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ENGLISH LANGUAGE IN THE STATE OF QATAR:

AN ANALYSIS OF PERCEPTIONS AND ATTITUDES AS A BASIS
FOR SYLLABUS DESIGN

by

ABDELHALIM ALI ABO GALALAH

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A THESIS SUBMITTED FOR THE DEGREE OF DOCTOR
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UNIVERSITY OF DURHAM

JULY 1992



- 8 SEP 1992

IN THE NAME OF ALLAH, THE BENEFICENT, THE MERCIFUL

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

DEDICATION

From the bottom of my heart I would like to dedicate this piece of work to all the members of my beloved family.

ABSTRACT

The thesis is concerned with the study of English Language in Qatari society. It attempts to describe analytically the status of ELT and the context in which it is taught in the school system. It also undertakes to establish the facts relating to the position and role performed by English in Qatari society through empirical assessment of peoples' perceptions and attitudes toward English as being a one fundamental phase in the process of language syllabus design.

The thesis consists of eight chapters:

- Chapter One presents introductory information about Qatar as a country and introduces its educational system with special reference to ELT in the school system.
- The second chapter provides an outline of the status of EL instruction in the Qatari school system highlighting sources of pitfalls relating to teachers, objectives, methodology, testing, etc. It also states the research problem and the model the study follows in this research. The purpose and the significance of the study are also discussed.
- Chapter Three presents the theoretical background of curriculum development, language planning and syllabus design, and also suggests a model for EL planning and curriculum development.

- As for the fourth chapter, it provides an account of English Language position in the country and the importance of learning English as being the first foreign language.

- Chapter Five deals with research instruments and data collection.

- Chapters Six and Seven deal respectively with the analysis of factual and attitudinal data in addition to interviews with some decision makers in various sites in the country. Respondents and interview informants have all expressed very positive attitudes toward English, placing it as the lingua-franca and, in a way, the language of wider communication.

- Chapter Eight summarizes the findings of the study and presents the conclusions in addition to suggestions of areas for further research. The fact that syllabus design is a process that needs intensive planning to be carried out systematically and scientifically, is highlighted all through the study.

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The moral support I received from all members of my beloved family, that of my father and of my elder brother makes this work partly theirs. I would like to give my love and gratitude to all of them.

DECLARATION

This thesis results entirely from my own work and has not been previously offered in candidature for any other degree or diplomas.

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CHAPTER ONE

QATAR AND ITS EDUCATIONAL SYSTEM

1.1 INTRODUCTION

The first part of this chapter provides a general idea about the State of Qatar in terms of its area, location, government, population, economy and class structure. The second part deals with the early beginnings of education in Qatar and its development with the intention to pave the way for the discussion of modern education where the point of focus is English Language instruction in the country.

This is meant to provide the reader with a brief account about the situation that encapsulates the research leading to a preliminary statement of the research problem and the purpose of the study.

1.2 STATE OF QATAR: GENERAL INFORMATION

The State of Qatar covers the whole of the Qatari Peninsula which is located in the Arabian Peninsula between latitudes 24 and 27 northwards and longitudes 50 and 52 eastwards. It is situated at the centre of the eastern coast of the Arabian Gulf, along with a few small neighbouring islands. Qatar is bordered by Saudi Arabia and the United Arab Emirates in the south-west. The official language of this independent Arab state is Arabic and the religion is Islam.

The area of the country is 11,437 square kilometres with a population numbering approximately 372,000 residents mainly in the capital, Doha, as well as in a few more sparsely populated cities such as Umm Said, Al Khor, Wakrah, Shamal, Zubara, Umm Bab and Dukhan. (Ministry of Information, 1989)

The ruling family is that of the Al-Thani, who settled in Qatar around the middle of the nineteenth century. Qatar's ruler is HH Sheikh Khalifa bin Hamad Al-Thani. The State of Qatar became independent on 3 September 1971. Prior to this date, Qatar was one of the British Protectorates in the area. Qatar is an active member of the Gulf Cooperation Council, the Arab League, the non-aligned movement, and the United Nations. (Abo Galalah, 1986, p. 1)

The people of Qatar, in the middle of this century, before the discovery of oil, led a hard life due to the barren and harsh nature of the desert land. They were consequently engaged in cattle grazing, fishing and pearl diving and some trading. As a result of the continuous movement of pasture, in addition to instability, low income and foreign control over the Gulf region including Qatar, the entire situation of the people in the area was far from being satisfactory. (Nagi, 1983, p. 1)

Because of the subsistence nature of the economy, the country could not support a large population.

Qatar is a monarchy. The Amir of Qatar is both the ruler and Head of State. The system of government in Qatar is based on the Provisional Amended Constitution of Qatar which upholds the separation of the legislative, executive and judicial powers. The Council of Ministers constitutes the highest executive body.

The ruler of Qatar appoints a 30-member Advisory Council, made up of his own nominees chosen from prominent and experienced Qataris in such a way that every sector of the population is properly represented. The Advisory Council undertakes to assist the Amir and the Council of Ministers in drafting laws and regulations, and to voice an opinion on important matters of state. The judiciary's system in

Qatar enjoys complete independence in the discharge of its duties. (Al Misnad, 1985, p. 26 and Abo Galalah, 1986, p. 2)

The backbone of the Qatari economy is oil, both onshore and offshore. Its share of the total state revenue is 90 per cent. The year 1949 witnessed production of oil in commercial quantities. The full ownership of the oil sector was achieved by Qatar in 1977 when it assumed complete responsibility for the oil industry. Qatar joined the Organization of the Oil-Exporting Countries (OPEC) in 1961 and participated in the foundation of the Organization of Arab Oil-Exporting Countries (OAPIC) in 1970. The discovery of huge gas reserves in one of the largest non-associated gas fields in the world in the north of the Qatari Peninsula guarantees the welfare of its people. Nonetheless, the Qatari government undertakes as its major objective to diversify its resources by improving the agricultural and the industrial sectors so that the future economy of the country does not rely only on oil that is apt to fade away sooner or later.

According to Al Misnad (1985, p. 31), the class structure in Qatari society is based on lineage or marriage. Before oil discovery in the area, the Gulf society in general consisted mainly of three social groups, the notables, the merchants, and the commoners. The ruling family and their allies who were interrelated through kinship and intermarriage constituted the notables. Pearl merchants and traders made up the second class and were the prominent tax payers who depended on the political power of the ruling family to carry on their trade. As for the third social group, it consisted of low-ranked clergy, teachers of local Kuttabs, pearl divers, shipbuilders, sailors, craftsmen, artisans and peasants who were mostly of non-tribal origin. The discovery of oil in the early 1940's, inflicted drastic changes to the structure of Gulf societies including that of Qatar.

The distribution of wealth changed, and hence, created a new social structure. In order to modernize the old cities, to build houses, hospitals, schools and roads, the government had to purchase land from members of the public at a much higher price than the real value. The government of Qatar, since 1960, has spent a considerable amount of the oil revenues on a land-purchase scheme. This policy of the government increased land prices enormously and created a land speculation market. According to Al Misnad (1985, p. 31), the traditional elite who were the largest land-owners, and chief government administrators, who - due to their positions - knew in advance the government plans, amassed enormous wealth. The ruling family diffused the national oil wealth among the notables and common citizens to win their loyalties. As a result of the overall modernization plans, the government spent large sums of the national income to provide social services such as health services and education, etc.

According to Al Misnad (1985, p. 33), the class structure which emerged following the discovery of oil and the rise of the commercial enterprise is more or less the modern class structure of a capitalist society which can be subdivided into three major classes namely:

- the upper class, that includes the ruling family, the traditional notables and the merchants. Commerce, construction, real estate and agencies for foreign companies constituted the main fields of economic activities for this class;

- the middle class, that comprises the bureaucrats and civil servants. They are mostly the educated groups of the middle and lower middle classes;

- the skilled and unskilled working class. This is the class that grew round the oil industry, petrochemical and construction industries. This class is mainly comprised of non-nationals. (Al Misnad, 1985, p. 33)

1.3 EDUCATION IN QATAR: THE EARLY BEGINNINGS

An exact date is not known for the beginning of education in the State of Qatar. As is the case in most Arab countries, the early beginning of education in Qatar was unsettled and non-formal. Education was more of an individual endeavour and a kind of commodity sought mainly by wealthy figures of the ruling family or the public. Private teachers used to be employed by members of the ruling family or by merchants who again used to provide school buildings, text-books and stationery, at their own expense. This type of education was known as Kuttab education which was characterized by being mainly religious in content. (Nagi, 1980)

Children used to learn the recitation of the Holy Quran, Hadith or the Traditions of the Prophet Mohammed (peace be upon him), principles of reading, writing, arithmetic and poetry. (Alsada, 1986, p. 67)

"Muttawa" or "Mullah" was the word locally used for Kuttab educators in the Gulf area. According to Al Misnad (1985, p. 51), there were two types of Kuttab education, ordinary Kuttabs and advanced ones. Ordinary Kuttabs were available in almost every village and did not have any specially constructed classrooms. They were held in the homes of the Muttawa, in the shops, and even in the village bazaars. The female Muttawas confined their classes to their homes. Advanced Kuttabs, on the other hand, were mainly situated in large towns, and were housed in special buildings and attracted only children of rich families.

Children under the age of 10 of both sexes joined the Kuttabs which were mostly co-educational, in spite of the availability of separate Kuttabs for the girls. The parents did not object to sending their daughters to these mixed-sex Kuttabs especially when all the boys came from related families. One main reason for this phenomenon was the shortage of local women tutors with sufficient knowledge of the Quran and Arabic language. Nevertheless, girls used to be separated from the boys over the age of 10 as they were no longer regarded as children. (Al Misnad, 1985, p. 61)

In 1913 the "Alathariya" school was set up by a Saudi scholar, Sheikh Mohammad Bin Mani. It was nearer to a regular school in style but was considered as an advanced Kuttab since it undertook to teach the same subjects of a normal Kuttab but in greater depth. This school influenced education not only in Qatar but also in the neighbouring states because of the number of students who were attracted to join it from Bahrain, Saudi Arabia and the Arabian Emirates. Alathariya school rendered services for over a quarter of a century and was closed only when Bin Mani left Qatar for Saudi Arabia in 1938. Still, the graduates of the school contributed to education by setting up many Kuttabs all over the country. (Alsada, 1986; Al Misnad, 1985, p. 61)

"Madrasat Alislah Alhamdiah" was the first semi-regular school that looked much like the present primary school. It started in 1947 with 50 students from Qatar and from other neighbouring Arab countries. The school curriculum consisted of the Holy Quran, Arabic Language, Arithmetic, Islamic Religious subjects, Arabic Language grammar, Geography and Handicrafts, in addition to English Language. The school employed the Egyptian curricula for all subjects. (Alsada, 1986, p. 68)

It is worth noting that this is the first time English Language was included as a school subject in the history of education in the State of Qatar. This was not the case in the other neighbouring states where English Language instruction started earlier through the Arabian Mission Schools which were founded in 1889 by a group of missionaries belonging to an independent American Protestant group and were adopted by the Reformed Church in America in 1934. The Mission opened its first school in 1892 in Bahrain. This school could be considered the first western-style school in the Gulf area. Most of the students joined the Arab Mission schools primarily to learn English Language and to learn to read and write. In addition to English Language, these schools taught the Bible, Arabic grammar, Geography, Sewing and Embroidery. The Mission did not engage in any educational activities in Qatar due to financial matters and the fear of opposition, such as it had previously experienced in Bahrain and Kuwait. (Al Misnad, 1985, p. 54)

Thus, English Language instruction can only be traced back to the year 1947 which marked the introduction of modern education in Qatar.

1.4 MODERN EDUCATION IN QATAR WITH SPECIAL REFERENCE TO ENGLISH LANGUAGE TEACHING

Unlike other neighbouring Gulf States, modern education in Qatar started in the early 1950's. The government began shouldering the responsibilities of formal education by giving financial support to Madrassaht Alislah Alhamdiah from 1950/51. By 1954 the number of primary schools rose to four, accommodating 560 students. The teaching force numbered 26, recruited from Egypt, Palestine and Iraq. There was not a well-organized curriculum at the time. School curricula and other instructional plans were devised arbitrarily by the headmasters of the schools.

The appointment of the Educational Director, Mr AbdelBadia Saqr, inflected drastic improvement on the educational system due to the considerable contributions he made to the planning of school regulations and the revision of the school curriculum. (Al Misnad, 1985, p. 62)

According to both Nagi and Alsada, the actual starting date of modern education in Qatar is considered to be 1956/57.

Five different committees were set up under the supervision of inspectors of the Ministry of Education to devise plans for education in the country. The committees were assigned to decide on the curricula of the Religious subjects, Arabic Language, Humanities, Maths and Science and Physical Education. The chairman of these committees set out the following principles as guidelines for curricular plans in the five different disciplines:

- 1 - The Qatari environment and traditions should be addressed from the historical, geographical and social dimensions.
- 2 - Due care should be devoted to the teachings of Islam, and Arabic Language with the intention to promote Arabic traditions and Islamic values.
- 3 - Patterns of curricula should be similar to the well-established patterns employed in Egypt with the intention of easing the transition for Qatari students joining Egyptian universities.
- 4 - Curricular patterns should be devised with the intention of using the already existing text-books in other Arab countries, bearing in mind the closeness of the Qatari environment to that of those Arab countries with special reference to the common Islamic heritage and other historical experiences.

As a result of the guiding instructions of those committees, a scholastic plan was set out to pinpoint the details of the school system as follows:

- The Kindergarten Stage: to host children from two to five years of age.
- The Primary Stage: to host children of post-Kindergarten education. The duration of this stage was six years.
- The Secondary Stage: to host graduates of the Primary Certificate for three years.

The following table shows the time allocated for each school subject in terms of weekly teaching periods, in the plan adopted in 1956/57:

TABLE 1

WEEKLY SCHOOL PLAN FOR THE PRIMARY STAGE IN 1956/57

GRADE	1	2	3	4	5	6
Holy Quran	10	10	8	8	7	5
Arabic Lang.	10	10	7	7	7	6
English Lang.	-	-	6	6	6	6
Mathematics	6	6	6	6	6	5
Bookkeeping	-	-	-	-	-	1
Humanities	3	3	3	4	5	5
Science	1	1	1	1	1	2
Fine Arts	3	3	2	1	1	2
Physical Ed.	1	1	1	1	1	2
TOTAL	34	34	34	34	34	34

(Alsada, 1986, p. 94)

One prominent feature of this plan was the inclusion of English Language as a school subject starting as early as the third year primary for six periods a week. This reflects the significant weight given to English Language instruction.

According to Alsada (1986), this weight is probably due to the important role of the target language in the society being the medium for commercial activities and even in numerous government departments at the time. It is also of importance to stress here the fact that Qatar at that time was a British Protectorate, a factor that no doubt accounts for the significant role played by English Language then in Qatar. In addition to the above mentioned reasons justifying the rare phenomenon of teaching a foreign language and Bookkeeping in the early years of the primary schooling, is the fact that the Primary School Certificate used to be considered as an end in itself whereby the holder could seek employment even in the government sector. This was due to the scarcity of educated people in the area at the time.

This did not continue to be the case for long. The scale was changed in the scholastic year 1958/59 when Qatar adopted the Charter of the Arab Cultural Unity. Hence, the educational system became as follows:

- The Primary Stage of six years duration for children from the age of six.

- The Preparatory Stage of three years duration for students holding the Primary School Leaving Certificate.

- The Secondary Stage of three years duration for students holding the Preparatory School Leaving Certificate.

In this system, English Language was taught in the first grade of the Preparatory Stage onwards for six periods weekly. In the second year secondary, male students who were streamed into the Literary Section were given eight periods of English Language a week while female students were given seven periods a week to allow for other subjects like Home Economics. (Alsada, 1986, p. 114)

Alnori quotes the Annual Report of the Ministry of Education 1971/72 stating that English Language was re-introduced into the Primary Stage for four periods a week starting at fifth year primary to teach the basics of Reading, Writing, Dictation, and Handwriting. This change took place in the After-Independence Plan. (Alnori, 1985)

In the year 1978, the number of periods allocated to English Language at the Primary Stage, starting from the fifth year, was raised to five periods weekly, leaving the rest of the educational plan as it was. This plan is still in existence today. (Abo Galalah, 1983, p. 3)

According to Alnori, English Language instruction at the Preparatory Stage was aimed at developing the learner's comprehension of the language, the ability to express himself in the target language, and to develop his ability to read limited topics and summarize them. The materials were chosen to allow for these tasks from books on the market. As for the Secondary Stage, there were assigned text-books dealing with Reading, Grammar, Language idioms, Translation, and a simplified novel to help raise the learner's standard in the target language. (Alnori, 1985)

The following table shows the number of periods allocated to English Language instruction in the different phases of the school system in the State of Qatar.

TABLE 2

TIME ALLOCATED FOR ENGLISH LANGUAGE INSTRUCTION IN THE DIFFERENT PHASES OF EDUCATION IN THE QATARI SCHOOL SYSTEM

GRADE	PRIMARY STAGE				PREP STAGE			SECONDARY STAGE				
	3rd	4th	5th	6th	1st	2nd	3rd	1st	2S	2A	3S	3A
1947/48-1956					NOT SPECIFIED							
1956/57-1958	6	6	6	6	NOT SPECIFIED							
1958/59-1971	-	-	-	-	6	6	6	6	6	8/7	6	8
1971/72-1977	-	-	4	4	6	6	6	6	6	8/7	6	8
1977/78- CURRENTLY	-	-	5	5	6	6	6	6	6	8/7	6	8

*2S: Second Year Science *2A: Second Year Arts
 *3S: Third Year Science *3A: Third Year Arts
 (Sager, 1956; Alnori, 1985; Alsada, 1986)

English Language was also taught in the other educational institutions on different scales. Commercial, technical and religious education, in addition to the Teachers' Institute, were set up in Qatar as early as 1953 but for male students only. With the exception of the Teachers' Institute, which allowed enrollment for male students obtaining the Preparatory School Leaving Certificate, the other institutions accepted male students right after leaving the Primary Stage. This is still the case with the exception of the Teacher's Institute which was disbanded and replaced by the Faculty of Education at the University of Qatar, for both male and female students, in the year 1973. (Nagi, 1985)

The following table shows the time allocated for English Language in the Commercial, Technical and Religious Institute as well as in the Teachers' Institute.

TABLE 3

TIME ALLOCATED FOR ENGLISH LANGUAGE IN THE COMMERCIAL,
TECHNICAL, AND RELIGIOUS INSTITUTE AS WELL AS IN
THE TEACHER'S INSTITUTE

STAGES	PREP STAGE			SECONDARY STAGE AND TEACHERS' EDUCATION				
	1ST	2ND	3RD	1ST	2S	2A	3S	3A
Commercial School	6	6	6	7	8	8	-	-
Technical School	4	3	3	7	4	3	3	-
Religious Institute	5	5	5	6	6	7	6	7
Teachers' Institute	-	-	-	4	3	3	-	-

*2S: Second Year Science
*3S: Third Year Science

*2A: Second Year Arts
*3A: Third Year Arts

1.5 PRELIMINARY STATEMENT OF RESEARCH
PROBLEM

A sweeping feeling of concern can be felt among educators, parents, and employers, regarding the unsatisfactory English proficiency standards especially when English is getting to a position to be an important key to success in this highly competitive world. Aspects of language instruction and other contributing factors were, and still are, subject to debate, elaborate discussion and detailed research projects at various levels with the intention to bring about solutions to this problem. Planning for English instruction and curriculum development were considered and language courses were written and used in the Qatari schools. Nevertheless, the riddle is still unsolved and the question is still debatable. It seems that major necessary considerations and procedures of

language planning and syllabus design were overlooked and some hasty decisions were taken regarding crucial areas and phases of the development process. This has led to the deepening of the problem and therefore led to further frustrations for all parties concerned.

1.6 PURPOSE OF THE STUDY

The purpose of this study is to draw on the theoretical aspects of curriculum planning language planning, and syllabus design. It is also to discuss analytically the situation of English in the Qatari school system, to an attempt to focus on the fact-finding stage of syllabus design following the model presented by Dubin and Olshtain (1986, p. 7), through assessment of the perceptions and attitudes of members of Qatari society regarding the target language. The intention is to provide firm foundations for what is hoped to be a successful and workable syllabus for English instruction in the Qatari school system, and probably at other instructional levels elsewhere in Qatar, and in other neighbouring Gulf countries.

1.7 SUMMARY

This chapter is more of an introduction to the study through a general idea about the State of Qatar. This is to help the reader to relate the scope of the study to the general societal framework. An account of the educational system in its early stages, and of its modern developments, is also provided, in addition to a detailed focus on English Language instruction in the school system in terms of dates of its introduction to the school plan and the time that was allocated for its instruction. A preliminary statement of the problems that impeded the desired productivity of English learning is given in addition to broad lines of the intentions of the present research project.

CHAPTER TWO

PROBLEMS OF ENGLISH LANGUAGE INSTRUCTION

2.1 INTRODUCTION

This chapter is intended to present an analytical overview of the status of the instructional process of English Language with particular emphasis on the main variables that, according to specialized practitioners, have influenced the entire process in various degrees. These factors are mainly related to the teachers, the course and the underlying methodology and objectives, testing, the student and the educational system with regard to ELT. The analysis of these variables lays the foundations to allow for the statement of the research problem, leading to specification of the purpose and the significance of the study.

2.2 ANALYSIS OF CONTRIBUTING FACTORS TO ELT PROBLEMS

The procedure of the analytical analysis of these variables is conducted in no particular order since they are all perceived to be on the same level of importance in terms of the influence they have on the instructional process and on the general language output of the school system.

2.2.1 ENGLISH LANGUAGE TEACHING FORCE IN THE QATARI SCHOOL SYSTEM

It is indisputable that the teacher is one of the major variables - if not the major one - in any educational setting. The role performed by the language teacher cannot pass unnoticed due to the influence it has on all

other variables involved in the process of language instruction and attainment. According to Dubin and Olshtain (1986, p. 31), the evaluation of members of the teaching profession should focus on their language level, level of higher education, exposure to ideas concerning the nature of language and language learning, teaching experience and, more importantly, their attitudes towards change in the language programme. It is also useful to establish the setting of language instruction since natural language setting differs in this regard from that of foreign language settings. Language teachers in a natural setting are mostly native speakers or at least near-native speakers who can cope with decision-making procedures dealing with language instruction and use.

"In the foreign language setting, teachers are typically non-native speakers who may have never spent time in an English speaking country and therefore may find it much harder to make decisions of a native-like nature." (Dubin and Olshtain, 1986, p. 31)

Due to the fact that co-education does not exist in the Qatari government school system, it is of importance to draw the distinction between the boys schools and those of the girls. The situation with regard to the teaching force in both is different. Table 4 shows the total population of English Language teaching force by gender, level, nationality, and qualification. It should be observed that only a small minority of the total population of English Language male teachers are Qatari nationals and the rest are expatriates. In comparison, nearly half of the total population of the female teachers are Qatari nationals. The nationality variable is significant knowing that the expatriate teachers come from a wide spectrum of pre-service teacher training Institutions in many countries in the Arab world and elsewhere. It is of importance in this domain to

TABLE 4

ENGLISH LANGUAGE TEACHING FORCE IN THE QATARI SYSTEM BY LEVEL, GENDER, NATIONALITY AND QUALIFICATION (1989-1990)

"Ministry of Education Annual Report 1989-1990"

	PRIMARY STAGE UNIVERSITY BELOW AND ABOVE			PREPARATORY STAGE UNIVERSITY BELOW AND ABOVE			SECONDARY STAGE UNIVERSITY BELOW AND ABOVE			UNIVERSITY Ed Non-ed Qat					
	Ed	Non-ed	Qat	Ed	Non-ed	Qat	Ed	Non-ed	Qat	Ed	Non-ed	Qat			
MALE	16	11	4	51	28	10	88	33	29	1	88	33	29	1	67
FEMALE	44	11	29	81	14	-	68	27	58	28	-	-	-	27	59
TOTAL	60	22	33	132	42	10	69	115	91	52	-	-	-	28	126
GRAND TOTAL	82	61	143	174	10	184	143	-	-	-	-	-	-	154	

highlight some influential factors that impinge in relative degrees on English Language teaching and attainment in the school system.

1 - Forty one trained Qatari male teachers of English who graduated from Qatar University till the year 1989 filtered through the system to do other jobs away from teaching. This raises the question of the low prestige of the teaching profession at large and, more importantly, the great demand for English Language graduates from other sectors in the society. One way or another, this fact shows how important English Language is in Qatari society.

2 - Unlike in the past, there are no native speaker teachers of English among the expatriate teachers in the Qatari schools.

3 - Not all English teachers have the proficiency level required for the job. Primary, preparatory and some of the secondary school teachers are badly in need of language courses to bring their proficiency level up to standard. The only results that could verify this conclusion are those of some secondary school teachers who were highly motivated to do the British Council English test to qualify for the R.S.A. Diploma course. The average of the overall score of the participants was 5.7 which categorizes them as "modest users" on the "General Assessment Scale" according to Carrol's 9- band system in "Communicative Performance". (Abo Jalalah, 1986, p. 15)

This issue is crucial when we bear in mind that the course in hand, "Crescent English Course", is of a communicative nature and is rather challenging when it is taught as expected.

Describing teachers who have received traditional training and who have only worked with rather conservative

materials, Dubin and Olshtain (1986, p. 31), argue that they may not be equipped professionally or emotionally to handle modern teaching materials which leave a considerable amount of decision-making to the teacher.

The report of the British Council concerning the profile of English in Qatar had the following to say about this issue:

"One of the main problems with the successful implementation of the Crescent Course is to win traditionally trained teachers away from grammar translation and chalk-and-talk towards a more pupil-centred multi-media approach. There appears to be an in-built resistance to change of teaching methods, particularly among Arab expatriate teachers but not exclusively among them. The adoption of the Crescent Course by the Ministry of Education has required fundamental changes in approach for most if not all teachers, and the resistance of many teachers, particularly among the men, to these changes has inevitably adversely affected the successful implementation of the course." (English Language Division, British Council, Doha, 1982, pp. 3 and 5)

4 - Most of the expatriate teachers are from countries that use courses of a structural nature. The pre-service training for those teachers is normally based on the nature and philosophy of the courses taught in those countries, thus bearing little resemblance to the kind of expertise required for teaching a notional-functional syllabus. Consequently, the Grammar-translation method is normally drawn upon as the answer to all problems especially in mixed-ability classes which constitute one of the main features of language classes in Qatar. This entails emphasis on the course content as being the fundamental objective of the instructional process rather than the linguistic components of the language regardless whether it is of a structural or of a functional-notional nature.

In light of these comments, it is rather interesting to see what El-Laithy had to say in description of the English Language teaching force working for the Qatari school system:

"The linguistic and professional level of the B.Ed. or B.A. English Language teacher who has graduated from one of the Arab countries (as almost all of them are), does not make him/her competent enough to be able to decide what to teach." (El-Laithy, 1989, p. 26)

On the same issue, Ismail (1984, p. 22), cited Kharma 1977, commenting on the level of proficiency of the English Language teachers in the State of Kuwait, who are not by any standards different from those in the State of Qatar, as saying that only a small minority of teachers of English in Kuwait and other Arab countries are adequately trained as teachers of English and that the majority of them have a reasonably good command of reading and writing in English but most of them are not very fluent in spoken English which is a pre-requisite for the instructional process especially in the early stages of language instruction. Supervisors and trainers in Qatar are of the opinion that it is not possible to predict with a high degree of accuracy what methods teachers use in the classroom. This is because they usually change what they do to please the observer. One other negative quality that emerged out of discussion was that teachers were reluctant to give any responsibility to the pupils for their learning. They normally tend to dominate activities and spoon-feed the pupils. The majority of teachers are not always aware of the aims of the tasks or do not believe they are teaching anything useful. They see language as vocabulary and grammar. This means that if they teach these aspects of language, everything else will take care of itself. The attitudes of the teachers regarding language areas are seen to be of a negative nature. Speaking for the majority means accurate reproduction of

sentences in expectation of language mastery. Listening is observed as of no particular value apart from pronunciation practice. Reading implies reading aloud and writing denotes copying and doing mechanical grammar exercises. As for vocabulary teaching, the normal practice is that the words are written on the board along with the Arabic equivalents for the pupils to copy into their books. Teachers' beliefs are so strong in this regard to the extent that they could not believe in other techniques like guessing words from contexts or otherwise.

2.2.2 PRE-SERVICE TRAINING OF ENGLISH TEACHERS

In order to validate this area of research, the researcher collected various university spectrums and a number of transcripts of English Language teachers who work in the Qatari schools after graduation from various universities and teacher training institutions in the Arab world. The universities and institutes that subject to investigation stand a representative sample of nearly all Arab universities and teacher training institutes that provide for the English teaching work force in the state of Qatar.

The universities are the University of Qatar, the University of Lebanon, the University of Damascus in Syria, the University of Yarmuk in Jordan, An-najah University in the West Bank and Ein-Shams University in Cairo. The teacher training institutes are best represented by Huara teacher training institute and by the society colleges in Jordan. The review of the different input courses of the above mentioned institutions of pre-service teacher training make it permissible to conclude the following:

1 - Emphasis on English Language in terms of courses and time allocation for academic instruction as in the case of University of Damascus in Syria, does not allow for educational and pedagogic aspects of teacher training.

2 - On the other hand, educational and pedagogic courses in the other universities that cater for this important aspect of teacher training, provide it at the expense of English Language input.

3 - It is evident that the majority of the courses that are assigned for English Language instruction are of a pure literary and academic nature. Only a few dwell on language skills per se.

4 - The number of courses or credit hours that are assigned for English or other subjects do not tell much about the number of contact hours or amount of exposure of students to the target language.

5 - The pass score rate that varies from one university to the other (as expressed by graduate teachers), leaves a lot to be desired. Some universities pass the candidates at 50 per cent score rate while others lower or increase the percentage. The striking question out of this is the fact that all graduates are eligible for teaching jobs regardless as to whether their GPA was an Excellent or even a Pass grade average. To some, the degree is a sort of immunity against any kind of future assessment which would be regarded as an insult against the integrity of the institution that awarded the degree rather than the individual graduate.

6 - The content of the methodology courses that were given to students at various pre-service teachers' training institutions used to be of structural nature. It is only recently that some of these institutions, especially those in Jordan and Egypt, are beginning to introduce the communicative approach in their pre-service programmes. The rest are still on the same old routines which means that teachers are in need of intensive in-service training to enable them to cope with the

demands of the course employed. The in-service training is not in any way enough to meet those demands which consequently leads to either leaving the teachers at loss, especially at the early stages of their employment in Qatar, or indirectly leaving them the option to deal with the materials in traditional ways. It is natural to expect these teachers to feel alienated and consequently acquire negative attitudes toward the course and the system at large.

7 - It is only recently that the Ministry of Education began to consider the recommendation of the English Inspectorate to interview the newly recruited teachers by an ELT specialist or to hold a brief examination in order to choose those who are suitable for the job. In the past, teacher recruitment procedures used to add to the negative sides of the ELT in the school system. The primary consideration, besides the issue of qualification of candidates, was then given to the number of years of experience in teaching. Candidates with more years of teaching experience were an obvious choice for the job. However, the opposite proved to be the case. Teachers with less working experience were less resistant to new concepts of teaching techniques and strategies prescribed for the materials-in-use. For obvious reasons, related to novelty of the pedagogy and to the new pre-service and in-service training schemes, the majority of this group of teachers were more open to innovation and owned a sharper critical awareness in comparison to teachers of the older generation.

2.2.3 TEACHERS' IN-SERVICE TRAINING

El-Laithy (1989), who used to work as teacher for the Qatari Ministry of Education, was very critical of the in-service training programme for the teachers of English in Qatar. She addressed this issue in her thesis for the

M.A. degree at the University of Manchester. She concluded the following in this regard:

"Concentration has often been on issues of the general design, organization, financing and evaluation of projects rather than on the crucial methodology and content of the teacher's education and training and how to base them on realistic needs. The deficiencies in the present in-service training courses are serious enough to cause even the best-designed and organized project to fail. In spite of the great effort and amounts of money poured in, courses lacked consistency, coherence, continuity and regularity, as well as seriously lacking essential opportunities for the application of the theoretical knowledge to the classroom by the trainees." (El-Laithy, 1989, p. 192)

There are other issues that helped to place the area of teacher in-service training in a position to produce negative impact on the totality of the process of language instruction in the school system. Some of the striking ones were related to the following issues:

1 - Due to the novelty of the concepts that were theorized at the advent of communicative methodology, such as switching to student-centred classes, groupwork and pairwork activities, information-gap exercises, use of educational technology, etc, teachers on the one hand were given much more theoretical ideas than they could cope with in the classroom that was supposed to endure drastic changes only for the sake of English Language periods, at a time when all other school subjects were enjoying the - then thought - prestige of being traditional.

2 - In the heat of the transition period, consultants, trainers and inspectors used to consider their role as to enforce the instructions of the teachers' books on teachers as if the instructions and the activities were ends in themselves, rather than means to achieve language aims and objectives. Teachers were asked to follow the

instructions literally otherwise they were marked with the stigma of being not open to innovation.

3 - The shift of emphasis from one language area (structure), to another (notion and function), placed in jeopardy the skills that teachers were trained to manipulate rather successfully, especially those that were related to teaching vocabulary and language grammar. These skills were made redundant leaving the teachers on shaky ground as to how to practically conduct their teaching strategies especially when dealing with students of low motivation and high rate of mixed-ability. This resulted in a lot of teaching to execute the activities along the lines of the teacher's book instructions, but learning was an issue left to speculation.

4 - In-service training in the way it was conducted and with the enthusiasm for the new communicative methodology and the new course, have seriously failed to create a favourable constituency among teachers. On the contrary, it has antagonized the majority of the teaching force in the system. It was not logical to claim re-training the teachers from scratch as if their expertise was totally redundant or they were professionally incompetent. It was not then surprising for the teachers to react with resentment to innovation in those circumstances.

To my understanding, the best method for language instruction is the one that works; the one that helps to achieve the language goals. There are many examples in the field of TEFL that show the inadequacies of following just one given method for language instruction. Probably the best argument for this is the fact that language teaching methods have not ceased to be criticized and renewed. It is rather likely that they would continue to be under criticism and innovation. For that reason, it seems advisable to equip the teachers with varied

techniques and with a set of methods so that they can draw upon the suitable ones to deal with the unpredictability of teaching situations.

2.2.4 THE CENTRALIZED SYSTEM OF ENGLISH INSTRUCTION

The whole of the Qatari school system is highly centralized following a well-defined hierarchy of authorities. Similarly, each educational subject is also strictly organized to follow a certain pattern of responsibilities starting by the teaching work force, the inspectorate and higher up. Both administrative and technical issues of the educational processes are regulated and decisions are normally taken by high authorities in the Ministry of Education and issued formally in circulars to whom they may concern. Having said that, it is also important to state that it is also common practice that the opinions of inspectors are normally investigated in matters pertaining to their subjects. English is one of the school subjects that follows on the same footsteps of the general educational policy. The manifestations of this system influence, in various degrees, all aspects of language instruction starting from the educational plan, curriculum design, testing and marking schemes, syllabus breakdown, etc.

It is certain that language instruction cannot be treated on equal footing with other school subjects. One example is related to the decision that was taken to have the English Language test text-book-oriented and then to base other questions of a cognitive nature on text-books. This was meant to be a precautionary measure to get the students to study the content of the text-book. It is likely that this measure might bear fruit for subjects like humanities but not for language instruction where skill learning is probably more important than factual

absorption of the content of the text-book. The major consequence of such measure that ignores the individual nature of language instruction placed text-book content as the end aim rather than aiming at language proficiency. Again, tests became of an achievement nature testing the content of the books rather than testing language abilities. It is therefore obvious that improvement is far from being achieved on a scale that might satisfy the ambitions of the concerned parties nor would it prepare the ground to meet with the ever growing demand on a high level of language proficiency.

Although it is common sense to offer equal opportunities to students, especially in the case of unified examinations through guidelines to the total English teacher population, it is still too much to expect every teacher to adhere to the centrally set syllabus breakdown and at the same time teach English effectively to all students. It is only natural in a situation like this to expect the teachers to cover the syllabus rather than to cater for learning or for language proficiency. It is in a way misleading to both students and to parents as well. Students normally have high hopes after the coverage of the text-book content, but when they discover that their level of proficiency is not up to their expectations, they normally feel disappointed. This could also be a factor behind the general feeling of dissatisfaction of the general language standard of students especially at the university level. The same views are shared by a British Council Language Division report that says:

"It seems to be more important - and this belief is fostered by the inspectorate - that the teacher should finish the text-book than that the pupils master what is in it. The centralization of syllabuses has led to the approach whereby teachers live in fear of not keeping up: clearly this is incompatible with any attempt at student-centred learning. Consequently teachers' dependence on the text-book is increased, often to the extent that it is treated as a definitive encyclopedia of English Language and method." (British Council, 1982, p. 6)

2.2.5 THE STUDENT PROFILE

The idea is to give a brief description of the student population in the Qatari school system in order to formulate an accurate idea about the target students for language instruction. Dubin and Olshtain (1986, p. 31), perceive the role of the student factor as being important especially when a communicative course is employed. Students are expected to participate actively in the learning process. They are supposed to share responsibilities, make decisions, evaluate their own progress, develop individual preferences and so on. Since students are from a homogeneous socio-economic background, it is more usual to expect them to come to language classrooms with a variety of assumptions about language learning tasks that might influence the success or failure of the language course.

The areas of focus for the study purposes are mainly age, sex, and nationality. It is also important to mention once again that the educational system in Qatar totally separates the girls schools from the boys schools. Tables 5, 6 and 7 show the student total population in the Qatari schools in terms of their age groups, their nationalities and their sex.

It is easy to conclude from the figures that are presented in these tables that nearly half the total population of students are non-Qataris, coming from almost all Arab countries in addition to about four other non-Arab countries. This mixture makes the distinction between the different nationality groups significantly effective in terms of achievement, conduct, motivation, attitudes, etc. It is at least necessary to differentiate between the two major groups of Qatari and non-Qatari students in gauging their perceptions and attitudes concerning ELT in the school system in Qatar. The average age groups of the

student population is nine years at the Primary Stage, 14 years at the preparatory, and 16 years and 11 months at the secondary level. In general terms, the British Council report has addressed the student variable in Qatar as follows:

"Student motivation, particularly among the boys, is often very low; this is not helped by the fact that English lessons are often boring, the language taught often undirected. Moreover, students know that they can get by one way or another in the end of the year examination." (British Council, 1982, p. 6)

It seems that this is necessary information that should be taken into consideration by course designers and implementers of language courses.

TABLE 5

Student Population in the Qatari School System
by Level, Gender, Nationality and Average Age - 1989/90
(PRIMARY STAGE)

"Ministry of Education Annual Report 1989-1990"

PRIMARY STAGE	MALE	FEMALE	SUB TOTAL
QATARI	10035	9391	19426
GULF	985	996	1981
PALESTIAN	1362	1349	2711
JORDANIAN	1310	1315	2625
EGYPTIAN	1162	1192	2354
SYRIAN	125	127	252
LEBANESE	43	67	110
YEMENI	1289	970	2254
SUDANESE	870	759	1629
OTHER ARABS	267	315	591
IRANIAN	513	506	1019
PAKISTANI	760	788	1548
HINDI	56	86	142
OTHER	493	310	803
TOTAL	19274	18171	37445
QATARI: NO	10035	9391	19426
%	52	52	52
NON-QATARI: NO	9239	8780	18019
%	48	48	48
AVERAGE AGE: YEARS	9	8	9
MONTHS	2	11	1

TABLE 6

Student Population in the Qatari School System
by Level, Gender, Nationality and Average Age - 1989/90
(PREPARATORY STAGE)

PREPARATORY STAGE	MALE	FEMALE	SUB TOTAL
QATARI	4126	4344	8470
GULF	174	221	395
PALESTIAN	759	725	1284
JORDANIAN	581	551	1132
EGYPTIAN	524	476	1000
SYRIAN	54	48	102
LEBANESE	25	12	37
YEMENI	367	266	633
SUDANESE	273	279	552
OTHER ARABS	149	112	261
IRANIAN	168	200	368
PAKISTANI	94	138	232
HINDI	19	31	50
OTHER	86	158	244
TOTAL	7299	7461	14760
QATARI: NO	4126	4344	8470
%	57	58	57
NON-QATARI: NO	3175	3117	6290
%	43	42	43
AVERAGE AGE: YEARS	14	14	14
MONTHS	-	-	-

TABLE 7

Student Population in the Qatari School System
by Level, Gender, Nationality and Average Age - 1989/90
(SECONDARY STAGE)

SECONDARY STAGE	MALE	FEMALE	SUB TOTAL	GRAND TOTAL
QATARI	1921	3020	4941	65674
GULF	81	102	183	5118
PALESTIAN	522	510	1032	10254
JORDANIAN	438	404	842	9198
EGYPTIAN	330	345	675	8058
SYRIAN	45	45	90	888
LEBANESE	27	28	55	404
YEMENI	121	89	210	6194
SUDANESE	150	159	309	5180
OTHER ARABS	33	72	105	1905
IRANIAN	50	95	145	3064
PAKISTANI	15	34	49	3658
HINDI	1	15	16	416
OTHER	66	64	130	2354
TOTAL	3800	4982	8782	121974
QATARI: NO	1921	3020	4941	65674
%	51	61	56	53.8
NON-QATARI: NO	1879	1962	3841	56302
%	49	39	44	46.2
AVERAGE AGE: YEARS	16	17	16	
MONTHS	11	-	11	

2.2.6 ENGLISH LANGUAGE CURRICULA AND METHODOLOGY

In comparison to other countries, public education in the State of Qatar is relatively new. English Language instruction was not at the forefront of educational priorities of the system and thus was not more privileged either. Like other school subjects, it suffered the impact of lack of comprehensive scientific planning to guide the instructional process. The school curricula were not locally devised but rather borrowed from other Arab neighbouring countries such as Egypt, Palestine, Syria, Iraq, Jordan, and the Sudan, regardless of any drawbacks or inadequacies influencing those curricula. English Language teachers were either seconded or contracted from those countries. (Nagi, 1980)

Al-Ibrahim (1980, p. 21), was critical of the methods of curriculum assignments and development that prevailed in that era since they were decided upon at the ministry level and got distributed to the schools for mandatory use. He also observed that there was no planning at the school level but only a centralized process similar to all other educational planning functions.

In the early beginnings no one bothered to question whether the profile, motives, needs, etc, of the Qatari students were identical or similar to those of the students of those countries, and whether the imported materials met the needs of the Qatari students or not. These matters were understandably taken for granted since they are relatively new notions to the field of foreign language instruction and syllabus design in the absence of subject specialists, in addition to the fact that the situation in other Arab countries in this regard was not significantly better. The series "LIVING ENGLISH FOR THE ARAB WORLD" published by Longman was the one employed

longest for English Language instruction in the Qatari schools, with its underlying structural methodology that was prevailing in the 60's and in the early 70's. (Ministry of Education Report, Curriculum Department, 1988)

The Direct Method and the Audio-lingual Approach were the prominent methods in use for the teaching of English as a foreign language at the time, since they were dominant in the teachers pre-service programmes in most of the Teacher Training Institutes and Colleges in the Arab countries from which the English Language teaching force was recruited for the Qatari schools. In the case of ELT in the Qatari schools, the situation, marked by the absence of the necessary requirements of the methods, such as tape recorders, laboratories, etc, did not allow for proper implementation of those methods. Hence, the ground was paved for the Grammar Translation Method to take over being favoured by the constituency of teachers who found it - understandably - easier and less demanding on their part. (Abo Galalah, 1983, p. 4)

The Ministry of Education was concerned about the low language achievement of the Qatari students sent to universities where the medium of instruction is in English particularly in the United States of America and in Britain. The students were obviously in need of prolonged language courses to enable them to cope with their studies abroad. The English Language instructional programme was then brought under scrutiny being unable to fulfil the task that was then taken to have as its major objective enabling the students to cope with instruction in an English Language medium university. (Ministry of Education Report, Curriculum Department, 1988)

The dissatisfaction of the Ministry of Education coincided with the phase in which the curricula of all other school

disciplines were being developed by committees set up for the purpose. Thus, English Language was not an exception and the Ministry of Education took the initiative contacting the American University in Beirut in 1975 to advise and participate in the development of an English Language curriculum in the Qatari school system. This resulted in setting up a committee which submitted its report in April 1975. The report listed three main reasons responsible for the low standards of English Language attainment among the Qatari students:

- absence of specific aims for English Language instruction in the system;
- low calibre of the teaching force of English Language and the absence of in-service teacher training;
- inadequacy of the teaching methods employed in the field, in addition to the lack of proper management of both the Educational and the Administrative sectors in the system. (ibid, 1988)

The committee suggested solutions to be carried out in three phases:

Firstly: The Research Phase

A survey to analyze the learners' language needs and to list the possible future situations that are likely to encounter the learner, and thus specify the language content. The following measures were therefore named:

- * Conduct a test for all teachers of English. The "AUB ENGLISH PROFICIENCY TEST" was suggested as the testing instrument.

* Administer a language test to a stratified random sample of students from all levels including the students of the Faculty of Education. The "AUB INTERMEDIATE ENGLISH TEST" was suggested.

* Design a questionnaire to be administered to all teachers and to a random sample of students from those who sat the test.

* Conduct a survey to figure out the position of the target language among the Qatari work force who uses the target language, in order to decide when and how it is used.

Secondly: Course Design

The data collected from the surveys and the questionnaire conducted in the previous phase determine the course content and its design.

Thirdly: Pre-service and In-service Training of English Language Teachers

This phase was mainly geared to reorganize the programme of the Faculty of Education in terms of input courses, methodology of TEFL and the number of credit hours allocated to the field of specialization "English". The aim was to end up with a better quality of teachers among those who opted to take English Language teaching as a profession. On the other hand, the sector of old teachers who were actually working in the field was also addressed through intensive courses of in-service training. The overall aim was to orientate them to the new methods and techniques of TEFL. (ibid, 1988)

During that period (in the mid 70's), THE COMMUNICATIVE APPROACH made its way to the forefront of language instruction due to the contributions made by socio-linguists. It regards the target language not only

as a school subject to be learnt, nor as a grammatical system to be analyzed, but rather as a means of communication, used to do things and to satisfy needs. Wilkins (1983), among many others, (Yalden 1983, Munby 1978, Johnson 1979, Littlewood 1981, Richards 1985, Rogers 1986, Widdowson 1986, Brumfit 1984, Nunan 1988, etc), highlighted the aims of this type of methodology of language instruction arguing that it initiates in the individual learner the ability to create utterances in both the spoken and the written modes which reflect the desired social value in a message that could not be accurately predicted. Thus the language syllabus had to reflect the communicative function of language, something which was largely ignored by most language syllabuses at the time.

Regardless of the novelty of the underlying principles of the Communicative Approach and their vague application to the syllabus of foreign language teaching in general, and to the Qatari school system in particular, in addition to the difficulty of incorporating them in a syllabus to be taught for everybody in a centralized school system, with yet no aims set, the people responsible for the project were very enthusiastic and preceded into the production of an English Language series named "Crescent English Course". For that purpose, the Ministry of Education set up the English Language Teaching Development Centre to supervise the implementation of the project. This marked a drastic change in the history of English Language instruction in the State of Qatar.

2.2.7 ENGLISH LANGUAGE OBJECTIVES

The report of the team of experts from the American University of Beirut highlighted the absence of aims and objectives for English Language teaching in Qatar. The lack of specific aims and objectives was further

highlighted by the final report of the ALESCO team of experts invited by the Ministry of Education in 1982 to evaluate the now in use English Language materials "Crescent English Course". Their report stated:

- No official document specifying clearly the Aims of English Language Instruction issued by any educational authority could be traced.

- The ex-director of the Ministry of Education was quoted in a speech at the commencement of the first workshop held in Doha to discuss English Language instruction in Qatar in June 1976, of what could be regarded as a preliminary attempt to specify the general aims of English Language instruction as follows:

1 - To enable the learner to communicate in English with people from different nationalities in order to promote universal and human understanding.

2 - To enable the learner to gain knowledge and skills that prepare him to play a positive role in national development.

3 - To enable the learner to continue his higher education in an English medium university.

"The fact that English Language instruction was conducted without the guidance of clear cut aims and objectives has brought about enormous problems and confusion to those engaged in the task." (ALESCO Team, 1982)

The very broad aims set by the ex-director of the Ministry of Education were very ambitious bearing in mind the allocated time for foreign language instruction in Qatar. The discrepancy between what was wished to be achieved and what was possible was too high. For expectations to be realistic, the different inputs of the educational system

needed to be weighted and more carefully balanced. One striking example was the discrepancy between the level of proficiency expected of Qatari students and what was feasible in light of the allocated time for English Language instruction in the system. On the 9-band scale of the British Council for measuring levels of language proficiency, most British universities allow enrollment for overseas students on an average of 6.8 band or more. Carroll (1982), (British Council ex-testing expert) and others, claimed that the learner of a foreign language requires an average of 2 hundred hours of engaged time of instruction to move from one band to the other. This means that a learner in the Qatari school system requires about 1350 instructional hours of engaged time to be able to join an English language-medium university. Counting the allocated time for instruction assigned for English Language which amounts to approximately 820 hours, the average Qatari learner is therefore expected to be around band 4.1.

Qutbah (1990), commented on this issue saying:

"Neither the teachers nor the students seem to have a clear idea about the objectives of these courses in particular and about the objectives of ELT in general. In fact the lack of clearly stated objectives from the start, i.e. before the implementation of the Crescent English Course, lead the authors to hypothesize their own objectives without adequate field experiments." (Qutbah, 1990, p. 32)

He also argued that the results were consequently unsatisfactory which showed in the reports about the exam results published by the Ministry of Education in 1984, showing that English is one of the major subjects with high failure rates. (ibid, 1990)

The Ministry of Education has asked different bodies of experts from different institutions (British Council, Arab League Educational Cultural and Scientific Organization), to evaluate the project of English Language development. The outstanding comment in most of the reports was the urgent need to set specific and measurable language objectives. The Ministry of Education has therefore asked a committee to set language objectives that:

- are specific and measurable;
- are realistic, within the reach of both the students and the teachers and attainable in the framework of the allocated time for ELT;
- realize the communicative nature of the language and the integration of the language skills;
- assimilate the language instructional objectives drawn up by the Gulf Arab States Educational Bureau.

The final documents of the English Language objectives were ratified in 1986. (ibid, 1990)

The absence of curriculum objectives at the stage of development was a serious matter that has left the authors a free hand to set their own objectives to the course which appeared as teaching aims at the beginning of every teaching unit and step, all through the Crescent English Course. Those objectives, for one reason or another, did not guide English Language instruction to achieve better results, nor brought about better balance and integration between language skills. The issue of language objectives was consequently one major drawback which, among other factors, was responsible for the unhealthy situation of English instruction in the Qatari school system.

Emphasis was shifted away in the past few decades from mastery of language structure to mastery of language use. This was evident in language teaching. Most syllabuses of language teaching stand as good examples where the stated structural items are graded in suitable order for teaching ending up with ordered lists of structures. The structure is presented, drilled, and then practiced in context. Eventually, it is assessed to reward structural correctness in terms of ability to manipulate the language structures. (Brumfit & Johnson, 1979, p. 1)

Form rather than meaning was dominant in language teaching. Language views of linguists influenced greatly teachers' formulation of the task of language learning involved, giving little emphasis to the categories of meaning.

The transformational theory of grammar heralded by Chomsky's "Syntactic structures" though sharing one fundamental characteristic with structural linguists of laying emphasis on structures, represented a revolution in the aims of linguistic study till, it is no longer considered adequate. Chomsky's syntactic model changed the aims and techniques of linguistic study, with remaining concern of syntactic structure, offering new and alternative strategies for teaching the same thing. (ibid, 1979, p. 3)

Wilkins views past language teaching as not taking place in a kind of communicative vacuum in which structures are learned like a mathematical formula. He states that two levels of meaning, the conceptual and the functional levels have both received some attention in past language teaching, but have had inadequate treatment. (Wilkins, 1976)

Thus teachers' emphasis on mastery of structures was paralleled by a similar emphasis exerted by sociolinguists on levels of meaning and levels of functions within linguistics. This was a reaction which opposes viewing language as a set of structures but rather as communication in which meaning and uses to which language is put to play a central and important role. This marked the advent of the Communicative Approach to language instruction.

Stern concludes in his review of contemporary teaching strategies saying:

"The communicative approach has profoundly influenced current thought and practice on language teaching strategies that it is hardly possible today to imagine a language pedagogy which does not make some allowance at all levels of teaching for a non-analytical, experiential or participatory, communicative component." (Stern, 1983, p. 473)

Marton (1988), made a distinction between the notion of communicative approach and that of the communicative strategy of language teaching. The notion of the approach is not tantamount to the notion of the strategy but rather a broader concept since it includes not only a certain teaching strategy, but also a certain set of objectives, a number of methodological principles, a detailed description of some typical teaching techniques, etc. The communicative teaching strategy, on the other hand, is seen to be the leading teaching procedure within the framework of the communicative approach. It denotes only a certain generally conceived teaching procedure which is supposed to trigger a definite strategy of language acquisition. According to Marton, the essential characteristics of the typical communicative class are:

- 1 - Most of the class time is spent on speaking activities.

2 - Only target language is used. The use of L1 is only to facilitate the use of L2 (the target language).

3 - Most of the speaking activities practiced in class involve spontaneous exchanges in unplanned discourse so that communicative language is used rather than the modelled language.

4 - Negotiation of meaning and exchange of information represent the main focus of all classroom activities rather than the language form.

5 - Grammar explanations, exercises and drills have no room in the language classroom. Structures are taught implicitly so that they are acquired in a non-deliberate way, but as a by-product of participation in various communicative activities in class. This means that grammar tests are to disappear.

6 - The teacher is not supposed to correct directly and explicitly the learners errors, particularly grammatical ones. Instead, the teacher is only to expand on the erroneous utterance of the learner by repeating it correctly.

7 - The teacher is not the central figure in the language classroom. He only provides feedback to small groups or pairs of students, while walking round, listening in and providing help when needed. The teacher is, therefore, expected to allow the students to choose the topic and/or the form of speaking activity.

8 - Speaking activities may be structured in such a way that learners overcome an information gap or solve a problem.

9 - Instructed by the teacher, learners are encouraged to use communication strategies in performing communicative tasks that lead to a successful transmission of the intended meaning. (Marton, 1988, p. 39)

To conclude on the particulars of the communicative approach and the way it is manifested in the communicative syllabus, a theoretical comparison between the structural syllabus and the communicative one shows the former as aiming at the mastery of the grammatical system while the latter aims at communicative language needs as well as adequate learning of grammar. Structural syllabus teaches the form of the language while the communicative one is more concerned with the meaning and the content of the language. The structural syllabus highlights the usage of the language, whereas the communicative one is more concerned with the use of the language and the purposes for which it is learned. Accuracy and correctness constitute a fundamental aim in the structural syllabus, whereas the communicative syllabus is more concerned with the appropriacy of the message, i.e. saying the right thing in the right way in the right time. Structural methodology resorts to artificial practices and mechanical drilling in the language classroom, whereas the other one strives to stress authenticity of language through bringing life-like situations and materials into the classroom. Games and problem-solving tasks which involve ideally the use of language in a real-life way. The structural syllabus is mainly characterized as being syllabus-centred where all learners are ideally expected to learn the same thing in the same way at the same rate. The communicative syllabus accepts the fact that learners' communicative needs are different and thus, tends to be more individualistic. In the structural methodology, the teacher dominates the classroom, while in communicative language instruction the class is mostly student-centred. The teacher takes a less dominant role to allow students

to learn from each other. For many, the structural syllabus is unmotivating with very distant language goals. The communicative syllabus on the other hand, provides satisfaction by using the language from the outset. Enjoyment also adds to the issue of learner satisfaction. Lastly, the structural syllabus tends to ignore the social nature of language where the teacher is only an available partner for the learners in the language classroom. This is not the case with the communicative syllabus which is tailored to allow for co-operation among the classmates through pair and groupwork to allow for the social nature of language interaction to take place in the classroom which is expected to encourage the learners to initiate appropriate language. (English Language Development Centre, Training Section, 1982)

Willis (1990), in his argument for the lexical syllabus, highlights the pitfalls of the communicative methodology which he defines as:

"a methodology based on this kind of language use, in which learners are required to use language to achieve real outcomes." (Willis, 1990, p. 59)

He sees it as running into an obvious contradiction with the process of syllabus design.

He argues that:

"... sometimes the term "communicative" is used to describe an approach incorporating a notional-functional syllabus on the grounds that such a syllabus is expressed not in terms of language items, but in terms of that is communicated through language. But the methodology which realizes a notional-functional syllabus may be a presentation methodology which involves virtually nothing in the way of genuine communication in the classroom." (ibid, 1990, p. 57)

For him, communicative methodology is observed as being holistic in that it relies on the ability of learners to abstract from the language to which they are exposed, in order to create a picture of the target language. He is therefore, critical of the actual present implications of the communicative methodology as not aiming deliberately at language use, but are based on using language in the classroom to exchange meanings and only incidentally focus on language use.

Nunan (1989), is also indirectly critical of the communicative methodology and of its impact on the process of language instruction. He argues that:

"for much of this century, language teaching has been preoccupied with methods. In some extreme cases this has led to a search for the "right method". Methods tend to exist as package deals, each with its own set of preferred learning tasks." (Nunan, 1989, p. 2)

He states (and rightly so), that he is against the concept of "right method" that initially assigning different tasks to different methodological pigeon-holes. He certainly wins my vote in assuming that the planning of one's teaching should be on the basis of what actually happens in classrooms rather than on abstract statements on about what should happen.

Johnson (1989), stated that the present theories at this stage regarding communicative competence are abstract, speculative and fragmentary to the extent that they can not support and inform decision making in ends specification and evaluation for a coherent language curriculum. (Johnson, 1989, p. 5)

He says:

"Evolution not revolution must be the aim in language curriculum development, particularly at the classroom level. Radical change, whether well-motivated in terms of policy or an ill-motivated attempt to be fashionable, usually results in a loss of coherence which may take many years to remedy." (Johnson, 1989, p. 11)

The literature of the communicative approach presents a flowery picture and a bed of roses as if language learning problems are about to be overcome, as if the new trends in language teaching methodology have already achieved both the educational aims and those of language acquisition. Undoubtedly, this is not yet the case. Educationalists and linguists are still and presumably will be engaged to bring about better solutions and find out ways and means to overcome existing problems and others that are likely to arise. Again, it is of importance for those engaged in the educational process at large, and those in language teaching in particular, to accept the fundamentals of the fact that throwing the baby away with the dirty water is not the right way to hail innovation. It is well acknowledged that whatever approach to language teaching is adopted, it will have the potential to meet language teaching aims in some degree. The researcher finds the conclusion of Michael Swan's critical article of the communicative approach (1985) important to be included here in order to influence the way educators react to innovation in the field of language instruction. He says:

"As the theoretical pendulum swings from one extreme to the other, each exaggeration is followed by its opposite. We realize that we have been translating too much, so translation is banned completely. Grammar explanations are seen to have been over-valued, so grammar explanations are swept away. Generation A spends half its time doing structure drills; for generation B, structure drills are anathema. Contrastive studies promise the moon and the stars; when the moon and stars are slow to arrive, contrastive studies disappear for syllabus design as if they had never been. One approach fails to give sufficient importance to phonetics, or modal verbs, or functions; the next approach does nothing

but phonetics, teaches model verbs for thirty minutes a day, or announces that functions are more important than grammar, vocabulary, and pronunciation put together. Arguments for the current view are invariably highly speculative, extremely plausible, and advanced with tenacious conviction; if one looks back fifteen years, one can see that the arguments for the previous approach (now totally discredited) were equally speculative, just as persuasive, and put forward with the same insistence that 'this time we've got it right'." (Swan, ELT Journal Volume 39/2, April 1985, pp. 76-87)

The changes of methodology of recent years according to Wilkins (1986), have not changed the capacity of language teaching to meet general educational aims. Innovation in the methodology of language instruction does not provide reason for the abandonment of the traditional views and practices of language teaching. Both form and meaning of the language system are equally important being the prerequisites for communication in the language.

The same views are shared by Littlewood (1986). He says the following:

"The new dimensions of the communicative ability do not mean that it is unnecessary to internalise the grammatical system, which remains as ever the foundation for creative language use. What we now have to do, is to shape our practice within a broader, more comprehensive framework, in which new insights and old insights are combined". (Littlewood, In Innovation and Tradition, 1986, p. 27)

It is fundamental to all those who act as agents of change to figure out the right way for the introduction of innovation. The rightful solution does not lie in just acknowledging the urgency and importance of change denoting whether openly or implicitly that existing practices have to be denigrated. According to Wilkins (1986), successful adopting of innovation relies on the way it is presented. It is to complement and to extend existing practice, since no professionals like to be told that their skills are out-of-date or irrelevant.

"If innovation is put forward as replacing existing practice, then it carries with it the implication that the traditional approach is educationally unsuccessful and its practitioners perhaps professionally incompetent. It would not be surprising for teachers to react unfavourably to innovation in these circumstances." (Wilkins, In Innovation and Tradition, 1986, p. 8)

Both the English Language consultant to the Ministry of Education and the Crescent English Course, and the Chief Inspector of English expressed in a report for the Gulf Arab States Educational Research Conference held in Bahrain in 1983 the following:

"It must be admitted that although the developments imply changes in teaching methodology, the communicative approach has not yet developed as clear cut a set of teaching procedures as emerged from the structural approach. This might be just a question of time or it might be a reflection of the fact that foreign language learning is a much more complex and mysterious business than we were led to believe by behaviourist psychologists and those who based the structural/ audiolingual approach on their theories." (Bratton and Hussein, 1983, p. 5)

2.2.9 ENGLISH LANGUAGE TESTING

2.2.9.1 DESCRIPTION OF ENGLISH LANGUAGE TESTS IN THE QATARI SCHOOL SYSTEM

1. English Language tests in the Qatari school system are mainly of the achievement type tests.
2. With the exception of the School Leaving Certificate examinations, all other tests are now being prepared by the teachers in their schools for their own students. Examination papers are also marked by the teachers themselves.

3. Before the introduction of Crescent English Course, English Language tests were mostly concerned with assessing structural correctness and the ability to manipulate language structures. Test formats were also fixed and known to all those concerned. English tests were confined only to testing the reading and the writing modes.

4. When the Ministry of Education introduced the Crescent English Course, the English Language Development Centre was set up and undertook to prepare unified language tests for all stages using the new materials. Those tests were not text-book based but were supposedly devised to test the achievement of language objectives that were set by the authors. A testing co-ordinator was employed to do the tests. Later on, all tests, including monthly tests, mid-term tests along with promotion examinations were all given to teachers to prepare, administer and mark. The only exception to this rule were the general certificates tests which were prepared centrally.

5. More importantly, the four language skills were given the same weight in terms of mark distribution. This measure lasted only till the school year 1984/85.

6. For the first time in the Gulf area, the speaking and the listening skills were tested in the Qatari school system. The listening skill used to be tested right after the actual language test acting as one of its integral components. The speaking test used to be held one week before the actual examination.

7. In the year 1984/85, marks that were allocated for both the listening and the speaking skills were drastically reduced leading to the decision that combined both the two skills under what was called the 'oral test

which was ever since, administered one week before the language exam. Alongside those changes, a translation test component from English into Arabic and vice-versa was added to the language test format only in the secondary stage.

8. Till recently (1989/90), unified language tests of the school-leaving certificates used to have a fixed format and are text-book based to a great extent. These tests do not bear a good match to the specified language objectives which helped boosting the already flourishing market of private tuition. It also helped the shift to what was called by Johnson (1989, p. 6), "the hidden syllabus" where the examination is the ends specification, which also implies that the key question for the parties involved in the instructional process, be they teachers, inspectors, students, parents or even school administrators, is not the communicative competence level of attainment but rather being on the course for the examination.

9. All tests are prepared anew when the need arises. Mid and end of term tests, and promotion examinations are prepared by teachers and supervised by the inspectors to insure adherence to the norms. General certificate examinations are prepared by committees of inspectors headed by the chief inspector. The question of test batteries, test banks, validity and reliability of testing instruments, scoring parameters, analysis of discrimination ability of items, etc, are all but luxuries and redundant sophistication. Statistical analysis is normally done at the level of pass-fail percentages.

10. There is normally no time for any kind of analysis due to time pressure at the end of the school year. Examinations are held in the very last days with the intention to prolong the time allocated for instruction.

2.2.9.2 ADMINISTRATION OF ENGLISH LANGUAGE TESTS

1. Inspectors pay intensive visits to schools during examination times to ensure acceptable test conduct. They also supervise the marking of exam papers.

2. Special committees are chosen to administer the general certificate examinations. The idea is to provide equal opportunities for all candidates and to exclude possibilities of ill conduct. The examinations are also invigilated very strictly and marked by committees strictly supervised by the inspectorate and by other high ranking ministry officials. Nevertheless, there still are serious remarks that place this factor as one of the most critical factors that seriously impinge on the effectiveness of the instructional process of English Language in the Qatari school system:

- bearing in mind the fact that English is a compulsory pass/fail school subject for the entire student population starting at fifth year primary on words, the pass mark is 50% in the promotion levels and 40% at the general certificate examinations;

- the question of "borderline cases" during the marking process implies revising the papers that score 2 to 3 marks under the 40% rate. In most cases these papers are normally raised to get them to the minimum pass mark;

- other rules imply addition of a certain number of marks to students who are only failing one school subject in order to pass. English is one of the school subjects that benefit much of these rules having the stigma of being difficult.

The above rules and considerations become more serious in their impact when combined with the well established norms

in the field of testing in general which imply including a certain number of test items of a low level of difficulty in order to raise the morals and level of motivation of candidates. These items are normally of a low discrimination ability since they yield themselves to most candidates and therefore help most of them to score a certain number of extra points. In the same regard, it is also important to refer to the fact that the scores of the oral exams are subjectively done by the teachers. These factors combined, shed light on the situation and hopefully explain the mystery of students passing the language tests while being much below the desired level of proficiency. It is true that we cannot possibly expect the totality of the student population to excel in all school subjects including English, and therefore we accept the argument that the previous measures have strong educational grounds to allow a certain proportion of students to filter through the system if their weakness is only spotted in one or two subjects at most. After all, there are so many branches of knowledge and professions that do not require elevated standards of maths or languages, for example. Again, some might argue that it wouldn't be cost effective to fail students because of failing one school subject.

The other side of the coin is that some subjects including English suffer the impact of such policy a great deal. In a nutshell, testing and language examination policy in the State of Qatar leave a lot to be desired in terms of the role they perform and that they should perform in the field of language instruction in the country. Abbara (1991) wins my vote in his realization of the importance of the role and influence of testing in the field of language instruction. Some of the recommendations he suggested to improve the testing situation in the English Language field of instruction in the Qatari school system are accurate and worth investigating. Among other

recommendations, he highlighted the importance of the analysis of language tests in order to diagnose weaknesses and thus, provide basis for remedial teaching. He also stressed the importance of in-service training courses for teachers laying emphasis on the questions related to both validity and reliability in the field of language testing. (Abbara, 1991, pp. 211-221)

Thus far, the researcher has presented an analytical discussion of what he believes to be crucial areas that impinge on English Language instruction in the Qatari school system. These areas present hindrances in need of further efforts to face their consequences on English Language teaching, especially those that relate to the teacher, the student, English testing, the course and the methodology.

