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The English Language Needs of Islamic Studies Students

(Volume 2: Appendices)

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By

Samia Gillani

Thesis Submitted to the University of Durham
Department of Linguistics and English Language
For the Degree of Doctor of Philosophy

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1 6 JAN 2006

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Appendices 1: Adaptation of Textbooks

Appendix 1.1
(Addition)

Intermediate Reading: One poem and one story from Islamic History at the end of each chapter.

Intermediate Writing:

- **Addition of Islamic features in the picture (Unit 2, Ex. 5)**
- **Addition of Islamic Expressions 'Bismillah', 'Inna Lillahay Wa Inna Alaiay Rajayoon' etc (Unit 10, Exs. 1, 3, 4, 5)**
- **Addition of a free writing exercise on How to Extinguish the Fire of Hell (Unit 10, Ex. 7)**

Intermediate Grammar:

- **Addition of certain sentences such as ' He says his prayers on time. He is a better Muslim' in the paragraph. (Unit , Act 1)**
- **Addition of Islamic greetings 'Assalamu Alaikum' to the dialogues (Unit 10, Act 1)**
- **Addition to the rubrics: Marriage is the sunnah of the Holy Prophet (SAW) .....According to the Islamic teachings it is the duty of the groom to provide the bride a suitable place to live. (PB: Unit 1, Ex. A); Saying of the Prophet (SAW) about good health (Unit 3, Ex. C)**
- **Addition of information e.g. Interest-free economy, several Islamic Centres, Zakat system (PB: Unit 11, Ex. B)**

Intermediate Listening:

- **Addition of a mosque in the visual (Unit 5, Exs. A & B)**
- **Addition of some expressions like 'thankful to Allah SWT' in the recorded text (Unit 6, Ex. A, 1-3)**

Elementary Writing:

- **Addition of 'I like to recite the Holy Quran and read Tafseer every day' in the description (Unit 1, Ex. I)**
- **Addition of 'From the other window I can see a mosque. I can hear the voice of Adhan five times a day' to the description of the room (Unit 1, Ex. 4)**
- **Addition of the description of the Faisal Mosque (Unit 2, Ex. 2)**
- **Addition of Islamic expressions like 'Insha Allah' & 'Al-Hamdulillah', 'Bismillah' (Unit 6, Ex 3; Unit 8, Ex. 1; Unit 9, Exs. 3, 4 & 5)**
- **Addition of choices of Islamic topics in free writing exercises e. g. 'any Quranic story' (Unit 6, Ex. 4); 'An Islamic Festival' (Unit 8, Ex 4)**

Elementary Grammar:

- **Addition of Directions to the Mosque. (Unit 3, Ex. 4)**
- **Addition of certain adjectives e.g. Islamic, Purdah-observing, Religious etc. (Unit 11, Ex. 1)**
- **Addition of 'Mosque' as a place and 'Imam' as a professional (Practice Book: Unit 2, Ex. H and I)**
- **Addition of commands related to Muslim culture e.g. Fear Allah (PB: Unit 3, Ex. A-D)**

Appendix 1.2
(Deletion)

Intermediate and Elementary Reading

In both the texts the basic format of exercises remained almost the same, but pronunciation practice exercises were omitted, because pronunciation is usually taught as part of the spoken skills rather than reading skills.

Intermediate Writing:

The following lessons were omitted: 7, 9, 11-15, 18-20

Intermediate Grammar:

The following lessons were omitted:22-24, 26-27, 30

Intermediate Listening:

The following lessons were omitted: 6, 9, 11, 13

Elementary Writing:

The following lessons were omitted:1-5, 9, 13-14, 16, 20-22

Elementary Grammar:

The following lessons were omitted: 17-25

Appendix 1.3
(Modifications)

Modifying Names:

Names of People, places and things as well as other social expressions: The European names of people and places were changed to Muslim names in all the texts.

