or the hot, sandbearing wind from the north. But, the weather cools down quickly from the beginning of October and the autumn months are the most favourable. Average temperature (c) in winter (Dec. - Feb.) is 17, in spring (Mar. - May) is 25, in summer (June - Aug.) is 34 and in autumn (Sep. - Nov.) is 28 (State of Bahrain, Directorate of Statistics, 1993 , p 1).

Bahrain is the smallest of all the Arab Gulf States with regard to its geographical area, but at the same time it is the most populated state. The total population of Bahrain according to the 1992 survey is about 519.000 people. Population in Bahrain has increased rapidly in the last ten years. Table (2.1) shows the total population in Bahrain in the years 1981, 1991 and 1992.

Table (2.1) Total Population (in 000)

Population	1981	1991	1992
Total	350.8	508.0	519.4
Bahraini	238.4	323.3	329.2
Males	119.9	163.5	166.4
Females	118.5	159.8	162.8
Non-Bahraini	112.4	184.7	190.2
Males	84.9	130.9	134.8
Females	27.5	53.8	55.4
Sex Ratio (Total)	140	138	138
Bahraini	101	102	102

Non-Bahraini	309	243	243
Population per km 2	517	731	735

Source : State of Bahrain - Directorate of Statistics (1993) Bahrain
in Figures 1992. Bahrain : Central Statistics Organisation.
P 2.

Table (2.2) shows the age distribution for total population.

Table (2.2) Age Distribution for Total Population (%)

Age	1981	1991	1992
0 - 4	12.5	11.8	11.8
5 - 14	20.5	19.9	19.8
15 - 24	21.9	16.2	16.2
25 - 44	32.6	40.4	40.4
45 - 64	10.3	9.5	9.5
65 Years & over	2.2	2.2	2.2

Childhood Dependency

Ratio	50.7	47.9	47.7
Aging Dependency Ratio	3.4	3.4	3.4
Total Dependency Ratio	54.1	51.3	51.3

Source : State of Bahrain - Directorate of Statistics (1993) Bahrain in Figures 1992. Bahrain : Central Statistics Organisation.
P 2.

Table (2.3) shows the population distribution according to the region in 1991.

Table (2.3) Distribution of Population According to the Region in 1991

Region	Population
Hidd	8.610
Muharraq	74.245
Manama	136.999
Jidhafs	44.769

Northern	33.763
Sitra	36.755
Central	34.304
Isa Town	34.509
Riffa	49.752
Western	22.034
Eastern	3.242
Hamad Town	29.055
Total	508.037

Source : State of Bahrain - Directorate of Statistics (1993) Bahrain in Figures 1992. Bahrain : central Statistics Organisation.
P. 5.

Bahrain is essentially a welfare state with all medical care and education provided free to all the inhabitants. Bahrain has been recognised as a vital junction for air traffic linking East and West. The situation of Bahrain made it a very important centre of trade since ancient times, and hence, had always been linked with the

external world. Its importance has lately increased and Bahrain has become an indisputable international finance centre.

The country's history can be traced back to 2300 BC when under the name of Dilmun the islands possessed an advanced culture. Islam embraced the whole of the Arabian peninsula including Bahrain from its very beginning in the seventh century AD. Bahrain islands have been referred to by Moslem writers as Awal. In the sixteenth century the islands were invaded by the Portuguese who first set foot in the Gulf. The islands which constitute Bahrain came under the control of the Portuguese during the first quarter of the sixteenth century and remained under their domination until 1602 when Persia replaced Portugal as ruler of the island. In 1783 an Arabian tribe from the adjacent mainland, under the leadership of the Al-Khalifa family displaced the Persian occupants. This family has maintained control of the islands composing the Bahrain archipelago ever since.

Bahrain experienced British rule during the following centuries, but it never wavered from its fundamental adherence to the tenets of Islam.

Bahrain has a timeless and deep rooted civilization with evidence of its operation as an international centre of trade from the days of antiquity. All the great civilizations of the area had their influence on the land of Bahrain, from Al Sind to that of

Mesopotamia, interacting at various stages of Bahrain's cultural evolution (Bahrain - Ministry of Information, 1986, p 11).

The islands of Bahrain have always occupied a unique place in the Middle East, known as a prosperous, secure and stable state under wise leadership and with a genial population. Between the government and its citizens mutual confidence has inspired freedom and equality which have provided the foundation for Bahrain's future.

Many of the old traditional crafts and industries still survive and exist alongside modern 20th century industries. Among the traditional industries is the pearl diving. Pearl diving is the oldest industry on which Bahrain was traditionally economically dependent. Bahraini pearls have gained world fame. The majority of the islanders until the Second World War engaged themselves in the pearl industry. The folklore and traditions of Bahrain are full of references to this industry and its various facets. The pearl merchants of Bahrain travelled to far off cities in Europe and Asia. As the pearl industry dwindled during the last two world wars, transit trade became a major source of finance in Bahrain. The early 1950s saw the expansion of the oil industry on the island. At present much of its revenue accrues from oil refining for neighbouring Arab states, particularly Saudi Arabia.

Much of the current prosperity of Bahrain owes its origin to the production of oil which started in June 1932. In 1936 the Bahrain

Oil Refinery which is the second largest refinery in the Middle East, started operations by manufacturing a variety of oil products. In 1934 this refinery was equipped with a 34-mile pipeline to Saudi Arabia (Jain , 1986 , p 10).

The cosmopolitan character of Bahrain's present population cannot be ignored. Although predominantly Islamic, the population of Bahrain also includes considerable numbers of expatriates from all parts of the world, particularly the United Kingdom and countries of south east Asia. They use a variety of languages, but Bahrain officially uses Arabic. Every major religious group has its place of worship on the island. In 1971 Bahrain was admitted to the United Nations. Bahrain is also a member of the Gulf Co-operation Council for the Arab countries in the Arabian Gulf.

2.2 EDUCATIONAL DEVELOPMENT IN BAHRAIN

Educational development in Bahrain can be divided into two periods; the pre-independence period and the post-independence period.

2.2.1 EDUCATION IN THE PRE-INDEPENDENCE PERIOD

Before 1919 when the first primary school for boys was opened in Muharraq, education was to a large extent provided by

home tutors or koranic co-educational schools which date back to the first century A.D. There were no schools or trained teachers in the modern sense and Quranic (Kuttab) madrassas predated all other teaching systems on the island. The Quranic schools did not operate from organised and well established institutions but were run by local Mullas at their homes, in shop corners and in bazaar lanes in summer. These were mostly co-educational and consisted mainly of memorising Quranic texts besides reading, writing and arithmetic. When a student completed reading the whole Holy Quran, parents and friends came together for a popular celebration known as al-khatamah.

There were also other national and foreign schools operating in the island besides the Quranic schools. Apparently the first foreign school established on the island was the American Mission School which was founded in 1892 (Jain, 1986, p 13).

In 1910 al-Falah school mainly for the teaching of Islamic religion, Arabic language and arithmetic was founded. In Muharraq there were similar schools like Dar al-ilm teaching practically the same subjects.

According to official reports, 1919 marks the beginning of the modern public school system in Bahrain (State of Bahrain - Ministry of Education, 1990, p. 5) . The people of Bahrain have always shown a keen interest in the development of education. Al-Hidayah school for boys was opened at the northern tip of Muharraq. A number of

prominent citizens contributed to its upkeep. The first committee of education consisted of several leading Arab merchants. The curriculum consisted of religious doctrines and was adopted from the syllabi of some Arab countries. Teachers were mostly from Egypt, and other Arab countries.

In 1926, some Syrian teachers joined the teaching staff of Bahrain primary schools and in 1928 the first public school for girls was opened at Muharraq. This was followed by the Ja'fariya school for boys in 1929. In 1937, the Technical School started operating and in 1940, Manama Boys Secondary School was inaugurated. In 1956 the Technical School became part of the Boys Education Department. The Department of Girls Schools continued to operate independently till 1960 where both boys and girls departments were unified under the then Directorate of Education.

From the academic year 1925/26 until 1930/31 the government paid a monthly subsidy to the Education Committees which had a free hand in running the public schools. In 1932, partly because of misappropriation of funds, the schools came under the direct control of the government. The authority of Education Committees soon faded away. A year later, the Sunni and Ja'fariyah schools were united in one primary school, but with separate sections for boys and girls.

In the meantime there were three sub-systems of schools operated simultaneously and parallel to one another. These were

called maarif ta'lim al Baneen (Boys Education Department), ma'rif ta'lim al-Banat (Girls Education Department), and the Technical School. All the three offices came under the Department of Finance which was run by the government.

In 1940, the Manama School was opened. This school was intended to accommodate the intellectual boys leaving school at the age of 13 who did not join the Technical School. Manama School was considered a higher education institute opened to those Bahraini school boys who later would assume government jobs as officers or headmasters. The course at Manama School was to last three years, and the medium of instruction was to be English. Students of this school used to receive government scholarships or had to pay fees for their education. During the 1940s the basic foundation of the whole educational ladder of boys' schools from the kindergarten up to the secondary school was laid. Starting from the academic year 1940/41 the working hours of schools were rationalised. The pay and service conditions of teachers also became regularised during this time. Teachers grades became known publically and permanent pay scales became fixed. Other educational sectors, such as a central store for books, stationary and equipment at the education office were established. Students of schools did not have to pay for books and stationery.

In 1942, other procedures have been taken, such as the age for admission to the lowest classes which was raised to 8 years and new rules were provided for the elimination of excessively dull

students from the educational system. In 1943 corporal punishment was restricted only to bad behaviour. Subjects were taught by well trained teachers. In general, the entire school system came under massive reform.

In 1945 the administration of the boys' schools was handed over to a Bahraini citizen from the British director and in 1957 the girls schools were also handed to an Arab lady. Much attention has been paid to the schools in big cities whereas village schools were far inferior in maintenance and learning programmes. Special efforts had been done to bring the village schools on par with the rest. By the late 1940s all infant, primary, technical and secondary schools buildings were improved. During this time the organisational pattern of primary schools was twice changed. In the first place, the unified six-grade primary school was split into two stages. a three-year infants and a four-year elementary school. Later, this pattern became a two-year pre-primary and a four-year primary school (Jain, 1986, p 15).

The period between 1946 and 1948 witnessed a massive enrollment in primary schools. During the period the length of time spent in the three-year infant school was decreased to two years.

Alongside primary education the technical school expanded in the 1940s. The course of study was for two years but at later stage the programme of study was extended to three years. The school offered two specialisations; first carpentry and the second machine

workshop. In general, vocational education was sadly neglected everywhere in the Arab countries and the many unfilled places served as mute testimony to the low esteem enjoyed by this type of education (Szyliowicz, 1973, p. 198).

But the true expansion of education began in the fifties, devoting particular attention to the primary stage and to girls' schools. Also the technical school received full support and achieved a measure of success. The school used to provide full training for students who intended to work in the petroleum sector. Students enrolled in the technical school received an allowance.

As a result of the rapid increase in school population in the 1950s the education sector faced many difficulties such as shortage of qualified teachers, the need for proper school buildings and the demand for sufficient funds to finance expansion. Primary schools remained practically unchanged whereas secondary schools received provisions for updating laboratories and classrooms. At this stage, secondary education underwent changes and it has been divided into general-academic, commercial and teacher training.

In the sixties a remarkable expansion of secondary education begun. In 1961, education was organised according to the recommendations of the Charter of Arabic Cultural Unity, which gave rise to three stages of primary, preparatory and secondary education. At the beginning Bahrain relied on Egyptian curricula, examinations and books in the teaching of Arabic, mathematics and science after

simple modification. But in girls' schools, and in the primary stage, they had to rely on Lebanese curricula and books owing to the fact that the teachers and directresses of these schools were Lebanese (Morsi, 1990, p 212).

The main educational development of the 1960s was the expansion of secondary education. Approximately 86% of primary education graduates continued their education in the secondary schools, 85% of whom preferred the general academic schools leading to Tawjeeheyeh certificate (Jain, 1986, p 17).

Girls' education goes back to the mid 1930s where the lessons combined academic learning with practical needlework. In the early 1940s a kindergarten school for girls was opened at Muharraaq in addition to the few primary schools existing in the island. Although enrollment of girls in schools continued to make headway, no secondary school was opened for them until the end of 1950.

It can be argued that the decade of the 1950s saw the expansion of girls' education. In 1952 new secondary schools for girls were opened and in 1956 the first group of secondary school girl graduates went to Lebanon for higher education. By 1962 girls' education was divided into three sections: the general academic for both literary and scientific studies, teacher training and domestic science (Jain, 1986, p 17).

By early 1971, which is the independence year, a modern educational system in Bahrain was laid out. The educational system consisted of :

1. Primary education

The duration of primary education was six years. The first three years were spent in learning elementary subjects whereas in the remaining time different subjects were taught such as Arabic, English, geometry, social studies and science.

2. Intermediate education

The duration of intermediate education was three years in which students studied arts and science subjects.

3. Secondary education

At this level, which consisted of three years, students studied arts, science and mathematics in the first year. In the last two years, students had the choice to choose scientific or literary sections. By the end of secondary education students were eligible for the Secondary General Certificate.

Technical and commercial schools were kept distinct from the general academic schools. Even the purposes of the technical and commercial schools were different from the academic schools.

Graduates of technical and commercial schools were prepared for work in clerical jobs and technical jobs such as carpenters and electricians.

In early 1971, two teacher training colleges were opened. Graduates of these training colleges were prepared to teach in the primary and intermediate schools. Only holders of the Secondary General Certificate are eligible to enter these colleges. Specialisations were Islamic culture, Arabic Language, English language, history, arts, physical education, social studies and psychology. Another technical college has been established by the early 1971. The main aim of this technical college was to provide technical training for nationals of Bahrain and surrounding countries. Graduates of this technical college were prepared to work in business practices and public administration

Table (2.4) summarises the number of schools and school enrollment in primary, intermediate and secondary education in 1970.

Table (2.4) Number of Schools and School Enrollment in 1970

	Primary	Intermediate	general Secondary	Industrial Secondary
Total No. of Schools	73	25	7	2

No. of Boys' Schools	42	13	4	2
No. of Girls' Schools	31	12	3	---
Total No. of Students	36.140	7.274	5.732	488
Boys	20.639	4.272	3.183	488
Girls	15.501	3.002	2.549	---

Source : J. L. Jain (1986) A Brief History of Education in Bahrain.
 Bahrain : Arab Regional Office of United Schools International.
 P 19.

By 1971 the educational pyramid contained 100 primary, 20 intermediate and 19 secondary (academic, industrial and commercial) schools. The proportion of students was 72% primary, 14.4% intermediate, 11.4% secondary - academic, 1.9% secondary industrial and commercial and 2.3% religious and teacher training (Jain, 1986, p 19).

2.2.2 EDUCATION IN THE POST-INDEPENDENCE PERIOD

This period is considered the most important era in the development of educational history in Bahrain. As a result of the economic and social development in Bahrain after 1971 education expanded rapidly. In the last 23 years following independence Bahrain became an educational centre in the Gulf. A number of educational institutions were established like the University College of Bahrain and the Gulf Polytechnic (both of which were merged in 1986 to form the University of Bahrain) , the College of Health Sciences and the Arabian Gulf University which was established in 1982. The literacy rate steadily improved with more students going for higher education. A huge number of students still go abroad to obtain higher education in different specialisations.

Starting from the mid 1970s the Ministry of Education in Bahrain laid out new policies to continue educational expansion to embrace all children of school-going age, to develop school curricula, to qualify teachers to work in schools, to develop school administration, to build more modern schools to accommodate large numbers of students, to provide schools with all necessary equipment and to meet society's needs and demands.

Several laws on education have been passed since 1974. The anti-illiteracy law of 1974 aimed at decreasing the number of illiterates in the country. Special efforts had been taken by the Ministry of Education. Among these were the opening of adult

education centres sponsored by the government. Education at these centres was free and compulsory for those studying in the primary and preparatory stages. Other laws introduced in 1975 were concerned with some modification of the intermediate stage of education from two to three years and the structure of private education in the country.

In 1974/75 a new programme for school examinations was introduced at the elementary and preparatory stages. A visiting team from the Arab League Educational, Cultural and Scientific Organisation (ALECSO) proposed an examination programme for the Ministry of Education. It was decided that examinations should be held at the end of each stage of education. The centre for the inspection of education services was set up to give advice and guidance to schools. At a later stage this centre was transferred to the curricula directorate. By the end of 1975 the Ministry of Education had built four public libraries in addition to the main public library in Manama.

In 1976 the Department of Educational Planning was responsible for drawing up the main education rules and regulations. The department had taken many decisions such as defining the aims and goals of education in Bahrain, the compulsory law and the adult education law.

In 1977/78 another development in the educational system occurred. The educational system consisted of a primary stage lasting

six years, an intermediate stage lasting three years and a secondary stage lasting three years with a secondary school certificate. The secondary stage was now arranged in three sections; general (arts or sciences), industrial, and commercial. English as a second language was extended to all the three stages of education (primary, intermediate and secondary).

Innovations had been introduced in all education areas. For example, in the primary stage , a new syllabus for modern mathematics has been developed and music education was introduced. Arabic textbooks were also developed. Schools were equipped with audio-visual aids and recent technology. At the preparatory stage new social sciences courses about development in the Arab Gulf States were included. At this stage Bahraini teachers and specialists took part in the syllabus development programme. New Bahraini inspectors were appointed alongside experts from other Arab countries. Development in all syllabi relating to modern mathematics, linguistic abilities and skills like reading, writing and listening in the primary and preparatory stages had taken place by 1979.

By 1980 secondary education was further developed. For the first time, technical and vocational education, such as nursing and hotel training, were introduced into secondary education. A new curriculum was introduced at the secondary stage in 1982. The Directorate of Curricula has developed most of the academic syllabi according to a work plan.

During the year 1982 to 1992 the Ministry of Education has launched many pioneer educational projects in Bahrain. Among these were:

1. The Class Teacher System

This system was started in 1982. It is considered one of the most successful features of development in primary education. The concept of the class teacher system concentrates on giving integrated knowledge to primary pupils by one teacher. This system is applied only in the first three years of the primary stage. The aims of the project are (Al-Sulaiti, 1993, p 4) :

1. to improve the quality of teaching in the primary stage;
2. to achieve kinds of attitudes and behaviour which cannot be achieved within the ordinary teaching system;
3. to support self-study and independent learning among pupils in the primary stage.

This project started in 1982 by sending 185 teachers to the University College of Bahrain to be trained as qualified teachers to work in the system. In the following years the Ministry of Education continued to send certain numbers of teachers to be qualified for work in the class teacher system schools. At the beginning the Ministry of Education opened two experimental primary schools

which applied the system. Only ten classes of the first year were used in the experiment. Volunteered teachers with experience in the primary stage were appointed temporarily after taking short training courses on the class teacher system. In 1986 the first group of graduates from the University of Bahrain joined the class teacher system schools. Then after several groups of qualified teachers graduated from the University of Bahrain, they were appointed to the primary schools applying the class teacher system. In 1992/93 the number of primary schools applying the class teacher system increased to 59 schools, 36 schools for boys and 23 schools for girls (Al-Sulaiti, 1993, p 9).

Table (2.5) summarises the development of the number of classes in the class teacher system.

Table (2.5) Development of Number of Classes in Class Teacher System Between the Years 1983/84 and 1992/93 (Boys and Girls)

Academic Year	First Grade	Second Grade	Third Grade	Total
1983/84	10	—	—	10
1984/85	42	12	—	54
1985/86	44	42	12	98
1986/87	72	44	42	158

1987/88	71	72	44	187
1988/89	111	72	73	256
1989/90	109	108	72	289
1990/91	147	112	108	367
1991/92	178	144	111	433
1992/93	196	178	144	518

Source : M. Al-Sulaiti (1993) Pioneer Educational Projects in Bahrain During (1982 - 1992). Bahrain : Ministry of Education (In Arabic). P 10.

It can be seen from the table that there has been a great expansion in the class teacher system. The number of classes have increased from 10 in 1982/83 to 518 classes in 1992/93. Teachers and headmasters and headmistresses working in the class teacher system are all formally qualified and trained.

2. The Shared Class Teacher System

This project is a continuation of the class teacher system. It is limited to the last three years of the primary stage (fourth, fifth and sixth). It is similar to the class teacher system in the organisation of

the classroom and teaching processes but it is different from it in the way it requires two teachers. One teacher is responsible for human sciences subjects (religious education, Arabic language and social sciences) whereas the other is responsible for scientific subjects (science and mathematics). Both teachers are working together as a team; they plan, teach and evaluate together with the teachers of English language, physical education, art education and music education.

The main aim of the project is to develop the second cycle classes of primary education in a way that it coincides with the development of the teaching and learning process in the first cycle of the primary stage.

This project started in the year 1986/87 in two experimental schools. Teachers of the shared class teacher system received several training courses before being appointed to these schools. In the following years experimental schools were expanded to become 35 schools in 1992/93. Table (2.6) summarises the growth in class numbers in the shared class teacher system between 1988/89 and 1992/93.

Table (2.6) The Growth of Classes' Numbers in the Shared Class Teacher System Between 1988/89 and 1992/93

Academic Year	Sex	Fourth Grade	Fifth Grade	Sixth Grade	Total
1988/89	M	19	16	4	83
	F	20	20	4	
1989/90	M	32	18	16	141
	F	36	20	19	
1990/91	M	32	32	32	177
	F	37	35	18	
1991/92	M	47	32	30	238
	F	53	39	37	
1992/93	M	51	44	31	278
	F	57	56	39	

Source : M. Al-Sulaiti (1993) Pioneer Educational Projects in Bahrain During (1982 - 1992). Bahrain : Ministry of Education. (In Arabic). P 12.

Special efforts were made to upgrade the system. Among these efforts, the Ministry of Education sent the first group of teachers to the University of Bahrain to receive a diploma in primary education. These teachers and other following groups were appointed to the schools applying the shared class teacher system.

3. Computer Applications in the Educational Process

Bahrain is considered one of the leading countries in the Arab World in applying the computer in the educational process. The computer is used in the Ministry of Education to develop teaching and learning processes. It was first used in the Ministry of Education in the early 1980s when few secondary schools started using it as an assisted learning tool. Now more than half of the secondary schools use the computer as a separate subject taught among other subjects. This project was supported at the early stage by computer specialists from the University of Bahrain.

In 1985/86 computing became one of the free elective courses taught in three commercial secondary schools. In 1986/87 the idea of using the computer was expanded to involve other streams (scientific and literacy) of the secondary stage. In 1988/89 there were 19 secondary schools using the computer as a taught subject (Al-Sulaiti, 1993, p 27). In 1991/92 the use of the computer was generalised in all secondary schools in Bahrain. All schools were equipped with computer laboratories and computer teachers were appointed. Now the computer is considered a compulsory subject in the commercial and industrial secondary schools whereas in the general secondary schools it remains an elective subject.

The main purposes of using the computer in the secondary schools' curricula are (Al-Sulaiti, 1993, p 25) :

1. to provide both teachers and students with up to date information in their specialisations;
2. to develop the individuals' innovative abilities and train them on how to use the scientific and problem solving approaches;
3. to develop the individuals' abilities in self-learning.

The Main reasons for using the computer among other subjects in secondary education are (Al-Sulaiti, 1993, p 25) :

1. there is a need to verify teaching subjects in the secondary stage;
2. the computer became an important tool used to speed services with low effort and in a short time;
3. the need of secondary stage students to acquire certain amount of information literacy was manifest.

4. Computer Applications in Educational Administration

The main aims of this project are (Al-Sulaiti, 1993, p 20) :

1. to build an advanced information system based on the use of the computer as an important administrative tool for the Ministry of Education;
2. to enable all departments of the Ministry of Education to use the computer services in their work and be benefited from the information technology which the computer offers;

3. to meet all crucial needs in the educational processes and to provide necessary statistical information required for educational innovation.

The project started in 1983 when the first expert in computing was appointed. The first information centre was established in the same year. In 1984/85 the information centre laid out the technical specifications for the central computer system to be used by the Ministry of Education. Four main information systems were established in the Ministry of Education and they were; the schools' system, the personal system, the students' system and the finance system. In 1986/87 the computer section in the information centre started its work by serving the four systems mentioned earlier. In the following years the computer section was developed by appointing several programmers to serve all administrative sections in the Ministry of Education and School Administration. All departments in the Ministry of Education and schools were equipped with computers.

5. Learning Resources Centres

As a result of the vast knowledge and information available to both teacher and student, the Ministry of Education thought of creating centres in schools to offer self-learning opportunities . By learning resources centres is meant those places which provide both

teachers and learners with learning and teaching materials. The centres contain printed and non-printed materials.

The learning resources centres project in Bahrain is considered one of the pioneer projects in the Arab World. Jordan's schools have similar learning resources centres like those in Bahrain. In other Arab countries these centres have different names such as, comprehensive libraries, activity centres, teaching materials centres, educational resources centres, or audio-visual centres.

The main purpose of establishing learning resource centres in Bahrain is to divert school libraries to learning resource centres to provide learners with self-learning opportunities rather than receiving teaching instruction. This aim has changed the position of the school from concentrating on teaching to concentrating on learning by providing learners with learning materials which develop their learning skills. Establishing learning resource centres in Bahraini schools came about as a result of the changes effected in school curricula. Therefore school libraries became unsuitable for learning needs and for recent development in the educational processes.

For the following reasons, the Ministry of Education decided to establish a learning resource centre in every government school (Al-Sulaiti, 1993, p 35) :

1. the change of knowledge resources as a result of the technological

- and scientific development;
- 2. the change of school curricula in recent years and the development of teaching methods using educational technology;
- 3. the assurance of the learner's role in the teaching learning process at the centre of the process;
- 4. the availability of educational media in schools and the change of attitude to the media from being teaching materials used by teachers to learning tools used by the learner;
- 5. increasing pressures to use a self-learning approach in schools.

In 1986 the Ministry of Education in Bahrain formed a committee to investigate the actual situation of school libraries. The committee reported the situation to the Ministry of Education which in turn suggested a change to learning resource centres. This was effected in 1990. The first group of learning resource centre specialists graduated from the University of Bahrain were appointed in the centres in 1991. In the following years several groups were sent to the University of Bahrain to receive their diploma in learning resources and information. The Ministry of Education is extending the project to all government schools. In 1992/93 there were 41 learning resource centres in schools. In 1998/99 it is expected that all government schools will have learning resource centres.

6. The Credit Hour System in Secondary Education

The credit hour system in secondary education is considered one of the most recent development in secondary education. Bahrain

is the first and leading country in the Gulf States to apply the credit hour system. The purpose of applying this system in secondary education in Bahrain is to develop a learning process built basically on providing the learners with theoretical and practical experiences. The system is constructed on dividing the school year into several semesters and taught courses. By credit hour is meant a measuring unit used to determine the quantity of knowledge which the student should receive in the semester.

In 1979/80 the Ministry of Education started evaluating secondary education. It found that secondary education was suffering from several chronic problems. Therefore, secondary education went under reform to cope with new developments. It ensured that secondary education should have innovative formulae and these were centred upon the credit hour system.

In 1985 the Secondary Education Development Committee started studying the experiment of several countries which applied the credit hour system. The committee was convinced of the value of the system and suggested applying the credit hour system to the commercial schools as a first step. In 1987 the system was accepted by the Higher Committee of Education as a new system for secondary education. In 1990/91 the experiment was applied to two secondary schools. The school year was divided into two semester and the school subjects were divided into three areas. The three areas were; the common subjects, specialised subjects and the elective subjects.

Secondary schools were fully equipped with all necessary hardware and materials which the system requires. Also school curricula were completed and ready to be distributed to schools. The schools' administrative and educational staff were trained on how to deal with the credit system. Several training courses and general sessions were held. In 1993/94 there were 18 secondary schools using the credit system and in 1994/95 it is expected that all secondary schools in Bahrain will apply the credit hour system (Al-Sulaiti, 1993, p 56).

During 1989/90 and 1991/92 a vast development occurred in the number of schools, teachers, classrooms, students, administrative and technical staff. The following tables summarise development.

Table (2.7) Number of Nurseries, Schools, Teachers and Students Between 1989/90 to 1991/92

	1989/90	1990/91	1991/92
Nurseries & Kindergartens			
(Private)			
Students	8.863	9.462	10.161
Teachers	284	353	387
Classes	321	362	362
No. of Kindergarten & Nurseries	62	68	72
Government & Private Schools			
Students (Total)	108.629	113.602	115.294

Government	95.724	100.658	101.070
Private	12.905	12.944	14.224
Teachers (Total)	6.583	6.771	6.993
Government	5.670	5.834	5.978
Private	913	937	1.013
Classes (Total)	3.469	3.743	3.906
Government	2.890	3.052	3.215
Private	579	691	691
Schools (Total)	180	190	189
Government	155	158	162
Private	25	32	27

Students Per (000)			
Population	216	227	222

Students Per Teacher			
(Total)	17	17	16
Government	17	17	17
Private	14	14	14

Students Per Class			
(Total)	31	30	30
Government	33	33	31
Private	22	19	21

Students Per School			
(Total)	603	598	610
Government	618	637	624
Private	516	405	527

Source : State of Bahrain _ Directorate of Statistics (1993) Bahrain
in Figures 1992. Bahrain : Bahrain Central Statistics

Table (2.8) Number of Students in Universities, Colleges and Institutes Between 1989/90 and 1991/92

	1989/90	1990/91	1991/92
Universities			
Bahrain University	4.747	5.590	6000
College of Education	806	978	1.058
College of Arts	706	1.547*	933
College of Science	596	875
College of Bus. Admin.	1.343	1.385	1.419
College of Engineering	1.323	1.680	1.715
Arabian Gulf University			
College of Medicine	331	463	332
College of Applied Sciences	83	108	92
College of Education	26	34	26
Abroad **	88	65	55
Colleges & Institutes			
College of Health Sciences	1.032	1.128	870
Batelco Training Centre	431	379	890
Hotel & Catering Inst.	95	120	90
Alnoor Blind Institute	96	104	112
Adult Education Centres	5.800	5.163	5.251

* Includes students of the faculty of science.

** Does not include self funded students.

..... Not available

Source: State of Bahrain - Directorate of Statistics (1993) Bahrain in

Table (2.9) Public Education In Bahrain (No. of Schools, Administrators, Technicians and Teachers for the Year 1990/91

Type of School	Schools			Administrative & Technicians			Teachers		
	M	F	Total	M	F	Total	M	F	Total
Primary	48	45	93	186	283	424	1.130	1.228	2.358
Primary / Intermediate	13	6	19	72	42	114	473	261	734
Intermediate	10	13	23	60	92	152	388	498	886
Intermediate/ Secondary	—	3	3	—	24	24	—	233	233
Secondary *	6	6	12	46	50	96	397	433	830
Commercial Secondary	—	3	3	—	21	21	—	206	206
Industrial Secondary	3	—	3	28	—	28	364	—	364
Industrial / Commercial Secondary	1	—	1	11	—	11	190	—	190

Religious Institute	1	--	1	3	--	3	33	--	33
Total	82	76	158	406	467	873	2975	2859	5834

* Secondary including sections & branches of (General, commercial, husbandry, catering, textiles and printing).

Source : State of Bahrain _ Ministry of Bahrain (1992 b) Statistical Summary of Education in Bahrain 1990/91. Educational Statistics Section. P. 4.

Table (2.10) Public Education in Bahrain (No. of Students) for the Year 1990/91

	Students					
	Enrollment *					
	Total				Graduates	
	Male	Female	No.	%	Male	Female
Primary	29.164	28.448	57.612	57.24	4.214	4.206
Inter- mediate	11.889	12.473	24.362	24.20	2.705	2.860
Secondary						
Science	2.610	3.671	6.281	6.24	667	986

Arts	2.016	3.847	5.863	5.82	382	816
Commercial	930	1.486	2.416	2.40	153	388
Industrial						
Ordinary	2.004	—	2.004	1.99	746	—
Modular	1.165	—	1.165	1.16	—	—
Training	295	—	295	0.29	73	—
Total	3.464	—	3.464	3.44	819	—
Agriculture	60	—	60	0.06	21	—
Catering & Tourist	88	—	88	0.09	11	—
Textiles	—	130	130	0.13	—	31
Printing	69	—	69	0.07	22	—
Religious Institute **	313	—	313	0.31	43	—
Total	50.603	50.055	100.658	100	9.037	9.0287

* Last grade of each level.

** Include primary, intermediate and secondary level.

Source : State of Bahrain _ Ministry of Education (1992 b) Statistical
Summary of Education in Bahrain 1990/91. Educational
Statistics Section. P. 5.

Table (2.11) Public Education in Bahrain(No. of Classrooms) for the Year 1990/91

Educational Level	Classrooms		
	Male	Female	Total
Primary	885	857	1742
Intermediate	341	358	699
Secondary			
Science	82	111	193
Arts	59	113	172
Commercial	33	53	86
Industrial			
Ordinary	72	---	72
Modular	45	---	45
Training	13	---	13
Total	130	---	130
Agriculture	3	---	3
Catering & Tourist	4	---	4
Textiles	---	6	6

Printing	3	---	3
Religious Institute *	14	---	14
Total	1554	1498	3052

* Include primary, intermediate and secondary level.

Source : State of Bahrain _ Ministry of Education (1992 b) Statistical Summary of Education in Bahrain 1990/91. Educational Statistics Section. P 6.

Table (2.12) Number of Students in Private Education by Level and Sex in 1990/91

Level	Sex		
	Male	Female	Total
Pre-Primary (School)	4851	4611	9462
Primary	4774	4018	8792
Intermediate	1212	1054	2266
Secondary	997	889	1886
Total	11834	10572	22406

Source : State of Bahrain _ Ministry of Education (1992 b) Statistical Summary of Education in Bahrain 1990/91. Educational Statistics Section. P. 3 .

Table (2.13) Private Education Institution in Bahrain in 1990/91

Institute	Number of Institutes
Nursery	4
Nursery K.G.	11
Kindergarten	53
Foreign Private Schools	26
National Private Schools	6

Source : State of Bahrain _ Ministry of Education (1992 b) Statistical Summary of Education in Bahrain in 1990/91. Educational Statistics Section. P. 3.

Table (2.14) Number of Administrators, Technicians and Teachers by Nationality and Sex in 1990/91

Position	Nationality		Total
	Bah.	Non-Bah.	
Sex			

Admin. & Tech.	Male	5	45	50
	Female	103	104	207
	Total	108	149	257
<hr/>				
Teachers	Male	7	122	129
	Female	326	773	1099
	Total	333	895	1228
<hr/>				

Source : State of Bahrain _ Ministry of Education (1992b) Statistical Summary of Education in Bahrain 1990/91. Educational Statistics Section. P. 3.

For other statistical data of education in Bahrain see appendix one. The number of teachers, students, schools, classes, and administrators is shown in these tables.

2.3 THE CONSTITUTION AND LEGISLATION FOR EDUCATION

The Ministry of Education is the only body responsible for directing the educational system in Bahrain. It is responsible for planning the policy of the educational system as defined in the country's constitution. The Constitution of Bahrain, promulgated on 6th December, 1973, defined the political and social identity of the State and thus that

Bahrain is an Islamic Arab State and is part of

the Arab nation (Art. 1); that Islam is its faith and Arabic is its official language (Art. 2); that Democracy is the system of the government that domination is by the people and is the source of all authority (Art. 1, d); and justice is the basis of the government (Art. 1).
(Morsi, 1990, p 212).

The educational policy of the Ministry of Education in Bahrain is based upon two fundamental principles of the country's Constitution and they are (State of Bahrain _ Ministry of Education, 1993, p 9):

1. the provision of education for all children of school age throughout the country;
2. the improvement of the quality of education to meet the learners' needs and the requirements of socio- economic development in the country.

The Ministry of Education has, therefore, adopted the following policy as a general framework to achieve the stated objectives (State of Bahrain - Ministry of Education, 1992 a , p 17) :

1. Education is a gateway to comprehensive development in all walks of life and the development of this society is mainly dependent upon educating its people;

2. Education is an integral system in its own right, and in the mean time, a subsidiary system of the entire socio-economic system;
3. Bahrain educational system interacts with a large one, namely the Arab educational system;
4. The Ministry of Education is equally responsible for both formal and non-formal education;
5. Individuals are also equally responsible for education; and therefore, a mechanism for consultation is to be established via the council of Educational Planning and Coordination and the Teacher-Parent Council;
6. The adoption of a semi-decentralised system through which responsibilities and delegations are gradually transferred to schools; this is a step towards the system of each school as an independent unit;
7. Like all other professions, teachers needs training and continuous professional development; and
8. Educational reform is radical rather than partial and each stage in the educational ladder has its own qualities; and that the basic education stage should be the threshold of this reform.

In complying with these new trends, the Ministry of Education has endeavored to further develop the educational system, and has taken the following measures (State of Bahrain - Ministry of Education, 1992 a , pp. 17 - 18) :

1. set up a central administrative organisation capable of comprehensive planning and rational decision;
2. adopted a policy based on discussion and dialogue with regard to handling administrative matters;
3. assisted the school administration to reach a certain level of autonomy in dealing with both educational and administrative matters;
4. developed an effective system for educational information and documentation and linked with other systems of information in the State;
5. enhanced the research skills amongst those involved in the field of education and established a unit for educational research;
6. proposed appropriate in-service training programmes;
7. put more confidence in teachers, raised their social status and gave them more authority to enable them to play new roles in education;

8. reconsidered the roles, regulations and ministerial decrees in a way that gives more freedom to schools;
9. directed scholarships and fellowships for students towards responding to the society's needs in general and the Ministry of Education in particular;
10. seek to issue legislation that legalise compulsory basic education;
11. developed primary education in accordance with the Ministry's stated objectives in this regard;
12. continued to devise developmental programmes in both basic and secondary education stages in the light of stated objectives;
13. carried out studies, research and experiments to improve school curricula, teaching-learning processes and evaluation in these two stages;
14. supported the efforts exerted in the field of continued education in general and adult education in particular;
15. continued to support technical and vocational education to provide local industrial and commercial sectors with skillful manpower;

16. adopted an appreciative and flexible attitude towards international educational innovations and attempted to benefit from these as much as possible with the cultural limitations of society in mind;
17. developed school buildings in a way that befits the latest trends in the field of education;
18. linked schools with the learners' immediate environment and deemed them the centre of the educational process;
19. augmented the Ministry's control over institutions of private education;
20. developed the Arabic and religious curricula and the geography and history of Bahrain to fulfil the basic requisites of the Arab learners studying at private and foreign schools;
21. used Arabic as a medium of instruction and communication in kindergartens and confined a foreign language use to the limits defined by the Directorate of Private Education;
22. allowed inauguration of new private schools only if at least an entire-stage programme is presented and that this programme may be implemented in phases' year after year; schools are not entitled to start with a small number of classes in the same stage;

23. ensured that private institutions obtain due assistance and guidance to help them to proceed smoothly with regard to the teaching-learning process; and that these private institutions fully comply with the Ministry's defined objectives.

2.4 AIMS OF EDUCATION IN BAHRAIN

The aims of education in Bahrain are similar to those in other Gulf States. These may be enumerated as follows (Arab Bureau of Education for the Gulf States, 1984, p. 13) :

1. instruction in the Islamic faith with its comprehensive course for man, universe, and life therein;
2. an adherence to Arabism with its heritage, contemporary issues, and hopes for the future;
3. the betterment of the social, economic conditions and issues concerning development in the region of the Arabian Gulf;
4. the trends, demands, and characteristics of time, at present and in the future, in compliance with the principles of Arabic and Islamic culture;
5. the needs of the Arab individual concerning his growth in the Arabian Gulf region.

According to the country's constitution, its educational policy and article three of the educational legislation of 1989, the aims of education in Bahrain are determined as follows (State of Bahrain - Ministry of Education, 1993, p 12) :

1. to ensure the development of the individual physically, mentally, morally, socially and emotionally according to his ability with due regard for individual differences, and to develop social talents and provide opportunities for the retarded and handicapped to develop their full potential;
2. to provide the opportunity for each individual to develop his abilities, skills and attitudes, and to help him to raise his socio-economic and cultural levels;
3. to prepare the individual to be a devout Moslem, a patriot, a well-educated person, a responsible citizen and an active member of society;
4. to build up an educated society by providing educational opportunities and self-learning for all citizens, young or old, male or female, both inside and outside the state educational system;
5. to ensure economic and social progress by providing sufficient skilled national manpower;

6. to help people benefit from their leisure time by introducing them to new hobbies and providing more and better recreational facilities for both groups and individuals;
7. to help the individual to take full advantage of advanced science and technology without becoming enslaved by them;
8. to develop international cooperation and understanding based upon justice, equality and mutual respect;
9. to develop the individual's ability in critical thinking and to take right judgements;
10. to develop the consciousness of being a member of the Islamic and Arabic nations on the basis of understanding Islamic and Arabic thought;
11. to help the individual understand the relationship between the unity of the Arab Gulf States and the efforts made to achieve cooperation and integration among them;
12. to participate in forming an educated, producing society to achieve cultural, scientific and technological development;
13. to create a consciousness of the characteristics of the environment and human heritage with emphasis on Arabic and Islamic values and customs as well as a keenness to protect

them.

In the light of the above general objectives of the educational system in Bahrain, the specific objectives for each educational stage are also defined and will be stated in due course below each stage .

2.5 THE SYSTEM OF ADMINISTRATION AND MANAGEMENT

Education in Bahrain is centralised which means that the Ministry of Education is the official authority responsible for organising and implementing educational policies as well as the administration of public and technical education and the supervision of private education in all stages. It is also responsible for the recruitment of teachers, the provision of school buildings, equipment, books, instruments and health services. It is equally responsible for educational cultural relations with organisations and other States. The first council for the administration of education in Bahrain was formed in 1950 and was later changed to become the present Ministry of Education (Morsi, 1990, p 214).

The system of administration and management of education in Bahrain has witnessed many educational reforms and improvements, particularly after the visit of the Unesco mission to Bahrain in October 1986. The purpose of the visit was to study the administration system and improve it to enhance its effectiveness.

In the light of the proposals and recommendations submitted by this mission, the Ministry of Education formed a central administrative body capable of taking decisions.