2.3 STATEMENT OF THE PROBLEM

Developing programmes and materials for foreign language instruction involves multiple overlapping issues and variables due to the complexity of human language together with the wide variety of circumstances in which the foreign language is taught. In the attempt to design a syllabus for English Language instruction as a foreign language, the language planner has to bear in mind the need to address major successive phases that are pertinent to the task. At the forefront of those phases comes the fact-finding stage whereby the language planner undertakes to furnish the foundation with facts about the language situation in a given setting. This is of importance to enable the planner to isolate the problem and then to suggest alternative strategies and solutions to accomplish the goals of the programme. The implementation stage of favoured solution follows paving the way for the final phase of programme evaluation and necessary revisions.

The fact that language planning takes place in a social context implies the necessity to address the socio-linguistic factors such as the assessment of the perceptions of the target population and their attitudes along with other reflective factors that will be identified in a later stage. Hence, the objective of this study is to address the fact-finding stage of syllabus design aiming at providing a clear picture of the status of English and its role in Qatari society through analysis of perceptions and attitudes of various sectors in the society. This will be carried out according to the model of the fact-finding stage of Dubin and Olshtain (1986, p. 7). (See page 58) Thus, the study aims to provide relevant answers to the following questions:

1. What is the English Language teaching force like in the Qatari school system?

2. What is the profile of the student in the Qatari school system?

3. What is the English Language setting like in Qatari society with regard to the role of L1 (Arabic) in terms of:

- * Arabicization;
- * Arabic being the formal language;
- * Arabic being the medium of education;
- * the support English Language receives from the system?

THE FACT-FINDING STAGE: ASSESSING SOCIETAL FACTORS

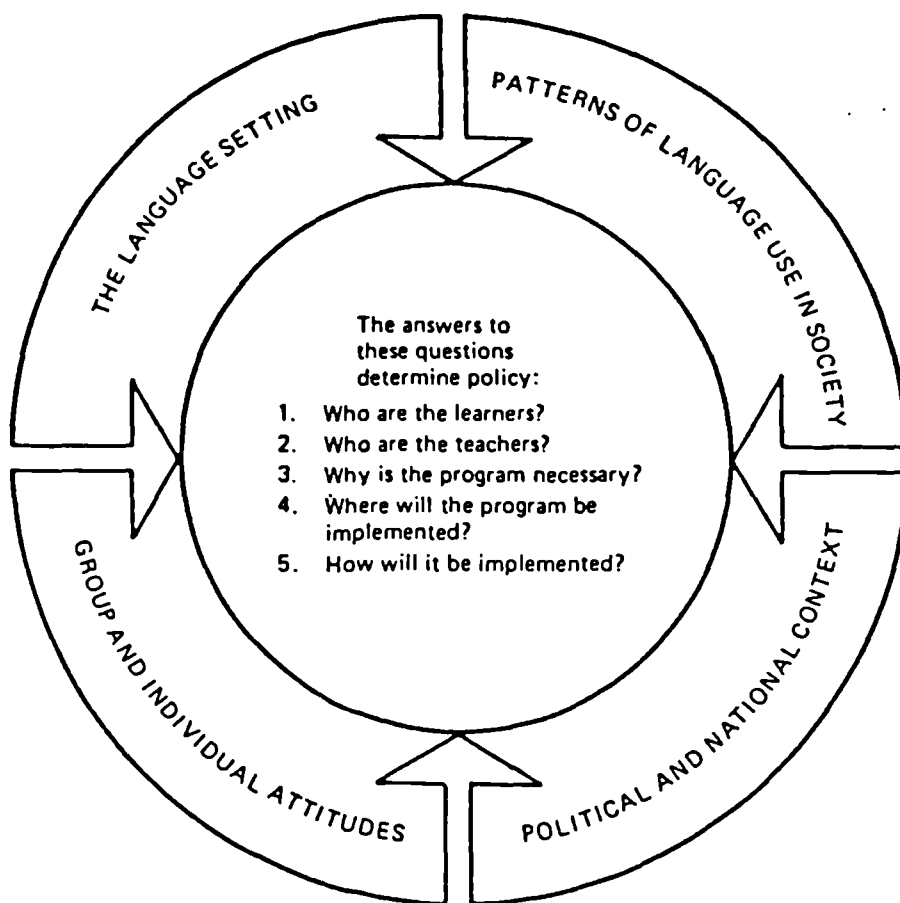


Diagram 1 The fact-finding stage

(Dubin and Olshtain 1986:P.7)

4. What is the role of L2 (English) in the society being:
- * the first foreign language in both the school system and in the university;
 - * the language of wider communication in the society?
5. What is the role of English in the Qatari labour market, in other sectors of the society, and in the Qatari process of modernization?
6. Where is the place of English on the Mother Language _____ Foreign Language 10-point scale?
7. What is the role of English in comparison to the different roles of other foreign languages that exist in Qatar, namely:
URDU, FRENCH, GERMAN, PERSIAN AND HINDI?
8. What is the extent of use and importance of English in various life situations?
9. How effective is English instruction in the school system?
10. What are the students' and the adults' attitudes to English?

2.4 PURPOSE OF THE STUDY

The purpose of the research is to describe and evaluate the role and status of English in Qatari society through the assessment of the perceptions and the attitudes of the people. The idea is to lay the basis for proper measures for English Language syllabus design for the Qatari school system. This will in turn furnish grounds for other work to accumulate on the findings of this study as a continuation of the process of syllabus design in the

attempt to reach a workable and suitable English Language syllabus for the Qatari school system. This would eventually lead to the production of desired course materials that are to remain for a lengthy period of time.

2.5 SIGNIFICANCE OF THE STUDY

The degree of probability in educational systems in general is very high due to the fact that the variables involved in those systems are numerous to the extent that it becomes normally difficult to detect the weaknesses with a high rate of reliability. One of the major weaknesses of educational systems in developing countries in general is the lack of research whereby decisions on most levels are based on speculations and hunch feelings rather than on empirical evidence. This fundamental fact marks the situation of English Language curricula in the Gulf area in general and that of Qatar in particular. The influence of socio- linguistics on language syllabuses and language methodology has also highlighted the importance of variables that were neglected in the past which imply a thorough study and clear recognition of the societal factors pertaining to the social setting of the language, the learners' needs and those who teach it. This study has the advantage of being probably one of the pioneers of its kind in the Arab World to address an area which used to be taken for granted, if not utterly neglected, in the past. It is certainly the first of its kind in the State of Qatar. The study deals with a collective body of variables relating to the perceptions and the attitudes of people toward the role and status of English in the community, in addition to other factors pertinent to English Language teaching and syllabus design. The findings of this study will be of use not only for syllabus design purposes in the Qatari school system but to the Qatari higher education at Qatar University, and to the other agencies that are in the

business of tailoring materials for language courses in Qatar. Relating to the same issue, it is also possible to argue that the factual and attitudinal factors subject to assessment in this study constitute a representative sample of variables of the like in the Gulf area at large, and therefore findings could, with caution, be extrapolated to other language situations in the other Gulf states. In this chapter, the researcher spells out the dissatisfaction felt of the educational authorities and those engaged in the field of language teaching with the materials in use, with the current language situation in the school system and with the results of language attainment through a detailed analysis of the problematic areas of language instruction in the country. One of the main factors responsible for the present language situation is the fact that decisions regarding language curriculum planning and syllabus design were not based on empirical evidence and research work regarding the multiple variables involved in the task. This study is an attempt to scientifically address the fact-finding stage of syllabus design as it actually is. This is a contribution to set right the distorted picture of foreign language instruction and to bridge one of the gaps in this domain. One other significant contribution of this study is the attempt to put into practice the theoretical concepts of sociolinguistics and psycholinguistics in the field of language teaching and syllabus design, which may be considered as a humble contribution on the part of the researcher to human knowledge in this field.

2.6 DEFINITIONS

Unless stated otherwise, the given definitions state what the researcher means by the following:

- * Instruction = Teaching and learning processes
- * ELT = English Language teaching

- * TEFL = Teaching of English as a foreign language
- * Target language = English Language
- * Mother tongue = Arabic
- * Stage = Reference to the Primary, Preparatory and Secondary Stages of the Qatari school system.

2.7 SUMMARY

Chapter Two of the thesis attempted to provide detailed analysis of the problems that English Language instruction encountered in the Qatari school system in the previous decade. Those problems are of various types due to the issues that caused their existence. The researcher attempted to shed light on the past history of English Language curricula in the country and the types of methods that were employed and to give a good description of the teaching force of English in the system. Other areas were also subject to investigation being relatively responsible for the unsatisfactory language standards and poor level of language achievement. Of these areas were, language objectives in the Crescent materials and national objectives, the communicative approach and the way it was received by various sectors of English work force, the way English is tested in the Qatari school system, the influence of the centralized educational system over ELT in the schools. A brief description of the profile of the student in the Qatari school system was also provided, in addition to the statement of the research problem along with the purpose and the significance of the study. The aim of this chapter is to make it clear that the instructional processes of English Language instruction in the Qatari school system are far from being ideal. There are serious problems that have left their impact over the whole system of English teaching. It is not possible,

therefore, to investigate possibilities of development without learning the lesson well in an attempt to base future decisions on empirical research rather than on intuitions. This in itself would be a step forward in the long march to set things right for future generations.

CHAPTER THREE
THEORIES OF LANGUAGE PLANNING,
CURRICULUM PLANNING AND SYLLABUS DESIGN

3.1 INTRODUCTION

Chapter Three aims at laying the theoretical foundation for the main concepts involved in the field of language teaching namely curriculum planning and development, language planning and syllabus design. The underlying principle of this relies on the issue that language instruction in the school system is an integral part of the general curricula that are on offer. It is not right nor possible to build on the assumption that language instruction in the previous decade did not meet with an overwhelming success to match our ambitions, and that the previous efforts of educationalists are to be laid redundant where a new start should be attempted. The accepted norm is that efforts are always complementary in the sense that revision and development are to be regarded as continuous processes to meet the ever changing world marked by a knowledge explosion in almost every field.

English, being the language of wider communication in so many countries all over the world, has witnessed a great deal of intensive work from both theorists and professionals in the field of teaching, in all aspects of instruction and language planning, such as the areas of methodology, teacher training, course design, socio-linguistics, motivation of both students and teachers, needs analysis, etc. One main area of language instruction is syllabus design and preparation of instructional materials. This particular area is viewed as a major issue that needs to be considered scientifically. It should receive considerable attention being at the forefront of all other variables of language instruction and curriculum development.

Language teaching theorists and practitioners worldwide, exercise themselves with course design in an attempt to bring about better solutions to the everlasting problems of language teaching, language learning and language acquisition. The majority of language learners continue to struggle with large classes, limited text-books, few contact hours and years of un-intensive study. This is mostly the case of all language learners regardless of whether they study the language as their mother tongue or as being a foreign language. In the case of foreign language instruction, the picture appears to be more gloomy due to the short time that is usually allocated to the task of foreign language acquisition in addition to the complexity of human language in general. The aims and objectives are frequently far from being specified in measurable terms. Multiple issues and variables, along with a wide range of circumstances are involved in a cumulative manner to make the effective realization of foreign language goals nearly impossible. When facing the consequences of such a case, policy makers - who do not normally realize fully the implications of this situation - tend to resort to change and to innovations on the basis of their best intuitions without acquiring the perspectives from which to focus on the totality of issues pertinent to foreign language instruction.

Professionals in the field of foreign language teaching find themselves involved in tasks quite removed from their immediate instructional duties to plan for courses or to write materials. Specialized background knowledge of planning for courses and of writing materials is commonly glossed and ignored in many university programmes in applied linguistics, English Language teaching, and teacher training. Graduates of such programmes who are called upon to fulfil course design tasks without having received the proper training to do so. These issues add to the problems rather than solve them. .

It is true that the effectiveness of foreign language instruction in a given situation is greatly influenced by many variables namely the political power, the socio-economic development of the community, the national and the local identity of the target population and their cultural values, the teaching force of the system, in addition to the profile of the target students and their attitudes towards the acquisition of the target language. This suggests that effective language instruction requires serious scientific treatment through cautious planning of the totality of variables involved in order to ensure better realization of goals.

3.2 LANGUAGE PLANNING

Kennedy views language planning as:

"... a problem-solving activity concerned with deliberate language change for specific aims, which may be social, political, or educational, or a mixture of the three." (Kennedy (editor), 1984, p. 13)

Rubin and Jernudd, 1971, and Rubin, in Fishman, 1972, address the issue of language planning. For Rubin,

"language planning focuses upon the solutions to language problems through decisions about alternative goals, means, and outcomes to solve these problems." (Rubin, in Fishman (editor), 1972, p. 477)

She prescribes four kinds of factors or organs of planning namely:

- preparation of plans that is based on a theory of need determination, assessment of wants and needs, means and ends, and turning them into planning resources and requirements;

- decision regarding the theory of choice whereby objectives and instruments are fixed;
- implementation of plans and the mobilization of participating actors;
- and, lastly, control and testing the aims against the deeds and attainment of targets.

She also highlights the importance of knowledge about second language learning and its universal qualities which in her view can be useful if it is taken from within the local situation in order to establish the importance of that knowledge. Fact-finding helps the planner identify the needs and isolate problems related to social and cultural para-meters that will be relevant to the establishing of goals, strategies, and predicted outcomes. (ibid, pp. 478 - 482)

Rubin, in Kennedy (editor), 1984, pp. 4 - 15, views language planning as being of future orientation which implies that the outcome of the policies and strategies must be specified in advance of action taken. In naming other variables that need to be considered in the language planning process, she draws attention to a variety of other sectors of polity that will be using the language code of certain preferred specifications, such as the modernization and standardization of lexicon, grammar,

pronunciation or discourse. This tends to define the language problem in terms of social needs and broader socio-economic goals which again imply that the needs of those tending to use the language should be analysed in ways to help decide the course content in terms of vocabulary load specific to the needs analysed, grammar content and methodological ways of presentation, pronunciation exercises and the framework and layout of the course content in its final form.

Fishman, 1989, views language planning as follows:

"The term language planning refers to the organized pursuit of solutions to language problems, typically at the national level... It implies directed change towards a desired goal. The goal constrains and explains the activities engaged in on its behalf."
(Fishman, 1989, pp. 287 and 295)

Kennedy sees language planning as focusing:

"not merely on linguistic phenomena, but rather on the socio-political motivation or rationale behind the iso-lation of the language problem." (Kennedy, 1984, p. 1)

He lays emphasis on social concerns being a driving force that relates and motivates the changes in language code. These concerns are necessary for proper language planning and, if sacrificed, the whole effort is doomed to great frustrations and waste of funds. He is also critical of educational programmes that are isolated from real life situations. The language problem, for him, must arise from the social setting, the need must be felt by the

target client group so that they perceive the advantages.
(ibid, 1984, p. 1)

Paulston notes a considerable confusion regarding the salient issues debated in language planning and argues that in many cases decisions are primarily made on political and economic grounds and reflect the values of those in political power. Linguistic issues per se are of minor concern.

Aiming at the identification, analysis, and treatment of language problems, Paulston recommends the distinction between the situation where language problems are legitimate ones of language and that where they are merely symptomatic of social and cultural problems. She debates that government officials do not unfortunately often base language decisions on language data, either out of ignorance or because political situations are given precedence. For the linguists to have the kind of impact that is needed on linguistic input in language planning, Paulston urges them to take the initiative in sensitizing the decision makers to the importance of it. (Paulston, in Kennedy (editor), 1984, pp. 55 - 65)

In the introduction to language planning survey's section, Kennedy shares the views of other theorists regarding the impact of politics on language planning. As a result of reviewing different surveys in this field, he observes that:

"... in many of the countries in which the survey was conducted, the decision as to language choice had already been taken and implemented, and that the major function of the research team in these cases was the documentation and evaluation of already established policy. ... Policy decisions had been made not on linguistic but political, historical, and practical ideological grounds..." (Kennedy (editor), 1984, pp. 1 - 3)

He assumes that the linguistic problem may not be given any chance of recognition by policy makers unless it is presented with a shared ideology between planner and client.

Johnson comments on the same issue saying:

"National language policies are determined by socio-political pressures which vary from one culture and socio-political system to another; the primary consideration of most governments being to maintain, and if possible extend their power, influence and acceptability. Policy statements tend to be utopian. Promises are cheap, hope springs eternal, and there are no limits on what is desirable. It is not the business of language curriculum specialists to tell governments or the public what they should want, but it is our business to state what is and what is not attainable and the costs of implementation." (Johnson, 1989, p. 3)

Whitely quotes Charles Ferguson, 1966, discussing the language situation in given countries as saying:

"... the fact remains that the availability of accurate, reliable information on the language situation for a country can be influential in making policy decisions and is of tremendous value in planning and carrying out the implementation of the policies..." (Whitely, in Kennedy (editor), 1984, pp. 68 - 79)

Therefore, Whitely considers the full scale description of the language situation in a given country as constituting a useful and important body of data for social scientists of various interests.

Dubin and Olshtain share other writers' views in the field of language planning and language input. They recognize the curriculum which is not in line with the broader community's concepts of language education and does not accommodate the immediate expectations of teachers and learners may just gather dust on a shelf. (Dubin and Olshtain, 1986, p. 3)

In short, the debate in language planning raises the fact that it is a deliberate and organized change to achieve social, political, and educational aims. It does not only focus on linguistic phenomena but on other socio-political concerns that motivate change which is of a future orientation. It also raises the question of tension that takes place between political and linguistic issues and realities. Nevertheless, the emphasis should be primarily based on language data rather than solely on political and economic grounds. It should also cater for both the community's concepts of language education in terms of the expectations of teachers and learners. The role of the linguist may therefore have to involve his consideration of political forces as well as linguistic policies in any recommendation he might make as a language planner.

The case of language planning in the State of Qatar is not drastically different from the same situation elsewhere. Since the system is a centralized one, it leaves linguists and other concerned parties like teachers and students little say in the matter. Having said that, it is of importance to note that the status of English in the curricula is a prestigious one, underlining the important role that it actually performs in the society. It is necessary to note in this regard that both politicians and decision makers are of the opinion that English should be seen to perform an even bigger role in the process of modernization in the country. Both politicians and linguists spare no effort to better the ELT situation in the country which is facing serious hindrances on many fronts.

3.3 STEPS OF LANGUAGE PLANNING AND SYLLABUS DESIGN

Taba (1962), lists the following steps as a guideline for curriculum planners in general which are also applicable to language planning and language course design:

- 1 - Diagnosis of needs.
- 2 - Formulation of objectives.
- 3 - Selection of content.
- 4 - Organization of content.
- 5 - Selection of learning experiences.
- 6 - Organization of experiences.

7 - Determination of what to evaluate and the means of evaluation. (Taba, 1962, p. 12)

Although Taba's list does not allow for detailed classification of both broad national goals and narrow course objectives for the teaching of language skills and competencies, still the steps she suggests shed light on crucial issues pertinent to course design as well as to general curriculum planning.

Rubin addresses the same question of language planning laying down priorities for the planning process. The first stage is the fact-finding stage where the planner is expected to gather substantial data about the situation in which the plan is to be effected. It is also necessary for the planner to analyze the needs of the target client, as well as the socio-linguistic setting where the plan is to take place. The patterns of language usage need to be utilized alongside the way the plan is to relate to those patterns. Again the fact-finding stage should also provide the language planner with information concerning the continuing socio-economic and political processes and the value of already functioning language models in the target community.

The second step in Rubin's views is the decision making phase. The language planner is supposed to decide on the degree of priority he is to assign to language problems.

This issue implies assessment of the values and the attitudes of the target population which in turn, leads to the stage of goals setting at several levels, especially at the legislative level. This is attainable through the establishment of the general goals and assigning the responsibility for the implementation of the plan. The definition of the mandate in clear-cut and specific terms, whereby the funds and the capabilities of the staff are re-considered, in addition to the definition of goals in terms of the local situation. These are all pre-requisites to ensure the effectiveness of the second phase.

The third step is that of implementation which asserts the mobilization of resources and general financial and personal management. This task involves motivation and supervision of those concerned alongside the management of the programme and its targets and the sequencing and co-ordination of related aspects of the policy.

The final step - as described by Rubin - is evaluation and assessment. This step is to gage whether the actual outcome matches the predicted outcome; and if not, why not. (Rubin, 1984, pp. 6 - 8)

Paulston distinguishes between what he calls language "cultivation" and language "policy". "Language cultivation" for him, deals with matters of language, and

"language policy" deals with matters of the society and nation. He differentiates between three phases in the language planning process using the terms "language determination", "language development", and "language implementation". "Determination" corresponds to policy and initial decisions among alternate goals, means and outcomes. "Development" refers to the working out of means and strategies to achieve one's putative outcomes. "Implementation" is the actual attempt to bring about the desired goals. Paulston does not regard the chronological order of those steps as compulsory, but may occasionally be reversed so that the determination simply becomes the official ratification of already implemented and accepted language use. (Paulston, 1984, p. 55)

Rodgers (1989), calls the political analyses and the construction of political strategies "polity determination". Accordingly, he proposes a polity planning framework for language curriculum design consisting of factors relating to:

- knowledge which attends to subject area, knowledge base and structure, course materials and outcomes;

- learner in terms of group size, homogeneity, teachability, motivation and attainment expectations;

- instruction in terms of curriculum design, educational plan, instructional media, training of teachers, schools in the system and their problems in addition to other competing programmes;

- management which refers to local and international efforts exerted and the extent of involvement, time and team development, reputation of the agency that sponsors the scheme and its leverage and the resources set for development.

This framework is meant to be the device that stimulates group discussion, evaluation and problem solving, especially when language development is the kind of task that involves group planning. (Rodgers, in Johnson, 1989, pp. 29 - 31)

Johnson presented a decision making framework that would help reach a coherent language curriculum that attempts to avoid the almost always inevitable mismatch between the policy and learning outcomes. He states cumulative stages for curriculum development in terms of planning, specifications of end and of means, and of implementation of the programme in classrooms. Each of the stages requires a certain role of decision making starting by the policy makers, needs analysts and methodologists, authors, trainers, teachers and then the learners themselves. The decisions should result in producing the policy documents

for the planning stage, the syllabus that matches the ends and means, the teaching material and the course content, in addition to tailoring the training programme for the implementation of the programme, and finally by deciding on the teaching and learning strategies and techniques that take place in the classroom between the teacher and the learners.

He argues that coherence can only be attained and the mismatch remedied by the accessibility of the processes and products of decision making to investigation which should be regarded as mutually consistent and compatible. (Johnson, 1989, p. 3)

The steps of the process of course design are chronologically set by Dubin and Olshtain (1986), and are taken by the researcher to be the base for this study in addressing the first step which is the fact-finding stage. This step seeks to assess the societal factors whereby information is gathered to provide answers to key questions related to the learners, the teachers, the necessity of the programme, the setting in which the programme will be implemented, and the how of implementation. Such data will furnish the basis for establishing policy and formulating the goals of the programme; being the second crucial step in the process. Dubin and Olshtain also suggest areas to be investigated for data collection namely the language setting, patterns

of language use in society in the educational system, in the labour market, and in the process of modernization of the society; in addition to the group and individual attitudes towards the language and the political and national context in the society. The third step they name, deals with the realization of goals through instructional plans which is the actual translation of the philosophical and the theoretical views about language and learning into operational goals for instructional plans. (Dubin and Olshtain, 1986, pp. 6 - 18)

The same views are shared by White (1972), who sees it perilous to ignore the social factors affecting the use of language in the community where the course is to be implemented. English teaching objectives will be determined by the following:

1. The extent to which English is known in the country as a whole.
2. The ways in which it is used.
3. The form or forms of the language most commonly employed.
4. The attitudes of the community towards the acquisition and the use of English.

The steps that should be followed, in his opinion, are restricted to obtaining information on these factors and ways of applying this information in the selection of objectives, content, and method in English teaching. Both

are vital initial steps in the setting of an effective and meaningful English syllabus. (White, 1972, ERIC, EJ, p. 15)

When writing about the applications of a Notional Syllabus, Wilkins touched upon the steps of constructing language syllabuses. He considered the definition of objectives as being the first step of any language syllabus or course design. These objectives will be based - whenever possible - on an analysis of the needs of the learners; and the needs, in turn, will be expressed in terms of the particular types of communication in which the learner will need to engage. (Wilkins, 1986, p. 55)

Nunan (1989), presented steps that should be addressed in the preparation of the learner-centred curriculum in language instruction especially for adult learners. He is of the opinion that teachers and learners should be given more responsibility in deciding and negotiating language curriculum. This would increase the likelihood that the course will be preserved as relevant and that learners will be sensitized to their own preferences, strengths and weaknesses. It would also make them more aware of what it is to be a learner, and will develop skills in "learning how to learn".

The procedures he suggests for this kind of pre-course planning begin by a starting point of collection of

various types of biographical data concerning current proficiency level, age, educational background, previous language courses, nationality, marital status, the length of time spent in the target culture and previous, current and intended occupation. The second step would be to determine the learner needs through needs analysis which in turn would determine the objectives. Then comes the role assigned for participants in pre-course planning where the teachers who are to direct the course should be the key ones in addition to the learners who are to take part in it. It is possible to include curriculum planners and advisors as well who should all be involved in collecting different types of information at different points in the life cycle of the course. Grouping the learners in appropriate ways is the step to follow. Nunan is critical of the most commonly used criterion of proficiency level on intake being the most preferable and is of the opinion that good administration may help a great deal in this regard. This would be followed by deciding on the nature of learning activities which should be evaluated by the teachers as well as by the learners in order to facilitate their ongoing control of their learning. (Nunan, 1989, pp. 42 - 53)

A consistent agreement amongst theorists and language planners can be detected regarding the process of language planning as being a serious task that needs to be addressed scientifically and with considerable caution.

In addition to the linguistic component, the language planner has to cater for the societal factors involved. Socio-economic, socio-political, as well as the level of motivation and immediate expectations of the clients based on thorough analysis of their needs; are all factors that impinge on the process of language planning. Religious doctrine and ethnic beliefs are also fundamental issues and basic components to the cultural side that cannot be ignored. This denotes that good grounds, furnished with full-scale description of the entire language setting in a given community, constitute an essential and important pillar for successful language planning. It is also evident that a balance needs to be struck between the linguistic input and other factors; be they political, historical, or ideological factors which are normally imposed by policy makers. It is partly the task of the language planner to present the linguistic problem with a shared ideology between the planner and the client if it is to be given a chance of recognition by the policy maker.

Another overriding agreement regarding the steps of language planning can also be traced. Most, if not all, theorists of this field are of the mind to begin the language planning process by addressing the societal factors and the diagnosis of the language needs of the clients. Once achieved, and relevant data collected, there follows the stage of formulation of objectives,

followed by the phase of content selection and organization in a syllabus design that appeals to the setting. Actual implementation of the designed materials is normally carried out. As for assessment and evaluation processes, they should be regarded as continuous processes to take place at every stage of language curriculum planning and development with the intention of compiling the necessary feedback successively in order to make the language curriculum model a cyclical model rather than a linear one. These steps should lead to an acceptable match between the actual outcome and the predicted output.

3.4 CURRICULUM PLANNING AND SYLLABUS DESIGN

Specifying what is to be taught to the young has always been a fundamental issue to the society itself, to the various constituent groups and to the young themselves. During the last two decades, this issue has received systematic response. Curriculum planning is more than an educational or pedagogic response; it has political and social implications as it helps in shaping the young peoples' views of themselves and of their world. It has inevitably a focus for value conflicts and its management is a political act. (Kansas Report, 1958, in Lawrence and Stenhouse, 1976)

Curriculum is a political term covering numerous variables pertinent to almost all studies related to the field of

education. The diversity of definitions of the term "curriculum" reflects the fact that the term is used loosely by different authors depending on how each one conducts his/her work and curricular thinking. To some, curriculum as a concept refers only to the book of instructions handed to teachers being a written prescription of what is intended to happen in schools. Others equate it with the intentions of the school than with its performance.

"... basically the curriculum is what happens to children in school as a result of what teachers do. It includes all of the experiences of children for what the school should accept responsibility." (Kansas Report, 1958, in Lawrence and Stenhouse, 1976, p. 2)

In the International Encyclopedia of Education (p. 1137) the editors comment on how curricula are chosen for adaptation.

"...It is assumed that adapters have a clear idea about the needs of their target population and are determined to choose the best curricula. In reality, however, the picture can be very different." Bloom is quoted (1979) describing different procedures used to select curricula for adaptation as: a) only one choice possible; b) first seen, first chosen; c) first offer at recommendation accepted; d) intuitive choice among some feasible projects; e) intuitive but reasoned choice among feasible projects; f) choice based upon pre-determined criteria; g) synthesis of a new curriculum based on others..." (Husen and et al., 1985, p. 1137)

Such definitions reduce the study of curriculum to the empirical study of the school. To others, curriculum in

not the intention or prescription but what happens in real situations. It is the existing state of affairs in schools; what does in fact happen. A third party takes a middle standpoint stating that the curriculum study is concerned with the relationship between the two views of curriculum as intention and as reality.

This leads to the fact that the term curriculum cannot possibly be specifically defined outside the actual context of a particular field of study.

Since the field of this study is primarily concerned with the paving of the ground for designing a language syllabus for the Qatari school system, it also joins boundaries with the area of curriculum respective to the field of TEFL. In language planning the two main concepts of curriculum and syllabus overlap in many cases. Some authors and theorists tend to use the two concepts interchangeably, while others attempt to make clear-cut distinction between the two. Dubin and Olshtain use the term "curriculum" equal to the term "programme" to describe the broadest contexts in which planning for language instruction takes place, either on the national level or for a community's schools.

The term "syllabus", on the other hand, is used by them as a more circumscribed document, usually one which has been prepared for a particular group of learners. .They also

state that the term "syllabus" has recently taken on a special meaning concerning the specification of language content alone. (Dubin and Olshtain, 1986, p. 3)

This does not clash with the general concept that regards curriculum design as being the site of abstract relationships embodied in the designed curriculum for any given subject.

Syllabus design, being concerned with language content only, is also the theoretically significant output of the curriculum planning process in this field. It must present itself as a single material entity and in a schematic way. It is the set of relationships embodied in the language material-in-use which are capable of affecting a group of language learners.

So, as concepts, curriculum design or language syllabus design are difficult to specify explicitly and precisely, therefore a method is needed for representing the politically effective features of a set of syllabus materials schematically, so that design elements can be identified and treated analytically. It may be presented by the choices that enter into their creation. (Walker, 1971, pp. 51 - 60)

In an article edited by Brumfit, Stern pinpointed a weakness in the curriculum scheme of the major works of language teaching theorists as failing to make any

reference to curriculum concepts which were being developed in educational theory, but rather confining their contributions to the framework of applied linguistics. (Stern, in Brumfit (editor), 1984a, pp. 10 - 11)

It is only recently that a distinction between the concept of "curriculum" and that of "syllabus design" has been attempted in the field of language instruction and material development. Rodgers (in Johnson, 1989), stated that language curriculum includes specifications for providing inputs to syllabus design and for measuring outcomes of syllabus-based instruction. Language curriculum development processes are typically seen as needs analysis, goal setting, syllabus design, methodology and evaluation. (Rodgers, in Johnson (editor), 1989, p. 28)

Allen 1984, states his views about curriculum in relation to syllabus which he observes from what Nunan calls the narrow view:

"curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an education programme. Syllabus, on the other hand, refers to that sub-part of the curriculum which is concerned with the specification of what units will be taught (as distinct from how they will be taught which is a matter of methodology)". (Allen, 1984, p. 61)

White (1988), suggested that the reason behind ambiguity in this domain is due to the fact that the two concepts of curriculum and syllabus are taken to give different connotations in the two countries, Britain and the USA.

"In Britain, "syllabus" refers to the content or subject matter of an individual subject, whereas "curriculum" refers to the totality of content to be taught and aims to be realized within one school or educational system. In the USA, "curriculum" tends to be synonymous with "syllabus" in the British sense." (White, 1988, p. 4)

For Nunan (1988), "curriculum" is concerned with the planning, implementation, evaluation, management and administration of education programmes, while "syllabus" focuses more narrowly on the selection and grading of content. (Nunan, 1988, p. 8)

He regards syllabus as selection and grading of content as divorced from methodology, while the other traditional view combines both under the term "syllabus". He takes as his point of departure the rather traditional notion that:

"... syllabus is a statement of content which is used as a basis for planning courses of various kinds, and that the task of the syllabus designer is to select and grade this content." (Nunan, 1988, p. 6)

Breen (1984), views syllabus from a wider perspective to include learning processes and instructional pedagogy. He states that:

"... every syllabus will express - however indirectly - certain assumptions about language, about the psychological process of learning and about the pedagogic and social processes within a classroom."
(Breen, 1984, p. 89)

White listed the summary of Brumfit (1984a) which he considers to be a consensus as to what a syllabus is:

1 - A syllabus is the specification of work of a particular department in a school or college, organised in sub-sections defining the work of a particular group or class;

2 - It is often linked to time, and will specify a starting point and ultimate goal.

3 - It will specify some kind of sequence based on:

a) sequencing intrinsic to a theory of language learning to the structure of a specified material relatable to language acquisition;

b) sequencing constrained by administrative needs, eg materials;

4 - It is a document of administrative convenience and will only be partly justified on theoretical grounds and so is negotiable and adjustable;

5 - It can only specify what is taught, it cannot organize what is learnt;

6 - It is a public document and an expression of accountability. (White, 1988, p. 3)

It is tempting to indulge into the wide area of specifying kinds of language syllabuses in the domain of TEFL starting from structural and grammar syllabuses leading to notional-functional and even to lexical syllabuses and their specifications. However, this area is a specialized one in the domain of language instruction and no doubt requires a detailed study of its own, a matter that might distract this study from its purpose due to the complexity of the task. The researcher, therefore, decided to confine himself to provide a brief account of what syllabus design is in relation to curriculum studies.

It is also worth noting that any attempt to plan for curricula in various fields of knowledge in general, and in the design of language instructional materials in particular, has to have a sound theoretical basis alongside specific and explicit method to represent effective features of instructional materials schematically, in order to enable analytical efforts to ensure optimum effectiveness along the lines of the new scientific trends in this field. Therefore, the researcher finds it necessary to briefly engage in reviewing the most currently outstanding curriculum planning models.

3.4.1 THE OBJECTIVES MODEL OF CURRICULUM PLANNING

The Objectives Model has its roots in behavioural psychology. It provides a systematic focus for various branches of the study of education. The underlying theory of this model draws from the understanding of human behaviour and sometimes from the history of the Stimulus-Response school of psychology. Taylor and Richards describe it as the scientific curriculum theory which has at its basis a very simple paradigm or essential exemplification consisting of three propositions which can be simply stated as:

- 1 - Define objectives.
- 2 - Create the necessary learning system.
- 3 - Evaluate the achievement of the objectives.

(Taylor and Richards, 1985, p. 178)

Debate in literature shows great concern for the process of formulating objectives the school seeks to attain. The objectives of education are to be formulated as a result of a consideration of the learners themselves, contemporary life outside the school, the nature of the subjects, the psychology of learning and a philosophy or set of values. (Stenhouse, 1976, p. 53)

Tyler argues that the real purpose of education is to bring about significant changes in the students' patterns of behaviour, hence, it is important to recognize that any statement of objectives of the school should be a statement of changes to take place in students. His own formula states that the most useful form for stating objectives is to express them in terms which identify both the kind of behaviour to be developed in the student and the content or area of life in which this behaviour is to operate. (Tyler, 1949, p. 44)

Taba recognizes the process of systematic curriculum planning as resting on the analysis of general statement of aims into more specific behavioural objectives. (Taba, 1962, p. 196)

Bloom (1963 in Stenhouse, 1976) has expressed his hopes for the Objectives Model to be used being the one that provides a logical pattern of co-operative action and intellectual synthesis for those engaged in educational research and the academic study of education. It is a means of translating the study of education into the practice of education. (Stenhouse, 1976, p. 57)

A taxonomy of educational objectives arose as one of the major contributions to this field which has attracted a lot of attention. (Bloom, 1956) This taxonomy divided educational objectives into three major domains, the

cognitive domain, the affective domain, and the psychomotor domain. The authors are quoted as saying:

"We are of the opinion that although the objectives (aims) and test materials and techniques may be specified in an almost unlimited number of ways, the student behaviours involved in these objectives (aims) can be represented by a relatively small number of classes. Therefore the taxonomy is designed to be a classification of the student behaviours which represent the intended outcomes of the educational process." (Bloom, 1956, p. 12)

The adoption of the Objectives Model is considered essential because it makes evaluation of curriculum possible.

"What one really wants to know about a given curriculum is whether it works." (Gagne, 1967, p. 29)

"The developer of a curriculum states the aims of the curriculum in terms of behavioural objectives, each of which must describe an observable behaviour of the learner or a product which is a consequence of learner behaviour." (Popham, 1969, p. 35)

"Evaluation is concerned with securing evidence on the attainment of the specific objectives of instruction." (Bloom, 1970, p. 20)

It is needless to state that this approach met favourable response among educationalists especially in the field of measurement and evaluation.

Wittrock (1970), commented on the objectives approach saying:

"For evaluating learning this approach has obvious advantages ... The most important one is not the popular notion of writing behaviourally defined objectives before beginning to instruct learners; instead it is a logical result of writing these objectives - the use of an absolute rather than a relative standard of measuring learning." (Wittrock, 1970, p. 13)

In addition to what has previously been mentioned, Stenhouse (1976), argues that the Objectives Model lends itself to the planner to nominate the standard by which he wishes his work to be assessed, bearing in mind that the chosen standard is stated in behavioural terms, whereby criterion-referenced tests could be developed to that end. (Stenhouse, 1976, p. 104)

This highlights yet another merit of the Objectives Model whereby criteria for judging the effectiveness of a system and the existence of problems within it in view of efficiency in reaching specified objectives. The Objectives Model helps gaging the results and the outcome of the instructional process against the objectives specified. Efficiency involves value for money and cost-effectiveness. It allows for the analysis of expenditure by the purpose for which it is to be spent and thus relates it to the results achieved. (ibid, 1976, p. 68)

One other merit of the Objectives Model is that it lends itself to centralized systems where binding curricula are framed for the whole school system in terms of content. Objectives represent a possibility of freeing the teacher

and the producers of teaching aids and the writing of materials.

The Objectives Model was subjected to a lot of criticism which could be summed up in the following:

1 - The discrepancy between a theory and its application in the practical field:

"... many people believed that the more systematic a theory is, the more likely it is to be correct. In curriculum studies - though perhaps not in the physical sciences - the reverse is likely to be the case... The more logically satisfying theories are, the less likely they are to be adequate. They can easily become the lotus isles of our scientific journey." (Stenhouse, 1976, p. 71)

2 - The real important outcomes of education will be undervalued since trivial learning behaviours are the easiest to specify operationally. Curriculum will therefore tend to emphasize the elements which have been identified and neglect some important outcomes which are only detected with difficulty and which can rarely be translated into behavioural terms.

3 - When the goals are explicitly prescribed they may prevent the teacher from taking advantage of instructional opportunities that usually and unexpectedly arise in the classroom.

4 - Other important educational variables, such as changing attitudes of parents and those of teachers, in addition to values of the community, can hardly be justified in terms of their contribution and influences regarding the desired changes in pupils behaviours.

5 - The precise planning in advance of the behaviour of learners after instruction is somehow undemocratic.

6 - It is not always true that teachers specify their goals in terms of measurable learner behaviours, and therefore these expectations of teachers are not realistic since not all of them are to be expected to know exactly what they are doing.

7 - It is difficult to specify objectives in behavioural terms for certain subject areas such as fine arts and humanities, and there are areas of learning where loose and general statements of objectives are unescapable.

8 - It is not only difficult to devise behavioural objectives but they are also time consuming on the part of the teacher. This implies the creation of an "Objectives Bank" whereby educators could select those which were appropriate for their particular learners.

9 - The specification of goals draws the attention of both the planner and the evaluator away from the

unexpected results of the instructional scheme when in fact they could be of vital importance.

10 - The curriculum planner needs a theory to help him anticipate difficulties such as students dislike of new curricula. The Objectives Model does not contribute to such a theory.

11 - Not all behavioural objectives always specify what the students are to be able to do after they engage in an educational activity; some behavioural objectives rather identify the type of encounter he is to have. This type of objectives are called "Expressive Objectives". (Eisner, 1969, p. 15)

Eisner summed up his criticism in a paper published in 1967, (Educational Objectives: Help or Hindrance?) as follows:

"... Curriculum theory as it pertains to educational objectives has had four significant limitations. First, it has not sufficiently emphasized the extent to which the prediction of educational outcomes cannot be made with accuracy. Second, it has not discussed the ways in which subject matter affects precision in stating educational objectives. Third, it has confused the use of educational objectives as a standard of measurement when in some areas it can be used only as a criterion for judgement. Fourth, it has not distinguished between the logical requirement of relating means to ends in the curriculum as a product and the psychological conditions useful for constructing curriculums." (Eisner, 1976, pp. 258 - 259)

3.4.2 THE PROCESS MODEL OF CURRICULUM PLANNING

In comparison to the Objectives Model which is considered a means-ends model, the argument stands to show education as involving indulgence in worthwhile activities which have their own built-in standards of excellence and thus "can be appraised because of the standards immanent in them rather than because of what they lead on to." (Peters, 1966, p. 155)

Peters argues that Science, History, Appreciation of works of Arts and Poetry are examples of important areas of learning to the human being owing to their contribution to the quality of his life. They differ from games and skills but still having a wide-ranging cognitive content which - if properly assimilated - constantly throws light on, widens and deepens one's view of countless other things. (ibid, 1966, p. 159)

Stenhouse (1976), argues that:

"... within knowledge and arts areas, it is possible to select content for a curriculum unit without reference to student's behaviours or indeed to ends of any kind other than that representing the form of knowledge in the curriculum. This is because a form of knowledge has structure, and it involves procedures, concepts and criteria." (Stenhouse, 1976, p. 85)

The criteria for the selection of content in the curriculum are not dependent on the presence of

specification of objectives. Rath (1971), built his logic of choice of criteria for the identification of activities that seem to have some inherent worth, on the fact that:

"... all other activities being equal, one activity is more worthwhile than another if it permits children to make informed choices in carrying out the activity and to reflect on the consequences of their choices, ... if it assigns to students active roles in the learning situations rather than passive one, ... if it involves children with realism, ... if completion of the activity may be accomplished successfully by children of different levels of ability, ... if it asks students to examine in a new setting an idea, ... if it requires students to examine topics or issues that citizens in (our) society do not normally examine, ... if it involves students in taking risks of success or failure, ... if it requires students to re-write, rehearse and polish their initial efforts, ... if it involves students in the application and mastery of meaningful rules, standards or disciplines, ... if it gives students a chance to share the planning, the carrying out of a plan, or the results of an activity with others, ... if it is relevant to the expressed purposes of the students." (Rath, 1971, p. 716)

Hanley and others (1970), describe the principles of procedure as underlying pedagogical aims that centre around the process of learning, rather than around the product. They are meant to:

1 - initiate and develop in youngsters a process of question-posing (the inquiry method);

2 - teach a research methodology where children can look for information to answer questions they have raised and use the framework developed in the course and apply it to new areas;

3 - help youngsters to use a variety of first-hand sources as evidence from which to develop hypotheses and draw conclusions;

4 - conduct classroom discussions in which youngsters learn to listen to others as well as to express their own views;

5 - legitimize the search; that is, to give sanction and support to open-ended discussions where definitive answers to many questions are not found;

6 - encourage children to reflect on their own experiences;

7 - create a new role for the teacher, in which he becomes a resource rather than an authority. (Hanley et al, 1970, p. 5)

Rath's analysis of criteria for activities that are seen to be of particular importance, and his analysis of the structure of those activities suggests that the "Principles of Procedure" in teaching should be the fundamentals of the process model.

Peters (1959), draws a clear distinction between "aims" and "principles of procedure". He argues that the schemes put forward must not be introduced in a way which would infringe the procedural principles.

"The so-called "aims" are ways of referring to the different valuations which are built into the different procedures." (Peters, 1959, p. 90)

Metcalf (1963), sees "principles of procedures" as enhancing reflective thinking. They are main methods for the development of children into adults who can steadily modify their beliefs in terms of their adequacy for explaining a widening range of experience.

The Process Model has the advantage of maintaining impartiality concerning issues that are controversial in nature which empirically divide people in the society. It also has unique implications for the instruction process namely:

- 1 - both students and teachers develop understanding, that is the teacher is cast in the role of learner;
- 2 - understanding is chosen as an aim because it cannot be achieved. Understanding can always be deepened;
- 3 - the arrangement of chairs may be important for encouraging discussion across the group, and slow-paced discussion may broaden participation.

Although the Process Model offers a high degree of personal and professional development, it has its own built-in shortcomings, and the practicality of the

principles of procedure is also subject to question as to whether they can serve as a basis for planning a curriculum. The main disadvantages of the model are stated by Stenhouse (1976) as follows:

1 - The problem facing the curriculum developer when confronted with the obligation of constructing material that can be learnt by ordinary students and taught by ordinary teachers should at the same time reflect clearly the basic principles of the target field of enquiry.

2 - The need for powerful and intelligent materials and at the same time the need for adjustment of the materials to students of different abilities.

3 - The teacher needs to acquire a deeper philosophical understanding of the subject he is teaching and learning and of the deep structures and their rational.

4 - The teacher has to acquire new attitudes with regard to his role in the instructional process. He is to give up his authority, and in return, be an expert or better a senior learner capable of offering something of worth to the junior learners (students) with whom he works. This is not likely to create a constituency amongst the teachers and might therefore place in jeopardy the chances of worthwhile results.

5 - The Process Model rests on teaching judgement rather than on teacher direction.

6 - The problems of assessing the student's work are also serious since:

- the teacher ought to be a critic not a marker;
- performance will vary from one teacher to another;
- limitations of teachers seriously penalize students in the examinations
- the model is essentially a critical model, not a marking mode, thus, it can never be directed towards an examination as an objective without loss of quality, since the standards of the examination then override the standards immanent in the subject;
- students must take the examination in their stride as they pursue other aspirations. (Stenhouse, 1976, pp. 95 - 96)

Most importantly, the discipline in hand, being the teaching of a foreign language to beginners does not involve principles of procedure of a high quality. Since the level of target language proficiency is of a low standard, especially at the beginning of the instructional

process of EFL, and is rather modest in the preparatory and secondary levels, it would be rather too ambitious to expect learners to engage in principles of procedures that involve initiation, inquiry method, research methodology, develop hypotheses, engage in open-ended discussions, etc. Learners at this level are basically in need of a controlled amount of input suitable to their needs, feasible to achieve within the allocated time for instruction.

3.4.3 THE RESEARCH MODEL OF CURRICULUM PLANNING

Stenhouse (1976), argues that the Research Model of curriculum planning builds on the British assumption that the curriculum is an area of decision to be delegated to individual schools. The school thus becomes the focus of curriculum planning and should therefore have a broad development plan to modify the *curriculum from year to year* as part of a continuous process of adjustment and improvement. A curriculum is a policy recommendation expressed in a framework of an action. This policy evolves and improves continuously and progressively by the study of its shortcomings and their gradual elimination. This is based on the fact that the perfect curriculum does not exist, and in case it does, it has no prospect of improvement and has therefore been insufficiently ambitious. The dilemmas of the curriculum should be



important ones and the shortcomings should reflect real and important difficulties. (Stenhouse, 1976, p. 125)

The curriculum developer in this model is seen as one who offers solutions rather than as one who explores problems. His success depends upon his finding the right solution or advocating the best course of action. The curriculum created is judged by whether it advances our knowledge rather than by whether it is right. It is conceived as a probe through which to explore and test hypotheses and not as a recommendation to be adopted.

The Research Model aims at extending the range of choice open to teachers whereby they can choose among different alternatives of curriculum kits, or providing them with clear principles - open to them - either to follow or to criticize and as a result improve it in practice. Teachers could also be provided with units of materials which serve as examples of the curriculum principles in action, but do not provide the raw materials of a fully structured curriculum.

The argument against this concept of curriculum planning, implying that the pupils' education is at risk being the field of experimentation, is misjudged. Educationalists cannot continue being content with the present performance in education. There is in fact a tradition of curriculum research which focuses on the study of problems and

responses to them. This should be taken into serious consideration rather than the invention of ambitious solutions before the problems have been properly studied. (ibid, 1976, p. 126)

Building upon the previous theoretical grounds for the research model of curriculum planning, the advantage of having data drawn from curriculum research carried out in schools and classrooms is valid because - in a useful sense - they are hard data, ie they are rooted in real situations and have a high degree of predictive generalization since the research penetrates the specificity of teaching situations. Like other models of curriculum planning, the Situational Model also has its shortcomings. Stenhouse (1976), highlighted them as follows:

1 - This model requires a special calibre of teachers who can perform the role of the researcher as well as/and in addition to their instructional role. It should be noted here that the responsibility for research work within the classroom rests largely upon the teachers concerned.

2 - The availability of the time needed for the research is questioned.

3 - The span of curriculum research and its form is questioned.

4 - How far the research can be open in its findings is questioned.

5 - Curriculum research is not fully replicable at project level, since the field situation in which the action takes place is unique.

6 - Curriculum research does not generalize readily from school to school. Teachers are not expected to accept the findings of other teachers' research, but should test them by mounting a verification procedure in their own situations.

7 - The testing of such additional research programmes is problematic since the testing instruments - including the valid ones - have low empirical validity in terms of fit with the teaching. This adds to the difficulty of finding such testing instruments that are related to the aims or objectives of the project.

8 - In the field of teaching a foreign language to beginners by teachers who themselves are not native speakers of the target language, creates a greater problem compared to other disciplines. (ibid, 1976, p. 71)

3.4.4 THE SITUATIONAL MODEL OF CURRICULUM PLANNING

The Situational Model of curriculum planning has its roots in cultural analysis. Lawton (1973, p. 91) argues that education is concerned with the transmission of the most important aspects of society's culture to the next generation.

Curriculum planning according to this model is seen to involve:

- i) analyzing the society in terms of its sub-systems, (eg the economic system, the technology system, the aesthetic system, etc);
- ii) mapping out the kinds of knowledge and experiences that are most appropriate to each sub-system;
- iii) organizing the knowledge and experiences in sequence in the light of psychological theories using curriculum models.

For Taylor and Richards (1985), the practical engagement in the design of curricula along the lines of the Situational Model requires the consideration of the following steps:

1. SITUATIONAL ANALYSIS

This kind of analysis involves a review of the present situation in the society and analysis of the interacting elements that constitute it. Those elements are either "external" factors or "internal" ones. The external factors to be analyzed are the broad social changes including the ideological shifts, parental and community expectations, the changing nature of the subject disciplines and the potential contribution of teacher-support systems such as colleges and universities. As for the internal factors to be analyzed, they include pupils and their attributes, teachers and their knowledge, skills, interests, etc, school ethos and political structure, materials, resources and felt problems.

2. GOAL FORMULATION

The purpose of the statement of goals in the Situational Model is meant to embrace the teacher and the pupil actions. They need not necessarily be expressed in behavioural terms.

3. PROGRAMME BUILDING

At this stage the designer selects the subject matter to be learnt and decides the sequencing of teaching-learning strategies, the deployment of staff and the choice of appropriate supplementary materials and media.

4. INTERPRETATION AND IMPLEMENTATION

This step involves tackling and anticipating practical problems that are likely to show in the introduction of the modified curriculum and the ways to overcome them as the installation proceeds.

5. MONITORING, ASSESSMENT, FEEDBACK AND RECONSTRUCTION

This stage of curriculum design involves a much wider concept of evaluation than determining the extent to which the curriculum meets its stated objectives. Tasks include providing on-going assessment of progress in the light of classroom experiences, assessing a wide range of outcomes, as well as keeping adequate records based on responses from a variety of participants, both teachers and students.

The Situational Model of curriculum planning is not regarded as an alternative to the other models of curriculum planning. It is more of a flexible and adaptable option open to interpretations in the light of changing circumstances. One main advantage of this model is that it does not presuppose a linear progression through its components. Teachers can begin at any stage and activities can develop concurrently. (Taylor and Richards, 1985, pp. 69 - 72)

The flexibility of the Situational Model in the way it yields itself to different systems, practitioners and

teachers, and the fact that it is less demanding on the part of the teacher in terms of setting behavioural objectives or beginning at fixed points, seems to be a good choice for many educational systems. The systems that are facing the challenge of bridging the gap with the advanced countries, while still retaining their cultural heritage and the uniqueness of their value systems, should probably choose to plan their curricula on the basis of the Situational Model.

3.4.5 THE NATURALISTIC MODEL OF CURRICULUM PLANNING

Taylor and Richards (1985), perceive the naturalistic curriculum theory as treating ends and means simultaneously as happens when we deal with the more complex areas of human affairs. Decisions about what to teach must deal not only with the available, the teachers and their abilities, the characteristics of the learners as individuals and as a group, the kind of teaching to be undertaken, but also with a host of other practical matters. (Taylor and Richards, 1985), p. 180)

They see the Naturalistic Model of curriculum planning as consisting of three elements:

THE CURRICULUM PLATFORM: This suggests both a political platform and something to stand on. It includes an idea

of what is and a vision of what ought to be; to guide the curriculum developer in determining what he should do to realize his vision.

CURRICULUM DELIBERATION: This treats both ends and means mutually determining one another.

CURRICULUM DESIGN: It is the theoretically significant output of the curriculum planning process.

The model is merely a set of design decisions. The process by which beliefs and information are used to make these decisions is "deliberation". The main operations in curriculum deliberation are to formulate decision points, devising alternatives, and considering arguments for and against that alternative, and finally, choosing the most defensible alternative subject to acknowledged constraints. (ibid, 1985)

THE DYNAMICS OF THE NATURALISTIC MODEL

In the decision making phase the curriculum planner faces constraints, some of them are circumstantial and others are caused by the planner's principles and choices. Curriculum "deliberations" are chaotic and confused. They are defined by logical criteria and may take many forms, the most common of which is argumentation and debate by a group of people. It could also be done by one person.

The heart of the deliberative process is the justification of choices.

The assumption which the curriculum planner accepts and which serves as the basis for the justification of his choices constitute the curriculum's PLATFORM. Almost anything that is accepted as true, good or beautiful can be part of the platform. The three PLATFORM components which are seen as sophisticated products of reflections on life and education are:

- the "conceptions" which are beliefs about what is possible;
- the "theories" which are beliefs about what is true;
- the "aims" which are beliefs about what is educationally desirable.

It is difficult for the curriculum planner to decide among a set of alternatives either because all the alternatives are consistent with his platform, or because none of them are, or because of lack of information to determine whether they are consistent with his platform. In that case, the curriculum planner must seek additional information or data in order to make a justifiable decision. Again, judging the consistency of a decision alternative with a system of platform principles and a body of data is a complicated affair. Any decision is likely to fall under the purview of several platform

principles and be judged more or less as desirable in their separate lights. It is also possible for the platform itself to contain conflicting tendencies if not outright contradictions. This may lead to changing the platform altogether. In a case like this, the curriculum planner can simply cite precedent, rather than justifying it in terms of platform principles.

The naturalists model of curriculum planning regards the objectives as only one means among others for guiding the search for better educational programmes. They are not the starting point in this model but a late development of the curriculum maker's platform. (Walker, 1971, pp. 51 - 60)

The Naturalistic Model of curriculum planning was criticized as being dependent on choices that are personal and lacking strong theoretical foundation. Curriculum design and curriculum planning are - by nature - complicated areas in the educational field due to the so many variables involved in the process. This highlights the difficulty of compromise in deciding between alternatives that are consistent with the platform principles set by a body of curriculum planners. Empirical data are the only true evaluation that can provide on the effects of design decisions and thus be the evidence in a justifying argument. (ibid, 1971, pp. 61 - 65)

3.5 SUMMARY AND CONCLUSION

Curriculum planning at large and language planning in particular, in addition to syllabus design, are serious issues in the educational process that require systematic and orderly approaches based on sound theoretical frameworks that encompass the numerous variables involved. The sociological factors are at the forefront of the variables that need to be addressed with special consideration. They include the ideological shifts of the society, the expectations of the people involved, and the society's prevailing value system. The changing nature of the subject disciplines and their content, the internal factors that include both the decision maker, the planner, the teacher and the students, the implications of material design, the choice of media, the monitoring of the effectiveness of the developed materials resulting from feedback obtained, the assessment procedures, in addition to the available resources for the process of curriculum planning itself, are also among the factors that need be considered and seriously investigated by the curriculum planner or developer.

The overall structure of the planning and development processes need to be formulated into a well-patterned model that reflects harmony between its components.

In Chapter Three, the researcher has attempted to shed light on theories related to the concepts of curriculum and language planning and syllabus design. The idea was to give a brief account of the theoretical framework of those concepts to act as a base for the empirical study of language instruction in Qatar and the assessment of perceptions and attitudes of the involved parties so that any language syllabus would be based on solid factual grounds. The researcher has also reviewed the main models of curriculum planning in terms of their theoretical bearings and their educational implications.

Reading through the advantages and the shortcomings of each of those models of curriculum planning in light of the present situation of curricula planning practices at large, and that of English Language curriculum in particular, the researcher finds it rather difficult to employ any one of them separate from the others. It is tempting to vote for the Objective Model due to the fact that language instruction in the school system is mostly concerned with teaching the early stages of the target language. This makes the tailoring of behavioural objectives and the assessment of end behaviours a feasible possibility. It would also help the teachers to do a reasonably good job provided that they receive adequate help in devising and assessing behavioural objectives in such a centralized system that is in existence. Nevertheless, the Objectives Model would not stand a

favourable chance of facing severe criticism in the era of knowledge explosion especially when the topic in hand is language which encapsulates areas that cannot be treated with such systematicity. The Process Model and the Research Model on the other hand, are reasonable choices if it had not been that they were demanding on the calibre of the teaching staff which is not up to the standard and is not likely to exist in the country in the foreseeable future. The Situational Model is also great in the sense that it leaves a vast margin of manoeuvrability for both the planner and the developer of both the curriculum and the syllabus. One major pitfall though is related to the system that does not leave a flexible margin for the individual teacher to manipulate the circumstances for the best of his/her students' needs. The way out, seemingly, relies on the decision that could be made by the involved party or designers to end up with a combination of two or more models to suit the situation, taking into account the changing circumstances and the numerous variables involved in the matter.

To the best of my judgement, and in light of the prevailing status on many levels pertaining to English instruction in the school system (as discussed in various places in the study), I would suggest the adoption of the model of Dubin and Olshtain (1986), which lays a clear and workable relationship between curriculum and syllabus.

"A curriculum contains a broad description of general goals by indicating an overall educational-cultural philosophy which applies across subjects to gather with a theoretical orientation to language and language learning with respect to the subject matter at hand. A curriculum is often reflective of national and political trends as well. A syllabus is a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level." (Dubin and Olshtain, 1986, p. 35)

The two diagrams show the relationship of a curriculum to the syllabus that draws from it, and how goals become instructional objectives as seen by Dubin and Olshtain. (ibid, 1986, pp. 34 and 43)

THE RELATIONSHIP OF A CURRICULUM TO THE SYLLABUSES WHICH DRAW FROM IT

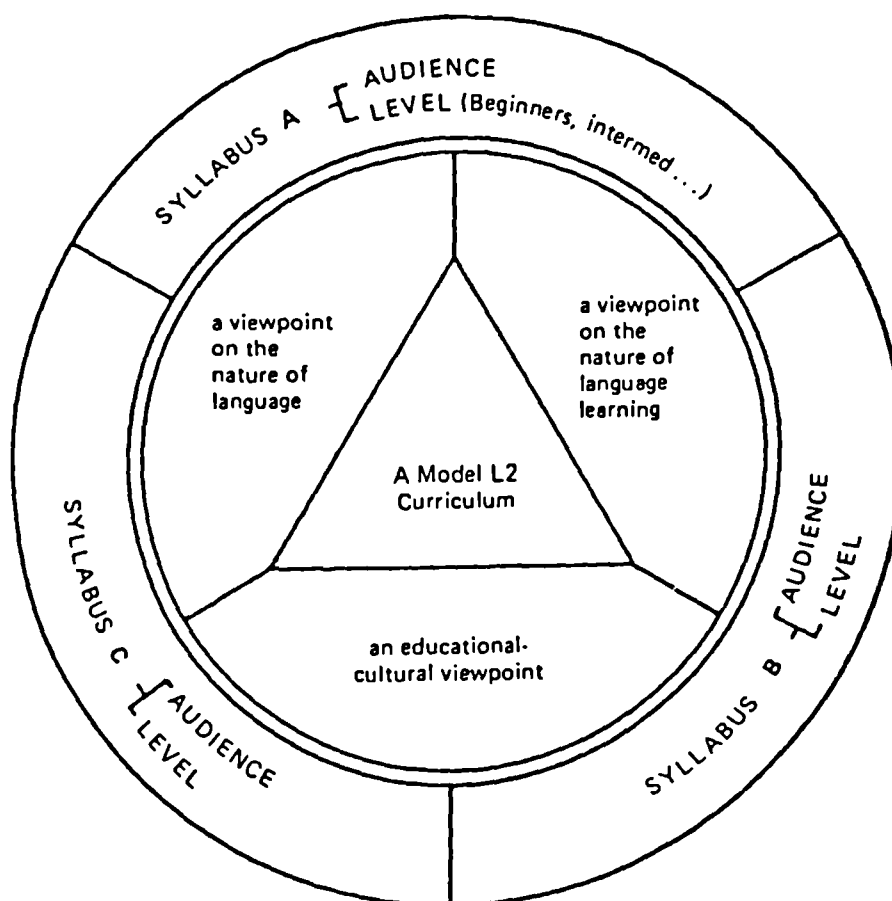


Diagram 2 *The relationship of a curriculum to the syllabuses which draw from it*

(Dubin and Olshtain 1986:P.34)

HOW GOALS BECOME INSTRUCTIONAL OBJECTIVES

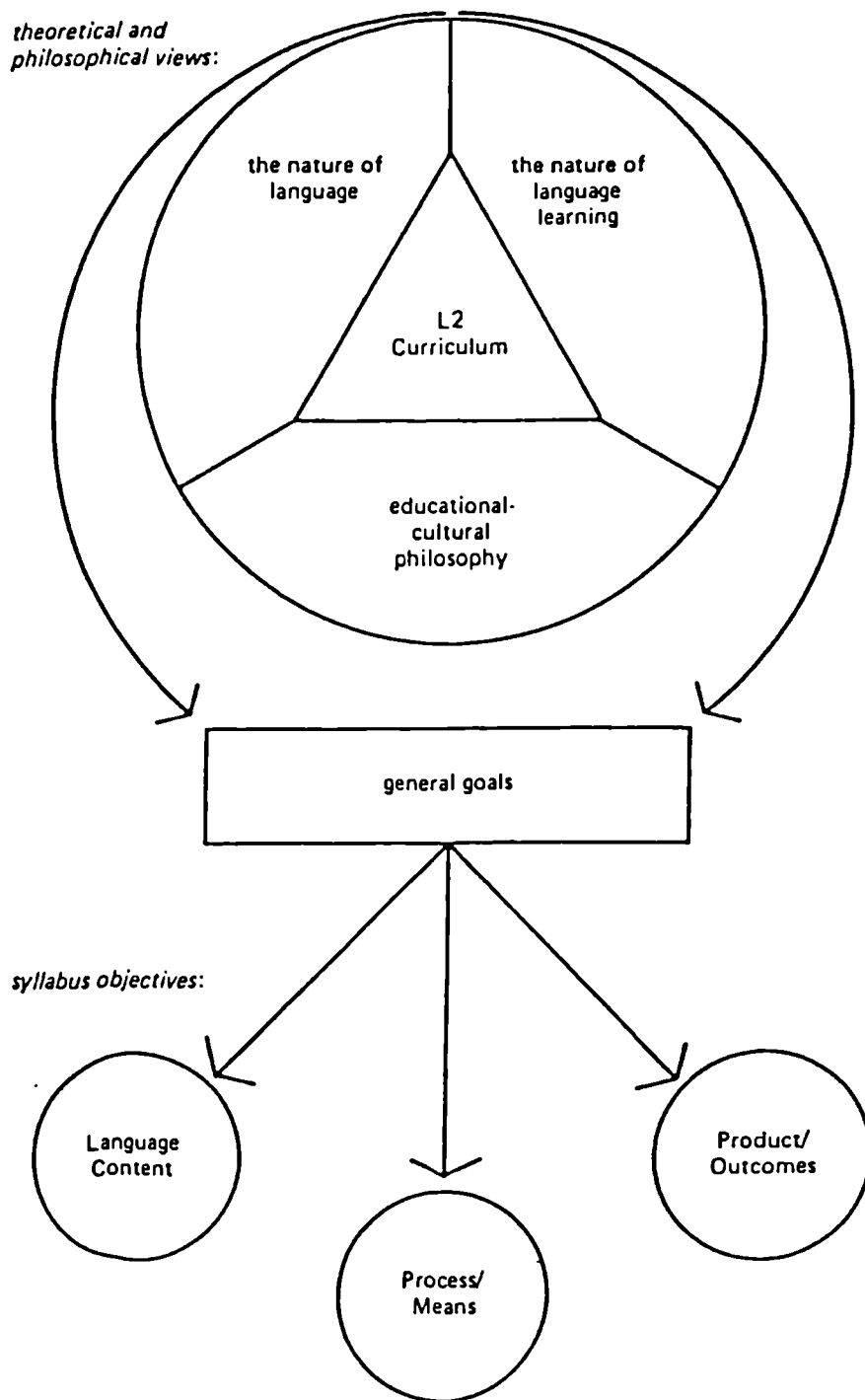


Diagram 3 *How goals become instructional objectives*

(Dubin and Olshtain 1986:P.43)

CHAPTER FOUR

ANALYSIS OF ENGLISH LANGUAGE IN QATAR

4.1 INTRODUCTION

After laying the theoretical foundation of the study in the field of language planning and English curriculum planning, it is of importance to address the questions of language learning in general and that of English in particular, and then to give an account of the actual position of English in the State of Qatar. This is expected to furnish the ground for the empirical study of the perceptions and the attitudes of the people in the country. Again, it is in itself an integral part of the factual data of the study since it provides the reader with an idea about the status of English outside the school system and the degree of its use in the streets of the country in terms of road signs, posters, shops, formal and governmental sectors, etc. This comes as a prelude to the empirical findings of the study where research instruments will be used to justify those findings.

4.2 IMPORTANCE OF LANGUAGE LEARNING

To many individuals first foreign language learning is more of a forced task imposed on them early in their education and thus regarded as a matter of obligation. To many others it is a foregone conclusion that may not be put forward for discussion or questioning. It is easily felt in this country, and probably in many other countries in the area as well, that students in the school system regard foreign language learning - being a compulsory school subject - as a burden and thus it carries the stigma of being difficult; while adults are normally more tolerant in this regard, having the conviction that knowledge of a first foreign language, no matter how

modest, may appear to be giving prestige. They normally exercise in front of a proficient person a few language patterns and language utterances they managed to retain as a symbol of being from the elite. Adults normally show more interest and higher motivation either through their own eagerness to develop their own language proficiency by different means, or through injecting this into their own children. Whether this kind of enthusiasm results from instrumental or integrative motivation is a matter of investigation later in this study.

