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Attitudes Towards
Learning & Teaching English
for Special Purposes
in University Faculties
& Higher Institutes

Samy Ali Hassan El-Faras

1977

E.L.I.
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ATTITUDES TOWARDS
LEARNING AND TEACHING ENGLISH FOR SPECIAL PURPOSES
IN UNIVERSITY FACULTIES AND HIGHER INSTITUTES

المعزات

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A THESIS
SUBMITTED TO
THE ENGLISH LANGUAGE INSTITUTE
OF THE AMERICAN UNIVERSITY IN CAIRO
IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

BY
SAMY ALI HASSAN EL-FARAS

المؤلف

MAY 1977

التاريخ

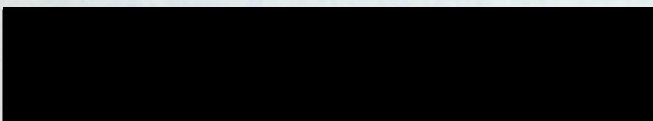
This Thesis for the Master of Arts Degree

by

Samy Ali Hassan El-Faras

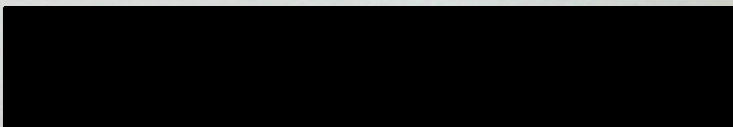
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May, 1977


Chairman, Thesis Committee


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Reader, Thesis Committee


Director, English Language Institute

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S.A.H.E.F.

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CHAPTER I

LANGUAGE ATTITUDES AND SPECIAL ENGLISH

1. Introduction

At the university level in Egypt, where English is the medium of instruction in such faculties as Medicine and Engineering, great effort is being made to deal with the problem of English language teaching. Ideally speaking, a pupil who has had a six-year study of English prior to his admission to the University will have acquired a sufficient command of the language to use it in any commonplace situation. This command of the language should prepare him to understand the language when spoken by a native. In brief a pupil, by the end of the secondary stage, should be able to speak and understand the spoken and written foreign language, or in other words, he should have achieved the four basic skills of understanding, speaking, reading and writing. But this is not the case in Egypt. The standard of pupils who leave the secondary school to join the university is poor. This poor standard will no doubt affect English language teaching at the tertiary level since students are supposed to be introduced to a specialized kind of English relating to the discipline they are studying.

This study is an attempt to determine what role the attitudes of students, teachers, and administrators play in the

English language program at tertiary level. It is expected that attitudes are very significant in the design of a program which addresses itself specifically to the needs of students and disciplines at the university level.

2. Background

We find that in recent years there has been widespread dissatisfaction with the decline of English language teaching in schools, training colleges and universities.

In a study entitled "An Investigation Of Some Factors Affecting English Language Teaching In Egyptian Public Schools," Nawal El Badry (1976) collected data from 100 preparatory and secondary school English language teachers. She found out that 86% of respondents were dissatisfied with the standard of English language teaching.

On the 3rd of March 1970, the Minister of Education gave a speech in Cairo to a group of inspectors and senior masters of English. In his speech he mentioned the need to stop the deterioration of English language teaching in our schools and institutes.

Nur Sherif (1976), professor of English language at the University of Alexandria stated:

The standard of English teaching at school level deteriorated to such a degree that English acquired was far beneath the requirements of a university student for whom the knowledge of an international language was essential if he was to keep abreast of the times. This deterioration which we have been unable to remedy at secondary level is

now crying out for a solution at tertiary level where ignorance of an international language, in at least some if not all disciplines, has become a serious threat to our university standards and to the general progress of our country.

This statement together with El Badry's findings that the majority of school English language teachers are dissatisfied with the standard of English language teaching provide indications that something goes wrong with the English language program at school and university levels.

An experimental testing of English language competence in the faculties of Education, Medicine and the department of English in the University of Alexandria was carried out by L. Thompson (1975), lecturer in English For Special Purposes. The aims of the testing project were (a) to assess the general level of English of students in the university, (b) to compare the level of English of students from different faculties and (c) to assess the rate of improvement in English between the first year students and students in later years particularly final year students. All tests in this experiment were diagnostic. A score of 70% and above was regarded as minimum level of competence in communicating in English. The results of the experiment were as follows:

Table 1

Level of English Proficiency at Alexandria University
(Faculties of Education, Medicine and English Department)

A. <u>English</u>	<u>Percentage of students who got 70% or more</u>
1st year	77.5%
2nd year	60.7%
3rd year	64.3%
4th year	90.0%
Total	74.1%
B. <u>Education</u>	
1st year	5.0%
2nd year	25.7%
3rd year	33.3%
Total	17.2%
C. <u>Medicine</u>	
1st year	12.1%
3rd year	6.9%
Final	3.4%
Total	8.2%

These figures show that there was wide range of competency in basic English between the three groups. The gap between the students of English and the students of Medicine was much wider than one would anticipate in this type of test because those who join the Faculty of Medicine are those who have the highest scores in the total of Thanaweya Amma Examination (General Secondary School Examination Certificate). The performance of the students of Education was - in general - better than that of the

students of Medicine in spite of the fact that those who join the Faculty of Education have the lowest scores in the total Thanaweya Amma Examination. This is even more surprising when we know that the Medical students have been studying via English. The students in the Faculty of Education tended to improve their scores according to the length of time in the university, whereas, students in the Faculty of Medicine tended to deteriorate. The experimenter states that:

If one takes it as a basic assumption that objective language testing (especially ELT) is an important feature of current international education, and likely to remain so for the foreseeable future, then an important area of weakness has been revealed in higher education in Egypt.

Thompson also states that an analysis of TOEFL scores for the year 1973 shows that students from Arab Republic of Egypt ranked 85th out of a total of 106 different nationalities. (TOEFL is a standardized test used to assess the competency in English of foreign students seeking admission to American colleges and universities.)

English Entrance Examination results of applicants for graduate studies at the American University in Cairo are another indication of the low standard of English of university graduates.

Applicants are classified into three groups according to their performance. Those who get 80% or more pass. Those who get from 60% to 79% have to follow a language course in the English Language Institute before they are accepted for the graduate studies, while those who get 59% and below are rejected.

These are the statistical results of entrance exams which were held twice a year.

Table 2

English Entrance Exam Results, Graduate Applicants, AUC.

	<u>Tested</u>	<u>Rejected</u>	<u>%</u>	<u>ELI</u>	<u>%</u>	<u>Pass</u>	<u>%</u>
I. 1973 - 1974	281	151	53.7	75	26.7	55	19.6
II. 1973 - 1974	166	84	50.6	43	25.9	39	23.5
I. 1974 - 1975	390	193	49.5	130	33.3	67	17.2
II. 1974 - 1975	276	115	41.7	95	34.4	66	23.9
I. 1975 - 1976	200	109	54.5	41	20.5	50	25.0
II. 1975 - 1976	210	127	60.5	47	22.4	36	17.1
I. 1976 - 1977 [@]	<u>132</u>	<u>61</u>	<u>46.2</u>	<u>48</u>	<u>36.4</u>	<u>23</u>	<u>17.4</u>
Total	1655	840	50.8	479	28.9	336	20.3

[@]Entrance score raised to 82%

All the preceeding information may be considered as sound proof of the low standard of Egyptian university students and graduates. It is really a situation that is crying out for a solution.

One solution to the problems of university-level English instruction is the development of specialized teaching materials which have come to be called English For Special Purposes.

3. Review of English For Special Purposes

English For Special Purposes (ESP) started when science was founded in the seventeenth century. By the end of the eighteenth century scientists were beginning to specialize. B.C. Brooks (1964) writes:

These specialists began to raid the rich stores of the classical lexicons to name the new discriminations they were creating. There was no longer a single scientific dialect that could be distinguished from the language of letters, but a number of distinguishable dialects, each characterized by a growing family of contrived technical terms borrowed from Latin or Greek.

An effort was made to define Language For Special Purposes by C. Vaughan and others (1973). They began by attempting to clarify what was meant by the expression 'language for special purposes', and isolated several components:

- (a) Language skills. Performance in some or all of the four basic skill areas with varying emphasis.
- (b) Special content. Special terminology, structures, etc., associated with non-language specialism.
- (c) Functional skills. Training in the use of language in the performance of tasks associated with operation in the non-language specialisms (translating, interpreting, taking dictation, monitoring radio, abstracting press articles, etc.).

Although ESP is clearly a more precise notion than 'General English', it involves more than a shift in the choice of materials. ESP has at least two characteristics:

1. homogeneity of students' interests or motivation.
2. selection of special materials related to their field of specialization.

The task of an ESP teacher is to provide his students with the ability to gain knowledge of their discipline through the medium of English. Students' needs within the concept of ESP may be outlined as follows:

- a. to understand their professors when English is the medium of instruction.

- b. to read and understand books written in English in the field of their specialization.
- c. to be able to discuss in English the problems in their branch of study with their colleagues and professors.
- d. to write grammatical and precise English within the context of their chosen discipline.

E. Wright (1961) believes that:

the general aim of the student must be adequacy, an adequacy expressed in terms of an ability to listen to and understand his subject lecturers, to be able to discuss his subject with them, to read the necessary books and to write his examinations precisely.

The objectives of teaching English For Special Purposes are not completely distinct from the objectives of English language teaching in general. Those who have had the experience of teaching English at science and engineering faculties find that the wish on the part of the students to acquire a limited repertoire of useful phrases to be used in their specialized subject very soon gives way to a wish for wider linguistic horizons. When we come to practical life, we find that holders of specialized jobs, all need a type of practical ability in foreign language - in particular an ability to talk and write in direct communication with foreign counterparts, covering both everyday discourse and the specialized usage of their own jobs. A study of the use of English was carried out by William H. Harrison and others (1973) on a random sample of public and private sector employees in Jordan. A large portion of the

sample reported that they used English at work. Still, it was found out that for the most part employees did not use English at work for informal communication. Except for a relatively small number, English was used at work for business purposes, particularly to communicate orally with their colleagues, and to read for professional advancement.