Since 1989, the organisational structure of the Ministry of Education was divided into four major divisions falling under the supervision of the Ministry's under-secretary. Each of these divisions was the responsibility of an assistant under-secretary who supervises a number of directorates and educational centres. These four divisions are :

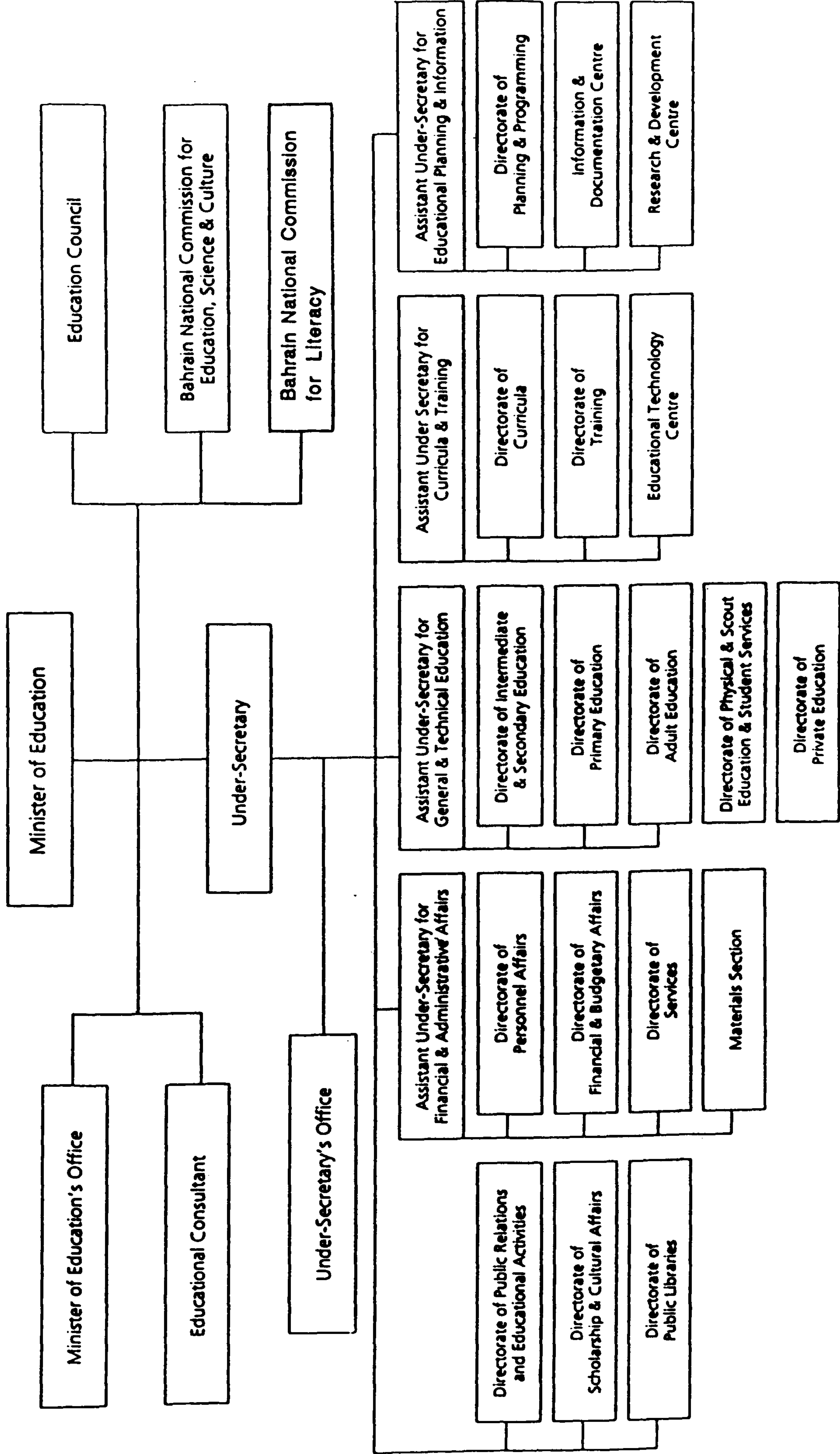
1. Educational Planning and Information;
2. Curricula, Training and Educational Technology;
3. General and Technical Education;
4. Financial and administrative Affairs.

There are also three other directorates directly supervised by the Ministry's under-secretary, and these are :

1. Directorate of Public Relations and Educational Activities;
2. Directorate of Scholarships and Cultural affairs;
3. Directorate of Public Libraries.

Figure (2.1) shows the organisational structure of the Ministry of Education in Bahrain.

Figure (2.1) The Organisational Structure of the Ministry of Education in Bahrain



Source : State of Bahrain - Ministry of Education (1992 a)

Development of Education in Bahrain During 1989/90 - 1991/92. Bahrain : Information & Documentation Centre. P. 20.

Among the most prominent features of innovation occurring in the administrative structure in the last few years were the following (State of Bahrain - Ministry of Education, 1992 a, P 21) :

1. a reorganization of the administrative structure in such a way that guarantees maximum co-ordination and cooperation among all the various administrative organisations in the Ministry; and a clear specification of the duties assigned to each;
2. a restructuring of certain sections and/or the origination of new ones to meet with the latest developments in the field of education;
3. the generation of new and more effective channels of communication and consultation amongst the various administrative bodies in the Ministry. The effectiveness of this method of work is clearly realised through the sundry committees which are formed on a permanent and/or temporary basis. These committees are seen as indispensable vehicles to achieve the Ministry's objectives. The Education Committee is the most significant of all. It is chaired by the Minister of Education or a senior official delegated to act on his behalf. Members of this committee are from the Ministry's senior officials. It is incumbent upon this committee to prescribe the general policy of the Ministry and give approval of other matters of concern. There are also other advisory committees whose responsibilities are to

develop various school subjects;

4. the development of higher administrative skills among the Ministry's officials to improve their performance; to achieve this goal, the Ministry has in collaboration with the University of Bahrain, prescribed a relevant programme to be attended by these officials. The first group of administrators graduated in 1991;
5. the definition of a new role for school administration and the preparation of schools to shoulder gradually their own responsibilities - a step forward towards autonomy. This step is seen as an important feature in the area of the development of educational administration. It is expected that this will contribute positively towards the improvement of education in Bahrain. A ministerial decree No. 423-1-88 dated 12. 3. 1988 was issued in this regard to form the Committee of School Development and was chaired by the Assistant Under-Secretary for General and Technical Education. The committee's duty was to seek a new role for the vital educational establishment, the school. The committee approved ten schools to implement the outcomes of the committee's work. By 1994/95 this project will have been applied by all schools in Bahrain.

2.6 FINANCING EDUCATION

With regard to the financing of education, the government of the State of Bahrain provides all the necessary financial requirements to spend on educational services. Education is also free in all educational stages.

The budget allocated to the Ministry of Education has witnessed noticeable development during the period from 1988/89 to 1992, despite the fact that the government of Bahrain has recently been cutting back on public expenditure. The policy of economising does not apply to the Ministry of Education budget.

Table (2.15) shows the increase in the budget in BD, recurrent expenditure only, compared to that of the State budget for the fiscal years 1988 to 1992.

Table (2.15) The Increase in the Budget in BD Compared to the State Budget for the Fiscal Years 1988 - 1992.

Fiscal Year	Public Budget	Ministry of Education Budget	% of the State Budget
1988	411.145.000	52.690.000	12.8

1989	425.000.000	57.883.000	13.6
1990	415.000.000	60.831.000	14.6
1991	445.000.000	65.000.000	14.6
1992	478.000.000	68.000.000	14.2

BD = \$ 3.78

Source : State of Bahrain - Ministry of Education (1992 a)
 Development of Education in Bahrain During 1989/90 -
 1991/92. Bahrain : Information & Documentation Centre. P.
 22.

It can be deduced from the previous table that there was an increase in the Ministry of Education budget compared to the public budget. The total amount of the recurrent expenditure during 1988 was BD 52.690.000 whereas in 1992 it became BD 68.000.000. This clearly reflects the State's development policy to improve and innovate education.

The table below shows the distribution of the budget among the various levels of education and the expenditure per student for the academic year 1989/90.

Table (2.16) The Distribution of the Budget Amongst the Various Levels of Education and the Expenditure Per Student for the Academic Year 1989/90

Stage	Sex	Total Costs	Cost per Student	Costs per Classroom
Primary	Male	9.134.298	380	12.547
	Female	9.704.964	385	12.975
Primary / Intermediate	Male	2.565.830	434	14.495
	Female	2.040.675	407	14.681
Intermediate	Male	3.224.131	456	16.619
	Female	3.302340	475	16.678
Intermediate/ Secondary	Male	---	---	---
	Female	1.630.742	549	18.119
General Secondary	Male	3.160.799	650	20.007
	Female	3.143.234	610	20.149
General & Commercial Secondary	Male	862318	632	19.598
	Female	1.046.326	674	19.742
Commercial Secondary	Male	---	---	---
	Female	553039	1140	30.724
Technical, Commercial & Printing	Male	1.450.327	593	19.599
	Female	----	---	---

Secondary

Technical	Male	2.359.224	1430	38
Secondary	Female	----	----	----

Source : State of Bahrain _ Ministry of Education (1992 a)
Development of Education in Bahrain During 1989/90 -
1991/92. Bahrain : Information and Documentation Centre. P.
23.

Although there is great financial support by the government of Bahrain to the educational system in Bahrain, it can be concluded that to provide finance for education is becoming increasingly difficult. The biggest problem which faces the expansion of education in the Gulf States is the financial one. The matter of economising the financial spending on education has become the most important issue in recent years (Motwalli, 1993, p. 117).

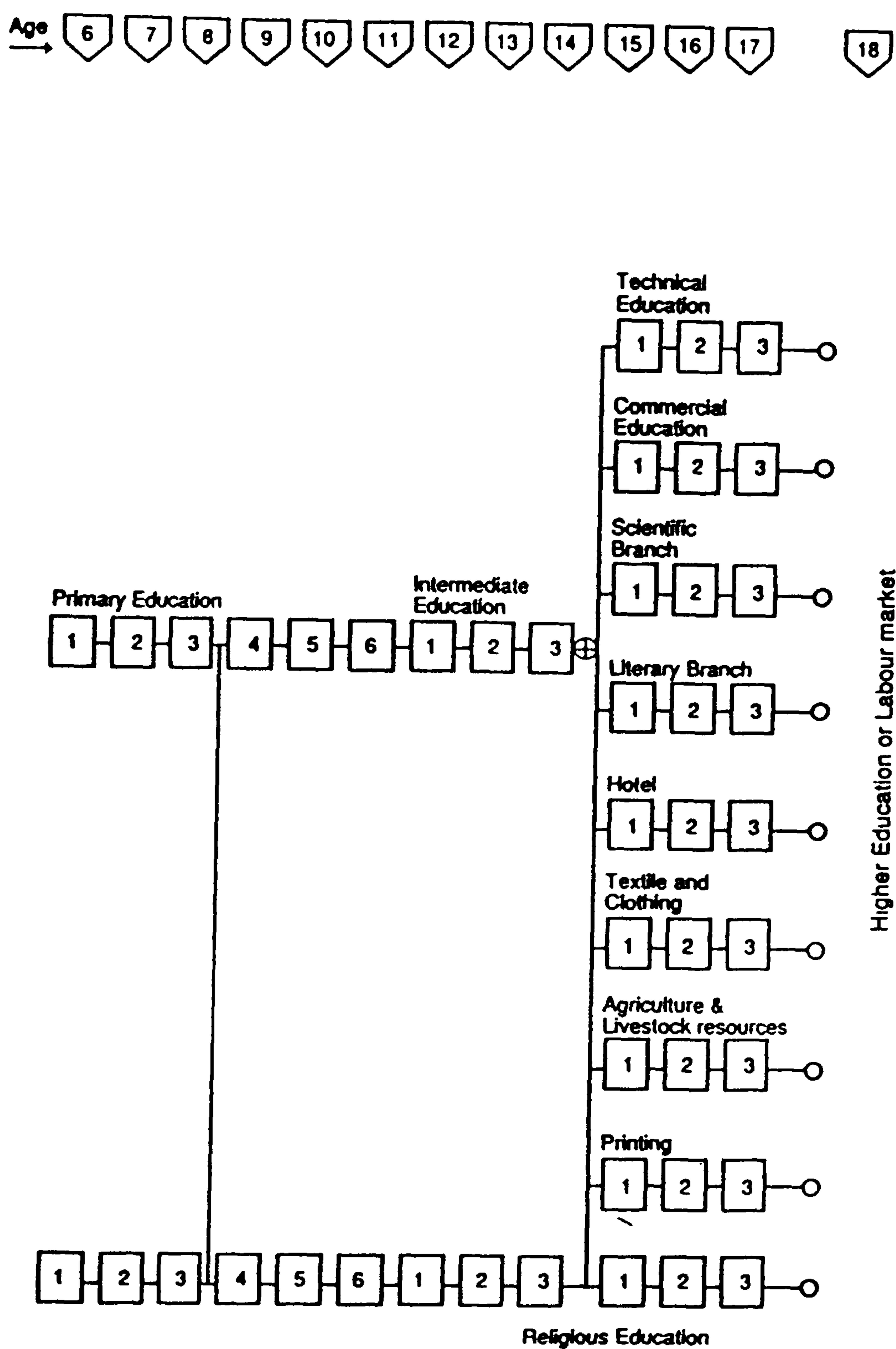
2.7 ORGANISATION OF THE EDUCATIONAL SYSTEM

The organisation of public education in Bahrain follows the guide lines and patterns laid down in the Charter of Arabic Cultural Unity, as well as the most popular systems in Arab and other countries (Morsi, 1990, p. 216). The structure of the school system in the Arab Gulf States is similar to that found in most other Arab countries, with some variation in the duration of each level (Al-

Misnad, 1985, p. 45). The educational system in Bahrain extends over a period of 12 years, from the ages of 6 to 18. It consists of basic education which includes primary and intermediate stages and secondary education. The primary stage lasts 6 years from the age of 6 to 12, the intermediate (preparatory) stage lasts 3 years from the age of 12 to 15, and the secondary stage lasts 3 years from the age of 15 to 18. Figure (2.2) illustrates the educational ladder in Bahrain.

The primary and intermediate stages which represent basic education are compulsory and free of charge. The three stages of education are almost the same in both boys' and girls' schools, but with a slight difference in the secondary stage wherein industrial education is restricted to boys and home economics to girls. Education in all stages is separated, the teaching of boys is undertaken by male teachers whereas teaching of girls is undertaken by female teachers with the exception of the primary stage where female teachers can also teach in boys' schools.

Figure (2.2) The Educational Ladder in Bahrain



- ⊕ Intermediate Education Certificate
- Secondary School Certificate for Secondary Education Branches

Source : State of Bahrain - Ministry of Education (1992 a)
Development of Education in Bahrain During 1989/90 -
1991/92. Bahrain : Information and Documentation Centre. P
7.

The following is a description of the various levels of education in Bahrain.

2.7.1. PRE-SCHOOL EDUCATION

This stage precedes the primary stage and is attended by children below school age. It is divided into two cycles :

1. nursery which is from birth to three years;
2. kindergarten which is from three to six years old.

This stage is not included in the educational ladder of the Ministry of Education. Kindergartens are supervised by the Ministry of Education and they follow its regulations. Nurseries fall under the responsibility of the Ministry of Labour and Social Affairs and are administered by private institutions.

Pre-school education aims at (State of Bahrain - Ministry of Education, 1984, p. 6) :

1. developing and directing the child's talents and abilities;
2. developing the child's behaviour and attitudes in accordance with his national heritage and religion;
3. meeting psychological needs that affect a child's behaviour;
4. building the child's personality on a sound foundation;

5. caring for the health, social and moral upbringing of the child;
6. teaching the child self-reliance and self-learning;
7. looking after the child's psychological needs;
8. preparing the child for primary education.

It is expected in view of the present educational and social evolution in Bahrain and the ever - increasing entry of women into work, to witness a new orientation toward the establishment of government kindergarten and nursery schools as has happened in some Arab Gulf States.

Kindergarten schools do not follow the normal, formal school day, but children are left to engage freely in their individual or group activities, under the supervision and direction of the teacher in charge of the group, throughout the entire school day. Teachers in this stage do not follow specific teaching methods or fixed strategy but these are left to the teacher and the director of the institution.

Most nurseries and kindergartens are suffering from the inefficiency of their teachers and their lack of retraining for work in these nurseries and kindergartens. Most of these institutions suffer from the lack of modern amenities that are essential in any suitable nursery or kindergarten.

Out of its firm concern for developing this stage, the Ministry of Education has drawn up comprehensive educational plans dealing with manpower training to teach at this stage. An Associate Diploma

Programme in Kindergarten has been introduced at the University of Bahrain from 1991/92. This programme lasts for four years and is aimed at training kindergarten teachers by equipping them with experiences, knowledge, theories and attitudes that enable them to have a deep understanding of child development and learning in kindergarten. The Ministry also has set out technical standards and specifications for kindergarten and nursery buildings to ensure an appropriate and secure environment for children.

Table (2. 17) reflects a noticeable increase in the number of kindergarten and children.

Table (2.17) Number of Children, classrooms and Nurseries and Kindergartens Between 1990/91 and 1991/92

Type of Institute	No. of Institutes	No. of Classrooms	Children		Total
			M	F	
Nurseries 1990/91*	3	11	—	—	74
Nurseries** 1991/92	5	18	107	113	220
Nurseries & Kindergartens 1990/91 *	9	65	—	—	1062
Nurseries & Kindergarten 1991/92 **	15	64	560	577	1137

Kindergartens					
1990/91 *	55	267	--	---	5164
<hr/>					
Kindergartens					
1991/92 **	57	270	2701	2675	5376

M = Male
F = Female

* Source : State of Bahrain _ Ministry of Education (1992 a)
Development of Education in Bahrain During 1989/90 -
1991/92. Bahrain : Information and Documentation Centre.
P. 113.

** Source : State of Bahrain _ Ministry of Education (1993) Annual
Report 1991/92. Bahrain : Information and Documentation
Centre. P. 102.

2.7.2 PRIMARY EDUCATION

This stage is represented in the first rungs of the educational ladder. It includes the (6-10) years of the age group, and lasts for six years. This stage is divided into two cycles. The first one includes the first three grades of primary education. The class-teacher system is applied in this cycle which is intended to be expanded according to the availability of teachers, buildings and other facilities.

The second cycle comprises the second three grades. The associate class-teacher system is applied in this cycle which is considered as an extension to the class-teacher system in terms of class organisation and educational attitudes, planning and

implementation. Under this system, two teachers teach side by side, one for the Arabic language, Islamic religion and social sciences subjects and the other for mathematics and science.

Primary education has the following aims as defined by the educational regulations (State of Bahrain - Ministry of Education, 1984, p. 7) :

1. to develop children physically, mentally, morally, socially and emotionally, and provide them with basic general culture and skills required by good citizens;
2. to help children acquire the fundamental skills of reading, writing and mathematics in order to enable them to use their Arabic language in reading, writing and self-expression and to use numbers in their daily life;
3. to help children form good habits, abilities, attitudes and skills such as close observation, careful listening, clear thinking and an interest in learning which will develop their talents and hobbies. Also to motivate them towards study and self-learning;
4. to develop values and attitudes towards work and to teach children respect for manual work.

Education in the primary stage is not co-educational. There are schools for boys and schools for girls; male teachers teach at the

boys' schools and female teachers at the girls' schools. There are also a number of boys' schools (15 schools in 1991/92) where the teaching and administrative staff are females (State of Bahrain - Ministry of Education, 1992 a, p 9) . This scheme is applied as a part of the Ministry's plan to generalise this experiment for the primary stage by applying it to all grades of these schools.

In the primary stage the system does not apply the automatic upgrading of pupils from one grade to another, and evaluation is maintained on the basis of a pupil's regularity in his study and attendance, the standard of his daily achievement, teachers' opinions and the results of tests.

Bahrain, however ranks first among all other Gulf States with regard to the high rate of indigenous pupils enrolled in this stage of education. Thus, from an estimated 51.000 school boys and girls in this stage in 1985/86 there were more than 48.000 Bahraini pupils, or 95%, which is a high rate (Morsi, 1990, p 219). It is, however, noticed that the density of classes is quite high because of the large numbers of pupils, the increasing social demand and the adoption of the compulsory system. Teachers working in the primary stage are qualified and trained.

The curriculum of the primary stage includes basic subjects in religious education, the Arabic language, science, mathematics, social sciences, art education, music, physical education and English language (starting from the fourth grade). Great attention is given

to the teaching of the Arabic language, considering it to be the national language and the principal means of communication and the pupil's tool in his acquisition of knowledge and learning. It is allotted the largest proportion of the time-table which rates about one third of the time in this stage. Religious education is given about 7% of the time-table whereas mathematics teaching is given 20% (Morsi, 1990, p 220).

Table (2.18) illustrates the study plan for primary education in 1991/92/

Table (2.18) The Study Plan for Primary Education in 1991/92

Subjects	Classes					
	1st	2nd	3rd	4th	5th	6th
Religious Education	3	3	3	2	2	2
Arabic Language	9	9	8	7	7	7
English Language	--	--	--	5	5	5
Mathematics	5	5	5	5	5	5
Sciences & Technology	2	2	2	3	3	3
Social Studies	1	1	2	2	2	2

Family Education	---	---	---	1	1	1
Art Education	2	2	2	2	2	2
Physical Education	2	2	2	2	2	2
Songs & Music	1	1	1	1	1	1
Total	25	25	25	30	30	30

Source : State of Bahrain - Ministry of Education (1992 a)
 Development of Education in Bahrain During 1989/90 -
 1991/92. Bahrain : Information and Documentation Centre.
 P. 93.

Concerning the evaluation system in the first three grades which follow the class-teacher system, the teacher carries out continual evaluation of his pupils' achievement through tests and daily oral, written and practical exercises, group and individual activities and personal tests. Also, by the end of the school year pupils are assessed by a committee including the school principal and other specialists from the Ministry of Education. With regard to the upper three grades, the manner of evaluation is similar to that applied in the first three grades. The final mark of the pupil in any subject is calculated on the basis of his educational activities during the school term, the mid-term mark and the end-of-term examination mark.

Among the most prominent features of innovation occurring in the first stage of education during recent years are (State of Education - Ministry of Education, 1993, p 89) :

1. a big increase in the number of pupils enrolled. The number of pupils has reached 56.944 in the year 1991/92. Table (2.19) shows the number of pupils and classrooms in the six grades of the primary stage;

Table (2.19) Number of Pupils and Classrooms in the Primary Stage According to the Grade and Sex in 1993/94

Grade	No. of Pupils			No. of Classrooms		
	M	F	Total	M	F	Total
First	5047	5070	10117	156	165	330
Second	4938	5135	10073	156	169	325
Third	4977	4841	9818	159	159	318
Fourth	4906	4931	9837	152	151	303
Fifth	4794	4747	9541	145	143	288

Sixth	4549	4424	9018	143	141	284
<hr/>						
Total	29256	29148	58404	920	928	1848
<hr/>						

Source : State of Bahrain - Ministry of Education (1995) Annual Report 1993/94. Bahrain : Information and Documentation Centre. P. 104.

2. more primary teachers and headmasters or headmistresses were enrolled in the University of Bahrain to have further training;
3. a follow up for the continuation of the remedial lessons in the primary schools has been done by asking the school principals to send reports about the remedial programmes run in their schools;
4. the number of schools applying the class-teacher system has increased in recent years to reach 57 school; 33 of them were female schools and 24 were male schools. Also an increase in the number of schools applying the associate-class teacher system has been noticed. The number of primary schools applying this system has reached 37 schools; 18 schools for boys and 19 schools for girls;
5. the application and generalisation of the advanced and developed curricula of the Arabic language in the primary schools.

For other statistical data of education in this stage see appendix one.

2.7.3 INTERMEDIATE EDUCATION

This stage is the last cycle of basic education. It includes the 12 - 14 years age group, and lasts for three years. The student is admitted to this stage after successful completion of the sixth grade of primary education or its equivalent.

The importance of this stage lies in the fact that it represents a distinct part in the educational ladder. It is considered as a continuation and support for the primary stage and as the foundation of secondary education.

Education in this stage aims at (State of Bahrain - Ministry of Education, 1984, p. 7) :

1. developing the student physically, mentally, morally, socially and nationally and providing him with the basic culture required for a good citizen;
2. providing necessary studies and aids to explore and develop the student's abilities and talents and to prepare him for life or for the secondary cycle with its various streams;

3. helping the student to acquire good habits, skills and attitudes for self-learning and to develop his talents and abilities independently;
4. developing values and attitudes towards work and respect for manual labour, and inculcating an appreciation for handicrafts.

In this stage pupils study common subjects which are an extension of the subjects they studied in the primary stage, in addition to some practical subjects such as chemical industries, mineralisation, carpentry, textile printing, agriculture, and pottery. The purpose of teaching these subjects is to give the students sufficient preparation to enable them to make the right choice of the kind of secondary education that is most suitable for their interests and abilities.

The study load in this stage is relatively heavy. The total weekly hours which the student has to spend in each of the three grades is 30 hours. Arabic language and English as a second language are given equal interest and both of them occupy the first place in the study plan. They are attributed approximately one fifth of the whole time of the study plan of each of the three grades (Morsi, 1990, p. 222). Other subjects such as mathematics, science, social studies, and other activities are taught in addition to the subjects mentioned earlier.

Table (2.20) shows the study plan for the intermediate stage in 1991/92

Table (2.20) The Study Plan for Intermediate Education in 1991/92

Subjects	Classes		
	1st	2nd	3rd
Religious Education	2	2	2
Arabic Language	6	6	6
English Language	5	5	5
Mathematics	5	5	5
Social Studies	3	3	3
Sciences	4	4	4
Practical Studies	3	3	3
Physical Education	2	2	2
Total	30	30	30

Source : State of Bahrain - Ministry of Education (1992 a)
Development of Education in Bahrain During 1989/90 -
1991/92. Bahrain : Information and Documentation Centre.
P. 94.

The evaluation system in this stage is similar to that applied in the upper three grades of the primary stage. At the end of third grade of the intermediate stage a similar system is applied with some variation in the percentage allotted to the different activities, as well as to the percentage allotted to the end-of-year examination. The student's result in each semester is calculated according to the following system (State of Bahrain - Ministry of Education, 1984, p. 29) :

1. 30% of the semester total mark is the result of the continuous evaluation of daily work (daily exercises, applications, regular observation, projects, activities and short tests);
2. 20% of the semester total mark is for the mid-semester examination;
3. 50% of the semester total mark is for the final semester examinations.

In 1985/86 a new intermediate (preparatory) education was introduced under the name of vocational preparatory education. It is attended by pupils who had failed two consecutive years in the sixth

grade of the primary stage or in any grade of the intermediate stage. The duration of study in this type of education is three years during which the students receive technical preparation to enable them to enter the work field. Students at this type of education study practical subjects, such as constructional work which contains building construction, concrete material, brick laying, tile cementing, and plumbing.

The number of students enrolled in the intermediate stage is 26523 of which a little less than half are female according to 1993/94 statistics. Table (2.21) shows the number of students and classrooms in the intermediate stage.

Table (2.21) Number of Enrolled Students and Classrooms in the Intermediate Stage in 1993/94

Stream	No. of Students			No. of Classes		
	M	F	Total	M	F	Total
General	13257	13143	26400	379	378	757
Religious	123	—	123	5	—	5
Total	13380	13143	26523	384	378	762

Source : State of Bahrain _ Ministry of Education (1995) Annual Report 1993/94. Bahrain : Information and Documentation

Centre. P. 113.

For other statistical data of education in this stage see appendix one.

Amongst the most prominent innovations occurring in the intermediate stage in recent years are (State of Bahrain - Ministry of Education, 1993, pp. 92 - 93) :

1. intermediate schools were fully equipped with furniture and equipment;
2. 19 teachers were sent to the University of Bahrain to be trained by receiving a diploma in education. Also 8 headmasters and headmistresses were sent to the University of Bahrain to join the educational administration programme;
3. study plans for the intermediate schools were reviewed and developed;
4. 10 male and female schools were chosen to be part of the school educational unit project applied by the Ministry of Education in recent years.

2.7.4 SECONDARY EDUCATION

This stage lasts for three years. Entry to it is conditional to obtaining the Intermediate School Certificate or its equivalent. This stage is considered as the continuation of basic education, and a new stage for the student by preparing him for admission to higher education or to enter the labour market directly.

In 1980/81 the Ministry of Education in Bahrain has divided secondary education in an attempt to develop it and to introduce new patterns that are congruous with new orientations in educational theory and application on one hand , and to satisfy demands of development on the other.

Following the Ministry's trend in developing secondary education and introducing new formulae to this stage, it has implemented the courses and credit system in 1990/91 as a trial run in two secondary schools, with the aim to generalise the system gradually to all secondary schools in Bahrain.

Table (2.22) summarises the number of students and classes in the secondary stage.

Table (2.22) Number of Students and Classes in the
Secondary Stage According to Type of
Education and Sex in 1993/94

Type of Education	No. of Students			No. of Classes		
	M	F	Total	M	F	Total
Literary	2798	5266	8064	525	160	685
Scientific	2524	3988	6512	404	132	536
Religious	43	—	43	3	—	3
Hotel Business	74	—	74	3	—	3
Textile & Clothing	—	141	141	—	5	5
Agriculture & Livestock- Resources	31	—	31	3	—	3
Printing	75	—	75	5	—	5
Commercial	1405	1569	2974	70	62	132
Industrial	3463	—	3463	165	—	165
Total	10413	10964	21377	1178	359	1537

Source : State of Bahrain - Ministry of Education (1995) Annual Report 1993/94. Bahrain : Information and Documentation Centre. P. 113.

Evaluation in the secondary stage is accomplished by the new evaluation procedure which began in 1983/84. The school year is divided into two semesters, where final examinations are held at the end of each semester. The evaluation procedure of the new system is based upon the following (State of Bahrain - Ministry of Education, 1984, p. 29) :

1. observation;
2. daily exercises;
3. applications;
4. organised and individual activities;
5. individual and group projects;
6. short tests;
7. mid-semester test;
8. final semester examination.

Evaluation of the first and second secondary grade students' achievement is carried out along the same lines that are followed in the upper three grades of the primary stage and the first and second grades of the preparatory stage. The student's achievement is evaluated on the basis of his activities and his performance in the examinations. The final mark of the students in any subject is calculated on the basis of educational activities during the term

which represent 30% , 20% for the mid-term examination and 50% for the final examination (Morsi, 1990, p. 228). In the third grade, the student's achievement is evaluated according to his achievement in each subject. The student's results in each semester in the third year of secondary school is calculated according to the following system (State of Bahrain - Ministry of Education, 1984, p. 30) :

1. 15% of the semester total mark is the result of the continuous evaluation of daily mark (exercises, applications, observation, activities, projects and short tests);
2. 85% of the semester total mark is for the final semester examination.

Students who fail in the final examinations have the right to re-sit for the subjects they failed. The students have the right to repeat a class once if they fail in more than two subjects or if they re-sit the examination in two subjects without obtaining the minimum pass mark.

Secondary education in Bahrain consists of the following branches and sections.

2.7.4.1 GENERAL SECONDARY EDUCATION

General secondary education in Bahrain is similar to secondary education in the rest of the Arab countries. It consists of two main branches; literary and scientific. The students in both sections study general cultural subjects, in addition to other specialised and optional subjects, according to the branch of specialisation.

All literary students study common subjects in the first year but in the second year, select for one of the following four streams; languages, economics and office practice, home economics and fine arts. In the language sub-branch, the focus is on the learning of English and French. The second sub-branch involves the study of economics, office work, and typing. The third sub branch is concerned with the study of home economics, wherein the studies are centered around nutrition, home management and family relationship, textiles, dress-making, family health and child care. The fourth is the fine art branch, wherein the focus is on figurative arts such as drawing, photography, and technical drawing.

Table (2.23) shows the study plan for the literary section of general secondary education in 1991/92.

Table (2.23) The Study Plan for the Literary Section of
General Secondary Education in 1991/92

		Classes		
Compulsory Subjects		-----		
		1st	2nd	3rd
Religious Education		2	2	2
Arabic Language		7	8	8
English Language		8	8	8
Social Studies		6	7	8
Mathematics		3	---	---
General Sciences		2	---	---
Physical Education		2	2	2
Statistics or French		3	---	---
Subjects for Particular Streams				
Streams	Subjects		2nd	3rd
Languages	English Language		2	1
	French Language		4	4
Home Economics	Home Economics		6	5
Fine Arts	Fine Arts		6	5
Economic & Office Practice	Economic		2	2
	Office Practice		2	1
	Commerce		2	---
	Typing		---	2
Optional Subjects				
		1st	2nd	3rd

	2	2	2
Number of Compulsory Subjects Period Per Week	33	33	33
Number of Optional Subjects Periods Per Week	2	2	2
Total	35	35	35

Source : State of Bahrain - Ministry of Education (1992 a)
Development of Education in Bahrain During 1989/90 -
1991/92. Bahrain : Information and Documentation Centre.
P. 95.

The second main branch is science, where all students study common subjects in the first year and in the second year they opt for one of the following two streams; physics and mathematics, or chemistry and biology.

Table (2.24) shows the study plan for the scientific section of the general secondary education in 1991/92.

Table (2.24) The Study Plan for the Scientific Section of General Secondary Education in 1991/92

Compulsory Subjects	Classes		
	1st	2nd	3rd
Religious Education	2	2	2

Arabic Language	7	5	5
English Language	8	7	7
Social Studies	2	---	---
Mathematics	6	6	6
Physics	2	2	2
Chemistry	2	2	2
Physical Education	2	2	2
Subjects for Particular Streams			
Streams	Subjects	2nd	3rd
Mathematics & Physics	Mathematics Physics	2 3	2 3
Chemistry & Biology	Chemistry Biology	3 2	3 2
Optional Subjects	1st	2nd	3rd
	2	2	2
No. of Compulsory Subjects Periods Per Week	33	33	33

No. of Optional Subjects			
Periods Per Week	2	2	2
<hr/>			
Total	35	35	35

Source : State of Bahrain - Ministry of Education (1992 a)
 Development of Education in Bahrain During 1989/90 -
 1991/92. Bahrain : Information and Documentation Centre. P.
 97. (In Arabic).

At the end of the third year an examination is held under the supervision of the Ministry. Graduates of this type of education (literary or science) are awarded the General Secondary School Certificate.

General secondary education aims at (State of Bahrain - Ministry of Education, 1984, p. 8) :

1. preparing the student physically, mentally, morally, socially and nationally to be a mature individual and good citizen;
2. educating him in the arts and sciences in order to prepare him for higher education;
3. preparing the student for life by providing him with sound values and knowledge of scientific trends and up-to-date thinking, and the ability to solve problems, so that, after receiving vocational

training he can become a useful and productive member of society.

2.7.4.2 TECHNICAL EDUCATION

Technical education consists of the following sections :

2.7.4.2.1 COMMERCIAL SECONDARY EDUCATION

Commercial secondary education aims at (State of Bahrain - Ministry of education, 1984, p. 9) :

1. training manpower required for financial, commercial and clerical occupations;
2. enabling the students to understand free trade business through practical work and study of commercial enterprises;
3. providing general and commercial background knowledge.

Commercial education is available to both boys and girls. The idea of establishing commercial studies goes back to the early 1950s when a class for commercial education was established at Al-Manakh boys' secondary school (Morsi, 1990, p. 225). After independence, business in Bahrain expanded to require more people to work in commerce, finance and management. In 1976 the Ministry of

Education expanded the period of study for commercial education to three years instead of two. The third year of commercial education was divided into three branches which were; accountancy, secretarial work and the general branch of which the students had the option to choose one. But with the further development of secondary education in 1978 and the introduction of a new plan for the diversification of secondary education and its inclusion of new patterns of vocational education, specialised commercial schools began to operate as from 1981 (Morsi, 1990, p. 225). In recent years commercial education consisted of two streams only; accountancy and secretarial.

The study in the first and second year is general; in addition to religious education , English language and Arabic language; the students study accountancy, secretarial work and typewriting. In the third year, students enter one of the two streams : accountancy and secretarial. Graduates of this section of technical education are awarded the General Secondary School Certificate (commercial branch).

The study plan for commercial secondary education in 1991/92 consisted of common and optional subjects with a total of 35 periods for each of the first, second and third secondary grades. The number of compulsory subject periods per week is 33 and the number of optional subject periods per week is 2 for each grade(State of Bahrain - Ministry of Education, 1992 a, p. 103).

2.7.4.2.2 INDUSTRIAL SECONDARY EDUCATION

This branch of technical education is for boys only and is conditional upon successful completion of the intermediate stage. Preference is given to students who are good in mathematics, science and English.

Industrial education aims at (State of Bahrain - Ministry of Education, 1984, p. 9) :

1. producing skilled labour for various economic fields;
2. preparing the students for higher education;
3. producing technicians to meet the manpower needs of local industries.

Industrial education has nine specialisations ; machines, blacksmithing and welding, auto-machines, auto-electric, diesel engines, refrigeration and air conditioning, electricity, radio and television, and industrial electronics.

On entry students are divided into the following three sections:

1. Mechanical (machines, blacksmithing and welding);
2. Electrical (Electricity, refrigeration and air conditioning);
3. Electronic (radio and television, and industrial electronics).

Students spend the first 17 weeks of the first year in each of the above sections, in which they are divided into groups to get a general idea about the various specialisations. After this they choose their specialisation, their marks and availability of courses being taken into consideration.

At the industrial secondary schools, a two year programme is provided called ' Formal Vocational Training ' in the following specialisations; carpentry, body work repairs and paint spraying, and plumbing.

Successful students are awarded the General Secondary School Certificate (industrial branch). The talented graduates of this branch could sit for City and Guilds examination in the United Kingdom. In 1991/92 there were 275 graduates who sat for these examination (State of Bahrain - Ministry of Education, 1993, p. 94).

The Ministry of Education showed a special interest in this type of education, in terms of developing and making it more effective and flexible by introducing a modules system based on the credit system since 1988/89. This system has been tried in one school and expanded from 1989/90 to include other schools. In 1992/93 the number of credit hours for industrial secondary education was decreased from 216 credit hour to 198 credit hour (State of Bahrain - Ministry of Education, 1993, p. 94).

The study plan for industrial secondary education (old system) consisted of 35 periods. Table (2.25) shows the study plan for industrial secondary education in 1991/92.

Table (2.25) The Study Plan for the Industrial Secondary Education (Old System) in 1991/92

Subjects	Classes		
	1st	2nd	3rd
Arabic Language & Religious Education	2	--	--
English Language	4	4	4
Sciences	2	2	2
Mathematics	3	2	2
Technical & Engineering Drawing	3	3	3
Applied Mechanics	--	2	2
Principles of Technology	3	4	4
Workshops	17	17	17
Physical Education	1	1	1

Total	35	35	35
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Source : State of Bahrain - Ministry of Education (1992 a)
 Development of Education in Bahrain During 1989/90 -
 1991/92. Bahrain : Information and Documentation Centre. P.
 106. (In Arabic).

2.7.4.3 APPLIED SECONDARY EDUCATION

This kind of secondary education consists of the following branches.

2.7.4.3.1 HOTEL BUSINESS

This programme started in 1982/83 and is carried out by the Ministry of Education with the cooperation of the Ministry of Information (Hotel and Catering Training Centre). It aims at preparing manpower for hotels. Graduates of this branch are awarded the General Secondary School Certificate (hotel branch).

Its curriculum includes general subjects together with theoretical and practical subjects in cooking, room services and reception. The study plan for the hotel secondary education consists of 35 periods distributed on general subjects such as , Arabic language, English language, French language, religious education, physical education, psychology, sociology, mathematics, general sciences and specialised subjects such as, geography and tourism,

hotel sciences, principles of book keeping and typing (State of Bahrain - Ministry of Education, 1992 a, p. 99).

Graduates may work in the department of hotels in Bahrain, or may continue their education in the Hotel and Catering Training Centre or abroad. It is expected to expand this type of education in the near future to fill the shortage of Bahraini manpower in the hotel field, especially as the State of Bahrain is to make tourism a main part of national income.

2.7.4. 3. 2 TEXTILES AND CLOTHING

This type of education is for girls only who wish to work in the field of tailoring. Graduates of this branch are awarded the General Secondary School Certificate (textile and clothing branch). It will qualify them to work as fashion designers and dressmakers.

The study plan for textile and clothing secondary education in 1991/92 consisted of 35 periods of study. 33 of these belong to compulsory subjects such as, Arabic language, English language, religious education, social studies, mathematics, technical drawing, textile technology, measurement and costs and vocational training. The number of optional subjects periods per week consists of 2 periods.

2.7.4.3.3 AGRICULTURE AND LIVESTOCK - RESOURCES

This programme is for boys only and is carried out by the Ministry of Education with cooperation from the Ministry of Commerce and Agriculture. Its curriculum includes specialised subjects together with general common subjects.

The study plan for agriculture and livestock resources in secondary education in 1991/92 consisted of 35 periods. It covered the following subjects; religious education, Arabic language, English language, sciences, physical education, fishery resources, plant cultivation, livestock breeding, and statistics and marketing (State of Bahrain - Ministry of Education, 1992 a, p. 101).

Graduates of this branch are awarded the General Secondary School Certificate (agriculture and livestock - resources branch). They may work as technical assistants in agriculture, livestock and fishery resources. They may also work as technical assistants in fisheries, or marine life. They may be upgraded to become researchers in fishery resources.

2.7.4.3.4 PRINTING SECONDARY EDUCATION

This kind of education is a recent introduction, started in 1983/84 in cooperation with the Ministry of Information. It is for boys only. It aims at providing students with a background in

technological and practical skills which will qualify them to work in printing or to continue their studies in the same field.

The curriculum of this type of education includes general subjects studied by students in the other branches, together with theoretical and practical aspects of printing. An optional subject is also introduced. The total of study periods for the printing secondary education consists of 35 periods of which 26 are reserved for the common subjects and 9 periods are for specialised subjects (State of Bahrain - Ministry of Education, 1992 a, p. 102).

In the third year, students specialise in one of the following subjects; type setting and designing, camera operation and plate making, and printing and finishing.

Graduates of this branch are awarded the General Secondary School Certificate in printing, and they may work in various fields of printing such as press or advertisement and in public relations firms.

2.7.5 RELIGIOUS EDUCATION

Religious education takes place at a specialised institute which follows the Ministry of Education rules and regulations. It is for boys only. The system of this type of education is the same as that of the basic and general secondary education in terms of duration of study

and admission age, but it emphasises Islamic studies with the aim of preparing men with an appropriate background in religious affairs.

Following the Ministry's direction towards developing the Religious Institute, a class-teacher system has been implemented in the first grades of primary education since 1988/89. Optional practical studies have also been introduced in the intermediate stage from 1989/90, such as computer, typewriting, agriculture and decoration.