Intermediate Listening:

- **'Jazak Allah' instead of 'thank you' (throughout all the texts)**

Elementary Writing:

- **prayer mat' instead of 'mat' (Unit 1, Ex. 1)**
- **'Islamic books' instead of 'books' (Unit 1, Ex. 1)**
- **' mosque on the island' instead of 'rabbit on the island' (Unit 9, Ex. 5)**

Elementary Grammar:

- **The names of Mecca (Name of the most sacred city of Muslims), Egypt (Name of a Muslim Country), Hira (Name of a Sacred Cave), Al-Quran (Name of a Book), Islam (Name of a Religion), Nile (Name of a River), Hijr-e-Aswad (Name of the Sacred Stone), Punjab (Name of a Province), Rabeta A'alam-e-Islami (Name of an Islamic Organisation) instead of London, France, Mt Vesuvius, World Trade Centre, Topkapi, etc. (PB: Unit 2, Ex B)**

Modifying Contexts:

Intermediate Writing:

- **'Hazrat Abu Bakr's Six Expeditions' instead of 'King Henry viii 's Six Wives' (Unit 1, Ex. 1)**
- **'Iman Corner' instead of 'Personality Corner' (Unit 3, Exs. 1, 2)**
- **'An Islamic Tarbiya Programme' instead of 'a Traditional Holiday' (Unit 3, Ex. 5)**
- **Advertisement for the recruitment of staff at the Islamic University instead of at an ordinary institution. (Unit 11, Ex. 1-3)**

- **'Learning English is a Waste of Time for the Islamic Studies' Students' instead of Learning English is a Waste of Time in general ....(Unit 9, Ex. 1)**

Intermediate Grammar:

- **Advertisements about 'Islam and Peace', 'Earth, Ocean, Space: All in One Place', 'Sooq-ul-Khairi: Charity Sale' and 'Annual Industrial Exhibition: Shakar Parian Lok Virsa Museum' instead of 'About Music Theatre', 'At the Music Café', 'The Night Boat', etc. (Unit 2, Act 3)**
- **'Why do Muslims have to .....?' instead of 'Why do people have to go out at night?' .....(Unit 3, Act 1)**
- **The description of 'A Honey Bee', 'A Lion' and 'A Compass' instead of 'A Panda', 'The Corn', 'The Concord' (Unit 3, Ex. 4)**
- **Description of a Camel instead of a Dog (Unit 3, Follow-up)**
- **Interview between Maulana Shabbir Islahi and the reporter instead of between Mr Jackson and the reporter (Unit 3, Ex.7)**
- **'What people used to do in Pre-Islamic times' rather than 'What they used to do in Pre-Historic times' (Unit 8, Act 3)**
- **Letter about the hostel life at the Islamic University instead of life in Canada. (PB: Unit 2, Ex. A)**
- **Allama Zahid's tour of Egypt on a Islamic Dawah Campaign instead of Pekci's business trip to New York.(PB: Unit 2, Ex. D)**
- **Ten reasons why Islam is a good religion to embrace instead of ten reason why your country is a good place for investment. (PB: Unit 3, Ex. A & B)**
- **Competition between Samina and Irum for Class Prefect instead of two beel boys working in the Palace Hotel for promotion. (PB: Unit 6, Ex. E)**
- **Who were they? Muslim heroes and their achievements instead of John F. Kennedy, Federico Fellini, Enrico Caruso, etc.(PB: Unit 8, Ex. A)**
- **Questions about the early life of Prophet (SAW) instead of yourself (PB: Unit 8, Ex. B)**
- **Questions about Haj instead of questions about holidays in Paris (PB: Unit 8, Ex. C)**
- **Description of projects at the Islamic University instead of City College (PB: Unit 11, Ex. A)**
- **Five things forbidden in Islam using Gerunds instead of five things forbidden in the class (PB: Unit 21, Ex. E)**
- **Exercise about Karachi instead of Sydney (PB: Unit 23, Ex. A)**