Byram (1989) states that prestige of speaking a foreign language has since ancient times been a sign of the "educated man" regardless of the nature of his language competence. For him the importance of language goes beyond scholastic and linguistic dimensions. The factors that mark the importance of a language relate to the status of the target language in terms of the degree of literacy in the language, diplomatic relations and political climate, economic development, etc. He argues that education of the individual is not complete without a foreign language due to the "knowledge" explosion witnessed in the 20th century and to the easy access of education for all people regardless of the social class they may come from. Foreign language teaching to children is essential since it contributes to their education, promoting learning skills of a more general application, and fostering positive insights into other cultures. It also encourages positive attitudes to foreign language learning and to speakers of foreign languages.

"... the ability to communicate in a foreign language is not merely potentially useful, but also a unique dimension of a child's development... Foreign language teaching makes a substantial contribution to pupils' personal development and general education."
(Byram, 1989, pp. 14 and 20)

Social and physical survival for Macnamara (1967, pp. 1 - 7), necessitates skill in more than one language.

Many developing countries share the strong need to learn the more economically powerful languages; hence a drive toward bi-lingualism, or at least communicative competence in these languages, is of vital significance.

4.3 IMPORTANCE OF LEARNING ENGLISH

The spread of a language according to Fishman (1977, pp. 79 - 80), is promoted by five considerations which typically characterize the present state of English Language.

1. The military imposition that demonstrates the power of the mother tongue speaking country or countries.
2. The duration of the authority of the country or countries.
3. The linguistic diversity of the language.
4. The material incentive offered by the country or countries.
5. Other promotional features such as urbanization and good means of transportation, the state of economic development of the country or countries and its/their educational development, the religious composition and political affiliation.

English Language stands at the forefront of the powerful languages of today. Fishman et al (1977), collected data from nearly 150 nations worldwide in an attempt to prove the position of English Language as being a world language. She concluded that there are persons in virtually every country in the world who know English.

Samarin (1962), regards English as the true lingua franca of the world. He says:

"English already meets the requirements of a true world "lingua franca". It is the language of diplomacy, the predominant language in which mail is written, the principle language of aviation and radio broadcasting, the first language of nearly 300 million people and an additional language perhaps of that many more." (Samarin, 1962, p. 73)

Along the same lines, Alvaro Romo (1991) stated that English was gaining impressive influence and expansion all over the world during the second half of the 20th century to establish itself as the global language of our times. He observes it as the lingua franca of the scientific community, of international associations and business, of tourism and people in general when interacting across borders and cultures. For him, it is the realization of the dream of the world of having a universal language that would contribute to international understanding by providing the means of global communication. He quotes Kachru as saying:

"The 300 million native speakers of English are now outnumbered by its 400 million non-native speakers, who are now spread over virtually all the continents, and the number keeps growing by the day." (Romo, 1991, p. 2)

Romo discussed the causes and factors that explain the leading position of English as an international language. Among those, he spotted reasons related to the total number of native speakers, the power and the political influence of the countries where the language is used natively, the cultural influence, the wealth in natural resources, technological advancement, number of countries which use the language and the structure of the language itself. He concluded that it is difficult to establish the causes or to determine the reasons why English has become the international language of the world. He wondered that it could be a combination of the above factors that have led to the current situation. For him:

"... the fact remains that English has become the most frequently used language internationally, on television and international news, international conferences, the United Nations, sports, export trade and international associations and scientific journals. It is also the language of international tourism and more and more countries are making English their lingua franca to communicate with the rest of the world." (Romo, 1991, p. 6)

The same concept is also shared by other theorists in the field. They claim that English is used internationally for official purposes in non-English speaking countries formerly under the political or economic hegemony of English speaking powers. The demand for English instruction in most countries continues to increase regardless of competition from national languages. According to Fishman (1977), English mother tongue countries will continue to host more than 40 per cent of the non-English speaking world's foreign students in spite of political or economic conditions that are meant to prohibit it. Students from less developed countries desire to pursue their studies in English mother tongue countries. The proportion of students from Asia and Africa grew and the proportion from Europe fell between 1971 and 1974/75 with respect to those studying in the USA. Asia and Africa account for more than 65 per cent of the non-English mother tongue foreign students in the English mother tongue countries. The importance of English Language can also be viewed from the widespread English Language press being concentrated in a few countries. Some major English Language papers covering international news circulate widely. More than 97 per cent of the daily circulation of English Language papers in Asia is accounted for by papers published in countries in which English is an official language. Figures of book production also provide a comprehensive comparison between English and French languages. Figures in this domain show that English book production is nearly double that of French in the non-mother tongue countries of Europe and

substantially more in Latin America. French constitutes a negligible part of book publishing in Asia, while English continues to constitute a substantial portion.

Hindmarsh (1977, p. 4), states that no linguist will deny the prominence of English Language on the international scene. For him, numbers of English Language speakers have risen but the quality and range of command have not necessarily improved. In general, English is on the increase and in a variety of contexts and purposes. A very marked rise is evident in the use of English for occupational purposes: English is the international language of the air, and failure to use it efficiently can endanger passengers. English is increasingly the language of banking and industry; many international firms bases in non-English countries conduct their entire operation throughout the world in English and put promotion bans on staff without the requisite degree of proficiency in it. To show the significance of the international spread of English, Hindmarsh gives examples of a Japanese salesman sent to Peru to negotiate the contract in English, the articles on computer technology written in English by Frenchmen for Frenchmen to read, and of the Swedish nuclear physicists talking professionally to each other quite naturally in English. He comments on the expansion of the use of English in the educational field as being the first foreign language taught in schools. Many countries in Africa use it as the medium of education especially at the secondary level and beyond. More and more people are attending English classes outside the education system worldwide both locally and in Britain. English is a commodity people eagerly seek to acquire, often at great expense, for broadly socio-cultural purposes, to obtain information, to converse in multinational gatherings and to travel. Nowadays, at an airport or in a hotel, a Korean will address a Kuwaiti directly in English without asking him if he speaks the

language; some degree of command is taken for granted. He sums up the issue saying:

"English with its wider geographical base, its 300 million native speakers, its utility as a tool of learning and its importance in science, technology and commerce, is not incontestably the international language of the world." (Hindmarsh, 1977, p. 7)

In his study of the place of English Language in Macau, Harrison (1984), shares the same views about how important English Language is. He concludes by saying that:

"English is currently a world language. It is seen as such by sociologists of language, English Language scholars, and even on the front cover and pages of Newsweek. It may well be the most important contemporary world language. Its dominant role in banking and in tourism are immediately relevant to the people's current development and modernization." (Harrison, 1984, p. 486)

It could be assumed that the position of English Language is nowadays even more prestigious due to the so many technological advancements the world has witnessed in the previous decade in almost every sphere of human knowledge. The technological advancements are mostly housed in the English mother tongue speaking countries, or in countries where English is the language of industry and commerce. This fundamental fact places English Language learning as a life necessity for developing countries, being the vehicle of technology transfer.

Contradictory pressures for linguistic change are dominant in many third world countries especially when education is explicitly viewed as an instrument of social change and national development, (Markee, 1986, p. 4). At the national level, politically influential groups tend towards the elimination of L2 as the medium of instruction to be replaced by local languages. This is normally due to the rise of national feelings as a retaliation to past experiences under occupation. On the other hand, these

groups are generally faced by counter pressures to maintain or even increase the status of L2 in the country especially in the educational institutions where knowledge of L2 is still a pre-requisite to membership of the educated elite who claim to realize its importance for national development and for the transfer of technology. This typical dilemma illustrates the fact that course designers often operate in a climate of chronic uncertainty especially if they were to ensure a certain degree of survivability built into their courses, bearing in mind the efforts, the time and the cost required to design language courses that should be unchanged, or at least be only slightly amended, to serve for a reasonable period of time. It might also bring about a decline in L2 medium schooling at the primary and secondary level which would be viewed by some as a sign of anti-national and patriotic feelings that are normally linked to national language education. These contradictory pressures, in her views, do not normally jeopardize the developed countries needs for the target language. (Fishman, 1977)

4.4 ENGLISH LANGUAGE IN QATAR

This lengthy introduction concerning the importance of English Language is relevant since it applies to the status of English Language in the Gulf area at large and to that in Qatar in particular. The Gulf area, which was under British occupation for a lengthy period of time, is currently witnessing development on a large scale in almost every field. This is helped by the oil wealth in the Gulf area. Along the line of development, English Language plays a vital role in nearly every sector of daily life. It is indisputably the main foreign language in the entire area. It has acquired added significance since the discovery of oil due to the fact that all oil companies use it as a medium of communication in their daily work. Contacts with visiting businessmen and

foreign delegations boast the felt importance of English. Its influence is also felt in the banking sector as well as in tourism and trade. It is of significant value for medical purposes where quite a few people used to be sent for medical treatment to British and American hospitals. Quite a few Qatari nationals, as well as other Arab expatriates, maintain constant exposure to English through contacts with English native speakers residing in Qatar. Others are in the habit of spending their summer holidays in Britain. English is the medium of international communication in government departments. Some English is considered essential by employers and by would-be employees in most fields. The industrial sector uses English as one main means of communication for the purposes of modernization and for the transfer of technology from the west to this part of the world. Every country in the area issues at least one newspaper in English when no other foreign language enjoys such a privilege. The GULF TIMES is a reputable daily newspaper in Qatar. There is also a radio broadcasting service and a TV channel in Qatar, as is the case in the other neighbouring countries, exclusively in English. A considerable number of films and daily TV series are shown in English. Road signs and shop display notices are written alongside Arabic in the streets. A considerable number of native speakers of English are recruited to work for both the government and for the private sectors in Qatar. According to Fishman (1977), this undoubtedly contributes to the significance of English being the foreign language of wider communication in the country. Members of the non-Arab communities residing in Qatar for work purposes mostly use English as the means of communication. For them English is a necessity of daily life.

Reporting on the role and status of English in Qatar, the British Council Language Division, (1982, pp. 1 and 5) says the following:

"... Qatar is obliged to use, wherever possible, English as a means of communication and instruction at the professional level. English is the most important foreign language in the country, then, partly because of the residual political influence of the United Kingdom but mainly because it is the lingua franca of industry and commerce."

The report also adds the following regarding the same issue:

"The main strength of ELT in Qatar is the increasing awareness of all levels of society of the importance of English for the development of the country and for international communication. Evidence of this can be seen in the increase in the number of students enrolling in the Division of Teaching English Organization from under 300 in 1977/78 to 580 in the first term of 1979/80."

The report also comments on other agencies that undertake an intensive step forward in language instruction in the country with and without the help of the British Council.

Just by walking the streets of Doha one could easily feel the importance of English and its status in Qatari society, both at the official level and in the private sector as well. It would be rather difficult to find a sector in the society that is not influenced to some degree by a certain level of English use. Examples in Appendix I will provide the reader with a visual sample of instances, situations, and sites that could illustrate the amount of English in use in the country. The examples chosen illustrate the use of English in the Department of Posts in the Ministry of Communication and Transport, in Qatar Public Telecommunication Corporation, in the market, in the world of business and finance, in the banking

sector, in the Ministry of Health represented by Hamad Medical Corporation, insurance and reinsurance private companies, on the streets of Doha and in the market place, on every store and shop in the country, on car number plates, on private agencies and exhibitions, on establishments and on trading and contracting companies, on fast-food restaurants and snack bars, on road signs and names of streets, etc.

In the school system, English is introduced as the first foreign language as early as the age of 10 to be taught for eight successive years. It is one of the major compulsory school subjects for all students. French, which is the second foreign language, is taught only for two years at the secondary level to the students of the Literary Section only.

The significance of English in the State of Qatar can also be detected in Qatari higher education. The English Language Unit at the University of Qatar offers English courses for all students in the first two semesters of their academic education. Six credit hours taught in 10 contact hours per week divided over two semesters, constitute the minimum requirement for every student in the non-English Language specialist section. Students majoring in English join the Department of English and Modern European Languages, which serves both the Faculty of Education and the Faculty of Humanities. English Language majors take intensive language courses in linguistics and literature to enable them to either teach English in the school system or to handle jobs requiring a high level of language proficiency. Other faculties at the University take English as the medium of instruction, namely the Faculty of Engineering and the Faculty of Economics and Administration.

The Ministry of Education in the State of Qatar set up the Language Teaching Institute in 1972 to raise the language standards of government and semi-government employees so that they could handle their job responsibilities more efficiently and with better productivity. It undertakes to teach three languages; Arabic (for non-native speakers), English and French. The Language Teaching Institute is more of a separate body that aims at Cambridge Certificate of English Language proficiency. (Ministry of Education Annual Report, 1989/90, p.315) Table (8) shows the number of graduates of the LTI.

TABLE 8

GRADUATES OF THE LANGUAGE TEACHING INSTITUTE TILL 1989/90

GENDER	ENGLISH		FRENCH		ARABIC		TOTAL
	QATARI	NON-QATARI	QATARI	NON-QATARI	QATARI	NON-QATARI	
MALE	207	262	19	73	-	166	166
FEMALE	131	128	31	28	-	19	19
TOTAL	338	390	50	101	-	185	185

The figures show the number of those who willingly opted to better their level of language proficiency in foreign languages. They also show that the numbers of those who enrolled for English were nearly five times as many as those who opted for French. This is yet another example to highlight the prestige English enjoys in the State of Qatar.

English is also taught outside the school system. Other ministries such as the Ministry of Public Health, the Ministry of the Interior, and that of Defence, run separate English courses for their staff. In addition, other private agencies such as QAFCO, the banking sector, the Doha Club, the Civil Aviation College, run English courses for their employees and students. The American Cultural Centre in Doha, and the American International School, run English courses jointly to help students to pass American standardized tests like TOEFL and the GRE. They also run other basic language courses for intermediate students. The British Council in Doha conducts a wide-ranging programme of English instruction which is very popular among the people of Qatar, be they Qatari nationals or members of other communities residing in Qatar. The programme covers different language levels along with ESP courses provided on request for some agencies or ministries. A leaflet from the British Council office in Doha shows that more than 30,000 people have so far joined English courses in Doha. (British Council, Doha, 1991) Table (9) shows figures of enrollment for British Council language courses in Qatar.

TABLE 9
ENROLLMENT IN BRITISH COUNCIL ENGLISH LANGUAGE COURSES

YEAR	AGE		TOTAL
	7/14	15+	
1985-86	560	1460	2020
1986-87	800	1420	2220
1987-88	860	1680	2540
1988-89	1300	1960	3260
TOTAL	3520	6520	10040

It has thus far been established that learning a foreign language - English in the case of the State of Qatar - is of extreme importance not only for the development of the country but also for the well-being of the Qatari people. Impressionistically, English Language could obviously be viewed as the language of wider communication in the State of Qatar. For this status to be verified, the researcher undertook to address this question through a scientific approach in order to trace empirical evidence to support the claim and to lay the foundation for proper management of all that relates to language instruction in the country in terms of foreign language planning, curriculum planning and syllabus design. The study is, therefore, geared to fact-finding concerning the language setting in Qatari society. The intention is to assess the societal factors that pertain to it.

White (1972, p. 15), lists some social factors in planning the ESL syllabus. He argues that it is perilous to ignore the social factors affecting the use of language in the community in which the designer works. The objectives in English teaching will be determined by:

1. the extent to which English is known in the country as a whole,
2. the ways in which it is used,
3. the form or forms of English most commonly employed,
4. the attitudes of the community towards the acquisition and use of English.

According to him, the first problem is to acquire the information on these factors and then to apply the information in the selection of objectives, content and method in English teaching. Both are vital initial steps in the setting up of an effective and meaningful syllabus.

One major aim of this thesis is to identify the patterns of English use in the field of education. Since the overall aim of the study is to provide a sound basis for a future English Language syllabus for the school system in Qatar, it is important to find out relevant information about the learner's profile and that of the English Language teacher. Chapter Two provides an overview about both the student and the teacher sectors in the Qatari school system. (See 2.2.1 and 2.2.5)

Another aim is to identify the language setting in the society in terms of the totality of communication roles English performs in the Qatari speech community. This implies the study of the effect of the target language on learners and the learning situation in comparison to that of other languages influencing the Qatari speech community, if any. Again, it necessitates identifying the status of English Language, whether being official or semi-official, and the contributing reasons behind that status.

A third aim is to identify the role English performs in the Qatari process of modernization. Information regarding the accessibility of technology and the know-how of the Qatari community is of importance in order to map the extent professionals receive training abroad and the extent of English use and its degree of importance in this process.

A fourth area in need of investigation is the role of English in the labour market. It is vital to collect data from employers, employees and government offices, regarding the professions that require knowledge of English; the extent it is needed for speaking, reading, and writing, in addition to whether employees are prepared for that or not, and the extent they are expected to use it. A fifth area in this concern is related to the attitudes of the Qatari people and their existing feelings towards the target language in terms of the learning/acquisition process, its relevance to individually perceived needs, its efficacy as represented by the teachers, the materials and the school system as a whole, and the attitudes regarding the people who speak it and the culture it represents. A combination of positive group attitudes towards the language matched with positive individual attitudes towards the process is thought to be one major factor for bringing about favourable results in terms of language acquisition.

One more societal area that is worth assessing is the national context that influences the position of English in the Qatari community. These considerations regarding the question of English in general influence both the national and the economic setting, and thus have an impact on the status of English in the country. It is therefore vital to find out the relationship that exists between the local language (Arabic), and the target language (English); and where the priorities of the society lie. (Dubin & Olshtain, 1986)

The school system is the threshold that marks the initial exposure of Qatari learners to the target language. It is also the framework of English Language instruction for eight years. According to Dubin and Olshtain (1986), further information concerning the learners and their profiles, the teachers of the target language; their knowledge and ability to use English, the necessity of language courses, the main characteristics of the whereabouts of course implementation, in addition to evaluation of effectiveness of the existing language programme and course materials, all are necessary components to enable the determination of language teaching policy in the country. One indirect way of learning about the effectiveness of the school language course materials is through assessment of the flourishing language teaching agencies outside the school system. It provides signals as to whether the programme is failing to meet the learners' needs or not.

The information obtained as a result of assessment of the previously mentioned societal factors reflects directly on the English Language syllabus whether in the school system or elsewhere where English is taught in the State of Qatar. It also provides a basis for language curriculum planning and for devising a model of language planning for a language syllabus that is likely to remain in the Qatari school system for a lengthy period of time.

4.5 SUMMARY

This chapter attempts to lay the theoretical foundation of the study by briefly discussing the importance of language acquisition at large, not only for productive social and physical survival of the individual, but also for his balanced development. The need for language acquisition is also important for developing countries being a medium for the process of modernization and the transfer of

technology. Of the many languages taught either as second or foreign languages, English comes at the forefront being the true lingua franca of the present decade and quite likely of many that are to come. An account of English in the State of Qatar is given showing the extent of prominence it acquires in both the educational system, the labour market, and the role it performs in the other social sectors in the Qatari community. This account brings to the fore the importance of subjecting the multiple variables of the societal factors of language instruction to investigation with the intention to lay firm grounds for effective language instruction through proper syllabus design.

CHAPTER FIVE

RESEARCH INSTRUMENTS AND DATA COLLECTION

5.1 INTRODUCTION

The task of gauging the setting and the status of a given language in a certain society is certainly not compatible to that of measuring the level of performance or proficiency of the same language. Instruction provides ample examples of valid and reliable test batteries for the assessment of language attainment but hasn't yet - to my knowledge - provided a valid and reliable test battery that would provide the researcher with a true picture of the setting of a target language in a given society. Nevertheless, there are always indicators that may - if properly monitored - portray a reasonably true picture regarding the prestige a certain foreign language may enjoy in a society. Some of these indicators have been subject to intensive studies and research worldwide and are recommended by theorists in the field. (Yalden, 1983; Dubin and Olshtain, 1986; Gardner, 1985; Makay 1978; Munby, 1978)

One main indicator is related to the students' degree of motivation to learn the target language in the school system. When the students are highly motivated to learn a given language, one could expect the target language to prosper in the society in future years for the simple reason that the students represent the future outlooks of the society. On the other hand, the attitudes of the adults toward the target language and the people who speak it as their mother tongue form yet another indicator that cannot be ignored. Again, the degree the language is employed for communication among adult members of the society tells about its status and the role it performs in the society regardless of whether the language is used at

work, at home, or elsewhere. The encouragement of the adults to their young to learn a language and to spend more time studying it inside or outside the country does not only manifest the felt needs to learn the language but also tells about the status of the language in the society. Other normal life decisions could also tell about the attitudes of the people toward the target culture and the target language. The positive attitudes of the adults are normally expressed in so many other ways like choosing to spend their holidays in the country where the language is spoken, their choice of films and music, etc. Integrative orientation toward the language is expressed through the pragmatic appreciation of the language which is manifested in many instances such as willingly taking the initiative to join extra language courses. This could also be triggered by instrumental orientation to the language through the felt need of its importance for careers in the society.

The society at large could, on the other hand, present instances that tell about the status of the target language. This could be detected in the countries that were governed by super powers. In such situations, the target language normally acted as the formal language that ran parallel to the local language if not taking precedence over it. The influence could also be felt through the strength of ties and relationships on all levels with the occupying countries and the number of work force and tourists that are there. The eagerness for technology transfer by developing nations and the degree of dependency during the process of modernization, place the target language of technology possessors at such a prestigious level. Another factor that could shed light on the status of the target language in many countries is manifested by the measures taken by some, out of nationalistic feelings, to safeguard the local language and traditions. This results in a tendency to lower the

degree of dependency on the target language in the educational field and probably in other formal sectors of the society. Such measures are normally subject to debate and also to criticism by academics and by others who realize fully the role of the target language in the society.

With this in mind the researcher reviewed the works of other researchers who have addressed similar areas and decided to consider different procedures of data collection with the intention to give as much a true picture of the position of English in Qatari society as possible. Thus, the data are of both a factual and attitudinal nature. Parts of the data were arrived at through direct questions and, therefore, would be treated descriptively, and other parts, especially those related to the respondents' attitudes would be inferred from answers to indirect questions. Works of Gardner on attitudes and motivation and those of others in the United Kingdom were considered to construct the instruments of this research.

In brief, this study aims at laying the foundation for English Language syllabus design in the Qatari school system through ascertaining the facts related to English setting and patterns of language use in Qatari society. It also aims at assessing the group and individual attitudes toward English. This is called the Fact-finding Stage in syllabus design. (Dubin and Olshtain, 1986).

In order to realize those aims, the researcher considered the following measures:

- 1 - interviewed informants who are able to influence decisions and voice effective opinions regarding matters related to English setting in the different sectors in the society. The intention was to reach qualitative data

related to the field of study. Such data are of importance to support other quantitative data that were arrived at through questionnaires administered to other members of polity;

2 - gathered quantitative data related to the field of study from students in the school system. Students were viewed as representatives of the future prospects of the language in the society. Their opinions reflect on language status in future years. The method of data collection was through a questionnaire designed to get both factual and attitudinal data;

3 - gathered similar quantitative data from other members of the society namely the adults who are thought to represent the actual status of the language in the society as it stands at present. A questionnaire was tailored for this sector to provide data of both a factual and attitudinal nature;

4 - looked carefully into the files and the archives of the different ministries in the country especially those of the Ministry of Education in order to collect factual data regarding the status of English in the school system in particular and in the country at large;

5 - collected tangible evidence from various sites in the country to show the actual status of English and the degree of its use in different sectors in the society.

5.2 RESEARCH QUESTIONS

The instruments employed in the study were tailored from the outset to answer the following research questions which were grouped as follows.

5.2.1 GENERAL QUESTIONS PERTINENT TO TEFL IN THE QATARI SCHOOL SYSTEM

This group of questions will receive answers mainly through the Interview Schedule, through factual and tangible data collected from different sites in the country, in addition to information obtained from archives.

1 - What is the EL teaching force like in the Qatari school system?

2 - What is the profile of the Qatari students being the target population of foreign language instruction?

3 - What is the English language setting like in the Qatari community in terms of:

- * the role of L1 (Arabic) in the society with regard to
- * Arabicization;
- * Arabic being the formal language;
- * Arabic being the medium of education;
- * the support English Language receives from the system?

4 - What is the role of L2 (English) in the community being:

- * first foreign language in both the school system and the university;
- * language of wider communication in Qatari society?

5 - What is the role of L2 in the Qatari labour market being language of business, etc in different sectors in society?

6 - What is the role of L2 in the Qatari process of modernization?

7 - Where is the L2 place on the MT_____EFL 10-point scale?

5.2.2 QUESTIONS THAT WILL RECEIVE ANSWERS THROUGH THE ADULTS' QUESTIONNAIRE

This group of questions provides factual data regarding the position English acquires in the society.

1 - What is the role of L2 in comparison to the different roles of other foreign languages that exist in Qatar, namely:

URDU, FRENCH, GERMAN, PERSIAN and HINDI?

2 - What is the influence of L1 on L2 in terms of position and status in the society?

3 - How often is English used at work:

* all the time * most of the time * occasionally

4 - What are the other foreign languages dominant in Qatar besides English and what is their state of command among the adult participants?

5 - What is the position of English among the other five foreign languages prevailing in Qatari society in terms of:

* importance

* extent of use in Qatar?

6 - How often is it used by adults in the Qatari society in the following situations: at home; in the market; at work; during travel; in places of amusement; in hospitals and health centres; for business administration; to

communicate with foreigners; for correspondence; for academic purposes; in general?

7 - How effective is English Language instruction in the Qatari school system as perceived by adults in the Qatari community?

8 - To what extent do Qatari adults encourage children to learn English?

5.2.3 QUESTIONS RELATED TO STUDENTS' ATTITUDES TOWARD L2 AND THE FACTORS THAT INFLUENCE THOSE ATTITUDES

This group of questions provide the attitudinal aspect of data which will receive answers through assigned items in the students' questionnaire. As mentioned in the introduction (5.1), the students are representatives of the future prospects of the language in the society, hence, it is of importance to encounter the factors that impinge on their learning of the L2.

1 - To what extent do the following variables influence students' attitudes towards English?

GENDER, NATIONALITY, EDUCATION LEVEL, RECEIVING EXTRA LANGUAGE INSTRUCTION, PERCEIVED LEVEL OF PROFICIENCY, HAVING VISITED AN ENGLISH SPEAKING COUNTRY, PARENTS' LEVEL OF EDUCATION, PARENTS' PROFESSION.

2 - What are the students' attitudes regarding learning English?

3 - What is the students' integrative orientation like toward L2?

4 - What is the students' instrumental orientation toward L2? (See Appendix II)

5 - How does parental encouragement influence students' attitudes regarding learning English?

6 - What are the students' attitudes toward the target culture?

7 - How do the student respondents evaluate the status of English in comparison to other languages?

8 - What is the totality of students' attitudes toward English in general?

5.2.4 QUESTIONS RELATED TO ADULTS' ATTITUDES TOWARD L2 AND THE FACTORS THAT INFLUENCE THOSE ATTITUDES

This last group of questions is related to the adults' attitudes regarding the target language. Answers to those questions will be derived from the responses of adult participants in the adults' questionnaire. Their answers on both the factual and attitudinal questions are expected to provide a picture of target language status in Qatari society.

1 - How do the following variables influence the attitudes of the adults towards English?

AGE, NATIONALITY, GENDER, OCCUPATION, QUALIFICATIONS, ATTENDANCE ON EXTRA LANGUAGE COURSES, PERCEIVED LEVEL OF PROFICIENCY, HAVING VISITED AN ENGLISH SPEAKING COUNTRY.

2 - What are the adults' attitudes regarding L2 in general?

3 - What is the adults' integrative orientation like toward L2?

4 - What is the adults' instrumental orientation like toward L2?

5 - How far do adults encourage their young to learn English?

6 - What is the adults' attitudes toward the target culture?

7 - What is the adults' evaluation of the position and status of English Language in Qatari society in comparison to other languages?

5.3 STEPS OF INSTRUMENTS CONSTRUCTIONS

In order to obtain answers to research questions the researcher took the following measures.

1. Reviewed similar research procedures and works of other researchers and theorists namely:

- Dubin and Olshtain suggestions (1986, p. 15)
- Gardner's Attitude/Motivation Test Battery (1985b)
- the report of the Department for Northern Ireland - Welsh Office Assessment of the Performance Unit: Foreign Language Performance in Schools' Report on the Survey of French, German, and Spanish (1983)
- the teachers' questionnaire prepared by ALECSO Arab Consultancy Team for ELDC. (Ministry of Education, Qatar, 1984)
- Fazlul Haque's questionnaires on attitudes, motivation and achievement in English Language learning in Dhaka, Bangladesh (1989)
- Munby's work on Needs Analysis (1978)
- Abo Jalalah's work on Analysing the Needs of the Female Evening Classes in Qatar (1988)

2. Formed two modified versions of the Attitude/Motivation Test Battery developed by Gardner (1985b); one for the students and another for the adults. They took the form of two questionnaires. They were then translated into Arabic.

3. With respect to the content of the Adults' Questionnaire, an Interview Schedule was worked out in English and then translated into Arabic.

4. The instruments were given to nine specialized juries (see Table 6), along with full description of the study in both Arabic and English. The aim was to achieve Face and Content Validity for both the English and the Arabic versions.

5. The instruments were then modified according to the suggestions of the juries.

6. Both the Students' Questionnaire and the Adults' were piloted, (see 5.4.8 and 5.7), statistically analysed and then amended as they appear in the final version. Only slight amendments were carried out.

5.4 THE STUDENTS' QUESTIONNAIRE

5.4.1 RATIONALE

The students' questionnaire was administered under the following title:

"ATTITUDES TOWARD ENGLISH LANGUAGE AND SOME FACTORS AFFECTING ITS ATTAINMENT IN THE QATARI SCHOOLS"

One fundamental fact about the student proportion in a given society is that they represent the future work force of that society. For the long-term planning for the target

language to prosper, it is unavoidable to form a clear picture about the students' attitudes towards the target language. It is also vital to understand their feelings regarding the different factors that impinge on this area of their school life and learning.

The study of the students' attitudes towards the target language is multi-dimensional in the sense that it provides a general framework about the direction the language is taking and its future prospects in the society on the one hand, and furnishes invaluable feedback on important implications related to the students' attainment and level of language achievement on the other.

Since this study is aiming at the investigation of the position and the status of English in the Qatari society, it is of importance to identify the actual position of English in the school system and the aspects related to it. A lot of research has been carried out in different parts of the world emerging from the fact that language learning becomes more effective when accompanied by favourable attitudes. Research has also proved that the better language learning is, the more it fosters positive attitudes regarding the people who speak the language as a mother tongue. (Fazlul Haque, 1989, P. 76)

Thus, the students' questionnaire was tailored to cater for both factual information about the actual position of English among the students in addition to studying the attitudinal aspect of its position among them as well. The attitudinal part of the questionnaire involves statements geared to investigate the students' attitudes toward learning English, their integrative orientation toward the language which focuses on their desire to know the language with the intention to use it as a means of communication that facilitates social interaction with people who speak languages other than that of the

student's own language. It also includes statements about the instrumental orientation to the language which reveals their pragmatic intention to use the target language for future career purposes. Other areas in the students' questionnaire are: parental encouragement, students' evaluation of their English teachers, the English course, and teaching methods. Their attitudes toward the target culture in addition to how they would compare English to other languages are also included.

5.4.2 STUDENTS' QUESTIONNAIRE LAYOUT AND CONTENT

5.4.2.1 THE COVER

The Arabic version of the students' questionnaire was in seven pages. It was composed of two main parts preceded by a cover carrying the title of the questionnaire and an introduction on the second page addressed to the students. The introduction gave the respondents a brief idea about the research telling them that the questionnaire was part of a research project to investigate the societal factors related to TEFL in the State of Qatar, and that it was about their feelings regarding English Language. The questionnaire was intentionally anonymous in responses. Students were also encouraged to give their immediate reactions to each of the statements without being careless and were also asked to respond to all items.

5.4.2.2 PART ONE (A)

Part One (A) of the questionnaire contained 11 questions. It was intended to provide factual data about the respondents in terms of general information. Respondents were asked to name the school, their educational level be it preparatory or secondary; and in case of secondary to show whether they were scientific or literary section students. They were also asked to show their gender, nationality, their perceived level of proficiency on a 4-scale measure; excellent, very good, good, or fair.

5.4.2.3 PART ONE (B)

Part one (B) of the students' questionnaire starts with Question 7 which demands a tick () to indicate whether the student had had extra language education outside the school system and in case of positive responses, they were asked to specify the place and the duration. Question 8 was of the same pattern. It was intended to investigate whether the student had visited an English speaking country or not, and if (YES) where and for how long. Question 9 was concerned with parents' education asking the respondents to choose for both parents a level out of five named ones starting from no formal education and ending up with post graduate level. Question 10 requested the students to state both their parents' occupations, and finally Question 11 demanded the respondents to name their perceived language proficiency on the four language skills on a 5-point scale. (See Appendix II)

5.4.3 PART TWO: ATTITUDES TOWARD THE TARGET LANGUAGE

Part Two of the questionnaire is mainly attitudinal. It consisted of Likert multiple-choice scales. Instead of a seven response format the researcher decided to use a five response format which is equally acceptable. The students were required to tick (/) rather than to circle one of the five alternative responses directly placed beside each item and ranging from "Strongly Agree", "Agree", "Neutral", and "Disagree", to "Strongly Disagree". Due to the fact that the attitudinal part of the student questionnaire was only utilized to serve the part of the research that requires data regarding the present and probably the future prospects of English in the society, it was essential to design the attitudinal part to include items that yielded themselves to the purposes of the study. Although the questionnaire was based on Gardner's Attitude/Motivation Test Battery of 1985a, it was amended

to include other data that was necessary for the research problem and to discard other items that did not correspond with the requirements of the research questions. Other items were also reworded for the same purpose.

The second part of the students' questionnaire comprised 42 statements distributed unequally among six main scales and three other minor ones. It is worth noting here that the scales related to the research problem in different degrees of importance. Twenty eight statements were positively worded while the other 14 were worded negatively. The mismatch between positively or negatively wording the statement in terms of number for both, was due to the then felt sensitivity of some respondents and of some school officials. Again the nature of the scales of the questionnaire implied such balance. The items of the second part of the questionnaire were placed at random.

5.4.4 STUDENTS' QUESTIONNAIRE SCALES

1 - ATTITUDES TOWARDS LEARNING ENGLISH

This scale is by far the most important one because it provides direct answers to the problem of the research. It comprises 11 statements, six of which are positively worded and the others are negatively worded. Respondents were asked to indicate their feelings regarding each statement. The scale ranges from "Strongly Agree" to "Strongly Disagree". The highest score obtainable on this scale is 60 which indicates the most positive attitude regarding learning the target language.

2 - INTEGRATIVE ORIENTATION

This scale consists of three items only. It is one of the minor scales. It is worded in a way to emphasize students' desire to learn English with the intention to use it as a means of communication that facilitates social interaction with people who speak different languages

other than the respondent's own language. It is meant to provide data regarding the degree students endorse integrative reasons for learning the target language. The highest score possible on this scale is 15.

3 - INSTRUMENTAL ORIENTATION

This scale consists of four statements and gains importance from the fact that it gauges students' pragmatic evaluation of how valuable English is for them and how they perceive its utility for their future careers. The majority of student participants are from the secondary stage which places them at the point of taking decisions that might influence their future careers. The highest score on the scale is 20.

4 - PERCEIVED PARENTAL ENCOURAGEMENT

This scale includes four statements related to students' perceived feelings regarding the support they think they get from their parents that might motivate them to learn English. Fazlul Haque (1989, p. 68) states that children's attitudes are not only influenced by, but also dependent upon, those of their parents. He also cited Harding, Proshansky, Hunter and Chein, 1969; Lambert and Klineberg, 1967; Larson and Smalley, 1972; Oskamp, 1977; as all are of the view that the child's parents play a major role in the development of attitudes about other ethnic groups. All statements in this scale are positively worded and the highest score on the scale is 20.

5 - ENGLISH TEACHER EVALUATION

Muller and Miller (1970, P. 320), describe the role of the teacher who through much repetition strengthens new language habits and influences student learning. The teacher stimulates the desire to learn by showing the learner where he is and where he is going. They qualify the teacher who could be remembered by his/her students as being of the type who made learning exciting and pleasant,

and who changes the attitudes by effectively demonstrating values contained in what was to be learned. Students evaluate highly those teachers who motivate them at all stages and makes that as their chief responsibility. This scale comprises four statements to reflect the respondents' evaluation of their English teachers and to state their reactions to English instruction. It also relates to the effect of the teacher on their attitudes toward the target language. Two of the four statements are worded positively and the other two are negatively worded, and the highest score is 20.

6 - ENGLISH COURSE EVALUATION

The language course in a centralized system plays a fundamental role in deciding the attitudes of the students regarding the language input and probably the language itself. The students feel as if it is an obligation to learn certain language patterns and forms with the prime intention to pass examinations. Unless the course is specially interesting and is presented in a way that avoids the stigma of the wash-back effect of examinations, and unless students see the relevance of what they are to learn as reflecting on their daily needs, obviously, this would result in negative attitudes toward the target language itself. In this case, the target language would not be more than a dull school subject. This scale consists of 4 statements meant to gage students' evaluation of their English Language course. Two of the statements are worded positively and the other two are negatively worded. The highest degree of positive assessment of the course is 20.

7 - EVALUATION OF THE ENGLISH LANGUAGE TEACHING METHODS

This scale is expected to tie up with the previous two scales of both teacher and course evaluation. The way language lessons are presented and the methods adopted by the teacher do influence the effectiveness of language

learning and, therefore, the attitudes of the learners toward the language itself. On this scale the respondents are asked to reflect on whether English lessons were enjoyable or otherwise by considering two statements only. The highest score is 10.

8 - ATTITUDES TOWARDS TARGET CULTURE

Byram (1989, p. 20) argues that learning foreign languages encourages positive attitudes to speakers of foreign languages. In this regard, Fazlul Haque states the following:

"Existing research has shown that attitudes to the learning of a second/foreign language and attitudes towards the target language community are usually significantly related to the degree of proficiency or language aptitude. However, attitudes towards learning a language tend to be more consistent and better predictors than attitudes towards language communities are." (Fazlul Haque, 1989, p. 76)

Because of the above mentioned insights regarding the attitudes of students towards the target culture, the researcher gave this scale further importance as being one of the main scales of the instrument. It includes six statements worded to reflect the students' attitudes towards the culture/s of people who speak English as their mother tongue. In fact the two nationalities mentioned by name in the statements are the American and the British. This is due to minimum contact of participants with other nations that speak English as a mother tongue other than those. Five out of the six statements that constitute the scale are worded positively, and only one is negatively worded. The highest score possible that reflects the students' positive attitude toward the target culture is 30.

9 - ENGLISH COMPARED TO OTHER LANGUAGES

The last scale on the students' questionnaire is meant to ask the students to voice their opinions regarding the

position of the target language in the society in comparison to other foreign languages. The 3 statements that comprise the scale require of the student respondents to indicate the degree of their appreciation to learn English rather than learning other languages that are not mentioned by name. One of the three statements is worded positively while the other two are negatively worded. The highest score on this scale is 15. (See Appendix II)

5.4.5 STUDENTS' QUESTIONNAIRE ADMINISTRATION INSTRUCTIONS

The questionnaire was accompanied by a set of instructions addressed to the teachers who were assigned to invigilate the administration of the questionnaire in the State of Qatar. This measure was of special importance in the girls' schools where no males are allowed. It is worth noting here that the researcher was present in the boys' school at the time when the questionnaire was being administered. The instructions give the teachers a brief idea about the study and ask them to note that:

- the questionnaire is for students in both the preparatory and secondary levels and that students are expected to answer the questionnaire during one teaching period;

- regarding the participants from the preparatory level, the questionnaire was only meant to be attempted by third year students. The number of students in the preparatory classes was not to exceed 40. As for the secondary school students, the questionnaire was for second year students from both scientific and literary sections. The number of respondents was not to exceed 35 students;

- English Language teachers may not be present during questionnaire administration in order not influence students' responses;

- teachers may not interfere unless asked, and if so, to provide brief and to the point answers. (See Appendix II)

5.4.6 OTHER MEASURES

In order to be allowed to administer the questionnaire in the schools, the researcher had to obtain an official permit from the Ministry of Education. A copy of the permit was sent to each of the schools that took part in the study. (See Field-work for details)

5.4.7 INSTRUMENT VALIDITY

Brown (1990) states that one or all of the following approaches could be used to defend the validity of a given test. These approaches are: Concurrent Validity, Construct Validity, and Criterion-Related Validity. Content Validity is the type required for this type of instrument. It is only necessary to ascertain that the instrument tests what it is meant to test and that it samples adequately the content area it is assigned to measure. (Brown, 1990, p. 102)

The student questionnaire enjoys both content and face validity. This is attained through the procedures that were followed all through the construction process. The first part of the questionnaire is after general information about the respondent: sex, gender, nationality, etc, in order to identify the responding sample of students. Other questions are put in this part with the deliberate intention to provide direct answers to the research questions. The attitudinal part which is

represented by the second part of the questionnaire follows in the footsteps of a validated test battery, namely the Attitude/Motivation Test Battery. (Gardner, 1985a) Still, the questionnaire was subject to judgements of nine specialized juries who were given adequate information about the study as a whole, about the problem of the research, about the research questions that were attempted, in addition to copies of both the Arabic and the English versions of the questionnaire. One last measure was attempted in the quest for content validity which was to show the amended and final form of the questionnaire to five of the same judges who had suggested alterations on the instrument in order to gain their full satisfaction of both face and content validity.

Table (10) lists the names and positions of the juries of the research instruments.

5.4.8 INSTRUMENT RELIABILITY

Reliability, as Hatch and Farhaday have put it (1982, p. 244), is the extent to which a test produces consistent results when administered under similar conditions. They also state that there are three basic methods of estimating reliability: the correlation between test-retest scores, the correlation of parallel tests, and the internal consistency methods.

In the test-retest method of gauging reliability which the researcher employed, the interest lies in the stability of results over time. (Brown, 1990, p. 98) Reliability is therefore obtained by administering the test to the same groups of students twice and then computing the correlation between the two administrations in order to obtain the correlation coefficient which states the reliability coefficient. (Hatch and Farhaday, 1982, p. 264)

In order to pilot the questionnaire and to gauge the reliability of the instrument, the researcher applied the test-retest technique as follows:

1 - chose with the help of a fellow teacher, third year class three which had 25 students in Alyarmuk Preparatory School for boys in Doha;

2 - chose with the help of a teacher, third year prep class which included 25 students in Asma'a Preparatory School for girls in Doha;

3 - chose with the help of a teacher, second year secondary two scientific section in Khalifa Secondary School for boys which had 25 students;

4 - the teachers administered the final Arabic version of the student questionnaire twice to the same students with a two week gap in between the second half of April 1990;

5 - the total scores of the students on the attitudinal part of the questionnaire were computed in the Computer Centre at Qatar University. The correlation coefficient test was employed and the results were as follows:

- the correlation coefficient between the test and the retest among the preparatory male and female group was 0.86;

- the correlation coefficient between the test and the retest among the secondary level male participants was 0.84.

According to the literature of statistics in research design as stated in many references, (Hatch and Farhaday, 1982; Brown, 1990; Gay, 1976; ... etc), the attitudinal part of the student questionnaire revealed high test-

retest reliability and, therefore, provided confidence in the instrument.

It is noteworthy to mention the following:

1 - the secondary school sector for girls was not included in the reliability test-retest process because it was necessary to get special permission to administer the questionnaire in the secondary schools for girls. The effort was saved till later in order to guarantee getting permission to administer the questionnaire on a wider range for data collection process;

2 - the correlation was not tested for the first part of the questionnaire which mostly includes general data about the participants. The advice by statisticians was that the general data need only to be analysed in terms of clarity to the participants and that the attitudinal part which represents the second part of the questionnaire needs to be subjected to reliability test procedures;

3 - the other factor that positively affected the reliability of the instrument is the fact that it included numerous items, amounting to 42 on the attitudinal part. This in itself, as stated by Hatch and Farhaday (1982), contributed to the high reliability of the instrument. They state the following:

"... the longer the test, the more reliable it will be." (1982, p. 246)

4 - the pilot administration of the questionnaire amongst the same participants did not reveal any discrepancies or misunderstandings with regard to the wording or the data subject to assessment in the first general part of the questionnaire.

TABLE 10

LIST OF INSTRUMENT VALIDITY JURIES

NAME	ACADEMIC STATUS	PLACE OF WORK
1. Prof. Moh'd Gamaledin Yunis	Head Of Curriculum & Instruction Dept.	University Of Qatar
2. Prof. S. Khudary Alshikh	Faculty Of Education	University Of Qatar
3. Dr. A. Reyad A/Raheem	Assistant Prof. Of Psychology	University Of Qatar
4. Dr. A/Aziz Kamal	Assistant Prof. In Education	University Of Qatar
5. Dr. Hamad Elniel Alfadil	Assistant Prof. In Curriculum & Inst.	University Of Qatar
6. Dr. A/Aziz Al Mughaiseeb	Assistant Prof. In Education	University Of Qatar
7. Dr. Ahmad Rajab A/Majeed	Education Development Consultant	Ministry Of Education(Qatar)
8. Dr. AbdelGhani Alnuri	Education Development Expert	Ministry Of Education(Qatar)
9. Mr. Richard Haise	British Council Office Director	British Council Office(Doha)

5.5 ADULTS' QUESTIONNAIRE

5.5.1 RATIONALE

The adults' questionnaire was administered under the following heading:

"ATTITUDES TOWARD ENGLISH LANGUAGE AND ITS STATUS IN THE STATE OF QATAR"

Opposed to the students' role in deciding the future prospects and status of the language in a society, the adults represent the actual present position of the language. Their attitudes toward the language, the people who speak it as a first language and their culture, their integrative and instrumental orientation toward the language, present indicators that can tell about the prestige the target language enjoys in the society. It is of great importance to investigate their assessment of the communicative role the language under consideration performs in the society. This sheds light on its position and helps establish a clear picture as a basis for future attempts of syllabus design. Ways of getting to this data are multiple, some of which are direct questions, indirect ones, as well as sighting evidence through inference of their life routines. Getting to know the places where they spend their holidays, their views regarding how they perceive the pragmatic importance of the language for both themselves and for their children, their encouragement to their children to spend more time and effort to learn the language, willingness to register themselves and their children in extra language courses whether locally or abroad, the amount of English they use in different settings in the country, are all but indicators necessary to portray the totality of the picture of the language position in the society. (Dubin & Olshtain, 1986)

With this in mind, the researcher decided to design a questionnaire that encapsulates most of the above mentioned factors and back it up with interviews of other adults that are in position to influence decisions and verify such opinions. It was necessary then to tailor a questionnaire that caters for both general, factual and attitudinal data. Following the footsteps of the works of Gardner, 1985; Dubin and Olshtain, 1986; Mackay, 1978; Munby, 1978, and others, the researcher figured out the theoretical framework and set to design the questionnaire till it was ready in its final version.

5.5.2 ADULTS' QUESTIONNAIRE LAYOUT AND CONTENT

The Arabic version of the questionnaire is in seven pages and is composed of the following parts:

5.5.2.1 THE COVER

It carries the title of the instrument, the name of the researcher and the university and the date.

5.5.2.2 INTRODUCTION AND INSTRUCTIONS

On the second page there is a brief account of the research telling the participants that the questionnaire is part of a research project to investigate the societal factors relating to the teaching of English as foreign language in the State of Qatar, and that the items in the questionnaire are concerned with the feelings of the participants about English Language, its utility and status in Qatar. It also tells that the questionnaire had been designed so that it could be answered quickly and easily, and that it contained statements with which some people agree and others disagree since there are no right or wrong answers. Participants were also asked to indicate their opinions about each statement by ticking (✓) the option which best represents the extent to which they agree or disagree with that statement. Finally, and

before thanking them for their cooperation, they were asked to respond to all items.

5.5.2.3 PART ONE (A): GENERAL INFORMATION

This part of the questionnaire is composed of five items asking the respondent to indicate his/her age, nationality, gender, occupation, and qualification.

5.5.2.4 PART ONE (B); FACTUAL QUESTIONS PERTINENT TO THE LEVEL OF ENGLISH OF THE RESPONDENTS

This part comprises seven questions asking the respondent whether he/she has attended English Language courses after formal education. In case of a positive answer, the respondent is asked to indicate the place and the duration. The question that is numbered seven on the questionnaire asks whether English Language is a job requirement: all the time, most of the time, occasionally, rarely or never. Question 8 demands the rate of English Language proficiency of the participants on the four language skills on a 5-point scale starting with excellent, then very good, good, fair and ending up with nonexistent. Question 9 asks the respondents to name the foreign language/s that they speak, if any, and to indicate the level of mastery of this/these languages to whether it is excellent, very good, good, fair, or weak. Question 10 requests the participants to order six foreign languages that exist in Qatar in terms of their perceived importance to the country and the degree of their use. Question 11 lists 11 different life settings and asks the participant to indicate his/her need to use English in each of them as being always, very often, sometimes, seldom, or never. Question 12 is geared towards effectiveness of English Language in the school system. The respondents are asked to indicate whether it is very effective, effective, not effective, or to voice no opinion. Lastly, in Question 13, they are asked to indicate whether they have been to a country that speaks

English as a mother tongue, and in case of a positive answer to mention the duration of the visit.

5.5.2.5 PART TWO: ATTITUDES TOWARD ENGLISH LANGUAGE

The attitudinal part of the adults' questionnaire is composed of 37 statements on Likert scale distributed unequally among six scales. These scales relate to the research problem in varying degrees of importance. Thirty of the statements are positively worded and the other seven are worded negatively. The lack of balance in terms of the number of statements positively or negatively worded is deliberate, due to the nature of the statements with the intention to avoid antagonism, bearing in mind the cultural barriers in existence. This part of the questionnaire is meant to measure the attitudes of the adults on the following scales.

5.5.2.6 ADULTS' QUESTIONNAIRE SCALES

1 - ATTITUDES TOWARD ENGLISH LANGUAGE

This scale relates directly to the research problem and provides straight forward answers to research questions. It includes 10 statements, six of which are worded positively and the rest are negatively worded. The statements cover so many aspects that might involve the actual feelings of the respondents regarding the target language. They touch on the pragmatic evaluation of the language, the relationship with foreigners who speak the language, its role in the school curriculum, willingness to join English Language courses and the prestige it bestows on those who speak it. The participants are asked to indicate their feelings regarding each statement ranging from "strongly agree" to "strongly disagree" on a 5-point scale. The highest score that could be obtained on this scale is 50 which indicates the most positive attitude toward the target language.

2 - INTEGRATIVE ORIENTATION

This scale consists of three statements only which are worded in a way to emphasize the adult respondents' desire to know English with the intention to use it as a means of communication that facilitates social interaction with people who speak other languages different from the respondents' own language. It is expected to provide data regarding the degree the adult participants endorse integrative reasons for learning the target language. The highest possible score on this scale is 15.

3 - INSTRUMENTAL ORIENTATION

For adult participants, this scale is of importance since it reflects the feelings regarding the pragmatic use of English in the society being representatives of the work force that shoulders the process of modernization in the country. Through their years of work experience, they are expected to have mature views concerning the importance of the language and its communicative role in the society. The statements embedded under this scale reflect the perceived prestige the respondents feel in case they know the language, in addition to its career prospects for the individual. The question of target language importance for daily life activities, and its role in the society compared to that of other foreign languages in the society are also mentioned. The number of items is six which are all positively worded. The highest score possible is 30.

4 - PARENTAL ENCOURAGEMENT

Adults may voice their pragmatic appreciation of the position of the target language and their felt needs to it in contrast to its role through indirect indicators. The statements included in this scale touch upon the way they foster positive attitudes in their children regarding English through encouraging them to spend more time and effort learning it. The scale includes three positively worded items only and the highest score is 15. .

5 - ATTITUDES TOWARD TARGET CULTURE

This is yet another important scale that relates directly to the research problem in the endeavour to investigate the status of the target language in the society and the attitudes of the locals toward the language and the culture it represents. The adults are by far the best to judge this aspect because of their vital social position as a group in the society. Research proved that knowing the language fosters positive attitudes regarding the people who speak it as a mother tongue. In a study conducted in the USA, Riestra and Johnson (1964), revealed that studying a second language for two years resulted in significantly more favourable attitudes towards the people speaking it as their mother tongue compared to those who hadn't. Gardner and Smythe (1975), on the other hand, demonstrated that the students who drop out of second language study have less favourable attitudes towards the other language community than those who continue to study the language. The same study also showed that the attitudes of students become more favourable the more years they spend studying the language. If these findings were to be carried a step further in order to extrapolate them to adults in the domain of attitudes of the adults toward the target culture, it could be argued that their perceived attitudes, if positive or negative, should impinge on their attitudes regarding the position and the status of the language in the society at large. This scale consists of 10 statements, eight of which are positively worded and two are worded negatively. The highest score attainable on this scale is 50.

6 - ENGLISH LANGUAGE STATUS IN THE SOCIETY

In five statements, the respondents are asked to indicate their appreciation to the communication role of English compared to other anonymous foreign languages. The statements discuss the importance of the target language for the country, increasing the allocated time assigned

for its instruction in the schools, the more urgent need for it compared to that for other foreign languages, and that its importance ranks right after the mother tongue. The scale comprises five statements, four of them are positively worded and one only is worded in a negative manner. The highest score on this scale is 25.

5.6 INSTRUMENT VALIDITY

The steps that were followed to validate the adults' questionnaire were exactly similar to those followed through the process of acquiring the validity for the students' questionnaire. (See 5.4.7) Content and face validity were the types of validity sought for the instrument in order to ascertain that it samples adequately the research questions and the objectives it was assigned to measure. The first part of the questionnaire is general information oriented with the intention of qualifying the sample of participants of this part of the study. These sample qualities are considered as variables for data analysis. Examples of those information sought were: age, gender, nationality, etc. (See Appendix II)

Other questions were added to this part of the questionnaire with intention to provide quantitative answers to some of the research questions that seek specific but indirect answers about the status and position of English in the society. These questions ask the participants to state the nature of their jobs, whether they have attended extra language education after they had finished their formal education, to what extent their jobs require the use of English, to rate their English Language proficiency on a 5-point scale, whether they speak any other foreign languages and, if so, to what level of proficiency. They were also asked to rank six foreign languages including English in order of their importance and their extent of

use in the society. These languages are URDU, FRENCH, GERMAN, ENGLISH, PERSIAN, and HINDI. They were also asked to state how often they need to use English in 11 different life situations. Furthermore, they were asked to state their opinions regarding the effectiveness of English instruction in the school system and finally to state whether they have visited English speaking countries and, if so, for how long. As for the attitudinal part of the questionnaire, it is of importance to note that it follows in the footsteps of a validated instrument namely the Attitude/Motivation Test Battery of Gardner (1985a). In addition to that, the adults' questionnaire was judged by nine specialized juries who were given copies of the instrument in both Arabic and English, in addition to ample information about the field of the study, its problem, its questions, and a list of all procedures the researcher considered. (See Table 10) When the final version was reached, it was again shown to five judges who had demanded slight alterations earlier.

5.7 ADULTS' QUESTIONNAIRE RELIABILITY

The correlation between the test-retest scores method was employed to ensure that the instrument produces consistent results when administered under similar conditions. The interest of the researcher was to ensure the stability of results over time. As stated in Hatch and Farhaday, (1982, p. 264), the instrument was administered twice to the same group of participants over a period of two weeks with the intention of obtaining the correlation coefficient between the two scores. The total number of participants in the pilot study was 25 and the group was sub-divided as follows to ensure a representative sample of that of the study at large: four male and female inspectors, four male and female teachers, four male and female doctors, four male engineers, two female secretaries, three female nurses, and four businessmen.

The results of the test and the retest on the second attitudinal part of the questionnaire were computed at the Computer Centre at Qatar University. The result manifested a 0.88 correlation coefficient which is high and reassuring of an acceptable reliability level of the instrument. Two other remarks are worth making here:

1 - the first part of the questionnaire that includes general information about the respondents was exempt from the reliability measuring process according to a specialist advice;

2 - the second part of the questionnaire relating to adults' attitudes consists of 37 items. This in itself increases the reliability of the instrument according to Hatch & Farhaday who state that the longer the test, the more reliable it will be. (1982, p. 246).

5.8 INTERVIEW SCHEDULE

5.8.1 RATIONALE

One other main way of collecting data is through interviews. McMillan and Schumacher (1989, p. 40) state that:

"A standardized interview is an oral, in-person administration of a standard set of questions that are prepared in advance. The questions are usually structured or semi-structured."

They also draw the distinction between three kinds of questions that could be prepared for interviews namely:

- STRUCTURED QUESTIONS which are limited in responses and are followed by a set of choices as the answer;

- SEMI-STRUCTURED QUESTIONS which are phrased to allow for individual responses having no choices from which the respondent selects an answer. They are normally open-ended questions, fairly specific in their intent;

- UNSTRUCTURED QUESTIONS which provide latitude for the interviewer to ask broad questions in any order seemingly appropriate.

This method of data collection has multiple advantages over other methods of data collection. A brief account of those advantages is found in McMillan and Schmacher (1989, p. 265):

1. the interview is normally flexible and adaptable;
2. it can be used with many different problems and types of persons, such as those who are illiterate or too young to read or write;
3. the responses in interviews can be probed, followed up, clarified, and elaborated to achieve specific accurate responses;
4. in face-to-face interaction, verbal as well as non-verbal behaviour can be noted which provides the interviewer with the opportunity to motivate the respondent;
5. lastly, interviews result in a much higher rate of response than questionnaires, especially for topics that concern personal qualities or feelings.

One main disadvantage that is to be taken into consideration is related to lack of attention on the part of researchers during the different phases of preparation for interviews. This may end up with negative effects on

the process of data collection and, therefore, may result in low reliability of the interview schedule altogether. This is related to the potential of bias through subjectivity. The interviewer may ask leading questions to support a certain viewpoint bringing in his/her perceptions. There is also the question of time consumption and the need for intensive training of interviewers who should bear in mind the state of comfort of the subjects lest they become unwilling to report their true feelings.

A set of other precautions is recommended by Goetz and LeCompte (1984), with regard the preparation of the interview. They suggest that the researcher should prepare all the questions and list them beforehand. The questions should be directly related to the objectives of the study and follow a given sequence that is adhered to in each interview. In case of a necessity to probe side questions, probes should also be listed down. The data derived through interviews is normally known as qualitative data. Goetz and LeCompte, (1984, p. 120) argue that key informants could contribute favourable insights to process variables not evident to the investigator, provided that key informants are carefully chosen. Further importance is added to this aspect with the intent to maintain representativeness among the group of key informants. They are supposedly individuals who possess special knowledge, status, or communicative skills, and who are willing to share the knowledge and the skills with the researcher.

"...they may sensitize the researcher to value dilemmas within the culture and implications of specific findings." (Goetz and LeCompte, 1984, p. 120)

According to McMillan and Schumacher (1989), most researchers use a combination of both the structured and the semi-structured types of questions in the interviews.

This is also the case in the interview schedule prepared for data collection for this study.

This instrument ties up strongly with the other two research instruments. It is meant to help collect qualitative research data to complement the quantitative data reached through the two questionnaire. Such a measure in the research gains special importance due to two main aspects: the quality of the sample of participants chosen, and the fact that it is a face-to-face interaction between the researcher and the interviewee. The instrument is meant to be used to interview decision makers in the country who constitute a representative sample of the educated class. Their views regarding English reflect to a great extent its status and probably the expected position of the target language for years to come. The face-to-face interaction helps to avoid ambiguity or misunderstanding that might influence the answer of the respondent in the quantitative questionnaires. It also helps gain immediate clarifications regarding unclear answers. Moreover, the interview schedule helps to get validation and possibly clarifications of the data that is collected through questionnaires whether from students or adults. This is attainable when the results of the interviews correspond with those results of the quantitative data that are reached at by other research instruments namely the questionnaires. It also presents the possibility of gaining explanations and probably information that support decisions. Added to that is the possibility of getting figures and statistics that could be attained on the spot and are pertinent to the subject under discussion.

5.8.2 QUESTIONS OF THE INTERVIEW SCHEDULE

The questions of the interview schedule were closely related to the research questions and were mostly of a

direct nature. They were replications of the questions that related to the position of English Language in the society, its importance, degree of use, its communicative role, its influence over Arabic being the mother tongue, the degree of its use in different settings in the daily life in Qatar, in addition to views regarding its future prospects in the country. The interviewees' opinions were also sought about the productivity of English instruction in the school system in Qatar and whether they would opt to send their children to extra language courses inside or outside the country. The informants were also asked to evaluate English instruction in the other private institutions in the country and the efforts exerted by the government in this context. Their views regarding different suggestions aiming to improve the present status of English instruction in the country were also requested. In addition to all of the above, there was an open ended possibility to get the informants to comment on other respondents answers as well. (See Appendix II)

5.8.3 INTERVIEW SCHEDULE VALIDITY AND RELIABILITY

The interview schedule gains its validity from the fact that the questions included are either in the students' questionnaire or in the adults', or in both. The two instruments have already been validated. As for the reliability issue, McMillan and Schumacher, (1989, p. 266), state that:

"if two or more interviewers agree on the way most of the responses to the questions should be classified, then the process is reliable, as assessed by inter-rater agreement. It is also possible to obtain a stability estimate of reliability by correlating the results of an original interview with results obtained a second time by the same interviewer."

Both measures suggested above were considered during the process of instrument preparation and administration. The instrument was given to nine juries for validation and to agree on the consistency of its content. (See 5.4.7 and 5.6) The other way of judging the reliability of the instrument was through the results gained during the process of interviews. It was evident that the interviewees understood the questions and had no problem in relating them to their own experiences and situations. The consistency of their answers projected clear understanding of the intended aims of the interviews. The results assured the researcher of the stability of the content of the interview schedule. Again, it is worth mentioning that the interview schedule was used for face-to-face interviews where the researcher was leading the discussion in person. (See Appendix for the Interview Schedule)

5.9 OTHER SOURCES OF INFORMATION

In addition to the three main research instruments, the researcher gathered data through two other means:

1. The files and archives of the Ministry of Education, Qatar University, and other institutions like the Language Teaching Institute and the British Council in Qatar. The idea was to get information regarding the status of English in the country to support data obtained through other means. Examples of information required from these sources are: English teachers' qualifications, Qatari student profile, the history of English Language instruction in the country, in addition to the circulars and ministerial decrees pertinent to English Language. The annual report of the Ministry of Education updates the data regarding student enrollment, nationality, pass rates, number of teachers, etc. Other valid information that helps to shed more light on the status of English in

the country is attainable from other institutions that share the teaching of English in the country. When the private institutions that teach English have a high enrollment rate, it is an indicator that language instruction at the school system is not of the quality that satisfies peoples ambitions. Dubin and Olshtain (1986, p. 11) put this as follows:

"An indication that the language programmes are failing to meet learners' objectives is often signalled by the existence of flourishing schools and courses outside the official educational system."

2. Evidence about the communicative role of the target language in different sectors of the society is attainable from the various leaflets, bills, newsletters, and forms of correspondence of both the official and the private sectors in the country. Street signs, names of shops and places also provide tangible evidence about the status and the communicative role of the target language in the society. The researcher provided examples of this source of information in terms of authentic copies and photographs. (See Appendix I)

5.10 STUDY SAMPLE

5.10.1 IMPORTANT CONSIDERATIONS

Although the concepts of sampling are familiar to researchers and are found in almost all works that are dedicated to the field of research design and statistics, it is still necessary to review the main concepts involved in this issue. The underlying concept is the fact that researchers are not normally in a position to study the entire population and thus refer to sampling, that is working with more limited data from a sample or sub-group of a given population. As Brown (1990) put it, it is an efficient and practical way of collecting and organizing

data. There is again the question of creating the accurate sample that is representative of the total population. This is determined by the method followed in sample selection. Samples are normally drawn from populations by random selection in the case where the population is homogeneous. On the other hand, stratified random sampling is considered in the case where the population is heterogeneous. The idea is to provide an equal chance for every member of the population to be in the selected group, and to eliminate the biases of the researcher in this regard in order to let the characteristics of the population determine the strata to be sampled, and that the resulting sample should thus have the same proportional characteristics as the whole population. The identified characteristics consequently act as variables such as gender, age, nationality, etc.

The question regarding the number of participants to be chosen in the stratified random sample depends entirely on their occurrence in the total population. As for the total number of subjects that should constitute the sample, this is judged by the situation, the type of statistics that would be employed, the degree of generalizability of the study i.e. the degree to which the results can be viewed as satisfactory beyond the number of participants involved in the sample, and by practical considerations of time and resources.

5.10.2 STUDENT POPULATION AND SAMPLE

The student population in the Qatari school system in the scholastic year 1986/1987 is as shown in Table (11). (Ministry of Education Annual Report 1988/89).