The fields of activity of language for specific purposes are seen by John Spencer (1973) as:

- specialized human activity in which the majority of any given linguistic community does not engage:
- Professional and academic (e.g. physics, chemistry, banking, business management, medicine).
 - Technical (workshop practices, draughtsmanship and other fields of activities which involve a large amount of physical and visual reference).
 - Restricted (i.e. activities for which the linguistic means of communication can be or have been reduced to finite set of utterances, e.g. air traffic control English, international telephone operator's English, etc.
 - Marginal (activities involving an extremely limited use of language within a highly restricted context viz. waiter's English, taxi-driver's English, etc.)

Throughout my career as a language teacher in lower and higher levels of education, I have noticed that adults requiring language for definite purposes are more highly motivated than children whose requirements of the language are less clear. Yet the teacher who teaches adults must have materials and methodology which permit him to master adequately for the purposes of language instruction the field of activity in which his students specialize and which leads to the efficient mastery of the special language while sustaining interest and

reinforcing motivation. The adult learner must not only learn, he must feel that he is learning. Therefore one goal is to make the study of language stimulating as well as useful. Dick Payne (1973) and a group of linguists identified four variables of central importance to the teacher of language for special purposes:

- a. the student's present ability in the given field of activity.
- b. the student's future needs in the given field of activity.
- c. the student's present ability in the target language.
- d. the student's future needs in the target language.

Therefore intensive courses which are based on the student's requirements should be designed and taught if fruitful results are to be expected.

The preceding review of ESP may serve as a guide in evaluating the curriculum in the University of Alexandria.

4. Description of the Curriculum in the University of Alexandria

English is taught in nearly all the faculties of the University with varying degrees as to its weight and the number of hours allotted for it. In some faculties such as the Faculty of Science and the Faculty of Engineering it is taught only in the first year. Only one hour each week is allotted to the teaching of English. In these two faculties English is a non-failing subject, i.e. students move to the next year if they fail in English, but they do not get their

B.Sc. degree until they pass it. They have the right to sit for their exam in English - which is held once each year - any time they like.

In other faculties such as the Faculty of Commerce and the Faculty of Arts, English is one of the principal subjects. Students cannot move to the next year unless they pass it. It is regarded as one of the faculty subjects. In the Faculty of Commerce, English is taught in the first two years where four hours are allotted^t for the teaching of English each week. In the different departments of the Faculty of Arts (other than the Department of English), English is taught for two or three years and two weekly hours are allotted for the teaching of English. The normal size of a language class is about 250 students.

5. Supervision

Before 1968, the teaching of English was left in the hands of the different faculties. They had the power to select their own teachers of English and to determine the number of hours allotted for English. This process proved to be a failure. Nur Sherif (1976) states that:

The various colleges had understandably failed in their charge, having left it (the responsibility of teaching English) in the hands of secondary school teachers who had little or no knowledge of the needs of the students of different disciplines.

In 1968 the Supreme Council of the universities entrusted the Departments of English in the different universities with

the task of supervising all university-level teaching of English. Since then, the Department of English at Alexandria University has taken the responsibility of selecting language teachers, advising on the English language program and supervising exams in all university faculties. It was also deemed essential that ESP programs at the University should be reviewed with the hope of diagnosing and treating the possible areas of failure of the language curriculum.

6. New ESP Plans in the Univeristy of Alexandria

In 1974 a language unit was set up with the help of the British Council. The unit launched an ESP course for post-graduate medical students. Alexandria University is extending its ESP courses to the Faculties of Science, Pharmacology and Dentistry. It has also planned a course for the junior teaching staff of the Faculty of Medicine and an M.A. course in ESP for English graduates.

At a meeting held on 11th May 1976, it was decided that a comprehensive short and long-term plan was needed to establish ESP on a more solid basis, and to work out long-term ESP needs both for the University of Alexandria and for higher education in Egypt in general.

The aims of a program of ESP were stated in a memorandum to the president of the University of Alexandria from the Language Unit:

- a. to provide courses in ESP for graduate and/or undergraduate students in all faculties of the University where they are required,
- b. to provide courses in ESP as required for members of the University teaching staff who lecture in English,
- c. to prepare materials, tests and planning for the above mentioned courses,
- d. to train Egyptian members of the University to carry out the aim in (a) and (b) and eventually to assume complete responsibility for all ESP activities in the University,
- e. to conduct research and gather information on the English language needs of students and teachers at the University,
- f. to extend the University of Alexandria's ESP program to offer support for ESP in tertiary education in Egypt generally.

Plans and objectives for the period 1977-79 (3 years) are:

- a. to provide courses for graduate students of Medicine, Dentistry and Pharmacology,
- b. to provide pilot courses in ESP for junior staff members who use English as a medium of instruction,
- c. to provide a limited pilot experimental course for undergraduates in the Faculty of Science,
- d. to inaugurate an M.A. in English language studies in conjunction with the Department of English.

Plans and objectives for the period 1980-1982 are to be run on the basis of the plans of 1977-79 covering ESP activities in the same faculties and adding still others.

It is in plans for the period 1983-1985 and after 1986 that the overall aims will have been achieved. They are specified as follows:

- a. all required ESP courses for both undergraduate and graduate students should be in full operation,
- b. all required ESP courses for those members of the University who teach through the medium of English should be in full operation,
- c. all required materials and tests for the above courses should be completed and in use,
- d. the training of Egyptian staff at counterpart and lower levels should be complete and the ESP unit should be fully staffed by Egyptian personnel,
- e. research and consultation activities into ESP needs in the University should continue,
- f. the facilities of the ESP unit should be made available (and expanded where necessary) to support ESP in tertiary education in Egypt and other Arab countries who need and request such support.

7. Criticism of the Curriculum at the University of Alexandria

It seems from the interviews I have had with language teachers and members of the Department of English that there is

general agreement about the necessity of teaching English to students of different faculties of the University. Regardless of the poor standard of English of students who leave the secondary school, English is the medium of instruction in some faculties. University students generally rely on English texts and references in their studies and research. Students' needs for English may vary from one faculty to another. Students may need English for reading and comprehension purposes, they may need it for writing and conversation, or they may need a knowledge of English for all these skills combined. Most language teachers are not satisfied with the English program as it exists. One of their comments was 'English language teaching in the University is a farce'. I believe this is true to a certain extent for the following reasons:

1. There are no clear objectives of the teaching of English. In the memorandum submitted by the Adviser in ESP to the President of the University of Alexandria concentration was laid on providing courses in ESP for graduates and undergraduates in all faculties of the University, but no mention was made about the specific objectives of these courses or of the students' needs.
2. Most of the language teachers who were selected by the Department of English were chosen for their jobs because they were fresh graduates with high grades in their B.A. (nearly all of them have the grade 'good'). They have no teacher training. They are teachers at the University, but

they are not considered staff-members, and this situation worries them a great deal, and is no doubt reflected in their work. Also language teachers who are appointed in the different departments feel inferior to their colleagues in the Department of English who are given priority for advanced training overseas, scholarships, etc.

3. Although the Supreme Council of the Universities has entrusted the Department of English with supervising the teaching of English, serious steps were not taken so that this supervision might be carried out effectively. It is safe to say that the supervisory function of the Department of English over the teaching of English in other different faculties is being implemented only in providing these faculties with language teachers. All other matters concerning the teaching of English are still in the hands of the different faculties. Even the choice of the English text-book is the task of the Faculty Council. It is true that language teachers generally select the kind of book to teach, but it is the power of the faculty to agree to that book or not. Language-policy making is not, in practice, in the hands of the Department of English.
4. Language classes are over-crowded. It is impossible to teach a foreign language effectively to a class of 200 to 300 students.
5. Because English is considered a non-failing subject in some faculties, students feel it is not an important subject and they neglect it.

6. In some faculties, English is taught for only one academic year and an hour each week is allotted for English, with the result that students have in fact only about 24 hours for English study throughout the whole year. One wonders what 24 hours of study may do for a student. It is no doubt a waste of time, money and effort.

7. Audio-visual aids are not used at all in language teaching. In all the language classes, the traditional way of teaching is still used (a teacher, a book and a blackboard).

8. Special Remarks about the Curriculum

1. One of the most important landmarks in ESP at the University of Alexandria was the establishment of the Language Unit. Great hopes are being laid on this Unit for the improvement of the English language teaching program in the University of Alexandria, and in other universities in Egypt and in the Arab world. The Unit has ambitious plans which if given the chance to be carried out will no doubt add much to the English language teaching program at the tertiary level.

2. The Department of English in the University of Alexandria has made great efforts since taking over the responsibility of supervising the teaching of English in different faculties of the University. Yet, because the Department was not given a free hand, the situation has not improved so far as expected.

3. In a pilot study at the Faculty of Science which is being carried out by the Language Unit, English is taught for

the first time to third year students. What is new and interesting is that students are divided into small groups so that language classes consist only of about 30 students each.

4. A study of the attitudes of learners is one of the important factors that might help in designing the program in such a way to meet students' goals and aspirations. This area seemed to be neglected in the English program at the University of Alexandria.

9. Attitudes

Successful language learning depends to a great extent on the learners' attitudes. Language teachers usually talk of good and bad motivation of their students. (At the bottom of motivation lies attitudes. When someone learns languages easily, we generally say he 'has an ear' for languages. Favourable attitudes towards languages and the intensity of motivation to learn them are among the most important factors that help in forming an ear for languages. In order to achieve better language teaching, the attitudes and motivation of our students should be given their proper weight among different factors affecting the language teaching situation. Alfred N. Smith (1975) states the problem clearly and succinctly:

It is the student's good or bad motivation that makes life easy or difficult in the foreign language class-room.

Milton Rokeach (1968) offers a specific definition of attitudes:

An attitude is a relatively enduring organization of beliefs around an object or a situation predisposing one to respond in some preferential manner.

Motivation is the amount of charge - which is the total sum of different attitudes - that pushes one ahead in learning a language. Gardner and Lambert (1972) have tended to contrast two types of motivation. On one hand there are learners who are interested in the language and culture for its own sake, and who are sympathetic to the values of a different society, on the other hand there are learners who are studying a language for some specific purpose, perhaps because it is going to be useful to them in attaining a better job. Learners who belong to the first group are called integratively motivated, while others who belong to the second group are called instrumentally motivated. Of these two types, it tends to be the former who are the most successful language learners and it is presumably a learner of this type that we commonly describe as being well motivated. Yet learners with exceedingly positive attitudes to study for quite utilitarian reasons might also be well motivated.