Intermediate Listening:

- **Facts and figures about Al-Quran and Islamic history instead of Facts and figures about Western life and history (Unit 1, Ex. A, 2)**
- **Names and addresses from Pakistan instead of Brazil (Unit 1, Ex. B, 2)**
- **Maps of Islamic countries instead of non-Islamic (Unit 2, Ex. A, 2);**
- **The map of Pakistan instead of that of Nepal (Unit 2, Ex. B, 1-4)**
- **Broken leg in the border clashes between India and Pakistan instead of in an ordinary war (Unit 3, Ex. B, 1-3)**
- **A boy who stayed in Baghdad to study Arabic instead of art in Paris (Unit 7, Ex. 1)**
- **How to make an Eid card instead of a jumping frog (Unit 10, Ex. 1)**
- **Job of a lecturer in Islamic Studies instead of a lecturer at an ordinary institution (Unit 11, Ex. A, 1-4)**

Intermediate Speaking:

- Memories from Umrah instead of a holiday (Unit 3, Ex. 1)
- Ten things you would advise another Muslim about Islam instead of another ordinary person (Unit 4, Ex. 5)

Elementary Writing:

- Exercise about Makkah instead of Edinburgh (Unit 2, Ex. 1)
- Exercise about Islamabad instead of London (Unit 2, Ex. 1)
- Exercise about 'Duff' instead of 'violin' (Unit 3, Ex. 1)
- Exercise about the flags of Saudi Arabia, Pakistan, and Bosnia instead of those of Yugoslavakia, Panama, Central African Republic (Unit 3, Ex 3)
- Instructions about 'How to Make a Paper Mache Pot' changed to instructions about 'How to Make Wudu' (Unit 8, Ex 2);

Elementary Grammar:

- Change of Imperatives from 'Open the door, please', Don't open the door' etc to 'Read the Quran, please', 'Say your prayer, please', ' Listen to Adhan, please', 'Don't speak in the prayers', 'Don't make a noise in the mosque' (Unit 3, Exs. 1& 2)
- 'Dos and Don'ts' during the month of Ramadhan instead of 'Dos and Don'ts' in the classroom (Unit 3, Ex 5)
- Paragraph about Gari Dupatta in Azad Kashmir instead of paragraph about Gumsfield in England (Unit 9, Ex. 2)
- Prophet Muhammad's family tree instead of Sue's family tree (Unit, Ex. 4)
- Rules in the mosque instead of rules in the school (PB: Unit 3, Ex. E)
- Fill in the blanks exercise based on the Islamic knowledge e.g. number of chapters/sections in the Quran, number of compulsory prayers/fasts, the year of the Prophet's birth, his age when he received his first revelation from God, the number of years after which he migrated to Madina, his age when he died, the total time the Quran took to complete etc. instead of different things and people in the classroom (PB: Unit 5, Ex. D)
- Information about the geography of Muslim countries instead of Moscow, France, etc. (PB: Unit 8, Ex. B)
- 'My Dream City' an Islamic city instead of a secular city (PB: Unit 9, Ex. J)

Modifying Visuals:

The visuals throughout all the books were replaced by pictures showing men and women in traditional Islamic dress and performing acts and deeds related to the Muslim culture.

Appendix 1.4
(Simplification)

The researcher used this adaptation technique mainly to simplify Intermediate Reading texts No 4 & 8 and Elementary Reading texts 3 & 7, which were abridged as well as simplified.