TABLE 11
STUDENTS IN THE QATARI SCHOOL SYSTEM IN THE YEAR 1988/89
BY STAGE AND GENDER

STAGE	MALE	FEMALE	TOTAL
PRIMARY	14104	17766	31870
PREPARATORY	7057	7037	14094
SECONDARY	4291	4717	9008
TOTAL	25452	29520	54972

Due to the nature of the study which is to investigate the status and position of English in the State of Qatar the researcher had to take preliminary decisions regarding the sample of the study. To start with, there is a clear violation of the terms of stratified random sample selection with regard to total population numbers. The main reasons behind this is the nature of the study, as was pointed earlier. In order to get to reliable data, the researcher had to make sure that the participants are aware of the implications of the study and the questions they attempt to answer. Primary school students were excluded from the start, but it was difficult to take the decision that excludes all the preparatory stage students from the sample. Rather, they were represented by nearly 29 per cent of the total participants in spite of the fact that the total of the third year preparatory student population is 3424 compared to 2466 students in second year secondary of both Arts and Science Sections who were represented by 71 per cent of the total participants. Again, the same thing happened in the case of gender. It was practically impossible to ensure the adequate sampling in terms of numbers. The researcher asked permission to

Student population and sample

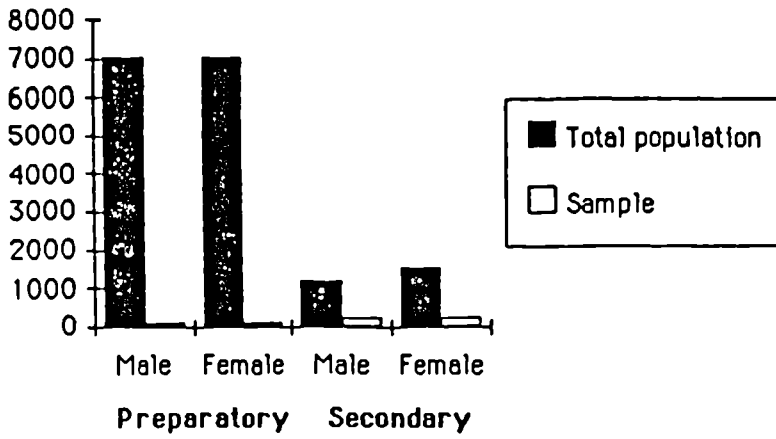


FIGURE 4

Students in the Qatari school system by stage and gender

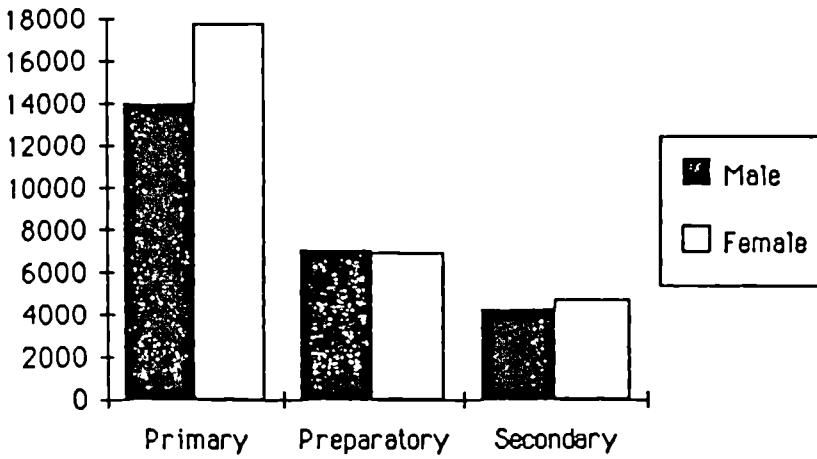


FIGURE 5

Total student population conducive to the levels chosen for the study

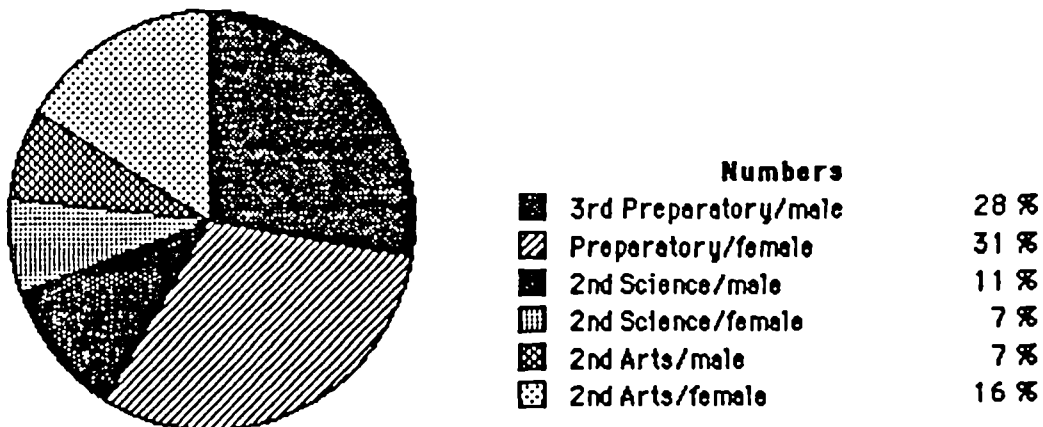


FIGURE 6

Student sample by gender and educational level

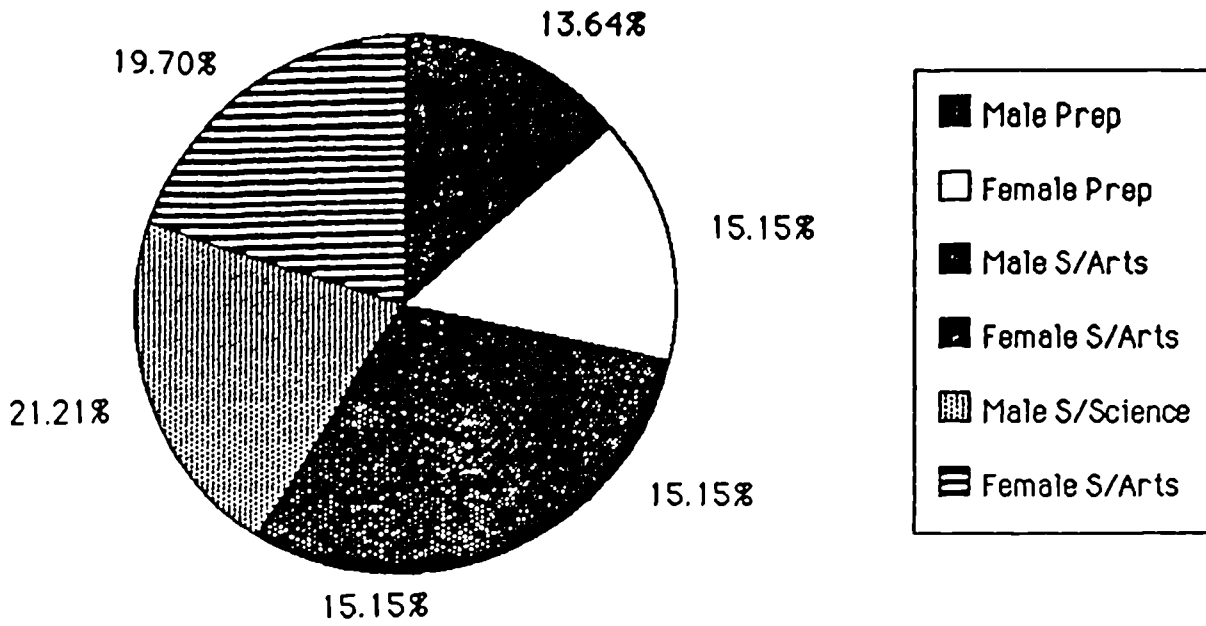
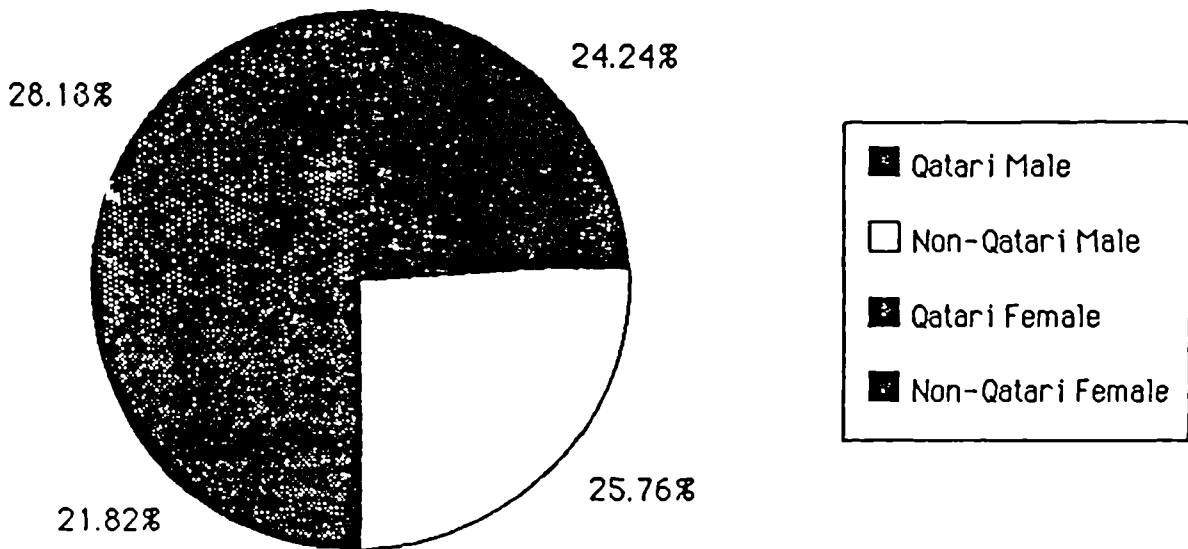


FIGURE 7

Student sample by nationality



Total number of students in sample 660

FIGURE 8

allow the questionnaire to be administered in the girls' schools in class proportions as indicated in the administration sheet for teacher invigilators. (See 5.10.5)

The total number of male participants was 330 which was the same as the total number of female participants. The casting factor is dependent on the fact that the sample (660) is big enough to represent the total population of students in general in the grades chosen which is (5890). It amounts to 11.21 per cent of the total population. As mentioned earlier, the student population's attitudes regarding the target language, their attitudes toward the people who speak the language as a mother tongue, their integrative and instrumental orientation to the language, their assessment of both the course, the teacher, and the method, all represent corner-stones in the study of both the present and the future status of the language in the society, (Dubin and Olshtain, 1986). It is also true that the older the students are, the more reliable their judgements tend to be especially when it concerns the area of attitudes toward the factors already mentioned. This is a crude judgement that hypothesizes that by then the students have had more contact with the language in terms of instructional hours whereby they are expected to be on a better ground to voice more accurate opinions. Again, they are more apt to make decisions regarding their future careers possibly influenced by their instrumental orientation toward English. Their contact with foreigners who speak the language either locally or during travel increases, and thus they are in a better position to offer more reliable data in this domain than the younger ones. With this in mind, the researcher decided, as stated earlier, to have a bigger number of secondary school participants in the study sample (470 participants), than students from the preparatory stage (190 participants).

It is of importance to note one more factor that caused discrepancy among the proportion of respondents be it in terms of gender, nationality, or level, and that is the disqualification of some respondents' questionnaire copies due to errors and at times lack of seriousness for some reason. Most of those disqualified ones were secondary school female respondents from the scientific section.

The total population of students in the levels chosen for the study sample is shown in Table (12). The figures are quoted from the annual statistical report of the Ministry of Education (1988/89, pp. 422-423)

TABLE 12

TOTAL STUDENT POPULATION IN THE QATARI SCHOOL SYSTEM
CONDUCTIVE TO THE LEVELS CHOSEN FOR THE STUDY 1988/1989
BY LEVEL, BRANCH & GENDER

	PREP 3	SEC. 2 SCIENCE	SEC. 2 ARTS	TOTAL
MALE	1783	710	459	2952
FEMALE	2013	448	1053	3514
TOTAL	3796	1158	1512	6466

The total number of the student sample is 660 students which comprised 330 male students and 330 female students.

Table (13) shows how the student sample was distributed.

TABLE 13

STUDENT SAMPLE OF THE STUDY BY LEVEL, NATIONALITY AND GENDER

	LEVEL		SECONDARY		NATIONALITY							
	PREPARATORY %		ART %	SCIENCE %	QATARI %	NON-QAT. %	TOTAL %					
MALE	90	13.63	100	15.15	140	21.22	160	24	170	28	330	50
FEMALE	100	15.15	100	15.15	130	19.70	144	22	186	26	330	50
TOTAL	190	28.78	200	30.30	270	40.90	304	46	356	54	660	100

5.10.3 THE ADULTS' SAMPLE

The way in which the adults' sample for study was chosen is different from that of the students' sample. The reason behind that is due to the fact that the adult population of the study cannot be properly identified. This is due to the fact that the nature of the study which attempts to gauge the status and position of English in a whole society where every literate member of polity qualifies to be a participant of the study sample. In spite of that, the researcher attempted to sample most jobs and professions in addition to most society segments. One strong ground concerning the adult sample selection is based on the fact that the number of participants in the study is quite big (460 participants), and were deliberately chosen to represent most sectors in the community. It is also worth noting here that accurate figures of the work force in the society, sub-divided into the categories of those in the study, are nearly impossible to obtain due to restrictions imposed by different personnel in the different ministries in the country. There is also a degree of bias on the part of the researcher in choosing the segment of the society that includes literate people most of the time. This was unavoidable. It rests on the fact that the illiterate cross-section of the people is not suitable for the purposes of the study. In brief, the sample of respondents represent a cross-section of the work force of the society from both sexes that could provide clear-cut answers to the research questions and to its problem regarding the status of the target language among the adults and therefore extrapolate the findings to all literate adult members of the relatively small society of the country. Tables (14) and (15) show the classification of government employees according to nationality, age and sex group, nationality and academic status. Table (16)

Classification of male government employees according to nationality age and sex group

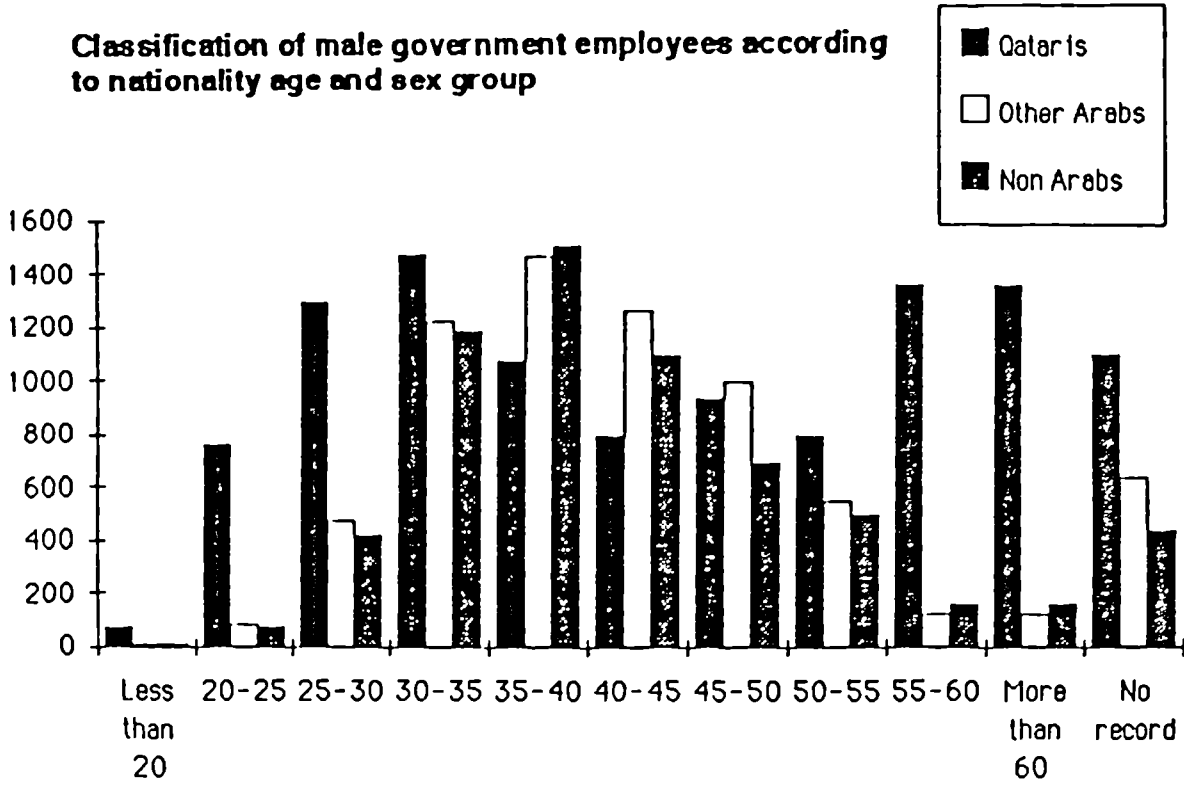
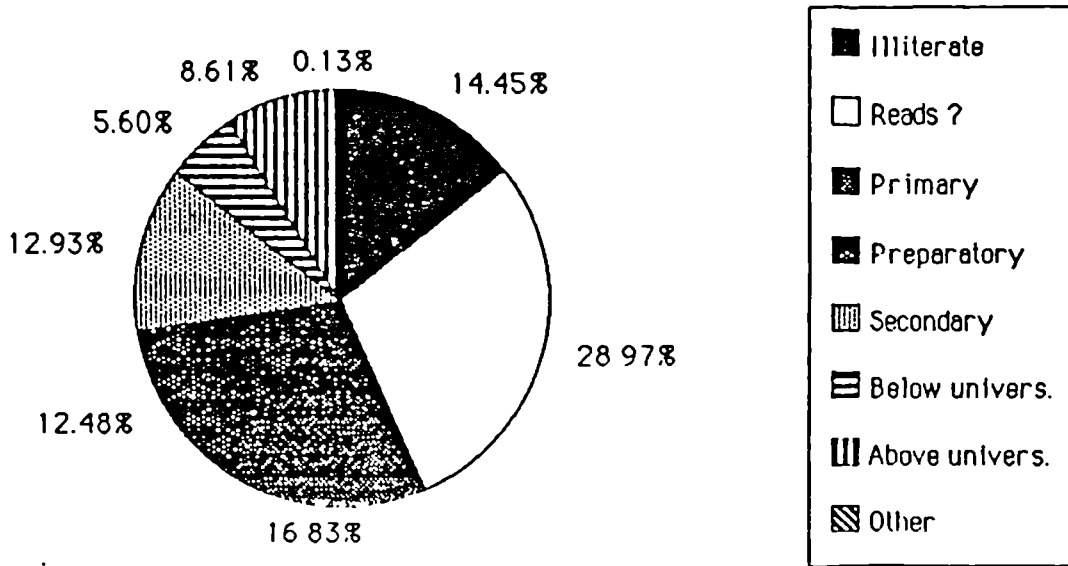


FIGURE 9

Private sector male employees according to sex and academic status



Total number of employees 22,911

FIGURE 10

"Ministry of Finance and Petroleum Annual Report : P.27"

TABLE 14

**Classification of Government Employees according to
Nationality, Sex and Age Group.**

Serial No.	Nationality & sex Age Group	Qataris		Total	Arabs		Total	Foreigners		Total	General Total		
		M	F		M	F		M	F		M	F	Total
1	Less than 20 years	73	14	87	8	-	8	7	-	7	88	14	102
2	20 - 25	765	742	1507	82	56	138	71	1	72	918	799	1717
3	25 - 30	1289	1588	2877	474	253	727	419	12	431	2182	1853	4035
4	30 - 35	1467	827	2294	1218	457	1675	1182	24	1206	3867	1308	5175
5	35 - 40	1068	193	1261	1456	477	1933	1500	50	1550	4024	720	4744
6	40 - 45	787	105	892	1256	273	1529	1092	36	1128	3135	414	3549
6	45 - 50	931	96	1027	996	123	1119	693	22	815	2720	241	2961
8	50 - 55	791	54	845	549	47	596	497	13	510	1837	114	1951
9	55 - 60	1348	31	1379	118	5	123	158	1	159	1624	37	1661
10	More than 60	1348	31	1379	118	5	123	158	1	159	1624	37	1661
11	Not Recorded	1093	145	1238	631	119	750	436	31	467	2160	295	2455
TOTAL		10317	3823	14140	7051	1828	8879	6431	200	6631	23799	5851	29650

"Ministry of Finance and Petroleum Annual Report : P.27"

TABLE 15

The table shows classification of Government employees according to Academic Status and Sex compared to last year.

Year & Sex Academic Status	30 . 6 . 1407		30 . 6 . 1408		Total		Percentage		
	Male	Female	Male	Female	1407	1408	Male%	Female%	Total%
Without Qualification	10881	699	10724	713	11530	11437	98.55	102.00	98.76
Intermediate	1144	35	1148	60	1179	1208	100.34	171.42	102.45
Preparatory	1300	109	1283	133	1409	1416	98.69	122.01	100.49
Secondary	2943	693	2946	666	3636	3612	100.10	96.10	99.33
Inter. Diploma	2260	1128	2274	1196	3388	3470	100.61	106.02	102.42
Bachelor	3651	2532	3821	2896	6183	6717	104.65	114.37	108.63
Higher Diploma	283	67	284	68	350	352	100.35	101.49	100.57
Masters	182	34	191	38	216	229	104.94	111.76	106.01
PH. D.	303	34	315	41	337	365	103.96	120.58	105.63
Others	934	23	813	40	957	853	87.04	173.91	89.13
TOTAL	23881	5354	23799	5851	29235	29650	99.65	109.28	101.41

"Ministry of Finance and Petroleum Annual Report : P.65"

TABLE 16

PRIVATE SECTOR EMPLOYEES ACCORDING TO SEX AND ACADEMIC STATUS (1988)

	illiterate	reads fluently	primary	prep	second.	below univ	Univ & above	other	Total
Male	3310	6637	3857	2860	3962	1282	1975	30	22911
Female	7	4	11	15	174	130	251	2	594
Total	3317	6641	3868	2875	3136	1412	2224	32	23505

"Ministry of Finance and Petroleum Annual Report : P.83"

shows the private sector employees according to sex and academic status. (Ministry of Finance & Petroleum Annual Report, 1988, pp. 27, 65 and 83) Table (17) shows the adult sample of the study in terms of nationality.

TABLE 17
ADULTS' SAMPLE BY NATIONALITY

NATIONALITY	NO OF ADULT PARTICIPANTS	%	TOTAL
QATARI	153	32.6)	470
PALESTINIAN	96	20.4)	
EGYPTIAN	90	19.1)	
JORDANIAN	78	16.6)	
SUDANESE	15	3.2)	
OTHER	38	8.1)	

Although, the data regarding this particular factor has been analysed in terms of the given nationalities, it would be presented and discussed only in terms of Qataris vs non-Qataris. The purposes of this study do not allow details in this matter for fear of losing focus. Still, the data obtained is considered as very valuable for further researches planned to follow in this area.

So, the Qatari participants are 153 which amounts to 32.6 per cent of the study sample, and the non-Qatari participants were 317 amounting to 67.4 per cent.

As for gender, the male participants of the study are 315 amounting to 67 per cent of the total adult participants, while the females are 155 representing 33 per cent of them. Since the study participants are mainly from the work force in the society which is to a high extent dominated by males, the above percentages represent crudely the work force in the society.

As for the variable of profession, the participants of the study are as follows:

TABLE 18
ADULTS' SAMPLE BY PROFESSION

PROFESSION	NUMBER OF PARTICIPANTS	%
EDUCATOR	162	34.5
AUDITOR	48	10.2
EMPLOYEE	35	7.4
ENGINEER	60	12.8
BUSINESS	19	4.0
DOCTORS	35	7.4
SECRETARIES	25	5.3
OTHERS	86	18.3
TOTAL	470	100

It is of importance to mention that the professions listed under other, cover 11 different areas of jobs in multiple sectors in the country. The professions that are not mentioned in the table above, due to the fact that they are fewer in number (15 or less), are: policemen, army personnel, nurses, chemists, drivers, farmers, editors, TV news readers, administrators, labourers and bankers. The other factor to note about this segment is that they are grouped under three major areas for the convenience of statistical analysis.

These areas are:

- * elite jobs which include engineers, doctors, educators and businessmen;
- * normal jobs which include auditors, employees, and secretaries;
- * all other jobs are listed under OTHER.

As for qualifications, the sample of the study is as follows:

TABLE 19
ADULTS' SAMPLE BY ACADEMIC STATUS

*GSSC	%	+DIP	%	B.A.	%	M.A./ +DIP	%	Ph.D.	%
72	15.3	43	9.1	291	61.9	50	16.6	14	3

*GSSC = General Secondary School Certificate

+DIP = Diploma

It is of importance to note here that the collected data will only be analysed at this stage in terms of HIGHLY QUALIFIED which includes B.A and above, and OTHER QUALIFICATIONS which includes anything below the B.A. qualification. The rest of the details will be useful for further research later on. Thus the sample is divided up as follows:

HIGHLY QUALIFIED: 355 representing 75.5 per cent the population sample

OTHER QUALIFICATIONS: 115 representing 24.5 per cent of the population sample.

5.10.4 SAMPLE OF INTERVIEW PARTICIPANTS

The selection of participants for the third kind of data collection was task specific. Dubin and Olshtain (1986, pp. 12-17), highlighted the importance of interviews with individuals who have been absorbed into the labour market in a variety of professions in order to gain information that makes possible the assessment of real requirements for the language of wider communication in the field, and to learn to what extent the knowledge of the language aids or hinders people's professional progress. They also encourage gauging opinions of those at the highest level in a given administration in order to be aware how they view the question of language in general and their

willingness to provide the potential for the target language to flourish in the society. Goetz and LeCompte (1984, pp. 119-120), describe the ideal interview informants as being individuals with special knowledge, status, or communicative skills and are usually reflective individuals who could contribute to the subject under investigation. With this in mind, the researcher decided to interview 10 decision makers in different sites in the country. The criteria for choosing these particular respondents are as follows:

1. they are mostly influential people in different sectors in the society;
2. their positions relate one way or another to English use in the positions they occupy in the society;
3. their positions give them potentially the ability to express effective views on the topic subject to study;
4. they possess knowledge and possibly figures regarding the position of the target language in at least their sectors;
5. they represent a diversity of the educated class of the society.

The following list shows the interview informants by name, position and place of work:

TABLE 20

LIST OF INTERVIEW INFORMANTS OF THE STUDY

NAME	POSITION	PLACE OF WORK
1. Mr Saif Alkawari	Under Secretary Assistant For Instructional Affairs	Ministry Of Educ.
2. Dr A/Jaleel Salman	Deputy Director Of Hamad Health Establishment	Ministry Of Public Health
3. Mr Nassir Aldarwish	Chief Manager Of The Oasis Hotel & Beach Club	Private Sector / Businessman
4. Mr Yusif Alusif	Manager Of Qatar National Bank/ Mushirib Branch	Q.N.B. Mushirib Branch
5. Shiekh A/Allah Bin Khalifa Bin A/Allah Al-Thani	Head Of Companies Supervision Section	Ministry Of Economy And Commerce
6. Dr Darwish Alimadhi	Lecturer In The Eng. Depart.	University Of Qatar
7. Mr Jumaa Almuhanadi	Head Of The Projects Dept.	Ministry Of Manuci- pality & Public Work
8. Mr Jasim Alimadi	Director Of The Training Section	Qatar General Petr- oleum Corporation
9. Mr A/Rahman Muftah	Chief Director Of Qatar General Post Office	Qatar General Post Office
10 Mr Reginald Veal	Director Of Studies	British Council Off- ice, Doha

5.10.5 FIELDWORK

This section is meant to give a brief account of the steps that were taken by the researcher during the fieldwork process of the study. After reviewing the literature pertinent to the field of study, and after the refinement of the research questions, the researcher decided to collect quantitative data from a diversity of members of the society. Students from both preparatory and secondary levels, and adults representing different sectors in the society were targeted for that kind of data. The researcher decided to use two different questionnaires for that purpose, one for the students and the other for the adults. Qualitative data was also needed to further support the quantitative data from decision makers through interviews. Furthermore, there was a need to collect data related to the field of the study from the archives of the Ministry of Education and the University of Qatar and other local and foreign institutions. In addition to that, the researcher decided to sight tangible evidences and to provide authentic documents in order to find facts that illustrate the actual position of the target language in the society. The steps that were taken are as follows:

- 1 - Prepared in English the factual part of the two questionnaires, the students' and the adults'.
- 2 - Prepared the attitudinal part of the two questionnaires in English and decided on the format for both.
- 3 - Along the same lines, prepared the questions for the interview schedule.
- 4 - Wrote to universities in the countries that provide expatriate English Language teachers for the Qatari school system to get copies of pre-service curricula assigned for teacher pre-service training.

5 - Wrote a synopsis of the study in Arabic including the problem of the research, research questions, in addition to Arabic translation of both the two questionnaires and the interview schedule. These were all typed up in Arabic and in English and then handed to 12 juries for the validation of the research instruments.

6 - The researcher followed that up with the juries till he got nine back out of twelve, which were studied carefully, and revised with each member of the juries in person.

7 - Prepared the instruction sheet for the teachers who were to invigilate the administration of the questionnaires.

8 - The final versions of the questionnaires were printed in the following numbers: 700 copies of the students' questionnaire and 600 copies of the adults'.

9 - The questionnaires were put in bundles of 20 copies in envelopes along with copies of the instructions.

10 - 25 copies of the adults' questionnaire and 75 copies of the students' questionnaire were used for the test-retest process to assess the reliability of the instruments (see Questionnaires Reliability, 5.4.8 and 5.7).

11 - The questionnaires that were used for assessing the reliability were computed at Qatar University Computer Centre for correlation coefficients.

12 - The researcher visited different institutions where English Language is taught in the country in order to get information and statistics regarding the status of the target language in the society. The places that were visited are:

- Qatar University
- The English Language Teaching Unit
- The English Language Department
- The British Council in Doha
- The Language Teaching Institute
- Doha College
- Civil Aviation College
- Hamad Hospital
- Qatar National Telecommunication
- Qatar General Petroleum Corporation.

13 - Collected authentic materials related to the use of English in different sectors and sights in the country such as picture of streets which provide true manifestation of the amount of English in use. Bills from different stores, bank invoices, and other kinds of formal and informal correspondence were also collected for the same purpose. (See Appendix I)

14 - In order to administer the students' questionnaires in the schools, the researcher had to seek permission from the Ministry of Education. Other permissions were necessary for the assigned schools from both the secondary and the preparatory directorates. As for the Girls Sector, a special arrangement was reached with the secretary of the Girls Education Directorate through the director. Assigned envelopes of questionnaires were handed to the secretary along with the instruction sheets for the teacher invigilators. The secretary of the department undertook to distribute the questionnaires to the chosen schools and to follow the administration process up till they were ready for collection. A list of the names of the schools and classes was prepared and then copies of the questionnaire were put in serial numbers in order to facilitate the task for follow up measures. Tables (21) and (22) show the names of the schools and the number of participants from each school.

TABLE 21

List Of The Preparatory Schools Where The Students' Questionnaire
was Administered Showing The Serial Copies And The
Cases in Each School

Serial No.	Schools	Serial No. of Questionnaire From - to	No. of cases
I	<u>Boys Preparatory Schools</u>		
1.	Doha Preparatory	1 - 31	31
2.	Yarmuk Preparatory	32 - 58	27
3.	Mushirib Preparatory	59 - 72	14
4.	Gharafa Preparatory	73 - 90	18
II	<u>Girls Preparatory Schools</u>		
1.	Qatar Preparatory	91 - 130	40
2.	Hafsa Preparatory	131 - 161	31
3	Alandalus Preparatory	162 - 190	29

TABLE 22

List Of The Secondary Schools Where The Students' Questionnaire Was Administered
Showing The Serial Number Of Copies And The cases In Each School

Serial No.	Secondary Schools	Literary section cases		Scientific section cases	
		From -	to	From -	to
I					
Boys Secondary Schools					
1.	Jassim Bin Hamad Secondary	191 -	203	13	13
2.	Alistiqlal Secondary	204 -	222	19	30
3.	Doha secondary	223 -	237	15	26
4.	Khalifa Secondary	238 -	253	16	29
5.	Ahmad Bin Hambal Secondary	254 -	272	19	26
6.	Rayan Secondary	273 -	291	19	28
II					
Girls Secondary Schools					
1.	Rabia Aladawiyah Secondary	292 -	310	19	26
2.	Khalifa Secondary	311 -	330	20	28
3.	Oatar Secondary	331 -	348	18	29
4.	Amina Bint Wahab Secondary	349 -	368	20	23
5.	Aliman Secondary	369 -	388	20	24

15 - Another letter was obtained to be presented to officials for the administration of the adult questionnaire in some government institutions (e.g. Hamad Hospital).

16 - Permission to use the facilities of the Computer Centre at the University of Qatar had also to be obtained.

17 - As indicated earlier on, the researcher was present during the administration of the students' questionnaires in the boys' schools, but not in the girls'.

18 - The administration of the adult questionnaire was carried out in two main ways:

- through official channels where the relationship of the researcher was with the administrators who undertook to distribute the questionnaires as is indicated in terms of numbers and sample of participants. They also collected the questionnaires back for the researcher.

- through key figures and representatives in the different work sites in the country. These key figures were normally either relatives or friends.

19 - After the data were collected, the researcher prepared a grid for the factual and attitudinal data. The scores were first transferred on special sheets of paper and then into the computer using the SPSS-X (THE STATISTICAL PACKAGE FOR SOCIAL SCIENCES), for data analysis.

20 - Different consultations and statistical advice were sought from specialists in both Qatar and Durham Universities with regard to statistical analysis and data presentation.

21 - It is also important to note that the rate of return of questionnaires was higher in the case of students compared to the adults. Out of 700 copies of student questionnaire, the researcher received 675 returns (96.4%), and 15 copies were disqualified due to lack of seriousness and missing items. In the case of the adults, the researcher distributed 550 copies of the adult questionnaire, and received 475 (86.3%). Some of the questionnaires could not be traced in Qatar National Bank and some lost in Hamad General Hospital. The researcher had to disqualify five other copies because of missing items that were left unanswered.

22 - The following timetable of the period of fieldwork was followed by the researcher:

- the first version of both the two questionnaires and the interview schedule was ready in December 1989. Copies were given to 15 juries for validation purposes in January 1990. The researcher managed to get nine juries to go through the instruments in depth;

- the versions that were used for the pilot samples of both the adults and the students were administered and analysed in February 1991;

- data were collected on a wide scale in March 1990. Computer analysis was carried out in the Computer Centre at Qatar University in May 1991, and later in July 1991, at the Computer Centre in Durham University;

- the interviews were carried out in May 1991.

CHAPTER SIX

DATA PRESENTATION AND ANALYSIS

6.1 INTRODUCTION

The major purpose of the study is to determine the actual position and status of English in Qatari society through the study of the facts related to the societal factors that pertain to the role it performs in both the educational institutions and among the work force in the country. This is meant to furnish the facts and to lay the foundation for the syllabus design of language courses mainly for the school system and possibly for other levels of English instruction in the country; be they in the private sector or at higher educational levels where ESP courses are being designed. This stage is called the fact-finding stage in Dubin and Olshtain (1986, p. 5).

Before beginning data presentation and analysis, it is pertinent to give an account of the study participants so that the analysis and the findings are interpreted within the framework of the study sample characteristics.

The student sample, as described in the fifth chapter of the study (see 5.10.2: Student Population and Sample), represents 11.21 per cent of the student total population. It consists of 660 students divided equally between the two sexes. 190 of them (29%) were chosen at random from the highest grade in the preparatory level. The idea was to make sure that the preparatory stage of the total student population is represented in the study sample by students from the third year who are supposedly able to assess their own attitudes and inclinations regarding the theme of the study. The average age at this stage is 14 years and a half. The highest proportion of the study sample came from the second year secondary stage where

students are older with an age average of 16 years and a half. Since they were more mature, their responses were expected to be more accurate. They were chosen from both the branches: 200 students from the Literary Section and the other 270 from the Scientific Section. The students were a mixture of nationalities. 304 of them were Qatari nationals and the rest (356) were from a variety of nationalities that exist in Qatar. 107 were Palestinians, 80 Egyptians, 60 Jordanians, 33 Sudanese, 20 Yemeni and 55 students from other nationalities. The socio-economic background of the Qataris is the same expected among the Gulf petroleum states. The income of the individual is one of the highest in the world and, therefore, enables them to travel a lot and have a good share of the latest productions of technology. The level of education among the Qatari families is improving rapidly especially among the young generation, but there is still a high proportion of illiteracy among the Qatari adults. As for the non-Qatari student participants, they share more or less the same standard of living which could be characterized as low middle class standard. They are mostly children of expatriate parents who are here for work purposes to better their standards of living. They are normally qualified as university graduates.

The adult study sample consists of 470 participants from the different professions in Qatari society. 67 per cent of them were males and the rest, 33 per cent, were females. The Qatari nationals constituted 32.6 per cent, 20.4 per cent were Palestinians, 19.1 per cent Egyptians, 16.6 per cent Jordanians, and the rest were from other different nationalities. The kind of job distinctions that were made sub-divided them into three main categories namely: the elite jobs (276: 58.7%) representing those of the businessmen, engineers, doctors and educators, ordinary jobs (108: 23%) like government employees, secretaries, and other jobs (86: 18.3%) like soldiers,

drivers, labourers, etc. In terms of age, 136 participants were over 30 years of age and 334 were less than 30 years of age. One other variable qualifying the adult sample is their qualifications. 335 (75.5%) were highly qualified with university degrees and above, and 115 (24.5%) were below high qualification. This, to some extent, tells about their socio-economic background. They constitute a sample from the Qatari work force who are normally the educated proportion of the society. The Qataris are normally better in terms of the financial income and position and are normally more capable of travelling abroad and, therefore, come into more contact with other cultures.

Adult interview informants were 10 influential decision makers representing different sectors in the society that are related one way or another to English language. They are mostly middle-aged educated people representing a diversity of the educated class in the country. Their socio-economic status is elevated to place them in the upper-middle class segment of the society. For effective presentation and analysis, the data of the study will be presented and analysed in two main sub-sections:

1. Factual data related to the actual position of English in the society at large;
2. Attitudinal data related to the standpoint of both the students and the adults regarding the target language and the people who speak it as a first language.

6.2.1 PRESENTATION AND ANALYSIS OF FACTUAL DATA

Dubin and Olshtain (1986, p. 5), state that it is vital to do preparatory work before initiating a new language programme in the form of information gathering. This is to provide answers to key questions related to learners, and to teachers, being the audience for whom the programme and materials are to be developed. They view the fact-finding stage as an imperative prerequisite for effective decision making regarding the participants. They therefore recommend gathering relevant information regarding the language setting; patterns of language use in the society; group and individual attitudes toward the target language; and the political, national and economic considerations prevailing in the society.

The data that were gathered in this study pertain to most, if not all, the areas that are previously prescribed. The intention is to attend to each one of them separately with the intention of drawing a collective picture of the actual position of English in Qatari society.

One other main area to help qualify the English Language teacher in the Qatari school system is derived from the students' attitudes toward their teacher. The fifth scale on the attitudinal part of the students' questionnaire comprises four items related to teacher competence, being patient, industrious, pleasant and friendly. (Items 4, 12, 22 and 32) (See Appendix II)

The idea is to gauge the extent the teacher stimulates his/her students' desire to learn by showing them where they are and where they are heading. Table 23 shows that the mean of the teacher scale of the student respondents was 15.017, the median was 16.000 and the standard deviation was 4.221. Knowing that the total score on this

scale is 20 points, it is therefore evident that the students evaluate their language teachers highly. This is in agreement with a general consensus that acknowledges the teachers of English Language as being rather more popular among students compared to other teachers of other subjects. This might be due to the fact the students acknowledge importance of English to their lives. It also might be related to the fact that English teachers are more equipped with teaching aids and educational technology than teachers of other subjects.

It was difficult to sense a general agreement among the interviewees regarding their assessment of the English teacher. Those who are related to the educational field and/or are after a more ambitious level of language attainment showed implied dissatisfaction toward English instruction in the school system, while others who are not aware of the implications of education were appreciative of the efforts exerted.

Dr Imadhi from Qatar University, Department of English and Modern European Languages, lays the blame of the low standards partly on the teachers. He says:

"I am not satisfied with the effectiveness of English Language instruction in the Qatari school system. The teachers are partly responsible for the low standards. They do not set the good example due to their inability to grasp the language proficiency level that would enable them to pass the language to their students adequately."

The director of studies at the British Council English Language Centre in Doha had the following to say in comment on this matter. He said:

"I don't know much about the school system, unfortunately, but we owe much of our prestige and business to the fact that a lot of children come to us who have been learning English for a long time and are unable even to make the basic utterance. So, my impression is that English is not taught effectively, or not learned very effectively."

In a comment on the need for in-service teacher training he also added the following:

"I think that in-service training of teachers of English is the most important factor. My impression is that one of the main reasons for lack of attainment is perhaps the lack of skill in modern teaching methods and, perhaps, the inability to get the teachers out to whatever course you are teaching. Teachers have difficulty teaching Crescent Course in a communicative way. This is not necessarily the fault of the course. It is just a mismatch between the training of the teachers and what is required by the course."

6.2.2 THE ROLE AND SETTING OF ENGLISH IN QATARI SOCIETY

Dubin and Olshtain (1986, p. 6) have cited Gumperz (1971, pp. 97-113) stating that the term "language setting" refers to the totality of communication roles in any speech community. It is therefore necessary to evaluate the significance of the language setting in terms of its effect on the learners and the learning process. The idea is to provide a description of the role of the target language and the roles that all other languages fulfil in the local community.

In Chapter Four, the researcher has already highlighted the position of English in Qatari society. (See 4.3) The idea is to establish through empirical data the perceptions and the attitudes of the study respondents from both the student and the adult samples as manifested in their answers to the questionnaires. It is also important to state the views of the interviewees in this regard as well.

The ninth scale in the students' questionnaire was tailored to assess how the students perceive the level of importance of English in comparison to that of other

languages prevailing in Qatari society. The scale is composed of three items (17, 28, and 36). (See Appendix II) The maximum score on this scale is 15 points and the mean of scores of the student respondents was 11.246, the median was 12.000, the standard deviation was 2.211 and the variance was 4.888. (Table 23) The figures show that the student respondents perceive English as being more important than the other languages that are in use in the society.

The other factor that should not pass unnoticed is related to the fact that 73 students out of the student study sample (11.1%) have had extra English education locally and abroad. This also sheds light on the fact that there is a considerable segment of the Qatari population who are keen on providing their children with more exposure to English out of mere realization of its importance for the individual's self-actualization.

It does not seem evident that the students in the study sample share educators' and other linguists' views regarding the complaints against poor language attainment standards. Table 26 shows the frequencies and percentages of student sample by perceived English proficiency on the four language skills. 298 students (45.2%) of the student study sample perceive their language level as Very Good and Excellent on the Listening Skill, 187 (28.4%) on the Speaking Skill, 271 students (41.1%) on Reading and 268 students (40.7%) on the Writing skill. Regardless of whether their self-evaluation is accurate or not, it stands as a justification for the positive attitudes the student participants have regarding English. Self-satisfaction implies that the student participants are contented with the language progress they are making.

A general agreement among all interviewees can be sensed. They are all of the opinion that English is the second

language in the country and is of vital importance to be learned and mastered adequately. The director of the General Post Office summed up the description of English setting saying:

"English acquires a good position in the country. It gains importance through the actual use in various sectors like banking, and to deal with the expatriate work force such as Indians and Filipinos. It is, in my point of view, the second language in the country and so it is being taught at the school system. Qatar is mainly an importing country. This places English as the means of communication and correspondence and documentation. With the situation being as such, I consider English as equal and parallel to Arabic - the mother tongue."

The adult participants, on the other hand, were asked to express their views regarding the importance and the role of English in the Qatari society in the following ways:

1. OPTING FOR EXTRA ENGLISH EDUCATION AFTER FORMAL SCHOOLING

Table 61 shows that 158 adult study participants (33.6%) have had extra English education outside the school system, either locally or abroad, for varied periods. This is an indicator coming from those who are supposed to have realized their needs; taking deliberate actions in the directions they know beneficial for them. It is therefore possible to conclude that they have come to realize the need for and the importance of English for their careers. This adds a further dimension to the felt importance of English in the community and justifies the leading role it performs among other languages in the society.

2. VISITING ENGLISH SPEAKING COUNTRIES

The situation becomes clearer when we come to realize that a large proportion of adult participants have chosen English speaking countries for their visits. Regardless of the purpose, or the duration of the visits, the mere fact

that those visits of 238 study participants (50.6%) were destined to English speaking countries implies that they feel at ease with the language and the culture. On the other hand, this sheds more light on the role performed in the society by the target language. (See Table 61)

3. USE OF ENGLISH AT WORK

Only 51 (10.9%) adult participants never use English at work. The same proportion rarely use it and 142 (30%) participants use English occasionally. On the other hand, 227 participants (48.3%) use English at work most of the time or always. (See Table 72) It is of importance to note here that nearly all adult study participants are Arab nationals. With this view in mind a conclusion regarding the extent English is in use at different work sites can easily be imagined. It is an indicator that English Language enjoys the position of the language of wider communication in the country.

The use of English is best described by the interview informants since they are all closely related to this area of language use.

Viewed at the general level, all interviewees agreed that English constitutes a prerequisite for the proper functioning of work in general in the various government and private sectors. Only one informant stated that the lack of English knowledge does not constitute an obstacle that hinders proper work order and professional progress in his sector. All but one of the informants use English considerably at work with their superiors, peers, and with their personnel. They use it to a great extent with foreigners and at professional meetings, with official guests and experts, for work management, quotations and tenders, for official and international negotiations and treaties, for academic purposes and for correspondence.

They all see English as important and therefore realize that it should be a job requirement in their departments. They are also of the opinion that basic knowledge of English is an absolute necessity for all sectors, and a higher level of proficiency is required for some jobs that need English by nature. They are also in a unanimous agreement on the existence of numerous jobs in the country that require an elevated level of English proficiency.

As for the level of proficiency on the language skills, the informants stated that the Speaking and the Reading skills are on top of the scale in terms of importance for work purposes, and less so the Writing skill. The importance of the Listening skill has not been highlighted, probably because it is an assumption taken for granted that the Speaking skill requires by nature the Listening skill equally. They mostly expressed a wish to have a staff at an average of level six on a 9-point scale of language proficiency.

Regarding the percentage of jobs that require use of English in the various departments, they all have stated a need varying from 30 to 80 per cent.

The estimates of the informants of the employees who acquire suitable levels of language proficiency among their staff members fluctuated between 35 per cent up to 95 per cent depending on the nature of the job and on the nationalities of the employees. A high percentage of the Qatari nationals members of the work force is estimated to possess knowledge of English.

A sweeping and a strong feeling of dissatisfaction could be felt among informants regarding the present standards of English generally prevailing among members of the work force and in the country at large regardless where the responsibility for the weakness lies. This feeling

coincides with an overwhelming desire to see better and more elevated language standards among students and future employees. It was suggested by three informants that the private sector should contribute in raising the standard of English Language proficiency bearing in mind the fact that they are the profiteers in the long run, especially when English is such a rare but necessary commodity. They are all in mind to step up measures to place English in a different, yet a better level, in order to perform a much bigger role in the labour market.

Shiekh Abdullah Althani, Head of Companies Supervision Section in the Ministry of Economy and Commerce expressed his dissatisfaction with language standards among the work force in particular and in the country in general saying:

"For us, English is such an important language to help dealing with foreign and other Islamic countries such as EEC countries and Pakistan. We use it on a wide scale in the local corporations and companies and in the private sector. We also use it in the medical sector and in the market. The terminology in modern science and technology, in computing, and in medicine is all in English. It is a fallacy that English would negatively influence Arabic. On the contrary. Arabic improves rather than deteriorates. In my opinion, English comes right after Arabic in importance and should be regarded as a very necessary job requirement. It is unfortunate that the majority of employees do not have a satisfactory knowledge of English on the language skills and in translation."

4. ADULTS' PERCEIVED LEVEL OF ENGLISH PROFICIENCY

99 adults (21%) of the total adult participants perceived their level of English proficiency on the listening skill as medium or below, 155 participants (33%) as good, and 216 (46%) as very good and excellent. As for the speaking skill, 157 adult participants (33.4%) perceived their English proficiency level as medium or below, 156 participants (33.2%) as good, and 157 (33.4%) as very good and excellent. On the reading skill 99 adult participants (21%) perceived their English proficiency as medium or

below, 169 (36%) as good, and 202 (43%) as very good and excellent. On the writing skill 139 adult participants perceived their English proficiency level as medium or below, 170 (36.2%) as good and 160 participants (34%) as very good and excellent. (See Table 61)

The above figures show that the average of 26.276 per cent of the total adult participants perceive their level of proficiency on the average of the four language skills as medium or below. This indicates that nearly three quarters of the adult participants perceive their level of proficiency in English in general as good, very good and excellent.

Fazlul Haque (1989, p. 76), states that research has shown that attitudes towards the target language and the target culture are significantly related to the degree of proficiency or language aptitude. When the adults and the work force in the country are of such calibre language-wise, and therefore attitudinally, it could consequently be assumed that the target language occupies a prestigious position in the country. It could hence be argued that it plays a vital role in the society as well. The issue of attitudes will be discussed in greater depth in the second part of this chapter.

5. SPEAKING FOREIGN LANGUAGES OTHER THAN ENGLISH

This area sheds light on the role English performs in comparison to other foreign languages prevailing in the society. French Language is the second instructional foreign language in the country. It is taught in the school system in the Arts Section at the second and third year secondary for a small proportion of students who choose not to do maths and science. It is also taught at the University of Qatar in the Department of English and Modern European Languages. Students who major in English take up to 14 credit hours of French during their course

of study at the university. French is also taught at the Language Teaching Institute. Table 8 shows that the number of graduates from the French Section in the Language Teaching Institute was 132 compared to 660 from the English Section till the year 1989.

Regardless of the level of proficiency of other foreign languages, responses of adult participants revealed that only 63 of them (13.4%) acquire knowledge of French, and the other 41 adult respondents (8.7%) acquire knowledge of other foreign languages. (See Table 71)

It is evident from the those figures that English is indisputably the major foreign language in the country performing the role of the language of wider communication in the society.

Perhaps it is necessary here to draw attention to the fact that the respondents were also asked to rank five foreign languages in Qatar in terms of importance and extent of use which is reflected in Tables 69 and 70 and discussed in the following section.

6. IMPORTANCE OF ENGLISH AND THE EXTENT OF ITS USE IN THE COUNTRY COMPARED TO FIVE OTHER FOREIGN LANGUAGES

Dubin & Olshtain highlighted the importance of establishing the role of English in respect to all other languages in the country. (Dubin & Olshtain, 1986, p. 7) In order to establish the actual position of English in the State of Qatar in respect of all other foreign languages in the country, the adult respondents were asked to rate six foreign languages that exist in the country, including English, in terms of their importance and their extent of use among community members. Table 69 shows that the adult participants have ranked English as the most important foreign language with a weighted score amounting to 5.823. The second position in terms of

importance was that of Hindi with a weighted score of 3.697. The third most important foreign language was Persian with a weighted score of 3.51, the fourth was Urdu with 3.495 weighted score, the fifth was French with a weighted score of 2.951, and of least importance was German with a weighted score of 1.507.

In terms of foreign language use in Qatar English came first again with a weighted score of 5.578. Second was Hindi with a weighted score of 4.028, third was Urdu with a weighted score of 3.938, fourth was Persian with a weighted score of 3.77, fifth was French with a weighted score of 2.448, and least important again was German with weighted score of 1.2345. (See Table 70)

It was not surprising to see English at the forefront of all foreign languages prevailing in the country in terms of importance and the extent of use. It comes in harmony with all other indicators that support this position of the target language in Qatari society and perhaps in the Gulf area at large.

The interview informants, on the other hand, are in full agreement with these findings. They perceive the presence of the other foreign languages as inactive but simply used on a narrow scale among ethnic minorities of expatriate workers. In support of that comes the fact that members of different ethnic groups use English as a medium of communication when they get to communicate with other members from another group. Mr Darwish from the private sector shares Dr Imadhi's view that although French is the second foreign language in the country, it stands no chance of comparison to the status of English. "It comes second but from the tenth degree," they said.

7. USE OF ENGLISH IN 11 LIFE SITUATIONS

This is yet another important area to illustrate the important role of English in Qatari society. Adult respondents were asked to state how often they need to use English in 11 different situations in Qatar on a 5-point scale starting with "ALWAYS", then "VERY OFTEN", "SOMETIMES", "SELDOM" or "NEVER". Tables 63 to 68 show the frequencies and the percentages and the chi-square test results the adult participants need to use the target language in those situations by the independent variables of the study sample. The main concern here is to concentrate on frequencies and percentages only as shown in Table 62. As for the results of the chi-square test, they will be needed later when the findings of the attitudinal data are analyzed.

The situations are as follows:

- AT HOME

244 respondents (51.9%) stated that they rarely or never use English at home. 176 respondents (37.4%) use it sometimes, while 50 respondents (10.7%) need to use it very often and all the time.

As for the interview informants the situation is rather different. Since the informants are all upper middle class citizens, all of them except one stated that they use English at home mainly to communicate with the house labourers who are mostly Asian house maids or drivers. They have also emphasized that having house maids and drivers is a well-established life style in the Qatari family and is also the life style of a few expatriate working families. Four informants stated that English is used at home to help children with their English studies and homework.

- IN THE MARKET

65 respondents (13.9%) don't need to use English at all or only rarely need it, 272 (57.9%) need to use it only sometimes, and 133 (28.3%) need to use it very often or all the time. The interview informants expressed a similar pattern of responses with regard to this aspect of language use. They stated that there are places in the Qatari market where English is really a necessity. Shop assistants are mostly non-Arabs and consequently the switch to English makes the task easier and more rewarding in terms of time and precision. The point that is worth mentioning in this regard deals with the comment made by most respondents stating that the level of English needed in this setting is not very sophisticated. Two informants stated that they do not find English necessary to satisfy basic needs in this setting.

- AT WORK

Although there are discrepancies between the answers to this question and those for Question 6 which asks the respondents about the degree of job requirement of use of English, the discrepancies are not that high. In fact they show consistency of the responses of the adult respondents. 130 candidates (27.6%) stated that they either rarely or never use English at work, 137 (29.1%) use it only sometimes, and 203 (43.2%) use it very often and always.

The views of the interview informants are expressed in depth at 6.2.2.3. (See Use of English at Work)

- FOR TRAVEL

25 candidates (only 5.3%) do not use English during their travels, 121 others (25.7%) sometimes use it, and the majority of the adult respondents 342 (68.9%) use English very often or all the time during their travels.

The interview informants by status belong to the group of people who travel a lot. They have all stated that English is a necessity during travel especially to European destinations. Hotel and travel reservation, customs, using other means of transportation, etc, all require the use of English.

- FOR AMUSEMENT

178 candidates (39.8%) never or rarely need to use English for amusement, 223 (47.4%) need it sometimes, and 60 (12.8%) need it very often or all the time.

This is the setting that has won the least positive responses from the informants of the interview. It is probable that the majority of respondents were not clear about the reference of "amusement".

- IN HOSPITALS AND HEALTH CENTRES

46 respondents (9.8%) do not need to use English at all or rarely need to use it, 196 (41.7%) need to use it sometimes, and 228 (48.5%) candidates need to use it very often and all the time.

It was acknowledged by all interview informants that English is in use on a wide scale in hospitals and health centres. Only one informant stated that he could manage without the use of English in this setting. Dr Salman, Deputy director of Hamad Medical Corporation - the one and only government medical institution in the country - stated the following:

"In spite of the fact that there is a call to offer the medical studies in Arabic as is the case in Syria for example, English is still essential in this domain. Medical post-graduate studies are not feasible without English since most references are in English. I would have hoped to use Arabic for official correspondence, but I find English an absolute necessity for the development of the country. English is the official language during meetings, for writing reports, for case discussions

among doctors, etc. English is the first language in the technical domain in Hamad Medical Corporation and we use English to write all our reports and other managerial matters. In addition, we have a substantial number of expatriate employees among our staff."

- FOR BUSINESS

94 respondents (20%) do not need English at all or only rarely need it for business purposes, 163 (34.7%) need it only sometimes, and 213 respondents (45.3%) need it very often or all the time.

Mr Nasser Aldarwish, the managing director of the Oasis Hotel and Alshata'a Club highlighted the importance of English in this setting saying:

"English is now the dominant language in the political, economic, and cultural spheres due to the fact that it is the language of the present and previous super powers, namely USA and Great Britain. No other language could dispute the supremacy and the wide spread of English at present. The Japanese use English in their dealings and communication. Having to deal with the hotel and tourism industry, we find English a life necessity."

- TO COMMUNICATE WITH FOREIGNERS

30 participants only (6.4%) stated that they never need to use English or rarely need it to communicate with foreigners, 62 (13.2%) stated that they sometimes need it for this purpose, and the majority of respondents, 378 (80.5%), stated that they are very often and always in need of English to communicate with foreigners.

The responses of the interview informants came parallel to those of the adult sample respondents. They have all stated that they resort to English to communicate with foreigners regardless of their nationalities. The level of language proficiency is not seen as a crucial factor as long as communication takes place.

- FOR CORRESPONDENCE

187 respondents (39.8%) rarely or never need English for correspondence, 145 (30.9%) sometimes need it for that purpose, and 138 (29.4%) need it very often and always.

The interviewees made the distinction between the personal and official correspondence they undertake. On the personal level the majority stated that they do not use English very often but on official level the language employed depends on the other party. Official correspondence with the government sectors is normally done through Arabic, but as for correspondence for the private sector and abroad, it is normally through English.

- FOR ACADEMIC PURPOSES

144 respondents (30.6%) rarely or never need English for academic purposes, 106 (22.6%) sometimes need it, and 220 respondents very often and always need it for that purpose.

A general consensus among the interview informants is felt to highlight their realization of the importance of English for research purposes. They are all of the opinion that they need for academic references the use of English but not necessarily in all fields.

- IN GENERAL

53 respondents (11.3%) stated that they never or rarely need to use English in general in the State of Qatar, 200 of them (42.6%) need it sometimes, and the rest, 217 (46.2%), need it very often and all the time.

The frequencies and percentages of the need to use English in different situations in the State of Qatar show that more than 80% of the study participants use English very often and all the time to communicate with foreigners who constitute the majority of the inhabitants of Qatari

peninsula. It was established earlier that English is also the medium of communication among non-Arab expatriate employees regardless of their nationalities or their mother tongues. Add to that the fact that nearly 69% of the participants use the target language during travel all the time or most of it; nearly half the adult population of the study stated that they use English in hospitals and health centres and also use it at work and for business management very often and all the time. This shows beyond doubt the very prestigious position English has as a means of communication in the society which entitles it to claim the position of the language of wider communication.

This could also be detected from the views of the British informant living in the country. In his answer to a question regarding the effect of lack of knowledge of Arabic on his survival in Qatar, he said:

"I find that I am able to survive perfectly well. There are times, obviously, when one would like to be able to speak Arabic. I would like to say that I come into a great deal of contact with non-native speakers of English and that contact stands in the way of building friendships in a way, but in terms of satisfying my needs I don't find it much of a problem."

8. POSITION OF ENGLISH IN RELATION TO ARABIC

- THE MOTHER TONGUE

One major area that has to be addressed is the position of the target language in Qatari society in relation to that of Arabic, the mother tongue.

English in Qatar, though very important, is not in a position to be compared to that of the mother tongue (Arabic). Arabic is the official language and the mother tongue of indigenous inhabitants. The position of English in the country is not that of the official language as is the case in other countries like Nigeria, Zambia and other former British colonies. English enjoys a special status

because of historical factors related to Qatar being one of the British protectorates in the Gulf area and because of other reasons mentioned earlier in Chapter 2. It certainly has the status of the major foreign language that is highly valued as a prestigious subject in the curriculum. Although Arabic is the medium of instruction in the Qatari school system, following the example of all other Arab countries that are members of the Arab League, the attention given to English as a major school subject could be detected by the review of the allocated time for English instruction in the school curricula. (See Table 2) Arabic is also the medium of instruction at the University of Qatar, except in the Department of English and Modern European Languages, in the Faculty of Engineering, and in the Faculty of Administration and Economics. It is obvious that English is given a lot of support from the high authorities in the country and in the Ministry of Education. Budgets are assigned for the development of English curriculum, for teacher training, etc. Affective factors, among others, are probably responsible for the improper exploitation of the support available. These issues are subject to elaborate discussion elsewhere in the study. (See Chapter 4)

It is worth noting in this regard - quoting the director of the Training Section at Qatar General Petroleum Corporation - that almost all establishments and corporations in the country use English exclusively as the means of communication for correspondence and for other official purposes. English is also used extensively in some sections in some ministries in the government especially where foreign experts are employed. Examples of that are the Engineering Department at the Ministry of Public Works, Projects Department in the Ministry of Municipality and Social Affairs, the Chamber of Commerce in the Ministry of Economics and Commerce, the Electricity Department in the Ministry of Electricity and Water and so

on. The Ministry of Municipality have, for example, issued a circular recently to enforce Arabic as the official means of communication. There exists a special translation section in almost every ministry in the country. Most translations are either into or from English.

The question of Arabicization, on the other hand, does not constitute a major trend in the State of Qatar as is the case in some other Arab countries. A good example of this is the decision to have instruction exclusively in English in the relatively new Faculty of Engineering at the University of Qatar. Again, the Faculty of Administration and Economics teaches a high proportion of the specialized courses in English. Intensive English courses are assigned for students in the new Faculty of Technology. This shows the kind of relationship that exists between Arabic, the mother tongue, and English, the target language. Although Arabic is highly valued by the people, it does not impede decisions that highlight the importance of English as a means for the process of modernization in the country. It is also clear that the target language is not rejected for statehood as is the case in some other countries. As a result of previous years of colonial injustices, some political regimes stand behind slogans that are probably meant to raise the morals of the people. In some cases these measures result in negative influence on the target language for the sake of establishing a national language. (Dubin and Olshtain, 1986, p. 17)

The question of conflict between the need to develop international ties with other countries on a wide scale, or with countries that possess the means for technology advancement and transfer on the one hand, and the need to create social integration through the mother tongue on the other, does not exist. It is true - as stated by the informants in their comments about the mutual influence of

both the two languages - that although the people value their cultural heritage highly from all dimensions including their mother tongue, they still view the need to develop the country and to catch up with the advanced world of technology. The target language is no doubt an important vehicle for such goals. There is, therefore, no discrepancy between the needs as perceived by the public and the policy as made by government institutions. A unique kind of relationship between the status of the mother tongue and that of the target language can be observed. It has emerged from the felt needs of the people at large to take every possible measure that helps to bring about prosperity and progress to the nation, knowing that the mother language should not necessarily suffer the impact of the target language. On the contrary, the influence of the target language could be viewed positively as enhancing translation, artistic and other cultural exchanges between and through the two languages.

The director of studies at the British Council Office in Doha has expressed similar views to this effect. He said:

"Although there is in Qatar - as in most countries - a pride in the national language, I don't detect much hostility towards English like in Malaysia, for instance, where there was a conscious national policy to downgrade English in the hope of extending and making acceptable their native language. I think that among the people I meet they feel quite secure in Arabic which is a major world language and is in no danger whatsoever. My impression is that people here want to recognize the importance of English even more."

He also added:

"I don't think that English has any negative effect on Arabic. I think that the two languages have two different roles in the nation. English is recognized as the language of business and certain other areas in education but not all, of course. English unlocks various doors and areas of knowledge. The relationship is that of one language serving the other."

One other significant factor that sheds light on this aspect of the study is related to the way English is perceived by both the student and by the adult participants. There is a question item in both the two versions of the questionnaires gauging the attitudes of all the participants concerning this matter. The item is worded as follows: "Since Arabic is our mother language, we do not need to learn any other foreign language". It is worth noting here again that this item and the others that were worded negatively are scored accordingly giving the weights in a diverse order. The students' mean was 3.994, standard deviation was 1.256 and the variance was 1.577. As for the adults, the mean was even higher; 4.414, standard deviation was 0.800, and the variance was 0.640. The participants indicated an overwhelming eagerness to learn the foreign language in spite of the importance of the mother tongue. It is not astonishing to discover that the adults are more for it than the students because they are logically more certain about the importance of the target language having had the life experiences they possess.

A general agreement was sensed among the interviewees regarding the importance of the target language as coming second to Arabic. They all felt the urge to protect Arabic from the influence of the target language out of national and ethical values. This is not to mean that the target language spread is negatively perceived in the society. On the contrary, the informants feel that there are potentials for intake from the target culture provided that the assimilation of the intake does not place in jeopardy the young and their values baring in mind the glamour and fascination of the target culture at this crucial age in the life of teenagers where the English is mostly taught. Having said that, it is necessary to add that some of the informants observe the question of target language on the mother tongue rather differently. Dr

Salman, Deputy Director of Hamad Medical Corporation argued that it is a fallacy to regard the exposure to the target culture and the learning of target language would by necessity result in negative influences on the young. The decisive matter, as he sees it, lies in the quality of intake and in the way it is presented. If the course content is chosen, graded and presented carefully, then the outcome would certainly be favourable and would contribute to the broadening of minds and experiences of learners. Four other informants thought that English should be introduced earlier in the school system and that it will not have a negative effect on the students' achievement in the mother language. The interviewees also responded to a question asking them to value English importance for the society on a 10-point scale. The average of responses was that English occupies a 7.3 position on such an imaginary scale.

6.2.3 ENGLISH AS THE LANGUAGE OF WIDER COMMUNICATION IN QATARI SOCIETY

According to Dubin and Olshtain, the target language claims the position of the language of wider communication if it is the medium of instruction in the school system, its position in the labour market and its role in furthering the process of modernization in the country. (1986, p.9) From the above discussion of the position of English and the role it performs in the Qatari community, the researcher has drawn a comprehensive picture regarding its importance in the country. A discussion of the other patterns of English use in the society will follow to draw a conclusion that it is not necessary for a language to claim the position of the language of wider of communication in a given society only if all the three above conditions are fulfilled. I could argue that the use of English as a medium of instruction in the school system cannot be binding for the following reasons:

1. This matter is not permanently fixed but rather subject to re-assessment and probably to change all the time. In case of a sudden change to have the target language as the medium of instruction, it would not be acceptable to consider the target language as the language of wider communication at the time. It is, in my understanding, a collective measure of a relative nature.

2. The school system is not the only instructional institution in most countries. In addition to institutions of higher education there is also the private sector and schools for other ethnic communities as well. How would the target language be evaluated in situations where some colleges and schools are taking it as medium of instruction (as is the case of English in some colleges at Qatar University and in some private schools in Qatar)?

To my understanding, the status of English in Qatari society presents adequate evidence to claim the position of the language of wider communication in the country, and in case it is not there yet, ample indicators show that it soon will be.

Qutbah (1990) shares the same views *on this issue*. He concluded, saying:

"We believe that English cannot be classed as the second language in Qatar since it is not the language of mass media or official institutions; nor is it the language which embodies Qatari national and cultural identity. Also, it is not strictly possible to consider it as a foreign language since it is used alongside Arabic in several areas of day-to-day life, such as in banks and hospitals; thus it can be seen to hold a mid-way position between a foreign and a second language." (Qutbah, 1990, p. 15)

6.2.3.1 THE POSITION OF ENGLISH IN THE QATARI EDUCATIONAL SYSTEM

English as previously described is not the medium of instruction in the Qatari school system. Nevertheless, it can be viewed as more prestigious than just being one major school subject. Its importance is felt and appreciated by the absolute majority of the total population of the study samples participants be they students, adults or interview informants who are to a great extent representatives of the total population of the society at large. The researcher finds it easy, therefore, to intuitively venture saying that English is the language of wider communication in the country. It is of vital importance to further the individual's education. It is true that the situation of English achievement in the school system leaves a lot to be desired indicating a sharp discrepancy when compared to the actual societal needs; still efforts are exerted on many fronts to better the situation all the time and to cater for the felt gaps in language attainment.

The researcher has already given an account of the situation of English in the school system in terms of the early beginning of language instruction in the school system and of the time allocated for English instruction at Qatar University and in other institutions, private and otherwise, that deal with teaching the target language subject to study. (See Chapter 4)

6.2.3.2 ENGLISH LANGUAGE POSITION IN THE LABOUR MARKET

The researcher has already discussed the importance of the target language in the labour market when he assessed the felt needs of using English at work. (See 6.2.2 and 6.2.2.7) The adult participants were asked to voice an opinion regarding their eagerness to have English as a job

requirement for all posts in the country. Out of five maximum points, the mean was 2.770, the standard deviation was 1.077 and the variance was 1.161. This reflects that more than 50 per cent of the adult participants would go for such a measure which is an extreme in officially highlighting the importance of the target language.

The interviewees have all highlighted the importance of the target language in their institutions and among their staff. They all have expressed - some more emphatically than others - the wish and the need to see English in a better level of proficiency among their staff and in the country in general.