When we talk of attitudes, we should be aware of the fact that there are good and bad attitudes. A study of attitudes should aim at trying to find means of eliminating bad attitudes and preparing good soil for favourable attitudes to grow and develop in the desired manner. Gardner and Smythe (1975) carried out a research program in Canada to study motivational

variables associated with the acquisition of French as a second language. They found out that attitudes were among the most easily modifiable and controllable variables. They recommended that teachers try to promote favourable attitudes among learners.

Two general notions are wrongly held about attitudes. First, when the word attitude is mentioned, the word learner is usually associated with it as if the learners' attitudes were the only ones affecting language learning. Second, the word attitude is also usually associated with a foreign language problematic situation. In other words, we usually only talk of the learners' attitudes when are confronted with language learning problems. Attitudes of different groups are involved in the foreign language learning situation; learners, teachers, administrators and even the learners' parents should be among our important targets in remodelling our profession. For example, a parent who has had an unfavourable experience with foreign language study is not likely to recommend it highly to his children. Also a parent who had successful experience may be so eager about foreign language study that through his continual care about pushing his child to learn a foreign language, he may in fact drive him away from it. The encouragement or lack of encouragement that an administrator gives to a program may affect the language teaching situation to a great extent. Therefore attitudes should be measured and assessed from time to time - not only when we are confronted with a problem - if the future of foreign language situation is to be assured.

Attitudes are learned through situations. They are not inborn. Breer and Locke (1965) expanded this conception by stating that:

A complete explanation of the wide variety in individual attitudes would presumably include references to family socialization, peer-group influence, specific events in the individual's past, sources of anxiety, education, income, occupation, mass-media, class affiliation, residence, religion and a host of personal variables including intelligence, age, sex and aptitudes.

Different factors contribute to the formation of a language attitude: teacher, class, book, homework, etc. By saying that attitudes are learned, then consequently we may agree that they can also be taught.

10. Rationale

A study of attitudes of different groups involved in the English language teaching situation at the tertiary level is a genuine preliminary step in designing an English language program. A measure of students' attitudes will help language teachers and administrators to know where the students' interests lie. Attitudinal measures will also be of great use in choosing material or adapting materials available to meet the students' needs.

The rationale behind this survey is, therefore, an attempt to investigate the attitudes, not only of students but also of all the different groups involved in the language teaching situation at university faculties and higher institutes in Alexandria with the hope that such an investigation might aid the language teacher and the program designer in achieving the goals of teaching English at this level.

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11. Methods and Procedures

There appear to be four different groups of individuals involved in the language teaching situation at the university level. These groups are:

- a. administrators,
- b. subject teachers,
- c. language teachers,
- d. students.

In order to investigate the attitudes of members of these groups, a sample survey was conducted. Questionnaires, interviews and personal observations were tools. The sample survey was favoured for this study because when well-designed, its results can be generalized to a larger population. In addition, this survey was not expensive and it permitted great speed in collecting and analyzing data. People in Egypt have not been surveyed extensively and perhaps as a consequence, the subjects reacted favourably to the present questionnaires and interviews.

In order to select a representative sample of the population, university faculties and higher institutes were divided into two main groups according to discipline:

- a. Humanities
- b. Science and Technology

The Faculty of Commerce and the Faculty of Arts were chosen to represent humanities.

The Faculty of Science, the Faculty of Engineering, and the engineering department of the Arab Maritime Transport Academy represented science and technology. Besides, the Arab Maritime Transport Academy was included in our sample to represent higher institutes. The final sample was as follows:

Students

40	Faculty of Commerce
40	Faculty of Arts
40	Faculty of Science
40	Faculty of Engineering
40	Engineering departments of the Arab Maritime Transport Academy
<hr/>	
200	Total

Administrators and teachers

20	Administrators
20	Subject teachers
20	Language teachers
<hr/>	
60	Total

Four questionnaires were designed and administered, one for each group. The questionnaire addressed to students was administered in Arabic in order to make sure the subjects might give more spontaneous responses to the questions. The information gained from the collected responses of different subjects was analyzed. Interviews and observations helped to form the

interpretation of the data collected from the questionnaire portion of the study. Copies of the questionnaires are appended. The study in general was designed to provide information relevant to the following questions:

1. Is there a need for teaching special English in university faculties and higher institutes?
2. Should English language instruction be optional?
3. Should English language teaching be based on the actual standard of the students or on the standard they are supposed to have attained by the end of the secondary school?
4. Which is to be stressed in an English language course: special English or general English?
5. Which students need English most: those studying humanities or those studying science and technology?
6. Does failure or success in learning English prior to higher education affect the students' attitudes toward learning English in the University?
7. Should the number of hours of English instruction be increased or decreased?
8. How do students feel about the methods used in teaching English at the university faculties and higher institutes?
9. What kind of collaboration should exist between the language teacher and the subject teacher?
10. What are the students' opinions concerning their language teachers' scientific knowledge?

11. How do subject teachers feel about decreasing or increasing the number of hours of English per week?
12. What factors determine the number of contact hours allotted for English language instruction?

12. Description of the Questionnaires

Questionnaire I

This questionnaire was addressed to students at the University and higher institutes. The information sheet to be completed before answering the questions was used to identify the papers from each faculty. It also helped us to place the respondents according to their seniority at the University.

Question 1 which asked the subject to mention his mark in English on the 'General Secondary School Exam Certificate' was intended to measure his success or failure in learning the foreign language prior to his admission to the University. This was the the best approximate measure available.

Question 2 aimed at trying to find out the students' attitudes towards learning English. It was expected that students who got high marks in the 'General Secondary School Exam Certificate' would prefer the teaching of English at the University to be obligatory, while those who got low marks in the same exam would prefer it to be optional. Comparisons between question 1 and question 2 would provide us with useful information on the relationship between the standard of English of the students before joining the University and their attitudes towards learning a foreign language at the tertiary level.

Questions 3 and 4 were meant to give an answer to one of the basic questions of the study 'What should the English language program at the tertiary level be like?' If the students' answers showed that they needed more general English than special English, this could be an indication that they had not attained the required standard at the end of the secondary stage.

Questions 5 and 6 were designed to give a clear idea about what troubled the students in the English program. Students do not of course design the program, nor do they generally take part in designing it. It was, therefore, deemed essential to know where their interests lay. This could be in one way or another a guide to teachers and administrators when they plan to design a program.

Question 7 was used to elicit a solution - offered by the student - to some of the problems of language teaching at the tertiary level. The responses of the subjects to this question might throw some light on the number of weekly hours needed for teaching English.

Question 8 was intended to show us how efficient language teachers were in teaching special English. Also comparisons between this question and item (c) in question 7 might provide us with some information concerning the type of teachers to be selected for teaching English at the tertiary level.

Question 9 was to provide us with useful information concerning the language skills which should be stressed in the language program. It was assumed that students who chose items (a) and (c) might need improvement on the reading and writing skills, while

those who chose item (b) might need to improve their speaking skill.

Question 10 was intended to give the subjects a chance to express their ideas more freely than is possible with multiple-choice questions.

Questionnaire II

This questionnaire was addressed to English language teachers at university faculties and higher institutes. The information sheet at the beginning of the questionnaire provided us with the necessary details about these language teachers at the tertiary level.

Question 1 provided information about the teachers' perceptions concerning the number of years needed by a university student in order to attain the desired standard of a university graduate. It also provided indirect information about the standard of undergraduate students. If the respondents believed that students needed more years for studying English, this could be a sign of the students' low standard of English.

Questions 2, 3 and 4 were designed to show the language teachers' idea about the English language situation at the tertiary level. Their responses might provide hints about the standard of their students when they first joined the University (3 b). Also we might be able to judge the intensity of motivation among undergraduates (3 d). Information would also be given about language class size (3 c, and 4 a). We might also have an idea about the extent to which language teachers need special training (4 b). Item (d) of question 4 would also help us to know if

there was a need to increase the time allotted for teaching English. This might be the case if the respondents gave this item priority over the other items of the questions.

Question 5 gave information on the kind of language skills to be stressed at the tertiary level as seen by the language teachers. It also indicated whether undergraduate students needed more general English at this stage or not. This could be judged according to the preference given to item (a) in this question.

Question 6 elicited information on the way a text-book is chosen. Responses here might be compared with student responses to item (a) of question 6.

Question 7 together with the responses of the students to questions 3 and 4 helped provide an answer to one of the main questions of the study 'What should the English language program at the tertiary level be like?'

Question 8 indirectly asked respondents to give their ideas about the present language program (a), the amount of time needed for teaching English (b), class size (c), and whether the teaching of English should be optional or obligatory (d). Information on the need of language teachers for special training was sought through item (e). Respondents also were invited to express their ideas freely on the English language program through item (e).

Question 9 gave us an idea about the courses which language teachers felt they needed in order to be better qualified.

Question 10 indicated the most important factors that worried language teachers and affected their work.

Questionnaire III

This questionnaire was addressed to subject teachers at the university faculties and higher institutes.

Question 1 was meant to find how subject teachers felt about the teaching of English at the tertiary level.

Question 2 was identical to question 5 in questionnaire II with nearly the same aim in mind.

Question 3 was a means of testing the validity of the assumption that English is the medium of instruction in such faculties as Science and Engineering.

Questions 4 and 5 told us how the respondents felt about the English language program as it exists. The reasons they might give for their dissatisfaction with the English language program could be compared to the reasons given by the language teachers in question 3 of questionnaire II.

Question 6 offered an idea about how collaboration between language teachers and subject teachers is evaluated by the latter group.

Question 7 relates to the same area of our study which tries to answer the question 'What should the English language program be like?' Answers to this basic question of the study were sought in the responses of language teachers in question 7 of questionnaire II, and also in questions 3 and 4 of questionnaire I addressed to students. Analyses and comparisons between the

responses of these groups to the same question should be quite interesting.

Question 8 is identical to question 10 of questionnaire I addressed to students. It is believed that both students and subject teachers are interested in the same discipline, and so having the responses of both groups to the same question would help us to compare the views of the younger generation to the views of the older generation of the same discipline.

Questionnaire IV

This questionnaire was addressed to administrators at university faculties and higher institutes.

Question 1 tested the subjects' attitudes towards the importance of teaching English at university faculties and higher institutes. The same thing is tested in question 2 of questionnaire I addressed to students, in question 1 of questionnaire II addressed to language teachers, and in question 2 of questionnaire III addressed to subject teachers. The responses of these groups to the mentioned questions would be analysed to find out how each group viewed the importance of teaching English at the tertiary level.