Appendix 1.5
(List of Topics Suggested by the Committee Members)

1. Amina Bint Wahab
2. The Generous Cobbler
3. Life in Saudi Arabia
4. Friends! It's Play Time
5. The Sunflower Plant
6. A Scientist Comes to School
7. Two Friends and the Bear
8. Mariam's First Fast
9. The Sad Elephant
10. The Recipe
11. Islam's Young Volunteer
12. Manora By Boat
13. Myself and My Family
14. Shifting to a New House
15. Allah is Everywhere
16. Eid Mubarak
17. ATrip
18. Neighbourhood
19. The Forests
20. Care of Old Parents
21. Sayings of the Prophet (PBUH)
22. The Dawning of Islam
23. Eid-ul-Adha
24. The Busy Ants
25. Eid in Canada
26. Products
27. Being Wasteful
28. A Strange Treasure
29. The Timid Bunny
30. Rasulullah's (SAW) Farewell Pilgrimage

Poems

1. Looking at the Windows
2. I Love to See
3. How Does Our Head Which is So Small
4. Say Salah
5. Eid's Come; Eid's Come!
6. Jazak Allah, Mr. Farmer
7. Whenever I walk Along the Street
8. La-illaha-illal-lah
9. Allah Loves People
10. Trees Give us Timber
11. Many Years Ago a Prophet Had a Dream

Stories from Islamic History

1. Abu Dardah (RA) and His Garden
2. The Prophet (PBUH) and the Old Woman
3. The People of Thamud
4. A Handful of Dates
5. Rasulullah's Sense of Humour
6. The Madyans
7. Rasulullah's Justice
8. The Rights of the Mother
9. Thankfulness
10. Valley of the Ants
11. Total Obedience
12. A Great Muslim Scientist
13. A Mercy to Mankind

Appendix 1.6

(Some Suggested Modifications at the end of Pilot study)

Elementary Reading

- Added glossary of difficult words with the meaning at the end of:
  Chapter 2 (Biryani, Shami Kebab, Chicken Karahi etc)
  Chapter 5 (Cannon, Small Pox, Measles, Astronomy, Chemistry, Mathematics etc)
- Changed the exercises to omit the names of female folk in the family, particularly the sister and the mother, and used the male names (uncles) instead (for the boys only). (Unit 1)
- Added poems at the end of Units 5, 7, 8, 9, 10.
- Reordered the poems to go with the theme of the unit.
  Old order: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
  New order: 1, 2, 5, 4, _ , 3, _, 6, _, _
- Added stories from Islamic history at the end of Units 3, 4, 9, 10.
- Added 'dictation' exercise in the Units 2, 4, 5, 6, 7, 8, 9.
- Increased the number of 'Think About It' questions from 2 to 6. (Unit 7)
- Wrote all the items of the matching exercise on the same page, rather than dividing them on two pages. (Unit 7)
- Omitted Exercise D & E in Guided Composition and Exercise B & C in New Words (Unit 8) as well as Exercise E in New Words and Exercise D in Language Structure. (Unit 10)

Elementary Writing

- Expanded the outline in Exercise 2 and a picture added to make the exercise more guided. (Unit 2)
- Simplified the Exercise 1. I and added a list of vocabulary to make the exercise more guided. (Unit 3) Also added a list of vocabulary in Exercise 3 (Unit 6)
- Put one column of the matching Exercise 1 in order to reduce its difficulty level. (Unit 8)
- Changed 'lion' to 'hunter' in Exercises 3 & 4 (Unit 9)

Elementary Grammar

- Added visuals. (Main Book: Units 7, Practice Book: Units 2, 3, 7 & 8)
- Improved visuals. (Main book: Units 1, 7, 8, 9, 12, 15, 16)
- Added more Islamic vocabulary e.g. grave, beard, verse, niche instead of gun, ball, van, nose. (Main Book: Units 1, 2; Practice Book: 1, 2)
- Added more local features e.g. barn, farms, sheds, cows etc. instead of museum, zoo, cricket grounds etc. in Exercise 2. (Unit 9)
- Added Exercise 6, an open-ended dialogue on likes/dislikes. (Practice Book: Unit 15)