The study plan for primary education in religious education in 1991/92 consisted of 28 periods of which two thirds were common subjects and one third was for religious education subjects. In the intermediate stage, the study plan consisted of 38 periods in 1991/92 of which half of them were for the general subjects and the rest for religious education subjects. In the secondary stage, the study plan consisted of 35 periods in 1991/92 of which less than one third were for the religious education subjects and more than two thirds for the common subjects (State of Bahrain - Ministry of Education, 1992 a, pp. 108 - 110).

At the end of the secondary stage, students are awarded the General Secondary School Certificate (religious branch).

During the past five years, education in Bahrain has witnessed a great deal of quantitative development. Tables in appendix one will

show the most significant quantitative development in classrooms, schools and teachers of various education levels.

2.7.6 HIGHER EDUCATION

Higher education in Bahrain varies according to the higher education institute. It takes place either at universities, colleges or institutes. This stage comes immediately after the secondary stage. The duration of study ranges from two years to four years or more. To be admitted to higher education, a student must have completed the general secondary stage successfully.

Among the universities and higher education institutes in Bahrain are the following:

2.7.6.1 UNIVERSITY OF BAHRAIN

It was established according to the Amiri Law decree No. 12 of 1986. It is an autonomous academic institute and prepares well-qualified Bahrain manpower, capable to contribute to the State development movement.

The university comprises of five colleges as follows :

2.7.6.1.1 COLLEGE OF ENGINEERING

Admission to this college is subject to obtaining the general secondary school certificate (scientific branch and technical branch). The duration of study in this college is as follows ; two semesters for the orientation programme, two years and six months (practical training) for the diploma, four years for the Bachelor degree and more than two years for the degree of Master of Science. The college also offers a continuing engineering education programme. It is a special programme for public and private organisations.

2.7.6.1.2 COLLEGE OF BUSINESS ADMINISTRATION

Admission to this college is subject to obtaining the general secondary school certificate (scientific, literary or commercial branches). The duration of study in this college is as follows; one year for the orientation programme, two years for the associate diploma, four years for the Bachelor degree and more than two years for the Master of Business Administration. In addition, the college offers a continuing management education programme, which lasts for three semesters.

2.7.6.1.3 COLLEGE OF EDUCATION

This college consists of five departments and they are; Department of Curricula, Department of Educational Technology, Department of Foundations and Educational Administration, Department of Psychology and Department of Physical Education. The college aims at preparing teachers needed by the Ministry of Education. The college offers the following programmes; Bachelor of Education, post-graduate diploma in education, diploma in learning resources and information, diploma in school administration, diploma in educational counselling, diploma in kindergarten, Bachelor of Arts in physical education and Master of Education. admission to this college is subject to obtaining the general secondary school certificate (scientific or literary branches). The duration of study in this college is one year for the orientation programme, three semesters for the diploma programmes, four years for the Bachelor degree and more than two years for the master's degree.

2.7.6.1.4 COLLEGE OF ARTS

This college consists of three departments and they are; Department of Arabic Language and Islamic Studies, Department of English Language and Department of General Studies. The college offers the Bachelor degree in Arabic Language and Islamic Studies and a Bachelor degree in English Language. Admission to this college is subject to obtaining the general secondary school certificate (scientific, literary or commercial branches).

2.7.6.1.5 COLLEGE OF SCIENCES

The college consists of the Departments of Mathematics, Physics, Biology, Chemistry and Computer. Graduates of these departments are awarded the degree of Bachelor of Science. Post-graduate students are awarded the degree of Master of Science. Admission to this college is subject to obtaining the general secondary school certificate (scientific and technical branches).

2.7.6.2 ARABIAN GULF UNIVERSITY

This is a regional university sited in Bahrain. It consists of three colleges; medicine and medical sciences, applied sciences and education.

2.7.6.2.1 COLLEGE OF MEDICINE AND MEDICAL SCIENCES

Study at this college started in 1982/83. The duration of study is seven years. Graduates of this college are awarded the degree in medicine or in medical sciences. Number of students enrolled in this college is very small compared with other colleges of other universities.

2.7.6.2.2 COLLEGE OF APPLIED SCIENCES

This college started in 1986/87. It offers post-graduate courses in desert science arid areas, in which diploma and master degrees in the field are awarded. An M.Sc. programme in the field of biological technology was also started in 1987/88. The duration of study in this programme is between one and a half and three years, and students wishing to join it must have a B.Sc. in one of the scientific specialisations.

2.7.6.2.3 COLLEGE OF EDUCATION

This college started in 1986/87 by providing a post-graduate diploma in education which lasts for one year. An M.Ed. degree programme is also provided in two fields; mentally talented, and mentally retarded children.

2.7.6.3 COLLEGE OF HEALTH SCIENCES

This college is under the supervision of the Ministry of Health, which carries out the programme of preparing and training technicians in various medical and health fields such as nursing, pharmacology, radiography, laboratories, public health inspection, medical equipment maintenance, physiotherapy, dental care and medical secretarial work. Admission to the college is subject to obtaining the General Secondary School Certificate. The duration of

study in the college is between one and a half to three years. Graduates of this college are awarded the Associate Certificate in Health Sciences for the specialisations mentioned earlier. The college also offers studies leading to a B.Sc. in general nursing.

The college offers a regional programme for teacher training in medical health occupations. Students enrolled in this programme are nationals of Arab countries. They should have a good command of English, a B.Sc. in nursing and some experience in teaching. The duration of study in this programme is one year.

2.7.6.4 HOTEL AND CATERING TRAINING CENTRE

This centre is supervised by the Ministry of Information. It prepares and trains technician students in the field of hotel and catering and tourism in order to Bahranize the hotel profession. The duration of study is two years after which successful students are awarded a diploma in hotel and catering. Conditions of entry to this programme are the secondary school certificate and a good knowledge of English.

2.8 NON-FORMAL EDUCATION

The Ministry of Education in Bahrain realised that the societal needs of education and training cannot be achieved through school alone, therefore it has introduced non-formal education parallel to

formal education. Non-formal education in Bahrain is on two parts; adult literacy and continuing education. Adult learners are required to attend afternoon classes regularly. The Directorate of Adult Education is responsible for teaching adult groups as well as planning adult and continuing education programmes.

Bahrain first began to implement a far-reaching programme to eradicate literacy in 1973. Since then about 70 centres for teaching Arabic to men and women have been established and 12 for teaching English (Jain, 1986, p. 50). In cooperation with ALESCO (Arab League Educational Cultural and Scientific Organisation) a five-year anti-illiteracy plan for men and a ten year plan for women have been drawn up and textbooks were prepared. In the 1980s and early 1990s the number of adult learning centres decreased.

The most significant changes and innovation in non-formal education during 1990/91 and 1991/92 were as follows :

2.8.1 ADULT LITERACY

The Ministry of Education in Bahrain set an ambitious target of eradicating illiteracy from the country by the year 2000. Therefore it has showed a great interest in adult education which is considered as a rightful partner in the learning process. The Ministry also organised a comprehensive campaign to counter illiteracy. This campaign was commenced in 1983, it is enlightened by the ideologies

of the Arab Strategy of Literacy in the Arab Countries (State of Bahrain - Ministry of Education, 1992 a, p. 31).

During the first five year-plan (1983/84 - 1987/88) , the campaign has achieved noticeable successful results compared to that of other countries. Shortly before the end of the first five year-plan, the Ministry set up a second five year-plan(1988/89 - 1993/94) which is falling under the Ministry of Education's comprehensive plan. It was approved by the Council of Ministers in 1990. This plan aimed at eradicating illiteracy of 1338 males and 4021 females in Bahrain by the year 1991 (State of Bahrain - Ministry of Education, 1992 a, p. 31).

The current efforts of the Ministry of Education is to develop new methods for literacy programmes, focusing on two main directions; the first one is represented in the organisation of literacy campaign for selective groups of different geographical areas and the second one is the provision of learning opportunities to the rest of illiterates who follow old methods.

Literacy programmes are considered as important as the formal education programmes. The Ministry of Education in cooperation with other ministries and the private sector are providing several literacy programmes.

Although the Ministry's efforts to eradicate the illiteracy in Bahrain have continued there is still a small percentage of illiteracy

in the country. Table (2.26) shows the number of Bahraini illiterates age ten years and above between 1981 and 1991.

Table (2.26) Number of Bahraini Illiterate Age Ten Years and Above According to the Sex Between 1981 and 1991

Year				Percentage of Illiteracy		
	M	F	Total	M	F	Total
1981	18.125	35.113	53.238	21.2%	41.4%	31.3%
1992	12.567	27.105	39.672	10.8%	23.5%	17.2%

Source : State of Bahrain - Ministry of Education (1993) Annual Report 1991/92. Bahrain : Information and Documentation Centre. P. 107. (In Arabic).

It can be concluded from the previous table that the number of Bahraini illiterates has dropped to reach 39.678 against the original number of 53.238 in 1981.

Table (2.27) shows the number of students attended the examinations in the adult education centres and the number of successful ones in 1991/92.

Table (2.27) Number of Students Attended the
Examinations and Succeeded in the Adult
Education Centres in 1991/92.

Stage	Grade	Attendants		Successful		% of success	
		M	F	M	F	M	F
Literacy	First	254	799	254	799	100%	100%
	Second	218	546	213	508	97.7%	93%
Contin- uation	First	118	437	115	404	97.5%	92.4%
	Second	166	313	161	296	97%	94.6%
Streng- thening	First	217	322	199	275	91.7%	85.4%
	Second	282	300	215	238	76.2%	79.3%
		1255	2717	1157	2520	92.2%	92.8%

Source : State of Bahrain _ Ministry of Education (1993) Annual
Report 1991/92. Bahrain : Information and Documentation
Centre. P. 107. (In Arabic).

It can be concluded from the previous table that there was a high percentage of success for those students who attended the examinations held by the adult education centres.

Bahrain employs all its efforts to encounter illiteracy in order to increase the people's effectiveness and to direct the manpower investment that will lead to modern literacy methods and overcome the problem of dropout.

2.8.2 CONTINUING EDUCATION

The policy of the Ministry of Education in Bahrain is to provide education for all within the continuing education framework. This aims at improving the living standard of people and their role in the society. Therefore, several programmes were applied by the Directorate of Adult Education to serve the people who wished to increase their knowledge in various skills.

The following are the programmes offered by the Directorate; English language programmes, Arabic language for non-native speakers, Japanese language programmes, French language programmes, Islamic studies for foreigners, family education, office practice programmes, computer studies, librarianship and textile printing programmes (State of Bahrain - Ministry of Education, 1992 a, p. 32).

Table (2.28) shows the number of students who are benefited from the continuing education programmes in 1991/92.

Table (2.28) Number of Students Benefited from the Continuing Education Programmes in 1991/92.

No.	Type of Study	Male	Female	Total
1.	Arabic Language	50	48	98
2.	English Language	184	78	262
3.	French Language	13	18	31
4.	Japanese Language	33	29	62
5.	Librarian ship	20	17	37
6.	Islamic Studies	--	--	--
7.	Arabic Typewriting	20	24	44
8.	English Typewriting	9	21	30
9.	Secretarial	2	8	10
10.	Traveling	2	8	10

11. Shorthand	--	--	--
12. Accounting	14	7	21
13. Computer	272	130	402
14. Textile Printing	--	--	--
15. Marketing	--	--	--
Total	619	388	1007

Source : State of Bahrain - Ministry of Education (1993) Annual Report 1991/92. Bahrain : Information and Documentation Centre. P. 108. (In Arabic).

2.9 PRIVATE EDUCATION

Basically private schools exists in Bahrain to provide education for children of expatriates working in the country. The language of instruction, grading system and programmes of study are those of the home country. Private schools existing in the country are American, European, Japanese and Asian. Usually these schools receive their own nationals and other nationalities. In addition to these foreign schools there are several national private schools which are run by nationals. These private national schools teach subjects in both Arabic and English languages.

There are also other private institutes which offer vocational and professional courses including languages, computer sciences, book keeping, shorthand, typing, administration, commerce, business, etc..

Table (2.29) shows the number of private schools, classrooms and students in the country in 1991/92

Table (2.29) Number of Private Schools, Classrooms and Students According to Type of School and Sex in 1991/92.

Type of School	No. of Schools	No. of Classes	Students		
			M	F	Total
National	6	154	1704	1192	2896
Foreign	21	537	7800	5956	14756
Total	27	691	9504	7148	17652

Source : State of Bahrain - Ministry of Education (1993) Annual Report 1991/92. Bahrain : Information and Documentation Centre. P. 102. (In Arabic).

2.10 PRE-SERVICE AND IN-SERVICE TEACHER TRAINING

Training for teachers is offered in two ways; by sending teachers to the College of Education at the University of Bahrain to obtain a bachelor degree or a diploma or to launch training sessions in the Ministry of Education.

With effect from 1982/83 , the Ministry of Education with the cooperation of the University of Bahrain provides a programme leading to the B.Ed. degree for in-service and pre-service training for class teachers at the primary level. The University of Bahrain is offering a diploma programme for subject teachers. A master's degree programme is also offered for head teachers schools of schools.

The Ministry of Education has tended to up-grade the teacher training system as it is an essential element in the educational process. In the past few years the Ministry went along with developing and up-dating programmes and methods of pre-service and in-service teacher training. Also the Ministry worked seriously on raising the educational and technical academic qualifications of those who work in the field of teaching though in-service work.

Among the training programmes are; the kindergarten's teacher training programme which is for female teachers only. It is carried out by the University of Bahrain since the academic year 1991/92. It is aimed at giving the learner's information of child

growth and learning processes. The duration of study is four semesters. The other programme is the class teacher programme which is carried out by the University of Bahrain. The duration of study in this programme is four to five years. It leads to a B.Ed. degree. Graduates will be qualified to work in the first three primary grades. The Ministry also sends the holders of Bachelor's degrees who have no educational qualifications to the University of Bahrain in order to obtain a Diploma in Education. The duration of study is one year.

Teachers of technical education are sent to the College of Engineering at the University of Bahrain to be qualified and trained. The duration of study is six years where the students can get a diploma after finishing two years and there is provision for another three years for those who want to proceed to the Bachelor degree in Education and Technology. Students have to spend the first year in the orientation programme. Those who proceed for the Bachelor degree should obtain the average of three points out of four.

In cooperation with the University of Bahrain the Ministry of Education has established a number of programmes which serve the continuous professional development of teachers. Among these programmes are; the master's degree in curriculum development, a master's degree in commercial subjects, a master's degree in Arabic language, a master's degree in mathematics, and a diploma in learning resources. Other training programmes are held such as, a programme to upgrade the qualifications of teachers who hold the

teacher's training college diploma, a training programme for laboratory technicians and secretaries of schools, and a language skills upgrading programme for English language teachers.

2.11 EDUCATIONAL RESEARCH

Educational research plays a big role in developing and modernising the educational system. Educational research plans and directions depend on the overall educational plan of the Ministry of Education of 1989/90 - 1994/95. According to the Ministry plan, educational research is divided into three main sections (State of Bahrain - Ministry of Education, 1992 a, p. 38) :

1. Basic education section;
2. Secondary education section;
3. Adult education section.

The main purpose of educational research in the Ministry of Education is to carry out diagnostic evaluated research and to investigate the process of evaluation and learning in any field and the educational problems linked with it. As a result of the importance of educational research, the Ministry of Education established the Educational Research and Development Centre in 1987 as one of the main units of the organisational system of the Ministry.

The main concerns of the Educational Research and Development Centre are; to set up the plans of educational research according to its priorities and to supervise its execution and follow it up; finally to sign contracts with researchers from outside the centre.

The Educational Research and Development Centre has launched so far many studies and research projects. Among these studies and research are; a profile of the Bahraini citizen as he is viewed by history, geography and the national education textbooks at the primary level; ways of developing creative thinking; school building planning; and school press and broadcasting development.

2.12 SUMMARY

In this chapter an historical overview of educational development in Bahrain has been presented. Education in the pre-independence era and in the post-independence period has been discussed. A follow -up to the development of education in the recent years in Bahrain has been shown. The aims of education, the constitution and the legislation of education, the finance of education and its administration and management in Bahrain were discussed.

The organisational system in Bahrain was outlined. The educational system in Bahrain is divided into several stages. Among these stages are; Kindergarten stage, the primary stage, intermediate stage, secondary stage, religious education and higher education.

Secondary education is organized into different types; general secondary education, technical education and vocational education. Other aspects of educational features in Bahrain such as, non-formal education, private education, pre-service and in-service teacher training and educational research were presented.

It can be concluded from this chapter that the educational system in Bahrain is similar to those systems in neighbouring countries but with special features of its own development and innovation. Education in Bahrain, whether it is formal or non-formal, has changed and developed rapidly. A big increase in the number of schools, classrooms, students, administrators and technicians. has been noticed in the last ten years. A noticeable increase in female education can be concluded from the statistics of education presented in this chapter.

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CHAPTER THREE

ENGLISH AS A FOREIGN LANGUAGE IN SECONDARY SCHOOLS IN BAHRAIN

In this chapter the current features of English as a foreign language in secondary schools are discussed. It is important at this stage to identify these features which in turn can lead the researcher to give a clear picture about the situation in which English is taught in Bahraini secondary schools. Approaches of the teaching of English as a foreign language used in Bahrain secondary schools are illustrated. It is important to clarify these approaches in order to discover how far they contribute in the effective learning process. The objectives of the teaching of English as a foreign language in secondary schools in Bahrain are listed. Description of the content of English language curricula in secondary schools will be taken into consideration.

3.1 CURRENT FEATURES OF ENGLISH AS A FOREIGN

LANGUAGE IN SECONDARY SCHOOLS IN BAHRAIN

At all levels of society in Bahrain, there is a recognition of the importance of English for development, communication, industry, business, and banking. Therefore, the Ministry of Education in Bahrain is concerned about the generally poor level of English proficiency attained by those who leave schools after nine years of study. The commercial and industrial institutions are searching for ways to improve employees' English language proficiency. Several sessions are held by these institutions in cooperation with the British

Council, the University of Bahrain and Ministry of Education to improve employees' English proficiency.

Factors affecting English language teaching in secondary schools in Bahrain can be summarised in the following points (The British Council , 1985) :

1. Dependence on textbooks as an authority on English language and methods;
2. Poor teacher training with underemphasis on teaching methods and classroom instructional skills;
3. Inadequate English speaking competence among non-native English speaking teachers of English;
4. Conservatism among both local and expatriate teachers.

English language is taught widely as a foreign language in the secondary stage in Bahrain. It is part of all levels and streams of secondary education being taught in the first secondary, second secondary and third secondary stages. All streams of secondary education (general, literacy, commercial, industrial, and applied branches) consider English language as one of their subjects. The amount of English taught in these branches is almost identical. English language is also given a high priority among other subjects taught in the secondary stage. This priority is derived from the

importance of English language as the language of business in Bahrain. Therefore, graduates of secondary schools and universities should be able to use written and oral English fluently. Higher education in Bahrain requires a good command of English as it is the language of instruction in all scientific and applied subjects taught at the university and other higher education institutes.

In recent years there has been increasing importance given to English as a foreign language in the Arab World. There appeared to be need for a study of the practical problems encountered by students and teachers involved with a view to finding acceptable means of resolving problems. As mentioned by Al-Ahmed (1994 a, p. 7) depressingly low achievement over the last ten years had been attributed to many reasons. Educators within the Ministry of Education and the University of Bahrain agreed that the situation was a reflection of a lack of response to classroom teaching, to language and communication problems and to an inappropriate attitude of students. Whatever the reasons are, the Ministry of Education in Bahrain has been concerned about the low academic achievement in English language. Such low achievement is not only confined to students in secondary schools, but is a characteristic of students in other stages of education. General low attainment is the characteristics of a fair number of students who leave schools with low grades or a record of failure.

English language, in conjunction with other subjects, is evaluated by the Ministry of Education in Bahrain from time to time

to make sure that teaching of English as a foreign language is up to the expectations and standard required by the societal needs. Prior to this research, there were several studies which evaluated the teaching of English as a foreign language in secondary schools in Bahrain. Most of these studies were carried out by English language specialists in the Ministry of Education. They looked at the way English language is taught, students' drop out in English classes, and the content of the curriculum of English language. But the present research is trying to take a general view of the current situation of English language in secondary schools. Special issues are studied, such as strengths and weaknesses of English language curricula taught in secondary schools; teachers' and students' attitudes towards teaching and learning of English as a foreign language; interests, needs and complaints of teachers and students towards teaching and learning of English as a foreign language and the relationship between students' achievement in English language and their attitudes toward learning and teaching of English as a foreign language.

English language teaching in secondary schools in Bahrain has been evaluated by F. Al-Ahmed, English language curriculum specialist at the Directorate of Curricula at the Ministry of Education, Bahrain. In her recent study (Al-Ahmed, 1994 b), she noticed the high dropout of pupils from English classes (see table 3. 1).

Table (3.1) Per- Centage of Students' Drop Out in the English Classes in the Third Secondary in 1993/94.

Stream	Per- Centage of Drop Out	
	Male	Female
Scientific	2.56%	0.050%
Literary	2.22%	0.061%
Commercial	7.42%	0.033
Printing		5.55%
Industrial	3.43%	
Catering	5.50%	
Training	11.67%	
Textiles		5.50%

Source : State of Bahrain - Ministry of Education (1994 b) Special Report on the Results of Secondary Education : The First Round Examinations. Intermediate and Secondary Education Directorate. P. 1.

According to the results of the third level of the secondary stage in 1993/94, students showed low achievement in all subjects. Table (3.2) shows the results of the third secondary level students in 1993/94.

Table (3.2) First Round Results of the Third Secondary Level Students in 1993/94.

Stream	Regular Students					
	Sex	Attendant	Pass	Fail	Resit	Pass %
Religious	M	8	7		1	87.50
Science	M	683	433	78	172	63.40
	F	1193	870	85	238	72.93
	T	1876	1303	163	410	69.46
Literary	M	702	275	124	303	39.17
	F	1444	985	44	415	68.21
	T	2146	1260	168	718	58.71
Commer- cial	M	212	49	79	84	23.11
	F	299	214	16	69	71.57
	T	511	263	95	153	51.47

Printing M	17	1	1	15	5.88
Industrial M	394	252	13	129	63.96
Catering M	20	2	10	8	10.00
Textiles F	53	30		23	56.60
Training M	120	91	1	28	75.83
Total Results M	2156	1110	306	740	51.48
F	2989	2099	145	745	70.22
T	5145	3209	451	485	62.37

Source : State of Bahrain - Ministry of Education (1994 b) Special Report on the Results of Secondary Education. The first Round Examinations. Intermediate and Secondary Education Directorate. P. 2.

Al-Ahmed's study(1994 b) stemmed from consistently low academic achievement rates as well as high levels of dropouts associated with the teaching of English in Bahrain's secondary schools. Results of orientation, listening, reading and writing courses studied by students in the secondary stage were analysed. They showed the pass rate for the orientation course was 30 per cent in 1988 and 22 percent in 1991, for the reading course the pass rate

was 57 per cent in 1988 and 13 per cent in 1991, for the listening course it was 37 per cent in 1991, for the writing course the pass rate was 39 per cent in 1991(Al-Ahmed, 1994 a, p 2). The results indicated that there was something wrong with the aims and content of the course. In her evaluation study of English language teaching in Bahrain's secondary schools she concluded (Al-Ahmed, 1994 a, p. 5) :

1. English is widely used in business and industry in Bahrain, but the present content of English language curricula does not include the adequate use of relevant practical material to prepare students for the requirements of the labour market;
2. the present curriculum which is followed in English for secondary level does not motivate students or give them any insight into the real world of work;
3. there is limited co-ordination between industrial and commercial institutions, the Ministry of Education and the secondary schools in respect of the employment of secondary schools' graduates;
4. the fact that Bahrain University requires school leavers to undertake an orientation English language programme is further evidence of the low standard of English achieved in secondary schools through the present curriculum;
5. the lack of collaboration between training institutions and the

world of work has made it difficult for the curriculum of these schools to reflect the urgent needs of the world of work. This has resulted in syllabi which are neither related to the needs of the students nor the needs of developing enterprises in Bahrain.

As a result of three years' analysis of the general results of end of semester examinations, students' results were very weak. The reasons for that were as follows (Al-Ahmed, 1994 a, p 4) :

1. there was no integration of basic skills with the content of each course. Each skill was taught completely separately from other basic skills in each course;
2. the content of the courses taught was randomly selected. For example there were no general or specific objectives to be achieved. Thus all courses taught were from commercial textbooks which did not fulfil the needs of students in relation to the labour market.

It is suggested that an alternative curriculum should replace the unsatisfactory one taught in secondary schools. Also, general and specific objectives should be specified for both teachers and students of secondary schools. In her study, Al-Ahmed (1994 a) said responses made by head teachers and teachers of English language to questionnaires showed that almost all of them were in favour of an alternative English curriculum.

In another study, Al-Ahmed (1990) evaluated students' performance in English language examinations in Bahrain secondary schools. She analysed the questions of the final examinations in English language. The concern of her study was to analyse each examination question in terms of its validity and to find out whether these examination questions were suitable to students' work level. As a result of this analysis examination questions were deemed not valid or suitable to students' level.

3.2 APPROACHES USED IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN THE SECONDARY CYCLE IN BAHRAIN

Teaching languages is, and always has been,
thought of as developing a set of performance
skills in the learner, and syllabuses and
timetables are often expressed in terms of
skills being taught . (Byrne, 1983, p. 39)

The main language skills which any English language teacher should think of are; listening, reading, writing and speaking. Approaches used in the teaching of these skills depends on what is needed by the learner in order to learn. Teaching a foreign language has similar approaches to those used in the teaching of a native language with a difference in application. For example, in the communication process, the native speaker depends on language as

the only means of communication in ordinary life whereas, in the foreign language case, the learner needs to communicate to understand other cultures, and to communicate with foreigners.

In general there are several approaches used in the teaching of a foreign language. One of these approaches is audio-lingual teaching which depends on oral and written sentences given to a student where he is required to respond. This approach is a reaction to the reading approach. The following are the characteristics of the audio-lingual approach (Prator and Celce-Murcia, 1979, p 4) :

1. new material is presented in dialogue form;
2. there is dependence on mimicry, memorisation of set phrases, and overlearning;
3. structures are sequenced, and taught one at a time;
4. structural patterns are taught using repetitive drills;
5. there is little or no grammatical explanation : grammar is taught by inductive analogy rather than deductive explanation;
6. skills are sequenced-listen, speak, read and write;
7. vocabulary is strictly limited and learned in context;
8. teaching points are determined by contrastive analysis;
9. there is much use of tapes, language labs and visual aids;
10. there is an extended pre-reading period at the beginning of the course;
11. great importance is attached to pronunciation, with special attention being paid to intonation;
12. the cultural background of the target language is stressed;

13. some use of the mother tongue by teachers is permitted;
14. successful responses are immediately re-inforced;
15. there is a great effort to prevent student errors;
16. there is a tendency to manipulate language and disregard content.

The cognitive approach is a reaction to the behaviourist features of the audio-lingual approach. The features of the cognitive approach are (Prator and Celce-Murcia, 1979, p 4) :

1. there is emphasis on communication, or communicative competence (i.e., being able to use the language);
2. language acquisition is seen as rule (not habit) formation; deductive explanation of grammar is preferred;
3. pronunciation is de-emphasized, since it is considered futile for most students to try to sound like native speakers;
4. group work and individualised instruction are encouraged;
5. there is a renewed interest in vocabulary, especially the expansion of passive vocabulary for reading purposes;
6. the teachers is viewed as a facilitator rather than a figure of absolute authority;
7. the importance of comprehension - especially listening comprehension - is emphasized;
8. errors are seen as an inevitable by- product of language learning; systematic study, interpretation, and - where possible - remediation are of concern;
9. the written language skills (reading and writing) and the spoken

language skills (listening and speaking) are viewed as being of equal importance, rather than the former secondary and the latter primary;

10. repetition in and of itself is discouraged; silence is recognised as useful and often necessary;
11. there is contextualisation of all teaching points through the use of audio-visual aids, stories, or other appropriate means;
12. the use of the mother tongue and translation are permitted;
13. there is increased interest in the affective domain : the attitude of the teacher and student are seen as important, human sensitivity crucial, and the quality of interaction a significant variable;
14. bilingual-bicultural proficiency is seen as an ideal goal.

The reading approach is selected for practical reasons; for those who do not travel abroad' reading is the one usable skill. The following are the characteristics of the reading approach (Prator and Celce-Murcia, 1979, p 3) :

1. the objectives in priority order are (a) reading ability, (b) current and historical knowledge of the country where the target language is spoken;
2. only the grammar necessary for reading is taught;
3. minimal attention is paid to pronunciation;
4. from the beginning, a great amount of reading is done, both in and out of class;
5. the vocabulary of the early readings is strictly controlled;

6. vocabulary is expanded as fast as possible, since the acquisition of vocabulary is considered more important than grammatical skills;
7. Translation reappears as a respectable classroom procedure.

Another approach used in the teaching of English as a foreign language is the grammar-translation approach. The main features of this approach are (Alkhuli, 1976, pp 10 - 11) :

1. it emphasizes reading, writing, and translation rather than speech;
2. it uses the native language as a major means to explain the words and structures of the foreign language;
3. it reaches grammatical rules or generalisations to control students' correct usage to the foreign language;
4. it employs some kind of grammatical analysis of the foreign language sentences.

The direct approach is an extreme reaction to the traditional approach. The main features of the direct approach are (Alkhuli, 1976, p 11) :

1. it gives priority to speech;
2. it considers translation to be a useless or even harmful activity in teaching foreign languages;
3. the native language has no place in teaching a foreign language;
4. words and patterns of the foreign language are best taught through direct association with objects or situation;
5. no grammatical rules are used;

6. it uses mimicry and memorisation, by which students memorise selected foreign language sentences, dialogues and songs after imitation.

Another approach is the audio-visual approach which depends on the use of audio-visual aids in language teaching. Pictures, films, and sound are used in this approach.

Approaches used in the teaching of English as a foreign language in secondary schools in Bahrain are divided according to the main language skills, reading, listening, writing, and speaking. Among these approaches are individualised learning, role play, games, simulations, brain-storming, case-study, problem-solving, dialogue, use of audio-visual material, listening and responding, communication, and expression.

Although English language teachers in secondary schools have the right to use their own approaches in the teaching of English, the Directorate of Curricula of the Ministry of Education in Bahrain has specified general teaching guidelines.

3.2.1 GENERAL TEACHING GUIDELINES

3.2.1.1 LANGUAGE USE

Teachers of English language in secondary schools should be aware of the following facts to make their work more motivating and relevant (State of Bahrain - Ministry of Education, 1994 a) :

Why is language used ?

It is used for communication between people.

Why do we listen to others when they speak ?

We listen because we want to hear what people say about us.

And why do we speak ?

We speak because we want to say something or we need to say something.

We read and write for the same reason : communication. In most cases, what is said is more important than how it is said, i.e. the content is more important than the form.

Teachers should make sure that students have something to say, that they want or need to say it, that they are focusing on the message or content more than the form, and that language is used for a clear reason. Students will thus learn to communicate and the

classroom situation will be more like real life. Classroom activities should help students to acquire language used in communication in real life.

3.2.1.2 TEACHING AND LEARNING

The aim of teaching is learning. Therefore, teachers should provide opportunities for students to learn at their own pace and to use their own individual learning strategies. In other words, all classroom activities should allow for individual differences between students - differences of personality, motivation, aptitude, and so on. Teachers should allow for different rates and different routes for learning. Teachers should approach a topic from more than one angle, explain things in more than one way. Individualised activities done in groups or pairs is declared to be more effective than whole class activities where a few of the faster or slower learners grasp all the attention of the teacher. Therefore, to be most affective, language activities need to be student - centred. Students need to practise speaking, writing, reading and listening. The teacher should teach, show, explain and correct, but the majority of the time should be taken up with student activities- the students should do things with language rather than just listening to the teacher.

3.2.1.3 THE ROLE OF THE TEACHER

The teacher is a manager. He sets tasks, provides opportunities for language learning, guides his pupils, and organises his classes by arranging pupils in pairs or groups, for example. He encourages students to do things, monitoring and supporting them as they so do .

3.2.1.4 LEARNER TRAINING

Teachers should help students to learn how to work without the teacher. When students learn how to learn, learning will be more effective and will save a good deal of the teacher's effort and energy.

3.2.1.5 LESSON PLANNING

There are two basic elements which should be taken into account in planning lessons; the material and the learners. The material is the goal which the teacher wants the students to reach. The students should be placed at the centre of the teaching process. The learning process is more motivating, interesting and effective if it involves an element of discovery.

Therefore, the first question a teacher should ask when planning a lesson is what can I get them to do so that they will discover the point I wish them to learn ? The starting point in any lesson should be what students can do rather than what they cannot.

The teacher can guide students carefully from the known to the unknown. Students should begin with what they know and make use of their knowledge. This procedure is more student-centred. Student-centred teaching which puts focus on learning rather than teaching means that the lesson plans have to be flexible. These plans should begin with what the learner knows and take account of individual differences. Effective plans should have clear aims and consider timing, variety, warm-up activities, visual aids, enjoyment, connections with previous lessons, pronunciation and accuracy drills.

3.2.1.6 EVALUATION

There are two basic categories of evaluation; summative and formative. Summative evaluation usually takes place at the end of a course of instruction. Its purpose is to find out what the student has achieved. Examples of such evaluation are end of semester examinations and those leading to certificates or degrees. Formative evaluation is carried out during the course of learning. Its purpose is to help form future action. Diagnostic tests are a means of formative evaluation. Teachers are asked to test what the learners should be able to do, identify what they cannot and by examining the mistakes try to diagnose the areas of weakness and thus concentrate on them. Teachers are asked to make continuous assessment. Students marks are recorded during the course and contribute to a final score. The teacher should be objective in assessment, particularly of oral work. Teachers also are encouraged to use self-assessment. Some materials

contain answer keys which students should use to check their work. The responsibility for checking, identifying errors and correcting them lies with the individual student.

The Directorate of Curricula in the Ministry of Education in Bahrain has suggested techniques for testing the language skills (listening, speaking, reading and writing). These techniques are as follows (State of Bahrain - Ministry of Education, 1994 a, pp. 35 - 36) :

A. To test listening comprehension, students have to :

1. recognise sounds at word and sentence level;
2. fill in forms;
3. complete sentences when a choice is given;
4. answer questions according to a cue or direction;
5. select an appropriate rejoinder (when several choices are given)
to a statement or request;
6. identify the main idea;
7. take notes;
8. take dictation : sentences and short paragraphs.

B. To test speaking ability, students have to :

1. repeat sentences of varying lengths;
2. answer questions either when specific instructions are given or
without a cue;

3. take one of the roles in a dialogue;
4. make a rejoinder to a statement or request;
5. make direct questions when an indirect statement is given;
6. transform sentences according to the direction given;
7. formulate questions on a passage;
8. tell what they would say or do in a certain situation;
9. describe what they see in a picture;
10. talk about something they did at some particular time,
something that happened or is going to happen;
11. give a summary of something they are asked to read at the
examination or that they have read at some time before.

C. To test reading ability, the students have to :

1. complete sentences based on a passage read with choices given;
2. read an unfamiliar passage and answer questions on it;
3. give definitions of selected words in a passage;
4. outline a paragraph;
5. summarise a passage or give the main idea;
6. say whether a statement is true or false;
7. indicate the characters in a story who have expressed a point of
view or performed some action;
8. read a passage silently within a limited time and answer questions
on it;
9. discuss the cultural allusions in a passage;
10. give synonyms, antonyms or paragraphs of certain words or
expressions;

11. give the topic sentence;
12. indicate the difference between facts and opinions;
13. reference questions.

D. To test writing ability, students have to :

1. expand several sentences into a letter, dialogue, text or story;
2. answer questions about themselves or some material they have studied;
3. re-phrase a passage;
4. re-write a passage or story from their own point of view, or in the past or future tense;
5. write what they would say or do in a situation;
6. write what they see in a scene;
7. summarise a passage;
8. formulate questions on a passage;
9. write an essay on a topic, based on reading or on a general issue.
10. complete forms;
11. produce sentences of their own;
12. translate;
13. punctuate a passage;
14. put verbs in the correct form.

3.3 GENERAL OBJECTIVES OF TEACHING ENGLISH LANGUAGE IN GOVERNMENT SECONDARY SCHOOLS IN BAHRAIN

Teaching of English language in secondary schools aims to achieve the following (State of Bahrain - Ministry of Education, 1994 a, p. 7) :

1. to enable the student acquire various language vocabularies, their expressions, and basic fundamental structures;
2. to enable students realise the relations between basic elements of English language skills;
3. to enable students use English language (speaking, listening, reading and writing) in ordinary life and without problems;
4. to enable students master self-learning skills which in turn enable them to use language resources and benefit from them in developing knowledge;
5. to enable the student to acquire new patterns to be used in group-work skills, research-methods and problem-solving the learning of English language;
6. to enable student-use of educational technology and to ensure that he benefits from it while he is learning the English language;

7. to enable student-use of English language according to level of attainment in the transferring of knowledge, in science, arts and humanities in to the native language;
8. to develop student's reading interests in English language in order to be able to read books, stories and periodicals;
9. to develop student's attitude towards work-mastery;
10. to enable the student to realise the importance of English language as an international communication medium used by other people;
11. to enable the student to understand the importance of acquiring English language and to enable him to communicate with others in order to express national concerns;
12. to enable the student to sample English language texts and their beauty of expression;
13. to enable the student go to immense himself in the Islamic culture in his study of selected English language texts.

3.4 DESCRIPTION OF THE ENGLISH LANGUAGE CURRICULUM IN SECONDARY SCHOOLS IN BAHRAIN

In recent years, the Ministry of Education in Bahrain has made available the modular system (credit hour system) in secondary schools. Most secondary schools in Bahrain apply the credit hour system with the exception of a few schools. In the coming few years all secondary schools will apply the credit hour system. This system consists of prerequisites and common and elective courses. In this new system students are not divided in first, second or third secondary level, but according to the level of course they are studying. In the old system students are still divided in first, second and third secondary level. The curriculum taught in both the old and new systems is the same.

The English language syllabus in the secondary cycle aims to (State of Bahrain - Ministry of Education, 1994 a, p. 2) ::

1. consolidate and expand on linguistic knowledge and skills acquired in the primary and intermediate cycles;
2. develop an appropriate level of competence in the use of English to enhance communication.

3.4. 1 CURRICULUM REQUIREMENTS

1. All secondary students are required to follow a core syllabus of five English language courses. These set courses are known as :

Eng 101

Eng 102

Eng 103

Eng 104

Eng 105

They provide a common level of basic English language knowledge and skills.

2. Literary students only are required to take three additional courses which are necessary for specialisation. These additional set courses are given the designation :

Eng 211

Eng 212

Eng 213

3. Literary students, after completing their eight required courses, may choose one or two courses at the third level. These specialised / elective courses are :

Eng 321

Eng 322
Eng 323
Eng 221

4. All other students may choose to take additional courses after they have passed the first five courses. They may choose one or more of the specialised courses, or any of the specialised electives provided they have passed the prerequisites to those courses.

5. A minimum standard of proficiency is required before any students may embark on the core courses. For those students who need to strengthen their foundation level in English language, schools will arrange remedial classes. No credits are awarded for attending these classes.

Table (3. 3) shows the English language courses taught in the secondary cycle.

Table (3.3) English Language Courses Taught in the Secondary Cycle

Symbol	Credits	Prerequisites	Section	Course Type
Eng 101	4	—	all	common
Eng 102	4	Eng 101	all	common
Eng 103	4	Eng 102	all	common
Eng 104	4	Eng 103	all	common

Eng 105	4	Eng 104	all *	common
Eng 211	4	Eng 102	literary	specialised
Eng 212	4	Eng 211	literary	specialised
Eng 213	4	Eng 212	literary	specialised
Eng 221	4	Eng 105	all *	spec./elective
Eng 321	4	Eng 213	literary	spec./elective
Eng 322	4	Eng 214	literary	spec./elective
Eng 323	4	Eng 213	literary	spec./elective

Note : Students of sections other than literary may take one or more of the specialised / elective courses as elective on conditions that they have passed the prerequisites to those courses.

* Except for students in the technical branch.

Source : State of Bahrain - Ministry of Education (1994 a) English Language Syllabus for the Secondary Cycle. Bahrain : Directorate of Curricula. P. 5.

3.4.2 CORE COURSES

The core courses concentrate on the main English language skills taught in the secondary stage. These skills are; reading, writing, speaking and listening. In addition to these four skills, other topics are taught such as grammar, literary skills and translation. The aim of teaching the main four language skills is to enable the student to

acquire and use them in the learning process. The grammar topic concentrates on the simple present tense, the present continuous tense, the future tense, the simple past tense, the past perfect tense and the sequence of tenses. The literary skills deal with the description of time and setting of story, following the plot and characters in the story, recognition of major types of figurative language and recognition of the author's point of view in the literary skills. The translation subject concentrates on the recognition of features of Arabic and English language and comparison of these features to discover similarities and differences between the two languages. For the full description of the core courses see appendix two.

3.5 SUMMARY

In this chapter, the current features of English as a foreign language in secondary schools in Bahrain were identified. It appeared from the Ministry of Education reports that teaching of English language has several problems and the way it is taught in secondary schools is not satisfactory. Approaches used in the teaching of English in secondary schools in Bahrain are also discussed. Ordinary approaches are used in the teaching and learning processes. The main objectives of English language teaching in the secondary cycle are determined in this chapter. A brief description of the curriculum of English courses is given. The content of these

courses concentrate on the main basic skills; reading, writing, speaking and listening.

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CHAPTER FOUR



REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review the literature about the teaching of English as a foreign language in secondary schools in general and teaching-learning methods, use of teaching and learning materials and audio-visual aids, learning environment, language skills, time devoted to the teaching and learning of English and evaluation procedures used in the teaching and learning of English. The purpose of the review is to establish a place for the present study among other studies and to indicate those major studies which agree or disagree with the present one.

As the purpose of the study is to focus on the current situation of teaching and learning of English as a foreign language in secondary schools in Bahrain, it is important to review related studies concerned with :

1. teaching of English as a foreign language in general;
2. materials, methodologies and strategies of teaching and learning of English as a foreign language;
3. teachers' and students' attitudes towards English as a foreign language;
4. variables affecting the teaching and learning of English as a foreign language.