Question 2 was included in questionnaire II addressed to language teachers and in questionnaire III addressed to subject teachers. Comparisons were made between the responses of these three groups.

Question 3 tried to find out the factors that had the greatest effect on shaping the English language program.

responses of these groups to the same question should be quite interesting.

Question 8 is identical to question 10 of questionnaire I addressed to students. It is believed that both students and subject teachers are interested in the same discipline, and so having the responses of both groups to the same question would help us to compare the views of the younger generation to the views of the older generation of the same discipline.

Questionnaire IV

This questionnaire was addressed to administrators at university faculties and higher institutes.

Question 1 tested the subjects' attitudes towards the importance of teaching English at university faculties and higher institutes. The same thing is tested in question 2 of questionnaire I addressed to students, in question 1 of questionnaire II addressed to language teachers, and in question 2 of questionnaire III addressed to subject teachers. The responses of these groups to the mentioned questions would be analysed to find out how each group viewed the importance of teaching English at the tertiary level.

Question 2 was included in questionnaire II addressed to language teachers and in questionnaire III addressed to subject teachers. Comparisons were made between the responses of these three groups.

Question 3 tried to find out the factors that had the greatest effect on shaping the English language program.

Question 4 tried to find out the ideal amount of time to be allotted to the teaching of English as viewed by the administrators.

Question 5 aimed to find out an answer regarding the kind of collaboration that might exist between language teachers and subject teachers. It may be noticed that the same idea had been included in question 6 of questionnaire III addressed to subject teachers.

Question 6 is identical to question 3 of questionnaire I addressed to students and to question 7 of questionnaire III addressed to subject teachers. Responses of the three groups to this question would be compared.

Question 7 Administrators might respond to question 1 of this questionnaire taking into account the present low standard of English of the undergraduates. This question then tried to find out if they thought that English would still be needed if the standard of English of the undergraduates was good at the time they joined the university.

Question 8 was included in questionnaire II (question 5) and in questionnaire III (question 2). The same aim was maintained here.

Question 9 tried to determine the factors that impede the progress of English language program, and hinder the achievement of its objectives.

CHAPTER II
PRESENTATION OF DATA

Questionnaire I : to students at university faculties and higher institutes.

1. Introduction

Any English program is primarily directed to a specified group of learners. The needs of these learners should be given particular care before designing their English language program. These needs can be judged by different standards of which the students' views attract particular interest. A questionnaire was therefore designed for students to give their opinions about the English language teaching program. The aims of the questionnaire were:

- a. to find out what value students attached to the teaching of English at the tertiary level.
- b. to discover the students' real needs for learning English at this stage.
- c. to have an idea about problems that confront the students in learning English and to know their reactions to different solutions.
- d. to invite general comments on ELT from students.

2. Participants

A total of 200 students completed the questionnaire. 160 were university students and those represented about 1.06% of the students at the University of Alexandria (which is about 15000). 40 subjects were chosen from the Arab Maritime Transport Academy as representatives of students at higher institutes. 120 students of the sample were in faculties and institutes which represented Science and Technology, while 80 students of the sample were chosen from faculties which represented Humanities. All subjects were selected on a random basis. Students responding from various faculties and institutes were:

Faculty of Science	40
Faculty of Engineering	40
The engineering department of the Arab Maritime Transport Academy	40
Faculty of Commerce	40
Faculty of Arts	40

3. Answers to Questionnaire I

- (1) What was your mark in English in the General Secondary School Exam?

Table 3

Marks On Secondary School Exam

	N	%	75% - 100%		50% - 75%		40% - 49%		don't remember	
			f	%	f	%	f	%	f	%
Science	40	100	14	35	22	55	4	10	-	-
Engineering	35	100	6	17	19	54	3	9	7	20
Maritime	40	100	14	35	12	30	10	25	4	10
Commerce	40	100	19	47.5	20	50	1	2.5	-	-
Arts	40	100	5	12.5	24	60	6	15	5	12.5
Total	195	100	58	30	97	50	24	12	16	8

It was assumed that the standard of students who got more than 75% was 'good', the standard of those who got between 50% and 75% was 'satisfactory', while the standard of those who got between 40% and 49% was 'poor'. The University uses nearly the same divisions for marking academic standards: below 50% 'poor', from 50% to 64% 'pass', from 65% to 74% 'good', from 75% to 84% 'very good', and from 85% and above 'excellent'.

The information included in Table 1 is generally interpreted as an indication of the standard of English of the students prior to admission to the University.

- (2) Should the teaching of English at the University be optional or obligatory?

Table 4

Optional or Obligatory English

			<u>Optional</u>		<u>Obligatory</u>	
	<u>N</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>
Science	40	100	33	82.5	7	17.5
Engineering	40	100	13	32.5	27	67.5
Maritime	40	100	15	37.5	25	62.5
Commerce	40	100	14	35	26	65
Arts	40	100	25	62.5	15	37.5
Total	200	100	100	50	100	50

Out of 120 students representing Science and Technology (faculties of Science, Engineering and the Maritime Academy) 61 subjects (50.83%) reported that the teaching of English should be optional, and 59 (49.17%) reported that it should be obligatory. Out of 80 students representing Humanities (faculties of Commerce and Arts) 39 subjects (48.75%) chose the teaching of English to be optional, and 41 (51.25%) chose it to be obligatory.

Comparisons between the responses of the first and the second questions show the following results:

Table 5

Students' Standard in English and their Reaction to
Whether it Should be Optional or Obligatory

<u>Standard</u>			<u>Optional</u>		<u>Obligatory</u>	
	N	%	f	%	f	%
Good	58	100	23	39.7	35	60.3
Satisfactory	97	100	51	52.6	46	47.4
Poor	24	100	15	62.5	9	37.5
	<u>179</u>	<u>100</u>	<u>89</u>	<u>49.7</u>	<u>90</u>	<u>50.3</u>

There seemed to be a positive relationship between the standard of students and their reaction to whether the teaching of English should be optional or obligatory. Students whose standard was high tended to prefer English to be obligatory, while those whose standard was low tended to believe that it should be optional. The higher the standard of students, the greater was their tendency to prefer English to be obligatory and the lower the standard of students the greater was their tendency to prefer it to be optional.

- (3) Which of these is to be stressed in the English language program: Ordinary English, Special English or both?

	<u>f</u>	<u>%</u>
Ordinary English	17	17
Special English	21	21
Both	<u>62</u>	<u>62</u>
N=	100	100%

It should be noted that only students who reported in the previous question that English should be obligatory, were asked to answer this question. It is clear that the majority of respondents believed that they needed both Special English and Ordinary English at this level. This might be an indication that they had not attained the required standard when they left the secondary school, or it might also mean that the English program at the stages prior to the university does not satisfy their needs in mastering Ordinary English.

(4) If both Ordinary English and Special English are needed, how should they be divided? (Only students who reported in the previous question that both Ordinary English and Special English should be stressed, were asked to answer this question.)

	f	%
a. More Ordinary English and less Special English	8	13.33
b. More Special English and less Ordinary English	22	36.67
c. As much Ordinary English as Special English	<u>30</u>	<u>50</u>
	N = 60	100%

(5) Does the English language program satisfy your needs?

	<u>f</u>	<u>%</u>
a. Yes (completely)	11	5.61
b. Yes (partially)	59	30.10
c. Definitely not	84	42.86
d. Probably not	42	21.43
	<hr/>	<hr/>
	N= 196	100%

(6) If no, arrange the following reasons in order of importance: Numbers indicate the order of importance from 1 (most important) to 3 (least important).

	<u>1</u>	<u>2</u>	<u>3</u>
a. the course book is difficult	32	16	2
b. too many students in a class	70	11	13
c. language teachers are not competent	10	19	8

On a weighted basis (1=3, 2=2, 3=1), the most important reasons rank as follows:

b. too many students in a class	245
a. the course-book is difficult	130
c. language teachers are not competent	76

It has already been mentioned in an earlier part of the study that the normal size of a language class is between 200 and 300 students.

(7) What are your suggestions for improving the English program? Arrange in order of importance. Numbers indicate the order of importance from 1 (most important) to 3 (least important).

	<u>1</u>	<u>2</u>	<u>3</u>
a. number of English hours should be increased	59	36	41
b. English should be optional	60	22	27
c. language teachers should have special training	37	60	18

On a weighted basis (1=3, 2=2, 3=1) the most important suggestions rank as follows:

a. number of English hours should be increased	290
b. English should be optional	251
c. language teachers should have special training	249

(8) Who are more qualified to teach Special English?

	<u>f</u>	<u>%</u>
a. language teachers	59	31.55
b. subject teachers	<u>128</u>	<u>68.45</u>
	N = 187	100%

(9) How would English be useful to you after graduation? Arrange according to importance. Numbers indicate the order of importance from 1 (most important) to 3 (least important).

	<u>1</u>	<u>2</u>	<u>3</u>
a. in post graduate studies	45	57	52
b. in giving better chances for work	89	40	42
c. in increasing knowledge about the discipline	53	51	45

On a weighted basis (1=3, 2=2, 3=1), the most important items were as follows:

b. giving better chances for work	389
c. in increasing knowledge about the discipline	306
a. in post graduate studies	301

(10) State any other ideas you have about the English language program.

(See general remarks)

4. General Remarks on Answers to the Questions

a. Judged by the standard of the General Secondary School Exam Certificate, at least 86.6% attained a satisfactory standard and 13.4% had a low standard. If this were true the same results should have approximately conformed to the results of the "Experimental testing of English language competence" carried out at the University of Alexandria, and referred to in Chapter I of this study. Thompson's results showed that only 33.8% of his sample attained the required standard of competency. (His sample consisted of 331 students and only 112 students got more than 70%). There appears to be something wrong either with the English Exam of the General

Secondary School Certificate (Thanaweya Amma), or with Thompson's experiment. This point needs further investigation.

b. As shown in the subjects' responses to Question 6 there seemed to be general agreement among students that the most important factor which had a bad effect on the teaching of English was 'overcrowded language classes'. Personal interviews with language teachers showed that they also had the same impression.

c. In response to Question 7, students generally agreed that in order to improve the English language program, the number of hours allotted for English teaching should be increased. Mention was already made that in some faculties only one hour weekly was allotted for the teaching of English, with the result that about 24 hours of English were taught throughout the academic year.

d. Answers to Question 10 - in which students were asked to give free comments on the English language program - were quite interesting. The majority of respondents showed a desire to improve their spoken language. There was also a general tendency to stress the idea that English should be optional at tertiary level. These are some of the points raised in their responses to this question:

- Those who believed that subject teachers were more qualified to teach English than language teachers

added a reservation 'provided that they were good at English'.