Intermediate Reading

- Reordered the units:
  Old Order: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
  New Order: 1, 2, 8, 4, 5, 7, 6, 3, 9, 10
- Deleted Unit 3 as majority of the students did not like it.
- Improved visuals in Units 2, 3, 6 and 7.
- Modified the rubric in Exercise D, Language Structure to make it more specific and clear. (Unit 1)
  Old Rubric: In pairs fill the gaps in the passage below.
  New Rubric: In pairs fill the gaps with the correct form of the verb.
- Added a list of expressions in Exercise B, Guided Compositions (Unit 1)
- Reduced 'Think About It' questions from 4 to 2, items in the List of Vocabulary from 16 to 11. (Unit 1)
- Added poems at the end of Units 1, 3, 4, 6, 7 & 8.
- Added Stories from Islamic History at the end of Units 2 & 4.

Intermediate Writing

Added Exercise 7 on Tarbiyah Committee for further practice in the language of comparison. (Unit 2)

- Provided topics for a free writing exercise in the end. (Unit 5)
- Added outline for the paragraphs in order to make Exercise 4 more guided. (Unit 2)
- Added Arabic verse to the text in Exercise 5. (Unit 10)

Intermediate Grammar

- Improved visuals. (Main Book: Units 2, 7, 8, 13)
  2. Added skipping, badminton and table tennis (lady like games) to the list of games in Exercise C. b. (Main Book: Unit 2)

Intermediate Listening

- Added Unit 12 including the following: Search for God (Prophet Ibrahim's story with a chart-filling exercise), Thank You Allah (Filling in the blanks with chunks of information exercise), Ramadhan (Comprehension questions and sentence completion exercises), Why I Embraced Islam (Jumbled Exercise), Abdul Halim's Adventures 1 & 2 (True/False and comprehension questions exercises), Added visuals. (Units 3 – a patient and a doctor - , 6 – a man traveling in a train - & 11 - a lecturer)

Intermediate Speaking

- Added Exercises 3 & 9 (Unit 1), Exercises 4 & 8 (Unit 2), Exercises 7 & 9 (Unit 3), Exercise 6 (Unit 4), Exercise 7 (Unit 5), Exercise 5 (Unit 6), Exercise 5 (Unit 7) for further practice in the target language functions.

Appendix 2: Students' Observation Sheet

Class Level : _____

Unit Title : _____

	Excellent	Very Good	Good	Average	Poor
Content					
Class Participation					
Learning					

Any Other Comments

Appendices 3 : Sample Teaching Material

Appendix 3.1 : Intermediate Reading

Unit 8

Sayings of the Prophet (SAW)

1. **On the authority of Abu Muhammmad Abdullah, the son of Amr ibnal As (RA) who said: The Messanger of Allah (SAW) said:**

   'None of you truly believes until his inclination is in accordance with what I have brought.'

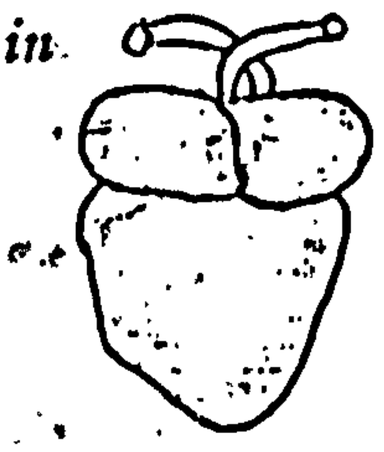
   A good and sound Hadith, which we have transmitted from Kitab-Hujja with a sound chain of authorities.

2. **On the authority of Abu Abbas Abdullah, the son of Abbas (RA) who said:**

   'One day I was behind the Prophet (SAW). He said to me: Young man, I shall teach you some words of advice: Be mindful of Allah and Allah will protect you. Be mindful of Allah and you will find Him in front of you. If you ask, ask of Allah. Know that if the nation were to gather to benefit you with anything, they benefit you only with something that Allah has already prescribed for you and that if they gather together to harm you with anything , they would harm you only with something Allah has already prescribed for you. The pens have been lifted and the pages have dried.'