6.2.3.3 ENGLISH AND THE PROCESS OF MODERNIZATION IN THE COUNTRY

Qatar is a small underdeveloped country with limited population. It has the potential to develop faster than many other countries of the same category due to the availability of financial resources represented by oil and natural gas revenues. The country is actually witnessing an ambitious scheme of development in almost every field. The Qatari officials, who are mostly young people who have received higher education either locally or abroad, are ambitious and eager to introduce drastic and rapid change in order to catch up with the fast advancing world of technology. The transfer of technology is rapidly taking place. This brings in the importance of English being one important vehicle for achieving those goals. Some fundamental facts that urge the officials to devote more attention to English is the absence of scientific journals in the local language. It is true that some of the modern machinery is accompanied by catalogues in Arabic but that does not alter the fact that the need to have English as an important medium to introduce change and development still exists. Most Qatari personnel are sent for training

in both language and other specialized fields in the different spheres of development. The experts that are invited to take part in the process of modernization are mostly from countries that either speak English as a first language or at least use it as a means of communication. It is therefore clear that the locals who deal with these experts also need to acquire a reasonable standard of English Language proficiency to allow communication to take place. This is all happening and is also likely to continue in the foreseen future. In other words, English is already flourishing and will also continue to prosper in the country. It is not only an intuition but more of a reality that can be sensed through so many indicators such as the attention given to English in the school system, at the university, the private schools that are being established in the country and in the so many official and private agencies that are undertaking a large scheme of English Language instruction.

When directly asked, most of the interviewees stated that they are either sending their children for more English Language courses locally or abroad, or have plans to do so in the future. It is clear so far that *English already* performs the role of the language of wider communication in Qatari society and this role is likely to flourish in the near future.

6.2.4 EFFECTIVENESS OF ENGLISH LANGUAGE INSTRUCTION IN THE SCHOOL SYSTEM

When it is established that English is not the medium of instruction in the school system as in the case of the Qatari school system, a question regarding the role of English as a language of study arises. It is of importance to establish the degree to which learners depend on their knowledge of English to get access to the subject matter of their interest. This requires

evaluation of the effectiveness of the existing English Language programme and materials, teaching methods and overall evaluation of the teaching process.

With this in mind, the student questionnaire included three scales to gauge the attitudes and perceptions of the learners concerning English Language teacher, English course, and the teaching methods employed. It is the intention of the researcher in this chapter to confine the discussion of these issues to the findings of the quantitative data arrived at through the students' questionnaire and to the opinions of the interviewees of the study. It is also worth mentioning that these areas were subject to discussion in details in Chapter Two. (See Chapter 3)

6.2.4.1 EVALUATION OF THE ENGLISH LANGUAGE TEACHER

The fifth scale in the students' questionnaire deals with the students' perception of their English teacher. It comprises four items dealing with teacher competence, patience, industriousness, and being pleasant and friendly. The maximum score on the scale is 20.

Table 23 shows that the mean of scores was 15.017, the median was 16.00 and the standard deviation was 4.221. The figures reflect high appreciation of students of their English teachers which is quite a positive sign. For better interpretation of the findings, it would be interesting to find out how the same students would evaluate the teachers of other subjects. The assistant undersecretary for Instructional Affairs of the Ministry of Education stated the following in this domain:

"It is unfortunate that the effectiveness of English Language instruction in the school system is not satisfactory. Students depend on the content of the text-book. Chances for language practice outside the classroom are not in existence especially when the

students feel shy to get to practice the language. There is an urgent need to break this kind of inhibition which could be done through providing ample opportunities for language practice."

The same views regarding the inadequacy of English Language instruction in the school system to produce a level of language proficiency among candidates to meet the requirements of both the employers and the academics are shared by the head of the Training Section of Qatar Petroleum Corporation, by the manager of the Oasis Hotel and Shata'a Club and by Dr Imadhi - an instructor at the Department of English and Modern European Languages at Qatar University. Mr Jassim Alimadi, director of the Training Section at Qatar General Petroleum Corporation, is responsible for English Language training with the intention to raise the language proficiency standard of the corporation personnel so that to enable them to cope with their job responsibilities which are handled exclusively in English. Commenting on the level of performance of students in the school system, he said:

"I am very much in the dark regarding the standard of English in the school system since I am not aware of the implications of English Language instruction, but the level of the English graduates from Qatar University is not satisfactory to the levels we require to work for us. This implies that the standard of students is not that satisfactory either. The applicants from Qatar University graduates are placed in language classes of not a high level as a result of a placement test and are given intensive language courses till they prove themselves able to do the job by passing validated tests set for the purpose. Some of them get sent for language courses abroad as well."

Other interviewees expressed similar views or lack of knowledge regarding the productivity of English instruction in the school system. In brief, the expectations are not met to the desired level and a strong wish for improvements is still there.

It is clear that there is a margin of disagreement between the qualitative data as voiced by ministry official, employers, businessmen and by academics, and the quantitative data of student responses. In my opinion, it is due to three main reasons:

1. it is rather beyond expectation for young students to establish specific attitudinal criteria that enable them to voice accurate judgements on their teachers;
2. educators are by nature over ambitious regarding their expectations especially in an area where lack of scientific research has so far caused ambiguity and has fallen short from providing ample evidence and concrete results. Judgements are therefore mostly intuitive and impressionistic;
3. employers are normally interested in the end product. They assess the situation by their own needs without passing thoughts at the different implications of the instructional process of languages.

6.2.4.2 EVALUATION OF ENGLISH LANGUAGE COURSE

The sixth scale in the students' questionnaire is about English course evaluation. It also consists of four items investigating whether the course is difficult, useful, relevant to the needs or whether it is simply worthless. The maximum score on this scale is 20 points. Students' responses had the mean of 14.120, a median of 15.000, and a standard deviation of 3.158. The figures show beyond doubt that the students are satisfied with the course materials and value them positively. The mean of responses on the item that checks on the course level of difficulty was 3.178 out of five points, which is by all standards a positive indicator on the suitability of the materials to their level. There are many instances

though, when students perceptions should be accepted with caution especially when it comes to the area of languages. I would like to draw attention to the levels of perceived language proficiency on the four language skills when students have expressed higher perceived levels than would be accepted by professionals or even by employers. (See Table 23) Students' judgement is perhaps influenced by mastery of the text-book content rather than by the overall proficiency level. I am, therefore, inclined to take students' assessment of the course on these grounds as well and interpret their views with caution.

The Ministry of Education assistant of the undersecretary voiced dissatisfaction with the course as it stands hoping to have the language course evaluated according to the objectives set by the Ministry. Dr Imadhi from Qatar University was also critical of the course since it places emphasis on quality of language input rather than on quantity. He also brought up the question of the time allocated for English Language instruction as being inadequate to achieve the desired results. He said:

"English Language courses are expected to equip students with a language level that should enable them to pursue their academic studies in foreign universities (where the instructional medium is English). Thus far, the situation is different and the objectives are far from being achieved. I cannot decide whether the problem lies in the whole system, or in the course, or in the other contributing factors. Nevertheless, the need to revise the course is of extreme importance."

Other interviewees did not have much to say in this concern to validate or negate the previous comments due to lack of specialization or knowledge regarding the materials.

6.2.4.3 EVALUATION OF ENGLISH LANGUAGE METHODOLOGY

The question of teaching methodology is taking prime importance in the field of language instruction not only in the State of Qatar, but also in the Gulf area. This is due to the introduction of the Crescent English Course in the school systems in most of the countries in the area. The course is tailored according to the principles of the notional- functional syllabus. The course is a pioneer in the field of communicative methodology which was introduced in a way that has made of the method per se an end in itself rather than a means to an end.

The seventh scale in the students' questionnaire addresses the area of teaching methodology and the techniques that are employed by the teachers of English from the viewpoint of the students who learn at the same time other subjects and are therefore exposed to a variety of teaching styles. It is of importance to point out that the question of English methodology is discussed in detail in Chapter Two.

The scale consists of two items only requiring students' reactions to whether English teaching is interesting or boring, and to whether it fosters enjoyment and positive attitudes for learners. Out of 10 points maximum score, student respondents' mean was 6.249, the median was 6.000 and the standard deviation was 2.278. Although the figures show that the students don't undermine the way they are taught English, they do not show great enthusiasm either. This is probably due to the fact that the procedures prescribed in the teachers' books are not carried out by the teachers as they should be. The communicative methodology is by all standards demanding in terms of teaching aids and preparation on part of the teachers. Very few teachers in the field carry out groupwork and other techniques to enforce pupil centred ways of learning. Enjoyment, being one of the main

principals of communicative methodology, is neglected and thus classic frontal teaching that highlights structural methodology is prevailing. The theory is but a myth shelved between the pages in the introduction of every teacher's book.

Mr Yousif Alusif, manager of the Aldoha Bank Limited, Mushirib Branch, addressed this area indirectly. It is interesting to hear the views of non-specialists who - unintentionally sometimes - provide specific indications on serious and specialist matters like the one subject to discussion. He said:

"English for us is a necessary commodity that we need for our daily lives. It seems to me that it is taught as a school subject only (where students are only expected to pass it in order to be promoted to a higher class). It is essential to devise a way of instruction that stresses the aspect of language use and makes the students realize the importance of learning English for their own good and for their future careers."

This is not a criticism of the approach but rather a pragmatic look at the situation of English Language instruction failing to satisfy the demands of the employers. This fair comment is from a person who is probably unaware of the implications of the different approaches of language instruction and of their underling principles and rationale. It mostly concerns the people in the field of language instruction.

6.2.5 PRESENTATION AND ANALYSIS OF OTHER AREAS PERTINENT TO THE FIELD OF STUDY

The interview informants were also asked to express their views concerning other areas that pertain to the subject of the research. Their views are considered to be of added significance due to their positions, status, and knowledge.

6.2.5.1 EFFECTIVENESS OF ENGLISH LANGUAGE INSTRUCTION OUTSIDE THE SCHOOL SYSTEM

As previously mentioned in Chapter 3, English is taught in so many other government and private institutions such as in the Languages Teaching Institute, Qatar University, Civil Aviation Institute, in other ministries, in Qatar Telecommunications Corporation, at the English Language Teaching Centre of the British Council in Doha, etc. The implication of this matter is to draw on the fact that the flourish of these institutions tells about the status of the target language and its importance for the people on the one hand, and also shows the adequacy or otherwise of language instruction in the school system, on the other. It is logical to assume that if the clients meet their needs in the schools where the language is taught formally, there would be no need to seek language education elsewhere. Reviewing the number of the institutions that teach English in the country gives indications on the lack of effectiveness of English instruction in the school system.

Assessment of the effectiveness of language instruction in these institutions does also add another significant dimension to the picture. The following points sum up the informants views on this matter:

1. It is better to hold English courses abroad so that the candidates have the chance to interact with the native speakers and have the experiences of the native language settings.
2. The effectiveness of English instruction in the private institutions in the country is not very productive because of its commercial nature. It is still better than that in the school system because the teachers possess a better command of the language.

3. There is a considerable demand among the people for the courses offered by the private sector especially those of the British Council. It is unfortunate that the Qataris benefit the least from these courses.

4. The Languages Teaching Institute renders a good service in this domain and enjoys a good language standard.

5. Some institutions, such as Qatar General Petroleum Corporation, provide intensive language courses for members of their staff both locally and abroad and for that they employ a staff of native speaker teachers.

6.2.5.2 EVALUATION OF THE EFFORTS EXERTED BY THE GOVERNMENT REGARDING ENGLISH

A general agreement among the majority of the informants expressing appreciation of the role of the government to boast the standard of English in the country. The government has assigned huge budgets for English; it has initiated institutes, and set the necessary infrastructure for English instruction. The majority also regret the fact that end product of those efforts has not proved itself cost effective. The young, in their opinion, lack enthusiasm and are reluctant to exert industrious efforts to make use of what has been made available for them. Some informants have added that there is an urgent need for the following measures to be studied and then implemented:

1. planning through assessment of needs, and proper scientific tailoring of programmes;
2. providing incentives for learners, both financially and morally;

3. fostering positive attitudes regarding the target language in any way possible specially through media. Mr Sief Alkawari, the assistant of the undersecretary for instructional affairs at the Ministry of Education said the following in this regard:

"The efforts exerted by the government are well felt but they are not big enough for the task. These efforts are not always of the tangible type. The problem partly lies in the actual programmes that are ready made. They are in need for drastic scrutiny. Proper and scientific needs analysis should be conducted in order to set the right programme."

Mr Jassim Alimadi, the head of the Training Section at Qatar General Petroleum Corporation draws on his actual experience in language training and says:

"There is no problem with budgets nor with spheres for language development. The problem lies in the ways the facilities are put to use. It would probably be a big plus if some incentive of some sort are assigned especially at the school system where the standard of English attainment is deteriorating."

6.2.5.3 VIEWS OF INFORMANTS REGARDING SUGGESTED MEASURES FOR LANGUAGE DEVELOPMENT

During the interviews with informants, the researcher asked them to voice opinions on the following issues as to whether they perceive them as necessary and, therefore, expect them to positively influence the actual status of English attainment in the school system in particular and in the country in general. The suggested areas were as follows:

1 - ALLOCATING MORE TIME FOR ENGLISH INSTRUCTION IN THE SCHOOL SYSTEM

Most of the interviewees were of the opinion that the present time allocated for English instruction is suitable and should remain as it is.

"It is not the amount of allocated time that matters, but rather the way the time is engaged in and outside the classroom. Increasing time exposure to the target language in the way it is spent at present might be counterproductive. It is possible though, to introduce English earlier on in the primary stage for a few lessons, a measure that could help to break the barrier of fear from the novelty of the subject, before English is later introduced." Says Dr Salman from the Ministry of Public Health.

Some informants expressed the wish to see English introduced right from the beginning of schooling in the country, others voiced concern lest it might have added constraints on the attainment of the mother tongue.

2 - ASSIGNING LARGER BUDGETS FOR ENGLISH INSTRUCTION

By and large, the informants are of the opinion that the financial assistance for English instruction should be increased not only at the school level, but also in the different sectors in the society especially when the language is perceived to be as important as it stands. Shiekh Abdullah Althani, head of companies' supervision section at the Ministry of Economy and Commerce claims the need for more money to be assigned for English instruction in the country out of the realization of its role and because it would be more effective if modern educational technology is employed for language education, which is costly.

Mr Nasser Aldarwish, a businessman and chief manager of the Oasis Hotel and Alshata'a Club addressed this issue saying:

"Before further assistance is claimed, it is significant to look into how the present assigned money is spent and try to maximize its use and make it cost effective."

3 - HOLDING A SCHEME OF TEACHER IN-SERVICE TRAINING

A unanimous agreement among all informants stressing the importance of in-service teacher training. This reflects

awareness not only of the importance of in-service teacher training for teachers per se, but perhaps because of informants' realization of the modest standard of teaching and language attainment in the country. It is also a chance to point to what the researcher has already said in Chapter 2 about English teachers in-service training in the Qatari school system. (See Chapter 2)

4 - IMPROVING THE PRE-SERVICE TEACHER TRAINING SCHEME

Unlike the previous issue on in-service training, the pre-service training scheme did not receive ample discussion from the majority of informants. It is understandable and also predictable that quite a few of the informants are in the dark regarding this aspect. The ones who expressed views in this concern were those who are related to education one way or another. Dr Alimadhi, instructor at the Department of English and Modern European Languages said that he is not satisfied with the general standard of English teacher graduates from Qatar University, he is only satisfied with a 30 per cent minority of them. The assistant of the undersecretary of the Ministry of Education is not impressed by the standards in general and wish to hold a proficiency test for all teachers of English in order to be able to assess what is there. Apart from these two opinions, the researcher did not receive any data.

5 - EMPLOYING NATIVE ENGLISH TEACHERS

This issue seemed debatable among the informants. Five of the informants were for recruiting native speaker teachers and the other five were against the idea. It is also worth noting that they are all in favour of the Arabic teacher provided that the command of the target language is of a higher calibre. The advantages of having English Language native speakers relies on the fact that they have complete mastery of the target language in syntax and phonology, capable to take methodological decisions, in addition to

their positive influence on the other non-native members of staff. The arguments against draw on previous experiences of informants during their school years when the native speaker teacher was a phenomenon in the area. Cultural differences causing slight misunderstandings and discipline problems were the major arguments against that issue.

6 - ASSIGNING INCENTIVES

Views of informants on the question of incentive came in favour of incentives for the students rather than for teachers. The only exception was the head of the Training Section at Qatar General Petroleum Corporation who said that teachers should receive big incentives both morally and financially, due to the nature of their job. Two of the informants expressed lack of knowledge in this domain. Dr Imadhi recognized the importance of incentive for the students and asked for rewards to the high fliers and hard working ones.

7 - SPECIFYING A ROLE FOR ACTIVE CONTRIBUTION OF PRIVATE SECTOR

The private sector is regarded as the consumer of the outputs of the educational system from both the schools and the university. With the exception of two, all informants strongly believed that there is an important role for the private sector to perform in the educational process in general and that of English in particular. The overriding opinion among them was that the private sector should be involved in all phases of development including the planning phase of diversifying the outputs of the educational systems in the country to cater for all needs of society and those of the individual as well. The role of the private sector should therefore cease from just being the consumer. Education, as Mr Kawari put it, is an investment.

8 - SETTING LANGUAGE COURSES

Extra language education was welcomed by all the informants and the question that raised arguments was whether these courses should be held locally or abroad. Mr Issa Almuhammad, head of the Projects Department in the Ministry of Municipality and Public Works, was in favour of holding as many courses as possible for the teachers of the language and for the members of the work force in the country where feasible. Mr Alkawari is against holding language courses abroad due to the high cost of such courses. He is in favour of holding the courses locally and would rather invite experts and specialists from abroad to conduct these courses. In his opinion, it is less expensive and probably more productive.

9 - IMPROVING LANGUAGE TESTING

The issue of language testing impinges on language instruction to a great extent. The researcher has previously addressed this aspect and highlighted its influence earlier in Chapter 2. (See Chapter 2) This factor did not receive answers from many informants due to its specialised nature. Dr Imadhi stressed the importance of testing and its drastic influence on language teaching and learning and, therefore, *on levels of achievement and proficiency.*

He is of the opinion to hold specialist courses on measurement in education, for language teachers including the kinds of tests that could be prepared for language assessment. Mr Alkawari from the Ministry of Education shares the same opinion and is of the mind of setting a test bank not only for English but also for all other subjects.

On this critical question of testing, the British Council head of studies had this to say:

"It seems to me that not only in Qatar but also in other Arab countries that testing is seen as extremely important and as a kind of process with perhaps little regard to what the test actually indicates. I am in favour of testing when the test has a good wash-back effect on what is going on."

6.2.6 SUMMARY AND CONCLUSIONS

The researcher has so far given an analysis of the factual data regarding the various aspects of English Language position and status in the Qatari society. Answers for the general research questions are provided in order of their occurrence in either the students' questionnaire, in that of the adults, or in the interview schedule respectively. In order to avoid repetition, it is of importance to list the questions that have been answered so far. It is also important to mention that attitudinal data analysis which will be conducted in the following chapter will also shed more light on various other aspects of these questions.

- QUESTIONS OF A GENERAL NATURE

The questions are related to:

1. English language teaching force (see 6.2)
2. The profile of the Qatari student (see Chapter 2)
3. English Language setting in Qatari society with regard to Arabic (see 6.2.2)
4. The support English receives from the system (see 6.2.5.2)
5. English the first foreign language in education (see 3. and 6.2.3.1)
6. English as the language of wider communication (see 6.2.3)
7. Use of English at work (See 6.2.2.3)
8. English and the process of modernization (See 6.2.3.3)
9. English importance on a 10-point scale (See 6.2.2.8)

10. English role in comparison to five other languages in terms of importance and extent of use (see 6.2.2.6)
11. Position of foreign languages other than English (see 6.2.2.5)
12. Use of English in various life situations (see 6.2.2.7)
13. Effectiveness of English in the school system (see 6.2.4).

A quick summary of what has been highlighted regarding the status of English in Qatari society proves beyond doubt that English is the language of wider communication regardless to whether it is the medium of instruction or not. It also highlights prospects for the target language to fulfil a much bigger role in the future. The presence of drawbacks and hindrances does not - to my mind - constitute a serious threat that might curtail the future prospects of the language in the society. The complaint and the feeling of dissatisfaction from teaching standards and poor levels of attainment are much of a wide phenomenon facing almost every educational system in varying degrees. An optimistic viewpoint is probably capable of viewing these matters positively as constituting motives for future change.

In the final chapter the researcher will include the discussion and the various suggestions as sighted and approved by the informants in this regard.

The second part of the this chapter will deal with the descriptive analysis of the attitudinal data and its implications on the various aspects of the study.

6.3 PRESENTATION AND ANALYSIS OF ATTITUDINAL DATA

6.3.1 INTRODUCTION

Dubin and Olshtain (1986, pp. 13-14) stated the following when they addressed group and individual attitudes toward language:

"Positive attitudes towards the language will reflect a high regard and appreciation of both the language and the culture it represents. Positive attitudes towards the acquisition process will reflect high personal motivation for learning the language, a feeling of self fulfillment and success and an overall enthusiasm about the language course. A combination of positive group attitudes towards the language with positive individual attitudes towards the process is believed to bring about the best results in terms of language acquisition. The combination of negative group attitudes with negative personal feelings will result in the lowest level of language acquisition. Negative attitudes, whatever their roots, create psychological distance between the learner and the subject matter and are, therefore, of vital significance in the learning-teaching process."

The idea behind studying the attitudinal aspect of language acquisition in this study is not meant to relate it as a variable to the success or to the failure of learning or to the level of language achievement in terms of language proficiency. It is only meant to assess this dimension separately in order to show what the societal picture regarding the target language and the people who speak it as a mother tongue is like. It could be argued that adults' attitudes regarding the target language reflect the current position of the language in the society, while the students attitudes' reflect the likelihood of the future position of the language in the same society.

The other remark that should be made concerns the nature of attitudes and attitude assessment in behavioural sciences. It is well known that attitudes can only be inferred from behaviour and their assessment can never be exact. Questionnaires and interviews are still common tools for attitudinal data collection. (Dubin and Olshtain, 1986, p. 15) Normally the researcher pre-supposes the attitude and then predicts the resulting behaviour and expresses it in a form of a direct or an indirect question or a statement for the respondent to answer or to express degrees of feelings toward the subject of investigation. It is also of importance to note that attitude questionnaires cannot give all the answers and are not entirely able to provide very accurate ones. Having said that, they still stand as important tools of investigation for researchers in the field of behavioural sciences.

6.3.2 PROCEDURES AND CONSIDERATIONS FOR THE ANALYSIS OF ATTITUDINAL DATA

The analysis of the attitudinal aspect of the data will be considered in terms of:

1. total scores of all student and all adult respondents on the scales as represented in both the student and the adult' questionnaires. The reason behind this is to establish the kind of attitudes the respondents possess regarding the areas of attitudes being assessed, (i.e. Integrative or Instrumental Orientation, etc) and, therefore, to answer related research questions;
2. views of interview informants on matters related to the scales;

3. statistical analysis of independent variables of the study sample over the different kinds of attitudes included in the two questionnaires and pertinent to the questions of the study.

One critical step in the research was to decide on the kind of statistical tests that are suitable for analysis of the data of the study. In order to reach the right decision, the following measures were taken by the researcher:

1. consulted major works of statistics;
2. sought advice of specialists in Qatar University, in the School of Education, in the Mathematics Department, in the Physics Department, in the Geography Department and in the Computer Centre at Durham University, and those in the Census Centre in the State of Qatar.

The fundamental decision was to determine whether the data obtained is Interval or Ordinal data and thus whether to use Parametric or Non-Parametric statistical techniques. The responses of both the student and the adult informants of the study samples were on a 5-point scale voicing opinions ranging from "Strongly Agree", "Agree", "Neutral", "Disagree" to "Strongly Disagree". The intervals between "Strongly Agree" and "Agree" on the one hand, and that between "Disagree" and "Strongly Disagree" on the other cannot be considered as equal intervals. Even when values are given to these responses to have "Strongly Agree" substituted by 5, "Agree" by 4, "Neutral" by 3, "Disagree" by 2, and "Strongly Disagree" by 1; it is not permissible to claim that 2 equals two times as 1, nor 4 equals twice the value of 2. Responses on the attitudinal items are only taken as mere frequencies and, therefore, considered as Ordinal data which require Non-Parametric statistical techniques. Even if there are ways or arguments to accept this kind of data as Interval,

there would still be another obstacle in the way of using Parametric statistics. The data in hand does not offer Continuous Values as in the case of ages, degrees, weights, etc. The values offered are Discreet Values which imply the use of Non-Parametric statistical techniques in spite of the availability of formulas to cater for lack of continuity of data.

The other arguments that stand for the use of Non-Parametric statistics are related to the fact that the study is taking stratified random samples rather than the total populations and that the size of each of the two study samples is large enough not to leave empty cells or cells with less than 20 participants; (660 students, and 470 adults).

Siegle (1956, p. 26), stated the qualities of the interval scale which are inapplicable to the kind of scale used for the study. He says:

"The interval scale that deals with mapping of several classes of objects is so precise to the extent of knowing just how large are the intervals "distances" between all objects on the scale. An interval scale is characterized by a common and a constant unit of measurement which assigns a real number to all pairs of objects in the order set. In this case the ratio of the two intervals is independent of the unit of measurement and of the zero point."

As for the Ordinal or Ranking scale which is the case in this study, it is normally employed when the objects in one category of a scale are not just different from objects in other categories of that scale, but they stand in some relation to them. Typical relations among classes are "Higher than", "More Preferred", "More Difficult " ... etc. (Siegel, 1956, p. 23)

Again Siegle ascertains (p. 31), that:

- Frequencies and Percentages
- Central tendency statistical techniques namely Means, Modes, Medians, Variances, and Standard Deviations
- Chi-square test and levels of significance
- Pearson Correlation Coefficients
- Median test.

3. The practical significance of the findings of the attitudinal data will be set at the ratio level of .05.

4. Present the attitudinal data in terms of background data and then conceptual data of the student sample first, followed by the adults'.

5. Describe the findings at the level of the scales of the questionnaires and the total score of the respondents in order to establish the kind of attitudes they possess toward the particular dependent variables and then at the level of the independent variables of the study.

6. The discussion will only be for the variables that showed significant differences. The non-significant results will be only shown in the tables in appendix of the study.

6.3.3 ATTITUDES TOWARD THE TARGET LANGUAGE

For the student participants this scale investigated their attitudes towards learning the target language where it is to investigate the adults' attitudes towards the language itself for the obvious reasons that the students' major contact with English is mainly in the classroom and through schooling. As for the adults, they were assumed to have passed the learning stage and are now supposedly in a position to express their feelings and attitudes toward the target language. In the students' questionnaire, this scale consists of 11 items and

therefore has the maximum score of 55 points on the 5-point scale. The items that are incorporated in it, check on the pupils' appreciation of learning English or lack of it through items worded both in a positive and in a negative way. They are items (1, 8, 9, 15, 18, 19, 23, 29, 30, 34 and 37). (See Appendix II: Students' Questionnaire) Table 23 shows that the mean of the student responses on the items of the scale was 41.517, the median was 43 and the standard deviation 8.157. By all standards, this reflects very positive attitudes toward learning English on part of the student informants.

As for the adult participants, the scale on their questionnaire comprised 10 items namely (3, 7, 12, 13, 15, 20, 23, 25, 33 and 35). The items again were worded both positively and in a negative way too with the intention to gauge adults' outlooks and attitudes toward English. (See Appendix II: Adults' Questionnaire) Table 59 shows that the mean of scores was 44.222 out of 50 points on the 5-point scale, the median was 40.000, and the standard deviation was 4.834. This again reveals very high attitudes towards the target language and are in harmony with those of the students' although slightly higher.

These findings of both the students' attitudes and those of the adults' correspond with the views of the interview informants as well. A general consensus among the majority of all the study informants is detected to reveal beyond doubt the importance of English in the society and the prestigious position it holds among members of polity in Qatari society. This presents, yet again, a positive answer to the questions related to this area of the study.

6.3.4 INTEGRATIVE ORIENTATION TOWARD ENGLISH

It seems necessary to mention here that integrative orientation toward learning a given language shows that the aim of the learner is to use the language as a means of communication to facilitate social interaction with people who speak other languages different from the learner's own language. It is interesting to find out more about the inclinations of both the student and the adult respondents as to why they prefer to learn the target language. This scale is composed of three items in both the students' and adults' questionnaires and thus the maximum score is 15 points on the 5-point scale. The items of this scale in the students' questionnaire are 2, 10 and 20 and in the adults' questionnaire are 10, 14 and 28. (See Students' and Adults' Questionnaires) The notions of being at ease with the people who speak the target language, to be able to converse with them and to be able to understand their cultures are highlighted. Table 23 shows the student informants scored a mean of 12.428, a median of 13.000 and the standard deviation was 2.292. The adults, on the other hand, as indicated in Table 59, have scored the mean of 12.230, a median of 12.000 and the standard deviation was 1.619. The figures of both the two study sample members show that the respondents of both the samples endorse integrative reasons for obtaining knowledge of the target language. This does not come as a surprise but is really expected due to so many other indicators that have presented themselves earlier in the descriptive data analysis of both students and adults, such as using English for talking to foreigners and for correspondence, etc. The positive integrative attitudes of the study informants show clearly that the people in Qatari society are eager to interact with people whose first language is English. This notion is also sustained by the British interview informant who said that he does not feel any hostilities

towards English neither towards the people who speak it as a first language.

6.3.5 INSTRUMENTAL ORIENTATION TOWARD ENGLISH

This scale is meant to gauge the pragmatic inclinations of language learning and the participants' perception of language utility for career purposes. There are four items in the students' questionnaire making this scale which are 24, 27, 31 and 39. They deal with areas of language need for future career, making the learner a knowledgeable person, getting a good job, and with gaining people's recognition and respect out of the ability to speak a foreign language. (See Students' Questionnaire)

The mean of the total scores of student responses on this scale was 16.691 out of 20 on the 5-point scale, the median was 17.000, and the standard deviation was 2.865. By all standards, this is a high score showing positive attitudes and realization of the importance of English for career purposes in the country.

The instrumental orientation scale in the adults' questionnaire contains six items which are twice as many as the number of items in that of the students'. The reason is due to the fact that adult participants are supposedly more aware of the implications of the instrumental viability of the target language, having been members of the work force in the country. The items are 16, 19, 24, 26, 27 and 32. (See Adults' Questionnaire) The areas that were stressed in the scale are related to having a better status with the superiors as a result of knowledge of English, English making daily life much easier, wishing it to be a job requirement, and estimation of its role for the national interest. The maximum score is 30 on the 5-point scale.

For adult participants who have presumably experienced the degree of importance English holds for their career prospects, the mean of their scores was 20.957, the median was 21.000, and the standard deviation was 3.656. Although the score of the adults on this scale is generally high and reflects positive instrumental attitudes toward English, it is not compatible with the other evidences that have already been attained from the interview informants, and from other indicators that have been subject to previous discussion. It was expected that the score of the adults on this scale in particular would be even higher. My impression is that the item that might have caused conflicting feelings is the one related to wishing to see English as a job requirement for most firms in Qatar. Although this particular question appealed to the majority of interview informants who are mostly in managerial positions, it is understandable why it does not receive the same enthusiasm on part of the adult respondents who are members of the work force that are legible to face the consequences of such a measure. The mean of this item was 2.770, the mode was 3.00, the median was 3.00, and the standard deviation was 1.077. The other item that is worded "Studying English is important because other people respect the person who speaks it" implied for the respondents that respect of others is somehow linked to the ability of speaking English. For adults in the Arabic culture, respect of others is attainable in other ways rather than the ability to speak any given language. It seems to me that the psychological impact of the item has down rated it in terms of score in comparison to most other items in the questionnaire. The mean out of five points on this item was 3.23, the mode was 4.00, the median was 3.00, and the standard deviation was 1.089.

The interview informants had a lot to say in this regard. By and large, they voiced strong opinions to the effect of wishing all members of the work force to have at least a

basic knowledge of English or even a higher level of proficiency depending on the nature of the job the person is handling. In some sectors like the private one, in Qatar General Petroleum Corporation, and in some government ministries like in the Ministry of Health, English is one main condition for career prospects.

6.3.6 PARENTAL ENCOURAGEMENT TO LEARN ENGLISH

The question of parental encouragement to children to learn the target language is very revealing. It signifies the importance that the adults place on the role of the target language. Research has presented ample evidence that children's attitudes are influenced greatly by their parents' attitudes toward the target language. Moreover, they could also be dependent on parents' attitudes. (Fazlul Haque, 1989, p. 68)

Adults in a given community are supposedly well aware of the significance of the target language through their experience in the daily life practices in the society. They normally reflect their concern in the way they foster language appreciation in their children. This takes different forms ranging from taking them along to visit countries where the language is spoken as a mother tongue, showing tolerance and appreciation toward the culture of the people/s that speak the language, encouraging them to spend more time studying the language and probably by sending them to language courses either locally or abroad.

In an attempt to gauge this aspect of language influence, the researcher included two scales; one in each questionnaire for both the adult and the student informants. The scale in the adults' questionnaire comprises three items related to language importance for children's careers, encouragement to learn English, and devoting more time for language study. The maximum score

that could be obtained on the scale is 15 points and the mean of the adult responses was 12.868, the median was 13.000 and the standard deviation was 1.684. Parental encouragement, as shown by the scores, is high and is as expected. It is in agreement with most of the findings of the study and thus matches the vital role English performs and is likely to perform in the society. Parents' realization of the importance of English would naturally result in more motivation for their children so that they are equipped with the right tools for self-actualization.

As for the students' perception of parental encouragement, it was assessed through the fourth scale in the students' questionnaire that contained four items. The items are related to positive parental encouragement to study English, practice it as much as possible, showing pleasure when children are learning English, and stressing the importance English will have for the children when they leave school. The maximum score is 20. The mean of student responses was 16.369, the median was 17.000 and the standard deviation was 3.198. The findings correlate highly with those of the adults adding more emphasis to the importance of the language for children as perceived both by the parents and by the student informants themselves.

A general consensus was found among all the interviewees regarding the encouragement they should provide for their children to get them to the level of proficiency they see necessary. They are all of the opinion of sending their children to extra language education either locally or abroad. They all encourage their children to spend more time studying and learning the language.

Mr Almuftah, the chief manager of the General Post Office, commented elaborately on this matter, highlighting his perception of English importance for children. He said:

"I do have children studying English in both the school system and at the university. I don't cease to encourage them to learn English to the level of mastery but they always argue that the English they learn at school and the time they spend learning it there is adequate. I am convinced that this claim is not true and rather harmful. I am convinced that the progress they make is by all standards insufficient. I have even considered sending my son to a language course in England or even to a local private institution but, unfortunately, with no success."

6.3.7 ATTITUDES TOWARD TARGET CULTURE

Peoples' attitude toward the target culture have got serious implications for the success or failure of any language programme. It also influences the status and the position of the target language in the community. This particular issue has already been discussed earlier in Chapter Five. (See 5.4.4.8) This scale in the students' questionnaire contains six items namely 7, 16, 26, 35, 38, 40 and 41. They focus on eagerness to visit an English speaking country, a wish to have an English pen friend and to mix with English speaking people and to know more about them, acceptance or rejection of their ways of life, attitudes towards their music, songs, and television programmes. (See Students' Questionnaire) Table 23 shows that out of 30 points maximum score on the 5-point scale, the mean of students' score on this scale was 24.461, the median was 25.000, and the standard deviation was 5.650. The figures reflect high positive attitudes on part of student respondents toward the target culture. If we bear in mind the fact that students will in the near future constitute the work force of the country, we could then draw the conclusion that the target language would be highly recognized and therefore is likely to prosper in the country. Language courses and language attainment would perhaps be in a better position compared to the present one. It is likely that ties with countries that speak English as a first language would be stronger.

As for the adult respondents, the scale is composed of 10 items due to the felt importance of their responses on this area which give insight on many issues of language importance, status and present position in the society. The items are 2, 5, 6, 9, 21, 22, 30, 31, 34 and 37. In addition to some of the areas of focus mentioned in the same scale in the students' questionnaire, the adults' one contains items about approval or disapproval of the ways of life of the people, perceptions of the British and American peoples as being friendly, easy to get along with, sociable and warm-hearted. (See Adults' Questionnaire) Table 59 shows that out of a 50 point maximum score, the mean of the adult participants scores was 30.889, the median was 31.000, and the standard deviation was 5.562. Although the figures reflect positive attitudes on part of the adult participants regarding the target culture, but it is not as high as that of the students' on the one hand, and does not match the adult participants' attitudes on the other areas and scales of the questionnaire on the other. The items that have received the lowest scores were:

37 "I like the Americans' ways of life".
The mean was 2.554, the median was 3.000, and the standard deviation was 1.050.

22 "The British are very sociable and warm-hearted".
The mean was 2.635, the median was 3.000, and the standard deviation was .892.

9 "I don't approve of the British ways of life".
The mean was 2.71, the median was 3.000, and the standard deviation was .964.

34 "Most British people are so friendly and easy to get along with".

The mean was 2.857, the median was 3.00 and the standard deviation was .884.

30 "It would be a great loss not to know about British and American cultures".

The mean was 2.900, the median was 3.000, and the standard deviation was 1.074.

5 "Western music and songs are fascinating. I like to listen to them a lot".

The mean was 2.915, the median was 3.000, and the standard deviation was 1.090.

The possible interpretation of that would in my opinion be due to the fact that the adults are more related to their own culture and to their own ways of life. They are not expected to voice strong feelings in matters related to western music and songs compared to students who are younger and naturally have eagerness to explore other cultures, other peoples' ways of life, have pen friends and listen to western music, etc. The figures reflect more or less neutral attitudes on part of the adults regarding ways of life and personal characteristics of the nationalities mentioned. This is highlighted by the fact that none of the items received a score mean less than 2.5 which is according to the scale employed is 50 per cent score and could be regarded as the neutral area.

A similar pattern of neutrality could also be sensed in the answers of the interview informants when they were asked to express their views regarding the amount of target culture components that could be incorporated in the English course materials. They were of the opinion that we need to include cultural matters related to economical, financial and literary sides rather than those they might contradict or threaten our own cultural values, customs and ethical beliefs.

Dr Salman from the Ministry of Health had the following to say in this regard:

"The question of culture has brought about false illusions and wrong assessment of the adults who feel that our own culture would get threatened by the advent of the western cultural values. The question of striking a balance between the amount of western culture we could incorporate in our courses is very debatable but important. 90 per cent of the western culture is of a conservative nature. We differ by about 10 per cent in matters related to religion, but I don't see that as risky. There are valuable values in the west, and in case we are to identify the advantages, we are then in need to know what the disadvantages are. I don't see any reason for these scared precautions because the students are able to make the right choice for themselves when it comes to the question of religious beliefs. There are no extremists among the educated class. This does not mean that we translate anything and everything haphazardly. Time will be well spent strengthening students' own cultural values and patterns of good conduct rather than getting scared of unexpected consequences."

The informant from Qatar General Petroleum Corporation said the following:

"The main problem in this matter is how to strike the balance between what is desirable and what is actually happening. Young people are unfortunately into films and songs. The language that they mostly pick up is more of street language. In the kind of work we are conducting the language is of a formal and dignified nature. To learn the language through enjoyment from films and songs is not a bad thing provided that caution is taken since such matters include pictures and concepts that don't go by the teachings of our religion. This is rather harmful especially to the young at this risky age. Strict control is needed to ensure that the customs and the heritage of the society are preserved. We could still teach the young how to ask politely about the bus, or how to order food in a restaurant. There is a wide spectrum of possibilities we could choose from."

The head of studies at the British Council office in Doha had the following to say:

"I don't believe in being prescriptive on things like language and culture because they develop from things like economical social trends and one has just got to accept it. Culture changes over the years and this is inevitable when the world shrinks and the means of communication improves and travel and so on. It is therefore inevitable that people have to take on aspects of the culture of the Arab world. Britain nowadays has an enormous population from the sub-continent. Having an Indian restaurant at the corner of the streets in almost every city in England for me is a good thing. It increases the choice and the range of experience available. We should be receptive to other cultures."

A fourth viewpoint was expressed by the assistant of the undersecretary of the Ministry of Education. He said:

"We should reconsider before we proceed discussing this matter. As a result of the previous nationalistic movement, some were, and probably are cautious lest our cultural heritages endangered. The phase in which we are living now witnesses a race for knowledge. We probably are unable to keep pace with the advanced world, hence, we should specify our needs very clearly. Education is not the only responsible medium for the transfer of culture. Our main task is to furnish the ground with the basics and help the young to form their own value systems and attitudes in order to maintain our heritage. No one can block the cultural exposure due to the fact that the world is but a small village and people travel a lot all over the world. There is also the everlasting dilemma existing between conservatism and innovation. What we need is to devise a style that enables us to absorb innovation while maintaining our strong cultural roots. We also need to satisfy the needs of our students using the cultural aspect and steering it into the right direction."

Thus far, it is getting clear that the issue of culture is a very debatable one. People are in either one extreme or the other. Some feel that the values of the society need to be preserved and feel reticent letting in other western values that could be overwhelming for reasons that are mostly ethical, others think otherwise and see the world as a small village. If the responsible institutions are not to handle the matter in a way to pave its advent, it

is inevitably coming in from other channels that could be uncontrollable.

6.3.8 ENGLISH STATUS IN THE SOCIETY COMPARED TO OTHER LANGUAGES

One other dimension to highlight the importance and status of English in the Qatari community was to ask the participants to indirectly compare the status of the target language with that of other languages in general. This scale comprises three items in the students' questionnaire focussing on the presence of more important languages to learn other than English, the need for English in the process of modernization in the country, and gauging the impact of Arabic on the target language. The items were 17, 28 and 36. (See Students' Questionnaire)

Table 23 shows that the maximum score is 15 points on the 5-point scale. The mean of the students' responses was 11.246, the median was 12.000, and the standard deviation was 2.211. Student participants show high positive acceptance of the role and position of English in the society which coincides with other indicators and findings of research in this regard. It also indicates that the language stands a good chance to be in even a better position in the future.

The same scale in the adults' questionnaire consists of five items namely, 4, 8, 17, 29 and 36. (See Adults' Questionnaire) The items focus on the same areas of that of the students in addition to suggesting more allocated time for English in the school system and English coming after Arabic in importance. Out of 25 maximum score points on the 5-point scale, the student mean as shown in Table 23 was 18.962, the median was 12.000, and the standard deviation was 2.552. Figures tell beyond doubt

that the significance of English is highly estimated among adult respondents as well as it was with the students. This is not surprising because it comes in harmony with all the other findings of the research all through.

6.3.9 TOTAL SCORE OF STUDENT AND ADULT RESPONDENTS OF THE ATTITUDINAL DATA

The other measure that is worth considering is the total score of all the informants of both the student and the adult study sample with the intention to draw a framework of the totality of the attitudinal aspect of the study which is supposed to answer the major question of the study that deals with the attitudes of Qatari people regarding English in the society. The maximum score on the attitudinal aspect of the students' questionnaire was 210 points on the 5-point scale. Table 64 shows that the mean of the total scores of the student participants was 158.162, the mode was 167.000, the median was 161.000, the variance was 580.846 and the standard deviation was 24.101. One could conclude that the student participants have by and large positive attitudes regarding English Language. This leads to a further conclusion related to the prospects of language instruction and attainment in the country. Since the attitudinal situation among the members of the study sample is of this calibre, one could extrapolate the findings of this study to the total student population in the Qatari school system claiming that the students in the school system are in general eager to learn the language and have expectations that need to be met. It is therefore up to the responsible authorities to endeavour to find solutions to the problems facing the scheme of English instruction in the different stages of the educational system in the country. This also indicates that the students who are supposedly representatives of the future status of English in the country regard its importance highly, and would hopefully

endeavour to promote its standards. The other aspect that is also related to this lies in the fact that the information gained furnishes good grounds for proper syllabus design procedures which should on the long run end up with the right English syllabus.

The totality of the attitudinal aspect of the adult respondents is also of extreme importance in order to add the other dimension to the general picture of the attitudes of the people of the society at large. The attitudinal section in the adults' questionnaire comprises 37 items with a maximum score of 185 on the 5-point scale employed. Table 59 shows that the mean of the adult participants score was 136.081, the mode was 140.000, the median was 137.000, the variance was 259.728 and the standard deviation was 16.116. Adult respondents have shown through their responses to the attitudinal section of the study a high level of positive attitudes toward English in the state of Qatar. This goes in harmony with the student attitudes toward the target culture and also is congruent to all other findings of the study. This leads to the obvious conclusion that the actual status of English Language in the society is prestigious and that it enjoys the acceptance and appreciation of the Qatari population at large.

6.3.10 SUMMARY

The entirety of Chapter Six is devoted to data presentation and analysis. It is of value to note that the researcher has managed, through the analysis of attitudinal data backed up by views of the interview informants, to provide further answers to the attitudinal aspect of the research in addition to other questions that have already been answered as indicated at the end of the analysis of the factual data. The questions that have received answers through the analysis of the attitudinal data and the interview informants' views are related to the following areas:

1. Students' and adults' attitudes regarding learning English (see 6.3.3)
2. Students' and adults' integrative orientation toward English (see 6.3.4)
3. Students' and adults' instrumental orientation toward English (see 6.3.5)
4. Parental encouragement perceived by both students and by adults (see 6.3.6)
5. Students' and adults' perception of the English teacher (see 6.2.4)
6. Students' and adults' perception of English course (see 6.2.4.2)
7. Participants' evaluation of English methodology (see 6.2.4.3)
8. Students' and adults' attitudes toward the target culture (see 6.3.7)
9. Students' and adults' evaluation of English Language status in comparison to other languages (see 6.3.8)
10. The overall feelings of both the student and the adult participants regarding English through the total of their attitudinal scores (see 6.3.9).

The analysis of both the factual and attitudinal data by and large has revealed the role and the status of English in Qatari society as very prestigious to the extent of claiming the position of lingua franca and language of wider communication in the country. It is true that it is not the second language in the real sense, but it is equally true that its position is not merely that of a foreign language being taught in the country, but rather much higher than that. In spite of the presence of obstacles and hindrances that are in the course, among the teachers, in the methods and approaches or in motivation and attainment, still the position is unchallenged by any other external language and has the potential to grow and improve. Although some scales have received more positive responses than others, not a single scale has been negatively weighted by either student or adult informants. Some aspects of language evaluation have shown mixed feelings among informants such as the views regarding the evaluation of the influence of the target culture and how much of it - if any - should be incorporated in our instructional materials. The views could be summed up by saying that some of the decision makers in particular are worried lest the target culture would rival the local one, but the consensus was that the designers could include as much cultural matters as possible provided that national and ethical values are left intact.

It is also possible to qualify the relationship of English and Arabic as mutual and complementary rather than rivalry. Respondents have made it absolutely clear, though indirectly, that they would like to see that relationship to continue and to bear fruit.

CHAPTER 7

FURTHER ANALYSIS OF ATTITUDINAL DATA

7.1 INTRODUCTION

In order to maximize the use of the valuable data that have been collected, the researcher has decided to pursue further analysis of the attitudinal data. It is true that the study of the attitudes in this research does not constitute an end in itself as is the case in projects and studies that are geared for various reasons to clarify aspects of attitude testing per se. It is only meant to provide a clear picture of the target language status and the way it is perceived by members of the society in the country in order to help the course designer to view the picture from a wider perspective. This has already been outlined by the researcher. (See 6.1) Nevertheless, the researcher is convinced that taking the attitudinal aspect of the fact finding stage a step further would be of good value for the following reasons:

1. the findings of the further analysis of the attitudinal data are expected to provide a clearer and more comprehensive picture of the attitudes of the study informants and are therefore expected to indicate statistically significant relationships among various other factors and thus pave better grounds for course design;

2. the research is exploring the first stage of syllabus design - the fact-finding stage - which is expected to be followed by other steps that should be conducted later. The second step would be specifying general and specific objectives of the language course and tailoring of materials for the language course, followed again by piloting those

materials and then evaluating them. Knowledge of the significance of the independent variables such as nationality, age, educational level, etc, on the attitudes of the course audience would be of good value for the course developers and writers;

3. Further and deeper study of the attitudes of the student participants by the independent variables of the study is expected to add another dimension to the significance of the study bearing in mind the fact that students represent the future of the language status in the country.

The analysis of the attitudinal data will be attempted according to the order of occurrence of variables in the two questionnaires of student and adult participants, starting with the independent variables of the student sample and then those of the adults'.

It has already been projected in the description of the findings of both the quantitative and the qualitative data that the general consensus among both the student and the adult study participants is of having favourable and positive attitudes towards English. Not a single variable has received answers that indicate negativity. (See 6.3) The result was expected in a place like the State of Qatar where industrious efforts are exerted to place English in the prestigious position it enjoys at the moment. Since the general pattern of attitudes is of a positive nature, the researcher considers this feature as one major strength of the study and therefore expects quite a few of the independent variables of the study to show a pattern of insignificant differences among study informants. With this in mind, the researcher has decided to subject to analysis and interpretation only the independent variables that have shown levels of significant attitudinal differences below

0.05 ratio level. In most cases, these variables were found to be "nationality", "perceived level of English proficiency", "parents' levels of education", "parents' profession", "visits to English speaking countries", and "perceived level of proficiency on the four language skills". In some cases the variable of "gender" was detected as being a significant one too. As for the insignificant variables, they will be tabulated in the appendix as references. Tables 24, 25 and 26 show the frequencies and percentages of student participants by the various independent variables of the study.

7.2.1 INDEPENDENT VARIABLES SHOWING STATISTICAL SIGNIFICANCE BY STUDENTS' ATTITUDES TOWARD LEARNING ENGLISH

Tables 27, 28 and 29 show the median and chi-square test results, and the level of significance of each of the independent variables by students' Attitudes Toward English.

- NATIONALITY

Table 27 shows that the chi-square for this variable was (19.6945) and its level of significance was (0.0000). This reveals that there are highly significant differences between the Qatari and the non-Qatari student participants' attitudes toward English in favour of the non-Qatari students. It is worth noting that the nationality variable is expected to show significant differences on almost all dependent variables in favour of the non-Qatari students for reasons related to the well-established fact in the school system that the expatriate students are known to be high achievers in most school subjects in general and in English in particular. It has already been noted that there is a correlation between the level of achievement and the

attitudes toward the school subject. The higher the level of achievement is, the more positive the attitudes are. (Fazlul Haque, 1989, p. 45) The other point that could be noted in this regard is the fact that the non-Qatari students are children of families that are mostly qualified and contracted to do specific jobs that require qualifications and expertise. This means that they are by necessity educated. The parents by and large possess most of the qualities that are expected to present a knit of variables related to parental encouragement, parents' level of education, their profession, and their knowledge of English, etc, that could be influential in fostering more positive attitudes in the children toward English. This factor is not dominant among the Qatari participants.

- PERCEIVED LEVEL OF ENGLISH PROFICIENCY

The result of the chi-square test showed a high level of significance of differences (chi-square 59.3013) and a significance level of (0.0000), between those who perceived themselves to be language proficient and those who didn't, in favour of the first group. Since English is a school subject for most participants, those who perceived themselves to be language proficient obviously perceived themselves as high achievers in English. This presents yet another argument in support of the correlation between high achievement and positive attitudes toward English. On the other hand, it tells us that students' perceptions of their language standards can be taken to some extent as reliable.

- PARENTS' LEVEL OF EDUCATION

It is interesting to find that the level of education of both the fathers and the mothers shows a high level of significance in causing significant differences regarding the students' attitude toward English. The chi-square of the fathers' level of education was (31.4767) and the level of

significance was (0.0000) and that of the mothers' was 22.0201 and the level of significance was also as high as that of the fathers' (0.0000). This shows that those whose parents have higher levels of education have more positive attitudes toward English than the others whose parents have levels of education less than secondary level. (See Table 28) It also reveals that this independent variable really influences not only the attitudes toward English, but probably the educational process at large. It also seems to be in tune with the normal expectations in this regard, that parents influence the development of children's attitudes toward other ethnic groups. This has been established by the different studies that were conducted by Harding et al, 1969; Lambert and Klineberg, 1967; Larson and Smalley, 1972; and Oskamp, 1977. (Fazlul Haque, 1989, p. 68)

The other interesting remark here is related to the fact that mothers' education level was found to be a highly significant variable (0.0000). It is worth noting that the proportion of educated women respondents accounts only for 17 per cent (42 cases) of the total student sample which is a relatively small number compared by the proportion of the fathers group of the high level of education. Table (28) shows that the educated fathers account for 257 cases (39%). It could be noted that in spite of being a male dominant society, women have a lot of influence on their children. The more educated the woman is, the more positive the attitudes toward English are likely to be. It is also possible to attribute the influence of parents on attitudes to the fact that highly educated men are normally married to highly educated women and that it is still the men's attitudes which mediate women's attitudes as an intervening variable. If we consider the fact that fathers in this part of the world do not normally spend as much time with their children as mothers do, probably due to the nature of their jobs, or due to other

factors that could be subject to further speculations away from the field of this study, it is therefore possible to assume that the influence of fathers on the attitudes of children is not as effective as that of the mothers.

- MOTHER'S JOB

It is interesting again to find that the variable of the mother's job is found to be highly significant in influencing the students' attitudes toward the target language when that of the fathers' was not. The mother's job variable was analysed at the level of being either a housewife or other only. 560 cases representing 85 per cent of the total sample of student participants' mothers were housewives. The other 15 per cent (99 cases), were distributed to cover a wide range of jobs, at the same time they mostly represent the educated proportion of mothers in the student sample (112 cases - 17%). The results are in favour of the working mothers over those that are housewives, which is in tune with what could be expected in this regard. The educated working mother is expected to be more aware of the importance of English for her children on the one hand, and is also likely to be of those mothers who normally help their children at home with their assignments. This could evoke positive attitudes in children regarding the target language especially when they get informed of its importance repeatedly.

- PERCEIVED LEVEL OF PROFICIENCY ON THE FOUR LANGUAGE SKILLS

Table 29 shows that all the four language skills, listening, speaking, reading, and writing, showed highly significant differences in attitudes toward English in favour of those who perceive their language level to be very good or excellent. The level of significance for all the four language skills was (0.0000), and the chi-square test results

were (21.3404) for listening, (22.5291) for speaking, and (17.9260) for reading, and (16.7222) for writing. This is compatible with the previous finding of the independent variable of students' perceived language proficiency. It is difficult to decide the direction as to whether the positive attitudes are responsible for the elevated proficiency level of the students or the perceived high level on the language helps to foster the positive attitudes toward the language. So, it is probably better to view the relationship as one of correlation regardless of the direction. The group of students of high perceived proficiency level is normally keen on learning the language and are therefore enjoyable to teach due to their high level of motivation. At times, this group of students constitutes a problem area for the teacher but from a different perspective. The weak ones find the material rather difficult and over demanding to deal with, when the others do not seem to have enough challenge or language input. This is normally an obvious phenomenon in classes of high mixed-ability. The centralized educational system has not so far managed to offer a solution relevant to the magnitude of the problem. The suggestions that are normally offered to teachers in methodology in-service courses do not seem to answer the question which is still awaiting a solution of some sort. Syllabus designers are believed to be involved in the matter and should attempt to provide for the highly motivated students as well as for the others.

7.2.2 INDEPENDENT VARIABLES SHOWING STATISTICAL SIGNIFICANCE BY STUDENTS' INTEGRATIVE ORIENTATION TOWARD ENGLISH

As was the case in the previous dependent variable, the nationality factor shows significant results on students' Integrative Orientation Toward English for the same reasons

that were mentioned earlier. (See 7.2.1) The chi-square was (8.5817) and the level of significance was (0.0034) in favour of the non-Qatari students. It is only the capable student who is expected to endorse integrative orientation towards the target language and is, therefore, expected to be able to use it for communication purposes with other people who use the target language as their means of communication. It could also mean that the expatriate people tend to be more open to social relationships with nationalities that use English more than the Qataris who could be more reserved in this regard.

- GENDER

The gender variable did not show a high level of significance regarding the attitudes of the students toward English since both male and female students have similarly positive attitudes toward the target language. In case of endorsing integrative orientation toward the language, the situation seems to be different. Due to the fact that the female proportion of students seldom comes in contact with people who speak languages other than Arabic, the communication necessity does not arise. Chi-square test results show that male students significantly endorse integrative attitudes toward the target language more than the female students. Table 30 shows that the chi-square was 5.0113 and the level of significance was 0.0252 in favour of male students. There are many settings where secondary level male students are likely to use English to communicate with foreigners, unlike the females who - by tradition and ethical values of the society - are not on the same footing. It is also true that the males in this country normally travel more than the females and even when both sexes are abroad, it is normally the case in a male dominant culture to expect the males to be more outspoken and daring in establishing contact with people from other nationalities and cultures which means more exposure to the target language and, hence, more integrative

orientation toward the language. It is therefore of importance that language course designers take this particular factor into account when choosing suitable topic areas and themes for language courses which should appeal to both sexes.

- PERCEIVED ENGLISH PROFICIENCY

Students who perceived their English level of proficiency as very good and excellent tend to endorse integrative orientation toward the target language because it is likely that they feel the satisfaction of actually being able to use the language in settings of this nature. It is quite probable that they have been through the experience of communicating with foreigners in English either locally or abroad. Table 30 shows that the chi-square was 9.6730 and the level of significance was 0.0019 in favour of those who perceive their level of proficiency as very good and excellent. It is only natural to expect that group of student participants to have more positive attitudes toward the language in this particular domain than the others who do not expect themselves to be capable of using the language for such a genuine communicative purpose. Having said that, it would again be advisable to consider the relationship between the two variables that relate to students' perceptions of both language proficiency and integrative orientation toward English as one of correlation regardless of direction of influence.

- EXTRA ENGLISH EDUCATION

It is only natural to expect the student group who have received extra language education either locally or abroad to have more positive attitudes regarding the use of the language for communication purposes with people who do not speak the local language. Students who opt to take extra language courses are expected to be more motivated than the

others and, consequently, are more able to communicate through the target language. If we are to consider that successful communication breeds further success, we should then accept the high level of significance of this variable. Table 30 shows that the chi-square was 16.1605 and the level of significance was 0.0001. One other remark related to the settings where extra language courses are held is that it involves interaction with people who speak other languages than Arabic. It is the case when courses are held abroad which is likely to be either in England or in the USA, that communication is almost entirely in English. Local language courses are also run in most agencies that offer them by native speakers. This is probably a fundamental contributing factor that could result in positive integrative orientation toward the target language. In a way, it could be seen as an influential variable in the area of language syllabus design. Students need to be exposed to situations that generate authentic language in life-like settings so that they learn to be appropriate as well as accurate.

- PARENTS' LEVEL OF EDUCATION

Table 31 shows that both the fathers' and the mothers' level of education are highly significant with regard to student participants' integrative orientation to the target language. The chi-square of the fathers' was 14.9744 and the level of significance was 0.0001, and the chi-square of the mothers' was 18.8814 and the level of significance was as high as 0.0000 ratio level in favour of the group of student respondents whose parents are highly educated. It is evident that the more parents are educated the more they help to foster positive attitudes in their children toward English, and in this case toward endorsing integrative orientation. It could be that parents, as in many cases, set the example in front of their own children by actually using the language to communicate with foreigners either during travels or even in

local settings. A genuine life situation of this calibre is one of the best examples that could help to convince the learner that learning the language for its own sake is useful rather than just learning it because it is part of the school curriculum. In many cases, this every day happening helps to promote high levels of motivation to learn a foreign language. Again, highly educated parents are expected to belong to the English Language speaking group who have come to realize the importance of being able to communicate in English in settings that imply such levels of communication. They are, hence, expected to develop that tendency either directly or indirectly in their children.

- PARENTS' PROFESSION

Both the fathers' and the mothers' professions have shown significant statistical differences regarding the forming of students' integrative orientation toward English. The chi-square test result was 7.4229 for the fathers with a level of significance amounting to 0.0244, and the chi-square for the mothers' job was 6.3926 and the level of significance was 0.0115. (See Table 31) It is of importance to note that the side of the fathers' profession was assessed on three job levels, those of the elite jobs, the normal ones and other jobs. Fathers who do one of the elite jobs such as doctors, engineers, educators, and businessmen, have been shown to have more say in their influence over their children's positive attitudes towards the integrative aspect of language learning. It is no wonder that this cross-section of the society endorses positive attitudes toward English being representatives of the upper-middle class in the society who are more likely to be more in touch with the communities that communicate through English. It is also expected that they would influence their children's attitudes in this domain.

The same thing with mothers' profession, the working woman

seems to foster more positive attitudes toward English in her children more than the housewife. The working woman is mainly the educated one who is expected to have the knowledge and probably the conviction that enables her to pass that across to her children.

- VISITS TO ENGLISH SPEAKING COUNTRIES

The group of student participants who have visited an English speaking country is shown to have more positive attitudes toward the integrative orientation of English. It is the group of informants who have actually gone through the experience of using the language for communication purposes in its natural context mostly among the people who speak it as first language. This injects confidence and probably appreciation of the use of the language. The chi-square was 8.7478 and the level of significance was 0.0031.

- PERCEIVED ENGLISH LEVEL ON THE FOUR LANGUAGE SKILLS

All the four language skills showed to be significant regarding the student sample members' integrative orientation toward English. The reading skill showed the least level of significance among them (0.0469). Listening and the speaking were the highest (0.0014), followed by the *writing* (0.0210). (See Table 32) The findings are compatible to those of the perceived level on English as a whole and are, therefore, in proper match with the expected results that show those who claim to be able to use the language acquire positive integrative attitudes toward the target language more than those who admit being less capable to use it in communicative situations with its native speakers or at least with those who use English as a means of communication either in the country or elsewhere. It could also be argued that the students already possess this kind of orientation which helped them to do well with their language learning and perception. It is therefore important to perceive the

relationship between the variables as that of correlation regardless of the direction of influence as has been highlighted with some other factors like parental encouragement, etc.

7.2.3 INDEPENDENT VARIABLES SHOWING STATISTICAL SIGNIFICANCE BY STUDENTS' INSTRUMENTAL ORIENTATION TOWARD ENGLISH

The variables that have shown to be statistically significant by the student informants instrumental orientation were those of the "nationality", "perceived level of proficiency", "parents education and profession", and the "perceived level on the four language skills.

- NATIONALITY

Table 33 shows that the chi-square result was 9.1697 and the level of significance for the nationality variable was 0.0025 in favour of the non-Qatari group of student respondents. It is the group of students who are mostly affected by the views of their parents where the majority of them is expatriate employees. English has - one way or another - some influence over the lives of these people either because of the nature of their jobs or due to the place where they have received their education. They are mostly members of the educated class who are eager to promote positive attitudes toward English in the children out of the realization of its important impact on the prospects of a good career at present and in the future. Students at the secondary stage are of the average of 17 years of age. They are therefore expected to be in the period in their lives to consider future career prospects. There is no doubt that they are aware of the important role English performs in the job market in this era of advanced technology. Quite a few of them have

inclinations to pursue studies in universities abroad where English is the medium of instruction, or even join the university at home or other universities in other neighbouring countries where English is still either the instruction medium or is at least placed in a very prestigious position. It is of importance to stress the fact that although the differences are in favour of the non-Qatari group of student sample, the Qataris have also expressed positive attitudes toward the instrumental orientation of the target language.

- PERCEIVED ENGLISH PROFICIENCY

The group of student sample who perceive their level of proficiency as very good and excellent endorse more significantly positive instrumental attitudes toward English than the other group who perceive their level of proficiency as good or below. The chi-square was 9.4811, and the level of significance was 0.0021. (See Table 33) It is probable that this group of respondents fall among those who deliberately seek extra language education in private institutions outside the school system such as the British Council. Instrumental orientation to the target language for this segment of the student population is probably an over-riding issue. Nearly all the interview informants were of the opinion of sending their children to various institutions, locally and abroad, for extra language courses resulting from the realization of the importance of English for their future studies and careers. It is evident, therefore, that this proportion of students show significant appreciation to this particular role of the target language.

- PARENTS' LEVEL OF EDUCATION

Both fathers' and mothers' education level proved to be a significant factor in this domain, highly qualified parents seem to influence their children a great deal. It is natural

to see parents in general, and the highly qualified ones in particular, exerting formidable efforts to ensure a prosperous career for their children. No wonder that they spare no efforts to get their children to pay due attention to the instrumental value of English. Their influence in this domain could either be a direct one in terms of verbal explanations and advice or by getting them to join extra language courses, or indirectly through setting the example themselves by what they actually do and the way they use the language, or by simply showing the effect of English on their own careers. As shown in Table 34, the chi-square of the fathers' level of education was 9.0788 and the level of significance was 0.0026 and the chi-square of the mothers' was 9.6753 and the level of significance was 0.0019, all in favour of highly educated parents.

- PARENTS' PROFESSION

The findings of this variable explain both the influence of fathers over their children in a male dominant society where the father is mostly the working member of the family and that students tend to follow the pattern set by their parents. Males constitute the majority of the educated class in this society and it is no wonder that they leave the impact over their children and get them instrumentally orientated toward English. The mothers' profession variable was found to be insignificant when it came to instrumental orientation simply because a high proportion (85%), of student participants' mothers are housewives. Students seem to be influenced by their parents' professions rather than by their mothers' and therefore the students whose parents are doing elite jobs significantly endorse instrumental attitudes toward English more than those whose parents are doing normal and other jobs. The chi-square was 7.0783 and the level of significance was 0.0290. (See Table 34)

- PERCEIVED ENGLISH LEVEL ON THE FOUR LANGUAGE SKILLS

With the exception of the listening skill, the other three showed significant differences in favour of the group of student respondents who perceived their level of proficiency on the skills as very good and excellent. Table 35 shows that the speaking skill was the most significant (0.0066), followed by reading skill (0.0175), and then by the writing skill (0.0274). The relationship between the receptive nature of the listening skill and the level of attainment of the students on the one hand, and instrumental orientation toward English on the other, was probably not seen by the students as an effective factor. This may be why it was statistically insignificant on attitudes of instrumental nature to the target language. As was the case in the previous variable related to students' perceived level on the language in general, it is expected that those who perceive a higher level of proficiency endorse more positive instrumental attitudes toward the language because they are probably the ones that could even take English as the field of specialization or at least endeavour to better their language standards for academic and career purposes. It could also be the case where the situation of influence is the other way round as was discussed earlier with other variables. (See 7.2.2)

7.2.4 INDEPENDENT VARIABLES SHOWING STATISTICAL SIGNIFICANCE BY STUDENTS' PERCEIVED PARENTAL ENCOURAGEMENT

The independent variables that have shown levels of significance below 0.05 ratio were "students' education level", "nationality", "perceived English proficiency", "parents' education level", "parents' profession", and "perceived level of proficiency on the four language skills".