- There was common interest among students at the Arab Maritime Transport Academy in the use of the language laboratory. (A language laboratory has been installed in the Academy.)
- Quite a large number of students expressed the idea that they did not get any benefit from English and that they studied it just to pass the exam and get their degree.
- Some students suggested that English should be taught on a voluntary basis to those who were interested.

e. Comparisons between the views of students of the two streams, Humanities on one side and Science and Technology on the other side, are quite interesting.

An inspection of their attitudes towards learning Ordinary English and Special English shows that 34.1% of students belonging to Humanities preferred to study Ordinary English, 12.2% reported that they would like to study Special English and 53.7% showed a tendency to study both Ordinary English and Special English. If we examine the attitudes of students belonging to the other stream (Science and Technology) we find that 5.1% chose to study Ordinary English, ~~27.1% preferred to study Ordinary English,~~ 27.1% preferred to study Special English and 67.8% showed a tendency to study both Ordinary and Special English.

Concerning students' views about who are more qualified to teach Special English, language teachers or subject teachers, 26.3% of students belonging to Humanities thought that language teachers were more qualified to teach Special English and the rest (73.7%) gave an opinion that Subject teachers were more qualified to teach Special English. We had nearly the same result with the other stream, Science and Technology, since 35.1% of these students believed that language teachers were more qualified to teach Special English and the majority (64.9%) thought that subject teachers were more qualified to teach Special English.

An analysis of the responses of students of the two streams as to how English would be useful after graduation showed these results.

A. Humanities

	<u>1</u>	<u>2</u>	<u>3</u>
a. in post graduate studies	17	20	22
b. in giving better chances for work	47	15	10
c. in increasing knowledge about the discipline	12	20	19

B. Science and Technology

	<u>1</u>	<u>2</u>	<u>3</u>
a. in post graduate studies	28	37	30
b. in giving better chances for work	42	25	32
c. in increasing knowledge about the discipline	41	31	26

On a weighted basis (1=3, 2=2, 3=1) the most important items would rank as follows:

	Humanities	Science and Technology
a. post graduate studies	113	188
b. better chances for work	181	208
c. increasing knowledge about the discipline	95	211

B. Questionnaire II: To English language teachers at university faculties and higher institutes.

1. Introduction

Language teachers form the backbone of the English program. Their views are, therefore, of great value. A questionnaire was administered to English language teachers at the tertiary level to give their opinion on the English program.

The aims of the questionnaire were:

- a. to find out the main reasons that might cause the failure of the English program.
- b. to know the specific needs of the students for learning English at this level.
- c. to discover the factors that might have a bad effect on the work of language teachers.
- d. to have an idea about the kind of training language teachers needed.

2. Participants

A total of 20 language teachers at university faculties and higher institutes completed the questionnaire. The faculties and institutes from which answers were received were as follows:

Faculty of Science	2
Faculty of Engineering	3
Arab Maritime Transport Academy	4
Faculty of Commerce	3
Faculty of Arts	8

The numbers of language teachers selected from various faculties and institutes nearly conformed to their proportional distribution among these faculties and institutes.

3. Answers to Questionnaire II

(1) Which of the following statements do you agree with

	<u>f</u>	<u>%</u>
a. all students should study English throughout all the years	11	55
b. all students should study English for a year or two	1	5
c. students whose standard in English is good should study English throughout all the years	8	40
d. students whose standard in English is good should study English for a year or two		
	<u>20</u>	<u>100%</u>

(2) The standard of English language at the tertiary level is:

	<u>f</u>	<u>%</u>
a. the same as it has been for the past ten years	2	10
b. improving	1	5
c. deteriorating	<u>17</u>	<u>85</u>
	N = 20	100%

(The only respondent who reported that the standard of English is improving was from the Maritime Academy.)

(4) If the standard of English is deteriorating, arrange the reasons in order of importance. Numbers indicate the order of importance from 1 (most important) to 4 (least important)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
a. classes are over-crowded	13	2	-	-
b. language teachers have no special training	1	2	4	8
c. teaching materials are not appropriate	-	6	6	3
d. time for English is not sufficient	1	5	5	4

On a weighted basis (1=4, 2=3, 3=2, 4=1), the most important reasons rank as follows:

a. classes are overcrowded	58
d. time allotted for English is not sufficient	42
d. teaching materials are not appropriate	33
b. teachers have no special training	26

(5) What are the objectives of teaching English to students? Arrange according to importance. Numbers indicate the order of importance from 1 (most important) to 5 (least important).

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
a. to improve general proficiency in English	6	2	1	1	4
b. to help students to read and understand books in their specialization.	11	5	2	0	1
c. to help students to express themselves orally in their specialization	0	3	4	8	3
d. to help students to express themselves in writing in their specialization	0	7	6	4	1
e. to help students to understand spoken English in their specialization	2	2	5	5	4

(6) Which of these factor(s) is/are true about the choice of the course-book? (Respondents could check more than one factor.)

a. it has already been used	9
b. it is the best available book on the market	5
c. it was ordered after examining publishers' lists	2
d. suitable extracts are compiled	6

(7) Which of these factors are considered important in designing a course for students? Arrange according to importance. Numbers indicate the order of importance from 1 (most important) to 4 (least important).

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
a. standard of students who leave the secondary school level	15	1	1	0
b. standard of English students should have attained at the end of the secondary level	3	3	3	5
c. the opinion of subject teachers	0	6	6	1
d. the efficiency of language teachers	0	6	3	7

On a weighted basis (1=4, 2=3, 3=2, 4=1) the most important factors rank as follows:

a. standard of students who leave the secondary level	65
b. standard of English students should have attained at the end of the secondary level	32
c. the opinion of subject teachers	31
d. the efficiency of language teachers	31

(8) Which of these factors may improve the English language teaching situation? Arrange according to importance. Numbers indicate the order of importance from 1 (most important) to 5 (least important).

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
a. adapting materials to meet students' needs	4	4	5	1	2
b. increase amount of contact with English	3	2	4	6	1
c. smaller size language classes	9	6	1	1	1
d. teaching English to students of good standard	3	5	0	1	5
e. providing teachers with special training	0	1	6	6	2

On a weighted basis (1=5, 2=4, 3=3, 4=2, 5=1), the most important factors rank as follows:

c. smaller size language classes	75
a. adapting materials to meet students' needs	55
b. increasing amount of contact with English	48
d. teaching English to students of good standard only	42
e. providing language teachers with special training	36

(9) Which of these courses should be included in a training course for language teachers? Arrange according to importance. Numbers indicate the order of importance from 1 (most important) to 8 (least important).

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
a. linguistics	8	1	2	1	1	2	2	0
b. psychology	0	4	2	3	3	3	1	0
c. methodology	3	4	4	2	2	0	1	0
d. testing and evaluation	0	2	2	6	3	0	1	1
e. contrastive analysis of English and Arabic	3	3	3	0	1	2	3	3
f. introduction to the specialized subject	3	1	0	1	3	3	2	2
g. curriculum designing	0	1	1	4	2	2	3	3
h. materials writing and adapting	1	2	2	1	2	3	2	1

On a weighted basis (1=8, 2=7, 3=6, 4=5, 5=4, 6=3, 7=2, 8=1) the most important courses rank as follows:

a. linguistics	102
c. methodology	96
e. contrastive analysis of English and Arabic	82
b. psychology	78
d. testing and evaluation	71
f. introduction to the specialized subject	63
h. materials writing and adapting	61
g. curriculum designing	56

(10) Which of these factors have a negative effect on your work? Arrange according to importance. Numbers indicate the order of importance from 1 (most important) to 4 (least important).

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
a. number of teaching hours	1	2	4	2
b. low payment	7	2	1	2
c. negative impression of language teachers vis-a-vis other teachers	4	2	3	2
d. students' attitudes and motivation	5	4	2	1

On a weighted basis (1=4, 2=3, 3=2, 4=1), the most important factors rank as follows:

b. low payment	38
d. students' attitudes and motivation	37
c. negative impression of language teachers vis a vis other teachers	30
a. number of teaching hours	20

4. General Comments on Answers to the Questions

a. The majority of language teachers (55%) felt that students at the university level need to study English throughout all the years, while 40% of them felt that only students whose standard was good might study English for a year or two. (The implication is that poor students should not study English.) This means that the majority of respondents found it desirable to increase the amount of students' contact with the foreign language. Through my interviews with them, I had the impression that although they felt English was necessary, it was useless to have large numbers of uninterested students in language classes.

b. There seemed to be general agreement among language teachers that the standard of English at the university level was deteriorating. The most important reasons for this deterioration were the great numbers of students in language classes and the small amount of time allotted for the teaching of English.

c. Students' needs for learning a foreign language as specified by language teachers were to improve two basic language skills connected with their field of specialization, reading and writing.

d. Language teachers reported that the English program at tertiary level should be based on the real standard of students who leave the secondary school. This might be an indication that they believed that students who left the secondary school to join the University did not attain the required standard.

e. Language teachers believed that small size language classes are the most important solution for improving the English language situation.

C. Questionnaire III: to subject teachers at university faculties and higher institutes.

1. Introduction

In order to study English For Special Purposes at the University of Alexandria, it was necessary to throw some light on the views of the staff members about the English language program. This in turn will give us an idea about the kind of co-operation and collaboration that exists between the different departments. Accordingly, a questionnaire was designed which contained questions on the ELT program, and staff members were asked to give their opinions on this program.

The aims of the questionnaire were:

- a. to obtain the views of the staff members in different university faculties on the importance of English in their departments.
- b. to discover what staff members felt were the main problems and drawbacks of ELT programs in their departments.
- c. to find out what the reaction of the staff members would be to various attempts to solve ELT problems in their departments.
- d. to invite general comments on ELT from staff members.