4.1 TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

There are several studies which assessed the teaching of English as a foreign language. Among these is that which was carried out by Ashour (1986) . He studied the teaching of English as a foreign language in primary schools in Bahrain and concluded :

1. teachers of English as a foreign language are not professionally well qualified and trained. They have difficulty in the areas of grammar, lexis and phonology. They make errors because of their language weakness. They use their first language in the classroom while teaching English. They have difficulty in using textbooks and methods of teaching English as a foreign language because of their language inadequacy. They are not adequately exposed to the use of everyday English. They are not well motivated to learn or teach English;
2. pupils in the primary cycle do not acquire the English language they need for the educational stages that follow the primary cycle. They are not well motivated to learn English, resulting in poor achievement. Classes are crowded with pupils, more than fifty in some classes. It is not easy to give every pupil enough time;
3. the aims and objectives at primary level are not fulfilled because of the unsuitability of the existing syllabuses, textbooks and other

teaching materials, the methods used in teaching English as a foreign language and the lack of effectiveness and efficiency in using audio-visual aids;

4. the aims and objectives of teaching of English as a foreign language at primary level have not been achieved because of unsuitability of pre-service and in-service training programmes.

As a result of these findings, Ashour (1986) suggested that the Ministry of Education in Bahrain should only accept teachers of English as a foreign language for the primary level who are academically and professionally well qualified, have a positive attitude and value the teaching of English. This means the criteria for selecting and admitting teachers of English as a foreign language in the primary cycle should be more systematic. The number of pupils in every class should not exceed twenty five. Pupils should also be divided into smaller groups. This will help teachers to deal with every group, giving each pupil a chance to participate. It is also suggested that teachers' work should be contained in shorter periods. This study has touched some of the aspects of English language teaching which the present study is going to investigate in the secondary schools in Bahrain.

A similar study has been carried out in Saudi Arabia to assess the English language programme in intermediate schools. Al-Ahaydib (1986) concluded in his study that the English language programme needed improvement in teacher quality, English

curriculum, methods of teaching, student attitudes, teaching aids and the teaching atmosphere. Results of this study are similar to those advanced by Ashour (1986). Most of the factors which were assessed in the previous two studies are going to be studied in the present research.

Another study has been carried out in Syria to evaluate the English language programme in Syrian schools and it concluded there was a need for modification of existing curricula in pre-service training to place greater emphasis upon teaching English language skills through the use of the media (Barakat, 1985). This study agrees with the conclusions of Ashour's study (1986) which stressed the importance of better teacher training.

Another study carried in Iraq has examined the effectiveness of the in-service programme of teaching English as a foreign language in intermediate schools (Al-Zubaidi, 1981). It arrived at conclusions similar to those of the previous studies. It concluded that trained teachers evinced a tendency to use modern teaching methods which have given improved status to the teaching of English in Iraq.

Hyde (1994) examined the teaching of English in Morocco. Teaching English in Morocco is different from teaching English in other Arab countries. French is the second language in Morocco and English is looked at as a third language. It is suggested that English can be used in Morocco as purely an instrumental tool, nothing more than a linguistic means to certain ends, such as fuller employment

and a stronger economy, with an emphasis upon tourism, international banking, and higher education, and for access to texts (Hyde, 1994, p 296). English as a foreign language in Morocco is a means of learning about things outside Morocco. Teaching of English language in Moroccan secondary schools and in schools of other Arab countries is not used to reflect culture or to express identity, but as a means of acquiring an international language for economic, technological and educational reasons.

Many of the previous studies concentrated on the importance of teacher training for English language teachers. Movements toward change in teacher education programmes are evident. Efforts to improve the preparation of teachers have sparked movements toward major reform in teacher training institutes. Programmes of teacher training have been examined and skills of training a teacher determined. Cullen (1994, p 162) stated that most training programmes for teachers of English as a foreign language, at both in-service and pre-service levels, offer a fairly traditional blend of English language teaching skills training on one hand, and language awareness, e.g. grammar and phonology, on the other. Non-native English teachers need to improve their command of English language. Penfield (1987) arrived at similar results when he examined the regular classroom teacher's perceptions. He found that most of the English second language teachers were unprepared in how to integrate limited English-proficient students into the regular classroom. Results of Penfield's (1987, p 36) study recommended :

1. English as second language teachers and teacher training

programmes devote greater attention to preparing the regular classroom teacher for dealing more adequately with the educational needs of limited English-proficient students. 2. English as second language teachers must develop strategies for increasing cooperation and collaboration with regular classroom teachers, even though negative and resistant attitudes may block attempts initially. 3. Teacher training programmes must be sensitive to the professional needs of the English as second language teachers in the field. Hammadou and Bernhardt (1987) arrived at similar conclusions when they discussed the status of foreign language teachers in public schools and the professional programmes that prepare these teachers. They identified three major areas for the status and future of pre-service and in-service foreign language teachers : first, a need for new approaches to in-service education to account for new developments in the nature of teaching and learning foreign languages; second, a need for approaches towards overcoming the professional isolation foreign language teachers inevitably face. 3. The need for workable strategies for maintaining subject matter knowledge, namely, language and culture proficiency (Hammadou and Bernhardt, 1987, pp 303 - 304).

In general, there are problems which prevent progress in second or foreign language teacher education. Among these problems are (Tedick and Walker, 1994, p 302) :

1. a failure to consider the interdependence between first and second languages and culture;

2. the fragmentation and isolation of language arts fields;
3. the pervasive view of language as object;
4. a paralyzing focus on methodology; and
5. a continued failure to reflect in practice the connection between language and culture.

The above problems cannot be solved easily especially in a changing society where the second or foreign language is taught. But language teaching should attempt to meet the needs of a changing society.

4.2 MATERIALS, METHODOLOGIES AND STRATEGIES OF TEACHING AND LEARNING OF ENGLISH AS A FOREIGN LANGUAGE

This section deals with research conducted in the field of methodologies and strategies of teaching and learning of English as a foreign language, English textbooks and teaching materials.

In Thailand, a proposed programme for the teaching of English as a foreign language in Thai upper elementary schools was developed in the late seventies . The purpose of the programme was to develop an open education programme for teaching English as a foreign language. The programme was developed to provide a viable alternative to the traditional approach for teaching English in Thai schools. The methodology of the teaching of English as a second or a foreign language and its acquisition is also studied. The study showed tremendous implications for the Thai educational system including

educational strategies and classroom practices (Yoosathaporn, 1980). It showed that certain kinds of educational strategies could most affect the way English language is taught. This view is supported by Harley (1993) when he concluded in his study that a combination of teaching strategies will optimize second language acquisition for young second language classroom learners. Part of the present research concentrates on the current situation of methodology used in the teaching of English as a foreign language in secondary schools in Bahrain. Results of the study in Thailand could be compared with results of the present research at a later stage.

Another study has been carried out in Thailand to determine how well Thai students' English grammatical problems correlated with their teachers' methodology and predictions of problems in order to use its results as a basis for designing a teacher-training programme. The results of this study showed that (Krairussamee, 1983) :

1. there were trivial differences in the effectiveness of various methods used by teachers in respect of students' total errors. These differences showed the effectiveness of the instruction of teachers who used a language laboratory, recommended instructional techniques frequently or a new educative approach, and followed the textbook exactly;
2. teachers' predictions of students' problems and the students' actual errors were not highly correlated.

Results of this study could be compared with those of the present research especially in the effect of methodology on the general learning of English as a foreign language.

Teaching and learning of English as a foreign language does not depend only on the traditional methodology applied by most English language teachers. Recent technology holds the promise of making language learning easier and more exciting for teachers and learners. This view is supported by Graham (1994) when she used audio and video recordings in a foreign language classroom. She concluded that recordings were useful in oral exercises and individual work. Danan (1992) agrees with Graham that such technology could enhance foreign language learning. The findings of Danan's study confirmed that video can be a very valuable tool that helps the students process, remember, and actively produce foreign terms. Badrawi's study (1988) supports the view that the use of video in an integrative approach to foreign language learning could facilitate and speed comprehension and communication among learners in the foreign language. On the other hand, poorly designed software often threatens to reduce language to its simplest forms and counteracts good teaching practice (Wrigley, 1993). Computer and video technologies hold a great deal of promise in supporting foreign language learning. Although English teachers in secondary schools in Bahrain do not have access to computers in their teaching, students could be encouraged to use personal computers at home. Concerning the use of computers in English teaching in secondary schools in

Bahrain, there is a lack of both hardware and software. Yet the use of the computer in teaching of English in secondary schools in Bahrain remains controversial.

Concerning textbooks there have been different opinions about the benefits derived from using textbooks in foreign language teaching. Some look at the textbook as an important means of satisfying the range of needs that emerge from the classroom and its wider context (Hutchinson and Torres, 1994). They define the importance of the textbook as follows :

We argue that the textbook has a vital and positive part to play in the everyday job of teaching and learning English, and that the importance of the textbook becomes even greater in periods of change. (Hutchinson and Torres, 1994, p 315).

The nature and content of textbooks used in the teaching of English as a foreign language were also examined by Ronnqvist and Sell (1994). They argued that the content of textbooks should be suitable to students' needs and interests. There should be teenage books for teenagers. Many of the books used in teaching young learners of a foreign language should be target-language teenage books. Traditional textbooks will not fulfil the needs of young learners. Birckbichler (1987) looked at the textbook from a different point of view. She examined the effect of textbooks in achieving foreign language proficiency. She suggested that teachers

of a foreign language should select their textbooks on the basis of proficiency or communicative orientation rather than on design or appeal to personal and methodological preferences. Furthermore, it was suggested that a realisation of both strengths and limitations of the printed word in developing language ability should encourage teachers to increase the volume of real language use that occurs in the classroom (Birckbichler, 1987, p 300).

Yano, et al (1994) studied the effects of simplified and elaborated texts on foreign language reading comprehension. A total of 483 Japanese students studying English as a foreign language took part in the study. They were given 13 reading passages in one of three forms; native baseline, simplified, or elaborated (Yano, et al, 1994, p 201). Results of this study showed that comprehension was highest among learners reading the simplified version, but not significantly different from those reading the elaborated version. The results also concluded that modification and elaboration of texts appeared to serve foreign language lessons by improving comprehension, and providing learners with the rich linguistic form they need for further language learning (Yano, et al, 1994, p 214). The study has pointed out that any modification or variation in the text would affect the students learning of the foreign language.

The previous studies concentrated on the importance of textbooks in the teaching of English as a foreign language. This assures the value of examining the English textbooks used in secondary schools in Bahrain. In the present research, textbooks will

be examined by asking both students and teachers how they react to them. Ordering, content, nature and value of English textbooks used in secondary schools in Bahrain will be taken into consideration.

Kay (1991) analysed the texts used by students of humanities in high schools in Singapore. She examined the ordering of units in these texts as part of the classroom work. The aim of her study was to ascertain whether topic-type frames really did exist in the humanities texts and if they did, to what extent they were common across subjects. Results of this study showed that very few texts consisted of only one topic-type frame. Others consisted of other different frames such as concept-principle frame and state-situation frame. Results of this study agree with Horiba's study (1993) in the sense that foreign learners' reading of a text was affected by the ordering of units of the text. Also students scored significantly better when they read a simple text than when they read a highly coherent text. Horiba's study also concluded that higher language competence and increased familiarity of text through repeated reading can facilitate the detection of causal structure of the text as well as overall comprehension and recall (Horibas, 1993, p 77). The results of Tyler and Bro's (1993) investigation arrived at different conclusions. It investigated the sources of native speakers' perceptions of incoherence in the English text produced by non-native speakers. Results of their study showed a strong effect for miscues and no significant effect for order of ideas. Results of these studies will be compared with the results of the present research at a later stage , especially when both teachers and students

will be asked about the English language textbooks used in the secondary schools in Bahrain.

Learners' strategies have been the focus of a series of recent investigations in English language learning. Cotterall (1991) presented a detailed description of the observable reading behaviour of an English as second language learner exposed to a programme of strategy instruction. The student's reaction to the programme showed that the adoption of an instructional methodology such as reciprocal teaching brings clear benefits both to learners and teachers. Result of this study showed that teachers must first know what strategies their learners are using before they can suggest alternative approaches (Cotterall, 1991, p 611). Reid (1987) also examined the learner's strategy and differentiated between native speaker's learning strategy and that of non-native speakers of English. He asked a group of students to identify their perceived learning style preferences. Statistical analyses of his questionnaires indicated that non-native speakers learning styles preferences often differed significantly from those of native speakers (Reid, 1987, p 92). Reid's methodology in identifying learning preference styles was reapplied by Melton(1990) on Chinese students in China and by Hyland (1993) on Japanese students in Japan and New Zealand to identify perceptual learning preferences. Melton (1990) and Hyland (1993) arrived at similar conclusions identified by Reid (1987) .

Peyton, et al (1994) discussed the methodology of teaching in the foreign language classroom. They concentrated on

implementing writing workshops with ESOL (English to Speakers of Other Languages) students. Teachers of ESOL were involved in an innovative approach on how to teach writing in the classroom. Results of this study showed that teachers in the classrooms struggled with the dynamics of student writing fluency, conferencing and sharing, revising, and preoccupations with correctness. To develop a new strategy teachers showed they needed time, support and resources. It can be concluded from this study that to develop such teaching or learning strategy in a foreign language classroom teachers need time, flexibility and courage.

The methodology of English teaching cannot be discussed in isolation from the learning environment. Clearly different learning environments need different learning strategies. For example, in a large size class , one cannot use individualised learning or self-learning techniques. LoCastro (1994) investigated how Japanese learners of English learn in a large sized classroom. Several learning strategies have been used such as listening to television and radio programmes, oral reading and recitation, and memorisation of grammar and vocabulary. She concluded that every learning environment and the different populations of learners need a divergent learning strategy. This view is supported by Grenfell (1994) when he said that each form of classroom organisation needs specific learner strategies. Kumar (1992) arrived at slightly different conclusions in his study when he attempted to explore the question whether or not it was class size that made a difference in English language learning opportunities made available to learners.

He compared how different classroom interactions occurred in different classroom sizes in terms of opportunities made available to the learners to interact meaningfully. Results of this study indicated that class size alone may not be responsible for greater or fewer interactional opportunities being made available to learners (Kumar, 1992, p 45).

4.3 TEACHERS' AND STUDENTS' ATTITUDES TOWARDS ENGLISH AS A FOREIGN LANGUAGE

In the Arab environment, there are quite a few studies which evaluate the students' and teachers' attitudes toward English as a foreign or second language. Among them are those carried out by Al-Ansari in Bahrain and Al-Dosari in Saudi Arabia.

Al-Ansari (1985) studied pupils' attitudes towards the learning of English as a foreign language in Bahrain. He found there was a relationship between Bahraini pupils' attitudes toward learning English as a foreign language and their achievement in the English language subject. On the other hand students showed favourable attitudes toward learning and teaching English in secondary schools in Bahrain. Part of the present research concentrates on the students' attitudes towards learning English as a foreign language in secondary schools. Results of Al-Ansari's study will be compared at a later stage with the results of the present research.

Al-Dosari (1992) ran his study in Saudi Arabia which is close to Bahraini environment. He investigated the effect of the attitudes of Muslim students, teachers, and religious officials on learning and teaching English as a foreign language in Saudi Arabia. A questionnaire was designed and distributed to a group of teachers, students and religious officials. Four areas have been touched upon in the questionnaire; language skills, practical uses of foreign language learning, religious aspects of foreign language learning, and personal responses to foreign language learning. Results of this study showed that students and teachers in Saudi Arabia favoured learning and teaching English as a foreign language. Results of this study arrived at conclusions similar to those reached by Al-Ansari in Bahrain. Both studies identified positive attitudes among students and teachers of English as a foreign language.

The motivational basis of English as a foreign language has been examined by Clement, et al (1994). A total of 301 students in the third year of their secondary schools in Hungary answered a questionnaire assessing their attitudes, anxiety, and motivation toward learning English, as well as their perception of classroom atmosphere (Clement, et al, 1994, p 425). All students studied English as part of their official school curriculum. Another questionnaire was also addressed to the teachers. Results of this study showed that factor analysis of the attitude, anxiety, and motivation scales confirmed the existence of attitude-based and self-confidence motivational sub processes. Students have shown positive attitudes toward learning English and they were highly motivated to

the task (Clement, et al, 1994, p 434). The value of this study for the present research is that it concentrated on the students' attitudes toward learning English as a foreign language. Students' attitudes form part of the students' questionnaire of the present research to be conducted in secondary schools in Bahrain. Results of Clement, et al's study will be compared at later stage with outcomes of the present research. Although this study was done in a different environment, its results indicated favourable attitudes among students , similar to those concluded in Bahrain and Saudi Arabia.

In another different environment, Hong Kong, Richards, et al (1992) examined the beliefs and attitudes of teachers of English towards the teaching of English. Results of this study showed that teachers were found to share common ground as professionals, thinking and acting responsibly to help develop their students' learning of English (Richards, et al, 1992, p 98).

4.4 VARIABLES AFFECTING THE TEACHING AND LEARNING OF ENGLISH AS A FOREIGN LANGUAGE

Perhaps one of the unique studies which studied the variables affecting the students' learning of English as a foreign language in the Arab environment is that carried out by Ryan and Meara (1991). It investigated the effect of the lexical structure and orthography of the Arabic Language on the Arab students' learning of the English language. Ten Arab students studying at the University College of

Swansea were compared with another ten non-Arabic speakers at a comparable level of proficiency to the Arabic speakers. The experiment used 100 frequent 10-letter words in English in a slightly unusual variation of the familiar lexical decision task. Students were asked to read the first presentation of the item, store in the short term memory and match the stored presentation against the second presentation two seconds later. Results showed that despite the fact that Arabic speakers were close to non-Arabic speakers in terms of overall proficiency, they nonetheless produced a significantly higher number of errors and significantly slower reaction times (Ryan and Meara, 1991, p 539). Results of this study assumed that learning of English by Arabic students could be affected by certain variables.

There are other variables which affect teaching and learning of a foreign language. One of these is built upon the differences between male and female students in learning a foreign language. Several studies evaluated the differences between male and female students. Among these studies is that of Bacon and Finnemann (1992) which examined differences in the self-reporting of men and women regarding their attitudes, beliefs, strategies, and experience in language learning. Results of this study showed that females reported a higher level of motivation, strategy use, comprehension, positive affect, willingness to confront, and exposure to authentic input. As part of the present research is concerned with differences between male and female students in learning English as a foreign language in secondary schools in Bahrain, results of the Bacon and

Finnemann study will be compared with the results of the present research.

Hyland (1993) showed in his study that variables such as sex, college level, years of English study, number of semesters with a foreign teacher and study overseas were all related to learning style differences. All of these factors had an effect on the students' learning style preferences.

Theivananthampillai and Baba (1984) assessed the role of three student variables, namely intelligence, language aptitude and motivation in the acquisition of English as a second language. A total of 297 eleven grade students from seven schools in the Fiji Islands were taken as subjects of the study. Results of this study concluded that each of the three student variables was found to be significantly correlated to attainment in English (Theivananthampillai and Baba, 1984, p 57). This study differed from the previous studies when it related intelligence, language aptitude and motivation with students' attainment in English and did not concentrate only on variables which affected language learning.

4.5 SUMMARY

In this chapter, related studies have been reviewed. Four areas were selected as a basis for searching the research literature and they are :

1. teaching of English as a foreign language;
2. methodologies and strategies of teaching and learning English, and the use of English textbooks and teaching materials;
3. teachers' and students' attitudes towards English as a foreign language;
4. variables affecting the teaching and learning of English as a foreign language.

The present study agrees with the previous studies that identifying the current situation of English language teaching as a foreign language is important.

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CHAPTER FIVE

RESEARCH METHODOLOGY

In chapter four, the researcher reviewed the relevant studies concerned with the teaching of English as a foreign language in secondary schools in regard to teaching-learning methods, the use of teaching and learning materials and audio-visual aids, the learning environment, language skills, the time devoted to the teaching and learning of English and the evaluation procedures used in the teaching and learning of English. These components were taken into a consideration in the present chapter in the design of the empirical study. Two questionnaires were developed and designed by the researcher; one for teachers of English as a foreign language in secondary schools and the other for students in the secondary stage. Interviews were scheduled to be conducted with head teachers of English as a foreign language in the secondary schools in the sample. The questionnaires and interviews items were assessed and judged by referees.

5.1 DESIGN OF THE STUDY

The instruments are; a teachers' questionnaire, a students' questionnaire and head teachers interviews. Before designing the measuring instruments the researcher made full investigation about the teaching of English as a foreign language in Bahraini secondary schools. An appropriate context was given to the researcher after she visited several secondary schools in Bahrain and met specialists in the teaching of English as a foreign language in the department of English language in the Directorate of Curricula of the Ministry of

Education. The researcher also met the director of General Secondary Education in the Ministry to gain additional information about the teaching of English as a foreign language in the secondary schools.

5.1.1 DESIGN OF THE QUESTIONNAIRES AND INTERVIEWS

Teachers' and students' questionnaires and head teachers' and teachers' interviews were drawn up in accordance with the aims of the study. The researcher depended on several questionnaires designed by Kelliny (1983); Harmer (1983); Gardner and Lambert (1972); Gere and Smith (1979); Alkhuli (1976); Bailey and Celce-Murcia (1979); Daoud and Celce-Murcia (1979); and the National Study of School Evaluation (1978). The researcher has also relied on other sources, such as, the opinion of experienced teachers of English as a foreign language in the government secondary schools, English as a foreign language specialists in the Directorate of Curricula in the Ministry of Education in Bahrain and Professors of English as a foreign language in the departments of English and education in the University of Bahrain.

5.1.1.1 TEACHERS' QUESTIONNAIRE

The first draft of the teachers' questionnaire consisted of eight sections. These sections covered the following areas; general information about the teachers, English language teaching, teaching-

learning materials and learning environment, language skills, time devoted to the English course, use of audio-visual aids, teaching methods and further suggestions (See appendix three). Independent and dependent variables were categorised in the questionnaire. Section one (general information) of the questionnaire, involved three independent variables which were; sex, academic qualification and years of teaching experience. Other additional information such as name and school were used to check on the distribution and collection of questionnaires. The dependent variables were involved in the other seven sections (see appendix three). The purpose of the questionnaire was placed on the cover sheet attached to the questionnaire. The direction as to how to answer the questionnaire was placed under the required section. Items of the questionnaire were classified in accordance with the categories of sections (dependent variables). Items of section two were designed as statements to be answered by 'strongly agree', 'agree', 'not sure', 'disagree', or 'strongly disagree'. In the first draft section two consisted of 15 statements. Items of section three were designed as questions. Each of the questions could be answered by 'yes' or 'no'. In the first draft section three consisted of 33 items. Items of sections four and five varied between questions and open sentences to be answered by 'yes' or 'no', or by space filling. In the first draft, section four consisted of 4 items whereas section five consisted of 6 items. Items of section six were designed as questions to be answered by 'yes' or 'no'. This section consisted of 5 items in the first draft. Items of section seven were designed as statements to be answered by 'strongly agree', 'agree', 'not sure', 'disagree', or

'strongly disagree'. Section seven consisted of 16 items in the first draft. Items of section eight were designed as open-ended questions and the number of items in this section was three in the first draft. Items of some sections of the questionnaire involved positive or negative statements.

To ensure the validity, the questionnaire was given to six referees in the college of education and department of English language at the University of Bahrain. The referees were specialists in the teaching of English as a foreign language. They were asked to judge the questionnaire and give their opinion about it; especially the relevance of items of the questionnaire to the topic and aims of the study, the clearness of the language of the items, the comprehensiveness of the items and the possibility of additional reading skills.

The referees' suggestions were collected and responses analysed. The purpose of the analysis was to discover those items which the referees agreed on and those which they changed, deleted or added. Results showed that no changes were made in section one (general information). Eight items (statements) were deleted by referees from section two (English language teaching) in the first draft. These items are shown in table (5.1) .

Table (5.1) Items Deleted by the Referees from Section Two (About English Language Teaching)

No of Items	Item (Statement)
1.	It would be good to teach an international language.
2.	Adults have difficulty learning foreign languages because their vocal mechanism become frozen into the positions of their native language.
3.	The only effective way to teach your students English language is to prevent them from speaking their native language while in school.
4.	One of the main problems of Arab students trying to learn English is that they tend to run their words together instead of pronouncing each word distinctly.
5.	It is difficult for the student to learn two languages at the same time.
6.	Adult students can rarely learn to speak a

foreign language like native speakers.

7.	It takes students no longer to speak English than it takes them to learn Arabic.
----	--

8.	All students should learn general standard English in school, instead of speaking some dialect of English.
----	--

Results of the analysis of referees' responses showed that 18 items (questions) were deleted from section three (teaching-learning materials and learning environment) in the first draft. These items are shown in table (5.2).

Table (5.2) Items Deleted by the Referees from Section Three (Teaching-Learning Materials and Learning Environment)

No of items	Item (Question)
1.	Are published materials used in the language laboratory or learning resources centre ?.
2.	Are the teaching materials specially prepared for the course you are teaching ?

3. Are the integral parts of the materials (textbook, teacher's book, etc.) available to you ?

4. Is the layout and design of the materials appropriate for your students' needs ?

5. Where the materials encouraged practice, is the practice motivating for your students ?

6. Do the materials include and practice the skills your students need ?

7. Is the practice of individual skills integrated into the practice of other skills ?

8. Is the language used in the materials realistic -i.e. like real-life English ?

9. Is the language in the materials the right type of language for your students ?

10. Is the subject and the content of the materials relevant to the students' needs ?

11. Is the subject and content of the materials realistic at least some of the time ?
-
12. Is the subject and content of the materials interesting for the students ?
-
13. Is there sufficient variety for your students in the subject and content of the materials ?
-
14. Is the ordering of materials done by topics or themes that are arranged in a logical fashion ?
-
15. Is there appropriate variation in student grouping (together or individuals, whole class, pairs, groups, etc.) ?
-
16. Is there appropriate variation in input (e.g., teacher input vs. students input, voices of different native speakers, different written models, prose passage, dialogue, etc.) ?
-
17. Do you appropriately utilise techniques and drills that maximise student talk time and minimise teacher talk time ?
-

18. Do you help the students to monitor their own output whenever the focus is on form or accuracy ?

Two items were also added by the referees in section three. These items are shown in table (5.3).

Table (5.3) Items Added by the Referees to Section Three (Teaching-Learning Materials and Learning Environment)

No of item	Item (Question)
1.	Do classroom facilities accommodate large and small group instruction ?
2.	Do you utilize various testing instruments for diagnosing and evaluating student aptitude, attitude, interest, achievement and proficiency ?

In section four (language skills) , the referees deleted one item. This item is shown in table (5.4).

Table (5.4) Item Deleted by Referees in Section Four (Language Skills)

No of item	Item (Question)
1.	Is appropriate use of several language skills required in your lessons (listening, speaking, reading, writing) ? a. Yes b. No

In section five (time devoted to the English course), the referees changed the structure of items 5 and 6. These changes are shown in table (5.5).

Table (5.5) Items Changed by the Referees in Section Five (Time Devoted to the English Course)

Items before change	Items after change
1. Are you satisfied with the length of each period for English classes given during the week ?	Are you satisfied with the length of each period for English classes given during the week ?

- a. Yes
- b. No

- a. Yes
- b. No

If "No" , please give your
suggestion : minutes.

2. Are you satisfied with the
number of periods given
for the English language
subjects which you are
teaching ?

- a. Yes
- b. No

Are you satisfied with the
number of periods given
for the English language
subjects which you are
teaching ?

- a. Yes
- b. No

If "No", please give your
suggestion : periods per
week.

In section six (use of audio-visual aids), the referees
suggested the deletion of two items (questions) and they were
replaced by other two items. These items are shown in table (5.6) .

Table (5.6) Deleted and Added Items by the Referees in
Section Six (Use of Audio-Visual Aids)

Deleted Items	Added Items
1. Are you familiar with the types of audio-visual aids relevant to your subject ?	Are methods of teaching English as a foreign language influenced by the existence or absence of audio-visual aids ?
2. Is the variation of audio-visual aids available in your teaching ?	Language classrooms are equipped for the effective use of instructional media.

In section seven (teaching methods), 12 items were deleted by the referees. These items are shown in table (5.7).

Table (5.7) Items Deleted by the Referees in Section
Seven (Teaching Methods)

No. of Item	Item (Statement)
1.	I normally tend to teach English language in a way similar to how myself learned English language.

2. If the teacher is poorly motivated for one reason or another, his efficiency in teaching inevitably drops down.

3. Teaching English as a foreign language methods are influenced by the existence or absence of audio-visual aids.

4. Teaching methods successful with small classes may not be equally so with large classes.

5. The teacher's voice must be clear and loud enough to be easily heard by all students in the classroom.

6. The teacher should prepare his lesson very well in respect of what and how he is going to teach.

7. The teacher should master his subject matter more than what textbooks offer.

8. The teacher should encourage his students through praise, rewards and the like.

9. The teacher should notice individual differences among students.

10.

The teacher should be fair to all of his students.
-
11.

The teacher should give his students the maximal chance to participate in class activities.
-
12.

The teacher should not know what to teach only but the different methods of teaching as well.
-

Three items were suggested to be added by the referees in section seven (teaching methods). These items are shown in table (5.8).

Table (5.8) Items Added by the Referees in Section Seven (Teaching Methods)

No. of Item	Item (Statement)
1.	There is emphasis on the learning of vocabulary in context rather than in isolation.
2.	Student's needs and interests are considered in planning instruction.
3.	Objectives and methods of learning the

language are clearly explained to students.

Items of section eight (Further suggestions) remained without any changes being made.

After deleting, changing and adding some items in the teachers' questionnaire suggested by the referees, the final questionnaire consisted of eight sections with their items shown as in appendix four. The final draft of the questionnaire was approved by the referees and was ready to be used in the pilot study.

5.1.1.2 STUDENTS' QUESTIONNAIRE

The questionnaire was designed in both languages; English and Arabic. The Arabic version was given to those students who had difficulty in understanding the questionnaire in English. The first draft of the students' questionnaire consisted of five sections. These sections covered the following areas; general information about the students, language skills; textbooks, teaching materials, teaching methods, means of evaluation, and learning environment; English language in general; and suggestions (see appendix four). Independent and dependent variables were categorised in the questionnaire. Section one (general information) of the questionnaire involved three independent variables which were; sex, years of study (level or grade) and specialization (stream of study

). Other information in the section such as name and school were used to check on the distribution and collection of the questionnaires. The dependent variables were in the other four sections (see appendix four). The purpose of the questionnaire was placed on the cover sheet attached to the questionnaire. The direction of how to answer the questionnaire was placed under the required section. Items of the questionnaire were classified according to the categories of sections (dependent variables). The first four items of section two were designed as statements to be answered by 'daily', 'weekly', 'occasionally', 'not at all' whereas the last three items of the section were designed as statements to be answered by 'fluently', 'fairly well', 'a little', and 'not at all'. In the first draft, section two consisted of 7 items. Items of section three were designed as statements to be answered by 'strongly agree', 'agree', 'not sure', 'disagree' and 'strongly disagree'. In the first draft, this section consisted of 20 items (statements). Section four was designed as statements to be answered by 'strongly agree', 'agree', 'not sure', 'disagree' and 'strongly disagree'. In the first draft, this section consisted of 20 items (statements). Section five was designed for open-ended items. In the first draft, this section consisted of two questions to be answered by the students. Items of some sections of the questionnaire involved positive and negative statements.

To examine the validity, the questionnaire was given to six referees in the college of education and department of English language at the University of Bahrain. The referees were specialists in the teaching of English as a foreign language. They were asked to

judge the questionnaire and give their opinion about it in regard to the relevance of items of the questionnaire to the topic and aims of the study, the clearness of the language of the items, the comprehensiveness of the items and the possibility of additional reading skills.

The referees' suggestions were collected and their responses analysed. The purpose of the procedure was to discover items which the referees agreed on and those which they changed, deleted or added.

Results of the analysis of the referees' suggestions showed that items of sections one and two remained as they were without any changes being made. In section three, referees did not delete any item but made some changes in the structure of certain items. These changes are shown in table (5.9).

Table (5.9) Items Changed by the Referees in Section Three (Textbooks, Teaching Materials, Teaching Methods, Means of Evaluation and Learning Environment)

Items Before Change	Items After Change
1. The ordering of topics in the textbook is arranged in a logical way.	The topics in English textbooks are arranged in a logical way.

2. The material of textbook is accurate and up-to-date.	The textbook material is up-to-date.
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The referees added one item to section three. This item is shown in table (5.10).

Table (5.10) Item Added to Section Three (Textbooks, Teaching Materials, Teaching Methods, Means of Evaluation, and Learning Environment)

1. Examinations are given to assess language skills.

In section four (English language in general), the referees made no changes in the number or structure of the items. They accepted the items as they were presented in the section. In section five (suggestions), the referees merged the two items in the section and put them as one item. Table (5.11) shows changes made in section five.

Table (5.11) Items Changed by Referees in Section Five (Suggestions)

Items Before Change	Items After Change (Merge)
1. Do you have any suggestions for making the English course or subject more effective and useful to you ? If yes, please specify	1. Do you have any suggestions with reference to simplicity or difficulty of English grammar, or the content of English curriculum for making the English course or subject more effective and useful to you ? If yes, please specify
2. Is there any further information you would like to give which might help to develop the effectiveness of your English course ? If yes, please specify	

5.1.1.3 HEAD TEACHERS' AND TEACHERS' INTERVIEWS

Interviews for head teachers and teachers of English as a foreign language were designed as another measuring instrument alongside the questionnaire designed for teachers. The benefit of using interviews in the research was to have actual contact with teachers and head teachers. The first draft of the interviews' form consisted of two sections; one for general information and the other about the actual situation of teaching English as a foreign language in secondary schools (see appendix five). Section one consisted of four independent variables and they were; position, sex, academic qualification and years of teaching experience. Additional information such as name and school were used to check the distribution and collection of information. The second part of the interview form consisted of 13 questions to be answered by head teachers and teachers. These items concentrated on textbooks and teaching materials, number of periods given to the English course, teaching and learning strategies, the school environment, and teachers' training. Items of the interview were designed as questions or statements directed to teachers or head teachers. Teachers and head teachers' answers to these questions and their comments on the statements were recorded in writing by the researcher. It is believed that teachers and head teachers would not like to give answers and comments on the cassette recorder.

The interview form was given to the same referees who judged the teachers' and students' questionnaires. The referees made

no changes in the items of the interview. They accepted the items as they were.

5.2 THE PILOT STUDY

As far as English as a foreign language is taught in all stages of education in Bahrain, only secondary schools were selected as the group from which the researcher was most interested in gaining information. The population of the study was defined as those teachers and students of the government's general secondary schools only. Other types of secondary education like technical secondary schools or private secondary schools were not involved in the study. The population of teachers was defined as those who taught English as a foreign language for the first secondary grade (or first and second levels in the credit system), second secondary grade (scientific and literary) (or third and fourth levels in the credit system), and third secondary grade (scientific and literary) (or fifth and sixth levels in the credit system). The population of students was defined as those students enrolled in the first secondary grade (or first and second levels in the credit system), second secondary grade (scientific and literary) (or third and fourth levels), and third secondary grade (scientific and literary) (or fifth and sixth levels).

Concerning the sample size of the population used in the pilot study, the researcher tried to use as small a sample as possible for

Years of Teaching Experience	Less than 5 years	1	
	Between 5 and less than 10 years	4	
	Between 10 and less than 15 years	6	
	Between 15 and less than 20 years	1	
	20 years and above	3	15

Students were selected in accordance with sex, grade or level of study, and stream of study. In accordance with sex, students were divided into two equal groups; 30 male and 30 female, giving a total of 60 students. In accordance with grade or level of study and stream of study students were divided into non-equal groups. It should be mentioned here that at the time of running the research, students enrolled only in the second, fourth and sixth levels of study. Therefore, the sample of the pilot study was chosen from these levels only. Table (5.13) shows the number of students who participated in the pilot study.

Table (5.13) Number of Students and Their Divisions in Accordance with Sex, Grade or Level of Study and Stream of Study who Participated in the Pilot Study

Factor	Division	N	Total
Sex	Male	30	
	Female	30	60

<hr/>			
Grade or Level	First secondary or ----- First level		
	Second level	39	
	Second secondary or ----- Third level		
	Fourth level	15	
	Third secondary or ----- Fifth level		
	Sixth level	6	60
	<hr/>		
Stream or Study	Literary	40	
	Scientific	20	60
<hr/>			

For the head teachers' and teachers' sample used in the interview, only two teachers were interviewed in the pilot study. They were asked to react to the items of the interview.

Before administering the questionnaire the researcher contacted the Ministry of Education, Directorate of General Secondary Education in Bahrain to obtain permission to run the study in some government secondary schools. A letter embodying this permission was sent by the Directorate of General Secondary Education to the

headmasters and headmistresses of the government secondary schools. (See appendix six). The questionnaires were administered and collected by the researcher personally. Teachers and students who participated in the pilot study were not involved in the main study.

After analysing teachers' responses to the questionnaire used in the pilot study, it was found that there were some items that had to be changed or adjusted. These items were; 2 and 3 of section four; 1, 2, 3, and 5 of section five of the questionnaire used in the pilot study (for the original items, see appendix three). Item six of section five was deleted from the questionnaire after it was put in item 1 of the same section. These items were changed from open-ended questions to questions requiring 'yes' or 'no' answers. Tables (5.14) and (5.15) show the changes being effected in sections four and five of the teachers' questionnaire according to teachers' responses.

Table (5.14) Changes Being Made in Section Four (Language Skills) According to Teachers' Responses.

Item before Change	Item after change
2. Give an order of priority for the different language skills that your students will need when using English ?	Are all language skills equally important to the students' needs ?

Yes No

- a.....
 - b.....
 - c.....
 - d.....
-

3. Indicate the relative amounts of time devoted to each of the following skills in each lesson.	Do you think that language skills; listening, speaking, reading and writing should be taught separately ?
--	---

- a. Listening minutes
 - b. Speaking minutes
 - c. Reading minutes
 - d. Writing minutes
-

Yes No

Table (5.15) Changes Being Made in Section Five (Time Devoted to the English Course)

Items before change	Items after change
1. The number of hours of English teaching per week for each course is hours per week.	Do you think that the 4 periods given per week are enough for the English course teaching ? Yes No

2. For how many weeks per semester / year are the English classes given ? weeks per semester. weeks per year.	Do you think that the 15 weeks given per semester are enough for the English course teaching? Yes No
---	---

3. The English course time is divided up as follows a. Classroom teaching% b. language laboratory....% c. learning resources centres% d. Others (please specify)%	Do you think that classroom teaching takes most of the English course time ? Yes NO
--	--

5. Are you satisfied with the length of each period for the English classes given during the week ? a. Yes b. No	Are you satisfied with the length of each period for the English classes given during the week ? Yes No
--	--

If " No ", please give your suggestion : minutes.

Section eight was deleted after using the suggestions given by some teachers in sections four and five. Suitable items approved by the researcher, teachers and referees were then used in the main study. (For the teachers' questionnaire used in the main study see appendix seven).

To decide that the teachers' questionnaire was suitable to be used in the study the researcher tested its reliability. The reliability of the questionnaire was tested by using the alpha formula. The internal consistency of the questionnaire was carried out and calculated in the computer by applying the (Statistical Packages for Social Sciences version 6) SPSS v. 6 programme. After applying this procedure to the teachers' results of the questionnaire in the pilot study, the results appeared to be 0.7653 . This level of reliability of the questionnaire showed that there was an internal consistency between the items of the questionnaire. This meant that the questionnaire was reliable and valid for application in the main study. Frankel and Wellen (1990, p 136) supported the previous reliability results when they said that the reliability should be at least 0.70 and preferably higher. Concerning the open-ended items in the questionnaire used in the pilot study, they were isolated and analysed manually. It was difficult to analyse these items in the computer when the reliability was calculated.

After analysing the students' responses to the questionnaire's items used in the pilot study, it was found that the questionnaire was clear. Students were asked to mark the questions or statements they felt were ambiguous. The researcher went through each item in the questionnaire. There was no complaint about the language, structure and content of the questions or statements. There were no comments from students in the section left for them to give their comments. Therefore the last section of the questionnaire (further suggestions) was only used in the pilot study and it was removed from the questionnaire in the main study. The researcher accepted the questionnaire as it was without any change being made with the exception of the removal of the last section of the questionnaire. Suitable items approved by the researcher, referees and students were then used in the main study. (For the students' questionnaire used in the main study see appendix eight).

To decide that the students' questionnaire was suitable to be used in the study the researcher tested the reliability of the questionnaire. The reliability of the questionnaire was tested by using Alpha formula. The internal consistency of the questionnaire was carried out and calculated in the computer by using the (Statistical Packages for Social Sciences version 6) SPSS v.6 programme. After applying this procedure to the students' results of the questionnaire in the pilot study, the alpha appeared to be 0.8137. This number of the reliability of the questionnaire showed that there was an internal consistency between the items of the questionnaire.

This meant that the questionnaire was reliable and valid for application in the main study.

After analysing the head teachers' and teachers' responses to the items of the interview used in the pilot study, it was found that the items were clear and no changes were made. Therefore, the interview items were used in the main study as they were, without any changes being made. (The same interview form used in the pilot study was to be used in the main study, see appendix five) .

5.3 THE MAIN STUDY

The researcher tried to choose the right sample for the main study according to the total number of English language teachers and students in the general secondary schools in Bahrain. The exact number of English language teachers in secondary schools was not available to the researcher, but according to the official statistics of 1990 the total number was 376 teachers (257 female and 119 male) (State of Bahrain- Ministry of Education, 1990, p 67). The total number of teachers who participated in the main study was 40 teachers. (This number involved only those teachers who responded to the questionnaire and it did not include those who were interviewed by the researcher). The number of teachers who participated in the main study formed almost 11% of the total number of English language teachers in the secondary schools in Bahrain. According to sex teachers were divided into equal groups

whereas according to academic qualification and years of teaching experience teachers were divided into non-equal groups. It was difficult for the researcher to divide the teachers into equal groups especially according to academic qualification and years of teaching experience. Teachers were selected from schools which the researcher had access to. Table (5.16) shows the total number of teachers who participated in the main study according to sex, academic qualification and years of teaching experience.

Table (5.16) Number of Teachers and Their Divisions in Accordance with Sex, Academic Qualification and Years of Teaching Experience

Factor	Division	N	Total
Sex	Male	20	40
	Female	20	
Academic Qualification	B.A. / B.Sc.	12	40
	B.A. / B.Sc. + Diploma in education	25	
	Master degree	3	
Years of Teaching Experience	Less than 5 years	6	13
	Between 5 - less than 10	7	

Between 10 - less than 15	17	
Between 15 - less than 20	8	
20 years and above	2	40

In addition to the forty teachers who responded to the questionnaire, there were ten head teachers and teachers (five male and five female) interviewed by the researcher. Table (5.17) shows the number of head teachers and teachers who were interviewed in the main study from selected schools.