- STUDENTS' EDUCATION LEVELS

So far, this is the first time that this particular variable shows significant statistical differences between the groups of student participants on any of the dependent variables. Table 36 shows that the chi-square was 4.3299 and the level of significance was 0.0374 in favour of preparatory student participants who seem to receive more parental encouragement to learn English and acquire positive attitudes toward the language. The likely interpretation could lie in the fact that parents are normally more strict with their younger children than they are with the older ones who are supposedly more mature and more responsible. It is usually the case that parents offer help to younger children with their homework and could normally provide answers to questions that are less demanding at the early educational stages than later on the educational scale. At the secondary level where the average age of participants is 17 and above, young people are normally more aware of what should be done. They can't be expected to need direct parental advice and encouragement. Having said that, it is valid to point out that both the preparatory and the secondary groups of student informants perceive evident parental encouragement toward English. It is, there is no doubt, one of the attributes for fostering positive attitudes toward the target language on the part of the students and a clear indication that the adults themselves value it highly.

- NATIONALITY

The nationality factor in the domain of parental encouragement gains extra leverage when it shows to be highly significant in the case of the non-Qatari parents compared to the Qataris. The findings could be clearly interpreted showing the non-Qatari students receiving more parental encouragement and support toward the target language than the Qatari students. Table 36 shows that the chi-square was

27.9763 and the level of significance was 0.0000 in favour of the non-Qataris. This variable certainly has a lot to do in the domain of language attainment as well as in the domain of shaping and influencing attitudes toward school subjects in general and in the field of language instruction in particular. Although it is beyond the scope of this study to discuss levels of achievement and other contributing factors that influence them, still, it is not a waste to note that parental support for the non-Qatari students is evidently a factor responsible for the well-established fact of them being higher achievers than the Qataris.

- PERCEIVED LEVEL OF ENGLISH PROFICIENCY

The group of student participants who perceive themselves to be proficient in the target language admitted that they receive more parental encouragement than the others. Whether their positive attitudes toward English have resulted totally or partially from the effect of this particular variable is only one side of the picture. The other important side draws on the relationship between the perception of language proficiency, and the positive attitudes and feelings regarding the language per se, and the willingness to enhance the need to learn it and then to continuously refine the existing knowledge. It is easy to detect various roles here for so many factors that could render services to get the job done, starting perhaps with the syllabus designer, followed by the instructor and others with the strong belief that language improvement is attainable. Table 36 shows that the chi-square was 35.4179 and the level of significance was 0.0000 in favour of the proficient group of students.

- PARENTS' EDUCATIONAL LEVEL

The level of significance that was 0.0000 ratio in the case of both the fathers' and the mothers' education level reveals beyond doubt that the level of education of the parents

positively influences the amount of encouragement and support they bestow on their children. In return, the high level of encouragement results in more positive attitudes toward the language and probably in better levels of achievement. The chi-square in the case of the level of education of the fathers, as shown in Table 37, was 48.6045 and was 27.1603 in the case of the mothers'. The results are in favour of those students whose parents have a university education level or above.

- PARENTS' PROFESSION

It is not astonishing but interesting to find out that the profession of parents shows to be a significant variable in the parental encouragement domain. The group of student participants whose parents are doing elite jobs, such as doctors, engineers, educators and businessmen, perceive that they receive more parental encouragement and hence, contribute to their positive attitudes toward the target language more than the other groups of student participants whose parents are handling normal or other jobs. They are the kind of people who rightly evaluate the importance of English for the well-being of the individual and that of the society at large. Table 37 shows that the chi-square for the fathers' was 23.2918 and the level of significance was at its highest, 0.0000. The chi-square for the mothers' was 10.0470 and the level of significance was 0.0015, all in favour of the students whose fathers do elite jobs, and of those whose mothers are doing jobs other than being housewives. This comes in harmony with other findings of the research and indirectly renders further proof to the findings and interpretations of the effect of other independent variables as that of the nationality and parents' level of education bearing in mind that the highly educated are mostly expatriate employees.

- PERCEIVED LEVEL OF PROFICIENCY ON THE FOUR LANGUAGE SKILLS

As was the case with the other dependent variables, students' perceived level of proficiency on the four language skills showed a high level of significance in the domain of parental encouragement as well. The receptive skills came to be less significant (0.0203 ratio level for reading and 0.0003 for listening), while the productive skills were both at the ratio level of 0.0000 which is the highest that could be expected. (See Table 38) Those who perceive themselves to be highly proficient on the language skills are expected to be the high achievers, and it is no wonder that the high achievers receive a high level of parental encouragement and support. It is again not surprising to see them with positive attitudes toward the target language, which, if well presented and taught, would certainly flourish and prosper in the country.

7.2.5 INDEPENDENT VARIABLES SHOWING STATISTICAL SIGNIFICANCE BY ATTITUDES TOWARD THE TARGET CULTURE

The variables that showed statistical significance toward the target culture were "education level", "nationality", "perceived English proficiency", "parents' education level", "parents' profession", "visits to English speaking countries", and "perceived level of proficiency on the four language skills".

- EDUCATION LEVEL

The chi-square was 5.0902 and the level of significance, as shown in Table 39, was 0.0241 in favour of the secondary school student informants. Secondary school participants seem to be more tolerant toward the target culture compared to the

preparatory student proportion of the student study sample. This could be due to the fact that the preparatory school students have not yet formulated definite attitudes toward the culture and seem to need more time to come to this stage. Secondary school students are older, obviously have had more exposure to the language and probably to the culture through various contacts either locally or abroad through travel. The present course is also informative about the western culture and so are local media. Having said that, it is of importance to note that all student participants expressed positive attitudes toward the culture, but the older ones acquire more positive attitudes towards it. The important issue that should be observed by course designers is the fact that both age and consequently education level are factors to be considered before deciding the quality and the quantity of input of the target culture component.

- NATIONALITY

The non-Qataris have shown themselves as having more positive attitudes toward the target culture compared to the Qatari student participants. The chi-square was 6.5987 and the level of significance was 0.0102. (See Table 39) When the question of nationality is involved as a variable, it naturally involves other variables like the parents' level of education and profession as well as parental encouragement, and level of achievement. The non-Qatari students take after their parents and become influenced by their attitudes and inclinations, which explains the reason behind having more positive attitudes, not only regarding the target culture, but also regarding all other scales and dependent variables of the attitudinal part of the study. This does not mean that the attitudes of the Qatari students are negative or low, it only shows that expatriate students are more tolerant to the target culture, and probably have no hang-ups in having to deal with it.

- PERCEIVED LEVEL OF ENGLISH PROFICIENCY

As was always the case with this variable, it shows yet again a high level of statistical significance between the proportion of student informants who perceive their level of English proficiency as very good and excellent, and those who perceive it below that toward the target culture. Table 39 shows that the chi-square was 20.9283 and the level of significance was at its highest 0.0000. It is logical to find the students who are more at ease with the language, and who are satisfied with their level of language performance, acquiring a more positive standpoint toward the culture and its manifestations locally and elsewhere, or vice versa. Their language level helps them to communicate using the language, moreover it places them in a position where they could listen to and watch informative programmes about the people/s, and consequently learn about their culture, and on the other hand, their exposure to the culture is likely to be influential regarding their perceptions of their language standard and level of proficiency. This is valuable information for the course designer that should help not only at the decision phase but also later on, when deciding on the themes and settings for language materials.

- PARENTS' LEVEL OF EDUCATION

The fathers' level of education is at the highest level of significance 0.0000, and is more statistically significant than that of the mothers' which was 0.0140. The highly educated parents seem to foster more positive attitudes in their children toward the target culture more than could be expected from the parents who have received levels of education less than university. Parents who have received only modest levels of education are probably unaware of the implications of the western culture, their knowledge of the target language could be very limited, or they could be of the type that wish to restrict themselves to their own

culture out of ethical and other social grounds. In case any of the above mentioned reasons is responsible for the difference in attitude perception of the target culture by the parents, it is therefore understandable to expect the children to perceive it with a low esteem following the parents' pattern. Table 40 shows that the chi-square of the fathers' was 17.9184, and that of the mothers' was 6.0404.

- FATHERS' PROFESSION

Only the fathers' type of profession was found to be a determining factor in the attitudes of the student study sample toward the target culture. Fathers with the elite jobs show significant capacity in fostering positive attitudes in their children toward the culture of the peoples who speak English as a first language. The results show that students take after their fathers rather than after their mothers simply because the fathers constitute the majority of the work force in the country compared to only 15% of the mothers of the student sample who actually go out to work. Students whose fathers do elite jobs (engineers, doctors, educators, and businessmen) are privileged in this regard since they are the kinds of fathers who would insist on their children valuing the study of English, and in some cases accompany their children in their travels where they could be exposed to the target culture. Table 40 shows that the chi-square of the fathers' profession was 12.3233 and the level of significance was 0.0021 in favour of the group of student participants whose fathers do elite jobs.

- VISITS TO ENGLISH SPEAKING COUNTRIES

It is also not surprising to find this independent variable showing a high level of significance over the attitudes of the student participants toward the target culture. It even renders proof that direct exposure to the foreign culture through visits, in most cases promotes a level of tolerance, understanding and perhaps a certain degree of appreciation of

that culture, and this could also promote better communication and thus urges exchange of visits. If this aspect is followed up by sincere efforts on part of the people concerned, it could probably make our world a more peaceful and a happier place to live in. Table 40 shows that the chi-square was 10.5334, and the level of significance was 0.0012 in favour of the student group who have visited an English speaking country.

- PERCEIVED LEVEL OF PROFICIENCY ON THE FOUR LANGUAGE SKILLS

With the exception of reading, the other skills showed high levels of significance on the variable of the target culture. The group of students who perceived their level of proficiency as very good and excellent have significantly more positive attitudes toward the target culture compared to the others who perceived their level below that. The levels of significance of the skills as shown in Table 41 were 0.0011 for the listening, 0.0004 for the speaking, and 0.0090 for the writing, all in favour of the group of student participants who perceive their levels of proficiency on the language skills of English to be high. It is rather difficult to venture an explanation regarding reasons that caused the reading skill in particular not to be a significant factor in influencing the attitudes of the student informants regarding the target culture. It seems that the score of both the two groups of student informants was positively high and that they both share the same outlooks to the target culture. It is again understandable to see that the students who think highly of their language standards possess more positive attitudes toward the culture of the peoples who speak English as first language. It has been highlighted earlier that such group of students are likely to be more exposed to the culture in terms of communication settings through their previous experiences, either through language courses or visits, etc.

7.2.6 INDEPENDENT VARIABLES SHOWING STATISTICAL SIGNIFICANCE BY STUDENT ATTITUDES TOWARD THE STATUS OF ENGLISH IN THE COMMUNITY COMPARED TO OTHER LANGUAGES

This scale is supposed to gauge the student participants' attitudes toward the status of English in the society through comparing its perceived level of importance to that of other languages in general. It was meant to shed light on the degree of understanding and acceptance of the student sample of its role in the community.

The variables that showed levels of statistical significance below 0.05 ratio were those of "perceived English proficiency", "extra English education", "fathers' education", "visits to English speaking countries" and "language proficiency on the four language skills".

- PERCEIVED ENGLISH PROFICIENCY

It is probably worth noting now that this particular variable has always been responsible for high levels of statistical significance on all the dependent variables that have been subject to discussion in the analysis of the student attitudinal data. It seems quite evident by now that the students' level of proficiency of a language is a determining factor in deciding the direction of the students attitudes toward this language and other related areas of language acquisition. It is also equally true that the level of proficiency of students gets mutually influenced by other variables as well. Table 42 shows that the chi-square was 16.2242 and the level of statistical significance was as high as 0.0001 in favour of the group of students who perceive their language level as very good and excellent. They seem to rate English as very important in terms of its status and the role it performs in the society in comparison to other

roles of other languages in general. This provides yet another justification for the highly positive attitudes toward English on part of student informants.

- EXTRA ENGLISH EDUCATION

Students who have had extra English education rate the position of English significantly high. This is a clear justification for their initial motives to opt for extra English education. They could have chosen to join language courses of other languages had they had any doubts to the effect of English being of lesser importance. The chi-square was 4.5685 and the level of significance was 0.0326 in favour of the group of students who have received extra English education.

- FATHERS' LEVEL OF EDUCATION

Fathers' convictions seem to reflect on their children who in most cases readily follow on in the footsteps of the fathers in this case. The fathers who are highly educated know the role well enough, and the status of English, and would logically pass that across to their children. That group of students - in return - get convinced not only by the parents, but also through other tangible evidences that provide multiple proofs to this effect. The chi-square was 5.1063 and the level of significance was 0.0238. (See Table 43)

- VISITS TO ENGLISH SPEAKING COUNTRIES

The group of student informants who have visited an English speaking country perceive the position of English and its role in the community more positively than those who have not had the chance to visit any such countries. The chi-square was 7.3671 and the level of significance was 0.0066, as shown in Table 43. To start with, the initial motive behind visiting an English speaking country regardless of whether it was for educational reasons or even for tourism, is normally a positive indicator regarding the attitudes of the person

toward the language and most likely toward the culture. Getting to know the people and the culture in the home context normally results in better and deeper understanding of the language, the customs, and of some cultural aspects related to the nation. It would consequently be logical to expect better appreciation of the role of the target language in the local community especially when it is of the size and prestige of English in Qatari society.

- PERCEIVED LEVEL OF PROFICIENCY ON THE FOUR LANGUAGE SKILLS

Table 44 shows that three of the language skills showed levels of statistical significance much below the 0.05 ratio on the way student participants perceive the role and prestige of English in comparison to other languages in general. The chi-square for the speaking skill was 6.5112 and the level of significance was 0.0107, the chi-square for the reading skill was 8.6640 and the level of significance was 0.0032, and the chi-square for the writing skill was 16.6531 and the level of significance was 0.0001. The results reveal that the students who perceive their level of proficiency on the language skills as very good and excellent evaluate highly the position of English in comparison to that of any other language in the society, more than the other group of student informants who evaluate their language standard on the skills as good or below. It seems that the score of both the two groups of students was high and similar to show significant differences on the listening skill. When the language speakers are more confident and feel at home with the language, they are expected to rate its position more highly and therefore reflect more positive attitudes regarding its status in the society.

Tables 45,46, and 47 respectively show the statistical significance of the independent variables according to the general attitudes of student respondents toward English. The researcher has decided not to discuss the implications of

these variables in order to avoid repetitions. The variables that showed statistical levels of significance were the same ones that have already been discussed. The median test was also employed to highlight each one of the scales separately according to student total scores by each of the independent variables. Tables 48 to 57 show each of the variables as indicated in the students' questionnaire.

It is hoped that this procedure of collective data analysis helps to consolidate the findings by showing the chi-square test results, and the level of significance of each scale. It is worth mentioning here again that the same procedure is adopted in the analysis of the findings of adult participants. Tables 88 to 98 are meant to provide the same information regarding adults' total scores on the scales of the adults' questionnaire.

7.2.7 PEARSON CORRELATION COEFFICIENTS BETWEEN THE SCALES OF THE STUDENT ATTITUDINAL DATA

Pearson's correlation coefficients are done to point out the relationships between the scales of the student attitudinal data. This is to illustrate the consistency that exists in the attitudes of the students as it was measured in the scales of the attitudinal part of the students' questionnaire. Table 58 shows the correlation coefficients between the scales, the number of cases of respondents, and the one-tailed significance level for each scale in relation to the others. The minimum value of (r) necessary for significance at the 0.05 level for the sample that is over 400 cases, according to D. J. Lewis (1973, p. 167), is 0.062 which does not exist for any of the scales. It can thus be concluded that none of the scales showed any significant differences in relation to any other scales. The other remark that should be noted is that most of the attitudinal scales showed high correlation coefficients with the other

scale and that the lowest coefficients were related to the fifth scale that was meant to gauge the students' evaluation of their English teacher, followed by their evaluation of the English course and the methodology which were tested by scales 6 and 7. Students' judgements, though positive as they are, should be considered with caution at this stage in their lives especially when it comes to teacher and course evaluation. This question both influences the attitudes and at the same time gets influenced by them. In case a student forms positive attitudes regarding a certain teacher for one reason or another, there is a good probability that he would reflect that on his or her assessment of the teacher, no matter whether the teacher is good or otherwise.

7.3 ANALYSIS OF THE ADULTS' ATTITUDINAL DATA

As was the case with the analysis of the students' attitudinal data, the researcher will only present the variables that have shown a level of significance below the 0.05 ratio level in the order of their occurrence in the adults' questionnaire. As for the other insignificant variables, they will be tabulated in the appendices of the study for future reference.

Tables 60 and 61 show the frequencies and percentages of adult participants by all the independent variables of the study.

7.3.1 INDEPENDENT VARIABLES SHOWING SIGNIFICANT DIFFERENCES BY ADULTS' ATTITUDES TOWARD ENGLISH

Tables 74 and 75 respectively show the median and the chi-square test results, and the level of significance of each of the independent variables by adults' attitudes toward English. The median test result of the scores of all the adult informants on this variable was 40.00. The only variable that showed levels of significance below the 0.05 ratio level was that of the "perceived level of proficiency on the four language skills". Again, the only two skills that were found to be significant were the oral skills of listening and speaking. The chi-square of the listening skill was 7.4394 and the level of significance was 0.0064, and the chi-square for the speaking skill was 6.9758 and the significance level was 0.0083. The oral skills among the adult population are normally higher and more refined than the other skills of reading and writing. Adults pick the oral skills up and practice them through contact with people who use English as the means of communication in the society. These people are normally Asian labourers or European experts in different work sites in the country. Travel adds other communicative opportunities for adults to practise and refine those skills. The reading and writing skills are seldom in use and thus only a few participants claim high levels of proficiency on either, (*Reading: 21.1% and Writing: 29.6%*), and thus they do not seem to influence the attitudes of the proportion of adult informants who perceive their level of proficiency as very good and excellent any more than they influence the bigger proportion of adults who evaluate their standards below that. The major factor in this domain is the fact that the majority of adult participants have positive attitudes toward English and share the same views in this

regard regardless of nationality, age, or other factors. That is why most of the independent variables have been found to be statistically insignificant.

7.3.2 INDEPENDENT VARIABLES SHOWING STATISTICAL SIGNIFICANT DIFFERENCES BY ADULTS' INTEGRATIVE ORIENTATION TOWARD ENGLISH

The variables that have shown levels of significance below the 0.05 ratio level are more than those on the previous scale. They are those of "nationality", "profession", and "level of education". Tables 76 and 77 show median test results, chi-square results and the levels of significance of all the independent variables over adults' integrative orientation toward English.

- NATIONALITY

Adults integrative orientation toward a language signifies their willingness to use it as medium of communication with others who do not speak the local language for one reason or another. This impinges on the attitudes of informants toward the language and the culture/s it represents. The findings revealed that the non-Qatari group of adult respondents were more for that sort of purpose than the Qatari group was. The probable interpretation for this, in my opinion, relates to the higher level of education of the non-Qataris, which in itself was found to be one of the significant factors in this domain. It seems rather difficult to separate one variable from the other because they are interdependently responsible for the effect they have on the informants' attitudes. The non-Qatari adults have had more education than the Qataris which also means more exposure to the target language through schooling and higher education. This places them on a different footing altogether when it comes to the ease of

foreign language usage for genuine communication with foreigners. No wonder then, to find the non-Qatari group of adult informants endorsing more positive integrative attitudes towards the target language. The chi-square was 7.6463, and the level of significance was 0.0057 in favour of the non-Qataris.

- PROFESSION

The adult factual data regarding the profession of adult informants were analysed in three sub-groups: "elite jobs" of doctors, engineers, educators and businessmen; "ordinary jobs" of government employees, secretaries, and auditors; and "other jobs" of labourers, drivers, etc. This was done for the convenience of data analysis and with the intention to avoid having empty cells when each single profession is discussed in relation to other variables of the study. The chi-square was 6.5192 and the level of significance was 0.0107. It is not surprising to find the group of adult informants doing elite jobs showing significantly more positive integrative attitudes toward English than the others. Doctors, for one, use English most of the time during work. Faculties of medicine in most Arab countries and abroad take English as the medium of instruction. Engineers in Qatar mostly use English to communicate with the Asian labourers in the various work-sites in the country.

- LEVEL OF EDUCATION

The level of education of adult participants was also found to be statistically significant in determining the integrative orientation of their attitudes toward English. The chi-square was 4.1128 and the level of significance was 0.0426 in favour of the highly qualified group. The highly qualified group is mostly the non-Qatari group which is more integratively orientated to English. Higher qualifications, as was pointed out earlier, mean more exposure to language

and, therefore, more fluency and more ease in language use could be expected. These are all factors contributing to enhance language use with those who are unable to use the local language in various communicative settings.

7.3.3 THE STATISTICAL SIGNIFICANCE OF ADULTS' INSTRUMENTAL ORIENTATION TOWARD ENGLISH

It is interesting to note that none of the independent variables showed a level of statistical significance below the 0.05 ratio level on this scale. The satisfactory explanation lies in the fact that the adult study participants are all members of the work force in the country who must have come to realize the importance of English for the prospects of their careers. It would be odd to come across people who would deny the vitality of the role of English in the labour market and the extent of influence it has on the careers of people. The adult population sample have by and large positive instrumental orientation toward the target language.

7.3.4 THE INDEPENDENT VARIABLES SHOWING SIGNIFICANT DIFFERENCES BY ADULTS' PARENTAL ENCOURAGEMENT

The variable that has shown a level of significance below 0.05 ratio is that of "nationality". Tables 80 and 81 show the median test results, chi-square results and the levels of significance of all the independent variables over adults' parental encouragement. The chi-square was 8.2870 and the level of significance was 0.0040. It is evident from the findings of the statistical analysis that adult participants have more or less the same positive inclinations concerning the attitudinal conceptions of parental encouragement toward

English, regardless of their age, sex, profession, etc. It looks as if the positive outlooks to this issue are a matter of mutual concern and agreement from the majority of adult participants.

The "nationality" variable was the only one that showed statistical significance. Non-Qataris have expressed more willingness regarding offering help and encouragement to their children so that they spend more time on their English studies. This stems from the parents' realization of the importance of English for the young in their future days and at the same time reflects the higher degree of expatriate adults' positive attitudes toward the language. Other factors besides the nationality variable are probably involved to evoke the differences in attitudes regarding parental encouragement like that of the level of education and probably the profession as well. They are inseparable because they come in a package when the expatriate adults are normally the highly educated and are doing, in some cases, jobs that have to deal with English one way or another. This is not to mean that Qatari adults have negative attitudes toward this particular aspect of language instruction. On the contrary, they have expressed equal levels of attitudes on most other variables in the adult questionnaire. It is also expected that the gap between the Qataris and the non-Qataris in the attitudinal sphere of language instruction would diminish rather quickly when we take into consideration the advances that are being accomplished by the Qataris in the field of education in particular.

7.3.5 INDEPENDENT VARIABLES SHOWING STATISTICAL SIGNIFICANT DIFFERENCES BY ADULTS' ATTITUDES TOWARD THE TARGET CULTURE

Tables 82 and 83 show the median test results, chi-square results and the levels of significance of all the independent variables over adults' attitudes toward the target culture.

Three variables only have shown levels of significance below 0.05 ratio, and those are the variables of "gender", "profession" and "perceived level of English proficiency on both speaking and reading skills". The rest of the variables did not have significant influences over the attitudes of the adult participants concerning their perceptions of the culture of the peoples who speak English as their first language. Nevertheless, adult participants, generally speaking, view the target culture positively and have in this regard expressed favourable attitudes.

- GENDER

Chi-square test result was 9.3630 and the level of significance was 0.0022 in favour of male participants. It is rather revealing to find that the sex factor is influential regarding adult participants' attitudes toward the target culture. Female participants are by the social nature of the society, less exposed to the target culture both in the local surroundings and abroad. Females do not normally come in contact with English speaking nationals in local settings because only a minority of them go out to work, and even within the work boundaries, women are mostly dealing with affairs that relate to the female population of the society and the English speaking members of the work force are mostly males. Males travel more than the females and therefore come in contact with different cultures more than in the case of

the females. Exposure to different cultures normally results in more tolerance, understanding and in some cases, more appreciation and open-mindedness toward them.

- PROFESSION

Adults who do elite jobs showed more statistically significant attitudes toward the target culture more than the others who do ordinary and other jobs. The chi-square was 8.0745 and the level of significance was 0.0045. Members of the work force who do elite jobs are normally highly qualified and in some cases have had their education abroad which means that they were and probably still are in constant contact with other cultures. Doctors working in Hamad Hospital for example, use English almost exclusively due to reasons related to the partners they work with who are from either English or American cultures, in addition to Asians as well. The culture of the English speaking people is rather dominant in the state of Qatar due to media influence. The other issue that could be added is related again to the level of education of the adult participants. The more educated the people are , the more they are likely to endorse positive attitudes toward other cultures. These factors are probably responsible for that group of adult participants' relatively significant attitudes toward the target culture in comparison to the perceptions of other groups in the same domain.

- PERCEIVED LEVEL OF ENGLISH PROFICIENCY ON SPEAKING AND READING SKILLS

Two of the four language skills have proved to be influential in determining the level of significance of the attitudes of the adult participants toward the target culture, namely speaking and reading. The chi-square for the speaking skill was 9.4041 and the significance level was 0.0022, while the chi-square for the reading skill was 8.0661 and its level of

significance was 0.0045. It is possible to claim that the speaking skill is the medium for getting to communicate with English speaking people and the reading skill is also the tool to read about them and get to be more familiar with aspects of their culture. Adult informants are expected to be relatively accurate with their assessment of their own language standards on the four language skills, and therefore, it is likely to expect those who perceive their level of proficiency on speaking to use that ability and to refine it through communication with members of the community of the target culture. It might be a result of visits to English speaking countries or even a motivating factor to visit those countries. I guess that nearly the same thing could be said about reading. The more one likes a given nationality, the more the need to know about their habits and ways of life arises. Much the better when one views his/her reading skill as very good or excellent. It certainly helps a great deal with getting to know people better and hence, helps with forming more positive attitudes and more tolerance towards their culture. It is also important to note that it could be a biased generalization to consider the influence of language proficiency on attitudes as being uni-directional and ignore the influence of attitudes over language proficiency. It is equally true that those who have positive attitudes towards a given nation, normally endeavor to learn their language. It is certainly more of a mutual effect and question of correlation between the variables.

7.3.6 INDEPENDENT VARIABLES SHOWING STATISTICAL SIGNIFICANT DIFFERENCES BY THE ROLE AND STATUS OF ENGLISH COMPARED TO OTHER LANGUAGES

Tables 84 and 85 show the median test and the chi-square results and the levels of significance of all the independent variables over adults' perceptions of the role and status English compared to other languages in general in the State of Qatar.

Two variables only have shown levels of significance below 0.05 ratio, and those are the variables of "age" and "profession". It is of importance again to ascertain that it is rather a strong point in favour of the study to find out that adult informants of the study sample acquire more or less the same views and nearly the same levels of attitudes which are all of a positive nature in relation to factors that pertain to the field of study that aims to highlight the position and status of English in the society. When that is the case, the extrapolation of the findings of the entire population becomes more eminent and at the same time it adds more significance to the representativity of the sample to the total population of the Qatari work force.

- AGE

The group of adult informants who are less than 30 years of age perceived the role and status of English compared to other languages in the society as being more prestigious and more important for the society and for the individual. Their perceptions in this domain comes higher than those who are older than 30 years of age in the adult study sample. The chi-square was 7.2860 and the level of significance was 0.0069. The changing role of English in the new era in the

field of technology and in other fields of modernization has bestowed on English new dimensions that has placed it in a position to become one of the important keys of modern life. Younger generations in underdeveloped countries have come to realize that the process of development of nations must open wide doors on the world that has the technological facilities and the knowhow. The present phase that marks the explosion of knowledge demands tools to reveal its secrets. Languages in general, and English in particular, are major tools necessary for the job. Scores of young learners are sent to gain expertise from countries that have got the potential to offer knowledge, and that implied knowledge of English too. Career prospects of individuals also demand in numerous spheres certain levels of English proficiency. This was not the case in the past where older people were not probably aware of these fundamentals as the case is with younger generations. Older people did not have the same financial capacity to travel as much as the younger ones do these days who consequently get to see for themselves the importance of English in so many settings.

- PROFESSION

For the first time, adult participants who are doing ordinary jobs illustrated their higher attitudes toward the target language in general in comparison to the attitudes of the other groups who are doing elite or other jobs. The score on this scale of the group of informants that do ordinary jobs showed that the chi-square was 4.6274 and the level of significance was 0.0315. The pattern of expectancy that would normally place the elite job' doers to score higher on this scale was confused which makes the task of finding an interpretation to the results rather risky. The probable interpretation was due to the fact that some of the items were of a general nature when addressing the comparison between languages in terms of importance, which indirectly

included the local language, Arabic. Quite a few participants would not possibly accept that there is any language in existence that is more important for us to learn than Arabic, a matter that is related to national pride in the language and to ethical values related to its position.

7.3.7 PEARSON CORRELATION COEFFICIENTS BETWEEN THE SCALES OF THE ADULTS' ATTITUDINAL DATA

It is of importance to analyse the findings of adult responses on the six scales of the attitudinal part in order to point out the relationships that exist between the scales and also the kind of correlation there is between each of those scales and the total score of their responses. This is expected to illustrate the harmony or the disparity of the findings on the one hand, and also tells about the instrument that was used for data collection on the other, as to whether the expected consistency between the scales is present or not.

Table 90 illustrates the correlation coefficients between the scales, the number of cases of respondents, and the one-tailed significance level for each scale in relation to the others and to the total score on the attitudinal data.

D.G.Lewis (1973, p. 167), states that the minimum value of (r) necessary for significance at the 0.05 level for the sample that is over 400 cases (n), is 0.062. It can therefore, be concluded that none of the scales shows any significant differences at the 0.05 ratio and thus we reject the chance explanation at this level. The other conclusion that could be drawn is the presence of high correlation coefficients between the scales and at their highest with the total score. The lowest coefficients could be detected with

scale 5 which is the attitudes of adults toward the target culture. Its lowest was with the scale 6 (English Status In The Community), which was 0.4224, and its highest correlation coefficient was with the total score of the participants over the attitudinal section which was 0.8419. In brief, it could be concluded that the scales showed a high correlation level between the scales themselves and between the total attitudinal score of the adult participants which signifies a high level of consistency with regard to both the findings of the study and to the compatibility of the scales within the adult questionnaire itself. The consistency of the adults' attitudes toward the target language reveals the genuine and true feelings and assessment of its importance for the society, in addition to the fact that it actually occupies a prestigious position that could not be rivalled by any other language in the society.

7.4 SUMMARY

The previous analysis of the attitudinal data has so far provided answers to research questions that are related to student study sample regarding the influence of the independent variables of "nationality", "gender", "education level", "extra English education", "perceived level of English proficiency", "parents' education level", "parents' profession", "visit to an English speaking country", and "the students' perceived level of proficiency on the four language skills", over the following dependent variables that relate to students' attitudes toward English:

- attitudes toward learning English (see 7.2.1)
- students' integrative orientation toward English (see 7.2.2)

- students' instrumental orientation toward English (see 7.2.3)
- parental encouragement (see 7.2.4)
- students' attitudes toward the target culture (see 7.2.5)
- students' assessment of the position and status of English in the society in comparison to other languages (see 7.2.6)
- the correlation between the scales of the student questionnaire, (see 7.2.7).

It has also provided answers to the questions related to adult study sample regarding the influence of the independent variables of "age", "nationality", "gender", "profession", "education level", "visit to an English speaking country", "extra English education", and "the adults' perceived level of proficiency on the four language skills", over the following dependent variables that relate to adults' attitudes toward English:

- attitudes toward English (see 7.3.1)
- adults' integrative orientation toward English (see 7.3.2)
- adults' instrumental orientation toward English (see 7.3.3)
- parental encouragement (see 7.3.4)
- adults' attitudes toward the target culture (see 7.3.5)
- adults' assessment of the position and status of English in the society in comparison to other languages (see 7.3.6)
- the correlation between the scales of the adult questionnaire (see 7.3.7).

Before attempting to analyse the findings of the student and adult attitudinal data, it is of importance to emphasize the

fact that all the informants have - by and large - shown that their attitudes toward English are highly positive. The analysis is to determine whether the research independent variable have significant effects over their attitudes if any.

The findings of the statistical analysis of the attitudinal data showed that quite a few of the independent variables listed above were crucial in influencing and probably in determining the nature and intensity of the attitudes of student and adult respondents over the dependent variables measured by both the two questionnaires.

The perceived level of proficiency on the target language in general and on the four language skills, were highly significant factors over all the dependent variables showing that the student informants who perceive themselves as proficient acquire positive attitudes toward the target language. The point was also made regarding the influence language proficiency is likely to receive as a result of other so called dependent variables relating to different kinds of attitudes that are subject to analysis. In some cases, it is not possible to come to a definite conclusion as to which is the dependent or the independent variable. It is certainly safer to consider the mutual influence of the variables rather than viewing the effect as uni-directional. Although students' perceptions of their language proficiency level do not correspond with the opinions of educators and others who have expressed a level of dissatisfaction over English standards in general, it remains rather necessary to take this phenomenon into account. Their positive tendencies could be employed to increase the level of motivation of the learners through injecting confidence into them which is an essential prerequisite for better learning and elevated levels of attainment. The other variables that pertain to

language instruction could also be looked into with the intention to manipulate them for the same purpose. Regardless whether students' assessment of their language standards is merely a claim or a reality, it is a future asset for language prospects in the country especially when students take over to become members of the workforce in the society and or - one day - become the decision-makers themselves.

The other variable that showed high levels of significance over the independent variables was that of "nationality". Non-Qatari students have mostly more positive attitudes toward English. It is rather difficult to interpret the reasons behind this due to the fact that this group of students is influenced by a variety of variables that can not be separated one from the other. They are mostly the high achievers, children to educated parents who spare no effort to equip them with better education in English and in other subjects and possibly help them with their language problems if any.

Parental encouragement was also a determining factor that added to the well-established fact of the positive role of the parents in providing the necessary encouragement and possibly the model for the children to follow. This provides ground for positive attitudes toward English to prosper.

Related to what has been said, both high parents' level of education and parents' elite professions were also significant factors that seem to have fostered students' positive attitudes toward English. Fathers seemed to have more influence regarding the attitudes of the student study sample which agrees with the norms of the male-dominant society.

As for the adult side of the attitudinal data, fewer variables showed levels of significance below 0.05 ratio which proved a high level of consistency among the informants regarding the variables subject to analysis. Adults' attitudes toward the target language proved to be of a highly positive nature concerning all variables. The variables that showed influential levels of significance were mostly those of "nationality", where the differences in attitudes were in favour of the non-Qataris, "profession", where the group of the elite jobs normally scored higher, "level of education", in favour of the highly educated, and the variable of "perceived level of proficiency on the oral skills of listening and speaking".

The correlation coefficients between the scales of both the student and adult questionnaires proved to be consistent yielding yet another evidence to the strong and positive commitments of the study informants with regard to the importance and positive role of English in Qatari society.

It is also necessary to point out that the variables that were subject to analysis and discussion were only those that showed high levels of statistical significance less than 0.05 ratio level on the median test results and the chi-square. The rest were tabulated as references in the study appendices.

It has thus far been evident that the student and adult population in Qatari society represented by the study sample acquire high positive attitudes regarding the target language and the culture it represents. The future prospects of the language in the society are likely to be very favourable and prestigious bearing in mind the student outlooks to the language being the future influential factor in the society. It is therefore, the duty of the designers and the

instructors to capitalize on these findings to produce what helps to boost the English instructional situation in the country. Dubin and Olshtain highlighted this saying:

"Positive attitudes towards the language will reflect a high regard and appreciation of both the language and the culture it represents. Positive attitudes towards the acquisition process will reflect high personal motivation for learning the language, a feeling of self fulfillment and success and an overall enthusiasm about the language course. A combination of positive group attitudes towards the language with positive individual attitudes towards the process is believed to bring about the best results in terms of language acquisition. (Dubin and Olshtain, 1986, p. 14)

CHAPTER 8

CONCLUSIONS AND RECOMMENDATIONS

8.1 INTRODUCTION

The study was conducted to explore in depth the status, position and role of English in Qatari society. This would be the initial stage in language syllabus design known as the "fact-finding stage". The researcher followed the model of Dubin and Olshtain (1986) to analyse - among other factors - the perceptions and attitudes of individual and group members of Qatari society. This implied analysing the factors that relate to ELT in the society as well.

Chapter One provides an introduction about the State of Qatar so that the reader relates the content of the thesis to the status quo of the country. The chapter also focuses on the educational system, particularly that of English Language instruction. The research problem and the purpose of the study are also stated.

In Chapter Two, the researcher addressed the problems that pertain to ELT in the school system. The English teaching force was discussed in detail in terms of teacher nationality, qualification, pre-service and in-service training. Other problem areas that influence ELT were also scrutinised. They include the centralized educational system, the student level of motivation, English curricula, English objectives, the communicative approach and English Language testing. The significance of the study is also addressed and definition of the terminology used in the thesis is given.

Chapter Three provides the theoretical framework of the study in an attempt to bring to the fore the theories

regarding the three major concepts of language planning, curriculum planning and syllabus design, showing where they differ and areas where they overlap. Steps of language planning as suggested by various theorists were given, in addition to main concepts of curriculum and its relationship to syllabus design in the field of language instruction. This chapter also presents a brief account of different models of curriculum planning, and a choice of a suggested model was attempted.

Chapter Four, on the other hand, tackles the area of English Language in the country by providing adequate analysis of the importance of language learning in general and that of English in particular. This is dictated by the ever growing role English performs on the national and international fronts. Chapter Four also provides factual and tangible evidence to substantiate the prestigious position English performs in Qatari society.

As for Chapter Five, it is devoted to the procedures, methodology and instruments employed to obtain the empirical data of the study. The sample and sampling procedures are described and justified. A comprehensive description of the characteristics of study informants is provided with reference to the target populations. Data collection was done through two questionnaires to both student and adult participants, in addition to interviews of prominent decision makers and linguists. The interviews were conducted according to an informant interview schedule with the intention of providing quantitative data in support of the qualitative data attained through the questionnaires. This chapter provides a list of research questions followed by the steps of instrument construction, layout, rationale, validity and reliability of research instruments in addition to fieldwork procedures.

Chapter Six focuses on the presentation and analysis of factual and attitudinal data regarding the role and setting of English in the society and all other areas contained in the questionnaires, which in turn, were supported by the views of the interviewees. The analysis deals primarily with the factual side of the student and adult data. Descriptive analysis of the attitudinal aspects of the data is also provided.

Chapter Seven was meant to capitalize solely on the further analysis of the attitudinal data especially of the variables that showed a high level of statistical significance beyond the 0.05 ratio level. The tests that were employed were mainly the central tendency tests, in addition to the chi-square and Pearson's correlation coefficients. The attitudinal data were grouped to be statistically analysed in terms of scales rather than on level of discrete items due to reasons related to limitations of size of thesis and for better management of work procedures.

The statistical tables of all the variables were placed in the appendices of the thesis starting with those of the students' and then followed by those of the adults'. It is also important to mention that the appendices also include various kinds of evidence to attest the role English performs in Qatari society in addition to copies of the questionnaires and of the interview schedule that was employed.

This chapter is meant to provide the final conclusions of the study along with recommendations and suggestions for further research.

8.2 FINDINGS AND CONCLUSIONS

Within the limits of the study, a number of conclusions can be drawn. The conclusions are based on the findings of the study with reference to research questions mentioned in Chapter Five starting with the factual and perceptual aspects followed by the attitudinal perspectives.

8.2.1 ENGLISH IN THE QATARI SCHOOL SYSTEM

- English is one of the major school subjects in the educational system occupying a vast enclosure of the educational plan in terms of allocated time for instruction.

- A great interest in learning English is expressed by the great majority of student participants supported by keenness of the adult informants of the study, irrespective of their personal interests and attitudes.

- Broadly speaking, student participants perceive their level of English proficiency as being more than satisfactory. It is possible that they judge that against their mastery of text-book content rather than on levels of language proficiency.

- Student motivation, particularly among the boys, is regarded by educators and many others involved in the field of language instruction as often being very low.

- According to chi-square test results, non-Qatari students showed a significantly greater interest in learning English compared to Qatari students. The reasons are speculated on in Chapters Six and Seven.

- Decision makers express a genuine desire to see the status of English instruction improve. They also express willingness to support all efforts that would bring about satisfactory solutions to the dilemma wherever possible.

- A sweeping feeling of dissatisfaction regarding student attainment is detected among adult participants, interview informants, and other members of polity.

It is worth noting here that the above listed findings give indicators of mismatch between the generally positive situation of ELT which is supposed to produce satisfactory results, and the actual attainment standards which are well below the level expected. One would expect to find a satisfactory level of performance and a high level of language achievement on the part of students who have nearly everything going for them. They perceive English as important for their future careers, they acquire a high interest to learn it, they approve of their language teachers, they have parents who are keen on elevated language standards, educators and decision makers are eager not to spare any effort to salvage the deteriorating situation, big budgets are assigned for language instruction, in addition to many, many more positive factors. The irony lies in the fact that the situation of language attainment is not highly appreciated to match the expectations of educators nor those of the employers. It is therefore imperative to list as study findings, some of the major impediments that relatively thwart the progress of English attainment in the school system. These points are discussed in detail in Chapter Two of the thesis. Of these hindrances the following should be mentioned:

PROBLEMS RELATED TO TEACHERS OF ENGLISH

- Teachers are typically non-native speakers and the majority of them have not acquired the necessary language

proficiency level to cope with a multi-media course like the one in use. Innovation was neither to the teachers advantage nor within their capacity.

- Pre-service training of teachers of English in the Qatari schools differs from one Arab country to the other. A high proportion of teachers in the field are either equipped with an educational background at the expense of language proficiency or have had no educational courses at all.

- In-service training programmes lack good planning, continuity, and wide scale coverage of teachers. The in-service training schemes have not so far managed to bridge the mismatch between course requirements and training needs.

- A lack of incentive to help boost the morale of teachers is detected. It is of absolute necessity to initiate motivation and positive attitudes to replace prevailing lack of professionalism.

- Field experience of supervisors and trainers proves that teachers follow teachers' books' instructions rather slavishly without being able to detect the aims and objectives of teaching materials and suggested techniques. Quite a few teachers execute the instructions one after the other in a mechanical manner without being aware of the relevance of those techniques for language attainment on the level of student performance.

PROBLEMS CAUSED BY THE CENTRALIZED NATURE OF THE EDUCATIONAL SYSTEM

- Teachers are not given a reasonably wide margin of maneuverability regarding the choice of material and techniques that are relevant to the particular needs of their students especially in mixed-ability classes.

- Material coverage is strictly monitored according to a centralized syllabus breakdown which is centrally imposed by education authorities regardless of quality of instruction or nature of coverage.

- Testing of English at promotion, and at general school leaving certificate levels, leaves a lot to be desired in the area of evaluation and measurement. This particular issue places ELT in the school system in a blurred position. The actual level of attainment cannot be monitored nor compared against a specified norm or criterion.

- With the increased focus on text-book-oriented tests, teachers and students begin to lay increased emphasis on content rather than on the linguistic significance of that content.

- The early versions of Crescent English Course placed stress on the communicative approach as being one main underlying factor for change. It was regarded by many as a panacea and the single coherent approach that would bring lasting solutions to the chronic problems of TEFL. Other approaches were regarded as obsolete. Consequently, the road was paved for the grammar-translation to take over being favoured by the majority of the teachers of low calibre.

- The document of the general aims for English instruction was recently ratified. Specific language objectives have not yet been set. The new version of the Crescent English Course, which was supposed to be an improvement over the older versions, explains the teaching points and the language focus for every teaching step. Ample activities and tasks are also tailored around those teaching points and teachers are told how the activities could be executed. It is unfortunate that the students'

end behaviour on any given level of mastery is not specified. Teachers are not told explicitly what behaviour to expect and therefore so many teaching points pass unnoticed in the quest for coverage of content and for keeping pace with the centrally-set syllabus distribution.

- There does not seem to be any chronological order for sets of objectives on skill level in the way materials are designed. Grammatical and lexical items overlap to the extent of being attempted anew every time they appear in the course. Language functions, on the other hand, are dealt with as if they were patterns to be kept by heart or learned at the recognition level.

- In a nutshell, English in the school system still faces a lot of challenges and is in need of drastic measures to match the desired output that is expected by society from the system, with what the system actually produces in terms of language attainment.

8.2.2 ENGLISH IN QATARI SOCIETY

- Among five other foreign languages in existence in Qatari society, English is perceived by the majority of study samples as the most important and the most commonly used. The role of all the other five languages is conceived to be marginal in comparison to that of English.

- English has acquired a prominent position in various government and private sectors in the country. It claims the position of the language of wider communication in the country. It is by all standards the true lingua franca.

- A large proportion of adult participants choose to visit English speaking countries for their holidays. This is a significant indicator that tells about their

attitudes regarding the language and toward those who speak it as a first language.

- The vast majority of adult participants use English at work to a certain degree. English is also regarded as a pre-requisite for proper functioning at work in various work sites in both government offices and in the private sector as well.

- Interview informants, who are mainly in the decision making ranks, would wish to see English as a job requirement for most jobs in the country. This opinion is not shared by the majority of adult participants.

- Speaking and reading skills are perceived by adult study informants as coming on top of the scale in terms of importance for work and career prospects.

- A high percentage (79%) among adult study respondents perceive their language proficiency level as good and above. Language aptitude correlates highly with attitudes toward the language, the culture, and the people/s.

- Very few adult participants revealed knowledge of a second foreign language. Only 13.4 per cent of them expressed knowledge of French which is educationally regarded as the second foreign language in the country.

- Adult participants and interview informants use English to a relatively high capacity in many life settings in the country. They use in the market, at work, for travel, for amusement, in hospitals and in health centres, for business, to communicate with foreigners, for correspondence and for academic purposes.

- Arabic is the official language and the mother tongue of indigenous inhabitants of the country. English, on the

other hand, enjoys a special status because of historical factors. It is a major school subject. It also enjoys the support of the high authorities in the country and in various ministries. The prominence of English can be easily observed by merely walking the streets of Doha and by visiting the different shopping areas and centres in the country. (See Appendix One) Arabicization does not constitute a trend in the government policy nor in the private sector. English is not rejected for statehood as the case in some other countries. The relationship between English and the first language is that of mutual co-operation rather than of rivalry.

- On a 10-point scale from L1_____L2 , English was placed by adult participants at point 7.3 position.

- A significantly large proportion of adult participants (33.6%) have opted for extra English courses for varied periods, either locally or abroad. This is an indicator showing the importance of English in addition to people's interest in the language.

- English has acquired a prominent position in the Qatari educational system. It is a major school subject in government schools, at the university, and in the private schools and institutions as well. This position is likely to progress even further in the future.

- English is perceived to be an important vehicle for the Qatari process of modernization. The transfer of technology necessitates the use of English as an important medium for communication, especially in the absence of local scientific journals. Many Qataris are sent on courses abroad to learn the technicalities through English.

- Adult informants revealed beyond doubt their willingness to encourage their children to learn English to the best of their abilities. Parental encouragement is also perceived with great intensity by the students themselves. This factor is believed to be behind the positive attitudes of the students toward L2 and a great influential factor of achievement as well.

- Private institutions of language instruction are flourishing in the country and the number of new schools that teach English is increasing by the year. This gives a rather negative indicator with regard to the effectiveness of language instruction in government schools. The effectiveness of English instruction outside the school system is also debatable. On the one hand, enrollment figures at an institution like the British Council, for example, reveal that the Council owes some of its success to the poor calibre of language instruction in the schools, but at the same time does not win the majority of votes of interview informants regarding the effectiveness of what was described by most as being commercial.

- Appreciation is expressed by most informants regarding the efforts that are exerted by the government to better the instructional processes of English in the country. It is rather regrettable that these efforts have so far not been cost effective.

- Interview informants are of the opinion that the allocated time for English instruction in the school system is adequate and should remain unchanged. Criticism was voiced regarding the way time was spent ineffectively inside and outside the classroom. The majority of informants voiced opinions to the effect of starting English instruction earlier in the school system.

- Recruiting native speaker teachers of English was popular only among a minority of interview informants.
- Incentive is thought to be an important issue though not for the teacher but for the student. This was thought to promote a higher level of motivation to learn the language and produce better results.
- The majority of informants strongly believe that the private sector should cease being a consumer only. There is certainly an important role that should be performed by the private sector in the educational field in general and that of English instruction in particular. The private sector should be involved in all phases of educational processes including the planning stage.

8.2.3 FINDINGS RELATED TO THE ATTITUDINAL ASPECTS OF THE STUDY

- Study participants, by and large ascertain holding very positive attitudes regarding English. Students showed willingness to learn the target language. Adult participants are in harmony with the students. They reflect even higher attitudes toward English. Interview informants' views also reveal congruence with this area highlighting the prestigious position of English in the society.
- Both student and adult participants endorse integrative orientation toward English. They express eagerness to use English as a means of communication to facilitate social interaction with people who speak other languages different from L1.
- The absolute majority of study informants hold instrumental orientation toward English. They show beyond doubt that they are pragmatically inclined to learn the

language for career purposes out of realization of its usefulness in the society.

- The question of culture is rather intriguing. Student informants expressed highly positive attitudes toward the target culture and the countries that speak English as a first language. Adult respondents and interviewees appeared to be more related to their own culture and to their own ways of life expressing rather neutral views in this regard. They are of the opinion that the value system of the society needs to be preserved from overwhelming western values.

- Both adult and student participants show positive acceptance of the role and position of English in the society which indicates that English stands a good chance to be in even a better position in the future.

- Total attitudinal responses of both student and adult informants, and those of the interview informants, all show beyond any doubt that the actual status of English is certainly prestigious and that it enjoys the acceptance and appreciation of society members. All in all, the basis for positive actions regarding ameliorating the totality of the situation of English instruction is at its best and in a shape that yields itself for measures to be conscientiously considered and applied.

8.2.4 INDEPENDENT VARIABLES SHOWING STATISTICAL SIGNIFICANCE BEYOND 0.05 RATIO OF STUDY PARTICIPANTS

It is of importance to stress the fact that the general consensus among student and adult study samples' participants is of a positive nature regarding the target language. However, proportions of the study samples expressed more positive attitudes than others due to

particular differences and circumstances related to the nature of those proportions and that of the dependent variables under investigation. Bearing in mind the nature of the study, its aims and limitations, the researcher has decided to subject to statistical analysis and interpretations only those variables that showed a level of statistical significance beyond 0.05 level. Those independent variables were mostly those of "nationality", "perceived level of English proficiency", "parents' level of education", "visits to English speaking countries", and "perceived level of proficiency on the four language skills". It is worth noting here that the independent variable of "gender" has also been a significant variable in relation to some of the dependent variables of the study. The researcher therefore finds it imperative to isolate those variables and list them among the findings of the study. For more details, Chapter Seven provides figures of chi-square test results and levels of significance for each of the variables in a systematic way and in relation to other dependent variables under investigation.

It is also relevant to stress the fact that some of the independent variables are inseparable in the influence they might leave on other variables. Due to their nature, they tend to overlap with other variables to the extent that makes the task of assigning separate roles for each away from the others nearly impractical. The nature of the sample makes it rather illogical and odd to separate nationality as a variable from that of level of education or parental encouragement for instance. Non-Qataris make up the majority of the highly qualified proportion of study sample and possibly the ones that encourage their children most. This was one of the underlying precautions that were taken into consideration before attempting to discuss the influence of the variables.

1. NATIONALITY

The statistical analysis was only conducted to compare the Qatari with the non-Qatari participants on the dependent variables of the study. The findings of the analysis were revealing in many instances in spite of the fact that members of both groups expressed significantly positive attitudes toward English on all levels of statistical analysis. Non-Qatari participants of both student and adult groups showed significantly more positive attitudes on almost all dependent variables of the study. The non-Qataris are employed in the country to do service jobs according to known qualifications and certain levels of education. It was expected from the outset that such informants must realize the important role of English in the present era of the highly competitive world. It could also be concluded in this domain that future years would probably inflect changes in the present situation especially when the level of education among the Qataris is rapidly improving. It is therefore likely to see the status of English in Qatari society in a much better position.

The nationality variable was a significant one in the case of students' attitudes toward learning English, instrumental orientation toward the language, perceived parental encouragement, and attitudes toward the target culture. Non-Qatari students showed more positive attitudes than the Qataris in the above areas. This was not the case regarding integrative orientation toward English, and the students assessment of the position of English in Qatari society in comparison to other foreign languages. The nationality variable was insignificant where both members of the two groups showed that they endorsed positive integrative attitudes toward English and they also perceived it to be much more important than other foreign languages in the society.

In case of adult respondents, the nationality variable was a significant one regarding endorsing integrative orientation toward English in favour of the non-Qatari group members but not in instrumental orientation. It also showed to be significant in the case of parental encouragement where non-Qataris expressed more willingness to encourage their children to learn the target language. It was insignificant again in the case of adults' attitudes toward the target culture and in the case of comparing English with other foreign languages.

2. GENDER

It was rather revealing to see that both male and female study participants in both student and adult samples share almost the same positive outlooks for the target language regarding nearly all independent variables. Male and female students expressed similarly positive attitudes toward most the variables. Male students expressed significantly more positive attitudes regarding endorsing integrative orientation toward English. As for the adult side of the sample, male adults showed significantly more positive attitudes toward the target culture than females.

3. PERCEIVED LEVEL OF ENGLISH PROFICIENCY

Students who perceived their level of proficiency as being high (very good and excellent), showed significantly more positive attitudes towards all the dependent variables of the study compared to participants who perceived their level lower than that (fair, medium and good). This is a clear indicator that correlates positive attitudes toward the target language with levels of attainment. The same could be said regarding the perceptions of students of their level of proficiency on the four language skills.

For adult participants, this variable showed to be totally insignificant. Regardless of their perceived level of English proficiency, adults seem to realize fully the role

of English and therefore acquire and express positive attitudes towards it.

4. PARENTS' LEVEL OF EDUCATION

Parents' level of education showed to be a significant determinant of student attitudes regarding all the variables under investigation. Students whose parents have acquired university degrees hold more positive attitudes toward all the variables of the study compared to those whose parents have had secondary education or below.

5. PARENTS' PROFESSION

Working mothers seem to evoke more positive attitudes in their children regarding English more so than mothers who are only housewives. Parents who do elite jobs foster more integrative and instrumental language orientation. They also offer more parental encouragement than parents who do ordinary or other jobs. As adults, they themselves endorse more positive integrative orientation toward the target language. They also show more tolerance toward the target culture and they perceive English as more important than other foreign languages in the society.

6. EXTRA ENGLISH EDUCATION

The group of students who have had extra language education either locally or abroad endorse integrative orientation toward English and rate the position of English significantly higher than other students who have had no extra language education. It does not seem to be triggered by only having more exposure to the language, but probably because the initiative was theirs' in the first place. It is rather difficult to decide which of the variables that is responsible for this, simply because it could be a cluster of variables like the influence of the parents, visiting the country, etc.

7. VISITS TO ENGLISH SPEAKING COUNTRIES

Students who have visited an English speaking country, regardless of the duration of the visit, express a more positive integrative orientation toward the target language compared to those who have not. They express more tolerance to the target culture and seem to evaluate the position and role of English in the society more highly than others who have not visited an English speaking country.

8. AGE

Adults' data analysis revealed that younger adult informants of less than 30 years of age perceive the position of English in the society as more prestigious and more important for both the society and the individual than other foreign languages.

8.2.5 PEARSONS' CORRELATION COEFFICIENTS BETWEEN THE SCALES OF STUDENT AND ADULT ATTITUDINAL DATA

None of the scales showed significant differences in relation to other scales. High correlation coefficients were detected among the scales of both the students' and the adults' questionnaires. This provides evidence on the harmony of the findings and the consistency of the scales included in each of the two major instruments.

8.3 STATEMENT OF THE IMPLICATIONS OF FINDINGS IN RELATION TO THE RESEARCH PROBLEM

The findings of the study reveal beyond doubt that the present situation of English instruction in the Qatari school system is in urgent need for drastic solutions to place it on the right path of success and productivity.

Educators and ministry officials are aware of the shortcomings and are at the same time eager to work for solutions to the problems. Attempts to develop language curriculum have been initiated and continuous revisions are underway. Students, on the other hand, are aware of the importance of English for their future careers, for their well-being as individuals and for the welfare and development of the country. They express great interest and keenness to learn the language. According to theorists in language syllabus design, the present situation presents a fertile soil for better productivity. One crucial step in planning for change is to scientifically identify the hindrances, furnish the facts that relate to the educational system and the society at large and place in order of priority measures that could be addressed in order to make a break through towards successful development. The suggested model of Dubin and Olshtain (1986. p.7), recommends these steps in the initial stage of curriculum development and successful syllabus design. Chapter Two of this thesis highlights the problems that are thought to impede progress in the field of language instruction in Qatar. These problems are related to teachers of English and their calibre caused by improper pre-service and in-service training, and the lack of professionalism on the part of some of them caused by lack of incentive. The problem of objectives, improper language testing, misunderstanding of the role of instructional methodology, influence of the rigidity of the centralized system on language instruction, low student motivation, are also factors among others that have been stressed. Chapter Three attempted to lay the theoretical framework for language planning, curriculum planning and syllabus design in an attempt to suggest measures and procedures for future efforts in the field. Chapter Four also provided a picture of the role of English in the highly competitive world of today, its important role for development and for the transfer of

technology. The same chapter also drew a picture of English setting in Qatari society in relation to L1 and other languages in the society, its extent of use in addition to its effectiveness in the educational system, in an attempt to show its prestigious role and important position in the country. The societal factors suggested by the model of Dubin and Olshtain were partly assessed. The attitudinal part of the study provided a clear illustration of how the language is perceived by students and by adults in the country supported by qualitative views of interview informants. The findings of both the factual and the attitudinal sides of data are of immense importance to show that the situation of English instruction is more than ready and extremely positive to accept planned change for the better. The data were further analysed to capitalize on issues that *could* enlighten designers of the factors that could act as pre-requisites to foster better motivation and implant even more positive attitudes in the area of language planning. It could be concluded thus far that the factors mentioned in the research problem were all addressed and relevant and specific findings have been drawn to answer all research questions that were devised. The fact-finding stage of syllabus design was assessed adequately to offer the syllabus designer all the relevant facts necessary about the status of English in Qatar.

8.4 RECOMMENDATIONS

In light of the aims and purpose of the study and its findings, and drawing on long years of experience in the field of TEFL in Qatar and in other similar situations elsewhere, the researcher finds it commanding to provide for recommendations that might enhance positive change in the field of language instruction per se and for probable future plans of syllabus design.

8.4.1 RECOMMENDATIONS REGARDING ENGLISH LANGUAGE INSTRUCTION IN THE SCHOOL SYSTEM

1. It is of vital importance to capitalize on the efforts and training given to teachers in pre-service courses by winning graduates of Qatar University over to the teaching profession. It is not certainly cost-effective to lose trained teachers for other jobs when they are needed for the profession they are trained for. Laws could be enforced through providing proper incentive and bringing back social prestige to the teaching profession.

2. Pre-service training programmes should provide teachers with the necessary language proficiency level as well as a sound pedagogic foundation that could enable them to cope with the demands of TEFL in the present era. This should entail increasing the amount of language input and exposure in addition to diversifying pedagogic training in the sense that enables them to choose appropriate teaching strategies and techniques suitable to evolving teaching situations.

3. Assessment of the present English staff's language and pedagogic abilities is essential. This is a prerequisite for tailoring appropriate in-service training courses to suit the needs of the majority of the teaching staff. In-service training should be regarded as an on-going process for all teachers rather than a luxury or a sign of weakness. It should be planned for and executed with the utmost zeal.

4. It is imperative to have proper quality control over new recruitments to the educational system. This could be attained through holding specialized interviews and language proficiency tests to choose the best available.

They should be conducted by experts or specialized personnel. These measures should be followed up by proper orientation to the system and the social surroundings in order to shorten the settling in period.

5. The private tuition phenomenon should be carefully assessed, monitored and possibly eliminated. This could probably be achieved by providing alternatives outside the school system coupled with incentives for teachers to cater for their financial income to match the soaring cost of living in the society.

6. Streaming could be a sound solution to so many problems of language instruction. It is not possible to expect the entire student population to do well in languages and in all other subjects as well. In order to cater for individual differences and at the same time to allow for the instruction to be cost-effective, the system should allow for a certain level of choice to match individual faculties. Within the framework of streaming, basic English and common core could be provided for the total student population and the same time allow those who are linguistically gifted or at least more capable to pursue language study in depth.

7. It is of paramount importance to loosen up the rigidity of the centralized system of language instruction in terms of strict syllabus breakdown for all teachers regardless of the quality of attainment of students. Other ways of syllabus coverage could be worked out when the dogma of textbook content is no more regarded as the linguistic aims of language instruction. Teachers should be given a freer hand to decide on suitable strategies, and possibly linguistic content, suitable for the level of their students provided that they achieve the set of specific objectives assigned by the central authorities in the time specified according to thoughtful set of norms or

criteria.

8. Text-book based testing cannot possibly be accepted as measuring linguistic achievement when the text-books themselves are not proper reflections of specific language goals and objectives that are carefully devised and scientifically graded according to an agreed model that suits the needs of the system.

9. It is high time to take a step forward and seriously consider the vast and rich literature of testing and measurement in the educational field which is applicable to EFL testing in the same way it is for other school subjects. This would pave the way for better diagnosis of language attainment, remedial instruction, and possibly programmed instruction and mastery learning. This is not an invitation to go strictly behaviouristic in language instruction where there are areas that could not possibly be behaviourally stated. Rather, in areas of language grammar, lexis, and even in language skill, especially at the initial stages of language instruction, it is possible to name specific language areas in terms of end student behaviour and levels of accuracy. It is not advisable to leave teachers at a loss, trying to execute teaching steps according to specified instructions without even being aware of the teaching point, nor of the linguistic relevance or the expected end result of the task in hand.

10. Although students have expressed positive attitudes toward the target language and its culture/s, it is, and always will be necessary to do the utmost to raise their level of motivation and help foster higher positive attitudes toward the target language through all means possible. This could be attained through various kinds of incentives in addition to systematically raising their awareness of the relevance of English for their own well-being and the welfare of the country.

8.4.2 RECOMMENDATIONS RELATED TO CURRICULUM PLANNING AND SYLLABUS DESIGN

1. Besides the document of broad aims for English instruction in the school system, there should be others that specify the general aims for each level and year in addition to specific and measurable language objectives and learning tasks for each unit of the syllabus. Besides many other rewards, this would help categorize language input, balance language skills and achieve the desired cyclical syllabus.

2. Curriculum planning and development should initially be done at the school level. Ideally, teachers should participate hand-in-hand with other personnel in all phases of the planning and development processes.

3. Course designers and material developers need to synthesize teachers and make them fully understand and appreciate their role in the instructional process. Teachers need to know in clear terms what is expected of them and of their students at the end of the instructional process. They need to be explicitly told the relevance of the tasks that they are asked to perform with the children in class, and what they are leading to. Incorporating extra examples of end product in terms of tasks could convey the message to the teacher and therefore help the majority of them to set better achievement tests.

4. Any given approach regardless of its novelty and merits should be regarded as a means to an end rather than an end in itself. Recent methods of language instruction along with multi-media courses and slogans related to student-centred classes and individualized instruction are demanding on the part of the present teachers in the schools. They require intensive training, a special atmosphere that enables different classroom settings and,

most importantly, similar conduct from other school subjects so that ELT is not the only exception that causes all the bother. This suggests a course that takes into account the instructional situation with its entirety and possibly using eclectic methodology that yields itself to the majority of the teacher constituency in the system.

5. Syllabus design should be carried out according to a suitable model of curriculum planning. A combination of both the Objective Model and the Process Model, and possibly the Situational Model would probably be a good basis for a successful syllabus for TEFL in Qatar. As a solution, the researcher suggested the Dubin and Olshtain model (1986, p. 43), that shows how general goals could be translated into syllabus objectives. (See Figure 3)

6. A mismatch between the course that is taught in the school system and other courses taught at Qatar University is evident. Crescent English Course is tailored as a functional-notional course. Unlike courses in use at the university level, it does not take language form as its springboard for course content. This fact causes a great deal of dissatisfaction among university authorities and language instructors, in addition to further frustration on the part of the students. It would be advisable, therefore, if a formula could be worked out to bridge this gap.

7. Translation is an integral component of English Language instruction in the secondary stage. It cannot be accepted that such an important skill is taught intuitively at the discretion of teachers without any form of specific objectives nor any specified content. This area of language instruction in the school system lacks attention where it should not.

8. The choice of themes and topic areas for TEFL in the school system should take into account the differences in attitudes spelled out by respondents in various instances. Male students, for example, are more integratively oriented to the language than female students. Such variance in attitudes would, if taken into consideration, make the materials more appealing to the audience.

9. The question of culture in language syllabus design should be approached with caution. Study participants and interview informants have spelled out concern regarding the influence of western values over the young in this part of the world. This does not mean that course material should be totally divorced from the target culture, rather, course designers should identify the cultural areas that do not clash with the social values of the society nor with its well-established ethics.

10. Before any wide scale implementation of any new materials or courses, it is always advisable to pilot the courses adequately and then seriously consider the feedback.

11. Adult respondents and interview informants conveyed that English is in use in genuine life situations in Qatar in various degrees. Examples of these settings are the market, work, travel, hospitals, amusement, correspondence, business, communication with foreigners, etc. It would be of value if these areas are incorporated in the syllabus after careful analysis of client needs.

12. The private sector in the country should be approached to shoulder some of the cost of language instruction since they are the major profiteers of the outputs of the educational processes.

13. Qatari students need to be given more intensive attention regarding their attitudes toward the target language. They receive less parental encouragement in this regard which correlates with the relatively low educational standards in the Qatari family.

14. It is of paramount importance to clear the mist regarding the false assumption that judges levels of language proficiency against text-book content or results in invalidated achievement tests of the type used in some of the schools. This particular issue disguises some of the weakness of TEFL in the school system under the vale of meaningless row scores.

15. Finally, course designers of EFL programmes have a golden opportunity of a situation that cannot be more ready for an ideal language programme. Learners express motivation and positive attitudes regarding the language and the culture at all levels, decision makers are willing and eager to boost language standards, the government and private sectors are for positive change, budgets are not small and could possibly be enlarged, problem areas are highlighted and solutions are not difficult to devise, group and individual attitudes in the society are mainly positive, patterns of language use in the society are known and could be easily further investigated, the political and the national contexts are all for the target language, English is highly valued as a vehicle for progress, no rivalry from other foreign languages nor from the mother language could be detected, etc. What is necessary is a crucial step in the right direction and a strong will to bear the consequences of change.

8.5 SUGGESTIONS FOR FURTHER RESEARCH

limitations of size and scope of work do not allow deviation from the main theme of the thesis which was to

research the fact-finding stage of syllabus design regarding English Language in Qatar. The following are recommendations and suggestions of further areas related to the topic of the thesis that need be looked into in elaborate research.

1. The fact-finding stage is but the first stage in the process of syllabus design and material production. The second stage would be specifying the general goals and then translating them into syllabus objectives. The process would initial deep study of language curriculum in terms of nature of target language, nature of language learning, and the educational cultural philosophy of the system. Syllabus objectives could then be specified in terms of language content, process and means of instruction and, finally, by deciding on the product and the outcomes of instruction.

2. Following on from there, the instructional materials in terms of course content could be devised and written. Evaluation of the material through feedback resulting from piloting and implementation, all constitute the rubrics of the final stage of syllabus design and language programme production.