2. Participants

A total of 20 staff members completed the questionnaire. The sample consisted of professors, assistant-professors, and demonstrators. The faculties from which answers were received were as follows:

Faculty of Science	4
Faculty of Engineering	4
Maritime Academy	4
Faculty of Commerce	4
Faculty of Arts	4

3. Answers to Questionnaire III

(1) Do you think that there is a need for teaching English in university faculties and higher institutes?

	<u>f</u>	<u>%</u>
Yes	19	95
No	<u>1</u>	<u>5</u>
	N = 20	100%

(2) If yes, what are the objectives of teaching English in your faculty or institute? Arrange according to importance. Numbers indicate the order of importance from 1 (most important) to 5 (least important).

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
a. improve Ordinary English	6	2	2	1	8
b. read and understand Special English	12	4	1	0	2
c. improve writing in Special English	1	2	7	8	0
d. improve speaking in Special English	0	7	3	4	1
e. understand spoken English in the field of specialization	0	5	5	5	3

On a weighted basis (1=5, 2=4, 3=3, 4=2, 5=1), the most important objectives rank as follows:

b. read and understand Special English	81
a. improve Ordinary English	54
c. improve writing in Special English	50
e. understand spoken English in the field of specialization	48
d. improve speaking in Special English	46
(3) Do you use English as a means of instruction?	

	<u>f</u>	<u>%</u>
always	9	45
sometimes	11	55
never	<u>0</u>	<u>0</u>
	N= 20	100%

(4) Are you satisfied with the English teaching program in your faculty or institute?

	<u>f</u>	<u>%</u>
yes absolutely	2	10
yes partially	8	40
definitely no	5	25
probably no	<u>5</u>	<u>25</u>
	N= 20	100%

(5) If your answer is no, what are your reasons? Arrange according to importance. Numbers indicate the order of importance from 1 (most important) to 5 (least important).

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
a. large size of class	2	2	1	0	2
b. language teachers have no special training	3	1	0	2	2
c. no collaboration between language teachers and subject teachers	1	0	5	2	1
d. insufficient time for English	0	3	2	2	1
e. students are not motivated	2	3	1	1	1

On a weighted basis (1=5, 2=4, 3=3, 4=2, 5=1) the most important reasons would rank as follows:

e. students are not motivated	28
b. language teachers have no special training	25
c. no collaboration between language teachers and subject teachers	25
a. large size of class	23
d. insufficient time for English	23

(6) Do you believe that the English program could be improved if subject teachers participated in designing and teaching it?

	<u>f</u>	<u>%</u>
yes	8	40
no	3	15
maybe	<u>9</u>	<u>45</u>
N =	20	100%

(7) Which of these do you feel your students have more problems with?

	<u>f</u>	<u>%</u>
Ordinary English	1	5
Technical English	1	5
Both ordinary English and technical English	18	90

(8) For what do you think your students would need English more after graduation?

	<u>f</u>	<u>%</u>
Post graduate studies	7	35
Increase their knowledge about the discipline	8	40
Offering better chances of work	<u>5</u>	<u>25</u>
N =	20	100%

4. General Comments on Answers to Questions

On certain aspects of the ELT program in the University of Alexandria there was overwhelming agreement.

- a. Nearly all participants felt that there was a need to teach English in university and higher institutes. Only one felt that English should not be taught at this level. As the majority of participants (95%) felt that English was needed at the University, it is safe to conclude that they see English as an integral part of the entire course of study and not a special problem at a given stage of their students' academic career.

- b. The English program should pay equal attention to Ordinary English and Technical English. As the majority of 18 (90%) felt their students had problems with both Ordinary and Technical English, while one only felt that they had problems with Ordinary English and also one felt they had problems with Technical English, we may feel either that something went wrong with the English language teaching program at the Preparatory and Secondary stages where Ordinary English should have been mastered, or that even if students have mastered Ordinary English prior to the University, they still need more of it.
- c. Stress should be laid on improving the students' ability to read and understand Special English. The skills that attracted most attention were: reading and understanding (weighted 81). The other skills: speaking and writing (weighted 50 and 46 respectively) were not considered so important. The gap is very great between the importance of reading and understanding on one hand, and speaking and writing on the other hand.
- d. Most of the staff are not satisfied with the ELT program now existing and are worried about the poor English of their students. Subject teachers also believe that students are not motivated to learn English.

Questionnaire IV: to administrators at university faculties and higher institutes.

1. Introduction

Administrators who represent the highest authority at different academic levels may have opinions regarding the role of English at tertiary level which will no doubt affect the language program. In many cases they have the final say in matters concerning English language teaching. So the encouragement or lack of encouragement that an administrator gives to a program may affect the language teaching situation to a great extent. It was for this reason that a questionnaire was administered to administrators to have their ideas about the program at the tertiary level.

The aims of the questionnaire were:

- a. to get their views about the importance of English in their departments.
- b. to have an idea about the factors that determine the shape of the English program at the tertiary level.
- c. to find out the problems which stand in the way of improving the English program.

2. Participants

A total of 17 administrators completed the questionnaire. They were heads of different departments, sub-directors, and directors of financial affairs.

3. Answers to Questionnaire IV

(1) Do you think that English should be taught in your faculty or institute?

Yes	17
No	0
Not sure	0

(2) What should the importance of English be among other faculty or institute subjects:

	<u>f</u>	<u>%</u>
Greater	1	6
Less	2	12
Equal	<u>14</u>	<u>82</u>
N =	17	100%

(3) Which of these factors determine the time given to the teaching of English? Arrange according to importance. Numbers indicate the order of importance from 1 (most important) to 4 (least important).

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
a. financial matters	0	1	0	6
b. number of class-rooms	2	0	5	1
c. availability of qualified language teachers	2	5	1	0
d. relevance of the English program to the discipline	11	4	1	0

On a weighted basis (1=4, 2=3, 3=2, 4=1), the most important factors that determine the time given to the teaching of English rank as follows:

- | | |
|---|----|
| d. relevance of the English program to the discipline | 58 |
| c. availability of qualified language teachers | 25 |
| b. number of class-rooms | 19 |
| a. financial matters | 9 |

(4) What is your opinion about the present number of hours allotted for the teaching of English?

	<u>f</u>	<u>%</u>
a. should be increased	3	19
b. should be decreased	1	6
c. should remain as it is	<u>12</u>	<u>75</u>
	N = 16	100%

(5) What kind of collaboration should exist between language teachers and subject teachers? Arrange according to importance. Numbers indicate the order of importance from 1 (most important) to 4 (least important).

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
a. Subject teachers should participate in teaching the English program	2	0	4	0
b. Subject teachers should participate in writing the English program	7	6	1	0

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
c. Subject teachers should give language teachers specialized training	7	5	0	0
d. Collaboration is not necessary	0	0	0	1

On a weighted basis (1=4, 2=3, 3=2, 4=1), the most important kinds of collaboration that should exist between language teachers and subject teachers rank as follows:

b. Subject teachers should participate in writing the English program	48
c. Subject teachers should give language teachers specialized training	43
a. Subject teachers should participate in teaching the English program	16
d. Collaboration is not necessary	1

(6) Which of these should the English program in your faculty or institute include?

	<u>f</u>	<u>%</u>
a. Ordinary English	0	0
b. Technical English	4	24
c. Both Ordinary and Technical English	<u>13</u>	<u>76</u>
	N = 17	100%

(7) Would English still be desirable even if students attained the required standard when they left the secondary school?

	<u>f</u>	<u>%</u>
Yes	12	70.6
No	3	17.6
Maybe	<u>2</u>	<u>11.8</u>
N =	17	100%

(8) What do you view as the objectives of the English language teaching program in your faculty or institute? Arrange according to importance. Numbers indicate the order of importance from 1 (most important) to 4 (least important).

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
a. improve Ordinary English	2	1	1	8
b. read and understand Special English	7	3	2	1
c. improve speaking in Special English	4	6	1	2
d. improve writing in Special English	2	5	7	0

On a weighted basis (1=4, 2=3, 3=2, 4=1), the most important objectives rank as follows:

b. read and understand Special English	42
c. improve speaking in Special English	38
d. improve writing in Special English	37
a. improve Ordinary English	21

(9) What problems may prevent the achievement of these objectives?

	<u>f</u>	<u>%</u>
a. large number of students and small number of class-rooms	4	23

	<u>f</u>	<u>%</u>
b. lack of interest to learn English on the part of students	10	59
c. text-books are not selected according to the proficiency level of students	3	18
d. lack of qualified language teachers	<u>0</u>	<u>0</u>
	N = 17	100%

4. General Comments on Answers to Questions

- a. Although there was complete agreement among administrators about the necessity of teaching English at the tertiary level, the majority of 75% reported that the number of hours allotted for the teaching of English should remain as it is. A minority of 19% reported that it should be increased and 6% thought it should be decreased. Also a majority of 82% were of the opinion that English should have equal importance among other faculty subjects.
- b. There seemed to be general agreement that the relevance of the English program to the discipline was the most important factor in determining the number of hours allotted for the teaching of English. It might be interesting to note here that in questions which elicited free answers, the factors which determined the time allotted for English were (1) the pressure of faculty subjects on the time-table, and (2) the degree of conviction

- of the various heads of departments.
- c. Responses to questions 6 and 7 demonstrated the feeling among administrators of the necessity to teach English. This was clear when the majority of respondents to question 7 reported that English would still be needed even if students had attained the required standard when they left the secondary school.
 - d. The majority of administrators agreed that the most important skill to be stressed was reading and understanding Special English. Here they had the same opinion as language teachers and subject teachers.

CHAPTER III

IMPLICATIONS OF THE INVESTIGATION

The present survey findings serve to give an idea about how administrators, language teachers, subject teachers and students feel about the English language program at the tertiary level. These final remarks about the survey in general are based on the responses of our sample and also on my personal interviews and observations. Each of these remarks will be followed by implications and then recommendations will be suggested.

1. According to language teachers and subject teachers, most secondary school graduates have not acquired a sufficient command of English. They are well-acquainted with some grammatical rules, but their practical ability to read and speak English or even to express themselves in writing is said to be insufficient for their needs. They need more practice in self-expression (in writing as well as in speaking), in rapid reading for comprehension and in note-taking and summarizing.

If we accept the idea that Special English should be introduced only to students who have already mastered General English, then we should be prepared to accept the fact that the students' poor standard in General English would stand in their way of acquiring full benefit from Special English courses.