Table (5.17) Number of Head Teachers and Teachers Participated in the Interviews in the Main Study

School	No. of Head teachers	No. of Teachers	Total
East Raffa Male Secondary School	1	1	2
Isa Town Male Secondary School	1	2	3
West Raffa Female Secondary School	1	2	3

Hamad Town Female Secondary School	1	1	2
Total	4	6	10

Concerning the selected schools in regard to which the researcher determined her sample for the main study, four secondary schools were selected (two male schools and two female schools). These four schools were considered as among the biggest in the country. Table (5.18) shows the number of teachers who participated from these schools in the main study.

Table (5.18) Number of Schools and Teachers Participated in the Main Study

School	No. of Teachers
East Raffa Male Secondary School	8
Isa Town Male Secondary School	12
West Raffa Female Secondary School	9
Hamad Town Female Secondary School	11

To choose the students' sample of the main study, the researcher determined the total number of students studying English language in the secondary schools in Bahrain. According to 1991/92 statistics, the total number of students studying in general secondary schools was 12703 students (State of Bahrain-Ministry of Education, 1993, p 97). All of these students study English. The total number of students who participated in the main study was 300. In accordance with the sex factor the sample was divided into two equal groups (150 male and 150 female), whereas in accordance with the level of study and stream of study the sample was divided into non-equal groups. In accordance with the level of study the sample was divided into 126 students from the second level, 92 students from the fourth level and 82 students from the sixth level. In accordance with the stream of study the sample was divided into two parts; 174 students from the literary stream and 126 students from the scientific stream. Table (5.19) shows the total number of students and their divisions who participated in the main study in accordance with sex, level of study and stream of study.

Table (5.19) Number of Students and Their Divisions in Accordance with Sex, Level of Study and Stream of Study

Factor	Division	N	Total
Sex	Male	150	300
	Female	150	
Level of Study	Second level	126	300
	Fourth level	92	
	Sixth level	82	
stream of Study	Literary	174	300
	Scientific	126	

Concerning the selected schools from which the researcher determined her sample for the main study, four schools were selected (two male schools and two female schools). Table (5.20) shows the number of students who participated in the main study from these schools.

Table (5.20) Number of Students and Schools Participated in the Main Study

School	No. of Students
East Raffa Male Secondary School	80
Isa Town Male Secondary School	70
West Raffa Female Secondary School	85
Hamad Town Female Secondary School	65
Total	300

Before, during and after the distribution of the teachers' and students' questionnaires, the following procedures were followed :

1. The headmasters and headmistresses of the selected secondary schools about to be involved in the main study were approached. The purpose of the meetings was to make sure that they received the letter of permission from the Directorate of Secondary Education in the Ministry of Education to allow the researcher to run her study. All schools received the permission letter and they were willing to cooperate with the researcher.

2. The researcher determined the number of head teachers, teachers and students willing to participate in the main study. The total number was; 10 head teachers and teachers to participate in the interviews, 40 teachers to respond to the questionnaire and 300 students to respond to the questionnaire.

3. Teachers' and students' questionnaires were then administered and collected by the researcher personally. The questionnaires were distributed and collected and interviews were made between 1st of April and 10th of May 1995. For students, the researcher had to give some instructions on how to fill in the questionnaire.

4. Data collected from both teachers and students was coded for statistical analysis. A numerical system was used to represent teachers' and students' responses. In the teachers' questionnaire, the first part was coded as:

Sex: male = 1 , female = 2

Academic qualification : B.A / B.Sc. = 1

B.A. / B.Sc. + Diploma in education = 2

Master degree = 3

Years of teaching experience :

Less than 5 years = 1

Between 5 and less than 10 years = 2

Between 10 and less than 15 years = 3

Between 15 and less than 20 years = 4
20 years and more = 5

Sections two and seven of the teachers' questionnaire (about English language teaching and teaching methods) were based on five point scale and coded as :

Strongly agree (SA) = 4

Agree (A) = 3

Not sure (NS) = 2

Disagree (D) = 1

Strongly disagree (SD) = 0

Sections three, four, five and six of the questionnaire (teaching-learning materials and learning environment, language skills, time devoted to the English course, and use of audio-visual aids) were based on a two point scale and coded as :

Yes = 1

No = 0

For the students' questionnaire the coding system for the first section was as follows :

Sex : Male = 1 , female = 2

Level of study : Term (course) 2 = 2

Term (course) 4 = 4

Term (course) 6 = 6

Stream of Study : Literary = 1

Scientific = 2

The first part of section two of the students' questionnaire (language skills) (items 1 to 4) was based on a four point scale and coded as :

Daily = 3

Weekly = 2

Occasionally = 1

Not at all = 0

The second part of same section (items 5 to 7) was also based on a four point scale and coded as :

Fluently = 3

Fairly well = 2

A little = 1

Not at all = 0

Sections three and four of the students questionnaire (textbooks, teaching materials, teaching methods, means of evaluation

and learning environment; and about the English language) were based on a five point scale and coded as :

Strongly agree (SA) = 4

Agree (A) = 3

Not sure (NS) = 2

Disagree (D) = 1

Strongly disagree (SD) = 0

5.4 SUMMARY

The purpose of this chapter is to lay out the research methodology. Research methodology, in this case, is used to obtain data about the present situation of teaching English as a foreign language in secondary schools in Bahrain. The research instruments; the teachers' questionnaire, students questionnaire and head teachers' and teachers' interviews; were developed and designed. Teachers' and students' questionnaires consisted of two kinds of variables; independent and dependent variables. The teachers' questionnaire was divided into seven sections; general information, about English language teaching, teaching-learning materials and learning environment, language skills, time devoted to the English course, use of audio-visual aids and teaching methods. The last six sections consisted of several items which required a response such as 'yes', 'no' or 'strongly agree', 'agree', 'not sure', 'disagree' and 'strongly disagree'. The students' questionnaire was divided into four sections;

general information; language skills; textbooks, teaching materials, teaching methods, means of evaluation and learning environment; and about the English language. The last three sections consisted of several items which required one response such as 'strongly agree', 'agree', 'not sure', 'disagree', or 'strongly disagree'. The instruments (teachers' and students' questionnaires and head teachers' and teachers' interviews) were judged by referees and accepted by the supervisor and suggestions were taken into consideration. The instruments became valid and ready to be applied in the pilot study.

A pilot study was carried out on a small sample of the secondary stage head teachers, teachers and students to test the reliability of the questionnaires and interviews. Results of the pilot study showed that the questionnaires and interviews were reliable and ready to be applied in the main study. Teachers involved in the pilot and main studies were teaching in the secondary schools, whereas students participating in the pilot and main studies were those of the first secondary grade (second term in the credit system), second secondary grade (fourth term in the credit system) , and third secondary grade (sixth term in the credit system). These grades involved scientific and literary streams. The population consisted of male and female teachers and students. Two schools with twenty teachers and sixty students were involved in the pilot study, whereas four schools with forty teachers and three hundred students were involved in the main study. For the interviews, five head teachers and teachers were involved in the pilot study whereas ten head teachers and teachers were involved in the main study.

The main study was carried out, and several outlined procedures were followed before, during and after the application of the questionnaire and interviews. Data was collected in the main study.

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CHAPTER SIX

ANALYSIS OF DATA AND DISCUSSION OF RESULTS

In chapter five, the research instruments have been presented. Teachers' and students' questionnaires and head teachers' and teachers' interviews were designed to examine the present situation of teaching English as a foreign language in secondary schools in Bahrain. The pilot study has been run and its results have been analysed. Results of the pilot study have been taken into consideration when the main study was designed and carried out. Data was collected from the main study and made ready to be analysed in the present chapter. This chapter concentrates on the statistical procedures used in the analysis of data. Results will be drawn from this analysis.

The data was analysed by the computer and the SPSS (Statistical Packages for Social Sciences) programme, version 6 was used in the analysis of data. Two techniques of statistics are used in the analysis of data and they are; the frequency and crosstabs techniques. The frequency technique is considered one of the descriptive statistics. This technique shows the value label, frequency of responses, and percentage . The value label shows the two, four or five-points scale used in the items of the questionnaires. For example, one of the questionnaire items requires two responses such as; yes or no. These responses are called value label. The value shows the numbers which represent the value label. For example; 0 represents no whereas 1 represents yes. The frequency of responses shows the distribution of teachers' and students' responses to the items of the questionnaires used in the study. The percentage represents the number of responses given by teachers or students to

any of the value labels. The crosstabs technique is used to show the chi-squares and significances in each item of the teachers' and students' questionnaires. In other words, the crosstabs technique is used to show the relationship between independent and dependent variables of the study.

The following sections will concentrate on the analysis of teachers' responses to the questionnaire, students' responses to the questionnaire, and head teachers' and teachers' responses to the interviews.

6.1 ANALYSIS OF TEACHERS' RESPONSES TO THE QUESTIONNAIRE AND DISCUSSION OF RESULTS

Teachers' responses are analysed according to the dependent variables of the teachers' questionnaire (sections two, three, four, five, six and seven). Each item of the teachers' questionnaire will be discussed separately. Teachers' responses are also discussed according to the independent variables; (which are in section one of the questionnaire) sex, academic qualification and years of teaching experience.

6.1.1 ANALYSIS OF TEACHERS' RESPONSES AND DISCUSSION OF RESULTS ACCORDING TO THE DEPENDENT VARIABLES

Dependent variable (or sections) of the teachers' questionnaire are; about English language teaching, teaching-learning materials and learning environment, language skills, time devoted to the language course, use of audio-visual aids and teaching methods.

6.1.1.1 VARIABLE ONE : ABOUT ENGLISH LANGUAGE TEACHING

Teachers' responses of the items of this variable (section two) are shown in table (6.1).

Table (6.1) About English Language Teaching

Item	Frequency & Percentage					Total
	SD	D	NS	A	SA	
	0	1	2	3	4	
1	4 10.0%	8 20.0%	4 10.0%	19 47.5%	5 12.5%	40 100%
2	----- -----	1 2.5%	7 17.5%	10 25%	22 55%	40 100%
3	14 35%	15 37.5%	3 7.5%	4 10%	4 10%	40 100%
4	----- -----	1 2.5%	1 2.5%	18 45%	20 50%	40 100%

5	7 17.5%	4 10%	1 2.5%	19 47.5%	9 22.5%	40 100%
6	1 2.5%	6 15%	4 10%	21 52.5%	8 20%	40 100%
7	---	---	3 7.5%	24 60%	13 32.5%	40 100%

SD or 0 = Strongly disagree

D or 1 = Disagree

NS or 2 = Not sure

A or 3 = Agree

SA or 4 = Strongly agree

It can be concluded from the previous table that in item 1 (teachers should insist on formal English in the classroom, both in speaking and writing) almost half of the teachers (19 or 47.5%) agree with the statement and 5 or 12.5% of them strongly agree that teachers should insist on formal English in the classroom, both in speaking and writing. Only 12 teachers or 30% of them disagree with the statement and feel that teachers should not insist on formal English in the classroom. Only 4 teachers or 10% of them are not sure.

In item 2 (the best way to teach a foreign language is to start when children first come to school) the majority of teachers agree (10 or 25%) and strongly agree (22 or 55%) with the statement,

whereas only 1 teacher disagrees with the statement and 7 teachers are not sure.

In Item 3 (our students are less gifted at learning languages than other students in other countries) the majority of teachers strongly disagree (14 or 35%) and disagree (15 or 37.5%) with the statement, whereas 4 teachers (10%) strongly agree and 4 teachers (10%) agree with the statement, 3 teachers (7.5%) are not sure.

In item 4 (students who speak English at home with their parents may have better chances to learn languages at school) the vast majority of teachers strongly agree (20 or 50%) and agree (18 or 45%) with the statement, whereas only 1 teacher (2.5%) disagrees with the statement and 1 teacher (2.5%) is not sure.

In item 5 (with the availability of English channels on Bahrain Television, students will benefit much from them to learn English language) more than half of the teachers strongly agree (9 or 22.5%) and agree (19 or 47.5%) with the statement, whereas 7 teachers (17.5%) strongly disagree and 4 teachers (10%) disagree with the statement. Only 1 teacher is not sure.

In item 6 (students' expectations from a foreign language course may affect the teacher's methods) the majority of teachers strongly agree (8 or 20%) and agree (21 or 52.5%) with the statement, whereas 1 teacher (2.5%) strongly disagrees and 6

teachers (15%) disagree with the statement. Only 4 teachers (10%) are not sure.

In item 7 (teaching English as a foreign language to children differs from teaching adolescents or adults) the vast majority of teachers strongly agree (13 or 32.5%) and agree (24 or 60%) with the statement, whereas 3 teachers (7.5%) are not sure.

It can be concluded from the previous analysis that English language teachers in secondary schools feel that they should insist on formal English in the classroom, both speaking and writing. Teachers also suggest that the best way to teach a foreign language is to start when children first come to school. These results agree with the results of the study run by Ashour (1986). He concluded in his study that one of the weaknesses of teaching English in primary schools is that pupils start learning the language at the fourth grade and not when they first come to school. Teachers find that students in Bahrain are not less gifted at learning languages than other students in other countries. The present study concludes that the majority of teachers say that students who speak English at home with their parents may have better chances to learn languages at school. These results agree with those of Al-Dosari (1992) when both find teachers have positive attitudes towards teaching English as a foreign language. Concerning the effect of the availability of English language channels on Bahrain Television on students' learning of English language, it has been found that the majority of teachers agree with this opinion. These results agree with those results arrived at by

Danan (1992) and Badrawi (1988) when they concluded that use of video or television programmes could facilitate comprehension and communication among learners in the foreign language. Concerning the students expectations from a foreign language course and how they affect the teacher's methods, it is concluded that the majority of teachers agree with this opinion. These results are supported by Krairussamee (1983) when he found that teachers' methods of teaching could be affected by their predictions of students' problems in learning foreign language. It is also concluded in this study that the majority of teachers find that teaching English as a foreign language to children differs from teaching adolescents or adults. This conclusion is supported by Ashour (1986) who found that teaching of English in the primary cycle has different features from those in any other educational cycle.

Results of this study support the first hypothesis and meet the second aim of the study. Also results answer the third question of the study; are there any positive attitudes among teachers and students towards the teaching and learning of English as a foreign language ? It is concluded in the study that teachers insist on formal English in the classroom and teaching a foreign language should begin when children first come to school. It is also concluded that speaking English at home and the availability of English channels on Bahrain Television could affect the students' learning of the language. These results answer the second question of the study; what are the interests, needs and complaints of students and teachers who learning and teaching English as a foreign language ? These results

meet the fifth aim of the study; to inquire information about interests, needs and complaints of students and teachers.

6.1.1.2 VARIABLE TWO : TEACHING-LEARNING MATERIALS AND LEARNING ENVIRONMENT

Teachers' responses of the items of this variable (section three) are shown in table (6.2).

Table (6.2) Teaching-Learning Materials and Learning Environment

Item	Frequency & Percentage		Total
	No 0	Yes 1	
1	1 2.5%	39 97.5%	40 100%
2	---	40 100%	40 100%
3	29 72.5%	11 27.5%	40 100%
4	25 62.5%	15 37.5%	40 100%
5	24	16	40

	60%	40%	100%
6	20 50%	20 50%	40 100%
7	27 67.5%	13 32.5%	40 100%
8	21 52.5%	19 47.5%	40 100%
9	26 65%	14 35%	40 100%
10	24 60%	16 40%	40 100%
11	24 60%	16 40%	40 100%
12	6 15%	34 85%	40 100%
13	6 15%	34 85%	40 100%
14	1 2.5%	39 97.5%	40 100%
15	5 12.5%	35 87.5%	40 100%

16	13 32.5%	27 67.5%	40 100%
17	11 27.5%	29 72.5%	40 100%

It can be concluded from the previous table that in item 1 almost all teachers (39 or 97.5%) say that published textbooks are used in teaching English in secondary schools. In item 2, all teachers (40 or 100%) say that supplementary materials are needed in addition to commercial texts. In item 3, the majority of teachers (29 or 72.5%) say that materials currently used in secondary schools are not relevant to the needs of the students, whereas only 11 teachers (27.5%) say that the materials used are relevant to the needs of students. In item 4, the majority of teachers (25 or 62.5%) say that teaching-learning materials do not provide balance of activities appropriate for the students in the secondary schools, whereas only 15 teachers (37.5%) say yes, teaching-learning materials do provide a balance of activities appropriate to students. In item 5, the majority of teachers (24 or 60%) say that teaching-learning materials do not have an appropriate balance of skills for the students, whereas 16 teachers (40%) say that teaching-learning materials have an appropriate balance of skills for the students in secondary schools. In item 6, teachers responses were equal 20 against 20) concerning that language used in the materials is at the right level for the students. In item 7, the majority of teachers (27

or 67.5%) say that teaching-learning materials do not contain clear guidance for the teacher about how they can be used to the best advantage, whereas only 13 teachers (32.5%) say yes, teaching-learning materials contain clear guidance. In item 8, more than half of the teachers (21 or 52.5%) say that objectives are not clearly stated for both students and teachers, whereas less than half of the teachers (19 or 47.5%) say that objectives are clearly stated for both students and teachers. In item 9, the majority of teachers (26 or 65%) say that they would not recommend adopting (or continuing with) these materials for their students, whereas only 14 teachers (35%) would recommend continuing with or adopting these materials for the students. In item 10, the majority of teachers (24 or 60%) say that teaching-learning materials are not accurate and not up-to-date, whereas only 16 teachers (40%) say that teaching-learning materials are accurate and up-to-date. In item 11, the majority of teachers (24 or 60%) say that a teacher's manual does not help the teacher understand the rationale of the textbook (objectives and methodology), whereas only 16 teachers (40%) say that a teacher's manual helps them to understand rationale of the textbook. In item 12, the majority of teachers (34 or 85%) say that the exercises develop comprehension and test knowledge of main ideas, details and sequence of ideas, whereas only 6 teachers (15%) declare against this. In item 13, the majority of teachers (34 or 85%) say that the exercises provide practice in different types of written work (sentence completion, spelling, diction and guided composition), whereas only 6 teachers (15%) declare against this. In item 14, almost all teachers (39 or 97.5%) say they delegate tasks to

students whenever possible (e.g., call, roll, answer questions of students, pass out papers, etc.), whereas only 1 teacher (2.5%) declare against this. In item 15, the majority of teachers (35 or 87.5%) say that they distribute turns evenly among all students in the classroom, whereas only 5 teachers (12.5%) declare against this. In item 16, the majority of teachers (27 or 67.5%) say that classroom facilities accommodate large and small group instruction, whereas 13 teachers (32.5%) declare against this. In item 17, the majority of teachers (29 or 72.5%) say they utilise various testing instruments for diagnosing and evaluating student aptitude, attitude, interest, achievement and proficiency, whereas only 11 teachers (27.5%) declare against this.

It can be concluded from the previous analysis that English language teachers in secondary schools say they use published textbooks in teaching English. Supplementary materials are needed in addition to commercial texts. The majority of English language teachers say that the materials currently used in teaching English in secondary schools are not relevant to the needs of the students. It is also found that those materials do not provide a balance of activities appropriate for the students. These materials also do not have an appropriate balance of skills for students. Concerning the language used in the materials if it is at the right level for the students, teachers' opinion was divided equally between yes and no. Therefore, a conclusion cannot be drawn in this particular item. It is found that materials used in teaching English do not contain clear guidance for the teacher about how they can be used to the best

advantage. Objectives are not clearly stated for both students and teachers. Teachers also do not recommend adopting (or continuing with) these materials for the students. Teaching and learning materials are found not accurate and not up-to-date. It is also concluded that teacher's manual does not help the English language teacher to understand the rational of the textbook (objectives and methodology). These results support the second hypothesis of the study that there is general weakness in learning and teaching English as a foreign language in secondary schools in Bahrain. They also meet the first aim of the study; to identify strengths and weaknesses of teaching English and they answer the first question of the study; what are the strengths and weaknesses of teaching English as a foreign language in secondary schools in Bahrain ? Unlike the previous items, it is concluded that exercises develop comprehension and test knowledge of main ideas, details, and sequence of ideas. Also the exercises provide practice in different types of written work (sentence completion, spelling and diction, and guided composition). It is concluded that teachers delegate tasks to students whenever possible (e.g., call, roll, answer questions of students, pass out papers, etc.). They also distribute turns evenly among all students in the class. It is concluded that classroom facilities accommodate large and small group instruction. It is found that teachers utilise various testing instruments for diagnosing and evaluating student aptitude, attitude, interest, achievement and proficiency. This part of the results shows some strengths which meets the first aim of the study and answers the first question of the study; what are the strengths and weaknesses of teaching English as a foreign language ?

Results of the present study (especially those of the first eleven items of variable two - section three) agree with the results arrived at by Ashour (1986). Teaching-learning materials were found not accurate, not relevant to the students' needs, do not provide appropriate balance of skills and do not have clear objectives. Concerning the textbooks used in the secondary schools in Bahrain, results of the present study were different from those results and suggestions of Ronnqvist and Sell (1994), Birckbichler (1987), Yano, et al (1994) Kay (1991) and Horiba (1993) studies which stressed the suitability of textbooks to students' needs and their effect in achieving foreign language proficiency. Concerning the results of the last six items of variable two (section three of the teachers' questionnaire), they agree with the results of Peyton, et al (1994) and LoCastro (1994) studies which concluded that teacher's activities depend on the classroom facilities and size. It can be also concluded from the last six items that English language teachers in secondary schools in Bahrain showed great concern about their students' learning of English. These results agree with those of Richards, et al (1992) who concluded in their study that teachers were acting responsibly to help develop their students' learning of English.

6.1.1.3 VARIABLE THREE : LANGUAGE SKILLS

Teachers' responses of the items of this variable (section four) are shown in table (6.3) .

Table (6.3) Language Skills

Item	Frequency & Percentage		Total
	No 0	Yes 1	
1	4 10%	36 90%	40 100%
2	5 12.5%	35 87.5%	40 100%
3	34 85%	6 15%	40 100%

It can be concluded from the previous table that in item 1 the majority of teachers (36 or 90%) say that appropriate use of several language skills is required in the teaching of English lessons, whereas only 6 teachers (10%) see that appropriate use of several language skills is not required in the teaching of an English course. In item 2, the majority of teachers (35 or 87.5%) say that all language skills are equally important to the students' needs, whereas only 5

teachers (12.5%) say that not all language skills are equally important to the students' needs. In item 3, the majority of teachers (34 or 85%) do not think that language skills; listening, speaking, reading and writing should be taught separately, they prefer the skills to be taught together, whereas only 6 teachers (15%) think that language skills should be taught separately.

It can be concluded from the previous analysis that the majority of teachers see that an appropriate use of several language skills is required in the teaching of English lessons. All language skills are found to be equally important to the students' needs. Language skills; listening, speaking, reading and writing should not be taught separately and should be taught together. Results of this section meet the fifth aim of the study and answer the second question; what are the interests, needs and complaints of students and teachers who are learning and teaching English as a foreign language in secondary schools in Bahrain ?

6.1.1.4 VARIABLE FOUR : TIME DEVOTED TO THE ENGLISH COURSE

Teachers' responses of the items of this variable (section five) are shown in table (6.4) .

Table (6.4) Time Devoted to the English Course

Item	Frequency & Percentage		Total
	No	Yes	
1	21 52.5%	19 47.5%	40 100%
2	21 52.5%	19 47.5%	40 100%
3	11 27.5%	29 72.5%	40 100%
4	15 37.5%	25 62.5%	40 100%
5	12 30%	28 70%	40 100%

It can be concluded from the previous table that in item 1, more than half of the teachers (21 teachers or 53.5%) think that the four periods given each week are not enough for teaching the English course, whereas less than half of the teachers (19 or 47.5%) think that the four periods are enough for the English course. In item 2, more than half of the teachers (21 or 52.5%) think that the fifteen weeks given each semester are not enough for teaching the English course, whereas less than half of them (19 or 47.5%) think that the

fifteen periods are enough for teaching the English language course. In item 3, the majority of teachers (29 or 72.5%) say that classroom teaching takes most of English course time, whereas only 11 teachers (27.5%) say that classroom time does not take most of English course time. In item 4, the majority of teachers (25 or 62.5%) think that the semester is enough for them to finish the textbook and teaching materials, whereas 15 of them (37.5%) do not think that the semester is enough for them to finish the textbook and teaching materials. In item 5, the majority of teachers (28 or 70%) say they are satisfied with the length of each period for the English language classes given during the week, whereas 12 teachers (30%) say they are not satisfied with the length of each period for the English classes given during the week.

It can be concluded from the previous analysis that the four periods given each week and the fifteen weeks given each semester are not enough for teaching the English course. Additional time is required for teaching the English course. These results support the second hypothesis of the study, meet the first aim and answer the first question of the study. On the other hand, it is concluded that classroom teaching takes most of the English course time. Teachers say that the semester is enough for them to finish textbook and teaching materials. Teachers are also satisfied with the length of each period for the English classes given during the week. These results meet the first aim and answer the first question of the study.

6.1.1.5 VARIABLE FIVE : USE OF AUDIO-VISUAL AIDS

Teachers' responses of the items of this variable (section six) are shown in table (6.5).

Table (6.5) Use of Audio-Visual Aids

Item	Frequency & Percentage		Total
	No	Yes	
	0	1	
1	8 20%	32 80%	40 100%
2	11 27.5%	29 72.5%	40 100%
3	8 20%	32 80%	40 100%
4	5 12.5%	35 87.5%	40 100%
5	26 65%	14 35%	40 100%

It can be concluded from the pervious table in item 1, the majority of teachers (32 teachers or 80%) say that audio-visual aids or other supplementary materials are used to enhance their lessons,

whereas 8 teachers (20%) say that audio-visual aids and other supplementary materials are not used to enhance their lessons. In item 2, the majority of teachers (29 or 72.5%) say they make use of games, competitions, and songs to enhance student perception, whereas 11 teachers (27.5%) say they do not make use of them. In item 3, the majority of teachers (32 or 80%) say that audio-visual aids are available for them in the schools, whereas only 8 teachers (20%) say audio-visual aids are not available for them in schools. In item 4, the majority of teachers (35 or 87.5 %) say that methods of teaching English as a foreign language are influenced by the existence or absence of audio-visual aids, whereas only 5 teachers (12.5%) say that methods are not influenced by the existence or absence of audio-visual aids. In item 5, the majority of teachers (26 or 65%) say that language classrooms are not equipped for the effective use of instructional media, whereas 14 teachers (35%) say that language classrooms are equipped for the effective use of instructional media.

It can be concluded from the previous analysis that audio-visual aids or other supplementary materials are used to enhance teachers' lessons. Teachers make use of games, competitions, and songs to enhance students' participation. Audio-visual aids are available for teachers in schools. Methods of teaching English as a foreign language are influenced by the existence or absence of audio-visual aids. It is also concluded that English language classrooms are not equipped for the effective use of instructional media. Results of this section meet the first aim and answer the first question of the

study. Results of the present study are similar to those of Ahaydib (1986) , Barakat (1985) , Al-Zubaidi (1981) , Graham (1994) , Danan (1992) , Badrawi (1988) . The present study agrees with these studies in the way that the availability and use of audio-visual aids in the language classrooms enhance the language teaching.

6.1.1.6 VARIABLE SIX : TEACHING METHODS

Teachers' responses of the items of this variable (section seven) are shown in table (6.6).

Table (6.6) Teaching Methods

Item	Frequency & Percentage					Total
	SD	D	NS	A	SA	
	0	1	2	3	4	
1	---	---	---	6 15%	34 85%	40 100%
2	---	---	3 7.5%	20 50%	17 42.5%	40 100%
3	4 10%	9 22.5%	6 15%	10 25%	11 27.5%	40 100%
4	1 2.5%	1 2.5%	3 7.5%	24 60%	11 27.5%	40 100%

5	---	2	14	10	14	40
	---	5%	35%	25%	35%	100%
6	---	---	16	10	14	40
	---	---	40%	25%	35%	100%
7	1	8	11	14	6	40
	2.5%	20%	27.5%	35%	15%	100%

It can be concluded from the previous table that in item 1, the majority of teachers (6 teachers or 15%) agree or (34 teachers or 85%) strongly agree with the statement that if the class is interested in the foreign language, this gives the teacher more freedom to vary his method. In item 2, the majority of teachers (20 teachers or 50%) agree and (17 teachers or 42.5%) strongly agree that there is an emphasis on the learning of vocabulary in context rather than in isolation, whereas only 3 teachers (6.5%) are not sure. In item 3, more than half of the teachers (10 or 25%) agree and (11 or 27.5%) strongly agree that teachers who are accustomed to using a certain approach for several years resist the introduction of new methods unfamiliar to them, whereas a small number of the teachers (4 or 10%) strongly disagree and (9 or 22.5%) disagree that teachers using certain approaches for several years do not resist the introduction of new methods. Only 6 teachers (15%) are not sure about the statement. In item 4, the majority of teachers (24 or 60%) agree and (11 or 27.5%) strongly agree) that if the teacher

is overloaded with excessive teaching hours and other activities, he or she naturally tends to use methods that require minimal effort and, most probably, at the expense of efficiency. A very small number of teachers (1 or 2.5%) disagree and (1 or 2.5%) strongly disagree that if the teacher is overloaded, he or she will not tend to use minimal efforts. Only 3 teachers (7.5%) say they are not sure about the statement. In item 5, more than half of the teachers (10 or 25%) agree and (14 or 35%) strongly agree that teachers with limited or no training in teaching English as a foreign language find it rather difficult to vary their methods, whereas only 2 teachers (5%) disagree with the statement. 14 teachers (35%) say they are not sure about the statement. In item 6, more than half of the teachers (10 or 25%) agree and (14 or 35%) strongly agree that student's needs and interests are considered in planning instruction, whereas only 16 teachers (40%) say they are not sure if students' needs and interests are considered in planning instruction. In item 7, half of the teachers (14 or 35%) agree and (6 or 15%) strongly agree that objectives and methods of learning the language are clearly explained to students, whereas 8 teachers (20%) disagree and 1 teacher (2.5%) strongly disagrees with the statement. 11 teachers (27.5%) say they are not sure about the statement.

It can be concluded from the previous analysis that English language teachers in secondary schools in Bahrain say if the class is interested in the foreign language, this gives the teacher more freedom to vary his methods. There is an emphasis on the learning of vocabulary in context rather than in isolation. It is concluded that

teachers who are accustomed to using a certain approach for several years, resist the introduction of new methods unfamiliar to them. Concerning the teacher's load it is concluded that if the teacher is overloaded with excessive teaching hours and other school activities, he naturally tends to use methods requiring minimal effort at the expense of efficiency. It is also agreed among teachers that teachers with limited or no training in teaching English as a foreign language find it rather difficult to vary their methods. Teachers also agree that students needs and interests are considered in planning instruction. Objectives and methods of learning the language are clearly explained to the students. Results of this section meet the fifth aim and answer the second question of the study. Results of the present study agree with those of Ashour (1986) , Barakat (1985), Hammadou and Bernhardt (1987), Tedick and Walker (1994), and Al-Zubaidi (1981) in the way that teachers with limited or no training in teaching English as a foreign language can not vary their teaching methods and they resist the introduction of new methods unfamiliar to them. Results of the present study also agree with those of Penfield's (1987) when both stress students' needs and interests which should be considered in planning instruction. Results of the present study agree with those of Yoosathaporn (1980) and Harley (1993)who concluded that certain kinds of educational strategies could most affect the way English language is taught. The present study suggest a certain strategy that if the class is interested in the foreign language, this gives the teacher more freedom to vary his methods.

6.1.2 ANALYSIS OF TEACHERS' RESPONSES AND DISCUSSION
OF RESULTS ACCORDING TO THE INDEPENDENT
VARIABLES

In this section the relationship between independent and dependent variables of the teachers' questionnaire is discussed. The crosstabs technique is used to determine the (Pearson formula) chi-square value and significance for each item of the questionnaire. The independent variables are; sex, academic qualification and years of teaching experience. The dependent variables are; English language teaching, teaching-learning materials and learning environment, language skills, time devoted to the English course, use of audio-visual aids and teaching methods.

6.1.2.1 THE RELATIONSHIP BETWEEN TEACHERS' SEX AND
THE DEPENDENT VARIABLES

Table (6.7) illustrates the items which show relationship between teachers' sex and the dependent variables. The value of chi-square and level of significance for each item are shown in the table. For the items which do not show significances and for other information see table (9.1) in appendix nine.

Table (6.7) The Relationship Between Teachers' Sex and the Dependent Variables

Item	Chi-Square Value	Significance .05 level
English Language Teaching :		
6	10.09524	.03885
7	9.23077	.00990
Teaching-Learning Materials and Learning Environment		
3	10.15674	.00144
4	12.90667	.00033
5	3.75000	.05281
7	9.23077	.00238
9	3.95604	.04670
10	3.75000	.05281
11	10.41667	.00125

Language Skills

3	7.05882	.00789
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Time Devoted to the English Course

3	6.14420	.01318
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Use of Audio-visual Aids

2	6.14420	.01318
5	3.95604	.04670

Teaching Methods

4	15.69697	.00345
6	11.54286	.00312
7	18.52597	.00097

It can be concluded from the previous table that only 17 items out of 43 items have significance and show relationship. The rest of the items (which are shown in table 9.1, appendix nine) are not on the significance level of 0.05, therefore they show no relationship. The items which have significance show relationship between sex

and the dependent variables mentioned earlier. This means that these items are affected by the teachers' sex and teachers differ in accordance with sex. In general, it is concluded from this study there are no statistical differences between male and female teachers' in the English language teaching, teaching-learning materials and learning environment, language skills, time devoted to the English course, use of audio-visual aids, and teaching methods used by teachers in secondary schools in Bahrain. Results of this section support the third hypothesis of the study; there are no statistical differences between male and female teachers in teaching English as a foreign language in secondary schools in Bahrain. Also results of this section meet aim 3 and answer question 4 of the present study.

6.1.2.2 THE RELATIONSHIP BETWEEN TEACHERS' ACADEMIC QUALIFICATION AND THE DEPENDENT VARIABLES

Table (6.8) illustrates the items which show relationship between teachers' academic qualification and the dependent variables. The value of chi-square and level of significance for each item are shown in the table. For those items which do not show significances and for other information see table (9.2) in appendix nine.

Table (6.8) The Relationship Between Teachers' Academic Qualification and the Dependent Variables

Item	Chi-Square Value	Significance .05 level
Teaching-Learning Materials and Learning Environment		
6	6.36000	.04159
Time Devoted to the English Course		
1	6.91729	.03147

It can be concluded from the pervious table that there are only 2 items out of 43 items which have significance and show relationship. This means that these items are affected by the teachers' academic qualification and in these items teachers differ in accordance with the academic qualification. The items which show significance are; item 6 of the teaching-learning materials and learning environment section (is the language used in the materials at the right level for your students ?) and item 1 of the time devoted to the English course (do you think that the 4 periods given per week are enough for the English course teaching ?). The rest of the items (see table 9.2 in appendix nine) are not on the significance 0.05 level and do not show relationship. It can be

concluded from this analysis that there are no statistical differences between teachers according to academic qualification in ; English language teaching, teaching-learning materials and learning environment, language skills, time devoted to the English course, use of audio-visual aids and teaching methods of English in secondary schools in Bahrain. Results of this section support the fourth hypothesis of this study; there are no statistical differences between teachers according to their academic qualification in teaching English as a foreign language in secondary schools in Bahrain. Also, results of this section meet aim 3 and answer question 4 of the present study.

6.1.2.3 THE RELATIONSHIP BETWEEN TEACHERS' YEARS OF TEACHING EXPERIENCE AND THE DEPENDENT VARIABLES

Table (6.9) illustrates the items which show relationship between teachers' years of teaching experience and the dependent variables. The value of chi-square and level of significance for each item are shown in the table. For those items which do not show significance and for other information see table 9.3 in appendix nine.

Table (6.9) The Relationship Between Teachers' Years of Teaching Experience and the Dependent Variables

Item	Chi-Square Value	Significance .05 Level
Use of Audio-Visual Aids		
1	9.92297	.04175

It can be concluded from the previous table that there is only one item out of 43 items which has significance and shows relationship. This means that this item is affected by teachers' years of teaching experience and teachers in this item differ in accordance with years of teaching experience. The item which shows significance is item 1 of the use of audio-visual aids section; are audio-visual aids or other supplementary materials used to enhance your lessons ? The rest of the items (see table 9.3 in appendix nine) are not on the significance 0.05 level and do not show relationship. It can be concluded from this analysis that there are no statistical differences between teachers according to years of teaching experience in; English language teaching, teaching-learning materials and learning environment, language skills, time devoted to the English course, use of audio-visual aids, and teaching methods. These results support the fifth hypothesis; there are no statistical differences between teachers according to their years of teaching experience in teaching English as

a foreign language in secondary schools in Bahrain. Also these results meet aim three and answer question four of the present study.

6.2 ANALYSIS OF STUDENTS' RESPONSES TO THE QUESTIONNAIRE AND DISCUSSION OF RESULTS

Students' responses are analysed according to the dependent variables of the students' questionnaire (section two, section three, and section four). Each item of the students' questionnaire will be discussed separately. Students' responses are discussed according to the independent variables of the students' questionnaire (which are in section one of the questionnaire) sex, level of study and stream of study.

6.2.1 ANALYSIS OF STUDENTS' RESPONSES AND DISCUSSION OF RESULTS ACCORDING TO THE DEPENDENT VARIABLES

The dependent variables (or sections) of the students' questionnaire are; language skills; textbooks, teaching materials, teaching methods, means of evaluation, and learning environment; and about English language.

6.2.1.1 VARIABLE ONE : LANGUAGE SKILLS

Students' responses of the items of this variable (section two) are shown in table (6.10).

Table (6.10) Language Skills

Item	Frequency & Percentage				Total
	Not at All 0	Occasionally 1	Weekly 2	Daily 3	
1	17 5.7%	148 49.3%	41 13.7%	94 31.3%	300 100%
2	27 9%	139 46.3%	28 9.3%	106 35.3%	300 100%
3	23 7.7%	93 31%	41 13.7%	143 47.7%	300 100%
4	21 7%	95 31.7%	50 16.7%	134 44.7%	300 100%
	Not at All	Little	Fairly Well	Fluently	
5	17 5.7%	131 43.7%	127 42.3%	25 8.3%	300 100%
6	11 3.7%	106 35.3%	153 51%	30 10%	300 100%

7	17	91	153	39	300
	5.7%	30.3%	51%	13%	100%

It can be concluded from the previous table that in item 1, the majority of students' responses range between occasionally and daily. Almost half of them (148 students or 49.3%) say they read English occasionally, 94 or 31.3% of them say they read English daily, 41 or 13.7% of them say they read weekly and only 17 students or 5.7% say they do not read English at all.

In item 2, almost half of the students (139 or 46.3%) say they speak English occasionally, 106 or 35.3% of them say they speak English daily, 28 or 9.3% of them say they speak English weekly, and 27 or 9% of them say they do not speak English at all.

In item 3, the majority of students (143 or 47.7%) say they listen to English daily, 93 or 31% of them say they listen to English occasionally, 41 or 13.7 of them say they listen to English weekly, and 23 or 7.7% of them say they do not listen to English at all.

In item 4, the majority of students (134 or 44.7%) say they write English daily, 95 or 31.7% of them say they write English occasionally, 50 or 16.7% of them say they write English weekly, and 21 or 7% of them say they do not write English at all.

In item 5, the students' responses range between speaking English little and fairly well. 131 students or 43.7% say they speak English little, 127 or 42.3% of them say they speak English fairly well, 25 or 8.3% of them say they speak English fluently, and 17 or 5.7% of them say they do not speak English at all.

In item 6, the majority of students (153 or 51%) say they read English fairly well, 106 or 35.3% of them say read English little, 30 or 10% of them say they read English fluently, and 11 or 3.7% of them say they do not read English at all.

In item 7, the majority of students (153 or 51%) say they write English fairly well, 91 or 30.3% of them say they write English little, 39 or 13% of them say they write English fluently, and 17 or 5.7% of them say they do not write English at all.

It can be concluded from the previous analysis that the majority of students in secondary schools in Bahrain read and speak English occasionally and listen and write English daily. This means that English language teaching in secondary schools concentrates on listening and writing more than reading and speaking. Students speak, read and write English between little and fair. A very small number of the students speak, read and write English fluently. Results of this section meet the first aim (to identify the strengths and weaknesses of teaching English as a foreign language in secondary schools in Bahrain) and answer question one (what are the strengths and weaknesses of teaching English as a foreign

language in secondary schools in Bahrain) of the present study. Results of this section support the second hypothesis of the study; there is general weakness in the learning and teaching of English as a foreign language in secondary schools in Bahrain. Results of this study agree with those results of Ashour (1986) that there is general weakness in learning and teaching English as a foreign language.

6.2.1.2 VARIABLE TWO : TEXTBOOKS, TEACHING MATERIALS, TEACHING METHODS, MEANS OF EVALUATION, AND LEARNING ENVIRONMENT

Students' responses to the items of this variable (section three) are shown in table (6.11).