3. Models of curriculum planning could each be investigated to gauge the applicability of each one of them or of a combination of two or more for TEFL syllabus design. The objective model is certainly worth studying to see whether it yields itself for TEFL syllabus, especially at the early levels of language instruction.

4. Testing of EFL in the school system is a rich area for multiple research projects. The intention would be to investigate the feasibility of devising a valid and reliable test battery for achievement testing for the EFL courses. This research project could be extended to aim for a test bank for TEFL in Qatar.

5. A survey of the pre-service teacher training programmes in the Arab countries that provide teachers for the Qatari school system could be of great value in order to know for sure the kind of training that teachers of English normally receive.

6. In-service teacher training programmes in the Qatari school system need an in depth study to look into the normal components of these programmes, whether they address teachers' specific needs, and then tailor a plan for in-service training.

7. A lot of criticism is normally made regarding the language proficiency standards of teachers of English and their pedagogic orientation. Nevertheless, the majority of these teachers are given good reports annually. This exemplifies that either the criticism is not on valid grounds or annual reports are not reliable. This area is worth investigating.

8. The assumption that learning a foreign language early on in the primary stage places in jeopardy chances of mastery of first language finds a lot of support on intuitive basis. It would be highly informative to see through in depth research to what extent this assumption is true.

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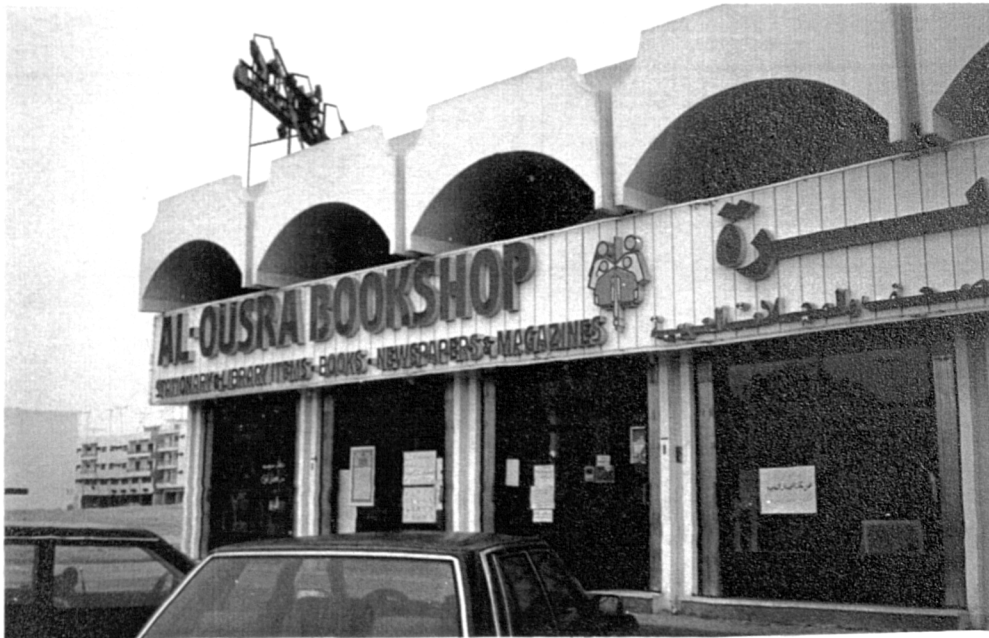
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APPENDICES

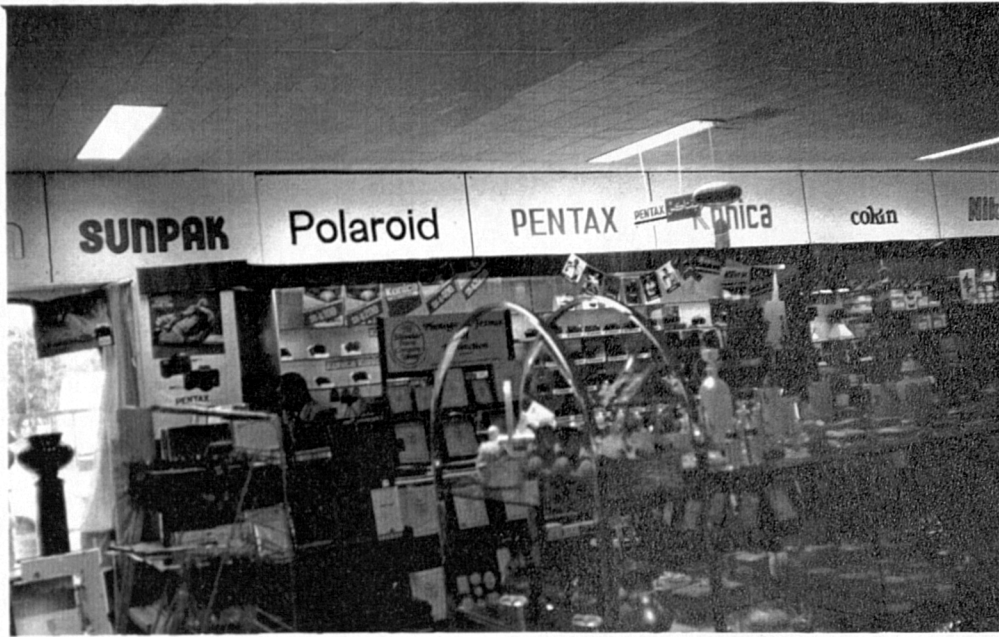
APPENDIX I:

- VISUALS SHOWING THE ROLE AND STATUS OF ENGLISH
IN QATAR







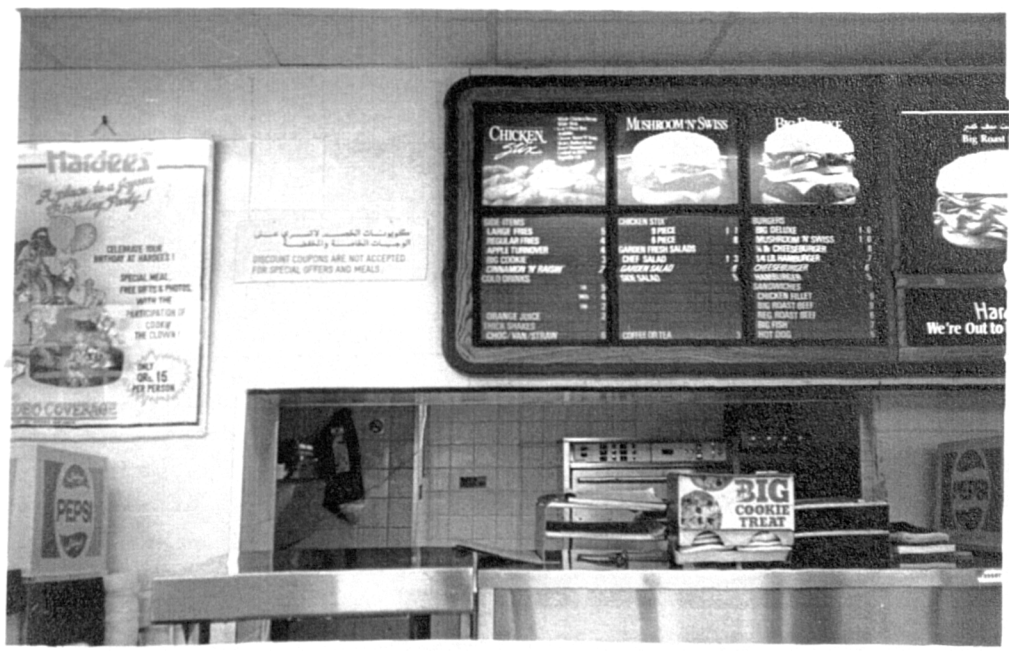








SHOPPING HOURS
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4,00 - 8,30 pm
FRIDAY
4,30 - 8,30 pm.





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إشعار تجديد
RENEWAL NOTICE

الشركة القطرية العامة

للتأمين وإعادة التأمين ش.م.و

ص ب ٤٥٠٠ الدوحة - قطر تنكس ٤٧٤٢ حبيبي

تيلور الرئيسي ٤١٧٨٠٠ مرقياً قطر عاد

فرع الجسرة ٣٢٦٤٤٣ فرع الخور ٧٢٠٩٧٤

POLICY NO.

7/601-91/00153

رقم البوليصه

Insured Name ABDUL HALEEM ALI ABU JALALAH

CODE: C22790

الاسم له

Address P. O. BOX 80 DOHA QATAR
Occupation

العنوان
المهنة او التخصص

Period of Insurance From 91/01/08 (12.00 NOON)
To 92/01/08 (12.00 NOON)

مدة التأمين من
إلى

Description of Vehicles Insured

أوصاف السيارات المؤمنة

Reg st No 69008
Chassis No 171183252
Eng re No 51680

رقم التسجيل
رقم التماس
رقم المحرك

Seats, Incl Driver 5
Year of Manufacture 83
Horse Power 4CYL

عدد المقاعد مع السائق
سنة الصنع
القوة بالحصنة

Make of Vehicle OPEL
Type of Body SALOON

موقع المركبة
موقع الهيكل
اوبل
صالون

Value of Vehicle as per Insured Estimate

قيمة المركبة حسب تقدير المؤمن له

Type of Cover THIRD PARTY

موقع التأمين الصرييق الثالث

Geographical Area STATE OF QATAR

المسطة الجغرافية

We would remind that the above mentioned Policy will be expire on date shown

نرجب في تذكركم بأن الوثيقة المذكورة اعلاه ستنتهي في تاريخ المذكور.

We will appreciate your kind instruction regarding this renewal to enable us to service for further period

نرجو التكرم بتزويدنا بتعليماتكم بشأن التجديد حتى يتسنى لنا خدمتكم فترة اخرى

وتفضلوا بقبول فائق الاحترام



المخلص

For the Company

عن الشركة

Please renew this Policy for a further Period Subject to the following alterations

ارجو تجديد التأمين لفترة اخرى مع اجراء التعديلات التالية

Signature

التوقيع

Standard Chartered

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P O BOX 29
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QATAR

TEL 414252

P O BOX
DOHA QATAR

Date 16/03/92
Value Date 16/03/92
No. of Days 31

Dear Sir/Madam,

We have pleasure in confirming details of a **FIXED DEPOSIT RECEIVED FROM YOU**

Principal Amount	Interest Rate %p.a.	Interest Amount	Account Number	Maturity Date
10,457.20	3.5000	31.52	U.S. DOLLAR 03 2614510 01	16.04.92
				Maturity Value
				10,488.72

PLEASE RECORD TO FURNISH US WITH PRIOR NOTICE OF YOUR INSTRUCTIONS FOR RENEWAL OR DISBURSEMENT OF THE PRINCIPAL AND INTEREST DUE THEREON UPON MATURITY OF THIS DEPOSIT. IN THE ABSENCE OF YOUR INSTRUCTIONS THE BANK RESERVES THE RIGHT AT ITS DISCRETION TO EITHER RENEW THE DEPOSIT FOR A SIMILAR TERM AT THE INTEREST RATE PREVAILING AT THAT TIME, OR TO HOLD THE FUNDS DUE TO YOU ON A CALL DEPOSIT BASIS. PLEASE NOTE THAT INTEREST WILL BE SUBJECT TO COMPOSITE RATE TAX AT THE RATE RULING AT MATURITY.

Please quote the Account Number in full in all correspondence.

Yours faithfully,


Authorized Signatory

FM 85200164

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P. O. Box 5600

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DOHA - QATAR

411086

Telex : 4686 MANAFX DH

DD No. *6991*

T T No.

REMITTANCE SECTION

AC	<input type="checkbox"/>
CASH	<input checked="" type="checkbox"/>

COMBINED REQUEST FOR REMITTANCE & CUSTOMER'S RECEIPT

BENEFICIARY'S NAME <i>Mr. Abdel Hakim Abo</i>		
ADDRESS <i>apc with Barclays Bank</i>		
DRAWN ON <i>HSBC, London</i>		
FORIEGN CURRENCY	RATE	LOCAL CURRENCY
<i>£ 600/-</i>	<i>6.34</i>	<i>3804/-</i>
ALMANA EXCHANGE (W.L.L.) DOHA (QATAR)		<i>5.-</i>
21 SEP 1991		<i>550/-</i>

CASH RECEIVED

Remitter's

Signature

Name & Address

Self
P.O. Box 5470
Doha

Manager's Signature

Date *21 9 91*

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DOHA DATE: 10/01/92 TIME: 10-25
INV NO. 05-100507

ITEM	DESCRIPTION	PRICE
47971	L LINGERIE (T. ANGLE)	49.00
62409	L/DOWNS VELOF L.S	71.00
67428		72.00
NO. OF PCS.: 3		TOTAL : 192.00
CASH		: 500.00
CHANGE		: 308.00

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STATE OF QATAR
MINISTRY OF COMMUNICATION & TRANSPORT
DEPARTMENT OF POSTS
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PO BOX RENTAL PAYMENT RECEIPT
TERMINAL ID : 9

DATE: 11/04/92 TIME: 12:45:02

PO BOX NUMBER: 8420

NAME: MR. ABDEL HALIM ALI ABU SALAH

RECEIPT NUMBER: 71024

RENTAL AMOUNT: QR 170.00
TAX: QR 3.00

TOTAL: QR 175.00



RECEIVED BY: _____



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Qatar Public Telecommunications Corporation (QTEL)
P. O. Box 217, Doha, Qatar ص ب ٢١٧ - الدوحة - قطر

إيصال RECEIPT

.....
*
* DEBITE
* ABDEL HALIM ALI ABU
*
* Outstanding Amount : 170.00
* Paid Amount : 175.00
*
* Mode of Payment : CASH
* Type of Payment : Part
*
* Time and date : 03-JAN-92 09:14
* Terminal ID : 01-029
* Cashier : RAHIM
*
*.....

DOHA BANK LIMITED
 INCORPORATED IN THE STATE OF QATAR
 MAIN BRANCH
 P. O. BOX 3618, DOHA - QATAR



بنك الدوحة المحدود
 المؤسسة في دولة قطر
 المقر الرئيسي
 ص ب 3618 - الدوحة - قطر

FIXED DEPOSIT CONFIRMATION

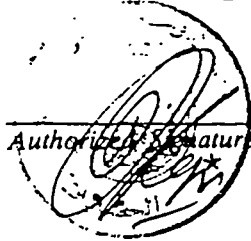
ACCOUNT # 8 293700
 DATE 89/07/19

F.O. BOX
 DOHA, QATAR

WE CONFIRM HAVING ACCEPTED/RENEWED YOUR FIXED DEPOSIT AS UNDER:

CURRENT PRINCIPAL	2,893,589.490	LBP	VALUE	7/06/89
			MATURITY	8/06/89
			INT-RATE	8.0000000
OLD PRINCIPAL	2,837,004.840			
INTEREST AMOUNT	56,584.650		INT-DATE	7/06/89
DEPOSIT/WITHDRW			LAST ACT	7/08/89

UNLESS OTHERWISE INSTRUCTED 2 WORKING DAYS BEFORE MATURITY THE DEPOSIT TOGETHER WITH ACCRUED INTEREST WILL BE AUTOMATICALLY RENEWED.



مفوض بالتوقيع



HAMAD MEDICAL CORPORATION

DOHA - QATAR

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FOR ACCIDENT AND EMERGENCY DEPARTMENT AND CONSULTANTS USE ONLY

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AGE _____ PATIENT NO. _____

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FORM 981275 (12/87)

<input type="checkbox"/> ROUTINE	HAMAD MEDICAL CORPORATION
SPECIMEN COLLECTED	CHEMISTRY II
DATE	DATE AND TIME RECEIVED
TIME	
SPECIMEN	DATE AND TIME REPORTED

CLINICAL DATA	LOCATION	<input type="checkbox"/> INPT. <input checked="" type="checkbox"/> O & E
	TELEPHONE	<input type="checkbox"/> OUTPT <input type="checkbox"/>
	REQUESTED BY	CONSULTANT
	ANALYST	SUPERVISOR

TO ORDER MARK X AT LEFT OF TEST

TEST	RESULT	REFERENCE VALUE	TEST	RESULT
Acid Phosphatase		0 - 0.8 U/L	Electrophoresis	SEE ATTACHED LAB REPORT
Alfa1 globulin		NOT PRESENT	Proteins	
Amylase		23 - 85 U/L	Lipoprotein	
Al-1 antitrypsin		167 - 332 mg/dl	Haemoglobin	
Ceruloplasmin		9 - 51 mg/dl	DRUGS (Contact Lab to arrange analysis)	
Fibrinogen		200 - 400 mg/dl	Phenobarbital	
G6PD			Phenytoin	
MDL Cholesterol		M 33 - 96 mg/dl F 32 - 72 mg/dl	Theophylline	
Haptoglobin		57 - 365 mg/dl	Gentamycin	
Lactate		9 - 16 mg/dl	Tobramycin	
Lithium		TR 0.8 - 1.2 mEq/L	Digoxin	
Magnesium		1.8 - 2.9 mg/dl	Others (specify)	
Osmolarity		275 - 295 mosm/L		

COMMENTS For lab use!

CHEMISTRY II

APPENDIX II

- RESEARCH INSTRUMENTS

STUDENTS' QUESTIONNAIRE

STUDENTS' QUESTIONNAIRE - SCALE KEY

<u>SCALE</u>	<u>ITEM NUMBERS</u>
ATTITUDES TOWARD LEARNING ENGLISH	1, 8, 9, 15, 18, 19, 23, 29, 30, 34, 37
INTEGRATIVE ORIENTATION	2, 10, 20
INSTRUMENTAL ORIENTATION	24, 27, 31, 39
PERCEIVED PARENTAL ENCOURAGEMENT	3, 11, 21, 42
ENGLISH TEACHER EVALUATION	4, 12, 22, 32
ENGLISH COURSE EVALUATION	5, 13, 25, 33
ENGLISH TEACHING METHODS	6, 14
ATTITUDES TOWARD TARGET CULTURE	7, 16, 26, 35, 38, 40, 41
ENGLISH COMPARED TO OTHER LANGUAGES	17, 28, 36

STUDENTS' QUESTIONNAIRE

Dear Student

This questionnaire is part of a research project to investigate the societal factors related to the teaching of English as a foreign language in the State of Qatar. Most of the items are concerned with your feelings about English Language, its utility and status in Qatar.

The questionnaire is anonymous, i.e. you are not required to supply your name. I, therefore, hope that you will give as honest and accurate an answer as possible. This will help the educators to learn more about TEFL in this country.

For each of the items in the questionnaire, I request you to give your immediate reactions. Don't waste time thinking about each item. Give your immediate feeling after reading each statement. On the other hand, please do not be careless, as it is important to obtain your true feelings. Please respond to ALL items.

Thank you very much for your co-operation.

The Researcher,
AbdelHalim Ali Abo Galalah
UNIVERSITY OF DURHAM

PART I: GENERAL INFORMATION

- 1. SCHOOL:
- 2. LEVEL:
- 3. GRADE/BRANCH:
- 4. GENDER:
- 5. NATIONALITY:

6. Perceived Level of Proficiency in English: (Please (✓) Tick)
Excellent () Very Good () Good () Fair ()

7. Did you receive extra education in English outside the Qatari school system? (Please (✓) Tick)
YES () NO ()

If YES, where and how long?

Place:

Duration:

8. Have you ever been to an English speaking country (USA, Britain, Australia, Canada)? (Please (✓) Tick)
YES () NO ()

If YES, where and how long?

Country:

Duration:

9. What is the highest level of education obtained by your parents?
 (Please (✓) Tick)

	<u>FATHER</u>	<u>MOTHER</u>
No formal education	()	()
Primary education	()	()
Secondary education	()	()
University degree	()	()
Post-graduate education	()	()

10. What is your father's/mother's occupation?

FATHER'S

MOTHER'S

11. Please rate your English Language proficiency in each of the following skills:

	Excellent	Very Good	Good	Fair	None
*Ability to understand spoken English					
*Ability to speak English					
*Ability to read English					
*Ability to write English					

PART II

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 Learning English is really great.					
2 Studying English is important to me because it will allow me to be more at ease with the people who speak it.					
3 My parents positively encourage me to study English.					
4 My English teacher is competent.					
5 My English course is difficult.					
6 The way English is taught is boring.					
7 I am not interested in going to an English speaking country.					
8 I think that English is the most important foreign language to learn.					
9 I hate English.					
10 Studying English allows me to meet and converse with more and varied people.					
11 My parents encourage me to practise my English as much as possible.					
12 My English teacher is impatient.					
13 My English course is useful.					
14 I enjoy learning English because of the way it is taught.					
15 English is an important part of the school programme.					
16 I think it is a good idea to have an English penfriend.					
17 There are other foreign languages that are more important than English for me to learn.					
18 More time should be allocated for English Language instruction in the school.					
19 I really enjoy learning English.					
20 Studying English is important for me because I will be able to participate more freely in activities of other cultural groups.					
21 I think my parents are pleased I'm learning English.					
22 My English teacher is lazy.					
23 I would rather spend my time on subjects other than English.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
24 Studying English is important for me because I'll need it for my future career.					
25 The topics and situations in my English course are relevant to my needs.					
26 I would like to mix with English speaking people.					
27 Studying English is important for me because it will make me a more knowledgeable person.					
28 I think the Qatari people need English more than other foreign languages for the process of modernization.					
29 The time allocated for English language in the school is too much.					
30 I wish I could give up the study of English entirely when I leave school because I am not interested in it.					
31 Studying English is important for me because it will help me to get a good job one day.					
32 My English teacher is pleasant and friendly.					
33 I don't like my English course because it is worthless.					
34 I plan to learn as much English as possible.					
35 The cultures of the peoples who speak English are very interesting. I would like to know more about them.					
36 Since Arabic is our mother tongue, we do not need to learn any other language.					
37 Learning English is a waste of time.					
38 I don't approve of the ways of life of the British people.					
39 Studying English is important for me because other people will respect me more if I know a foreign language.					
40 English music and songs are fascinating. I like to listen to them a lot.					
41 I enjoy watching the programmes, T.V. series and films on "Channel 37" in Qatar T.V.					
42 My parents have stressed the importance English will have for me when I leave school.					

PLEASE MAKE SURE YOU HAVE RESPONDED TO ALL ITEMS

Thank you and good luck

استبانة الطالب

الاتجاهات نحو اللغة الانجليزية
وبعض العوامل التي تؤثر في تعلمها
في

دولة قطر

عبد الحليم علي أبو جلاله
جامعة درم / المملكة المتحدة

أبريل ١٩٩٠م

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

مفتاح الجزء الثاني لامتحان الطالب
 "الاتجاهات نحو اللغة الانجليزية وبعض العوامل التي تؤثر في تعلمها"

أرقام البنود	محور القياس
١٨٠ ١٢٠ ١٥٠ ٩٠ ٨٠ ١٠٠ ٣٤٠ ٣٠٠ ٢٩٠ ٢٣٠ ١٩٠ ٣٧	١ الاتجاهات نحو تعلم اللغة الانجليزية
٢٠٠ ١٠٠ ٠٢	٢ التوجه التكاملي لتعلم اللغة الانجليزية
٣٩٠ ٣١٠ ٢٧٠ ٢٤٠	٣ التوجه الوصيلي لتعلم اللغة الانجليزية
٤٢٠ ٢١٠ ١١٠ ٠٣	٤ الساندة الوالدية
٣٢٠ ٢٢٠ ١٢٠ ٠٤	٥ تقييم مدرسي اللغة الانجليزية
٣٣٠ ٢٥٠ ١٣٠ ٠٥	٦ تقييم منهاج اللغة الانجليزية
١٤٠ ٠٦	٧ طرق تدريس اللغة الانجليزية
٤١٠ ٤٠٠ ٣٥٠ ٢٦٠ ١٦٠ ٠٧ ٢٨	٨ الاتجاهات نحو الثقافة المعنية
٣٦٠ ٢٨٠ ١٧٠ ٠١	٩ أهمية اللغة الانجليزية مقارنة باللغات الأجنبية الأخرى

الاتجاهات نحو اللغة الانجليزية وبعض العوامل التي تؤثر في تعلمها في دولة قطر

عزيزى الطالب

هذه الاستبانة جزء من مشروع بحث متكامل يهدف الى التعرف على العوامل المجتمعية ذات العلاقة بتعليم اللغة الانجليزية كلفة أجنبية في دولة قطر .

أن جميع العناصر التي يحويها الجزء الثانى من الاستبانة تتعلق بمشاعرك تجاه اللغة الانجليزية ذاتها وتجاه دراستك لها اضافة الى بعض العوامل المؤثرة فى تعلمها في دولة قطر .

لا تتطلب هذه الاستبانة منك كتابة الاسم وذلك حرصا من الباحث على التعرف على اجاباتك الحقيقية والدقيقة والصادقة على بنودها ، الأمر الذى يساعد القائمين على العملية التربوية على التعرف على وضع تعليم اللغة الانجليزية كلفة أجنبية في دولة قطر بشكل علمى دقيق .

يرجى منك عزيزى الطالب أن تعطى انطباعك الفورى على كل بند من بنود الاستبانة دونما حاجة الى اضاءة الوقت فى التفكير فى كل واحد منها على حدة . فالمطلوب منك هو أن تقرأ العبارة ثم أن تضع علامة صح (✓) فى الخانة المقابلة لها والتي تعبر عن مشاعرك تجاهها بعبارة محددة .

موافق بشدة / أم موافق / أم محايد / أم معترض / أم معترض بشدة

وهذا لا يعنى عدم الاهتمام ، بل أخذ الأمور بالجدية الضرورية ، يرجى منك أن تجيب على جميع البنود ، ولك الشكر على صدق تعاونك .

الباحث

عبد الحليم على أبو جلاله
جامعة درم

أولا يرجى ملء البيانات التالية :

- (١) المدرسة : _____
 (٢) المرحلة الدراسية (اعدادى / ثانوى) : _____
 (٣) السنة الدراسية والتخصص (ان وجد) : _____
 (٤) الجنس : _____
 (٥) الجنسية : _____
 (٦) من وجهة نظرك، ما هو مستوى اجادتك للغة الانجليزية :

يرجى وضع علامة صح (✓) أمام الاجابة المناسبة مما يلى :

- ممتاز ()
 — جيد جدا ()
 — جيد ()
 — متوسط ()

(٧) هل تلقيت تعليما اضافيا فى اللغة الانجليزية خارج نطاق المدرسة ؟

يرجى وضع علامة صح (✓) أمام الاجابة المناسبة مما يلى :

- نعم ()
 — لا ()

اذا كانت اجابتك بنعم فأين كان ذلك ؟ وم كانت المدة ؟

المكان : _____

المدة : _____

(٨) هل زرت بلدا يتحدث أهله اللغة الانجليزية ؟

مثل : أمريكا / بريطانيا / استراليا / كندا

ضع علامة صح (✓) أمام الاجابة المناسبة :

- نعم ()
 — لا ()

اذا كانت اجابتك بنعم فكم كانت المدة كلها ؟

المدة : _____

(٩) ما أعلى مستوى دراسي وصل اليه كل من والديك ؟

ضع علامة صح (س) أمام الاجابة الصحيحة :

المستوى الدراسي للأم	المستوى الدراسي للأب	
()	()	* أمي (غير متعلم)
()	()	* تعليم ابتدائي أو كتاب
()	()	* تعليم ثانوي
()	()	* تعليم جامعي
()	()	* تعليم عال (ماجستير / دكتوراه)

(١٠) ما مهنة والديك ؟

_____ : مهنة الأب
_____ : مهنة الأم

(١١) يرجى بيان مدى إتقانك للغة الانجليزية على مستوى المهارات التالية بوضع علامة (✓) في الخانة المناسبة امام كل مهاره :

ممتاز	جيد جداً	جيد	متوسط	لا يذكر

- * القدرة على فهم ما يقال
- * القدرة على التحدث
- * القدرة على القراءة
- * القدرة على الكتابة

الجزء الثاني

أوافق بشدة	أوافق	محايد	أوافق	أعارض بشدة	
					١ تعلم اللغة الانجليزية رائع حقا
					٢ تعلم اللغة الانجليزية يشجع لى ان اكون على سببى مع من يتحدثونها كلفة أم
					٣ يشجعنى والداى كثيرا على تعلم اللغة الانجليزية
					٤ من يدرسى اللغة الانجليزية قدير
					٥ منهج اللغة الانجليزية صعب
					٦ الطريقة التى تدرسها اللغة الانجليزية مملة ..
					٧ لا تتوفر لى رغبة للذهاب لبلد يتحدث أهله اللغة الانجليزية
					٨ أعتقد أن اللغة الانجليزية أهم لغة أجنبية نتعلمها
					٩ اننى أكره اللغة الانجليزية
					١٠ تعلم اللغة الانجليزية يتيح لى التعرف على العديد من الناس والتفاعل معهم
					١١ يشجعنى والداى على استخدام اللغة الانجليزية
					١٢ من يدرسى اللغة الانجليزية لا يتحلى بالصبر
					١٣ منهج اللغة الانجليزية مفيد
					١٤ الطريقة التى تدرس بها اللغة الانجليزية تجعلنى أستمع بتعلمها
					١٥ تشكل اللغة الانجليزية أحد المقررات الدراسية الهامة فى البرنامج المدرسى
					١٦ فكرة طيبة أن يكون للشخص صديق مراسلة ممن يتحدثون اللغة الانجليزية

أوافق بشدة	أوافق	محايد	أعارض	أعارض بشدة	
					٣١ تعلم الانجليزية أمر مهم لأنها ستساعدنى فى الحصول على وظيفة جيدة يوما ما
					٣٢ من يدرسنى اللغة الانجليزية طيب وودود ..
					٣٣ أرى أن منهج اللغة الانجليزية غير مجد ...
					٣٤ لى النية أن أتابع تعلم اللغة الانجليزية ..
					٣٥ أود أن أعرف المزيد عن ثقافة الشعوب التى تتحدث الانجليزية فهى متعة حقا
					٣٦ بما أن اللغة العربية هى لغتنا الأم فلنسنا فى حاجة لتعلم أى لغة أخرى ...
					٣٧ تعلم اللغة الانجليزية مضيعة للوقت
					٣٨ لا أوافق على أسلوب الحياة لى البريطانيين
					٣٩ تعلمى الانجليزية أمر مهم لأن معرفتى للغة اجنبية سيزيد من احترام الناس لى
					٤٠ أحب الاستماع الى الموسيقى والأغاني الانجليزية لأنها مستعة
					٤١ أستمتع بمشاهدة الاغاني والأفلام والمسلسلات التلفزيونية على القناة ٣٧ فى تلفزيون قطر .
					٤٢ يؤكد والداى على ما للغة الانجليزية من أهمية مستقبلية بالنسبة الى بعد أن أنهى دراستى .

ملاحظة : تأكد من أنك قد استجبت لجميع العبارات .

شكرا لتعاونك وحظا سعيدا

الباحث

عبد الحلیم علی أبو جلاله
جامعة درم / المملكة المتحدة

ADULTS' QUESTIONNAIRE

ADULTS' QUESTIONNAIRE - SCALE KEY

<u>SCALE</u>	<u>ITEM NUMBERS</u>
ATTITUDES TOWARD ENGLISH LANGUAGE	3, 7, 12, 13, 15, 20, 23, 25, 33, 35
INTEGRATIVE ORIENTATION	10, 14, 28
INSTRUMENTAL ORIENTATION	16, 19, 24, 26, 27, 32
PARENTAL ENCOURAGEMENT	1, 11, 18
ATTITUDES TOWARD TARGET CULTURE	2, 5, 6, 9, 21, 22, 30, 31, 34, 37
ENGLISH LANGUAGE STATUS IN THE COMMUNITY	4, 8, 17, 29, 36

ADULTS' QUESTIONNAIRE

ATTITUDES TOWARD ENGLISH LANGUAGE AND ITS STATUS IN QATAR

Dear Sir/Madam

This questionnaire is part of a research project to investigate the societal factors related to the teaching of English as a foreign language in the State of Qatar. Most of the items are concerned with your feelings about English Language, its utility and status in Qatar.

Your honest and accurate answers regarding the value of English might have for both yourself and for your children, will provide educators in this country with important information that might influence decisions about TEFL in Qatar.

The questionnaire has been designed with the intention that it can be answered quickly and easily. It contains a number of statements with which some people agree and others disagree. There are no right and wrong answers.

Please indicate your opinion about each statement by ticking (✓) the option which best indicates the extent to which you agree or disagree with that statement. Please respond to ALL items.

Thank you very much for your co-operation.

The Researcher,
AbdelHalim Ali Abo Galalah
UNIVERSITY OF DURHAM

PART I: GENERAL INFORMATION

1. AGE:
2. NATIONALITY:
3. GENDER: (MALE/FEMALE).....
4. OCCUPATION (If business please specify the nature of business):
.....

5. What qualification or certificate did you have on completing your formal education?

6. Did you attend English Language courses after formal education?
(Please (✓) Tick)
- YES () NO ()

If YES, where and how long?

Place:

Duration:

7. Does your job require the use of English? (Please (✓) Tick)
- All the time () Most of the time () Occasionally ()
Rarely () Never ()

8. Please rate your English Language proficiency in each of the following skills:

	Excellent	Very Good	Good	Fair	None
*Ability to understand spoken English					
*Ability to speak English					
*Ability to read English					
*Ability to write English					

9. Do you speak foreign languages?

(Please (✓) Tick)

YES () NO ()

If YES, what are they and what is your command of them?

Language	Excellent	Very Good	Good	Fair	Little
A.					
B.					
C.					

10. Place the following languages in order of: (A) their importance in Qatar, (B) their extent of use in Qatar:

URDU FRENCH GERMAN ENGLISH PERSIAN HINDI

(A) Importance in Qatar:

- 1
- 2
- 3
- 4
- 5
- 6

(B) Extent of use in Qatar:

- 1
- 2
- 3
- 4
- 5
- 6

11. How Often do you need to use English in the following situations in Qatar?

	Always	V.Often	Sometimes	Seldom	Never
-At Home					
-In The Market					
-At Work					
-During Travel					
-In Places Of Amusement					
-In Hospitals And Health Centres					
-For Business Administration					
-To Communicate With Foreigners					
-For Correspondence					
-For Academic Purposes					
-In General					

12. In your opinion, how effective is English Language Instruction in the Qatari School System? Please tick (✓):

Very Effective () Effective () Not Effective () No Opinion ()

13. Have you ever been to an English speaking country? (USA, Britain, Canada, Australia) Please tick (✓) YES () NO ()

If YES, for how long?

The period:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 Studying English is important for my children primarily because they may need it in their future careers.					
2 The more I know about western culture, the more I like it.					
3 Learning English is a waste of time.					
4 I think that English is the most important foreign language for us.					
5 Western music and songs are fascinating. I like to listen to them a lot.					
6 I am not interested in going to an English speaking country.					
7 English Language is an important key to modern life.					
8 More time should be allocated for English language instruction in the school system.					
9 I don't approve of the British ways of life.					
10 Studying English is important because it will allow the learner to meet and converse with more and varied people.					
11 I strongly encourage my children to study English.					
12 Since Arabic is our mother tongue, we do not need to learn any other foreign language.					
13 I enjoy meeting and listening to people who speak English.					
14 Studying English is important because it would enable the learner to understand English culture.					
15 I don't wish to learn any English. I am not interested.					
16 Studying English is important because other people respect the person who speak it.					
17 The Qatari people need English language more than they need other foreign languages for the process of modernization.					
18 I feel that my children should devote more time to their English studies.					
19 The better my English is, the better status I enjoy with my superiors.					
20 English is an important part of the school programme.					
21 I like to mix with English speaking people.					
22 The British are very sociable and warm-hearted.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
23 No one is really educated unless he has a good command of English.					
24 Knowing English makes my daily life activities much easier.					
25 I think that the time allocated for English in school could better be spent on other subjects.					
26 I would like to see English as a job requirement for most firms in Qatar.					
27 English is important because it fulfills a much bigger role than other foreign languages in Qatar.					
28 Studying English is important for me because it will allow me to be more at ease with people who speak English.					
29 There are other foreign languages that are more familiar to the Qatari people than English.					
30 It would be a great loss not to know about the British and the American cultures.					
31 I enjoy watching the English programmes, T.V. series, and films on "Channel 37" in Qatar T.V.					
32 English is important for the national interest of a developing country like Qatar.					
33 I like to learn as much English as possible.					
34 Most British people are so friendly and easy to get along with.					
35 The Qatari people should make a great effort to learn English.					
36 I think that English comes right after Arabic in importance in Qatar.					
37 I like the Americans ways of life.					

PLEASE MAKE SURE YOU HAVE RESPONDED TO ALL ITEMS

Thank you and good luck

استبانة الكبار

الاتجاهات نحو اللغة الانجليزية ومكانتها

في
دولة قطر

يناير ١٩٩٠م

عبد الخليم علي أبو جلاية
جامعة درهم / المملكة المتحدة

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

مفتاح الجزء الثاني لاستبانة الكبار
"الاتجاهات نحو اللغة الانجليزية ومكانتها في دولة قطر"

أرقام البنود	محور القياس
٢٠ ٤ ١٥ ٤ ١٣ ٤ ١٢ ٤ ٧ ٤ ٣ ٣٥ ٤ ٣٣ ٤ ٢٥ ٤ ٢٣	١ الاتجاهات نحو اللغة الانجليزية ..
٢٨ ٤ ١٤ ٤ ١٠	٢ التوجه التكاملي نحو اللغة الانجليزية
٤ ٢٧ ٤ ٢٦ ٤ ٢٤ ٤ ١٩ ٤ ١٦ ٣٢	٣ التوجه الوسيلى نحو اللغة الانجليزية
١٨ ٤ ١١ ٤ ١	٤المساندة الوالدية
٤ ٢٢ ٤ ٢١ ٤ ٩ ٤ ٦ ٤ ٥ ٤ ٢ ٣٤ ٤ ٣١ ٤ ٣٠	٥ الاتجاهات نحو الثقافة المعنية
٣٦ ٤ ٢٩ ٤ ١٧ ٤ ٨ ٤ ٤	٦ مكانة اللغة الانجليزية فى المجتمع القطرى

استبانة الكبار :

الاتجاهات نحو اللغة الانجليزية ومكانتها في دولة قطر

السيد المحترم / السيدة المحترمة

تحية طيبة ، وبعد ..

هذه الاستبانة جزء من مشروع بحث متكامل يهدف الى التعرف على العوامل المجتمعية ذات العلاقة بتعليم اللغة الانجليزية كلغة أجنبية في دولة قطر .

ان معظم العناصر التي يحتوى عليها الجزء الثاني من الاستبانة يتعلق بمشاعرك تجاه اللغة الانجليزية وتجاه من يتحدثونها . اضافة لأهميتها ومكانتها في دولة قطر .

ان اجاباتك الدقيقة والصادقة عن الأهمية التي تعلقها أنت أو أبنائك على اللغة الانجليزية وعن مكانتها في دولة قطر ستكون بمثابة عون حقيقى للقائمين على العملية التربوية بشكل قد يوجه القرار فيما يخص اللغة الانجليزية وجهته الصحيحة .

لقد تم تصميم هذه الاستبانة بشكل يمكن الاجابة عليها بسرعة ويسر ، فهي تحتوى في جزءها الأول على معلومات عامة وأخرى تتعلق بمكانة اللغة الانجليزية بالنسبة اليك ، أما الجزء الثاني فيحتوى على مجموعة من العبارات قد يوافق عليها بعضهم وقد يرفضها بعضهم ، فليس هناك اجابة صحيحة وأخرى مخطئة ، فالمطلوب منك أن تضع علامة صح (✓) في الخانة التي تعبر عن مشاعرك أمام كل عبارة من حيث كونك : موافق بشدة ، أم موافق ، أم محايد ، أم معترض ، أم معترض بشدة ، كما ويرجى منك الاجابة على جميع البنود .

شاكرا لكم صدق تعاونكم سلفا

الباحث

عبد الحلیم علی ابو جلاله
جامعة درهم

القسم الأول

- (١) العمر : _____
 (٢) الجنسية : _____
 (٣) الجنس : (ذكر / أنثى) _____
 (٤) المهنة : (ان كنت تزاوول عملا حرا فيرجى بيان طبيعة العمل) _____
 (٥) كم كان عمرك عندما أنهيت التعليم النظامى ؟ _____
 (٦) ما هو المؤهل أو الشهادة التى حصلت عليها عندما أنهيت التعليم النظامى ؟ _____
 (٧) اسم ومكان آخر مؤسسة تعليمية نظامية (مدرسة / معهد / جامعة) تخرجت منها ؟ _____
 (٨) هل اشتركت فى دورات اللغة الانجليزية بعد ان أنهيت التعليم النظامى ؟
 - يرجى وضع علامة (✓)
 نعم () لا ()
 لو كانت الاجابة بنعم يرجى بيان مدة ومكان الدورة أو الدورات :

- (٩) هل تتطلب مهامك الوظيفية استخدام اللغة الانجليزية ؟
 - يرجى وضع علامة (✓) أمام الاجابة المناسبة :
 * طيلة الوقت ()
 * معظم الوقت ()
 * أحيانا ()
 * نادرا ()
 * غير مطلوبة على الاطلاق ()
 (١٠) يرجى بيان مدى إتقانك للغة الانجليزية على صعيد المهارات التالية :
 - يرجى وضع علامة (✓) فى الخانة المناسبة أمام كل مهارة :

ممتاز	جيد جدا	جيد	متوسط	لا يذكر

- * القدرة على فهم ما يقال
 * القدرة على التحدث
 * القدرة على القراءة
 * القدرة على الكتابة

(١١) ان كنت تجيد لغات أجنبية ، يرجى تسمية اللغة أو اللغات وبيان مدى اجادتك لها :

اللغة	ممتاز	جيد جدا	جيد	متوسط	ضعيف
(أ)					
(ب)					
(ج)					
(د)					

(١٢) رتب اللغات التالية حسب :
 (أ) أهميتها في دولة قطر
 (ب) درجة استخدامها في دولة قطر

* الأردية / الفرنسية / الألمانية / الانجليزية / الفارسية / الهندية *

(أ) من حيث أهميتها في دولة قطر :

- ١ - _____
- ٢ - _____
- ٣ - _____
- ٤ - _____
- ٥ - _____
- ٦ - _____

(ب) من حيث درجة استخدامها في دولة قطر :

- ١ - _____
- ٢ - _____
- ٣ - _____
- ٤ - _____
- ٥ - _____
- ٦ - _____

الجزء الثاني

أوافق بشدة	أوافق	محايد	أوافق	أعترض بشدة	
					١ تعلم اللغة الانجليزية مهم بالنسبة لابنائى لأنها يمكن أن تساعد هم فى حياتهم العملية مستقبلا ..
					٢ كلما زادت معرفتى بالثقافة الغربية كلما زاد اعجابى بها
					٣ تعلم اللغة الانجليزية مضيعة للوقت
					٤ أعتقد أن اللغة الانجليزية أهم لغة أجنبية بالنسبة لنا
					٥ أحب الاستماع الى الموسيقى والأغانى الغربية لأنها ساحرة
					٦ لا أرغب فى زيارة أى بلد يتحدث اللغة الانجليزية
					٧ أعتبر اللغة الانجليزية مفتاحا هاماً للحياة المعاصرة
					٨ تستوجب أهمية اللغة الانجليزية زيادة الوقت المخصص لتعليمها فى المدارس
					٩ لا أوافق على أسلوب الحياة عند البريطانيين والأمريكيين
					١٠ تعلم اللغة الانجليزية أمر مهم حيث تتيح للمتعلم التعرف على العديد من الناس والتعامل معهم
					١١ أشجع ابنائى كثيرا على تعلم اللغة الانجليزية ..
					١٢ بما أن اللغة العربية هى لغتنا الأم ، فاننا لا نحتاج أن نتعلم أى لغة أخرى
					١٣ أستمتع بلقاء من يتحدثون اللغة الانجليزية والاستماع اليهم

أوافق بشدة	أوافق	محايد	أعترض	أعترض بشدة	
					٢٦ أتمنى أن تكون اللغة الانجليزية متطلبا وظيفيا لدى معظم الشركات والهيئات فى دولة قطر
					٢٧ تكتسب اللغة الانجليزية أهمية لأنها تضطلع بدور يفوق غيرها من اللغات الاجنبية الأخرى فى قطر
					٢٨ تعلم اللغة الانجليزية امر مهم بالنسبة الى لأنه يتيح لى أن أكون على سجيى مع من يتحدثونها ..
					٢٩ هناك لغات أجنبية أخرى مألوفة لدى القطريين أكثر من الفهم للغة الانجليزية
					٣٠ يشكل عدم الالمام بالثقافتين البريطانية والأمريكية خسارة كبيرة
					٣١ أستمتع بمشاهدة البرامج والأفلام والمسلسلات التلفزيونية على " القناة ٣٧ " فى تليفزيون قطر ..
					٣٢ اللغة الانجليزية مهمة للمصلحة الوطنية للبلدان النامية كدولة قطر
					٣٣ أرغب فى تعلم اللغة الانجليزية ما استطعت
					٣٤ معظم البريطانيين والأمريكيين طيو المعشر ويتم التعامل معهم فى سهولة ويسر
					٣٥ على أبناء قطر أن يبذلوا مزيدا من الجهد لتعلم اللغة الانجليزية
					٣٦ أعتقد أن اللغة الانجليزية تأتى بعد اللغة العربية مباشرة من حيث الأهمية

INFORMANTS INTERVIEW SCHEDULE

1. Which of the following represents the position and setting of English language in Qatar?
 - * Is it the language of wider communication that comes parallel to Arabic? (Canada, South Africa),
 - * Is it more of a second language that has acquired a special status? (Kenya, Malaysia),
 - * Does it have the status of a major foreign language which is highly valued as a prestige subject in the national curriculum?
 - * Is it a foreign language available to students just as a school subject?

2. Place the following languages in order of importance of their communication roles in the state of Qatar. WHY?
PERSIAN, URDU, FRENCH, ENGLISH, HINDI, GERMAN

3. What is the communication role that English language fulfills in the state of Qatar?

4. What is your evaluation of the communication role English language fulfills in comparison to the roles fulfilled by other foreign languages in the state of Qatar?

5. How does Arabic influence English language setting in the State of Qatar?

6. How does English influence Arabic in Qatar?

7. What position should English language obtain among other languages in terms of importance and status in the state of Qatar?

8. To what extent is English language used as a means of communication in the following settings in the Qatari society? (PLEASE COMMENT ON EACH OF THEM).
AT HOME, IN THE MARKET, AT WORK, AT SCHOOL, DURING TRAVEL, IN PLACES OF AMUSEMENT, IN GENERAL
9. Do you use English at work?
If YES, Do you use English with your SUPERIORS, PEERS, INFERIORS?
10. Please give examples of topics you discuss: (A) In English, (B) In Arabic
11. Do you use English AT HOME, TO COMMUNICATE WITH OFFICIALS, FOR SHOPPING, LEISURE, OTHER?
12. Is English language proficiency a job requirement in your department? If NOT? Would you like to see it as one?
13. What is the percentage of posts that require knowledge of English language, and what level of proficiency is required?
(WHAT KIND OF POSTS THESE ARE? PLEASE NAME THEM!)
14. What is the proficiency level required of the English language skills among the work force in your department?
(PLEASE STATE THE REASONS WHY IF THERE ARE ANY !)
READING, WRITING, LISTENING, SPEAKING, TRANSLATION
15. What is the percentage of employees who acquire suitable levels of proficiency in English among the staff?
What nationalities are they?

16. How necessary is English for the process of modernization in the state of Qatar? (PLEASE ELABORATE!).
17. Do you approve of the English language status as it actually is or you would like to see it changed? Would you like to see it improved, or you think that it is already getting too much attention? PLEASE STATE YOUR REASONS!
18. Is there a need for language courses to improve the level of English language proficiency among members of your staff? If YES, WHY? WHERE? and HOW LONG?
19. Do you have children doing English in the school system? What is your reaction regarding the progress they make? Do you encourage them to spend more time on English? Do you plan to provide more English language instruction in other institutions for them?
20. How effective is English language instruction in the Qatari school system? WHY?
21. How effective is English language instruction outside the school system? (IN THE LTI, BRITISH COUNCIL, AVIATION, ETC..)
22. How would you evaluate the efforts exerted by the state of Qatar to improve English language status among the Qatari people? (PLEASE PROVIDE YOUR REASONS!)
23. How would you evaluate the attitudes and feelings of the Qatari people towards those who speak English as their mother tongue? (THE BRITISH, THE AMERICANS, AND THE AUSTRALIANS).

24. What measures would you recommend to improve the standard of English language attainment in general in the Qatari school system?

(* MORE TIME, * MORE MONEY, * MORE IN-SERVICE TRAINING, * EMPLOY NATIVE TEACHERS, * ENGLISH COURSE, * INCENTIVES, * BETTER PRE-SERVICE TRAINING FOR TEACHERS, * COURSES IN BRITISH AND AMERICAN UNIVERSITIES, * ENCOURAGE THE PRIVATE SECTOR, * IMPROVE TESTING etc..)

25. * What colleges use English as medium of instruction?
* What is the academic status of English language in the other colleges?
How would you like to see it?

F.N. Other questions might be added or altered as a result of data collected by means of the other two questionnaires.

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نموذج المقابلات الشخصية

يولى الباحث أهمية كبيرة لهذا الجانب من المعلومات التي تستقى من القيادات وصناع القرار في الدولة ليس على صعيد وزارة التربية فحسب بل في المواقع التي تنتشر على الخريطة الجغرافية لدولة قدار والتي تؤثر في القرار فيما يخص اللغة الانجليزية على وجه الخصوص من حيث واقعها المعاشومي استخداما في الادارات المختلفة ورويتهم لأهميتها وبالتالي لما يرون ما يجب أن تكون عليه في نظام التعليم العام وكذلك على الأصعدة المختلفة في الدولة بشكل عام .

وتكتسب المقابلة الشخصية أهميتها في هذه الدراسة من خلال :

- (١) اختيار القيادات الفاعلة والمؤثرة في القرار فيما يخص اللغة الانجليزية بشكل عمدي والتي تشكل الشريحة المتعلمة في الدولة .
- (٢) استيضاح كل النقاط مواجهة وبالتالي الخروج على النطاق الجامد للأسئلة
- (٣) تبيان أي لبس قد يطغى على هدف السؤال بعينه .
- (٤) الحصول على تفسيرات وآراء المسؤولين فيما يتم التوصل اليه من نتائج من خلال تحليل المعلومات المستقاة من أدوات الدراسة السابقة .
- (٥) استيضاح خلفية القرارات المتعلقة باللغة الانجليزية والدوافع التي أدت اليها
- (٦) معرفة التوجه المستقبلي نحو مستقبل اللغة الانجليزية والطموحات في هذا الصدد .
- (٧) التعرف الدقيق على واقع اللغة الانجليزية في مواقع العمل على اختلافها والحصول على الاحصائيات الضرورية بشكل آني .

أسئلة المقابلة :

تتعلق أسئلة المقابلة من حيث المبدأ بأسئلة البحث ومشكلته اضافة لمناقشة واستيضاح ما يطرح من قضايا ونتائج من خلال استبانتي الطالب والكبار .

ويقترح الباحث القائمة التالية من الأسئلة :

- (١) ما هو الموقع الذي تحظى به اللغة الانجليزية في دولة قطر :
- * هل هي مثل حالها في (كندا أو جنوب افريقيا مثلا) بمعنى أنها موازية من حيث الأهمية ودرجة الاستخدام للغة العربية ؟

- * أم هي مثل حالها في ماليزيا وكينيا مثلا كلغة ثانية تستخدم من قبل البلاد التي سبق وأن كانت مستعمرات بريطانية " لغة رسمية أو شبه ذلك " ؟
- * هل هي تكتسب مكانة اللغة الأجنبية الأولى حيث تشكل وسيلة هامة للتواصل وتتمثل أيضا مقرر دراسي هام في المنهاج ؟
- * وهل لا يعد وكونها مجرد مقرر دراسي عادي فقط ؟

(٢) لو طلب منك ترتيب اللغات التالية من حيث أهميتها لدولة قطر وكذلك من حيث مدى استخدامها الفعلي ، فكيف يكون الترتيب ؟ ولماذا ؟ اللغات هي :
الفارسية / الأردنية / الفرنسية / الانجليزية / المندية / الألمانية

(٣) ما هو الدور التواصلى الذى تؤديه اللغة الانجليزية فى دولة قطر ؟

(٤) ما هو تقييمك للدور التواصلى الذى تضطلع به اللغة الانجليزية فى دولة قطر بالمقارنة مع الأدوار التى تضطلع بها اللغات الأجنبية الأخرى ؟

(٥) كيف تؤثر اللغة الانجليزية فى وضع اللغة العربية وكيف يتأثر وضعها باللغة العربية ؟

(٦) ما هو الموقع الذى يجدر أن تكون عليه اللغة الانجليزية من حيث الأهمية والمكانة فى دولة قطر بين اللغات الأجنبية الأخرى ؟

(٧) الى أى مدى يجرى استخدام اللغة الانجليزية كوسيلة تواصلية فى المواقع الحياتية الآتية فى دولة قطر :

- فى المنزل ؟ فى السوق ؟ فى مواقع العمل المختلفة ؟
- فى المدارس ؟ أثناء السفر ؟ فى الأعمال الحرة والبنوك ؟
- فى أماكن التنزه كالنوادي والحدائق العامة ٠٠٠ الخ ؟
- فى المستشفيات والمراكز الصحية ؟ للتحدث مع الأجانب ؟
- للمراسلة ؟ للأغراض الأكاديمية ؟ بشكل عام ؟

— هل لك من تعليق على كل منها ؟

(٨) هل تستخدم اللغة الانجليزية أثناء أدائك لمهامك الوظيفية أو أثناء عملك ؟

- ان كانت الاجابة بنعم فهل تستخدمها مع رؤسائك ؟
- مع زملائك ؟
- مع مرؤسيك ؟

(٩) هل لك أن تذكر أمثلة للمواضيع التى تناقشها معهم

- (أ) باللغة العربية ؟
- (ب) باللغة الانجليزية ؟

- (١٠) هل تستخدم اللغة الانجليزية (أ) فى المنزل ؟
 (ب) للتعامل الرسمى ؟
 (ج) لأغراض التسلية ؟
 (د) لأغراض أخرى ؟
- (١١) هل تعتبر اجادة اللغة الانجليزية متطلبا وظيفيا فى ادارتكم ؟ اذا لم يكن الأمر كذلك فهل تودون أن يكون ؟ ولماذا ؟
- (١٢) ما هى نسبة الوظائف التى تتطلب الماما باللغة الانجليزية ؟ وما هو مستوى الاجادة المطلوبة ؟ وما هى طبيعة هذه الوظائف ؟
- (١٣) ما هو مستوى الاجادة اللغوية المطلوبة للغة الانجليزية بين العاملين فى ادارتكم على صعيد المهارات اللغوية " القراءة ، الكتابة ، الحديث ، الاستماع ، الترجمة " ولماذا ؟
- (١٤) ما هى نسبة الموظفين الذين لديهم مستوى مناسب من الاتقان للغة الانجليزية من بين موظفى ادارتكم وما هى جنسياتهم ؟
- (١٥) هل لكم تزويد نيزة مفصلة عن مدى حاجة دولة قطر للغة الانجليزية ابان عملية التحديث والتطوير الجارية فى الدولة .
- (١٦) هل أنت راضى عن وضع اللغة الانجليزية بما هو عليه الآن أم ترغب أن تسراه فى وضع آخر ؟
 وهل من أسباب لهذا الرأى ؟
- (١٧) هل هناك حاجة الى دورات لغوية لرفع مستوى اجادة اللغة الانجليزية بين العاملين فى ادارتكم ؟ اذا كانت الاجابة بنعم - فلماذا ؟ وأيـن تودون أن تعقد هذه الدورات ؟ وكـم المدة المناسبة التى تقترحونها ؟
- (١٨) هل لديك أطفال تتعلم الانجليزية فى المدارس الحكومية ؟
 - ما هو انطباعك نحو ما يحرزونه من تقدم فى هذا المجال ؟
 - هل تشجعهم على تخصيص وقت أطول لدراسة اللغة الانجليزية وتعلمها
 - هل تفكر فى أن تدخلهم دورات اضافية لتعلم اللغة الانجليزية خارج نظام التعاليم العام ؟
- (١٩) فى رأيك الشخصى ، ما مدى فاعلية تعليم اللغة الانجليزية فى مدارس دولة قطر ؟ ولماذا ؟

- (٢٠) ما مدى فاعلية تعليم اللغة الانجليزية خارج نطاق المدارس ، (المجلد —————
الثقافى البريطانى ، معهد اللغات ، معهد الطيران ٠٠٠ الخ) .
- (٢١) ما هو تقييمك للجهود التى تبذلها دولة قطر لتحسين مكانة اللغة الانجليزية
بين أفراد الشعب القطرى ؟
- (٢٢) ما هى مقترحاتك بخصوصها يجب عمله من خطوات لتحسين مستوى التحصيل
فى اللغة الانجليزية فى نظام التعليم العام ؟

هل المطلوب هو :

- * زيادة الوقت المخصص لتعلمها
- * زيادة الاعتمادات المالية لتعليمها
- * زيادة التدريب أثناء الخدمة
- * التعاقد مع مدرسين من أبناء اللغة
- * تحسين مقرر اللغة الانجليزية وتطويره
- * ايجاد الحوافز
- * تطوير مناهج تدريب المعلمين قبل الخدمة فى المعاهد والكليات
- * عقد دورات فى الجامعات البريطانية أو الأمريكية
- * تشجيع القطاع الخاص
- * تحسين الاختبارات ٠٠٠ الخ .

على مستوى الجامعة :

- ما هى الكليات التى تستخدم الانجليزية وسيلة للتدريس ؟
ما هو الوضع الأكاديمى للغة الانجليزية فى كليات الجامعة الأخرى ؟ وكيف
تتمنون أن ترون هذا المستوى ؟ ولماذا ؟

يضاف لما سبق أسئلة تتعلق بنتائج المعلومات التى يتم جمعها
من الأدوات الخاصة بالطلبة والكبار ؟

ملاحظة

ارشادات للمشرفين على استجابات التلاميذ

الزميل المحترم / الزميلة المحترمة

- السلام عليكم ورحمة الله وبركاته ، وبعد . . .
- المرفق استبانة بشأن الاتجاهات نحو اللغة الانجليزية وبعض المواعيل المؤثرة في تعلمها في دولة قطر ، رجاء تفضلكم باستيفائها حسب الأصول المرعية مع رجاء مراعاة ما يلي :
- * الاستبانة مخصصة للطلاب في المرحلتين الاعدادية والثانوية يجيبون عليها في أثناء دوامهم الصفى .
 - * يرجى أن تكون المينة في المرحلة الاعدادية من الصف الثالث الاعدادى بحيث لا تتعدى الفصول المختارة ٤٠ طالبا ، أما في المرحلة الثانوية فيختار طلاب المينة من الثانى الثانوى أدبى وعلومى على ألا تزيد الفصول المختارة عن ٣٥ طالبا في الفصل .
 - * يرجى في أثناء استيفاء الاستبانة ألا يكون هناك مدرس أو مدرسة للغة الانجليزية ، حتى يكون الطلاب أحزارا في التعبير عن وجهات نظرهم وسواء تم ذلك في حصة واحدة أو أكثر قليلا .
 - * يرجى ألا يتدخل الأخوة الملاحظون في أى شأن من مجريات استيفاء الاستبانة ، وفي حالة وجود استفسارات يمكن الرد عليها بأسلوب مختصر جدا ولا يوحى بأى توجيه . . .

شاكرين لكم كريم تعاونكم “

الباحث

عبد الحليم على أبو جلالسة
جامعة درم / المملكة المتحدة



الدوحة - الخليج العربي

الرقم :
التاريخ : ١٨ / ١٠ / ١٤١٠ هـ
الموافق : ١٣ / ٥ / ١٩٩٠ م
الموضوع :
الإشارة :

سعادة الاستاذ الدكتور - عبد الله جمعه الكبيسي
الرئيس بالنيابة لجامعة قطر المحترم
السلام عليكم ورحمة الله وبركاته ، وبعد ،
يشرفني أن أقدم اليكم بطلبي هذا راجيا الاعاز لمن يهيمه
الامر بتحليل البيانات التي صرت لجمعها عن طريق أداتي البحث استبانته الطالب
و " استبانة الكبار " عن طريق الحاسوب في الجامعة . . وتفضلكم بهذا الامر سيساعدني
كثيرا على اتمام البحث الذي أطلع به لنيل درجة الدكتوراه من جامعة درم في المملكة
المتحدة ، والذي يتعلق بدراسة العوامل المجتمعية المؤثرة في تعليم اللغة الانجليزية
كلغة أجنبية في دولة قطر كأساس لتصميم المناهج في نظام التعليم العام . .
والله أسأل أن يمدني في عمركم وأن يجعلكم عوناً للعلم والعلماء .
وتفضلوا بقبول فائق الاحترام ،،،

مقدمه

عبد المحليم علي أبو جلاله
وزير التربية والتعليم

توجيه اللغة الانجليزية

عبد المحليم علي أبو جلاله

وزير التربية والتعليم

١٣
٥/



الدرحة - الخليج العربي

الرقم :
التاريخ : ١٩ / ٩ / ١٤١٠ هـ
الموافق : ١٤ / ٤ / ١٩٩٠ م
الموضوع :
الإشارة :

حضرة السيد _____ مؤسسة _____

السلام عليكم ورحمة الله وبركاته ..

نفيدكم علماً بأن السيد / عبد الحليم علي أبوجلاله يعمل موجهاً لمادة اللغة الانجليزية في وزارة التربية والتعليم بدولة قطر . ويقوم حالياً باجراء بحث يهدف الى التعرف على العوامل المجتمعية المؤثرة في تعليم اللغة الانجليزية كلفة أجنبية كأساس لتصميم مناهجها في نظام التعليم العام * من أجل الحصول على درجة الدكتوراة من جامعة درم في المملكة المتحدة . ونظراً لأن نتائج البحث تنعكس بشكل مباشر على تعليم اللغة الانجليزية في نظامنا التربوي نرجو منكم مساعدته وتسهيل مهمته بالقدر الذي يعينه على تطبيق استبانات الدراسة والحصول على المعلومات الضرورية لها .

شاكرين لكم صدق تعاونكم ...