   It was related by At-Tirmidhi, who said it was a good and sound Hadith.

3. **On the authority of Abu-Abdullah An-Numan, the son of Bashir,(RA) who said: I heard the Messenger of Allah (SAW) say:**

   'That which is lawful is plain and that which is unlawful is plain and between the two of them are doubtful matters about which not many people know. Thus he who avoids doubtful matters clears himself with regard to his religion and his honour, but he who falls into doubtful matters falls into that which is unlawful, like the shepherd who pastures around a sanctuary, all but grazing therein. Truly every king has a sanctuary, and truly Allah's sanctuary is His prohibitions. Truly in the body there is a morsel of flesh which, if it be whole, all the body is whole and which, if it be diseased, all of it is diseased. Truly it is 'the Heart.'

   It was related by Al Bukhari and Al-Muslim.

Text cut off in original

4. **On the authority of Abu ul Abbas Sahl ibn Sad-As-Saidi (RA), who said:**
'A man came to the Prophet(SAW)and said: O Messenger of Allah, direct me to an act which, if I do it, (will cause) Allah to love me and people to love me. He said: Renounce the world and Allah will love you, and renounce what people possess and people will love you.'

It was related by Al-Bukhari and Al-Muslim.

5. **On the authority of Abu Huraira (RA) that the Prophet (SAW) Said:**

'Whosoever removes a worldly grief from a believer, Allah will remove from him one of the griefs of the Day of Judgement. Whosoever alleviates (the lot of) a needy person, Allah will alleviate (his lot) in this world and the next. Whosoever shields a Muslim, Allah will shield him in this world and the next. Allah will aid His servant so long as the servant aids his brother. Whosoever follows a path to seek knowledge therein, Allah will make easy for him a path to Paradise. No people gather together in one of the houses of Allah, reciting the Book of Allah and studying it among themselves, without tranquility descending upon them, mercy enveloping them, the angels surrounding them and Allah making mention of them amongst those who are with Him. Whosoever is slowed down by his actions will not be hastened forward by his lineage.'



It was related by Muslim in these words.

6. **On the authority of Abu Huraira (RA) who said: The Messenger of Alla (SAW) said:**

'Each person's each joint must perform a charity everyday the sun comes up; to act justly between two people is a charity; to help a man with his mount, lifting him unto it or hoisting up his belongings onto it is a charity; a good word is a charity; every step you take to prayers is a charity; and removing a harmful thing from the road is a charity.'

It was related by Al-Bukhari and Al-Muslim.

Quick Questions

A. Match the main idea of each Hadith given in Column A with Hadith No in Column B.

Column A	Column B
Total submission to Allah(SWT)	1
Doubtful matters	2
Man's attitude towards Allah(SWT)	3