Table (6.11) Textbooks, Teaching Materials, Teaching Methods, Means of Evaluation, and Learning Environment

Item	Frequency & Percentage					Total
	SD 0	D 1	NS 2	A 3	SA 4	
1	36 12%	70 23.3%	58 19.3%	100 33.3%	36 12%	300 100%
2	33 11%	110 36.7%	53 17.7%	72 24%	32 10.7%	300 100%

3	39 13%	115 38.3%	57 19%	54 18%	35 11.7%	300 100%
4	18 6%	51 17%	82 27.3%	109 36.3%	40 13.3%	300 100%
5	28 9.3%	63 21%	77 25.7%	106 35.3%	26 8.7%	300 100%
6	31 10.3%	52 17.3%	76 25.3%	101 33.7%	40 13.3%	300 100%
7	49 16.3%	58 19.3%	27 9%	107 35.7%	59 19.7%	300 100%
8	42 14%	54 18%	52 17.3%	105 35%	47 15.7%	300 100%
9	29 9.7%	52 17.3%	45 15%	134 44.7%	40 13.3%	300 100%
10	41 13.7%	67 22.3%	44 14.7%	104 34.7%	44 14.7%	300 100%
11	69 23%	93 31%	24 8%	68 22.7%	46 15.3%	300 100%
12	41 13.7%	41 13.7%	23 7.7%	110 26.7%	85 28.3%	300 100%
13	28 9.3%	40 13.3%	29 9.7%	126 42%	77 25.7%	300 100%

14	20 6.7%	30 10%	48 16%	125 41.7%	77 25.7%	300 100%
15	30 10%	40 13.3%	43 14.3%	99 33%	88 29.3%	300 100%
16	14 4.7%	46 15.3%	61 20.3%	116 38.7%	63 21%	300 100%
17	22 7.3%	35 11.7%	49 16.3%	97 32.3%	97 32.3%	300 100%
18	43 14.3%	86 28.7%	47 15.7%	53 17.7%	71 23.7%	300 100%
19	42 14%	38 12.7%	49 16.3%	89 29.7%	82 27.3%	300 100%
20	25 8.3%	25 8.3%	34 11.3%	114 38%	102 34%	300 100%
21	21 7%	32 10.7%	69 23%	94 31.3%	84 28%	300 100%

It can be concluded from the previous table that in item 1, almost half of the students strongly agree (36 or 12%) and agree (100 or 33.3%) with the statement that English textbooks are relevant to their needs and desires, whereas 70 or 23.3 of them

disagree and 36 or 12% strongly disagree with the statement. 58 or 19.3% of the students are not sure about the statement.

In item 2, a large number of the students (110 or 36.7%) disagree and (33 or 11%) strongly disagree to the statement that the content of English textbooks is too long, whereas 72 or 24% of the students agree and 32 or 10.7% of them strongly agree with the statement. 53 or 17.7% of the students say they are not sure.

In item 3, the majority of students disagree (115 or 38.3%) and strongly disagree (39 or 13%) that the content of English language textbooks is ambiguous, whereas 54 or 18% agree and 35 or 11.7% strongly agree with the statement. 57 or 19 of the students are not sure.

In item 4, the majority of the students agree (109 or 36.3%) and strongly agree (40 or 13.3%) that the topics in English textbooks are arranged in a logical way, whereas 51 or 17% disagree and 18 or 6% of the students strongly agree with the statement. 82 or 27.3% of the students are not sure.

In item 5, a large number of the students agree (106 or 35.3%) and strongly agree (26 or 8.7%) that the content is graded according to the students needs, whereas 63 or 21% disagree and 28 or 9.3% strongly disagree with the statement. 77 or 25.7% of the students are not sure.

In item 6, a large number of students agree (101 or 33.7%) and strongly agree (40 or 13.3%) that the textbook materials is up-to-date, whereas only 52 or 17.3% disagree and 31 or 10.3% strongly disagree with the statement. 76 or 25.3% of the students are not sure.

In item 7, the majority of the students agree (107 or 35.7%) and strongly agree (59 or 19.7%) that the textbooks are attractive, i.e., cover, page, appearance and binding, whereas 58 or 19.3% disagree and 49 or 16.3% strongly agree with the statement. Only 27 or 9% of the students are not sure.

In item 8, the majority of the students agree (105 or 35%) and strongly agree (47 or 15.7%) that the amount of teaching and learning activities given by the teacher is sufficient, whereas less than one third of the students disagree (54 or 18%) and strongly disagree (42 or 14%) with the statement. Only 52 or 17.3% of the students are not sure.

In item 9, the majority of students agree (134 or 44.7%) and strongly agree (40 or 13.3%) that the variety of teaching and learning activities given by the teacher is relevant to them, whereas one fourth of the students disagree (52 or 17.3%) and strongly disagree (29 or 9.7%) with the statement. Only 45 or 15% of the students are not sure.

In item 10, almost half of the students agree (104 or 34.7%) and strongly agree (44 or 14.7%) that audio-visual aids and other supplementary materials are used in English language teaching in the classroom, whereas 67 or 22.3% disagree and 41 or 13.7% strongly disagree with the statement. Only 44 or 14.7% of the students are not sure.

In item 11, the majority of the students disagree (93 or 31%) and strongly disagree (69 or 23%) that the teacher provides appropriate variation in student grouping (together or individuals, whole class or groups), whereas 68 or 22.7% agree and 46 or 15.3% strongly agree with the statement. Only 24 or 8% of the students are not sure.

In item 12, the majority of students agree (110 or 36.7%) and strongly agree (85 or 28.3%) that the teachers give adequate opportunities for the students to communicate in the classroom, whereas 41 or 13.7% disagree and 41 or 13.7% strongly disagree with the statement. Only 23 or 7.7% of the students are not sure.

In item 13, the majority of students agree (126 or 42%) and strongly agree (77 or 25.7%) that the number of tests and examinations given by the teachers during the semester is sufficient, whereas only 40 or 13.3% disagree and 28 or 9.3% strongly disagree with the statement. Only 29 or 9.7% of the students are not sure.

In item 14, the majority of students agree (125 or 41.7%) and strongly agree (77 or 25.7%) that examinations are given to assess language skills, whereas only 30 or 10% disagree and 20 or 6.7% strongly disagree with the statement. Only 48 or 16% of the students are not sure.

In item 15, the majority of the students agree (99 or 33%) and strongly agree (88 or 29.3%) that teaching methods help students to acquire language skills (reading, writing, speaking , and listening), whereas only 40 or 13.3% disagree and 30 or 10% strongly disagree. Only 43 or 14.3% of the students are not sure.

In item 16, the majority of students agree (116 or 38.7%) and strongly agree (63 or 21%) that English teachers are familiar with specialised topics covered in the English classes, whereas 46 or 15.3% disagree and 14 or 4.7% strongly disagree with the statement. 61 or 20.3% of the students are not sure.

In item 17, the majority of students agree (97 or 32.3%) and strongly agree (97 or 32.3%) that not much attention is given by the students to the English classes or the English course because the course does not attract their interests, whereas only 35 or 11.7% disagree and 22 or 7.3% strongly disagree with the statement. Only 49 or 16.3% of the students are not sure.

In item 18, students have almost equal responses concerning that time allocated for English course is not sufficient. 71 or 23.7%

strongly agree, 53 or 17.7% agree, 86 or 28.7% disagree and 43 or 14.3% strongly disagree with the statement. 47 or 15.7% of the students are not sure.

In item 19, the majority of the students agree (89 or 29.7%) and strongly agree (82 or 27.3%) that the teachers demonstrate interest in and concern for each student, whereas only 38 or 12.7% disagree and 42 or 14% strongly disagree with the statement. Only 49 or 16.3% of the students are not sure.

In item 20, the majority of the students agree (114 or 38%) and strongly agree (102 or 34%) that teachers project a friendly, positive attitudes towards students in the classroom, whereas only 25 or 8.3% disagree and 25 or 8.3% strongly disagree with the statement. Only 34 or 11.3% of the students are not sure.

In item 21, the majority of students agree (94 or 31.3%) and strongly agree (84 or 28%) that teachers use the physical environment to enhance language learning and social interaction, whereas only 32 or 10.7% disagree and 21 or 7% strongly disagree with the statement. 69 or 23% of the students are not sure.

It can be concluded from the previous analysis that English textbooks, used in the secondary stage, are relevant to the students' needs and desires. This result agrees with those of Ronnqvist and Shell (1994) in that the content of the textbooks should be suitable to students' needs and interests. The content of the English textbooks

is not too long. The content of the English language textbooks is not ambiguous. The topics in English textbooks are arranged in a logical way. This result agrees with those of Kay (1991) and Horiba (1993) when they said that learner's learning of a foreign language is affected by the ordering of units of the text and it disagrees with those of Tyler and Bro (1993) when they showed no significant effect for order of ideas. The content is graded according to the students' needs. The textbook material is up-to-date. The textbooks are attractive. The amount of teaching and learning activities given by English teachers is sufficient. The variety of teaching and learning activities given by English teachers are relevant to the students. Audio-visual aids and other supplementary materials are used in English teaching in the classroom. Unlike the previous items, students say that English teachers do not provide appropriate variation in student grouping (together or individuals, whole class or groups). It is concluded from this study that English language teachers in secondary schools give adequate opportunities for their students to communicate in the classroom. It is also found that the number of tests and examinations given by English teachers during the semester is sufficient. Examinations are given in the secondary stage to assess language skills. Teaching methods used by English teachers help students to acquire language skills (reading, writing, speaking and listening). These results agree with those of Yoosathaporn (1980) and Harley (1993). Students in the secondary schools find their teachers familiar with the specialised topics covered in the English classes. It is concluded that not much attention is given by the students to the English classes or the English course because the

course does not attract their interests. The time allocated for the English course is almost sufficient. It is also found that English teachers demonstrate interest in and concern for each student. Teachers were also found to project a friendly, positive attitude towards their students in the classrooms. It concluded that teachers use the physical environment to enhance language learning and social interaction. These results show some strengths in learning and teaching English language in secondary schools in Bahrain. Results of this section meet aim one and answer question one of this study. These results do not support hypothesis two of this study; there is general weakness in learning and teaching English in secondary schools in Bahrain.

6.2.1.3 VARIABLE THREE : ABOUT ENGLISH LANGUAGE

Students' responses to the items of this variable (section four) are shown in table (6.12) .

Table (6.12) About English Language

Item	Frequency & Percentage					Total
	SD	D	NS	A	SA	
	0	1	2	3	4	
1	7 2.3%	3 1%	23 7.7%	72 24%	195 65%	300 100%

2	8 2.7%	4 1.3%	16 5.3%	93 31%	179 59.7%	300 100%
3	7 2.3%	13 4.3%	20 6.7%	88 29.3%	172 57.3%	300 100%
4	6 2%	14 4.7%	23 7.7%	71 23.7%	186 62%	300 100%
5	42 14%	46 15.3%	39 13%	82 27.3%	91 30.3%	300 100%
6	20 6.7%	21 7%	34 11.3%	95 31.7%	130 43.3%	300 100%
7	53 17.7%	77 25.7%	44 14.7%	69 23%	57 19%	300 100%
8	112 37.7%	102 34%	26 8.7%	28 9.3%	32 10.7%	300 100%
9	118 39.3%	86 28.7%	26 8.7%	35 11.7%	35 11.7%	300 100%
10	11 3.7%	15 5%	40 13.3%	100 33.3%	134 44.7%	300 100%
11	11 3.7%	15 3.7%	16 5.3%	104 34.7%	158 52.7%	300 100%
12	50 16.7%	99 33%	63 21%	43 14.3%	45 15%	300 100%

13	14 4.7%	14 4.7%	32 10.7%	98 32.7%	142 47.3%	300 100%
14	155 51.7%	70 23.3%	24 8%	13 4.3%	38 12.7%	300 100%
15	21 7%	27 9%	37 12.3%	117 39%	98 32.7%	300 100%
16	158 52.7%	81 27%	29 9.7%	13 4.3%	19 6.3%	300 100%
17	91 30.3%	72 24%	53 17.7%	57 19%	27 9%	300 100%
18	20 6.7%	23 7.7%	46 15.3%	129 43%	82 27.3%	300 100%
19	70 23.3%	60 20%	39 13%	38 12.7%	93 31%	300 100%
20	183 61%	69 23%	9 3%	14 4.7%	25 8.3%	300 100%

It can be concluded from the previous table that in item 1, the majority of students (195 or 56%) strongly agree and (72 or 24%) agree with the statement that English will someday be useful to them in getting a good job, whereas only 7 students or 2.3% strongly

disagree and 3 students or 1% disagree with the statement. 23 or 7.7% of the students are not sure.

In item 2, the vast majority of students (179 or 59.7%) strongly agree and (93 or 31%) agree that English will help them to understand better English speaking people and their way of life, whereas only 8 students or 2.7% strongly disagree and 4 students or 1.3% disagree with the statement. 16 or 5.3% of the students are not sure.

In item 3, the majority of the students (172 or 57.3%) strongly agree and (88 or 29.3%) agree that English will allow them to meet and converse with more people, whereas only 13 students or 4.3% disagree and 7 students or 2.3% strongly disagree with the statement. 20 or 6.7% of the students are not sure.

In item 4, the majority of students (186 or 62%) strongly agree and (71 or 23.7%) agree that a knowledge of English and Arabic will make them a better educated person, whereas only 14 students or 4.7% disagree and 6 students or 2% strongly disagree with the statement. 23 or 7.7% of the students are not sure.

In item 5, the majority of students (91 or 30.3%) strongly agree and (82 or 27.3%) agree that English should enable them to begin to think and behave as the English speaking people do, whereas 46 students or 15.3 disagree and 42 students or 14%

strongly disagree with the statement. 30 or 13% of the students are not sure.

In item 6, the majority of students (130 or 43.3%) strongly agree and (95 or 31.75) agree that one needs a good knowledge of at least a foreign language to merit social recognition, whereas only 21 students or 7% disagree and 20 students or 6.7% strongly disagree with the statement. 34 or 11.3% of the students are not sure.

In item 7, students' responses range between agree or strongly agree and disagree and strongly disagree. 77 students or 25.7% disagree and 53 students or 17.75 strongly disagree that they feel that no one is really educated unless he is fluent in the English language, whereas 69 students or 23% agree and 57 students or 19% strongly agree with the statement. 44 or 14.7% of the students are not sure.

In item 8, the majority of students (112 or 37.3%) strongly disagree and (102 or 34%) disagree that they need English to finish school only, whereas 32 students or 10.7% strongly agree and 28 students or 9.3% agree with the statement. only 26 or 8.7% of the students are not sure.

In item 9, the majority of the students (118 or 39.3%) strongly disagree and (86 or 28.7%) disagree that if English was not taught at school they would probably not bother learning English at all, whereas 35 students or 11.7% agree and 35 or 11.7% strongly

agree with the statement. Only 26 or 8.7% of the students are not sure.

In item 10, the majority of students (134 or 44.7%) strongly agree and (100 or 33.3%) agree that when they finish their secondary school they will try to use their English as much as possible, whereas 15 students or 5% disagree and 11 students or 3.7% strongly disagree with the statement. Only 40 or 13.3% of the students are not sure.

In item 11, the majority of students (158 or 52.7%) strongly agree and (104 or 34.7%) agree that it would be good to learn an international language (i.e., English), whereas only 11 students or 3.7% disagree and 11 students or 3.7% strongly disagree with the statement. Only 16 or 5.3% of the students are not sure.

In item 12, almost half of the students (99 or 33.3%) disagree and (50 or 16.7%) strongly disagree that during English classes they become completely bored, whereas 45 students or 15% strongly agree and 43 students or 14.3% agree with the statement. 63 or 21% of the students are not sure.

In item 13, the vast majority of students (142 or 47.3%) strongly agree and (98 or 32.7%) agree that if they had the opportunity and knew enough English they would read English newspapers and magazines, whereas 14 students or 4.7% agree and

14 students or 4.7% strongly agree with the statement. 32 or 10.7% of the students are not sure.

In item 14, the majority of the students (155 or 51.7%) strongly disagree and (70 or 23.3%) disagree that they believe English should be omitted from the school curriculum, whereas only 38 students or 12.7% strongly agree and 13 students or 4.3% agree with the statement. 24 or 8% of the students are not sure.

In item 15, the majority of the students (117 or 39%) agree and (98 or 32.7%) strongly agree that they find studying English very interesting, whereas only 27 students or 9% disagree and 21 or 7% strongly disagree with the statement. 37 or 12.3% of the students are not sure.

In item 16, the majority of students (158 or 52.7%) strongly disagree and (81 or 27%) disagree that English is considered unnecessary, whereas only 19 students or 6.3% strongly agree and 13 students or 4.3% agree with the statement. 29 or 9.7% of the students are not sure.

In item 17, more than half of the students (91 or 30.3%) strongly disagree and (72 or 24%) disagree that English is no easier to learn than other languages and so would have no particular advantage as an international language, whereas 57 students or 19% agree and 27 students or 9% strongly agree with the statement. 53 or 17.7% of the students are not sure.

In item 18, the majority of students (129 or 43%) agree and (82 or 27.3%) strongly agree that learning a foreign language, especially English, improves and disciplines the mind, whereas only 23 students or 7.7% disagree and 20 students or 6.7% strongly disagree with the statement. 46 or 15.3% of the students are not sure.

In item 19, the students' responses are divided between agree or strongly agree and disagree or strongly disagree. They are almost equal. 93 students or 31% strongly agree and 38 students or 12.75 agree that it is better to learn English from someone who is a native speaker of the language than from an Arab teacher of English, whereas 70 students or 23.3% strongly disagree and 60 students or 20% disagree with the statement. 39 or 13% of the students are not sure.

In item 20, the majority of students (183 or 61%) strongly disagree and (69 or 23%) disagree that it is not essential for Bahraini students to learn English so far as it is not the mother language, whereas only 25 students or 8.3% strongly agree and 14 students or 4.7% agree with the statement. Only 9 or 3% of the students are not sure.

It can be concluded from the previous analysis that students at secondary schools in Bahrain have shown positive attitudes towards English as a foreign language. Students say that English will

someday be useful to them in getting a good job. It will help them to understand better English speaking people and their way of life. English will allow them to meet and converse with more people. Students say that a knowledge of English and Arabic will make them a better educated persons. They expect that English should enable them to begin to think and behave as do the English speaking. They also feel that one needs a good knowledge of at least one foreign language to merit social recognition. They feel that to be an educated person, it is not that necessary to be fluent in English language. They feel that learning English is not to finish with school only but to be continued after they graduate schools. They prefer learning English even if it was not taught at schools. Students feel they will try to use English as much as possible when they finish school. It is concluded that it would be good to learn an international language (i.e., English). Students do not become bored during English classes. Students say if they had the opportunity and knew enough English, they would read English newspapers and magazines. Students believe that English should not be omitted from the school curriculum. They find studying English very interesting. Students disagree that English is considered unnecessary. They also disagree that English is no easier to learn than other languages and so would have no particular advantage as an international language. They find learning a foreign language, especially English, improves and disciplines their mind. Students' responses do not show if it is better to learn English from someone who is native speaker of the language than from an Arab teacher of English. Students see that it is essential for Bahraini students to learn English even if it is not their mother language.

Results of this study agree with those of Al-Ansari (1985) when both found that students showed favourable attitudes toward learning and teaching English as a foreign language in secondary schools in Bahrain. Results also agree with those of Al-Dosari (1992) and Clement, et al (1994) when they concluded that students favoured learning English as a foreign language.

Results of this section meet the second aim (to acquire information about the interests, needs, and complaints of students learning English as a foreign language in secondary schools in Bahrain). Results answer the second and third questions of the study (what are the interests, needs and complaints of students and teachers who are learning and teaching English as a foreign language in secondary schools in Bahrain ? Are there any positive attitudes among teachers and students toward the teaching and learning of English as a foreign language in secondary schools in Bahrain ?) . Results of this section support hypothesis one of this study; there are positive attitudes among students and teachers toward learning and teaching English as a foreign language in secondary schools in Bahrain.

6.2.2 ANALYSIS OF STUDENTS' RESPONSES AND DISCUSSION OF RESULTS ACCORDING TO THE INDEPENDENT VARIABLES

In this section, the relationship between independent and dependent variables of the students' questionnaire is discussed. The

crosstabs technique is used to determine the (Pearson formula) chi-square value and significance for each item of the questionnaire. The independent variables are; sex, level of study, and stream of study. The dependent variable are; language skills; textbooks, teaching materials, teaching methods, means of evaluation, and learning environment; and about the English language.

6.2.2.1 THE RELATIONSHIP BETWEEN STUDENTS' SEX AND THE DEPENDENT VARIABLES

Table (6.13) illustrates the items which show relationship between students' sex and the dependent variables. The value of chi-square and level of significance for each item are shown in the table. For the items which do not show significances and for other information see table (9.4) in appendix nine.

Table (6.13) The Relationship Between Students' Sex and the Dependent Variables

Item	Chi-Square Value	Significance .05 Level
Language Skills		
5	16.99722	.00071
6	8.26087	.04092

Textbooks, Teaching Materials, Teaching Methods, Means of Evaluation, and Learning Environment

1	22.48856	.00016
2	19.50223	.00063
3	10.56973	.03185
5	18.22917	.00111
6	17.77595	.00136
7	19.22536	.00071
8	15. 77670	.00333
21	14.98344	.00474
About English Language		
8	13.85989	.00776
13	13.31705	.00983
14	12.06994	.01684
16	14.98344	.00474

It can be concluded from the previous table that there only 14 items out of 48 items which have significance and show relationship. This means that these items are affected by the students' sex and in these items students differ in accordance with their sex. Other items which are not on the significance level of 0.05 are shown in table (9.4) in appendix nine. It is concluded from the previous analysis that there are no statistical differences between male and female students in learning language skills; textbooks, teaching materials, teaching methods, means of evaluation, and learning environment; and their opinions about the English language. Results of this study disagree with those of Bacon and Finnemann (1992) and Hyland (1993) which showed differences between male and female students in learning a foreign language, whereas results of this study showed no differences at all. Results of this study meet aim four (comparing students' responses on learning English as a foreign language in secondary schools in Bahrain according to their sex, level of study, and stream of study) and answer question five of the study (are there any statistical differences between students according to sex, level of study and stream of study ?). Results also support hypothesis six of the study; there are no statistical differences between male and female students in learning English as a foreign language in secondary schools in Bahrain.

6.2.2.2 THE RELATIONSHIP BETWEEN STUDENTS' LEVEL OF STUDY AND THE DEPENDENT VARIABLES

Table (6.14) illustrates the items which show relationship between students' level of study and dependent variables. The value of chi-square and level of significance for each item are shown in the table. For the items which do not show significance and for other information see table (9.5) in appendix nine.

Table (6.14) The Relationship Between Students' Level of Study and the Dependent Variables

Item	Chi-Square Value	Significance .05 Level
Textbooks, Teaching Materials, Teaching Methods, Means of Evaluation, and Learning Environment		
2	22.86359	.00354
3	18.72304	.01641
4	16.67232	.03371
11	17.85814	.02232
16	26.54364	.00085

About English Language

4	15.49134	.05027
7	18.08342	.02061
8	17.34771	.02669
10	15.52334	.04973
14	20.47716	.00867
20	16.84061	.03181

It can be concluded from the previous table that there are only 11 items out of 48 items which have significance and show relationship. This means that these items are affected by the students' level of study and in these items students differ in accordance with their level of study. The rest of the items which are not on the significance level of 0.05 are shown in table (9.5) in appendix nine. It can be concluded from this analysis that there are no statistical differences between students according to their level of study in learning language skills; textbooks, teaching materials, teaching methods, means of evaluation, and learning environment in the secondary schools; and their opinions about the English language in general. Results of the present study agree with those of Hyland (1993) that students' learning of a foreign language is affected by the

level of study. Results of this study meet aim four (comparing students' responses on learning English as a foreign language in secondary schools in Bahrain according to their sex, level of study and stream of study) and answer question five of the study (are there any statistical differences between students according to sex, level of study and stream of study ?). Results also support hypothesis seven of this study; there are no statistical differences between students according to their level of study in learning English as a foreign language in secondary schools in Bahrain.

6.2.2.3 THE RELATIONSHIP BETWEEN STUDENTS' STREAM OF STUDY AND THE DEPENDENT VARIABLES

Table (6.15) illustrates the items which show relationship between students' stream of study and the dependent variable. The value of chi-square and level of significance for each item are shown in the table. For the items which do not show significance and for other information see table (9.6) in appendix nine.

Table (6.15) The Relationship Between Students' Stream of Study and the Dependent Variables

Item	Chi-Square Value	Significance .05 Level
<hr/> Language Skills <hr/>		
1	8.67864	.03388

2 10.38379 .01557

5 24.43231 .00002

6 19.90583 .00018

7 15.65225 .00134

Textbooks, Teaching Materials, Teaching Methods, Means of Evaluation, and Learning Environment

1 22.29154 .00018

2 24.12889 .00008

4 13.49399 .00910

5 17.48213 .00156

9 12.35659 .01489

10 12.31872 .01513

11 26.21424 .00003

20 9.58049 .04812

About English Language

1	16.65310	.00226
<hr/>		
2	15.88169	.00318
<hr/>		
3	11.58819	.02069
<hr/>		
8	20.49035	.00040
<hr/>		
9	33.27939	.00000
<hr/>		
10	11.38168	.02259
<hr/>		
11	10.87282	.02803
<hr/>		
14	17.94919	.00126
<hr/>		
15	14.01372	.00725
<hr/>		
16	19.84096	.00054
<hr/>		
17	16.92621	.00200
<hr/>		
20	13.97745	.00737
<hr/>		

It can be concluded from the previous table that there are 25 items out of 48 items which have significance and show relationship. This means that these items are affected by the students' stream of

study and in these items students differ in accordance with their stream of study. The rest of the items which are not on the significance level of 0.05 are shown in table (9.6) in appendix nine. As far as more than half of the items show significance, therefore it can be concluded from this analysis that there are statistical differences between students according to their stream of study in learning language skills; textbooks, teaching materials, teaching methods, means of evaluation, and learning environment in secondary schools; and students' opinions about the English language. Results of this study meet aim four (comparing students' responses on learning English as a foreign language in secondary schools in Bahrain according to their sex, level of study and stream of study) and answer question five of the study (are there any statistical differences between students according to sex, level of study and stream of study ?). Results do not support hypothesis eight of the study; there are no statistical differences between students according to their stream of study in learning English as a foreign language in secondary schools in Bahrain.

6.3 ANALYSIS OF HEAD TEACHERS' AND TEACHERS' RESPONSES TO THE INTERVIEWS AND DISCUSSION OF RESULTS

Head teachers' and teachers' responses were analysed together according to the questions raised in the interviews. All respondents have at least a first degree in English and they have at least five years of teaching experience. The following responses were collected according to the questions raised in the study ;

1. Give the title, author's name and publisher of each textbook which you are using in teaching of English ?

Answer:

Adamson, D (1986) New age secondary English 3. London : Longman.

Case, D and Milne, J (1983) Extending writing skills in English. London : Longman.

Case, D and Milne, J (1982) Developing writing skills in English. London : Longman.

Higgins, M (1992) Composition through grammar 1. London : Longman.

Higgins, M (1992) Composition through grammar 2. London : Longman.

Spratt, M (1989) Tuning In. London : Longman.

Jupp. T. et al (1981) Basic writing skills in English : workbook. London : Longman.

Jupp, T and Milne, J (1980) Basic writing skills in English : Students' Book. London : Longman.

2. If you use other supplementary materials, please describe the purpose and content of the materials ?

Answer :

Supplementary used are materials from local papers, booklets and advertised papers. The purpose of using these materials is to give students the opportunity to experience authentic materials related to their environment. Content of these materials concentrates on; around the country, advertisements, events, etc.

3. Do you think that the content and objectives of the English language textbooks meet the students' needs ? If so or not please specify.

Answer :

Head teachers and teachers say that objectives and content of most of the books used in the secondary stage do not meet the students needs because they are not suitable to the Bahraini students and culture.

4. Based on the description of students and their needs, say what type of materials do you think would be most appropriate for these students ?

Answer :

Those materials which spring up from students' environment and those based on traditional, local, historical subjects of Bahrain and the Arab world. Materials which are suitable for the students' age, sex, ambition and problems.

5. Do you think that the number of teaching periods given to English language in the secondary stage is sufficient ? Please specify why you agree or disagree with the present situation concerning the number of periods.

Answer :

The number of teaching periods is not sufficient for the credit system especially for the science students.

6. To what extent do you consider present way of teaching English currently being used to be able to develop students' language skills ? Please suggest the best way of teaching it.

Answer :

Teaching the skills separately does not help in making students acquire the target language. Integrated skills are vital. Suggested teaching methods are; group and individual activities, students centered, use of games, projects and self-access centres.

7. Based on the number of students studying in the English language class, what type of teaching and learning methods and evaluation procedures you think would be most appropriate ?

Answer :

It was suggested that the most appropriate method is the students centered method especially for such large groups. Evaluation procedures are; short daily quizzes, take-home examinations, short assignments, traditional tests at the end of each semester.

8. Do you think that the environment is suitable for English language teaching ? Please specify the resources available.

Answer :

To certain extent the environment is found suitable. The following resources are available; library, self-access centre and audio-visual aids room which contains simplified stories, books, and educational and entertainment films.

9. Do you think that teachers of English language subject at schools should have more specialised and training courses in English to strengthen their teaching ? If so please specify what type of training sessions.

Answer :

No training sessions are required for English language teachers because most of them are highly qualified. Training sessions are required only when new subjects and courses are introduced.

10. Do you feel that students at schools are willing to learn a foreign language ? If so or not please specify why.

Answer :

Students are willing to learn a foreign language because it is necessary for them in the future.

11. In general, how do you rate the actual situation of teaching English as a foreign language in secondary school in Bahrain ? Please list the strengths and weaknesses.

Answer :

The strengths are; teachers efforts are noticeable, teaching materials are available, whereas the weaknesses are; lack of syllabus, unsuitability of syllabus for the students' needs, teaching periods are not sufficient for the science students, and crowded classrooms.

12. Recommend, in order of priority, steps for the correction of weaknesses in the English language courses.

Answer :

National syllabus, based on students culture and derived from students' needs and interests, should be adopted in secondary schools. A variety of teaching methods; such as students' centered

approach and individual learning should be also adopted in secondary schools. Extra periods for science students and remedial work are needed.

13. Is there any other information you like to add ?

Answer :

Head teachers and teachers suggest that the Ministry of Education should meet their requests and needs. It is preferable to start teaching English as a foreign language from the first grade of the primary stage.

It can be concluded from the previous analysis that English textbooks should be based on the Bahraini culture and not to use imported textbooks. Teachers should be allowed to use other supplementary materials without any restriction from the Ministry of Education. Objectives and content of English textbooks are not relevant to the students needs and interests. Number of periods should be increased to meet the students' needs. A variety of teaching-learning methods should be used in teaching English in secondary schools. In general the teaching and learning environment is suitable for students. Teachers are highly qualified and need no additional training sessions. English language is needed by students in the secondary school as it is necessary for them. English teaching has strengths and weaknesses; such as; the availability of materials, learning resources and teachers efforts, whereas weaknesses are;

lack of syllabus, unsuitability of syllabus, shortage of teaching periods required for science students.

6.4 SUMMARY

This chapter concentrated on the analysis of data collected in the main study. The analysis is divided into three sections; analysis of teachers' questionnaire and discussion of results, analysis of students' questionnaire and discussion of results, analysis of head teachers' and teachers' interviews and discussion of results. Frequency and crosstabs techniques were used in the analysis of data. Data derived in these techniques were presented and discussed. The eight hypotheses were tested, aims were met and questions of the study were answered.

Results of the study showed that there are positive attitudes among teachers and students toward teaching and learning of English as a foreign language in secondary schools in Bahrain. Formal English should be used in the classrooms when first students come to school. Speaking English at home helps students to learn English in schools. In general, there is general weakness in the learning and teaching of English as a foreign language in secondary schools in Bahrain. teaching and learning materials are found not accurate and not up-to-date, not relevant to the students needs, do not provide appropriate balance of skills and do not have clear objectives. Some strength is shown as well, such as; availability of audio-visual aids,

and the suitability of teachers' methodologies. It is found that an appropriate use of language skills is required in English teaching. All language skills are found to be equally important. An integration of language skills is required. All hypotheses of the study were accepted with the exception of hypothesis eight. According to the results of this study there were no differences between teachers according to their sex, qualification and years of teaching experience. There were no statistical differences between students according to sex and level of study, whereas statistical differences were found between students according to their stream of study. Aims of the study were met and the questions of the study were answered.

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CHAPTER SEVEN

CONCLUSIONS AND RECOMMENDATIONS

In the previous chapter data were analysed and results drawn. Conclusions can be derived in these results and recommendations can be suggested. In the following sections conclusions and recommendations are considered.

7.1 CONCLUSIONS

Conclusions can be divided into three sections; conclusions from the results of teachers' responses, conclusions from the results of students' responses and conclusions from the results of head teachers' and teachers' responses to the interviews.

7.1.1 CONCLUSIONS FROM THE RESULTS OF TEACHERS' RESPONSES

1. Teachers have positive attitudes toward the teaching of English as a foreign language in secondary schools in Bahrain. Teachers should insist on formal English in both speaking and writing when students first come to schools. Teachers say that students who speak English at home may have better chances to learn English than others. The availability of English channels on Bahrain Television is a vital assist for students to learn English. Methods of teaching English vary from the secondary stage to other stages.
2. Published textbooks used in English teaching. Supplementary

materials are needed. Teaching materials are found not relevant to the needs of the students. They do not provide a balance of activities appropriate for students. They do not have an appropriate balance of skills. They do not contain clear guidance for the teacher. Objectives are not clearly stated for both teachers and students. These materials are not recommended for continued adoption in secondary schools. They are found not accurate and not up-to-date. The teachers' manual does not help English language teachers understand the rationale of the textbooks. On the other hand, it is concluded that teachers' methodologies, activities, means of evaluation and the learning environment seem to be satisfactory.

3. An appropriate use of several language skills is required in English teaching. Language skills are found to be equally important for the students needs. They should not be taught separately.
4. The teaching periods given each week and each semester are not enough. Additional time is required for English teaching. It is found that classroom teaching takes most of the time. Teachers are satisfied with the length of each period for English classes.
5. Audio-visual aids are used to enhance lessons. Teachers make use of games, competitions and songs. Methods of teaching English are influenced by the existence and absence of audio-visual aids. English classrooms are not equipped for the effective use of instructional media.

6. Teaching methods are affected by the interests of students in learning a foreign language and by teachers' training. There is an emphasis on the learning of vocabulary in context rather than in isolation. Teachers who are accustomed to using a certain approach for several years, resist the introduction of new methods. Overloaded teachers with excessive teaching hours tend to use methods requiring minimal effort. Students' needs and interests are considered in teachers' planning instruction. Objectives are clearly explained to the students.
7. There are no statistical differences between teachers according to their sex, academic qualification and years of teaching experience in teaching English as a foreign language in secondary schools in Bahrain.

7.1.2 CONCLUSIONS FROM THE RESULTS OF THE STUDENTS' RESPONSES

1. English language teaching in secondary schools concentrates on listening and writing more than reading and speaking. A very small number of students speak, read and write English fluently.
2. Students say that textbooks used in secondary schools are relevant to them. The content of English textbooks is not too long and not ambiguous. the topics in the textbooks are arranged in a logical

way. The textbook material is attractive and up-to-date.

Teachers' activities and means of evaluation are sufficient. Audio-visual aids are used in English teaching. It is also concluded that teachers do not provide appropriate variation in student grouping. Adequate opportunities are given for students to communicate in the classroom. Teaching methods help students to acquire language skills. Students find their teachers familiar with the specialised topics covered in the English classes. Students do not pay much attention to the English course because it does not attract their attention. Teachers are found to demonstrate interest in and concern for each student. They evince a friendly, positive attitude towards their students. They use the physical environment to enhance language learning and social interaction.

3. Students show positive attitudes toward English as a foreign language. English will help them in the future in seeking employment, to communicate with others, to enable them to think and behave as the English-speaking do, to merit social recognition and read English newspapers and magazines. English should not be omitted from the school curriculum and they would prefer to learn English even if it was not taught at schools and even if it was not their mother language. Students find studying English very interesting and think it improves their mind.

4. There are no statistical differences between students according to their sex and the level of study in learning English as a foreign language in secondary schools in Bahrain. On the other hand, it is

concluded that there are statistical differences between students according to their stream of study in learning English as a foreign language in secondary schools in Bahrain.

7.1.3 CONCLUSIONS FROM THE RESULTS OF HEAD TEACHERS' AND TEACHERS' RESPONSES TO THE INTERVIEWS

English textbooks should be based on Bahraini culture and not depend on imported material. Other supplementary materials are needed to be used in addition to textbooks. They should be used to provide students with the opportunity to experience authentic materials related to their environment. Objectives and content of textbooks used in secondary schools do not meet students' needs. Head teachers and teachers suggest using materials which emanate from students' environment and are based upon traditional, local, historical subjects of Bahrain and the Arab world. Materials should be suitable for students' age, sex, ambitions and problems. The number of teaching periods for the English course is not sufficient for the credit hours system, especially for science students. It is recommended by head teachers and teachers that integrated skills is vital in teaching English rather than teaching such skills separately. Suggested teaching methods are; group and individual activities, games, projects and use of self-access centres. Suggested evaluation procedures are; short daily quizzes, take-home examinations and short assignments. The learning environment is found suitable for students' needs. Audio-visual aids are available in schools. No training sessions are required for English teachers, but they become

necessary when new subjects and courses are introduced. The actual situation of English teaching in the secondary schools is not satisfactory. There are weaknesses; lack of syllabus, unsuitability of syllabus, shortage of teaching periods for science students and crowded classrooms. It is recommended that the Ministry of Education should meet the teachers' request and needs. English teaching is preferred to start from the first grade of the primary stage.

7.2 RECOMMENDATIONS

The following studies are recommended by the researcher:

1. The relationship between students' attitudes toward learning English as a foreign language and their achievement in English language.
2. An evaluation of English teaching in other stages; primary and preparatory stages.
3. An evaluation of the factors which affect students' learning of English as a foreign language in secondary schools.
4. An analysis of the content of English textbooks used in secondary schools and how far these textbooks are suitable for the students' needs and interests.

5. An evaluation of language skills taught in secondary schools in Bahrain.
6. The effectiveness of the way English language is taught and students' achievement in secondary schools.
7. A comparison between the content of textbooks used in secondary schools in Bahrain and those used in neighbouring countries.

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APPENDICES

APPENDIX ONE

DEVELOPMENT IN NUMBERS OF CLASSROOMS, SCHOOLS, STUDENTS AND TEACHERS OF VARIOUS EDUCATIONAL LEVELS

Appendix (1.1) Number of Students and Classrooms in Public
Schools by Level and Sex : 1987/88 - 1991/92

		Academic Year				
		1987/88	1988/89	1989/90	1990/91	1991/92
<u>Primary</u>						
Students						
Male		27016	27593	27979	29164	28779
Female		26573	27033	27309	28448	28165
Classrooms						
Male		795	817	839	885	890
Female		764	787	807	857	889
<u>Intermediate</u>						
Students						
Male		10945	10875	11341	11889	12198
Female		10201	10633	11525	12473	12704
Classrooms						
Male		318	317	329	341	356
Female		294	311	328	358	369
<u>Secondary</u>						
Students						

Male	8040	8309	8780	9237	9340
Female	7775	8169	8455	9134	9528

Classrooms

Male	286	288	308	314	385
Female	239	254	268	283	312

Religious Education

Students

Male	184	250	280	313	356
Female	---	---	---	---	---

Classrooms

Male	9	11	12	14	14
Female	---	---	---	---	---

Total

Students

Male	46185	47027	48358	50603	50673
Female	44549	45835	47339	50055	50397

Classrooms

Male	1398	1433	1488	1554	1654
Female	1297	1352	1402	1498	1570

Source : State of Bahrain - (1992 a) Development of Education in Bahrain During 1989/90 - 1991/92. Bahrain : Information and Documentation Centre. P 114.

Appendix (1.2) Number of Schools, Administratives, Technical and Teaching Staff by Type of School and Sex : 1987/88 - 1991/92

Academic Year					
Type of School	1987/88	1988/89	1989/90	1990/91	1991/92
<u>Primary</u>					
No of Schools					
Male	44	46	47	48	48
Female	41	42	44	45	47
Administratives					
Male	101	139	141	145	148
Female	175	146	152	164	161
Technical Staff					
Male	4	25	36	41	56
Female	75	59	70	74	49
Teaching Staff					
Male	728	1076	1113	1130	1141
Female	1366	1157	1191	1228	1236
Labourers					
Male	209	258		247	249
Female	293	218		241	238

Primary/
Intermediate

No. of Schools

Male	12	10	13	13	13
Female	6	6	6	6	6

Administratives

Male	45	35	47	50	51
Female	26	24	25	26	24

Technical Staff

Male	13	12	21	22	25
Female	18	24	15	16	14

Teaching Staff

Male	444	386	481	473	461
Female	295	263	274	261	247

Labourers

Male	92	69		86	84
Female	32	21		24	15

Intermediate

No. of Schools

Male	10	12	10	10	10
Female	11	12	12	13	14

Administratives					
Male	36	45	36	37	36
Female	45	50	48	53	57
Technical Staff					
Male	14	18	20	23	25
Female	29	33	32	39	41
Teaching Staff					
Male	395	467	407	388	399
Female	385	445	429	498	521
Labourers					
Male	84	93		72	72
Female	64	72		62	74

Intermediate/
Secondary

No. of Schools

Male					
Female	2	2	3	3	3

Administratives

Male					
Female	8	8	12	14	13

Technical Staff

Male					
Female	6	6	10	10	10

Teaching Staff					
Male					
Female	121	123	220	233	239
Labourers					
Male	3	4		4	2
Female	21	21		34	37
<hr/>					
<u>General</u>					
<u>Secondary</u>					
No. of Schools					
Male	6	6	6	6	6
Female	6	8	6	6	7
Administratives					
Male	25	23	28	28	29
Female	28	36	28	31	35
Technical Staff					
Male	16	16	17	18	20
Female	18	23	17	19	19
Teaching Staff					
Male	288	305	395	397	425
Female	375	562	408	433	1500
Labourers					
Male	57	47		44	46

Female	55	65		51	63
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Commercial
Secondary

No. of Schools

Male	1	1			
Female	3	1	3	3	3

Administratives

Male	5	5			
Female	12	4	12	14	15

Technical Staff

Male	1	2			
Female	7	2	7	7	7

Teaching Staff

Male	65	63			
Female	189	49	209	206	213

Labourers

Male	16	13		3	2
Female	21	4		14	14

Technical
Secondary

No. of Schools

Male	4	3	3	3	4
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Female						
Administratives						
Male	18	14	13	15	21	
Female						
Technical Staff						
Male	12	11	13	17	19	
Female						
Teaching Staff						
Male	433	299	347	364	367	
Female						
Labourers						
Male	21	17		16	19	
Female						

Religious Education

No. of Schools						
Male	1	1	1	1	1	
Female						
Administratives						
Male	2	2	2	2	3	
Female						
Technical Staff						

Male				1	1
Female					
Teaching Staff					
Male	20	25	30	33	34
Female					
Labourers					
Male	4	4		4	3
Female					

Source : State of Bahrain - (1992 a) Development of Education in Bahrain During 1989/90 - 1991/92. Bahrain : Information and Documentation Centre. PP 120 - 124.