رئيس التعليم الاعدادي

محمد علي الكبيسي



APPENDIX III

TABLES OF DATA ANALYSIS

TABLE (23)

**Means, Modes, Medians, Standard Deviations, and Variances
of the Scales and the Total Scores
of the Student Respondents
(N = 660)**

SCALES	X1	X2	X3	X4	X5	X6	X7	X8	X9	XTOT
Tests										
Mean	41.517	12.428	16.691	16.369	15.017	14.120	6.249	24.461	11.246	158.162
Mode	44.000	15.000	18.000	20.000	20.000	15.000	6.000	26.000	12.000	167.000
Median	43.00	13.000	17.000	17.000	16.000	15.000	6.000	25.000	11.000	161.000
St.Deviation	8.157	2.292	2.865	3.198	4.221	3.158	2.278	5.650	2.211	14.101
Variance	66.537	5.251	8.211	10.230	17.818	9.973	5.187	31.923	4.888	580.846
Maximum Score	55	15	20	20	20	20	10	35	15	210

X1 = Attitude Toward Learning English

X2 = Integrative Orientation

X3 = Instrumental Orientation

X4 = Parental Encouragement

X5 = English Teacher Evaluation

X6 = English Course Evaluation

X7 = English Teaching Methods

X8 = Attitude Toward Target Culture

X9 = English Compared to Other Languages

XTOT = Total Score of all Scales

TABLE (24)

**Frequency and Percentage of Student Sample by Nationality,
Education Level, Perceived English Proficiency
and Extra English Education
N = 660**

VARIABLES	FREQUENCY	PERCENTAGE	MISSING CASES
Nationality			
Qatari	304	46.1	--
Non-Qatari	355	53.9	1
Education Level			
Preparatory	191	29.0	--
Secondary	466	70.7	3
Gender			
Male	330	50.1	--
Female	329	49.9	1
Perceived English Proficiency			
Good + Medium	413	62.7	--
Very Good + Excellent	241	36.6	6
Extra English Education			
Received Extra English Education	13	11.1	--
Did't Receive Extra English Education	586	88.9	1

TABLE (25)

**Frequency and Percentages of Students' Sample by Parent's
Education, Parent's Profession and Visits to
English Speaking Countries
N = 660**

VARIABLES	FREQUENCY	PERCENTAGE	MISSING CASES
Father's Education			
Up to Secondary	402	61.0	--
University	257	39.0	1
Mother's Education			
Up to Secondary	574	83.0	--
University	112	17.0	1
Father's Job			
Elite	251	38.1	--
Normal	296	44.9	--
Other	109	16.5	4
Mother's Job			
Housewife	560	85.0	--
Other	99	15.0	1
Visits to English Speaking Countries			
visited	179	27.2	--
Didn't visit	480	72.8	

TABLE 26

Frequency and Percentage of Student Sample by Perceived English Proficiency on the Four Language Skills
(N = 660)

VARIABLES	FREQUENCY	PERCENTAGE	MISSING CASES
<u>Perceived English Proficiency on Listening</u>			
Fair - Medium - Good	359	54.5	-
Very Good - Excellent	298	45.2	3
<u>Perceived English Proficiency on Speaking</u>			
Fair - Medium - Good	472	71.6	-
Very Good - Excellent	187	28.4	1
<u>Perceived English Proficiency on Reading</u>			
Fair - Medium - Good	388	59.9	-
Very Good - Excellent	271	41.1	1
<u>Perceived English Proficiency on Writing</u>			
Fair - Medium - Good	389	59.0	-
Very Good - Excellent	268	40.7	3

TABLE 27

Median and Chi-Square Test Results showing the Statistical Significance of Differences in Attitudes toward English of Student Participants by Education Level, Gender, Nationality, Perceived English Proficiency and Extra Language Education (N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Education Level</u>			
Preparatory Secondary	43.000	1.4181	0.2337
<u>Gender</u>			
Male Female	43.000	1.7579	0.1849
<u>Nationality</u>			
Qatari Non-Qatari	43.000	19.6945	0.0000***
<u>Perceived English Proficiency</u>			
Proficient Not Proficient	43.000	59.3013	0.0000***
<u>Extra English Education</u>			
Received extra English Education Didn't receive extra English Education	43.000	6.1721	0.0130*

TABLE 28

Median and Chi-Square Test Results showing the Statistical Significance of Differences in Attitudes toward English of Student Participants by Parent's Education, Parent's Profession and Visits to English Speaking Countries
(N = 660)

INDEPENDENT VARIABLES	MEDIAN	X ²	SIGNIFICANCE
<u>Father's Education</u>			
Up to Secondary University and above	43.000	31.4767	0.0000***
<u>Mother's Education</u>			
Up to Secondary University and above	43.000	22.0201	0.0000***
<u>Father's Job</u>			
Elite Ordinary Other	43.000	4.6147	0.0995
<u>Mother's Job</u>			
Housewife Other	43.000	9.2042	0.0024**
<u>Visits to English Speaking Countries</u>			
Visited Didn't visit	43.000	0.6106	0.4346

TABLE 29

Median and Chi-Square Test Results showing the
Statistical Significance of Differences in
Attitudes toward English of Student Participants
by Levels of Proficiency on the Four Language Skills
(N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Perceived Level</u> <u>on Listening</u>			
Fair - Medium - Good Very Good - Excellent	43.000	21.3404	0.0000***
<u>Perceived Level</u> <u>on Speaking</u>			
Fair - Medium - Good Very Good - Excellent	43.000	22.5291	0.0000***
<u>Perceived Level</u> <u>on Reading</u>			
Fair - Medium - Good Very Good - Excellent	43.000	17.9260	0.0000***
<u>Perceived Level</u> <u>on Writing</u>			
Fair - Medium - Good Very Good - Excellent	43.000	16.7222	0.0000***

TABLE 30

Median and Chi-Square Test Results showing the
 Statistical Significance of Differences between Student
 Participants Integrative Orientation toward Learning English
 by Education Level, Gender, Nationality, Perceived English
 Proficiency and Extra English Education
 (N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Education Level</u>			
Preparatory Secondary	13.00	0.7503	0.3864
<u>Gender</u>			
Male Female	13.00	5.0113	0.0252*
<u>Nationality</u>			
Qatari Non-Qatari	13.00	8.5817	0.0034*
<u>Perceived English Proficiency</u>			
Proficient Not Proficient	13.00	9.6750	0.0019**
<u>Extra English Education</u>			
Received extra English Education Didn't receive extra English Education	13.00	16.1605	0.0001***

TABLE 31

Median and Chi-Square Test Results showing the
 Statistical Significance of Differences between Student
 Participants Integrative Orientation toward Learning English
 by Parent's Education, Parent's Profession and Visits to
 English Speaking Countries
 (N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Father's Education</u>			
Up to Secondary University	13.00	14.9744	0.0001***
<u>Mother's Education</u>			
Up to Secondary University	13.00	18.8814	0.0000****
<u>Father's Job</u>			
Elite			
Normal			
Other	13.00	7.4229	0.0244*
<u>Mother's Job</u>			
Housewife			
Other	13.00	6.3926	0.0115*
<u>Visits to English Speaking Countries</u>			
Visited			
Didn't visit	13.00	8.7478	0.0031**

TABLE 32

Median and Chi-Square Test Results showing the
 Statistical Significance of Differences between Student
 Participants Integrative Orientation toward Learning English
 by Perceived Level on the Four Language Skills
 (N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Perceived Level on Listening</u>			
Fair - Medium - Good Very Good - Excellent	4.33	10.2145	0.0014**
<u>Perceived Level on Speaking</u>			
Fair - Medium - Good Very Good - Excellent	4.33	10.2817	0.0014**
<u>Perceived Level on Reading</u>			
Fair - Medium - Good Very Good - Excellent	4.33	3.9490	0.0469*
<u>Perceived Level on Writing</u>			
Fair - Medium - Good Very Good - Excellent	4.33	6.4642	0.0110*

TABLE 33

Median and Chi-Square Test Results showing the Statistical Significance of Differences between Student Participants Instrumental Orientation toward Learning English by Education Level, Gender, Nationality, Perceived English Proficiency and Extra English Education (N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Education Level</u>			
Preparatory Secondary	17.000	3.8102	0.0509
<u>Gender</u>			
Male Female	17.000	2.6991	0.1004
<u>Nationality</u>			
Qatari Non-Qatari	17.000	9.1697	0.0025**
<u>Perceived English Proficiency</u>			
Proficient Not Proficient	17.000	9.4811	0.0021**
<u>Extra English Education</u>			
Received extra English Education Didn't receive extra English Education	17.000	0.6439	0.4223

TABLE 34

Median and Chi-Square Test Results showing the
 Statistical Significance of Differences between Student
 Participants Instrumental Orientation toward Learning English
 by Parent's Education, Parent's Profession and Visits to
 English Speaking Countries
 (N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Father's Education</u>			
Up to Secondary University	17.000	9.0788	0.0026**
<u>Mother's Education</u>			
Up to Secondary University	17.000	9.6753	0.0019**
<u>Father's Job</u>			
Elite Normal Other	17.000	7.0783	0.0290*
<u>Mother's Job</u>			
Housewife Other	17.000	3.0708	0.0797
<u>Visits to English Speaking Countries</u>			
Visited Didn't visit	17.000	0.2652	0.6066

TABLE 35

Median and Chi-Square Test Results showing the
 Statistical Significance of Differences between Student
 Participants Instrumental Orientation toward Learning English
 by Perceived Level on the Four Language Skills
 (N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Perceived Level on Listening</u>			
Fair - Medium - Good Very Good - Excellent	4.25	2.8068	0.0939
<u>Perceived Level on Speaking</u>			
Fair - Medium - Good Very Good - Excellent	4.25	7.3717	0.0066**
<u>Perceived Level on Reading</u>			
Fair - Medium - Good Very Good - Excellent	4.25	5.6454	0.0175*
<u>Perceived Level on Writing</u>			
Fair - Medium - Good Very Good - Excellent	4.25	4.8643	0.0274*

TABLE 36

Median and Chi-Square Test Results showing the Statistical Significance of Differences between Student Participants' Perceived Parental Encouragement by Education Level, Gender, Nationality, Perceived English Proficiency and Extra English Education
(N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Education Level</u>			
Preparatory Secondary	17.000	4.3299	0.3864*
<u>Gender</u>			
Male Female	17.000	1.1927	0.2748
<u>Nationality</u>			
Qatari Non-Qatari	17.000	27.9763	0.0000****
<u>Perceived English Proficiency</u>			
Proficient Not Proficient	17.000	35.4179	0.0000****
<u>Extra English Education</u>			
Received extra English Education Didn't receive extra English Education	17.000	1.8627	0.1723

TABLE 37

Median and Chi-Square Test Results showing the
 Statistical Significance of Differences between Student
 Participants' Perceived Parental Encouragement
 by Parent's Education, Parent's Profession and Visits to
 English Speaking Countries
 (N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Father's Education</u>			
Up to Secondary University	17.000	48.6045	0.0000**
<u>Mother's Education</u>			
Up to Secondary University	17.000	27.1603	0.0000**
<u>Father's Job</u>			
Elite Normal Other	17.000	23.2918	0.0000**
<u>Mother's Job</u>			
Housewife Other	17.000	10.0470	0.0015**
<u>Visits to English Speaking Countries</u>			
Visited Didn't visit	17.000	2.1782	0.1400

TABLE 38

Median and Chi-Square Test Results showing the
 Statistical Significance of Differences between Student
 Participants ' Perceived Parental Encouragement
 by Perceived Level on the Four Language Skills
 (N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Perceived Level on Listening</u>			
Fair - Medium - Good Very Good - Excellent	4.00	13.1612	0.0003**
<u>Perceived Level on Speaking</u>			
Fair - Medium - Good Very Good - Excellent	4.25	20.1733	0.0000***
<u>Perceived Level on Reading</u>			
Fair - Medium - Good Very Good - Excellent	4.25	5.3893	0.0203*
<u>Perceived Level on Writing</u>			
Fair - Medium - Good Very Good - Excellent	4.00	17.2244	0.0000***

TABLE 39

Median and Chi-Square Test Results showing the
Statistical Significance of Differences between Student
Participants Attitude toward the Target Culture
by Education Level, Gender, Nationality, Perceived English
Proficiency and Extra English Education
(N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Education Level</u>			
Preparatory Secondary	25.00	5.0902	0.0241*
<u>Gender</u>			
Male Female	25.00	0.0151	0.9020
<u>Nationality</u>			
Qatari Non-Qatari	25.00	6.5987	0.0102*
<u>Perceived English Proficiency</u>			
Proficient Not Proficient	25.00	20.9283	0.0000***
<u>Extra English Education</u>			
Received extra English Education Didn't receive extra English Education	25.00	1.7625	0.1893

TABLE 40

Median and Chi-Square Test Results showing the
Statistical Significance of Differences between Student
Participants Attitude toward the Target Culture
by Parent's Education, Parent's Profession and Visits to
English Speaking Countries
(N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Father's Education</u>			
Up to Secondary University	25.00	17.9184	0.0000***
<u>Mother's Education</u>			
Up to Secondary University	25.00	6.0404	0.0140*
<u>Father's Job</u>			
Elite Normal Other	25.00	12.3233	0.0021**
<u>Mother's Job</u>			
Housewife Other	25.00	2.3305	0.1269
<u>Visits to English Speaking Countries</u>			
Visited Didn't visit	25.00	10.5334	0.0012**

TABLE 41

Median and Chi-Square Test Results showing the Statistical Significance of Differences between Student Participants Attitude toward the Target Culture by Perceived Level on the Four Language Skills (N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Perceived Level on Listening</u>			
Fair - Medium - Good Very Good - Excellent	25.00	10.6674	0.0011**
<u>Perceived Level on Speaking</u>			
Fair - Medium - Good Very Good - Excellent	25.00	12.3985	0.0004**
<u>Perceived Level on Reading</u>			
Fair - Medium - Good Very Good - Excellent	25.00	2.4322	0.1189
<u>Perceived Level on Writing</u>			
Fair - Medium - Good Very Good - Excellent	25.00	6.8219	0.0090**

TABLE 42

Median and Chi-Square Test Results showing the Statistical Significance of Differences between Student Participants and English compared to other languages by Education Level, Gender, Nationality, Perceived English Proficiency and Extra English Education (N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Education Level</u>			
Preparatory Secondary	11.00	0.0048	0.9450
<u>Gender</u>			
Male Female	11.00	0.0016	0.9684
<u>Nationality</u>			
Qatari Non-Qatari	11.00	0.0263	0.8712
<u>Perceived English Proficiency</u>			
Proficient Not Proficient	11.00	16.2242	0.0001**
<u>Extra English Education</u>			
Received extra English Education Didn't receive extra English Education	11.00	4.5685	0.0326

TABLE 43

Median and Chi-Square Test Results showing the Statistical Significance of Differences between Student Participants and English compared to other languages by Parent's Education, Parent's Profession and Visits to English Speaking Countries
(N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Father's Education</u>			
Up to Secondary University	11.00	5.1063	0.0238*
<u>Mother's Education</u>			
Up to Secondary University	11.00	0.5078	0.4761
<u>Father's Job</u>			
Elite Normal Other	11.00	2.3525	0.3084
<u>Mother's Job</u>			
Housewife Other	11.00	0.0014	0.9698
<u>Visits to English Speaking Countries</u>			
Visited Didn't visit	11.00	7.3671	0.0066*

TABLE 44

Median and Chi-Square Test Results showing the
Statistical Significance of Differences between Student
Participants and English compared to other languages
by Perceived Level on the Four Language Skills
(N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Perceived Level on Listening</u>			
Fair - Medium - Good Very Good - Excellent	3.67	0.8116	0.3677
<u>Perceived Level on Speaking</u>			
Fair - Medium - Good Very Good - Excellent	3.67	6.5112	0.0107*
<u>Perceived Level on Reading</u>			
Fair - Medium - Good Very Good - Excellent	3.67	8.6640	0.0032*
<u>Perceived Level on Writing</u>			
Fair - Medium - Good Very Good - Excellent	3.67	16.6531	0.0001**

TABLE 45

Median and Chi-Square Test Results showing the
 Statistical Significance of Differences between Student
 Participants General Attitudes toward English
 by Education Level, Gender, Nationality, Perceived English
 Proficiency and Extra English Education
 (N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Education Level</u>			
Preparatory Secondary	161.00	25.3582	0.0000***
<u>Gender</u>			
Male Female	161.00	3.7791	0.0519
<u>Nationality</u>			
Qatari Non-Qatari	161.00	13.7522	0.0002**
<u>Perceived English Proficiency</u>			
Proficient Not Proficient	161.00	78.6872	0.0000***
<u>Extra English Education</u>			
Received extra English Education Didn't receive extra English Education	161.00	2.8533	0.0912

TABLE 46

Median and Chi-Square Test Results showing the
 Statistical Significance of Differences between Student
 Participants General Attitudes toward English
 by Parent's Education, Parent's Profession and Visits to
 English Speaking Countries
 (N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Father's Education</u>			
Up to Secondary University	161.00	37.6466	0.0000***
<u>Mother's Education</u>			
Up to Secondary University	161.00	20.9189	0.0000***
<u>Father's Job</u>			
Elite Normal Other	161.00	16.6868	0.0002**
<u>Mother's Job</u>			
Housewife Other	161.000	9.4049	0.0022*
<u>Visits to English Speaking Countries</u>			
Visited Didn't visit	161.00	4.8933	0.0270*

TABLE 47

Median and Chi-Square Test Results showing the
 Statistical Significance of Differences between Student
 Participants General Attitudes toward English
 by Perceived Level on the Four Language Skills
 (N = 660)

INDEPENDENT VARIABLES	MEDIAN	χ^2	SIGNIFICANCE
<u>Perceived Level on Listening</u>			
Fair - Medium - Good Very Good - Excellent	161.00	42.4436	0.0000***
<u>Perceived Level on Speaking</u>			
Fair - Medium - Good Very Good - Excellent	161.00	56.1950	0.0000***
<u>Perceived Level on Reading</u>			
Fair - Medium - Good Very Good - Excellent	161.00	25.8073	0.0000***
<u>Perceived Level on Writing</u>			
Fair - Medium - Good Very Good - Excellent	161.00	46.3599	0.0000***

TABLE 48

Median Test of the Scales and the total scores of Student Respondant by Nationality. (N=660)

Depend. Variable	Median	Chi-Square	Significance
X1	43.000	19.6945	.0000
X2	13.000	8.5817	.0034
X3	17.000	9.1697	.0025
X4	17.000	27.9763	.0000
X5	16.000	7.5215	.0061
X6	15.000	5.1398	.0234
X7	6.00	3.9625	.0465
X8	25.000	6.5987	.0102
X9	11.00	.0263	.8712
XTOT	161.00	13.7522	.0002

X1=Attitude toward learning English
 X2=Integrative Orientation
 X3=Instrumental Orientation
 X4=Parental Encouragement
 X5=English teacher Evaluation
 X6=English Course Evaluation
 X7=English Teaching Methods
 X8=Attitude toward target culture
 X9=English compared to other languages
 XTOT=Total score of all scales

* Level of significance : .05

TABLE 49

Median Test of the Scales and the total scores of Student Respondant by Gender.

Depend. Variable	Median	Chi-Square	Significance
X1	43.000	1.7579	.1849
X2	13.000	5.0113	.0252
X3	17.000	2.6991	.1004
X4	17.000	1.1927	.2748
X5	16.000	.6579	.4173
X6	15.000	4.0054	.0454
X7	6.00	6.8742	.0087
X8	25.000	.0151	.9020
X9	11.00	.0016	.9684
XTOT	161.00	3.7791	.0519

X1=Attitude toward learning English

X2=Integrative Orientation

X3=Instrumental Orientation

X4=Parental Encouragement

X5=English teacher Evaluation

X6=English Course Evaluation

X7=English Teaching Methods

X8=Attitude toward Target Culture

X9=English compared to other languages

XTOT=Total score of all scores

* Level of significance : .05

TABLE 50

Median Test of the Scales and the total scores of Student Respondant by Education level. (N=660)

Depend. Variable	Median	Chi-Square	Significance
X1	43.000	1.4181	.2337
X2	13.000	.7503	.3864
X3	17.000	3.8102	0.0509
X4	17.000	4.3299	.0374
X5	16.000	53.7942	.0000
X6	15.000	11.7170	.0000
X7	6.00	22.6251	.0000
X8	25.000	5.0902	.0241
X9	11.00	.0048	.9450
XTOT	161.00	25.3582	.0000

X1=Attitude toward learning English

X2=Integrative Orientation

X3=Instrumental Orientation

X4=Parental Encouragement

X5=English teacher Evaluation

X6=English Course Evaluation

X7=English Teaching Methods

X8=Attitude toward target culture

X9=English compared to other languages

XTOT=Total score of all scales

* Level of significance : .05

TABLE 51

Median Test of the Scales and the total scores of Student Respondant by percieved English Proficiency. (N=660)

Depend. Variable	Median	Chi-Square	Significance
X1	43.000	59.3013	.0000
X2	13.000	9.6730	.0019
X3	17.000	9.4811	.0021
X4	17.000	35.4179	.0000
X5	16.000	14.1157	.0002
X6	15.000	57.5802	.0000
X7	6.00	36.0898	.0000
X8	25.000	20.9283	.0000
X9	11.00	16.2242	.0001
XTOT	161.00	78.6872	.0000

- X1=Attitude toward learning English
- X2=Integrative Orientation
- X3=Instrumental Orientation
- X4=Parental Encouragement
- X5=English teacher Evaluation
- X6=English Course Evaluation
- X7=English Teaching Methods
- X8=Attitude toward target culture
- X9=English compared to other languages
- XTOT=Total score of all scales

* Level of significance : .05

TABLE 52

Median Test of the Scales and the total scores of Student Respondants by Extra English Education. (N=660)

Depend. Variable	Median	Chi-Square	Significance
X1	43.000	6.1721	.0130
X2	13.000	16.1605	.0001
X3	17.000	.6439	.4223
X4	17.000	1.8627	.1723
X5	16.000	.0706	.7904
X6	15.000	9.9706	.0016
X7	6.00	.0004	.9834
X8	25.000	1.7625	.0843
X9	11.00	4.5685	.0326
XTOT	161.00	2.8533	.0912

X1=Attitude toward learning English

X2=Integrative Orientation

X3=Instrumental Orientation

X4=Parental Encouragement

X5=English teacher Evaluation

X6=English Course Evaluation

X7=English Teaching Methods

X8=Attitude toward target culture

X9=English compared to other languages

XTOT=Total score of all scales

* Level of significance : .05

TABLE 53

Median Test of the Scales and the total scores of Student Respondants by visit to English Speaking Countries. (N=660)

Depend. Variable	Median	Chi-Square	Significance
X1	43.000	.6106	.4346
X2	13.000	8.7478	.0031
X3	17.000	.2652	.6066
X4	17.000	2.1782	.1400
X5	16.000	.0007	.9785
X6	15.000	.0006	.9810
X7	6.00	.4545	.5002
X8	25.000	10.5334	.0012
X9	11.00	7.3671	.0066
XTOT	161.00	4.8933	.0270

X1=Attitude toward learning English

X2=Integrative Orientation

X3=Instrumental Orientation

X4=Parental Encouragement

X5=English teacher Evaluation

X6=English Course Evaluation

X7=English Teaching Methods

X8=Attitude toward target culture

X9=English compared to other languages

XTOT=Total score of all scales

* Level of significance : .05

TABLE 54

Median Test of the Scales and the total scores of Student Respondants by Father Education level. (N=660)

Depend. Variable	Median	Chi-Square	Significance
X1	43.000	31.4767	.0000
X2	13.000	14.9744	.0001
X3	17.000	9.0788	.0026
X4	17.000	48.6045	.0000
X5	16.000	11.3190	.0008
X6	15.000	16.5746	.0000
X7	6.00	9.0013	.0027
X8	25.000	17.9184	.0000
X9	11.00	5.1063	.0238
XTOT	161.00	37.6466	.0000

X1=Attitude toward learning English
 X2=Integrative Orientation
 X3=Instrumental Orientation
 X4=Parental Encouragement
 X5=English teacher Evaluation
 X6=English Course Evaluation
 X7=English Teaching Methods
 X8=Attitude toward target culture
 X9=English compared to other languages
 XTOT=Total score of all scales

* Level of significance : .05

TABLE 55

Median Test of the Scales and the total scores of Student Respondants by Mother Education. (N=660)

Depend. Variable	Median	Chi-Square	Significance
X1	43.000	22.0201	.0000
X2	13.000	18.8814	.0000
X3	17.000	9.6753	.0019
X4	17.000	27.1603	.0000
X5	16.000	2.0416	.1531
X6	15.000	9.3880	.0022
X7	6.00	2.7790	.0955
X8	25.000	6.0404	.0140
X9	11.00	.5078	.4761
XTOT	161.00	20.9189	.0000

X1=Attitude toward learning English

X2=Integrative Orientation

X3=Instrumental Orientation

X4=Parental Encouragement

X5=English teacher Evaluation

X6=English Course Evaluation

X7=English Teaching Methods

X8=Attitude toward target culture

X9=English compared to other languages

XTOT=Total score of all scales

* Level of significance : .05

TABLE 56

Median Test of the Scales and the total scores of Student Respondants by Father profession. (N=660)

Depend. Variable	Median	Chi-Square	Significance
X1	43.000	4.6147	.0995
X2	13.000	7.4229	.0244
X3	17.000	7.0783	.0290
X4	17.000	23.2918	.0000
X5	16.000	9.6525	.0080
X6	15.000	12.4321	.0020
X7	6.00	6.4338	.0401
X8	25.000	12.3233	.0021
X9	11.00	2.3525	.3084
XTOT	161.00	16.6868	.0002

X1=Attitude toward learning English
 X2=Integrative Orientation
 X3=Instrumental Orientation
 X4=Parental Encouragement
 X5=English teacher Evaluation
 X6=English Course Evaluation
 X7=English Teaching Methods
 X8=Attitude toward target culture
 X9=English compared to other languages
 XTOT=Total score of all scales

* Level of significance : .05

TABLE 57

Median Test of the Scales and the total scores of Student Respondants by Mother profession. (N=660)

Depend. Variable	Median	Chi-Square	Significance
X1	43.000	9.2042	.0024
X2	13.000	6.3926	.0115
X3	17.000	3.0708	.0797
X4	17.000	10.0470	.0015
X5	16.000	2.5447	.1107
X6	15.000	2.5780	.1084
X7	6.00	.9913	.3194
X8	25.000	2.3305	.1269
X9	11.00	.0014	.9698
XTOT	161.00	9.4049	.0022

X1=Attitude toward learning English
 X2=Integrative Orientation
 X3=Instrumental Orientation
 X4=Parental Encouragement
 X5=English teacher Evaluation
 X6=English Course Evaluation
 X7=English Teaching Methods
 X8=Attitude toward target culture
 X9=English compared to other languages
 XTOT=Total score of all scales

* Level of significance : .05

TABLE 58

PEARSON CORRELATION COEFFICIENTS

	X1	X2	X3	X4	X5	X6	X7	X8	X9
X1	1.0000 (.656) p = .000	.6758 (.655) p = .000	.6575 (.653) p = .000	.4849 (.655) p = .000	.3116 (.654) p = .000	.6166 (.645) p = .000	.4213 (.652) p = .000	.6005 (.654) p = .000	.4386 (.656) p = .000
X2	.6758 (.655) p = .000	1.0000 (.657) p = .000	.6716 (.654) p = .000	.5289 (.656) p = .000	.1422 (.655) p = .000	.4491 (.646) p = .000	.1977 (.653) p = .000	.6357 (.655) p = .000	.3725 (.657) p = .000
X3	.6575 (.653) p = .000	.6716 (.654) p = .000	1.0000 (.656) p = .000	.5478 (.655) p = .000	.1738 (.654) p = .000	.4536 (.646) p = .000	.2729 (.652) p = .000	.5806 (.654) p = .000	.3865 (.656) p = .000
X4	.4849 (.655) p = .000	.5289 (.656) p = .000	.5478 (.655) p = .000	1.0000 (.658) p = .000	.1470 (.656) p = .000	.3302 (.647) p = .000	.2551 (.654) p = .000	.4370 (.656) p = .000	.2556 (.658) p = .000
X5	.3116 (.654) p = .000	.1422 (.655) p = .000	.1738 (.654) p = .000	.1470 (.656) p = .000	1.0000 (.657) p = .000	.3755 (.646) p = .000	.5759 (.653) p = .000	.0837 (.655) p = .000	.1522 (.657) p = .000
X6	.6166 (.645) p = .000	.4491 (.646) p = .000	.4536 (.646) p = .000	.3302 (.647) p = .000	.3755 (.646) p = .000	1.0000 (.648) p = .000	.5386 (.646) p = .000	.4731 (.646) p = .000	.2383 (.648) p = .000
X7	.4213 (.652) p = .000	.1977 (.653) p = .000	.2729 (.652) p = .000	.2551 (.654) p = .000	.5759 (.653) p = .000	.5386 (.653) p = .000	1.0000 (.655) p = .000	.2304 (.653) p = .000	.1296 (.655) p = .000
X8	.6005 (.654) p = .000	.6357 (.655) p = .000	.5806 (.654) p = .000	.4370 (.656) p = .000	.0837 (.655) p = .000	.4731 (.646) p = .000	.2304 (.653) p = .000	1.0000 (.657) p = .000	.2499 (.657) p = .000
X9	.4386 (.656) p = .000	.3725 (.657) p = .000	.3865 (.656) p = .000	.2556 (.658) p = .000	.1522 (.657) p = .000	.2383 (.648) p = .000	.1296 (.655) p = .000	.2499 (.657) p = .000	1.0000 (.659) p = .000

X1 = Attitude toward learning English
 X2 = Integrative Orientation
 X3 = Instrumental Orientation
 X4 = Parental Encouragement
 X5 = English Teacher Evaluation

X6 = English Course Evaluation
 X7 = English Teaching Methods
 X8 = Attitude toward Target Culture
 X9 = English compared to Other Languages
 X10 = Total Score on Attitudes

TABLE 59

Scales of Adult Questionnaire and total score.

	X1	X2	X3	X4	X5	X6	XTotal
Mean	44.222	12.230	20.957	12.868	30.889	18.962	136.081
Mode	39.000	12.000	22.000	14.000	31.000	19.000	140.000
Median	40.000	12.000	21.000	13.000	31.000	19.000	137.000
Variance	231.365	2.621	13.363	2.835	30.936	6.510	259.728
Standard Deviation	4.834	1.619	3.656	1.684	5.562	2.552	16.116
Maximum Score	50	15	30	15	50	25	185

X1= Attitude Toward Learning English

X2= Integrative Orientation

X3= Instrumental Orientation

X4= Parental Encouragement

X5= Attitudes Toward Target Culture

X6= English Language Status In The Community

XTot= Total Scores Of All Scales

TABLE 60

Frequency and Percentages of Adult Sample by Age, Gender, Nationality, Qulaification, and Profession. (N=470)

Variables	Frequency	Percentages	Missing cases %
<u>Age:</u>			
<30	136	28.9	—
>30	334	71.1	—
<u>Gender:</u>			
Male	314	66.8	—
Female	156	33.2	—
<u>Nationality</u>			
Qatari	153	32.6	—
Non-Qatari	317	67.4	—
<u>Qualification</u>			
Highly qualified	335	75.5	—
Not Highly qualified	115	24.5	—
<u>Profession</u>			
Elite Jobs	276	58.7	—
Ordinary Jobs	108	23.0	—
Others	86	18.3	—

TABLE 61

Frequency and Percentages of Adult Sample by Visit to English Speaking Country, Extra English Educaiton, and percieved English Proficiency on the Four language skills.

Variables	Frequency	Percentages	Missing cases %
<u>Visit to English Speaking Country</u>			
Haven't visited	232	49.4	—
Visited	238	50.6	—
<u>Extra Language Education</u>			
Received Extra E. Ed	158	33.6	—
No Extra E. Ed	312	66.9	—
<u>Skill (1) (Listening)</u>			
Proficient	371	78.9	—
Not Proficient	99	21.1	—
<u>Skill (2) (Speaking)</u>			
Proficient	313	66.6	—
Not Proficient	157	33.4	—
<u>Skill (3) (Reading)</u>			
Proficient	371	78.9	—
Not Proficient	99	21.1	—
<u>Skill (4) (Writing)</u>			
Proficient	331	29.6	—
Not Proficient	139	70.4	—

TABLE 62

Frequencies And Percentages. The Need To Use English In 11 Life Situations
In Qatar.

	Never	%	Rarely	%	Sometimes	%	V.Often	%	Always	%
At home	92	19.6	152	32.3	176	37.4	38	8.1	12	2.6
Market	13	2.8	52	11.1	272	57.9	123	26.2	10	2.1
At Work	40	8.5	90	19.1	137	29.1	102	21.7	101	21.5
Travel	6	1.3	19	4	121	25.7	189	40.2	135	28.7
Amusement	44	9.4	143	30	223	47.4	55	11.7	5	1.1
			.4							
Hospitals	8	1.7	38	8.1	196	41.7	172	36.6	56	11.9
Business	45	9.6	49	10.4	163	34.7	140	29.8	73	15.5
With Foreign	7	1.5	23	4.9	62	13.2	145	30.9	233	49.6
Correspond -ence	96	20.4	9	19.4	145	30.9	75	16	63	13.4
Academic	81	17.2	63	13.4	106	22.6	119	25.3	101	21.5
In General	14	3.0	39	8.3	200	42.6	169	36.0	48	10.2

TABLE 63

Frequencies and Percentages and Chi-square test results showing statistical significance between the adult Participants need to use English in 11 situations by Age. (N=470)

11 Situations	< 30 years						> 30 years						χ ²	D.F	Significance
	Frequency and Percentage			Frequency and Percentage			Frequency and Percentage			Frequency and Percentage					
	Never Rarely	Sometimes	Mostly	Always	Never Rarely	Sometimes	Mostly	Always	Never Rarely	Sometimes	Mostly	Always			
At Home	65	121	138	36	27	31	38	14					3.49282	3	0.3217
‡	13.8	25.7	29.4	7.7	5.7	6.6	8.1	3.0							
Market	8	35	216	101	6	17	56	31					6.66133	3	0.0836
‡	1.7	7.4	46.0	21.5	1.3	3.6	11.9	6.6							
Work	28	74	123	135	12	16	14	68					27.38236	3	0.0000
‡	6.0	15.7	26.2	28.7	2.6	3.4	3.0	14.5							
Travel	5	16	100	239	1	3	21	85					4.68397	3	0.1965
‡	1.1	3.4	21.3	50.9	.2	.6	4.5	18.1							
Amusement	37	100	180	43	7	43	43	17					7.84960	3	0.0492
‡	7.9	21.3	38.3	9.1	1.5	9.1	9.1	3.6							
Health Centres	3	30	160	167	5	8	36	61					11.13955	3	0.0110
‡	.6	6.4	34.0	35.5	1.1	1.7	7.7	13.0							
Business	35	41	127	157	10	8	36	56					2.55256	3	0.4659
‡	7.4	8.7	27.0	33.4	2.1	1.7	7.7	11.9							
Comm. For	3	20	54	283	4	3	8	95					10.26547	3	0.0164
‡	.6	4.3	11.5	60.2	.9	.6	1.7	20.2							
Correspon.	72	63	112	113	24	28	33	25					5.07643	3	0.1663
‡	15.3	13.4	23.8	24.0	5.1	6.0	7.0	5.3							
Academic	63	47	88	162	18	16	18	58					3.71694	3	0.2937
‡	13.4	10.0	18.7	34.5	3.8	3.4	3.8	12.3							
General	13	33	163	151	1	6	37	66					12.09682	3	0.0071
‡	2.8	7.0	34.7	32.1	.2	1.3	7.9	14.0							

TABLE (64)

Frequencies, Percentages and Chi-square Test Results Showing Statistical Significance Between Adult Participants' Need to Use English in 11 Situations by Nationality (N = 470)

Situations	Non- Qatari				Qatari				X ²	D.F.	Significance
	Frequencies & Percentages				Frequencies & Percentages						
	Never, Rarely	Somet- imes	Mostly	Always	Never Rarely	Somet- imes	Mostly	Always			
At Home	67	112	113	25	25	40	63	25			
%	14.3	23.8	24.0	5.3	5.3	8.5	13.4	5.3	11.68037	3	0.0086
In The Market	7	30	184	96	7	22	88	36			
%	1.5	6.4	39.1	20.4	1.5	4.7	18.7	7.7	5.87572	3	0.1178
At Work	24	48	97	148	16	42	40	55			
%	5.1	10.2	20.6	31.5	3.4	8.9	8.5	11.7	12.63398	3	0.0055
For Travel	5	18	96	196	1	1	23	128			
%	1.1	3.8	20.9	41.7	.2	.2	4.9	27.2	24.37918	3	0.0000
For Amuse.	27	86	159	45	17	57	64	15			
%	5.7	18.3	33.8	9.6	3.6	12.1	13.6	3.2	7.28632	3	0.0633
Health Centre	6	22	129	160	2	16	67	68			
%	1.3	4.7	27.4	34.0	.4	3.4	14.3	14.5	2.79750	3	0.4239
Business	30	30	100	157	15	19	63	56			
%	6.4	6.4	21.3	33.4	3.2	4.0	13.4	11.9	7.44059	3	0.0591
For Communi	3	19	45	250	4	4	17	128			
%	.6	4.0	9.6	53.2	.9	.9	3.6	27.2	5.37522	3	0.1463
Corresponden	54	52	106	105	42	39	39	33			
%	11.5	11.1	22.6	22.3	8.9	8.3	8.3	7.0	16.68723	3	0.0008
Academic	52	31	73	161	29	32	33	59			
%	11.1	6.6	15.5	34.3	6.2	6.8	7.0	12.6	13.32941	3	0.0040
In General	12	23	133	149	2	16	67	68			
%	2.6	4.9	28.3	31.7	.4	3.4	14.3	14.5	3.63083	3	0.3042

TABLE (65)

Frequencies, Percentages and Chi-square Test Results Showing Statistical Significance Between Adult Participants' Need to Use English in 11 Situations by Sex (N = 470)

Situations	Female Frequencies & Percentages				Male Frequencies & Percentages				X ²	D.F.	Significance
	Never, Rarely	Somet- imes	Mostly	Always	Never Rarely	Somet- imes	Mostly	Always			
At Home	25	32	71	28	67	120	105	22	27.38992	3	0.0000
%	5.3	6.8	15.1	6.0	14.4	25.5	22.3	4.7			
In The Market	8	26	77	45	6	26	195	87	13.21959	3	0.0042
%	1.7	5.5	16.4	9.5	1.3	5.5	41.5	18.5			
At Work	26	48	39	43	14	42	98	160	49.29863	3	0.0000
%	5.5	10.2	8.3	9.1	3.0	8.9	20.9	34.0			
For Travel	2	6	48	100	4	13	73	224	3.10353	3	0.3759
%	.4	1.3	10.2	21.3	.98	2.8	15.5	47.7			
For Amuse.	23	40	70	23	21	103	153	37	10.02300	3	0.0184
%	4.9	8.5	14.9	4.9	4.5	21.9	32.6	7.9			
Health Centre	6	17	51	82	2	21	145	146	13.92655	3	0.0030
%	1.3	3.6	10.9	17.4	.4	4.5	30.9	31.1			
Business	25	25	54	52	20	24	109	161	24.57603	3	0.0000
%	5.5	5.5	11.5	11.1	4.3	5.1	23.2	34.3			
For Communu	4	12	25	115	3	11	37	263	8.27643	3	0.0406
%	.9	2.6	5.3	24.5	.6	2.3	7.9	56.0			
Corresponden	54	35	43	24	42	56	102	114	40.51210	3	0.0000
%	11.5	7.4	9.1	5.1	8.9	11.9	21.7	24.3			
Academic	38	31	36	51	43	32	70	169	9.17530	3	0.0000
%	8.1	6.6	7.7	10.9	9.1	6.8	14.9	36.0			
In General	5	17	77	57	9	22	123	160	9.17530	3	0.0270
%	1.1	3.6	16.4	12.1	1.9	4.7	26.2	34.0			

TABLE (66)

Frequencies, Percentages and Chi-square Test Results Showing Statistical Significance Between Adult Participants' Need to Use English in 11 Situations by Education Level (N = 470)

Situations	Highly Qualified Frequencies & Percentages				Not Highly Qualified Frequencies & Percentages				X ²	D.F.	Significance
	Never, Rarely	Somet- imes	Mostly	Always	Never Rarely	Somet- imes	Mostly	Always			
At Home	65	107	140	43	27	45	36	7	7.85457	3	0.0491
%	13.8	22.8	29.8	9.1	5.7	9.6	7.7	1.5			
In The Market	10	35	210	100	4	17	62	32	2.44670	3	0.4850
%	2.1	7.4	44.7	21.3	.9	3.6	13.2	6.8			
At Work	34	76	105	140	6	14	32	63	10.63597	3	0.0139
%	7.2	16.2	22.3	29.8	1.3	3.0	6.8	13.4			
For Travel	5	14	84	252	1	5	37	72	3.56150	3	0.3129
%	1.1	3.0	17.9	53.6	.2	1.1	7.9	15.3			
For Amuse.	34	102	174	45	10	41	49	15	2.19940	3	0.5320
%	7.2	21.7	37.0	9.6	2.1	8.7	10.4	3.2			
Health Centre	5	29	155	166	3	9	41	62	3.00013	3	0.3916
%	1.1	6.2	33.0	35.3	.6	1.9	8.7	13.2			
Business	35	36	121	163	10	13	42	50	0.49823	3	0.9193
%	7.4	7.7	25.7	34.7	2.1	2.9	8.9	10.6			
For Communi	4	13	49	289	3	10	13	89	6.36362	3	0.0952
%	.9	2.8	10.4	61.5	.6	2.1	2.8	18.9			
Corresponden	65	70	114	106	31	21	31	32	4.14556	3	0.2462
%	13.8	14.9	24.3	22.6	6.6	4.5	6.6	6.8			
Academic	51	47	78	179	30	16	28	41	11.21919	3	0.0106
%	10.9	10.0	16.6	38.1	6.4	3.4	6.0	8.7			
In General	8	30	153	164	6	9	47	53	2.70412	3	0.4395
%	1.7	6.4	32.6	34.9	1.3	1.9	10.0	11.3			

TABLE (67)

Frequencies, Percentages and Chi-square Test Results Showing Statistical Significance Between Adult Participants' Need to Use English in 11 Situations by Profession (N = 470)

Situations	Elite Jobs Frequencies & Percentages				Normal Jobs Frequencies & Percentages				Other Jobs Frequencies & Percentages				x ²	D.F.	Significance
	Never, Rarely	Somet- times	Mostly	Always	Never, Rarely	Somet- times	Mostly	Always	Never, Rarely	Somet- times	Mostly	Always			
At Home	30	32	37	9	49	89	106	32	13	31	33	9	6.82434	6	0.3374
%	6.4	6.8	7.9	1.9	10.4	18.9	22.6	6.8	2.8	6.6	7.0	1.9			
In The Market	4	11	67	26	8	33	158	77	2	8	47	29	2.92629	6	0.8180
%	.9	2.3	14.3	5.5	1.7	7.0	33.6	16.4	.4	1.7	18.0	6.2			
At Work	6	13	36	53	30	66	69	111	4	11	32	39	18.07622	6	0.0060
%	1.3	2.8	7.7	11.3	6.4	14.0	14.7	23.6	.9	2.3	6.8	8.3			
For Travel	-	8	29	71	4	9	77	186	2	2	15	67	10.36469	6	0.1101
%	-	1.7	6.2	15.1	.9	1.9	16.4	39.6	.4	.4	3.2	14.3			
For Amuse.	9	43	42	14	28	78	137	33	7	22	44	13	7.37136	6	0.2879
%	1.9	9.1	8.9	3.0	6.0	16.6	29.1	7.0	1.5	4.7	9.4	2.8			
Health Centre	1	10	45	52	6	21	110	139	1	7	41	37	2.84533	6	0.9290
%	0.2	2.1	9.6	11.1	1.3	4.5	23.4	29.6	.2	1.5	8.7	7.9			
Business	7	14	35	52	31	26	49	125	7	9	34	36	4.18445	6	0.6517
%	1.5	3.0	7.4	11.1	6.6	5.5	20.0	26.6	1.5	1.9	7.2	7.7			
For Communi	1	6	16	85	4	13	35	224	2	4	11	69	1.10237	6	0.9814
%	.2	1.3	3.4	18.1	.9	2.8	7.4	47.7	.4	.9	2.3	14.7			
Corresponden	31	17	30	30	54	54	90	78	11	20	25	30	9.38331	6	0.1531
%	6.6	3.6	6.4	6.4	11.5	11.5	19.1	16.6	2.3	4.3	5.3	6.4			
Academic	27	16	27	38	44	32	56	144	10	15	23	38	14.02024	6	0.0294
%	5.7	3.4	5.7	8.1	9.4	6.8	11.9	30.6	2.1	3.2	4.9	8.1			
In General	5	8	45	50	7	27	120	122	2	4	35	45	4.58999	6	0.5994
%	1.1	1.7	9.6	10.6	1.5	5.7	25.5	26.0	.4	.9	7.4	9.6			

* Elite Jobs = Educator, Engineer, Businessman and Doctor

* Normal Jobs = Auditor, Employee, and Secretary

* Other Jobs = Soldier, Lawyer, Judge, Driver ..etc.

TABLE (68)

Frequencies, Percentages and Chi-square Test Results Showing Statistical Significance Between Adult Participants' Need to Use English in 11 Situations by Extra English Education (N = 470)

Situations	Received Extra English Ed. Frequencies & Percentages				No Extra English Ed. Frequencies & Percentages				X ²	D.F.	Significance
	Never, Rarely	Somet- imes	Mostly	Always	Never Rarely	Somet- imes	Mostly	Always			
At Home	30	50	58	20	62	102	118	30	1.02492	3	0.7952
%	6.4	10.6	12.3	4.3	13.2	21.7	25.1	6.4			
In The Market	2	16	93	47	12	36	179	85	2.80759	3	0.4223
%	.4	3.4	19.8	10.0	2.6	7.7	38.1	18.1			
At Work	3	26	41	88	37	64	96	115	22.58058	3	0.0000
%	.6	5.5	8.7	18.7	7.7	13.6	20.4	24.5			
For Travel	--	3	33	122	6	16	88	202	10.29335	3	0.0162
%	--	.6	7.0	26.0	1.3	3.4	18.7	34.0			
For Amuse.	13	50	70	25	31	93	153	35	2.08101	3	0.4435
%	2.8	8.6	14.9	5.3	6.6	19.8	32.6	7.4			
Health Centre	1	7	65	85	7	31	131	143	6.92015	3	0.0745
%	.2	1.5	13.8	18.1	1.5	6.6	27.9	30.4			
Business	10	15	61	72	35	34	102	141	3.87801	3	0.2749
%	2.1	3.5	13.0	15.3	7.4	7.2	21.7	30.0			
For Communi	1	4	17	136	6	19	45	242	5.89767	3	0.1167
%	.2	.9	3.6	28.9	1.3	4.0	9.6	51.5			
Corresponden	26	32	47	53	70	59	98	85	3.44630	3	0.3278
%	5.5	6.8	10.0	11.3	14.9	12.6	20.9	18.1			
Academic	21	20	34	83	60	43	72	137	4.02426	3	0.2587
%	4.5	4.3	7.2	17.7	12.8	9.1	15.3	29.1			
In General	1	9	61	87	13	30	139	130	11.28627	3	0.0103
%	.2	1.9	13.0	18.5	2.8	6.4	29.6	27.7			

TABLE (69)

Frequencies and Percentages of Adult Participants Ranking
of Foreign Language Importance in Qatar (N = 470)

Foreign Lang.	Urdu	French	German	English	Persian	Hindi
Degree of Importance						
Most Important	13	--	--	429	13	13
%	2.8	--	--	91.3	2.8	2.8
2nd Importance	118	122	3	12	78	136
%	25.1	26.0	.6	2.6	16.6	29.1
3rd Importance	118	18	48	12	160	113
%	25.1	3.8	10.2	2.6	34.0	24.0
4th Importance	113	58	16	15	134	133
%	24.0	12.3	3.4	3.2	28.5	28.5
5th Importance	53	257	53	1	35	51
%	11.3	54.7	11.3	.2	11.3	10.9
Least Important	54	14	346	2	30	23
%	11.5	3.0	73.8	.4	6.4	4.9
Weighted Score	3.495	2.951	1.507	5.823	3.51	3.697
Rank	4	5	6	1	3	2

TABLE (70)

Frequencies and Percentages of Adult Participants Ranking
of Foreign Language Degree of Use in Qatar (N = 470)

Foreign Lang.	Urdu	French	German	English	Persian	Hindi
Degree of Use						
Most Widly Used	35	–	1	373	26	34
%	7.4	–	.2	79.6	5.5	7.2
2nd Place	142	46	3	25	98	155
%	30.2	9.8	.6	5.3	20.9	33.2
3rd Place	129	19	8	29	160	124
%	27.4	4.0	1.7	6.2	34.0	26.6
4th Place	107	53	9	45	135	120
%	22.8	11.3	1.9	9.6	28.7	25.7
5th Place	31	332	50	1	32	23
%	6.6	70.6	10.6	.2	6.8	5.1
Least Used	28	19	399	–	15	8
%	6.0	4.0	89.9	–	3.4	1.7
Weighted Score	3.938	2.448	1.2345	5.578	3.77	4.028
Rank	3	5	6	1	4	2

TABLE (71)**Frequency and Percentages of Adults' Participants Who Speak Foreign Languages Other Than English****(N = 470)**

	First Foreign Language		Second Foreign Language	
	Frequencies	%	Frequencies	%
French	63	13.4	8	1.7
German	8	1.7	2	.4
Persian	10	2.1	8	1.7
Hindi	5	1.1	2	.4
Urdu	7	1.5	3	.6
Other	11	2.3	9	1.9
No Other Foreign Languages	366	77.9	438	93.2

TABLE (72)**Frequency and Percentages of Adult Participants' Use of English at Work****(N = 470)**

Degree of Use	Frequency	Percentage
Never	51	10.8
Rerely	51	10.8
Sometimes	140	29.8
Most of The Time	90	19.2
Always	136	29.2
Total	468	99.8
Missing Cases	1	.2

Mean = 3.447

Std. Err. = .066

Median = 3.000

Mode = 3.000

Std. Dev. = 1.305

Variance = 1.704

TABLE (73)

**Frequency and Percentages of Adult Participants Who Speak Foreign Languages Other Than English
(N = 470)**

	Frequency	Percentage
Very Effective	106	22.6
Effective	21	45.2
Not Effective	93	19.8
Do not Know	55	11.7
Total	466	99.3
Missing Cases	3	.7

TABLE (74)

**Median and Chi-square Test Results Showing Staistical Significance of Differences in Attitudes Toward English of Adult Participants by Age, Nationality, Sex, Profession, Level of Education and Visit to an English Speaking Country
(N = 470)**

Independant Variables	Median	Chi-square	Significance
Age			
> 30			
< 30	40.00	0.4520	0.5014
Nationality			
Qatari			
Non-Qatari	40.00	0.3603	0.5483
Sex			
Male			
Female	40.00	0.0000	1.0000
Profession			
Elite Jobs			
Normal Jobs			
Other	40.00	2.9877	0.0839
Level of Education			
Highly Qualified			
Not Highly Qualified	40.00	0.7762	0.3783
Visit			
Visited			
Didn't Visit	40.00	0.1086	0.7418

TABLE (75)

**Median and Chi-square Test Results Showing Staistical
Significance of Differences in Attitudes Toward
English of Adult Participants by Extra English
Education and The Four Language Skills
(N = 470)**

Independant Variables	Median	Chi-square	Significance
Extra Language Ed.			
Locally			
Abroad	40.00	0.1503	0.6982
Extra English Ed.			
More Than 4 Weeks			
Less Than 4 Weeks	40.00	0.7304	0.3927
Perceived Level			
On Listening			
Fair - Medium - Good			
V.Good - Excellent	40.00	7.4394	0.0069
Perceived Level			
On Speaking			
Fair - Medium - Good			
V.Good - Excellent	40.00	6.9758	0.0083
Perceived Level			
On Reading			
Fair - Medium - Good			
V.Good - Excellent	40.00	.2153	0.6426
Perceived Level			
On Writing			
Fair - Medium - Good			
V.Good - Excellent	40.00	.5499	0.4583

TABLE (76)

Median and Chi-square Test Results Showing Staistical Significance of Differences in Integrative Orientation of Adult Participants by Age, Nationality, Sex, Profession, Level of Education and Visit to an English Speaking Country (N = 470)

Independant Variables	Median	Chi-square	Significance
Age			
> 30			
< 30	12.000	0.6826	0.4087
Nationality			
Qatari			
Non-Qatari	12.000	7.6463	0.0057
Sex			
Male			
Female	12.000	1.9163	0.1663
Elite Jobs			
Normal Jobs			
Other	12.000	6.5192	0.0107
Level of Education			
Highly Qualified			
Not Highly Qualified	12.000	4.1128	0.0426
Visit			
Visited			
Didn't Visit	12.000	0.0497	0.8235

TABLE (77)

**Median and Chi-square Test Results Showing Staistical
Significance of Differences in Integrative Orientation of Adult
Participants by Extra English
Education and The Four Language Skills
(N = 470)**

Independant Variables	Median	Chi-square	Significance
Extra Language Ed.			
Locally			
Abroad	12.000	0.7415	0.3892
Extra English Ed.			
More Than 4 Weeks			
Less Than 4 Weeks	12.000	0.0068	0.9341
Perceived Level			
On Listening			
Fair - Medium - Good			
V.Good - Excellent	12.000	4.8061	0.0284
Perceived Level			
On Speaking			
Fair - Medium - Good			
V.Good - Excellent	12.000	2.8591	0.0967
Perceived Level			
On Reading			
Fair - Medium - Good			
V.Good - Excellent	12.000	1.6040	0.2055
Perceived Level			
On Writing			
Fair - Medium - Good			
V.Good - Excellent	12.000	1.6510	0.1987

TABLE (78)

Median and Chi-square Test Results Showing Staistical Significance of Differences in Instrumental Orientation of Adult Participants by Age, Nationality, Sex, Profession, Level of Education and Visit to an English Speaking Country (N = 470)

Independant Variables	Median	Chi-square	Significance
Age			
> 30			
< 30	21.000	3.4659	0.0626
Nationality			
Qatari			
Non-Qatari	21.000	0.1250	0.7237
Sex			
Male			
Female	21.000	0.3922	0.5311
Elite Jobs			
Normal Jobs			
Other	21.000	2.1469	0.1429
Level of Education			
Highly Qualified			
Not Highly Qualified	21.000	3.6769	0.0552
Visit			
Visited			
Didn't Visit	21.000	0.2316	0.6303

TABLE (79)

**Median and Chi-square Test Results Showing Staistical
Significance of Differences in Instrumental Orientation
of Adult Participants by Extra English Education
and The Four Language Skills
(N = 470)**

Independant Variables	Median	Chi-square	Significance
Extra Language Ed.			
Locally			
Abroad	21.000	0.3175	0.5731
Extra English Ed.			
More Than 4 Weeks			
Less Than 4 Weeks	21.000	0.0663	0.7968
Perceived Level			
On Listening			
Fair - Medium - Good			
V.Good - Excellent	21.000	2.2603	0.1327
Perceived Level			
On Speaking			
Fair - Medium - Good			
V.Good - Excellent	21.000	3.5831	0.0584
Perceived Level			
On Reading			
Fair - Medium - Good			
V.Good - Excellent	21.000	0.3556	0.5509
Perceived Level			
On Writing			
Fair - Medium - Good			
V.Good - Excellent	21.000	0.2112	0.6458

TABLE (80)

Median and Chi-square Test Results Showing Staistical Significance of Differences in Parental Encouragement of Adult Participants by Age, Nationality, Sex, Profession, Level of Education and Visit to an English Speaking Country (N = 470)

Independant Variables	Median	Chi-square	Significance
Age			
> 30			
< 30	13.000	0.8618	0.3532
Nationality			
Qatari			
Non-Qatari	13.000	8.2870	0.0040
Sex			
Male			
Female	13.000	1.2333	0.2668
Elite Jobs			
Normal Jobs			
Other	13.000	1.1448	0.2846
Level of Education			
Highly Qualified			
Not Highly Qualified	13.000	0.0000	0.9981
Visit			
Visited			
Didn't Visit	13.000	0.0586	0.8088

TABLE (81)

Median and Chi-square Test Results Showing Staistical Significance of Differences in Parental Encouragement of Adult Participants by Extra English Education and The Four Language Skills (N = 470)

Independant Variables	Median	Chi-square	Significance
Extra Language Ed.			
Locally			
Abroad	13.000	0.0156	0.9006
Extra English Ed.			
More Than 4 Weeks			
Less Than 4 Weeks	13.000	2.8290	0.0926
Perceived Level			
On Listening			
Fair - Medium - Good			
V.Good - Excellent	13.000	1.6198	0.2031
Perceived Level			
On Speaking			
Fair - Medium - Good			
V.Good - Excellent	13.000	3.1940	0.0739
Perceived Level			
On Reading			
Fair - Medium - Good			
V.Good - Excellent	13.000	0.6588	0.4170
Perceived Level			
On Writing			
Fair - Medium - Good			
V.Good - Excellent	13.000	1.8993	0.1682

TABLE (82)

**Median and Chi-square Test Results Showing Staistical Significance of Differences of Attitudes Toward Target Culture of Adult Participants by Age, Nationality, Sex, Profession, Level of Education and Visit to an English Speaking Country
(N = 470)**

Independant Variables	Median	Chi-square	Significance
Age			
> 30			
< 30	31.000	0.7554	0.3848
Nationality			
Qatari			
Non-Qatari	31.000	2.8957	0.0888
Sex			
Male			
Female	31.000	0.3630	0.0022
Elite Jobs			
Normal Jobs			
Other	31.000	8.0745	0.0045
Level of Education			
Highly Qualified			
Not Highly Qualified	31.000	3.7895	0.0516
Visit			
Visited			
Didn't Visit	31.000	0.8144	0.3668

TABLE (83)

**Median and Chi-square Test Results Showing Staistical
Significance of Differences of Attitudes Toward Target
Culture of Adult Participants by Extra English
Education and The Four Language Skills
(N = 470)**

Independant Variables	Median	Chi-square	Significance
Extra Language Ed.			
Locally			
Abroad	31.000	0.0001	0.9908
Extra English Ed.			
More Than 4 Weeks			
Less Than 4 Weeks	31.000	0.2170	0.6414
Perceived Level			
On Listening			
Fair - Medium - Good			
V.Good - Excellent	31.000	9.4041	0.0022
Perceived Level			
On Speaking			
Fair - Medium - Good			
V.Good - Excellent	31.000	8.0661	0.0045
Perceived Level			
On Reading			
Fair - Medium - Good			
V.Good - Excellent	31.000	0.0001	0.9905
Perceived Level			
On Writing			
Fair - Medium - Good			
V.Good - Excellent	31.000	0.5484	0.4590

TABLE (84)

**Median and Chi-square Test Results Showing Staistical Significance of Differences in English Status in The Society of Adult Participants by Age, Nationality, Sex, Profession, Level of Education and Visit to an English Speaking Country
(N = 470)**

Independant Variables	Median	Chi-square	Significance
Age			
> 30			
< 30	19.000	7.2860	0.0069
Nationality			
Qatari			
Non-Qatari	19.000	0.3644	0.3644
Sex			
Male			
Female	19.000	0.0238	0.8773
Elite Jobs			
Normal Jobs			
Other	19.000	4.6274	0.0315
Level of Education			
Highly Qualified			
Not Highly Qualified	19.000	0.6802	0.9095
Visit			
Visited			
Didn't Visit	19.000	2.1089	0.1464

TABLE (85)

**Median and Chi-square Test Results Showing Staistical
Significance of Differences in English Status in The
Society of Adult Participants by Extra English
Education and The Four Language Skills
(N = 470)**

Independant Variables	Median	Chi-square	Significance
Extra Language Ed.			
Locally			
Abroad	19.000	0.0001	0.9916
Extra English Ed.			
More Than 4 Weeks			
Less Than 4 Weeks	19.000	0.3010	0.5833
Perceived Level			
On Listening			
Fair - Medium - Good			
V.Good - Excellent	19.000	1.1031	0.2936
Perceived Level			
On Speaking			
Fair - Medium - Good			
V.Good - Excellent	19.000	1.7362	0.1876
Perceived Level			
On Reading			
Fair - Medium - Good			
V.Good - Excellent	19.000	3.7421	0.0531
Perceived Level			
On Writing			
Fair - Medium - Good			
V.Good - Excellent	19.000	0.0290	0.8648

TABLE (86)

**Median and Chi-square Test Results Showing Staistical
Significance of Differences Adult Participants' General
Attitudes Toward English by Age, Nationality, Sex,
Profession, Level of Education and Visit to
an English Speaking Country
(N = 470)**

Independant Variables	Median	Chi-square	Significance
Age			
> 30			
< 30	118.000	0.0020	0.9644
Nationality			
Qatari			
Non-Qatari	118.000	3.5578	0.0593
Sex			
Male			
Female	118.000	0.9702	0.3246
Elite Jobs			
Normal Jobs			
Other	118.000	4.1054	0.0427
Level of Education			
Highly Qualified			
Not Highly Qualified	118.000	5.0626	0.0244
Visit			
Visited			
Didn't Visit	118.000	0.2227	0.6370

TABLE (87)

**Median and Chi-square Test Results Showing Staistical
Significance of Differences Between Adult Participants'
General Attitudes Toward English by Extra English
Education and The Four Language Skills
(N = 470)**

Independant Variables	Median	Chi-square	Significance
Extra Language Ed.			
Locally			
Abroad	118.000	0.0831	0.7731
Extra English Ed.			
More Than 4 Weeks			
Less Than 4 Weeks	118.000	0.3483	0.5551
Perceived Level			
On Listening			
Fair - Medium - Good			
V.Good - Excellent	118.000	9.6676	0.0019
Perceived Level			
On Speaking			
Fair - Medium - Good			
V.Good - Excellent	118.000	8.6173	0.00033
Perceived Level			
On Reading			
Fair - Medium - Good			
V.Good - Excellent	118.000	0.2600	0.6101
Perceived Level			
On Writing			
Fair - Medium - Good			
V.Good - Excellent	118.000	1.3509	0.2451

TABLE (88)

**Median Test of The Scales and The Total Scores of Adult
Respondants by Age
(N = 470)**

Dependant	Median	Chi-square	Significance
X 1	40.000	.4520	.5014
X 2	12.000	.6826	.4087
X 3	21.000	3.4659	.0626
X 4	13.000	.8618	.0626
X 5	31.000	.7554	.3989
X 6	19.000	7.2860	.0069
X TOT.	118.000	.0020	9.644

X1 = Attitude Toward Learning English

X2 = Integrative Orientation

X3 = Instrumental Orientation

X4 = Parental Encouragement

X5 = English Teacher Evaluation

X6 = English Course Evaluation

XTOT = Total Score of all Scales

TABLE (89)

**Median Test of The Scales and The Total Scores of Adult
Respondants by Gender
(N = 470)**

Dependant	Median	Chi-square	Significance
X 1	40.000	.000	1.0000
X 2	12.000	1.9163	.1663
X 3	21.000	.3927	.5311
X 4	13.000	1.2333	.2668
X 5	31.000	9.3630	.0022
X 6	19.000	.0238	.8773
X TOT.	118.000	.9702	.3246

X1 = Attitude Toward Learning English

X2 = Integrative Orientation

X3 = Instrumental Orientation

X4 = Parental Encouragement

X5 = English Teacher Evaluation

X6 = English Course Evaluation

XTOT = Total Score of all Scales

TABLE (90)

**Median Test of The Scales and The Total Scores of Adult
Respondants by Nationality
(N = 470)**

Dependant	Median	Chi-square	Significance
X 1	40.000	.3603	.5483
X 2	12.000	7.6463	.0057
X 3	21.000	.1250	.7237
X 4	13.000	8.2870	.0040
X 5	31.000	2.8957	.0888
X 6	19.000	.3644	.5461
X TOT.	118.000	3.5578	.0593

X1 = Attitude Toward Learning English

X2 = Integrative Orientation

X3 = Instrumental Orientation

X4 = Parental Encouragement

X5 = English Teacher Evaluation

X6 = English Course Evaluation

XTOT = Total Score of all Scales

TABLE (91)

**Median Test of The Scales and The Total Scores of Adult
Respondants by Profession
(N = 470)**

Dependant	Median	Chi-square	Significance
X 1	40.000	2.9877	.0839
X 2	12.000	6.5192	.0107
X 3	21.000	2.1469	.1429
X 4	13.000	1.1448	.2846
X 5	31.000	8.0745	.0045
X 6	19.000	4.6274	.0315
X TOT.	118.000	4.1054	.0427

X1 = Attitude Toward Learning English

X2 = Integrative Orientation

X3 = Instrumental Orientation

X4 = Parental Encouragement

X5 = English Teacher Evaluation

X6 = English Course Evaluation

XTOT = Total Score of all Scales

TABLE (92)

**Median Test of The Scales and The Total Scores of Adult
Respondants by Education Level
(N = 470)**

Dependant	Median	Chi-square	Significance
X 1	40.000	.7762	.3783
X 2	12.000	4.1128	.0426
X 3	21.000	3.6769	.5520
X 4	13.000	.0000	.9981
X 5	31.000	3.7895	.0516
X 6	19.000	.6802	.4095
X TOT.	118.000	5.0626	.0244

X1 = Attitude Toward Learning English

X2 = Integrative Orientation

X3 = Instrumental Orientation

X4 = Parental Encouragement

X5 = English Teacher Evaluation

X6 = English Course Evaluation

XTOT = Total Score of all Scales

TABLE (93)

**Median Test of The Scales and The Total Scores of Adult
Respondants by Extra English Education
(N = 470)**

Dependant	Median	Chi-square	Significance
X 1	40.000	.1503	.6982
X 2	12.000	.7415	.3892
X 3	21.000	.3175	.5731
X 4	13.000	.0156	.9006
X 5	31.000	.0001	.9908
X 6	19.000	.0001	.9916
X TOT.	118.000	.831	.7731

X1 = Attitude Toward Learning English

X2 = Integrative Orientation

X3 = Instrumental Orientation

X4 = Parental Encouragement

X5 = English Teacher Evaluation

X6 = English Course Evaluation

XTOT = Total Score of all Scales

TABLE (94)

**Median Test of The Scales and The Total Scores of Adult
Respondants by Visit To English Speaking Conuntry
(N = 470)**

Dependant	Median	Chi-square	Significance
X 1	40.000	.1086	.7418
X 2	12.000	.0497	.8235
X 3	21.000	.2316	.6303
X 4	13.000	.0586	.8088
X 5	31.000	.8144	.3668
X 6	19.000	2.1089	.01464
X TOT.	118.000	.2227	.6370

X1 = Attitude Toward Learning English

X2 = Integrative Orientation

X3 = Instrumental Orientation

X4 = Parental Encouragement

X5 = English Teacher Evaluation

X6 = English Course Evaluation

XTOT = Total Score of all Scales

TABLE (95)

**Median Test of The Scales and The Total Scores of Adult
Respondants by Perceived Level of English
on the Listening skill
(N = 470)**

Dependant	Median	Chi-square	Significance
X 1	40.000	7.4394	.0064
X 2	12.000	4.8061	.0284
X 3	21.000	2.2603	.1327
X 4	13.000	1.6198	.2031
X 5	31.000	9.4041	.0022
X 6	19.000	1.1031	.2936
X TOT.	118.000	9.6676	.0019

X1 = Attitude Toward Learning English

X2 = Integrative Orientation

X3 = Instrumental Orientation

X4 = Parental Encouragement

X5 = English Teacher Evaluation

X6 = English Course Evaluation

XTOT = Total Score of all Scales

TABLE (96)

**Median Test of The Scales and The Total Scores of Adult
Respondants by Perceived Level of English
on The Speaking skill
(N = 470)**

Dependant	Median	Chi-square	Significance
X 1	40.000	6.9758	.0083
X 2	12.000	2.7591	.0967
X 3	21.000	3.5831	.0584
X 4	13.000	3.1940	.0739
X 5	31.000	8.0661	.0045
X 6	19.000	1.7362	.1876
X TOT.	118.000	8.6173	.0033

X1 = Attitude Toward Learning English

X2 = Integrative Orientation

X3 = Instrumental Orientation

X4 = Parental Encouragement

X5 = English Teacher Evaluation

X6 = English Course Evaluation

XTOT = Total Score of all Scales

TABLE (97)

**Median Test of The Scales and The Total Scores of Adult
Respondants by Perceived Level of English
on The Reading skill
(N = 470)**

Dependant	Median	Chi-square	Significance
X 1	40.000	.2153	.6426
X 2	12.000	1.6030	.2055
X 3	21.000	.3556	.5509
X 4	13.000	.6588	.4170
X 5	31.000	.0001	.9905
X 6	19.000	3.7421	.0531
X TOT.	118.000	.2600	.6101

X1 = Attitude Toward Learning English

X2 = Integrative Orientation

X3 = Instrumental Orientation

X4 = Parental Encouragement

X5 = English Teacher Evaluation

X6 = English Course Evaluation

XTOT = Total Score of all Scales

TABLE (98)

**Median Test of The Scales and The Total Scores of Adult
Respondants by Perceived Level of English
on The Writing skill
(N = 470)**

Dependant	Median	Chi-square	Significance
X 1	40.000	.5499	.4583
X 2	12.000	1.6520	.1987
X 3	21.000	.2112	.6458
X 4	13.000	1.8993	.1682
X 5	31.000	.5484	.4590
X 6	19.000	.0290	.8648
X TOT.	118.000	1.3509	.2451

X1 = Attitude Toward Learning English

X2 = Integrative Orientation

X3 = Instrumental Orientation

X4 = Parental Encouragement

X5 = English Teacher Evaluation

X6 = English Course Evaluation

XTOT = Total Score of all Scales

TABLE (99)

**Means, Modes, Medians, Standard Deviations, and Variances
of the Scales and the Total Scores
of the Adult Respondents
(N = 660)**

SCALES	X1	X2	X3	X4	X5	X6	XTOT
X1	1.0000 (469) p= .000	.6691 (469) p= .000	.6360 (469) p= .000	.7378 (469) p= .000	.5923 (468) p= .000	.5974 (469) p= .000	.8855 (468) p= .000
X2	.6691 (469) p=000	1.000 (470) p=000	.5396 (470) p=000	.6181 (470) p=000	.4881 (469) p=000	.4750 (470) p=000	.7328 (468) p=000
X3	.6360 (469) p=000	.5396 (470) p=000	1.0000 (470) p=000	.5706 (470) p=000	.5749 (469) p=000	.5384 (470) p=000	.8154 (468) p=000
X4	.7378 (469) p=000	.6181 (470) p=000	.5706 (470) p=000	1.0000 (470) p=000	.4865 (469) p=000	.5308 (470) p=000	.7653 (468) p=000
X5	.5923 (469) p=000	.4881 (470) p=000	.5749 (470) p=000	.4865 (470) p=000	1.0000 (469) p=000	.4224 (470) p=000	.8419 (468) p=000
X6	.5974 (469) p=000	.4750 (470) p=000	.5384 (470) p=000	.5308 (470) p=000	.4224 (469) p=000	1.0000 (470) p=000	.6150 (468) p=000
X TOT	.8855 (469) p=000	.7328 (470) p=000	.8154 (470) p=000	.7653 (470) p=000	.8419 (469) p=000	.6150 (470) p=000	1.0000 (468) p=000

* Coefficient / (Cases) / 1-Tailed Significance

X1 = Attitude Toward Learning English

X2 = Integrative Orientation

X3 = Instrumental Orientation

X4 = Parental Encouragement

X5 = Attitude Toward Target Cultura

X6 = English Status in The Society

XTOT = Total Score on The Attitudes Toward English