B. Read and state the total number of Ahadith related in

Al- Muslim
At-Tirmidhi
Al-Bokhari
Kittabul-Hujjaj

C. Read and state the number of Ahadith reported on the authority of

Abu Huraira
Abu Abdullah An-Numan
Abu Mohammad Abdullah

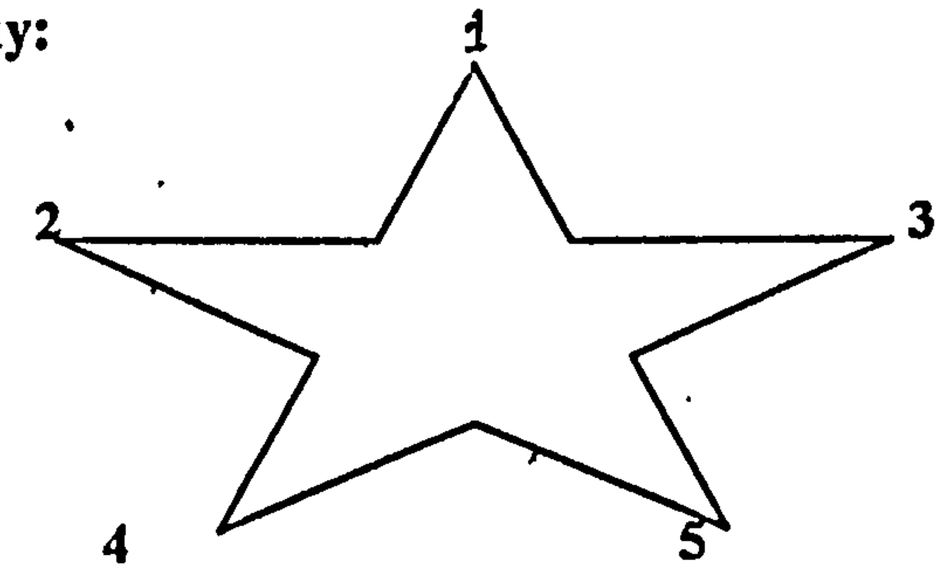
D. Read the texts and tick the following statements as True or False. If the statement is False, explain why. If it is true, support your answer with the information from the text:

	T	F
a. We should think critically about doubtful matters. (Hadith 3)		
b. If you want people to love you, stop thinking about them. (Hadith 4)		
c. If you see any harmful thing on the road, just ignore it. (Hadith 6)		

E. Read the text and choose the answer which best completes the statement.

a. The most important part of a human body is
   man's brain
   man's heart
   man's lungs (Hadith 3)
b. A man can become a true believer if
   he loves the fellow human beings
   he seeks knowledge
   he follows Al-Quran and Al-Hadith against his own desires
   (Hadith 1)
c. Allah will protect a man if he
   tries to mend his evil ways
   remember Allah every moment of his life
   thinks over his life (Hadith 2)

F. Complete the following star diagram with information about the five forms of charity:



G. Read the text and answer the questions.

a. How does Islam view the lineage of a man and his actions?
b. According to Hadith No 3 the most important part of a human body is his 'heart'. Why?
c. What happens to a man who follows the path to seek knowledge?
d. What happens to a man who renounces the world?
e. What happens to a man who renounces what people possess?

Think about it

Answer the following questions:

1. What do the words 'the pens and pages' refer to in Hadith no 2?
2. What are lawful, unlawful and doubtful matters in your opinion?
3. What is a sanctuary?

New Words

A. Match words from the circle with their meanings in the square.

decreases	a piece of something edible	race/family
healthy	tranquility lineage adultery alleviates pasturing split whole forsakes renounces morsel pasturing	
peace of mind		shed blood
rejects		divide
leaves		put cattle to graze
unlawful relationship between a man and a woman		

B. Read Hadith 3 and draw the scene it depicts.

Language Structure

Gerunds

Gerunds are the 'Continuous' or 'ing' form of the Verb. However, they are used as Nouns.

For example:

'Fasting is obligatory.'

The word 'fasting' is a 'Continuous' form of the Verb. But it has been used here as a 'subject' which is typically a Noun.

Use the correct form of the Verb in the following:

1. **.....(offer) prayer together is a Sunnah of the Holy Prophet (SAW).**
2. **.....(declare) that there is no god but Allah is the key to Paradise.**
3. **.....(perform) Haj once in life is compulsory on people who can afford it.**
4. **.....(sacrifice) and (struggle) in the way of Allah is called Jihad.**
5. **..... (remember) Allah is a blessing.**
6. **.....(take) good care of Al-Quran means learning and teaching it to the other people.**
7. **..... (seek) knowledge is Fard on every Muslim and Muslimah.**
8. **..... (backbite) is like eating the flesh of one's own brother.**
9. **..... (show) off is equal to Shirk.**
10. **..... (spy) and (spread) rumours creates bad feelings.**

Listening

Listen to the story and complete the following cloze summary.