APPENDIX TWO



CORE COURSES

(These core courses are taken from ; State of Bahrain - Ministry of Education, 1994 a, pp. 8 - 30)

ENG 101 4 Credits 60 hours

Grammar :

1. the simple present tense ; for general facts, states and habitual actions;
2. the present continuous tense; for actions in progress, temporary situations and planned actions;
3. the future tense; will for prediction;
4. the simple past tense; for completed actions and past habits (regular/ irregular inflections);
5. time phrases and adverb for past, present and future time reference;
6. negation / interrogation with simple and continuous tenses; yes/no questions, questions using the verb " to do ";
7. adjectives and comparatives;
8. compound sentences using and for addition, or for choice, but for contrast;
9. modals to express possibility, offer, suggestion, prediction, volition, and intention;

Listening :

1. predict topic (before and during listening);
2. obtain the gist / main idea in a text;

3. obtain specific information / details to fill in forms, charts, tables and matrices and to answer questions;
4. predict outcomes (after listening) ;
5. identify the emotional state of a speaker from tone information.
6. recognise the following to aid comprehension :
 - a. short and long vowels;
 - b. primary stress in words and sentences;
 - c. intonation in statements and questions;

Speaking :

1. respond to a wide variety of questions;
2. ask questions to obtain information;
3. initiate, continue and end a conversation;
4. express oneself using pronouns correctly to avoid repetition;
5. describe people, places, pictures, and events;
6. describe habitual actions;
7. express preferences, agreements, disagreements, requests, and opinions;
8. convey messages;
9. sequence directions, instructions, and ideas;
10. narrate a story or a past event;
11. use correct stress, intonation, and clear pronunciation in speech;

Reading :

1. obtain the gist / main idea from a text of not less than 200 words or a minimum of three paragraphs;
2. identify the topic sentence in a content paragraph;

3. obtain the main idea of a content paragraph which has no topic sentence;
4. obtain specific information to fill in forms, charts, tables and matrices;
5. obtain specific information to answer questions;
6. distinguish between main and subordinate ideas in a text;
7. use textual and contextual clues, and pronoun references to achieve general comprehension;
8. deduce the meaning of unfamiliar words from context;
9. adapt reading speed and techniques to reading purposes.

Writing :

1. write answers to questions;
2. fill in forms, charts, and tables accurately;
3. describe people, things, and places;
4. write short descriptions of general events, situations and personal experiences;
5. write informal letters; describing a holiday, narrating a personal experience, a past event, conveying an invitation;
6. expand on ideas and notes;
7. use describing and action words, compound sentences, correct time and tense reference;
8. write freely, using own ideas and notes, on a variety of familiar topics;
9. edit for accuracy of :
 - a. structure (ref. grammar above) ;
 - b. spelling, particularly; 3rd person singular 's' verbs ending in '-'

- ed', verbs ending in ' -ing ', words ending in ' -er', '-ly ';
- c. punctuation, particularly full stop at the end of declaratives, question marks, capital letters for first word in a sentence, names, titles, days and months.

ENG 102 4 Credits 60 hours

Grammar :

1. the simple present tense; for future reference, talking about programmes, plans, adverbials;
2. the simple present in reviews of books, films, for step-by-step instructions;
3. the future with ' going to ';
4. the simple present and present continuous; contrasted in commentaries, narratives, newspaper headlines, processes and experiments;
5. the simple past tense for polite requests;
6. the past continuous for actions in progress in the past, parallel actions (while), for something happening in the middle of something else (when, as);
7. the present perfect tense for past actions continuing into the present (since, for), recent actions / events (just, at last, yet, already), unfinished time;
8. compound sentences with ; ' for ' for reason, 'so' for result, 'yet' ;
9. comparison; comparatives and superlatives (er, est, more, most);

Listening :

1. obtain the gist / main ideas in a text;
2. obtain specific information / details ; fill in forms, timetables, programmes etc. and to answer questions about future plans and arrangements;
3. predict topic and outcomes;
4. identify the sequence of a simple process or an experiment;
5. pick out the main events in a story;
6. sequence events in a story, steps in a process;
7. recognise stress shift in a sentence; change in meaning caused by stress shift;
8. determine meaning from the speaker's intonation.

Speaking:

1. respond to a wide variety of Yes / No and questions on plans, programmes;
2. ask questions and give information on plans and programmes;
3. talk about future plans and programmes;
4. change subject, provide additional information and invite other people to participate in a conversation;
5. describe a simple process, an experiment;
6. re-tell a story;
7. use stress, stress shift and intonation to express thoughts and ideas;
8. give instructions;
9. express opinion on books read films seen and current issues;

10. make polite requests.

Reading :

1. obtain the gist / main ideas in a text of not less than 250 words or 5 paragraphs;
2. obtain specific information to fill in forms timetables, charts, programmes, etc. and to answer questions;
3. distinguish between main idea and subordinate ideas in a text;
4. deduce the meaning of unfamiliar words from context;
5. recognise compound sentences and connectives to obtain cause/result, sequence and contrast relationships
6. follow a sequence of events and/or the stages in a process;
7. predict outcomes;
8. draw conclusions.

Writing :

1. interpret graphs, diagrams and charts;
2. write about future plans, arrangements and programmes;
3. describe past events and experiences;
4. write own ideas and experiences in the form of original sentences, stories and letters;
5. write books and film reviews;
6. write a concluding paragraph to a given text;
7. use in writing; describing and action words, compound sentences, structural sentences and topic sentences;
8. edit for accuracy of :

- a. structure (ref. grammar above) ;
- b. spelling, particularly; contraction, words ending in '-s'. '-es', '-er, est' ;
- c. punctuation particularly; capital letters for geographical names, abbreviations, periods after abbreviations, commas for short pauses, commas in a list.

ENG 103 4 Credits 60 hours

Grammar :

1. the past perfect tense; to refer to an earlier past, for unfulfilled hopes, wishes (with verbs like; hope, wish, want, think, suppose, and mean);
2. the sequence of tenses; consistency in the use of tenses;
3. the reported speech; (present and past) with one tense only;
4. the imperatives; for direct commands, requests, suggestions, warning, advice, directions and instructions, invitations and offers;
5. modals for permission, prohibition / obligation;
6. the conditional - 1 (if + present + future; if + present + modal);
7. comparison; comparatives / superlatives.

Listening :

1. obtain the gist or main ideas in a text;
2. obtain specific information;
3. obtain the main idea of a content paragraph which has no topic sentence;
4. identify main and subordinate ideas;

5. determine the meaning of a new word from its use and context;
6. recognise time, space - place, cause - effect relationships;
7. take notes from speaker's material;
8. make a simple outline;
9. infer information and/or ideas which are not mentioned explicitly in the text;
10. distinguish between fact and opinions;
11. follow a sequence of directions;
12. become familiar with the features of everyday spoken English such as; blending, elision, and reduction as aspects of fluent, natural speech.

Speaking :

1. give instructions on how to do something; e.g. fix a fuse;
2. tell a story;
3. discuss ideas presented by others;
4. use appropriate linguistic signals to initiate a conversation, agree, disagree, express opinion and explain;
5. express feelings and attitudes using appropriate intonation and stress;
6. use the features of spoken English such as blending, elision and reduction;
7. summarise the main ideas in a text;
8. present a prepared text on a familiar topic;
9. demonstrate knowledge of the basic grammar studied earlier.

Reading :

1. obtain the main ideas and subordinate ideas in a text of not less than 350 words or 7 paragraphs;
2. infer words meaning and other information using textual and contextual clues;
3. recognize the structure of the written English text through relations between parts of the text, relations within a sentence and references;
4. improve reading speed by using these reading strategies; previewing, skimming, scanning;
5. determine the meaning of the new words using knowledge of word roots, affixations, derivations and compounding in order to predict outcomes, draw conclusions, make critical judgments and to take notes.

Writing :

1. write a list of instructions on how to do something;
2. write letters to friends; inviting, suggesting plans, expressing hopes and wishes;
3. write short stories and story outlines;
4. write reports comparing items;
5. write notices, warnings, signs, directions to fulfill some general, everyday purposes;
6. represent information in the form of graphs, diagrams and charts;
7. edit for grammar (ref. grammar taught so far); spelling, adding '-er', '-est', for comparison, compound adjectives, prefixes and

suffixes, punctuation, quotation marks, colons, hyphens, exclamation marks, capital letters for headlines and titles.

ENG 104 4 Credits 60 hours

Grammar :

1. tenses in sequence;
2. indirect statements with mixed tenses for; reporting events, passing instructions, giving the gist of a text;
3. indirect Yes / No questions;
4. the passive; simple present and past for formal notices, press reports, notices, headlines, advertisements, scientific writing (to describe a process);
5. the conditional II (if + simple past + 'd conditional - basic form);
6. the conditional III (if + past perfect + would have - basic form);
7. compound sentences with ; not only but (also) , either or , neither nor;
8. complex sentences; relative pronouns + relative clauses (people, time, place, manner).

Listening :

1. comprehend a variety of authentic texts by native speakers, live and recorded;
2. obtain the main and subordinate ideas;
3. pick out - main events in a story in order to summarise it;
4. take notes from speaker's material;

5. evaluate texts (spoken or recorded) in terms of feeling, emphasis and relationship between speakers;
6. evaluate speech in terms of unity;
7. evaluate TV and radio advertisements in terms of 'true' , 'false or 'questionable' ;
8. evaluate the techniques of a speaker to find out whether he differentiates between fact and opinion, support his opinion with facts and/or include all points of view.

Speaking :

1. ask questions to obtain information;
2. use the features of everyday spoken English such as blending, elision and reduction naturally and fluently;
3. demonstrate knowledge of basic grammar studied earlier;
4. use formal and informal styles appropriately;
5. express feelings and attitudes using appropriate intonation and stress;
6. take part in discussions of some issues relevant to the topics dealt with or to other current issues and topics of interest;
7. present a prepared talk on familiar topic.

Reading :

1. recognise the structure of the different written English texts as decided by the context of text, topic and length of text;
2. recognise relations between sentences and paragraphs in a text through lexical devices, grammatical cohesive devices, references and connectives;

3. distinguish the main ideas from supporting details by differentiating :
 - a. the primary from secondary significance;
 - b. relevant from irrelevant information;
 - c. the whole from its parts;
 - d. a statement from an example;
 - e. a proposition from its argument;
 - f. cause from effect;
4. identify the author's viewpoint and / or attitude.

Writing :

1. write formal letters (applications, complaints, etc.), letters to editor; expressing point of view, and commenting;
2. write a composition of not less than 300 words on a chosen topic;
3. develop the following organisation skills:
 - a. collecting data and information in preparation for writing;
 - b. organising information on a logical sequence - to suit the purpose and type of writing task;
 - c. choosing the format of presentation suitable to the purpose and type of task; e.g. including graphs, diagrams, and charts;
4. develop the following writing skills:
 - a. coherent structure of information; composing a topic sentence, expanding on it and ending with one or, more concluding paragraphs;
 - b. logical sequence of information; organising supporting details, giving examples, using cohesive devices to connect ideas and

sentences;

c. choice of style and register to suit the subject and purpose of writing;

d. use of a good sentence variety;

5. edit for grammar, spelling and punctuation particularly; the semi colon, dashes to indicate sudden change of thought, words in italics and words underlined.

ENG 105 2 Credits 30 hours

Listening :

1. completing forms, tables, and charts;
2. practising listening to recorded / spoken texts, conversations, dialogues, and stories;
3. labelling, drawing, and matching;
4. completing unfinished sentences, texts with words missing.

Speaking :

1. practice drills, Q/A routines;
2. pair-work; information gap;
3. role-play;
4. story-telling;
5. describing processes / experiments.

Reading :

1. read intensively a wide variety of texts; brochures, timetables, charts, maps, and menus;

2. read extensively a variety of continued texts of a varied lengths; descriptive, informative, and narrative;
3. reading press reports, headlines.

Writing :

1. completing a variety of forms, and charts;
2. exchanging letters and messages;
3. group writing; planning, organising, composing, editing, presenting;
4. data collection, using different information sources;
5. guided and free writing;
6. reading and writing formal notices;
7. writing short stories;
8. writing formal letters.

ENG 211 Specialised 4 Credits 60 hours

Listening :

1. identify the features of everyday spoken English such as blending, elision, and reduction as aspects of fluent such as natural speech;
2. recognise a variety of accents and speaking styles;
3. mark a speaker's feelings and attitudes reflected in tone, intonation and stress patterns;
4. pick out the main events in a story.

Speaking :

1. use the grammar points dealt with in earlier courses;

2. express feelings and attitudes using appropriate intonation and stress;
3. use some of the features of spoken English such as blending, elision and reduction;
4. use conversational conventions of seeking turns, holding the floor, agreeing, disagreeing, and qualifying what has been said;
5. initiate and take part in discussions responding to requests for facts, opinions and attitudes relating to aural and written descriptive texts;
6. retell a story, anecdotes, news articles, and personal experience;

Reading :

1. identify the stated and implied main ideas in a text;
2. recognise relevant details to support main ideas;
3. distinguish between relevant and irrelevant details;
4. identify the sequence of events;
5. distinguish between facts and opinions;
6. make references;
7. predict outcomes and future actions;
8. draw conclusions;
9. make generalisations;
10. evaluate the ideas in the text and form a judgment.

Writing :

1. employ the various stages of the composing process; prewriting, drafting, writing, revising and editing;

2. use a variety of methods for collecting information such as note-taking, and making lists;
3. write descriptive, narrative, expository and persuasive paragraphs of increasing length and complexity;
4. decide on the purpose of the writing, the audience, setting, style and register;
5. use a variety of sentence structures including simple, compound, and complex;
6. exhibit unity, clarity, coherence, and cohesion in composition;
7. edit for accuracy and clarity of language, word choice and style.

Literary Skills :

1. describe the time and setting of a story;
2. follow the plot and characters in a story;
3. recognise the major types of figurative language such as simile, metaphor, personification and exaggeration;
4. recognise ways in which figurative language and sound devices contribute to meaning;
5. recognise the author's point of view in literary texts.

Eng 212 Specialised 4 Credits 60 hours

Listening :

1. identify the features of everyday spoken English such as blending, elision, reduction as aspects of fluent and natural speech;
2. recognise a variety of accents and speaking styles;

3. mark a speaker's feelings and attitudes reflected in tone, intonation and stress;
4. pick out the main events in a story;
5. develop inference skills and draw conclusions;
6. listen critically to compare, interpret a text, and form opinions.

Speaking :

1. use the grammar points dealt with in earlier courses;
2. express feelings and attitudes using appropriate intonation and stress;
3. use formal and informal styles in conversations;
4. use some of the features of spoken English such as blending, elision and reduction;
5. use conversational conventions of seeking turns, holding the floor, agreeing, disagreeing, and qualifying what has been said;
6. initiate and take part in discussions responding to requests for facts, opinions and attitudes relating to aural and written descriptive texts;
7. retell a story, anecdotes, news articles, and personal experience.

Reading :

1. identify the stated and implied main ideas in a text;
2. recognise relevant details to support main ideas;
3. distinguish between relevant and irrelevant details;
4. identify the sequence of events;
5. distinguish between facts and opinions;

6. make inferences;
7. infer the writer's point of view;
8. predict outcomes and future actions;
9. draw conclusions;
10. make generalisations;
11. evaluate the ideas in the text and form a judgment.

Writing :

1. employ the various stages of the composing process; prewriting, drafting, writing, revising, and editing;
2. use a variety of methods for collecting information such as note-taking and making lists;
3. write descriptive, narrative expository and persuasive paragraphs of increasing length and complexity;
4. decide on the purpose of writing, the audience, setting, style and register;
5. use a variety of sentence structures including simple, compound, and complex;
6. use a variety of discourse markers such as coordinators, subordinators and adverbial connectives to link sentences and establish the relationship between them;
7. exhibit unity, clarity, coherence, and cohesion in composition;
8. edit for accuracy and clarity of language, word choice and style;
9. evaluate one's own writing as well as that of others.

Literary Skills :

1. describe the time and setting of a story;
2. follow the plot and characters in a story;
3. recognise the major types of figurative language such as simile, metaphor, personification and exaggeration;
4. recognise ways in which figurative language and sound devices contribute to meaning;
5. recognise the author's point of view in literary texts.

ENG 213 Specialised 4 Credits 60 hours

Listening :

1. identify the features of everyday spoken English such as blending, elision, reduction as aspect of fluent and natural speech;
2. recognises a variety of accents and speaking styles;
3. mark speaker's feelings and attitudes reflected in the intonation and stress;
4. pick out the main events in a story;
5. develop inference skills and draw conclusions;
6. listen critically to compare information, interpret a text and form opinions.

Speaking :

1. use the grammar points dealt with in earlier courses;
2. express feelings and attitudes using appropriate intonation and stress;

3. use some features of spoken English such as blending, elision, and reduction;
4. use conversational conventions of seeking turns, holding the floor, agreeing, disagreeing and qualifying what has been said;
5. initiate and take part in discussions responding to requests for facts, opinions and attitudes relating to aural and written descriptive tasks;
6. retell a story, anecdotes, news articles, and personal experience;
7. use formal and informal styles in conversations;
8. take part in creative dramatic activities, e.g. role plays and simulations.

Reading :

1. identify the stated and implied main ideas in a text;
2. recognise relevant details to support main ideas;
3. distinguish between relevant and irrelevant details;
4. identify the sequence of events;
5. distinguish between facts and opinions;
6. make inferences;
7. predicts outcomes and future actions;
8. draw conclusions;
9. evaluate the ideas in the text and form judgment;
10. make generalisations;
11. infer the writer's point of view.

Writing :

1. employ the various stages of the composing process; prewriting drafting, writing, revising and editing;
2. use a variety of methods for collecting information such as note-taking and making lists;
3. write descriptive, narrative, expository and persuasive paragraph of increasing length and complexity;
4. decide on the purpose of writing, the audience, setting, style and register;
5. use a variety of sentence structures including simple, compound and complex;
6. use a variety of discourse markers such as coordinators, subordinators and adverbial connectives to link sentences and establish the relationship between them.

Literary Skills :

1. follow a more complex plot and character development;
2. identify the plot, setting, characters, and mood in more complex literary texts;
3. recognise different types of literature, short stories, poems and plays;
4. identify irony, tone, mood, allusion, and symbolism in literary texts;
5. recognise the major types of figurative language such as simile, metaphor, personification and exaggeration;
6. recognise ways in which figurative language and sound devices

contribute to meaning;

7. recognise the author's point of view in literary texts.

ENG 221

4 Credits

60 hours

Translation :

1. recognise the features of Arabic and English and compare these features to discover similarities and differences between the two languages;
2. become aware of the relation between;
 - a. structure and meaning;
 - b. content and register;
 - c. audience and style;in the two languages;
3. expand knowledge of English language vocabulary, appropriate to a variety of topics in order to translate meaning within the context of a given text;
4. appreciate the constraints put by culture on obtaining direct meaning relationships between Arabic and English;
5. become aware of how abstract concepts and notions are expressed in English. e.g. the notions of possibility (The seats can be adjusted); ability (We could not get any information) or expressed by words such as; changeable, transportable, etc. causality (make + verb / noun / adjective, cause, bring about, create, render, amplify, provoke) perception (show, realise, recognise, and notice);
6. use the dictionary as an aid to obtain information on meaning, shades of meaning, spelling pronunciation, usage, use,

abbreviations, opposites, word class, and formal / informal styles.

Types of Translation Texts :

1. signs and instructions;
2. advertisements;
3. forms, memos, messages;
4. formal and informal letters;
5. extract from newspaper articles;
6. scientific texts and reports;
7. literary writing;
8. documents such as contracts and official reports.

ENG 321	Specialised Elective	4 Credits	60 hours
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Listening :

1. recognise indicators of important ideas such as keywords, phrases, intonation and stress;
2. identify indicators emotions and attitudes such as tone and pitch;
3. recognise facts and opinions;
4. identify relationships between participants in aural interactions;
5. obtain the gist of an extended text;
6. take notes from live or recorded presentation.

Speaking :

1. participate in a variety of formal and informal discussions and debates;
2. present information in a variety of situations;

3. express opinions about important issues and topics;
4. talk about personal interests in different fields;
5. use some of the features of spoken English such as blending, elision and reduction;
6. use conversational conventions of seeking turns, holding the floor agreeing, disagreeing, and qualifying what has been said;
7. initiate and take part in discussions responding to requests for facts and opinions and attitudes relating to aural and written descriptive texts;
8. participate in causal conversations about current events, work, family, and autobiographical information;
9. present a prepared talk on a familiar topic;
10. use formal and informal styles in conversation;
11. initiate and respond to questions on abstract topics such as happiness, friendship and freedom;
12. summarise the main points of a presentation;
13. use sophisticated and precise words to convey meaning;
14. use a wider range of basic structures and vocabulary.

ENG 322 Specialised Elective 4 Credits 60 hours

Reading :

Read extracts from famous contemporary literature to :

1. recognise the features of different literary texts;
2. analyse the elements of a story ; structure, plot, setting, theme, characters, climax and ending;
3. recognise the linguistics devices used to develop character, plot,

theme, setting and mood;

4. become familiar with the terminology associated with the literary writing such as; metaphor, simile, irony, imagery and shades of meaning;
5. recognise the author's point of view and tone, and infer the author's attitudes;
6. appreciate all the above means of creative expressions and as tools for enjoying reading.

ENG 323 Specialised Elective 4 Credits 60 hours

Writing :

1. write compositions of not less than 500 words incorporating information from sources other than / in addition to personal experience;
2. use clear and logical thinking in support and development of a central idea;
3. use a variety of sentence structures including simple, compound and complex;
4. use forms and conventions of written language appropriately;
5. write for a variety of audiences and purposes;
6. use formal and informal language appropriately;
7. use the various forms of discourse such as description, narration, evaluation, and classification as means of organising ideas;
8. edit for accuracy and clarity of language, word choice and style;
9. evaluate the content and organisation of one's writing as well as that of others.

APPENDIX THREE

TEACHERS' QUESTIONNAIRE USED IN THE PILOT STUDY

TEACHERS' QUESTIONNAIRE

Dear teacher,

The purpose of this questionnaire is to identify the current situation of teaching English as a foreign language in secondary schools in Bahrain.

I would be grateful if you could help me to draw upon the benefit of your knowledge and experience by completing the attached questionnaire.

Your opinion is very important to determining the strengths and weaknesses of English language teaching in Bahrain.

The information provided will be treated as strictly confidential. It will be used only for research purposes and will hopefully help to promote a better understanding of the present situation as regards the teaching of English as a foreign language in secondary schools in Bahrain.

It is hoped that you will help me by answering all the questions as fully as possible.

Thank you for your cooperation.

The researcher

Maysoon H. Al Jamal
PhD student
School of Education
University of Hull
UK

Section One : General Information

Name (optional) _____

School _____

1. Sex

a. Male _____

b. Female _____

2. Academic Qualification

a. B.A. / B.Sc.

b. B.A. / B.Sc. + Diploma in Education

c. Master Degree

3. Years of Teaching Experience

a. Less than five years

b. Between five years and less than ten years

c. Between ten and less than fifteen years

d. Between fifteen and less than twenty years

e. Twenty years and above

Section Two : About English Language Teaching

Each of the following statements has five possible answers. Choose the one which represents your own opinion.

- SA Strongly agree
- A Agree
- NS Not sure
- D Disagree
- SD Strongly disagree

No	Statements	SA	A	NS	D	SD
	1. Teachers should insist on formal English in the classroom, both in speaking and writing.					
	2. The best way to teach foreign language is to start when children first come to school.					
	3. Our students are less gifted at learning languages than other students in other countries.					
	4. Students who speak English at home with their parents may					

have better chances to learn languages at school.

5. With the availability of English language channels on Bahrain Television, students will benefit much from them to learn English Language.

6. Students' expectations from a foreign language course may affect the teacher's methods.

7. Teaching English as a foreign language to children differs from teaching adolescents or adults.

Section Three : Teaching-Learning Materials and Learning Environment

Each of the following questions has two possible answers. Tick () the one which represents your opinion.

No	Questions	Yes	No
----	-----------	-----	----

1. Are published textbooks used in teaching English ?

2. Are supplementary materials needed in addition to commercial texts ?

3. Are materials currently being used relevant to the needs of the students ?

4. Do the materials provide a balance of activities appropriate for your students ?

5. Do the materials have an appropriate balance of skills for your students ?

6. Is the language used in the materials at the right level for your students ?

7. Do the materials contain clear guidance for the teacher about how they can be used to the best advantage ?

8. Are the objectives clearly stated for both students and teachers ?

9. Would you recommend adopting (or continuing with) these materials for your

students ?

10. Is the material accurate and up-to-date ?

11. Does the teacher's manual help the teacher
understand the rationale of the textbook
(objectives and methodology) ?

12. Do the exercises develop comprehension and
test knowledge of main ideas, details, and
sequence of ideas ?

13. Do the exercises provide practice in different
types of written work (Sentence completion,
spelling and diction, guided composition) ?

14. Do you delegate tasks to students whenever
possible (e.g., call, roll, answer questions of
students, pass out papers, etc.) ?

15. Do you distribute turns evenly among
all students in the class ?

16. Do classroom facilities accommodate
large and small group instruction ?

17. Do you utilize various testing instruments for diagnosing and evaluating student aptitude, attitude, interest, achievement and proficiency.

Section Four : Language Skills

1. Is appropriate use of several language skills required in the teaching of English lessons ?

- a. Yes
- b. No

2. Give an order of priority for the different language skills that your students will need when using English ?

- a.....
- b.....
- c.....
- d.....

3. Indicate the relative amounts of time devoted to each of the following skills in each lesson.

- a. Listening minutes
- b. Speaking minutes
- c. Reading minutes
- d. Writing minutes

Section Five : Time Devoted to the English Course

1. The number of hours of English teaching per week for each course is
hoursperweek.

2. For how many weeks per semester / year are the English classes given ?
 weeks per semester
 Or
 weeks per year

3. The English course time is divided up as follows

- a. Classroom teaching %
- b. Language laboratory %
- c. Learning resources centre %
- d. Others (please specify) %

4. Do you think the semester / year is enough for you to

finish the textbook and teaching materials ?

a. Yes

b. No

5. Are you satisfied with the length of each period for the English classes given during the week ?

a. Yes

b. No

If "No", please give your suggestion : minutes.

6. Are you satisfied with the number of periods given for the English language subjects which you are teaching ?

a. Yes

b. No

If "No", please give your suggestion :periods per week.

Section Six : Use of Audio-visual Aids

Each of the following questions has two possible answers. Choose the answer which represents your own opinion.

No	Questions	Yes	No
	1. Are audio-visual aids or other supplementary materials used to enhance your lessons ?		
	2. Do you make use of games, competitions, songs to enhance student participation ?		
	3. Are audio-visual aids available for you in the school ?		
	4. Are methods of teaching English as a foreign language influenced by the existance or absence of audio-visual aids ?		
	5. Are language classrooms equipped for the effective use of instructional media ?		

Section Seven : Teaching Methods

For the following abbreviations see the previous direction.

NO	Statement	SA	A	NS	D	SD
----	-----------	----	---	----	---	----

1. If the class is interested in the foreign

language, this gives the teacher more freedom to vary his methods.

2. There is emphasis on the learning of vocabulary in context rather than in isolation.

3. Teachers are accustomed to using a certain approach for several years, therefore they resist the introduction of new methods unfamiliar to them.

4. If the teacher is overloaded with excessive teaching hours and other school activities, he naturally tends to use methods that require minimal effort and, most probably, at the expense of efficiency.

5. Teachers with limited or no training in teaching English as a foreign language find it rather difficult to vary their methods.

6. Student needs and interests are considered in planning instruction.

7. Objectives and methods of learning the language are clearly explained

to students.

Section Eight : Further Suggestions

1. Do you have any suggestions for making the English language teaching more effective and useful to the students ?

If so, please specify

2. Is there any other information you can give that might help to develop the effectiveness of the English language subject taken by your students ?

If yes, please specify

3. Do you have any comments regarding the effectiveness of the currently offered English language course ?

If yes, please specify

APPENDIX FOUR

STUDENTS' QUESTIONNAIRE USED IN THE PILOT STUDY

STUDENTS' QUESTIONNAIRE

Dear student,

The purpose of this questionnaire is to identify strengths and weaknesses in teaching English as a foreign language in secondary schools in Bahrain.

Your answers are important for the purposes of the study. They will not be seen or examined by your classroom teacher nor by any officials in your school. No marks or grade will be given.

Thank you for your cooperation.

The researcher

Maysoon H. Al Jamal
PhD student
School of Education
University of Hull
UK

Section One : General Information

Name_____

School_____

1. Sex

- a. Male
- b. Female

2. Years of Study (Level or Grade)

- a. First Secondary or
__ (Term) Course 1
__ (Term) Course 2
- b. Second Secondary or
__ (Term) Course 3
__ (Term) Course 4
- c. Third Secondary or
__ (Term) Course 5
__ (Term) Course 6

3. Specialization (Stream of Study)

- a. Literary
- b. Scientific

Section Two : Language skills

Read the following statements and tick the answer which represents your own opinion. Notice that there is only one answer.

No	Statement	Daily	Weekly	Occasionally	Not at all
----	-----------	-------	--------	--------------	------------

1. I read English

2. I speak English

3. I listen to English

4. I write English

No	Statement	Fluently	Fairly well	A little	Not at all
----	-----------	----------	-------------	----------	------------

5. I speak English

6. I read English

7. I write English

Section Three : Textbooks, Teaching Materials, Teaching Methods, Means of Evaluation, and Learning Environment

Please notice that each of the following statements has five possible answers. Tick the one which represents your own opinion.

- SA Strongly agree
- A Agree
- NS Not sure
- D Disagree
- SD Disagree

No	Statement	SA	A	NS	D	SD
1.	English textbooks are relevant to my needs and desires.					
2.	The content of the English textbooks is too long.					
3.	The content of English language textbooks is ambiguous.					
4.	The topics in English textbooks are arranged in a logical way.					
5.	The content is graded according to the students' needs.					

6. The textbook material is up-to-date.

7. The textbooks are attractive (i.e., cover, page, appearance, binding).

8. The amount of teaching and learning activities given by the teacher is sufficient.

9. The variety of teaching and learning activities given by the teacher is relevant to you.

10. Audio-visual aids and other supplementary materials are used in English language teaching in the classroom.

11. The teacher provides appropriate variation in student grouping (together or individuals, whole class or groups).

12. The teacher gives adequate opportunities for the students to communicate in the classroom.

13. The amount of tests and examinations

given by the teacher during the semester
is sufficient.

14. Examinations are given to assess language
skills.

15. Teaching methods help you to acquire
language skills (reading, writing,
speaking, listening).

16. The English teacher is familiar with the
specialised topics covered in the English
classes.

17. Not much attention is given by the
students to the English classes or the
English course because the course does not
attract their interest.

18. The time allocated for the English course
is not sufficient.

19. The teacher demonstrates interest in
and concern for each student.

20. The teacher projects a friendly,
positive attitude towards students
in the classroom.

21. The teacher uses the physical
environment to enhance language
learning and social interaction.

Section Four : About English Language

Each of the folowing statement has five possible answers. Tick the
one which reperesents your own opinion.

- SA Strongly agree
- A Agree
- NS Not sure
- D Disagree
- SD Strongly disagree

No	Statements	SA	A	NS	D	SD
----	------------	----	---	----	---	----

1. English will someday be useful
in getting a good job.

2. It will help me to understand better

English speaking people and their way of life.

3. It will allow me to meet and converse with more people.

4. A knowledge of English and Arabic will make me a better educated person.

5. It should enable me to begin to think and behave as the English speaking people do.

6. One needs a good knowledge of at least one foreign language to merit social recognition.

7. I feel that no one is really educated unless he is fluent in the English language.

8. I need English to finish school.

9. If English was not taught at school, I would probably not bother learning English at all.

10. When I finish my secondary school,
I will try to use my English as much
as possible.

11. It would be good to learn an international
language (i.e., English).

12. During English classes, I become
completely bored.

13. If I had the opportunity and knew
enough English, I would read English
newspapers and magazines.

14. I believe English should be omitted from
the school curriculum.

15. I find studying English very interesting.

16. English is considered unnecessary.

17. English is no easier to learn than other
languages and so would have no
particular advantage as an international
language.

18. Learning a foreign language, especially English, improves and disciplines the mind.

19. It is better to learn English from someone who is a native speaker of the language than from an Arab teacher of English.

20. It is not essential for Bahraini students to learn English so far as it is not the mother language.

Section Five : Suggestions

1. Do you have any suggestions with reference to simplicity or difficulty of English grammar, or the content of English curriculum for making the English course or subject more effective and useful to you ?

If yes, please specify

APPENDIX FIVE

INTERVIEWS FOR HEAD TEACHERS AND
TEACHERS OF ENGLISH LANGUAGE USED
IN THE PILOT STUDY AND MAIN STUDY

INTERVIEWS FOR HEADTEACHERS AND TEACHERS OF
ENGLISH LANGUAGE

Dear headteacher or teacher of English language,

This interview is to identify the current situation of teaching English as a foreign language in secondary schools in Bahrain.

It would be helpful to me if you specify your actual impressions about the strengths and weaknesses of the teaching of English in the secondary schools. Your knowledge and experience would be essential to this research.

Thank you for your cooperation

The researcher

Section one : General Information

Please give the following information.

Name_____

School_____

1. Position

- a. Headteacher
- b. Teacher

2. Sex

- a. Male
- b. Female

3. Academic Qualification

- a. Bachelor Degree
- b. Bachelor Degree + Diploma
- c. Master Degree

4. Years of Teaching Experience

- a. Less than ten years
- b. More than ten years

Section Two

1. Give the title, author's name and publisher of each textbook which you are using in teaching of English.

2. If you use other supplementantary materials, please describe the purpose and content of the materials.

3. Do you think that the content and objectives of the English language textbooks meet the students' needs ?
If so or not please specify.

4. Based on the description of students and their needs, say what type of materials you think would be most appropriate for these students.

5. Do you think that the number of teaching periods given to English language in the secondary stage is sufficient ? Please specify why you agree or disagree with the present situation concerning the number of periods.

6. To what extent do you consider present way of teaching English currently being used to be able to develop students' language skills ? Please suggest the best way of teaching it.

7. Based on the number of students studying in the English language class, what type of teaching and learning methods and evaluation proecedures you think would be most appropriate ?

8. Do you think that the school environment is suitable for English language teaching ? Please specify the resources available.

9. Do you think that teachers of English language subject at schools should have more specialised and training courses in English to strengthen their teaching ? If so please specify what type of training sessions.

10. Do you feel that students at schools are willing to learn a foreign

language ? If so or not please specify why.

11. In general, How do you rate the actual situation of teaching English as a foreign language in secondary schools in Bahrain ?
Please list the strengths and weaknesses .

12. Recommend, in order of priority, steps for the correction of weaknesses in the English language course.

13. Is there any other information you like to add ?

APPENDIX SIX

PERMISSION LETTER SENT TO
SECONDARY SCHOOLS BY THE
DIRECTORATE OF GENERAL
SECONDARY EDUCATION

STATE OF BAHRAIN
MINISTRY OF EDUCATION



دولة البحرين
وزارة التربية والتعليم

Directorate Of Secondary
and Intermediate Education

Ref No : 357-5/95

Date : 4-4-95

To The Headmasters and Headmistress Of The Following Schools :
Hamad Town Girls Secondary
West Riffa Girls Secondary
Isa Town Boys Secondary
East Riffa Boys Secondary

The researcher **Mayson Hassan Al- Jamal** is going to carryout two questionnaires in the current situation of teaching English as a foreign language in secondary schools in Bahrain .

Which falls under her higher studies requirements .

Please provide her with all the necessary help .

Thank You for your cooperation .

The Director

APPENDIX SEVEN

TEACHERS' QUESTIONNAIRE USED IN THE MAIN STUDY

TEACHERS' QUESTIONNAIRE

Dear teacher,

The purpose of this questionnaire is to identify the current situation of teaching English as a foreign language in secondary schools in Bahrain.

I would be grateful if you could help me to draw upon the benefit of your knowledge and experience by completing the attached questionnaire.

Your opinion is very important to determining the strengths and weaknesses of English language teaching in Bahrain.

The information provided will be treated as strictly confidential. It will be used only for research purposes and will hopefully help to promote a better understanding of the present situation as regards the teaching of English as a foreign language in secondary schools in Bahrain.

It is hoped that you will help me by answering all the questions as fully as possible.

Thank you for your cooperation.

The researcher

Maysoon H. Al Jamal
PhD student
School of Education
University of Hull
UK

Section One : General Information

Name (optional) _____

School _____

1. Sex

a. Male _____

b. Female _____

2. Academic Qualification

a. B.A. / B.Sc.

b. B.A. / B.Sc. + Diploma in Education

c. Master Degree

3. Years of Teaching Experience

a. Less than five years

b. Between five years and less than ten years

c. Between ten and less than fifteen years

d. Between fifteen and less than twenty years

e. Twenty years and above

Section Two : About English Language Teaching

Each of the following statements has five possible answers. Choose the one which represents your own opinion.

- SA Strongly agree
- A Agree
- NS Not sure
- D Disagree
- SD Strongly disagree

No	Statements	SA	A	NS	D	SD
	1. Teachers should insist on formal English in the classroom, both in speaking and writing.					
	2. The best way to teach foreign language is to start when children first come to school.					
	3. Our students are less gifted at learning languages than other students in other countries.					

4. Students who speak English at home with their parents may have better chances to learn languages at school.

5. With the availability of English language channels on Bahrain Television, students will benefit much from them to learn English Language.

6. Students' expectations from a foreign language course may affect the teacher's methods.

7. Teaching English as a foreign language to children differs from teaching adolescents or adults.

Section Three : Teaching-Learning Materials and Learning Environment

Each of the following questions has two possible answers. Tick () the one which represents your opinion.

No	Questions	Yes	No
----	-----------	-----	----

1. Are published textbooks used in teaching English ?

2. Are supplementary materials needed in addition to commercial texts ?

3. Are materials currently being used relevant to the needs of the students ?

4. Do the materials provide a balance of activities appropriate for your students ?

5. Do the materials have an appropriate balance of skills for your students ?

6. Is the language used in the materials at the right level for your students ?

7. Do the materials contain clear guidance for the teacher about how they can be used to the best advantage ?

8. Are the objectives clearly stated for both students and teachers ?

9. Would you recommend adopting (or continuing with) these materials for your students ?

10. Is the material accurate and up-to-date ?

11. Does the teacher's manual help the teacher understand the rationale of the textbook (objectives and methodology) ?

12. Do the exercises develop comprehension and test knowledge of main ideas, details, and sequence of ideas ?

13. Do the exercises provide practice in different types of written work (Sentence completion, spelling and diction, guided composition) ?

14. Do you delegate tasks to students whenever possible (e.g., call, roll, answer questions of students, pass out papers, etc.) ?

15. Do you distribute turns evenly among all students in the class ?

16. Do classroom facilities accommodate

large and small group instruction ?

17. Do you utilize various testing instruments for diagnosing and evaluating student aptitude, attitude, interest, achievement and proficiency.

Section Four : Language Skills

Each of the following questions has two possible answers. Tick () the one which represents your opinion.

No	Questions	Yes	No
	1. Is appropriate use of several language skills required in the teaching of English lessons ?		
	2. Are all language skills equally important to the students' needs ?		
	3. Do you think that language skills; listening, speaking, reading and writing should be taught separately ?		

Section Five : Time Devoted to the English Course

Each of the following questions has two possible answers. Tick () the one which represents your opinion.

No	Questions	Yes	No
	1. Do you think that the 4 periods given per week are enough for the English course teaching ?		
	2. Do you think that the 15 weeks given per semester are enough for the English course teaching ?		
	3. Do you think that classroom teaching takes most of the English course time ?		
	4. Do you think the semester is enough for you to finish the textbook and teaching materials ?		
	5. Are you satisfied with the length of each period for the English classes given during the week ?		

Section Six : Use of Audio-visual Aids

Each of the following questions has two possible answers. Tick ()
the answer which represents your own opinion.

No	Questions	Yes	No
	1. Are audio-visual aids or other supplementary materials used to enhance your lessons ?		
	2. Do you make use of games, competitions, songs to enhance student participation ?		
	3. Are audio-visual aids available for you in the school ?		
	4. Are methods of teaching English as a foreign language influenced by the existance or absence of audio-visual aids ?		
	5. Are language classrooms equipped for the effective use of instructional media ?		

Section Seven : Teaching Methods

For the following abbreviations see the previous direction.

NO	Statement	SA	A	NS	D	SD
1.	If the class is interested in the foreign language, this gives the teacher more freedom to vary his methods.					
2.	There is emphasis on the learning of vocabulary in context rather than in isolation.					
3.	Teachers are accustomed to using a certain approach for several years, therefore they resist the introduction of new methods unfamiliar to them.					
4.	If the teacher is overloaded with excessive teaching hours and other school activities, he naturally tends to use methods that require minimal effort and, most probably, at the expense of efficiency.					

5. Teachers with limited or no training in teaching English as a foreign language find it rather difficult to vary their methods.

6. Student needs and interests are considered in planning instruction.

7. Objectives and methods of learning the language are clearly explained to students.

APPENDIX EIGHT

STUDENTS' QUESTIONNAIRE USED IN THE MAIN STUDY

STUDENTS' QUESTIONNAIRE

Dear student,

The purpose of this questionnaire is to identify strengths and weaknesses in teaching English as a foreign language in secondary schools in Bahrain.

Your answers are important for the purposes of the study. They will not be seen or examined by your classroom teacher nor by any officials in your school. No marks or grade will be given.

Thank you for your cooperation.

The researcher

Maysoon H. Al Jamal
PhD student
School of Education
University of Hull
UK

Section One : General Information

Name_____

School_____

1. Sex

- a. Male
- b. Female

2. Years of Study (Level or Grade)

- a. First Secondary or
___ (Term) Course 1
___ (Term) Course 2

- b. Second Secondary or
___ (Term) Course 3
___ (Term) Course 4

- c. Third Secondary or
___ (Term) Course 5
___ (Term) Course 6

3. Specialization (Stream of Study)

- a. Literary
- b. Scientific

Section Two : Language skills

Read the following statements and tick the answer which represents your own opinion. Notice that there is only one answer.

No	Statement	Daily	Weekly	Occasionally	Not at all
----	-----------	-------	--------	--------------	------------

1. I read English

2. I speak English

3. I listen to English

4. I write English

No	Statement	Fluently	Fairly well	A little	Not at all
----	-----------	----------	-------------	----------	------------

5. I speak English

6. I read English

7. I write English

Section Three : Textbooks, Teaching Materials, Teaching Methods, Means of Evaluation, and Learning Environment

Please notice that each of the following statements has five possible answers. Tick the one which represents your own opinion.