Worse still, it might cause them to be disinterested in English in general.

The general proficiency level of secondary school students should be improved. In the last two years of the secondary stage, students in the science stream are introduced to scientific English. Scientific texts are extensively dealt with at the expense of General English. Also students of the literature stream read much literature. It would be much more desirable to concentrate on General English throughout the secondary stage. This would give university students a solid basis for the later introduction to Special English.

2. There seemed to be almost unanimous agreement among subject teachers (95%) and administrators (100%) that the teaching of English was essential at the tertiary level. This opinion was reinforced among administrators when 82% indicated that they considered English to be equal in importance to other faculty subjects.

This is an indication that students badly need English at this stage. If the need to teach English is agreed upon, then consequently we might ask ourselves what kind of English should be taught and how the English program should be shaped in order to meet the students' needs.

The philosophy underlying the university English program should be based on the needs of university students. Once

these have been stated, the goals of a program can be better defined. Assuming that secondary school graduates had acquired a sufficient command of General English, the goals of a university program should thus be specified with reference to the discipline the student has chosen. These goals can be well defined if we have a clear idea about which skills are to be stressed in the program. We should like to know, for example, if the students are required to read extensively in connection with their professional preparation, whether they will benefit by being able to speak English in the course of their career or whether some of them are likely to go abroad for post-graduate work or special training.

It seems clear, however, from the evidence cited earlier concerning the proficiency level of graduates of our secondary schools, that they have not acquired sufficient General English. The English programs at the tertiary level, therefore, must recognize the twofold nature of the need: General English plus Special English.

3. As to whether students might benefit more if they had an intensive English course at the beginning of their years of study or if contact time was spread out over a longer period, 55% of language teachers reported that contact time should be spread over all the years and that English should be offered to all students regardless of their standard of English. 40% responded that only students

whose standard was good should study English. According to this group of language teachers it would, therefore, be enough for these students to study English for the first two years.

If only students who have achieved a good standard at the end of the secondary stage were to study English at the tertiary level, what shall we do with students whose standard is bad? Are they to be completely neglected in this respect in spite of the fact they need English? The problem is magnified when we think of students whose standard of English is weak and join faculties in which English is the medium of instruction.

English should be offered to all students in the first two years of the university. They should be divided into three levels according to placement test results. A certain system could be devised to give certain academic advantages to those students who pass an English proficiency examination at the end of this two-year course. Students who do not pass at the earliest possible chance should be given several other chances to sit for this examination which could be held once every year before their graduation.

The universities do not want to eliminate students with a high academic potential simply because their English is weak. Adequate means must be found to provide economical and efficient English language instruction. On the other hand, there is no

necessity to retain students in an English program if they have no chance of succeeding, either because of poor motivation or inability for other reasons to learn English. These students should be redirected - the sooner the better - to other academic areas in which English is not important.

4. Most of the respondents among students (54%), subject teachers (80%) and administrators (76%) agreed that university students needed both ordinary and technical English.

This might mean that we need to educate a "whole" person not just a technician. Many adults who have studied English in Egypt have studied the literary heritage of Shakespeare, Austin, Dickens, and Hardy to name a few of the favorite authors of the curriculum designers. I suspect many see discourse about literary topics as an important contribution of an English program. This question was not specifically asked, however.

What was responded to was the need for technicians to have adequate Ordinary English for everyday purposes plus the Special English necessary for their jobs.

A plan should be sought and offered in which the time allotted for General English (and the question resolved whether this is to include the literary heritage of the English-speaking world) and for Special English should be carefully determined.

5. Students, language teachers and administrators reported that overcrowded language classes ranked as the most important reason for their dissatisfaction with the English program, while this item ranked low (the fourth among five items) in the responses of subject teachers. Language learning is most successful when the learner has the greatest chance to participate actively in language activities. When language classes are large, students' oral skills cannot be so easily developed.

An effort should, therefore, be made to reduce the average number of students in English classes.

6. Students and subject teachers viewed an increase in English language teaching hours as the most important factor which would contribute to improving the English language program. The majority of administrators (75%) reported that the number of hours should remain as it is. Also language teachers ranked insufficient time for English as second in importance among four reasons which accounted for the deterioration of the students' standard of English.

An important factor in the language program is the amount of time allotted for the language courses. At the tertiary level, finding enough time for English courses is extremely difficult since students have very crowded schedules. Also

there are curricular and budgetary considerations here. Good pedagogy and budget are often in conflict. Compromises are no doubt necessary.

Keeping clearly in mind the object of the program, we should try to take proper advantage of the hours available for the teaching of English. To compensate students at the tertiary level for the little time allotted to English, they should be exposed to much more English through using films, radio and television as means of out-of-class language activities. Other language activities such as debates, general lectures and symposiums should be encouraged.

7. Surprisingly, the majority of students (63%) believed that subject teachers were more qualified to teach special English than language teachers. At the same time 40% of the subject teachers reported that the English program could be improved if subject teachers participated in designing and teaching it. Also subject teachers ranked 'absence of collaboration between language teachers and subject teachers' as the second most important (among five) factors contributing to their dissatisfaction with the English program.

At the secondary school level, arts students receive minimal preparation in scientific subjects. Some of these arts students form the future language teachers. Their shallow scientific information is magnified when they are asked to teach

English to subject specialists.

Teacher selection at the tertiary level is another important factor in a language program. There should be a certain policy regarding the minimum academic background. Language teachers who were language school graduates might be more competent to teach specialized subjects since they had their science and maths courses in English throughout schooling. Besides, the teacher candidate's personal characteristics and his attitudes towards teaching students are all matters to be taken into account.

8. Concerning the objectives of teaching English at the tertiary level, language teachers, subject teachers and administrators agreed that helping students to read and understand specialized English books was the most important objective (among 5). According to the responses of language teachers and subject teachers, the second most important objective was to help students to express themselves in writing in the field of specialization. Improving speaking in special English ranked second in the responses of administrators, while language teachers and subject teachers ranked it last.

As a general rule, the low standard of English of school graduates necessitates improving the students' basic four language skills. Yet a need arises - within our concept of the object of the program - to focus on certain skills.

The question of which skills are to be stressed must be settled before designing the program. We should decide whether to develop fluency in speaking and writing as well as in reading comprehension, whether to ignore reading comprehension and work to produce speakers or whether to ignore speaking and work to produce readers. Curriculum design must include attention to the desired skills. One serious question yet to be resolved is who is to make such decisions and take responsibility for implementing decisions.

9. It was very surprising to discover that the language teachers expressed the view that they felt very little need for special training. When giving reasons for the deterioration of the standard of English language teaching, they ranked the need for special training as the third in importance (among 4). When asked which factors might improve the English language situation, they ranked the same factor last (among 5).

The selection of language teachers by the English Department may, of course, have exaggerated their self-opinions. Perhaps they do not realize the nature of the problem.

Anyhow language teachers should not - by any means - be forced to join training courses. But perhaps they should not be assigned to teach unless they are willing to complete specialized training courses. They should feel the need to do so. Language teachers should be encouraged to visit each others'

classes and to meet frequently to discuss ways of improving their teaching. In this way teachers who had already had special training, if in fact they have benefitted, could in some way motivate the others towards joining special training courses. This would also stimulate a healthy group spirit and as a result harmony would rule the work of language teachers.

Joint meetings of language teachers and subject teachers should be held from time to time. The exchange of ideas between the two groups about the English program will be of great use since new ideas that help in improving the English program might emerge. For too long the content of language classes has been childish or irrelevant to most learners.

10. As to how English would be useful to students after graduation, students reported that it would be most useful in providing better chances for work, while 40% of subject teachers considered that it would be most useful in increasing students' knowledge about the discipline, 35% believed it would be useful in post-graduate studies and 25% thought it would be useful in offering students better chances for work.

A bright future after graduation is connected in the students' minds with a good job. Exactly what students mean by a good job isn't clear, but presumably they mean a better-paying job.

This notion on the part of students could be considered a motivating force that might stimulate them to learn English. Language teachers should make use of this motivation in developing the students' oral skills, perhaps by developing exercises clearly related to the communication tasks required on the job as well as the more academic skills of reading comprehension, and so on.

Special Remarks

One of the major questions which has to be determined in the English language program at the tertiary level is whether to teach General English or Special English. To start with, we cannot draw a sharp distinction between them. Whether we teach Special English or General English, we are teaching English language. At the university we need to teach English that is related to the students' discipline and this is what we generally call 'Special English' as opposed to Social English or All-Purpose English. The need - which has been lately felt - to teach Special English at the tertiary level may be based on the fact that the general standard of English acquired prior to the university has deteriorated to such a degree that it is no longer sufficient to help a university student to keep up-to-date with his studies. What a student needs here is a concentrated intensive English course carefully planned for a specified purpose which will enable him to plunge immediately into his university studies.

The responsibility for supervising such courses should be in the hands of a board of language teachers which is generally called a 'Service Unit' or a 'Language Unit'. However, some kind of collaboration should exist between this unit and subject teachers.

When we examine the present state of affairs in Egypt, we find that in the forties there was no mention of the need for Special English for university students of medicine, engineering, and other such disciplines which used English as a means of instruction. Special English started to be introduced towards the beginning of the fifties as a result of the decreasing standard of English of school graduates. The introduction of Special English was accompanied by several problems such as large numbers of students, lack of class-room space and insufficient time allotted for the teaching of English together with the unavailability of qualified language teachers. With such circumstances there seemed to be no hope of achieving the slightest progress with English.

Hopes for the Future

ESP has come to the foreground in the last ten or twenty years. The fact that technological development has been the most pressing item on the governments' agenda in many developing countries has directly stimulated the growth of English For Special Purposes.

Conferences on ESP have recently been held in different Arab countries. The latest of these conferences was held in Alexandria from 11 - 14 October, 1976. Interest in ESP has also been manifested in the establishment of a bulletin for ESP in the Middle East and North Africa (ESPMENA BULLETIN). For the first time in Egypt, ESP is offered as one of the academic courses at the National Teacher-Education Center for English at Ein Shams University. In Alexandria an M.A. course in ESP has been initiated this year. All this indicates that there may be many training opportunities in Egypt for young graduates hoping to make a career in teaching ESP. In a joint effort of the American University in Cairo and Cairo University, a project for designing an English Language course for the engineering faculties was carried out last year. In Alexandria a language unit has been established with the help of the British Council. All these steps show, beyond any doubt, that interest in teaching ESP at the tertiary level has been assured. This might be the forerunner of several other efforts which would be made towards dealing with and solving the problems of the English language program at the tertiary level.