- SA Strongly agree
- A Agree
- NS Not sure
- D Disagree
- SD Disagree

No	Statement	SA	A	NS	D	SD
	1. English textbooks are relevant to my needs and desires.					
	2. The content of the English textbooks is too long.					
	3. The content of English language textbooks is ambiguous.					
	4. The topics in English textbooks are arranged in a logical way.					

5. The content is graded according to the students' needs.

6. The textbook material is up-to-date.

7. The textbooks are attractive (i.e., cover, page, appearance, binding).

8. The amount of teaching and learning activities given by the teacher is sufficient.

9. The variety of teaching and learning activities given by the teacher is relevant to you.

10. Audio-visual aids and other supplementary materials are used in English language teaching in the classroom.

11. The teacher provides appropriate variation in student grouping (together or individuals, whole class or groups).

12. The teacher gives adequate opportunities for the students to communicate in the classroom.

13. The amount of tests and examinations given by the teacher during the semester is sufficient.

14. Examinations are given to assess language skills.

15. Teaching methods help you to acquire language skills (reading, writing, speaking, listening).

16. The English teacher is familiar with the specialised topics covered in the English classes.

17. Not much attention is given by the students to the English classes or the English course because the course does not attract their interest.

18. The time allocated for the English course is not sufficient.

19. The teacher demonstrates interest in

and concern for each student.

20. The teacher projects a friendly,
positive attitude towards students
in the classroom.

21. The teacher uses the physical
environment to enhance language
learning and social interaction.

Section Four : About English Language

Each of the folowing statement has five possible answers. Tick the
one which reperesents your own opinion.

- SA Strongly agree
- A Agree
- NS Not sure
- D Disagree
- SD Strongly disagree

No	Statements	SA	A	NS	D	SD
----	------------	----	---	----	---	----

1. English will someday be useful
in getting a good job.

2. It will help me to understand better English speaking people and their way of life.

3. It will allow me to meet and converse with more people.

4. A knowledge of English and Arabic will make me a better educated person.

5. It should enable me to begin to think and behave as the English speaking people do.

6. One needs a good knowledge of at least one foreign language to merit social recognition.

7. I feel that no one is really educated unless he is fluent in the English language.

8. I need English to finish school.

9. If English was not taught at school,

I would probably not bother learning English at all.

10. When I finish my secondary school, I will try to use my English as much as possible.

11. It would be good to learn an international language (i.e., English).

12. During English classes, I become completely bored.

13. If I had the opportunity and knew enough English, I would read English newspapers and magazines.

14. I believe English should be omitted from the school curriculum.

15. I find studying English very interesting.

16. English is considered unnecessary.

17. English is no easier to learn than other languages and so would have no

particular advantage as an international language.

18. Learning a foreign language, especially English, improves and disciplines the mind.

19. It is better to learn English from someone who is a native speaker of the language than from an Arab teacher of English.

20. It is not essential for Bahraini students to learn English so far as it is not the mother language.

APPENDIX NINE

THE RELATIONSHIP BETWEEN INDEPENDENT AND DEPENDENT VARAIBLES

Table (9.1) The Relationship Between Teachers' Sex and the Dependent Variables

Teachers' Sex and English Language Teaching

Item	Sex	Frequency					Total	Chi-square	Significance
		0 SD	1 D	2 NS	3 A	4 SA			
1	M	2	5	1	10	2	20	1.75263	.78114
	F	2	3	3	9	3	20		
2	M		1	6	3	10	20	6.35325	.09563
	F			1	7	12	20		
3	M	7	11	1		1	20	8.60000	.07191
	F	7	4	2	4	3	20		
4	M				8	12	20	3.02222	.38821
	F		1	1	10	8	20		
5	M	4	3	11	2		20	5.39432	.24918
	F	3	1	8	7	1	20		
6	M	1	5		12	2	20	10.09524	.03885
	F		1	4	9	6	20		
7	M			2	16	2	20	9.23077	.00990
	F			1	8	11	20		

Teachers' Sex and Teaching-learning Materials and Learning Environment

Item	Sex	Frequency		Total	Chi-square	Significance
		0 No	1 Yes			
1	M		20	20		
	F	1	19	20	1.02564	.31118
2	M		20	20		
	F		20	20	non*	non*
3	M	19	1	20		
	F	10	10	20	10.15674	.00144
4	M	18	2	20		
	F	7	13	20	12.90667	.00033
5	M	15	5	20		
	F	9	11	20	3.75000	.05281
6	M	11	9	20		
	F	9	11	20	.40000	.52709
7	M	18	2	20		
	F	9	11	20	9.23077	.00238
8	M	12	8	20		
	F	9	11	20	.90226	.34218

9	M	16	4	20		
	F	10	10	20	3.95604	.04670
10	M	15	5	20		
	F	9	11	20	3.75000	.05281
11	M	17	3	20		
	F	7	13	20	10.41667	.00125
12	M	2	18	20		
	F	4	16	20	.78431	.37583
13	M	1	19	20		
	F	5	15	20	3.13725	.07652
14	M	1	19	20		
	F		20	20	1.02564	.31118
15	M	3	17	20		
	F	2	18	20	.22857	.63258
16	M	5	15	20		
	F	8	12	20	1.02564	.31118
17	M	6	14	20		
	F	5	15	20	.12539	.72326

Teachers' Sex and Language Skills

Item	Sex	Frequency No	Yes	Total	Chi-Square	Significance
------	-----	-----------------	-----	-------	------------	--------------

		0	1			
1	M	2	18	20		
	F	2	18	20	.000000	1.000000
2	M	1	19	20		
	F	4	16	20	2.05714	.15149
3	M	20		20		
	F	14	6	20	7.05882	.00789

Teachers' Sex and Time Devoted to the English Course

Item	Sex	Frequency		Total	Chi-Square	Significance
		No 0	Yes 1			
1	M	12	8	20		
	F	9	11	20	.90226	.34218
2	M	13	7	20		
	F	8	12	20	2.50627	.11339
3	M	9	11	20		
	F	2	18	20	6.14420	.01318
4	M	8	12	20		
	F	7	13	20	.10667	.74397
5	M	7	13	20		
	F	5	15	20	.47619	.49015

Teachers' Sex and Use of Audio-visual Aids

Item	Sex	Frequency		Total	Chi-Square	Significance
		No 0	Yes 1			
1	M	4	16	20	.00000	1.00000
	F	4	16	20		
2	M	9	11	20	6.14420	.01318
	F	2	18	20		
3	M	5	15	20	.62500	.42920
	F	3	17	20		
4	M	1	19	20	2.05714	.15149
	F	4	16	20		
5	M	16	4	20	3.95604	.04670
	F	10	10	20		

Teachers' Sex and Teaching Methods

Item	Sex	Frequency					Total	Chi-Square	Significance
		SD	D	NS	A	SA			
		0	1	2	3	4			
1	M				2	18	20		
	F				4	16	20	.78431	.37583

2	M				11	9	20		
	F			3	9	8	20	3.25882	.19604
3	M	1	5	2	6	6	20		
	F	3	4	4	4	5	20	2.26869	.68648
4	M			1	18	1	20		
	F	1	1	2	6	10	20	15.69697	.00345
5	M		1	4	7	8	20		
	F		1	10	3	6	20	4.45714	.21615
6	M			12	6	2	20		
	F			4	4	12	20	11.54286	.00312
7	M			7	9	4	20		
	F	1	1	2	10	6	20	18.52597	.00097

M = Male
F = Female
SD = Strongly disagree
D = Disagree
NS = Not sure
A = Agree
SA = Strongly agree
non* : Statistics can not be computed when the number of non-empty rows or columns is one.

Table (9.2) The Relationship Between Teachers' Academic Qualification and the Dependent Variables

Teachers' Academic Qualification and Teaching English Language

Item	Academic Quali- fication	Frequency					Total	Chi- Square	Significance
		0 SD	1 D	2 NS	3 A	4 SA			
1	BA or BSc		5	1	5	1	12		
	BA+DP	3	3	3	12	4	25		
	MA	1			2		3	8.68930	.36918
2	BA		4	4	4		12		
	BA+DP		1	3	6	15	25		
	MA					3	3	6.61195	.35823
3	BA	5	5		1	1	12		
	BA+DP	8	8	3	3	3	25		
	MA	1	2				3	3.82349	.87269
4	BA				6	6	12		
	BA+DP		1	1	10	13	25		
	MA				2	1	3	1.90519	.92821
5	BA	2	2	1	4	3	12		
	BA+DP	5	2		12	6	25		
	MA				3		3	6.86817	.55092
6	BA	1	2	1	5	3	12		

	BA+DP	4	3	13	5	25		
	MA			3		3	5.56429	.69591
7	BA		1	7	4	12		
	BA+DP		2	14	9	25		
	MA			3		3	2.18846	.70114

Teachers' Academic Qualification and Teaching-Learning Materials and Learning Environment

Item	Academic Qualifi- cation	Frequency 0 No	1 Yes	Total	Chi-square	Significance
1	BA	1	11	12		
	BA+DP		25	25		
	MA		3	3	2.39316	.30223
2	BA		12	12		
	BA+DP		25	25		
	MA		3	3	non*	non*
3	BA	8	4	12		
	BA+DP	18	7	25		
	MA	3		3	1.34587	.51021
4	BA	7	5	12		
	BA+DP	15	10	25		
	MA	3		3	1.95556	.37615
5	BA	7	5	12		

	BA+DP	14	11	25		
	MA	3		3	2.18056	.33612
<hr/>						
6	BA	3	9	12		
	BA+DP	14	11	25		
	MA	3		3	6.36000	.04159
<hr/>						
7	BA	7	5	12		
	BA+DP	18	7	25		
	MA	2	1	3	.69136	.70774
<hr/>						
8	BA	7	5	12		
	BA+DP	13	12	25		
	MA	1	2	3	.60819	.73779
<hr/>						
9	BA	9	3	12		
	BA+DP	14	11	25		
	MA	3		3	3.03297	.21948
<hr/>						
10	BA	8	4	12		
	BA+DP	13	12	25		
	MA	3		3	2.88889	.23588
<hr/>						
11	BA	9	3	12		
	BA+DP	13	12	25		
	MA	2	1	3	1.84722	.39708
<hr/>						
12	BA	2	10	12		
	BA+DP	4	21	25		
	MA		3	3	.57516	.75008

13	BA	4	8	12		
	BA+DP	2	23	25		
	MA		3	3	4.56359	.09761
14	BA		12	12		
	BA+DP	1	24	25		
	MA			3	.61538	.73514
15	BA		12	12		
	BA+DP	5	20	25		
	MA		3	3	3.42857	.18009
16	BA	6	6	12		
	BA+DP	7	18	25		
	MA		3	3	3.35043	.18727
17	BA	4	8	12		
	BA+DP	7	18	25		
	MA		3	3	1.34587	.51021

Teachers' Academic Qualification and Language Skills

Item	Academic Qualifi- cation	Frequency		Total	Chi-square	Significance
		0 No	1 Yes			
1	BA		12	12		
	BA+DP	4	21	25		

	MA		3	3	2.66667	.26360
2	BA	1	11	12		
	BA+DP	4	21	25		
	MA		3	3	.89905	.63793
3	BA	11	1	12		
	BA+DP	20	5	25		
	MA	3		3	1.34791	.48726

Teachers' Academic Qualification and Time Devoted to the English Course

Item	Academic Qualifi- cation	Frequency		Total	Chi-square	Significance
		0 No	1 Yes			
1	BA	3	9	12		
	BA+DP	15	10	25		
	MA	3		3	6.91729	.03147
2	BA	4	8	12		
	BA+DP	14	11	25		
	MA	3		3	4.60485	.10002
3	BA	4	8	12		
	BA+DP	7	18	25		
	MA		3	3	1.34587	.51021
4	BA	4	8	12		
	BA+DP	11	14	25		

	MA		3	3	2.33956	.31044
5	BA	4	8	12		
	BA+DP	7	18	25		
	MA	1	2	3	.12698	.93848

Teachers' Academic Qualification and Use of Audio-Visual Aids

Item	Academic Qualifi- cation	Frequency 0 No	1 Yes	Total	Chi-square	Significance
1	BA	1	11	12		
	BA+DP	7	18	25		
	MA		3	3	2.77083	.25022
2	BA	3	9	12		
	BA+DP	7	18	25		
	MA	1	2	3	.09195	.95506
3	BA	3	9	12		
	BA+DP	5	20	25		
	MA		3	3	.93750	.62578
4	BA	1	11	12		
	BA+DP	4	21	25		
	MA		3	3	.89905	.63793
5	BA	9	3	12		
	BA+DP	14	11	25		

MA	3	3	3.03297	.21948
----	---	---	---------	--------

Teachers' Academic Qualification and Teaching Methods

Item	Academic Quali- fication	Frequency 0 SD	1 D	2 NS	3 A	4 SA	Total	Chi- Square	Significance
1	BA				4	8	12		
	BA+DP				2	23	25		
	MA					3	3	4.65359	.09761
2	BA			1	4	7	12		
	BA+DP			2	13	10	25		
	MA				3		3	4.45072	.34843
3	BA		2	1	3	6	12		
	BA+DP	4	6	5	5	5	25		
	MA		1		2		3	9.86397	.27470
4	BA				7	5	12		
	BA+DP	1	1	3	14	6	25		
	MA				3		3	5.68434	.68254
5	BA			6	3	3	12		
	BA+DP		2	8	7	8	25		
	MA					3	3	7.95429	.24147
6	BA			5	2	5	12		
	BA+DP			10	6	9	25		

	MA			1	2		3	3.67786	.45135
7	BA		3	2	4	3	12		
	BA+DP	1	5	8	8	3	25		
	MA			1	2		3	4.41667	.81771

B.A or BSc = Bachelor degree.

DP = Diploma in Education.

MA = Master degree.

non* : Statistics can not be computed when the number of non-empty rows or columns is one.

Table (9.3) The Relationship Between Teachers' Years of Teaching Experience and the Dependent Variables

Teachers' Years of Teaching Experience and English Language Teaching

Item	Years of Teaching Experience	Frequency					Total	Chi-Square	Significance
		0 SD	1 D	2 NS	3 A	4 SA			
1	< 5	1	2		3		6		
	5-10		2		3	2	7		
	10-15	1	3	4	6	3	17		
	15-20	1			7		8		
	> 20	1	1				2	21.27853	.16805
2	< 5				3	3	6		
	5-10			1	3	3	7		
	10-15		1	5	3	8	17		
	15-20				1	7	8		
	> 20			1		1	2	12.14559	.43406
3	< 5	3	2			1	6		
	5-10	2		1	3	1	7		
	10-15	4	8	2	1	2	17		
	15-20	4	4				8		
	> 20	1	1				2	18.16953	.31406
4	< 5				2	4	6		
	5-10			1	3	3	7		

	10-15			7	10	17		
	15-20	1		4	3	8		
	> 20				2	2	12.26650	.42452
<hr/>								
5	< 5		1	3	2	6		
	5-10	3	1	2	1	7		
	10-15	3	3	7	4	17		
	15-20			6	2	8		
	> 20	1		1		2	17.57709	.34924
<hr/>								
6	< 5		1	2	3	6		
	5-10	2	2	3		7		
	10-15	1	4	1	7	4	17	
	15-20			6	2	8		
	> 20			2		2	14.12265	.58958
<hr/>								
7	< 5			1	5	6		
	5-10		1	4	2	7		
	10-15		2	11	4	17		
	15-20			7	1	8		
	> 20			1	1	2	11.43149	.17843
<hr/>								

Teachers' Years of Teaching Experience and Teaching-Learning Materials and Learning Environment

Item	Years of Tea- ching Exper- ience	Frequency		Total	Chi- Square	Significance
		0 No	1 Yes			
<hr/>						

1	< 5		6	6		
	5-10		7	7		
	10-15	1	16	17		
	15-20		8	8		
	> 20		2	2	1.38763	.84634
<hr/>						
2	< 5		6	6		
	5-10		7	7		
	10-15		17	17		
	15-20		8	8		
	> 20		2	2	non*	non*
<hr/>						
3	< 5	4	2	6		
	5-10	4	3	7		
	10-15	13	4	17		
	15-20	6	2	8		
	> 20	2		2	1.84856	.76359
<hr/>						
4	< 5	2	4	6		
	5-10	3	4	7		
	10-15	12	5	17		
	15-20	6	2	8		
	> 20	2		2	5.53800	.23641
<hr/>						
5	< 5	3	3	6		
	5-10	3	4	7		
	10-15	10	7	17		
	15-20	6	2	8		

	> 20	2		2	3.20028	.52489
<hr/>						
6	< 5	2	4	6		
	5-10	4	3	7		
	10-15	7	10	17		
	15-20	6	2	8		
	> 20	1	1	2	3.33894	.50279
<hr/>						
7	< 5	4	2	6		
	5-10	3	4	7		
	10-15	13	4	17		
	15-20	6	2	8		
	> 20	1	1	2	3.04756	.54990
<hr/>						
8	< 5	5	1	6		
	5-10	3	4	7		
	10-15	9	8	17		
	15-20	2	6	8		
	> 20	2		2	6.78531	.14768
<hr/>						
9	< 5	5	1	6		
	5-10	2	5	7		
	10-15	12	5	17		
	15-20	5	3	8		
	> 20	2		2	6.30191	.17771
<hr/>						
10	< 5	4	2	6		
	5-10	4	3	7		
	10-15	11	6	17		

	15-20	3	5	8		
	> 20	2		2	3.31262	.50694

11	< 5	3	3	6		
	5-10	2	5	7		
	10-15	14	3	17		
	15-20	4	4	8		
	> 20	1	1	2	7.08683	.13137

12	< 5		6	6		
	5-10	1	6	7		
	10-15	5	12	17		
	15-20		8	8		
	> 20		2	2	5.59565	.23145

13	< 5	1	5	6		
	5-10	1	6	7		
	10-15	4	13	17		
	15-20		8	8		
	> 20		2	2	2.75059	.60039

14	< 5		6	6		
	5-10		7	7		
	10-15	1	16	17		
	15-20		8	8		
	> 20		2	2	1.38763	.84634

15	< 5		6	6		
	5-10	1	6	7		

	10-15	3	14	17		
	15-20	1	7	8		
	> 20		2	2	1.57503	.81327
16	< 5	4	2	6		
	5-10	1	7	8		
	10-15	7	10	17		
	15-20	1	7	8		
	> 20		2	2	7.25642	.12294
17	< 5	1	5	6		
	5-10	4	3	7		
	10-15	5	12	17		
	15-20		8	8		
	> 20	1	1	2	7.01176	.13527

Teachers' Years of Teaching Experience and Language Skills

Item	Years of Tea- ching Exper- ience	Frequency		Total	Chi- Square	Significance
		0 No	1 Yes			
1	< 5	1	5	6		
	5-10		7	7		
	10-15	2	15	17		
	15-20	1	7	8		
	> 20		2	2	1.41068	.84234
2	< 5	1	5	6		

	5-10	2	5	7		
	10-15	2	15	17		
	15-20		8	8		
	> 20		2	2	3.18527	.52731
<hr/>						
3	< 5	3	3	6		
	5-10	6	1	7		
	10-15	15	2	17		
	15-20	8		8		
	> 20	2		2	7.67177	.10437
<hr/>						

Teachers' Years of Teaching Experience and Time Devoted to the English Course

Item	Years of Tea- ching Exper- ience	Frequency		Total	Chi- Square	Significance
		0 No	1 Yes			
1	< 5	2	4	6		
	5-10	4	3	7		
	10-15	8	9	17		
	15-20	6	2	8		
	> 20	1	1	2	2.77529	.59611
2	< 5	3	3	6		
	5-10	3	4	7		
	10-15	9	8	17		
	15-20	5	3	8		
	> 20	1	1	2	.60319	.92671

3	< 5		6	6		
	5-10	2	5	7		
	10-15	6	11	17		
	15-20	2	6	8		
	> 20	1	1	2	3.33079	.50407
4	< 5	5	1	6		
	5-10	1	6	7		
	10-15	5	12	17		
	15-20	4	4	8		
	> 20		2	2	9.19514	.05640
5	< 5	3	3	6		
	5-10	1	6	7		
	10-15	5	12	17		
	15-20	3	5	8		
	> 20		2	2	3.04022	.55112

Teachers' Years of Teaching Experience and Use of Audio-Visual Aids

Item	Years of Tea- ching Exper- ience	Frequency 0 No	1 Yes	Total	Chi- Square	Significance
1	< 5	1	5	6		
	5-10	4	3	7		

	10-15	2	15	17		
	15-20		8	8		
	> 20	1	1	2	9.92297	.04175

2	< 5		6	6		
	5-10	3	4	7		
	10-15	5	12	17		
	15-20	2	6	8		
	> 20	1	1	2	3.66798	.45280

3	< 5	1	5	6		
	5-10	2	5	7		
	10-15	3	14	17		
	15-20	1	7	8		
	> 20	1	1	2	1.82817	.76732

4	< 5	1	5	6		
	5-10	2	5	7		
	10-15	2	15	17		
	15-20		8	8		
	> 20		2	2	3.18527	.52731

5	< 5	4	2	6		
	5-10	2	5	7		
	10-15	11	6	17		
	15-20	7	1	8		
	> 20	2		2	6.94832	.13864

Teachers' Years of Teaching Experience and Teaching Methods

Item	Years of Tea- ching Exper- ience	Frequency					Total	Chi- Square	Significance
		0 SD	1 D	2 NS	3 A	4 SA			
1	< 5				2	4	6		
	5-10				1	6	7		
	10-15				2	15	17		
	15-20				1	7	8		
	> 20					2	2	2.11622	.71439
2	< 5				1	5	6		
	5-10				5	2	7		
	10-15			2	8	7	15		
	15-20			1	5	2	8		
	> 20				1	1	2	7.34293	.50012
3	< 5	1	2		1	2	6		
	5-10		1	2	3	1	7		
	10-15		4	3	3	7	17		
	15-20	3	1	1	3		8		
	> 20		1			1	2	19.31796	.25252
4	< 5				2	4	6		
	5-10			2	3	2	7		
	10-15	1		1	12	3	17		
	15-20		1		5	2	8		

	> 20			2		2	17.18779	.37355
5	< 5			3	1	2	6	
	5-10	1		5		1	7	
	10-15			5	5	7	17	
	15-20	1		1	3	3	8	
	> 20			1	1	2	12.64586	.39530
6	< 5				2	4	6	
	5-10			4	1	2	7	
	10-15			6	6	5	17	
	15-20			4	1	3	8	
	> 20			2			2	9.88475 .27321
7	< 5	1		1	2	2	6	
	5-10	2		1	4		7	
	10-15	4		4	5	4	17	
	15-20	1		4	3		8	
	> 20	1		1			2	17.56390 .35004

< 5 = Less than five years.
5-10 = Between five and ten years.
10-15 = Between ten and fifteen years.
15-20 = Between fifteen and twenty years.
>20 = Twenty years and above.
non* = Statistics can not be computed when the number of non-empty rows or columns is one.

Table (9.4) The Relationship Between Students' Sex and the Dependent Variables

Students' Sex and Language Skills								
Item	Sex	Frequency				Total	Chi-square	Significance
		0 No Occ	1 Occ	2 Week	3 Day			
1	M	6	75	22	47	150	1.71713	.63313
	F	11	73	19	47	150		
2	M	15	79	13	43	150	6.84690	.07694
	F	12	60	15	63	150		
3	M	8	49	17	76	150	4.16081	.24462
	F	15	44	24	67	150		
4	M	7	44	23	76	150	5.58703	.13352
	F	14	51	27	58	150		
5	M	9	81	54	6	150	16.99722	.00071
	F	8	50	73	19	150		
6	M	6	64	69	11	150	8.26087	.04092
	F	5	42	84	19	150		
7	M	9	48	78	15	150	2.46930	.48087
	F	8	43	75	24	150		

Students' Sex and Textbooks, Teaching Materials, Teaching Methods, Means of Evaluation and Learning Environment

Item	Sex	Frequency					Total	Chi-Square	Significance
		SD	D	NS	A	SA			
		0	1	2	3	4			
1	M	14	22	27	65	22	150		
	F	22	48	31	35	14	150	22.48856	.00016
2	M	12	43	36	45	14	150		
	F	21	67	17	27	18	150	19.50223	.00063
3	M	15	54	34	34	13	150		
	F	24	61	23	20	22	150	10.56973	.03185
4	M	9	20	36	62	23	150		
	F	9	31	46	47	17	150	6.55628	.16128
5	M	9	23	37	61	20	150		
	F	19	40	40	45	6	150	18.22917	.00111
6	M	10	19	34	59	28	150		
	F	21	33	42	42	12	150	17.77595	.00136
7	M	16	24	16	52	42	150		
	F	33	34	11	55	17	150	19.22536	.00071
8	M	15	18	26	61	30	150		
	F	27	36	26	44	17	150	15.77670	.00333
9	M	8	23	22	74	23	150		

	F	21	29	23	60	17	150	8.90480	.06352
10	M	14	33	22	55	26	150		
	F	27	34	22	49	18	150	5.93758	.20386
11	M	27	49	14	33	27	150		
	F	42	44	10	35	19	150	5.64648	.22715
12	M	15	22	11	54	48	150		
	F	26	19	12	56	37	150	4.67410	.32240
13	M	15	19	15	60	41	150		
	F	13	21	14	66	36	150	.88773	.92631
14	M	8	17	21	60	44	150		
	F	12	13	27	65	33	150	3.85476	.42602
15	M	13	16	18	50	53	150		
	F	17	24	25	49	35	150	6.96479	.13776
16	M	2	22	30	61	35	150		
	F	12	24	31	55	28	150	8.33433	.08007
17	M	16	16	28	50	40	150		
	F	6	19	21	47	57	150	8.87476	.06431
18	M	21	39	25	30	35	150		
	F	22	47	22	23	36	150	1.89754	.75460
19	M	20	23	25	39	43	150		
	F	22	15	24	50	39	150	3.35453	.50034

20	M	11	13	14	54	58	150		
	F	14	12	20	60	44	150	3.69618	.44868
21	M	4	16	30	47	53	150		
	F	17	16	39	47	31	150	14.98344	.00474

Students' Sex and About English Language

Item	Sex	Frequency						Total Chi-Square	Significance
		SD	D	NS	A	SA			
		0	1	2	3	4			
1	M	3	1	9	33	104	150		
	F	4	2	14	39	91	150	2.92981	.56964
2	M	4	2	10	46	88	150		
	F	4	2	6	47	91	150	1.06103	.90040
3	M	1	6	6	46	91	150		
	F	6	7	14	42	81	150	7.61157	.10689
4	M	3	7	13	26	101	150		
	F	3	7	10	45	85	150	6.85216	.14391
5	M	17	16	20	48	49	150		
	F	25	30	19	34	42	150	8.73903	.06796
6	M	9	8	20	43	70	150		
	F	11	13	14	52	60	150	4.07116	.39646

7	M	23	34	24	38	31	150	3.48885	.47958
	F	30	43	20	31	26	150		
8	M	45	51	20	14	20	150	13.85989	.00776
	F	67	51	6	14	12	150		
9	M	54	45	17	16	18	150	3.78076	.43649
	F	64	41	9	19	17	150		
10	M	7	6	18	53	66	150	2.20803	.69756
	F	4	9	22	47	68	150		
11	M	5	7	7	59	72	150	4.28421	.36891
	F	6	4	9	45	86	150		
12	M	23	54	29	22	22	150	1.58049	.81230
	F	27	45	34	21	23	150		
13	M	10	10	20	53	57	150	13.31705	.00983
	F	4	4	12	45	85	150		
14	M	63	42	15	9	21	150	12.06994	.01684
	F	92	28	9	4	17	150		
15	M	14	15	20	63	38	150	8.54099	.07365
	F	7	12	17	54	60	150		
16	M	68	47	12	7	16	150	14.98344	.00474
	F	90	34	17	6	3	150		
17	M	40	35	31	32	12	150		

	F	51	37	22	25	15	150	4.10651	.39178
<hr/>									
18	M	12	11	25	65	37	150		
	F	8	12	21	64	45	150	1.97954	.73952
<hr/>									
19	M	36	33	16	22	43	150		
	F	34	27	23	16	50	150	3.38780	.49514
<hr/>									
20	M	87	42	4	6	11	150		
	F	96	27	5	8	14	150	4.46032	.34728
<hr/>									

No = Not at all
 Occ = Occasionally
 Week = Weekly
 Day = Daily
 M = Male
 F = Female
 SD = Strongly disagree
 D = Disagree
 NS = Not sure
 A = Agree
 SA = Strongly agree

Table (9.5) The Relationship Between Students' Level of Study and the Dependent Variables

Students' Level of Study and Language Skills								
Item	Level of study	Frequency				Total	Chi-square	Significance
		0 No	1 Occ	2 Week	3 Day			
1	Second	10	61	19	36	126	5.23456	.51410
	Four	4	49	13	26	92		
	Six	3	38	9	32	82		
2	Second	12	61	13	40	126	6.64477	.35495
	Four	6	37	7	42	92		
	Six	9	41	8	24	82		
3	Second	8	40	18	60	126	2.83831	.82885
	Four	6	27	11	48	92		
	Six	9	26	12	35	82		
4	Second	8	36	21	61	126	6.45521	.37417
	Four	4	31	13	44	92		
	Six	9	28	16	29	82		
5	Second	8	56	50	12	126	5.19753	.51874
	Four	2	44	39	7	92		
	Six	7	31	38	6	82		
6	Second	5	50	55	16	126		
	Four	2	32	50	8	92		

	Six	4	24	48	6	82	6.56870	.36258
7	Second	7	41	56	22	126		
	Four	3	28	55	6	92		
	Six	7	22	42	11	82	10.03179	.12332

Students' Level of Study and Textbooks, Teaching Materials, Teaching Methods, Means of Evaluation and Learning Environment

Item	Level of study	Frequency					Total Chi-Square Significance	
		SD 0	D 1	NS 2	A 3	SA 4		
1	Second	15	23	25	42	21	126	
	Four	11	26	17	31	7	92	
	Six	10	21	16	27	8	82	6.7015 .56864
2	Second	10	45	14	37	20	126	
	Four	13	37	25	12	5	92	
	Six	10	28	14	23	7	82	22.86359 .00354
3	Second	15	49	20	28	14	126	
	Four	10	26	24	21	11	92	
	Six	14	40	13	5	10	82	18.72304 .01641
4	Second	7	12	30	55	22	126	
	Four	4	20	28	32	8	92	
	Six	7	19	24	22	10	82	16.67232 .03371
5	Second	8	22	31	52	13	126	

	Four	11	19	23	33	6	92		
	Six	9	22	23	21	7	82	8.79871	.35956
6	Second	12	16	34	45	19	126		
	Four	7	16	20	34	15	92		
	Six	12	20	22	22	6	82	11.51801	.17404
7	Second	23	23	10	43	27	126		
	Four	9	24	9	31	19	92		
	Six	17	11	8	33	13	82	9.19428	.32617
8	Second	16	18	20	46	26	126		
	Four	12	16	16	39	9	92		
	Six	14	20	16	20	12	82	12.21976	.14166
9	Second	15	19	12	56	24	126		
	Four	5	19	15	42	11	92		
	Six	9	14	18	36	5	82	15.19321	.05550
10	Second	11	24	20	46	25	126		
	Four	13	26	9	34	10	92		
	Six	17	17	15	24	9	82	14.68129	.06565
11	Second	24	41	13	22	26	126		
	Four	26	32	8	19	7	92		
	Six	19	20	3	27	13	82	17.85814	.02232
12	Second	15	19	8	41	43	126		
	Four	14	14	10	31	23	92		
	Six	12	8	5	38	19	82	9.07218	.33624

13	Second	14	13	14	51	34	126		
	Four	7	15	9	38	23	92		
	Six	7	12	6	37	20	82	3.51355	.89814
14	Second	6	9	19	52	40	126		
	Four	7	9	16	42	18	92		
	Six	7	12	13	31	19	82	8.20804	.41342
15	Second	10	14	15	43	44	126		
	Four	10	16	14	26	26	92		
	Six	10	10	14	30	18	82	7.57634	.47591
16	Second	3	13	17	57	36	126		
	Four	4	19	29	29	11	92		
	Six	7	14	15	30	16	82	26.54364	.00085
17	Second	8	16	23	37	42	126		
	Four	10	8	15	31	28	92		
	Six	4	11	11	29	27	82	4.92720	.76533
18	Second	19	37	17	20	33	126		
	Four	19	21	20	17	15	92		
	Six	5	28	10	16	23	82	15.17713	.05579
19	Second	16	13	20	38	39	126		
	Four	10	16	14	27	25	92		
	Six	16	9	15	24	18	82	6.70218	.56908

20	Second	11	10	10	41	54	126		
	Four	7	9	15	34	27	92		
	Six	7	6	9	39	21	82	11.91937	.15484
21	Second	6	13	29	39	39	126		
	Four	3	13	23	33	20	92		
	Six	12	6	17	22	25	82	14.82381	.06266

Students Level of Study and About English Language

Item	Level of study	Frequency						Total Chi-Square Significance	
		SD 0	D 1	NS 2	A 3	SA 4			
1	Second	4	1	12	32	77	126		
	Four	2	1	9	18	62	92		
	Six	1	1	2	22	56	82	6.59604	.58078
2	Second	4	3	8	41	70	126		
	Four	3		3	27	59	92		
	Six	1	1	5	25	50	82	5.10597	.74619
3	Second	3	5	9	39	70	126		
	Four	3	2	5	28	54	92		
	Six	1	6	6	21	48	82	4.45234	.81418
4	Second	2	9	11	36	68	126		
	Four		3	8	22	59	92		
	Six	4	2	4	13	59	82	15.49134	.05027
5	Second	11	18	15	41	41	126		

	Four	13	12	14	23	30	92		
	Six	18	16	10	18	20	82	11.66313	.16688
6	Second	7	19	18	38	53	126		
	Four	8	4	7	31	42	92		
	Six	5	7	9	26	35	82	4.68387	.79077
7	Second	16	44	15	30	21	126		
	Four	16	14	19	24	19	92		
	Six	2	19	10	15	17	82	18.08342	.02061
8	Second	41	39	11	17	18	126		
	Four	32	41	9	6	4	92		
	Six	39	22	6	5	10	82	17.34771	.02669
9	Second	40	37	14	18	17	126		
	Four	38	27	6	9	12	92		
	Six	40	22	6	8	6	82	8.57429	.37947
10	Second	7	5	24	38	52	126		
	Four	1	8	10	35	38	92		
	Six	3	2	6	27	44	82	15.52334	.04973
11	Second	5	6	10	43	62	126		
	Four	5	4	2	36	47	92		
	Six	1	1	4	27	49	82	8.71143	.36722
12	Second	18	42	32	18	16	126		
	Four	13	36	16	16	11	92		
	Six	19	21	15	9	18	82	12.19066	.14290

13	Second	9	10	11	38	58	126		
	Four	3	3	12	34	40	92		
	Six	2	1	9	26	44	82	11.03009	.20000
14	Second	56	31	15	8	16	126		
	Four	44	29	6	1	12	92		
	Six	55	10	3	4	10	82	20.47716	.00867
15	Second	12	16	14	46	38	126		
	Four	4	3	10	44	31	92		
	Six	5	8	13	27	29	82	11.90587	.15545
16	Second	59	37	14	4	12	126		
	Four	53	25	4	5	5	92		
	Six	46	19	11	4	2	82	11.09966	.19612
17	Second	34	24	24	33	11	126		
	Four	25	27	16	12	12	92		
	Six	32	21	13	12	4	82	14.77445	.06368
18	Second	8	12	27	47	32	126		
	Four	8	5	6	44	29	92		
	Six	4	6	13	38	21	82	12.39957	.13425
19	Second	30	25	18	18	35	126		
	Four	20	10	11	13	29	92		
	Six	20	16	10	7	29	82	2.91566	.93954
20	Second	68	27	6	10	15	126		

Four	55	24	2	4	7	92		
Six	60	18	1		3	82	16.84061	.03181

-
- No = Not at all
 - Occ = Occasionally
 - Week = Weekly
 - Day = Daily
 - SD = Strongly disagree
 - D = Disagree
 - NS = Not sure
 - A = Agree
 - SA = Strongly agree

Table (9.6) The Relationship Between Students' Stream of Study and the Dependent Variables

Students' Stream of Study and Language Skills								
Item	Stream of study	Frequency				Total	Chi-square	Significance
		0 No	1 Occ	2 Week	3 Day			
1	Lit.	14	92	22	46	174	8.67864	.03388
	Sci.	3	56	19	48	126		
2	Lit.	22	85	15	52	174	10.38379	.011557
	Sci.	5	54	13	54	126		
3	Lit.	16	53	26	79	174	2.24096	.52393
	Sci.	7	40	15	64	126		
4	Lit.	15	56	25	78	174	2.90557	.40641
	Sci.	6	39	25	56	126		
5	Lit.	15	91	57	11	174	24.43231	.00002
	Sci.	2	40	70	14	126		
6	Lit.	11	72	80	11	174	19.90583	.00018
	Sci.		34	73	19	126		
7	Lit	12	66	80	16	174	15.65225	.00134
	Sci.	5	25	73	23	126		

Students' Stream of Study and Textbooks, Teaching Materials, Teaching Methods, Means of Evaluation and Learning Environment

Item	Stream of study	Frequency						Total	Chi-Square	Significance
		SD	D	NS	A	SA				
		0	1	2	3	4				
1	Lit.	22	24	41	65	22	174			
	Sci.	14	46	17	35	14	126	22.29154	.00018	
2	Lit.	10	57	30	51	26	174			
	Sci.	23	53	23	21	6	126	24.12889	.00008	
3	Lit.	18	66	30	37	23	174			
	Sci.	21	49	27	17	12	126	6.24616	.18150	
4	Lit.	8	27	38	71	30	174			
	Sci.	10	24	44	38	10	126	13.49399	.00910	
5	Lit.	12	32	36	75	19	174			
	Sci.	16	31	41	31	7	126	17.48213	.00156	
6	Lit.	13	25	51	60	25	174			
	Sci.	18	27	25	41	15	126	8.38708	.07838	
7	Lit	24	32	13	69	36	174			
	Sci.	25	26	14	38	23	126	4.97111	.29027	
8	Lit.	21	34	27	65	27	174			
	Sci.	21	20	25	40	20	126	3.10087	.54109	

9	Lit.	2	27	17	84	25	174	12.35659	.01489
	Sci.	8	25	28	50	15	126		
10	Lit.	16	35	24	68	31	174	12.31872	.01513
	Sci.	25	32	20	36	13	126		
11	Lit.	27	56	21	35	35	174	26.21424	.00003
	Sci.	42	37	3	33	11	126		
12	Lit.	21	23	13	64	53	174	1.51800	.82345
	Sci.	20	18	10	46	32	126		
13	Lit.	21	24	14	70	45	174	4.82845	.30536
	Sci.	7	16	15	56	32	126		
14	Lit	9	15	26	78	46	174	3.55440	.46965
	Sci.	11	15	22	47	31	126		
15	Lit	14	22	20	59	59	174	7.11861	.12975
	Sci.	16	18	23	40	29	126		
16	Lit.	8	24	31	74	37	174	3.54812	.47060
	Sci.	6	22	30	42	26	126		
17	Lit.	15	26	29	51	53	174	6.39581	.17147
	Sci.	7	9	20	46	44	126		
18	Lit.	20	49	29	36	40	174	4.85463	.30254
	Sci.	23	37	18	17	31	126		

19	Lit.	22	24	20	58	50	174		
	Sci.	20	14	29	31	32	126	9.07441	.05927
20	Lit.	20	13	15	62	64	174		
	Sci.	5	12	19	52	38	126	9.58049	.04812
21	Lit.	11	18	40	62	43	174		
	Sci.	10	14	29	32	41	126	4.35481	.36011

Students Stream of Study and About English Language

Item	Stream of study	Frequency						Total	Chi-Square	Significance
		SD	D	NS	A	SA				
		0	1	2	3	4				
1	Lit.	5	1	19	51	98	174			
	Sci.	2	2	4	21	97	126	16.65310		.00226
2	Lit.	5	4	11	66	88	174			
	Sci.	3		5	27	91	126	15.88169		.00318
3	Lit.	4	8	15	61	86	174			
	Sci.	3	5	5	27	86	126	11.58819		.02069
4	Lit.	4	9	15	43	103	174			
	Sci.	2	5	8	28	83	126	1.62101		.80501
5	Lit.	19	23	22	5	56	174			
	Sci.	23	23	17	28	35	126	6.60102		.15854
6	Lit.	10	15	18	53	78	174			

	Sci.	10	6	16	42	52	126	2.84121	.58474
7	Lit	22	51	27	40	34	174		
	Sci.	31	26	17	29	23	126	8.32753	.08029
8	Lit.	52	59	14	24	25	174		
	Sci.	60	43	12	4	7	126	20.49035	.00040
9	Lit.	49	56	13	32	24	174		
	Sci.	69	30	13	3	11	126	33.27939	.00000
10	Lit.	5	9	28	67	65	174		
	Sci.	6	6	12	33	69	126	11.38168	.02259
11	Lit.	6	7	13	69	79	174		
	Sci.	5	4	3	35	79	126	10.87282	.02803
12	Lit.	26	59	40	22	27	174		
	Sci.	24	40	23	21	18	126	2.52157	.64078
13	Lit.	5	10	17	63	79	174		
	Sci.	9	4	15	35	63	126	6.11874	.19045
14	Lit	74	46	18	12	24	174		
	Sci.	81	24	6	1	14	126	17.94919	.00126
15	Lit	9	24	22	68	51	174		
	Sci.	12	3	15	49	47	126	14.01372	.00725
16	Lit.	76	56	23	5	14	174		

	Sci.	82	25	6	8	5	126	19.84096	.00054
17	Lit.	38	43	33	42	18	174		
	Sci.	53	29	20	15	9	126	16.92621	.00200
18	Lit.	10	16	24	80	44	174		
	Sci.	10	7	22	49	38	126	3.91762	.41727
19	Lit.	35	40	22	24	53	174		
	Sci.	35	20	17	14	40	126	4.18358	.38173
20	Lit.	92	45	6	12	19	174		
	Sci.	91	24	3	2	6	126	13.97745	.00737

No = Not at all
 Occ = Occasionally
 Week = Weekly
 Day = Daily
 SD = Strongly disagree
 D = Disagree
 NS = Not sure
 A = Agree
 SA = Strongly agree
 Lit. = Literary
 Sci. = Scientific