APPENDIX I
QUESTIONNAIRE I

To : Students of university faculties and higher institutes
in Alexandria.

On : The English Language Program.

Please fill the following table :

What year are you ?

Prep. First Second Third Fourth

Faculty or Institute :

Number of **A P P E N D I C E S** (per week)

1 2 3 4

Book(s) prescribed:

.....
.....

What was your mark in English in the "General Research"

about Film Certificate?

Subjective Section

Objective Section

a. From 1 to 40

a. 20% to 40%

b. From 41 to 60

b. From 41 to 60

c. From 61 to 80

c. From 61 to 80

d. 81 marks and above

d. 81% and above

APPENDIX A
QUESTIONNAIRE I

To : Students at university faculties and higher institutes
in Alexandria.

On : The English Language Programme.

Please fill the following items :

What year are you?

Prep. First Second Third Fourth

Faculty or Institute

Number of hours for the English programme (per week)

1 2 3 4

Book(s) prescribed:

.
.

=====

1. What was your mark in English in the "General Secondary
School Exam Certificate"?

Scientific Section

Literary Section

- a. From 31 to 40
- b. From 21 to 30
- c. From 16 to 20
- d. I don't remember

- a. From 46 to 60
- b. From 31 to 45
- c. From 24 to 30
- d. I don't remember

2. Should the teaching of English at university faculties and higher institutes be:
 - a. optional
 - b. obligatory

3. If English is obligatory, which of these should be stressed in the English programme at higher education?
 - a. Ordinary English
 - b. Special English
 - c. Both Ordinary and Special English

4. If your answer to the previous question is "Both Ordinary English and Special English", how would they be distributed?
 - a. More Ordinary English and less Special English.
 - b. More Special English and less Ordinary English.
 - c. As much Ordinary English as Special English.

5. Do you think that the English Language Programme at your faculty or institute satisfies your needs?
 - a. Yes (completely)
 - b. Yes (partially)
 - c. Definitely No
 - d. Probably No

6. If no, arrange the following reasons in order of importance, the most important takes No.1, the second most important takes No.2 and so on. Just write the number against the item:

- a. The course-book is too difficult.
- b. Too many students in class
- c. Lack of competence among language teachers
- d. Other reasons (specify)

7. What are your suggestions for improving the English language programme at your faculty or institute? Arrange in order of importance as in Question No 6:

- a. Number of hours allotted for English should be increased.
- b. English should be optional
- c. Language teachers should have special training
- d. Other suggestions (specify)

8. Who do you think are more qualified to teach Special English?

- a. Language teachers
- b. Subject teachers

9. How would English be useful to you after graduation?

Arrange according to importance:

- a. in post-graduate studies
- b. in giving better chances for work
- c. in increasing my knowledge about the discipline.

10. If you have any other ideas about the English Language Programme, please write them down in about 5 lines:

APPENDIX B
QUESTIONNAIRE II

Addressed to: English language teachers at university faculties
and higher institutes.

On : The teaching of English at university faculties and higher
institutes.

A. Academic qualifications (after secondary school)

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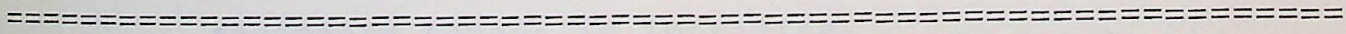
B. Number of years of teaching English years

Secondary school level years

University level years

C. Have you had any teacher training after graduation? Specify

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1. Which of the following statements do you agree with? You
may check more than one statement:

a. All students at the university and higher institutes
should study English throughout all the years.

b. All students at the university and higher institutes
should study English for a year or two.

- c. Only students who are good at English should study English throughout all the years of their higher education.
 - d. Only students who are good at English should study English at higher education for a year or two.
2. I believe that the standard of English teaching at the tertiary level is
- a. the same as it has been for the past 10 years or so.
 - b. improving
 - c. deteriorating
3. If your opinion is that English language teaching at the tertiary level is now improving, arrange the following reasons in order of importance, the most important takes No.1, the second next important takes No.2 and so on. Just write the number against the item:
- a. teachers are now better qualified
 - b. the standard of English of students leaving the secondary school is improving.
 - c. classes are less crowded.
 - d. students are motivated more.
 - e. teachers try harder.

4. If your opinion is that English language teaching at the tertiary level is now deteriorating, arrange the following reasons in order of importance:
 - a. classes are over-crowded
 - b. language teachers have not had special training
 - c. teaching materials are not appropriate
 - d. number of hours per week and number of years allotted for the teaching of English are not sufficient.

5. What are the objectives of teaching English to students at the tertiary level? Arrange according to importance:
 - a. to improve the students' general proficiency in English.
 - b. to help the students to read and understand books written in English in the field of specialization
 - c. to enable the students to express themselves orally in the field of specialization
 - d. to enable the students to express themselves in writing in the field of specialization
 - e. to enable the students to understand spoken English in the field of specialization.

6. Which of the following factor(s) is/are true about the choice of the course-book you are using: (You may check more than one)
 - a. it has already been used

- b. it is one of most suitable books available in the local market
- c. lists of publishers' books were examined and this book was ordered
- d. suitable extracts are compiled and prepared by the language teacher(s)
- e. other reasons (specify)

7. If you are asked to design a course for your students, which of these factors would you take into account.

Arrange according to importance.

- a. the real standard of English of students who leave the secondary school level
- b. the standard of English which students who leave the secondary school level are supposed to have attained
- c. the opinion of subject teachers
- d. the efficiency of the language teachers

8. Which of these would help in improving the English language teaching situation? Arrange according to importance.

- a. changing or adapting teaching materials available to meet the students' needs
- b. increasing the number of hours together with the number of years allotted for teaching English
- c. smaller size language classes

- d. teaching English only to students who fulfil certain requirements (such as passing an admission exam)
- e. providing language teachers with special training
- f. other reasons (specify)

9. Which of these courses should have priority in a training course for language teachers at the tertiary level? Arrange according to importance:

- a. linguistics
- b. psychology
- c. methodology
- d. testing and evaluation
- e. contrastive analysis of English and Arabic
- f. introduction to the specialized subject
- g. curriculum designing
- h. materials writing and adapting.

10. Which of these factors do you feel have a negative effect on the work of language teachers:

- a. number of teaching hours
- b. low payment
- c. a negative impression of language teachers vis a vis other teachers
- d. students attitudes and motivation
- e. other reasons (specify)

APPENDIX C
QUESTIONNAIRE III

To : Subject teachers at the university faculties and higher institutes

On : Teaching of English at the tertiary level.

- =====
1. Do you think that there is a need for teaching English at university faculties and higher institutes?
 - a. Yes
 - b. No

 2. If yes, what are the objectives of teaching English in your faculty or institute? Arrange according to importance, the most important takes No.1, the second most important takes No.2 and so on. Just write the number against the item:
 - a. to improve the student's ordinary English
 - b. to help the student to read and understand books written in English in the field of specialization
 - c. to enable students to express themselves orally in the field of specialization
 - d. to enable the student to understand spoken English in the field of specialization.

3. Do you use English as a medium of instruction?
 - a. always
 - b. sometimes
 - c. never

4. Are you satisfied with the English teaching programme in your faculty or institute?
 - a. yes-absolutely
 - b. yes-partially
 - c. definitely no
 - d. probably no

5. If your answer is no, what are the reasons? Arrange according to importance.
 - a. large size of class
 - b. language teachers have no special training
 - c. there is no collaboration between language teachers and subject teachers
 - d. insufficient time allotted for teaching English
 - e. students are not motivated

6. Do you believe that the English programme would be improved if subject teachers participated in designing and teaching it?
 - a. Yes
 - b. No
 - c. Maybe

7. Which of these do you feel your students have more problems with:

- a. ordinary English
- b. technical English
- c. both ordinary and technical English.

8. For what do you think your students would need English more after graduation?

- a. post graduate studies
- b. increasing their knowledge about the discipline
- c. offering better chances of work

APPENDIX D
QUESTIONNAIRE IV

To : Administrators at university faculties and higher institutes
On : The teaching of English at the tertiary level

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1. Do you think that English should be taught in your faculty or institute?
 - a. Yes
 - b. No
 - c. I am not sure

2. If your answer is yes, what should its importance be among other faculty or institute subjects:
 - a. greater
 - b. less
 - c. equal

3. Which of these factors determine the number of weekly hours and the number of years allotted for teaching English? Arrange according to importance, the most important takes No.1, the second most important takes No. 2 and so on. Just write the number against the item:
 - a. financial matters
 - b. number of class-rooms

- c. availability of qualified language teachers
 - d. relevance of the English programme to the discipline
 - e. other reasons (specify)
4. If all the problems of item 3 could be overcome, what is your opinion about the present number of weekly hours and about the number of years allotted for the teaching of English:
- a. should be increased
 - b. should be decreased
 - c. should remain as they are.
5. What kind of collaboration should exist between language teachers and subject teachers? Arrange according to importance.
- a. subject teachers should participate in teaching the English programme
 - b. subject teachers should participate in writing the English programme
 - c. subject teachers should give language teachers specialized training in the vocabulary, content, etc., of the subject
 - d. collaboration is not necessary
6. Which of these should the English programme in your faculty or institute include?

- a. ordinary English
- b. technical or specialized English
- c. both ordinary and technical English

7. Do you believe that the teaching of English at the tertiary level would still be desirable if upon graduation from secondary school students had, in fact, achieved the stated objectives or goals of English language teaching?

- a. yes
- b. no
- c. maybe

8. What do you view as the objectives of the English language teaching programme in your faculty or institute? Arrange according to importance.

- a. to improve the students' ordinary English.
- b. to help the students to read and understand books written in English in the field of specialization.
- c. to enable students to express themselves orally in the field of specialization.
- d. to enable students to express themselves in writing in the field of specialization.

9. What problems may prevent the achievement of these objectives?

- a. large number of students and small number of classrooms.

- b. lack of interest on the part of the students to learn English
- c. text-books are not selected according to the proficiency level of students
- d. lack of qualified language teachers.
- e. other reasons (specify)

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