Once there was a .....during the time of Hazrat Umar. Suddenly a news was .....that a caravan of .....was coming from the north. Hazrat Uthman was the first man to know about the caravan. He .....forward and purchased the whole .....before anybody could approach it. When the people came to know about it, all the .....of Madinah hoped to buy some of its..... All of them approached Hazrat Uthman, and offered .....price for the caravan. But each time when Hazrat Umer received an offer, he .....it by saying that he wanted to make a large .....and that he had already been offered a .....price. Every body was bewildered who that mystery trader..... They were surprised to think that how could a person like Hazrat Uthman be so greedy to let people .....like that for the sake of making a large ..... of money. At last Hazrat Uthman led the caravan to the center of Madinah and announced that he would sell this caravan to .....(SWT) as He has promised tenfold profit on whatever we .....in His way. Saying this he asked the people to .....the goods among themselves equally and fairly. Due to his great....., Hazrat Uthman became one of the richest person in Madinah and later on after the death of Hazrat Umar, he was .....as the next caliph of Islam..

Guided Conversation

A. Prophet (SAW) said in the last Hadith;
'Each person's each joint 'must' perform a charity everyday the sun comes up.'
'Must' indicates a 'direct order' from the speaker and implies that the listener does not have a choice.

Complete the following statements from expressions from the box, adding subject and the expression of 'order' from your own self. The first one is done for you.

1. **When we mention the name of Allah, <u>we must say Subhanahu wa' Ta'ala</u>**
2. **When we mention the name of Prophet Muhammad,**
   .....
3. **When we mention the name of an angel or a prophet,**
   .....
4. **When we hear the name of a Sahaba,**
   .....
5. **When we hear the name of a pious ancestor,**
   .....

.....

SAW (Sallallahu alaihay Wassalam) RA (Radiallahu Anhu)
AS (Alai Assalam) RTA (Rahmatullah Alai)
SWT (Subhanau Wata'ala)

Usually when we talk about the obligatory things we use 'must'.

Here are a few things, which we must do during Haj. Read the phrases and make one sentence for each phrase. Then tell your partner what he/ she must do if they are going to perform Haj.

shave the hair after sacrifice sacrifice an animal stone the 'Devils'
circle round Ka'aba 7 times
run through Safa and Marwa kiss the Black Stone wear Ihram
listening to Khutba at Arafat stay at Manah

1.
2.
3.
4.
5.
6.
7.
8.
9.

Similarly there are things, which we 'must not' or 'mustn't' do during Haj. Can you say five such things. The first one is done for you.

1. You mustn't cut your hair while you are in Ihram.
2.....
3.....
4.....
5.....

B. Choose one Hadith. Discuss in groups and prepare a talk for a class seminar considering the following points:

-The significance of the Hadith which you have chosen
-The attitude of today's Muslims towards the teaching of that
-Hadith
-The consequences of ignoring the teaching of that Hadith
-Suggestions to improve the situation

Guided Writing

'Hadith' is what the Prophet (SAW) said, did or approved / disapproved. The Prophet's (SAW) sayings tell us about his personality and Character. From the Ahadith which you have read, write what you have learnt about the Prophet (SAW).The first one is done for you.

Hadith No 1: Total submission to whatever Allah had ordered him to do.
Hadith No 2: .....
.....
Hadith No 3: .....
.....
Hadith No 4: .....
.....
Hadith No 5: .....
.....
Hadith No 6: .....

Now write a paragraph in the box given below about the Seerah of the Prophet Muhammad (SAW) based on the information you have collected in the above exercise. Start like this:

'Prophet Mohammad (SAW) was the last prophet of Allah on this earth. He had devoted himself, his inclinations, his desires and aspirations to the commands of Allah (SWT).....



My Brother

My Brother

I am the mirror of my brother,
And we care for one another,
To abuse him is an evil act,
To fight him is Kufr, in fact.

His life and honour I do hold,
Sacred, like the Prophet told,
This includes possessions too,
It is what all of us should do.

My brother I should not defame,
Nor call him an offensive name,
In dealings I am always fair,
To show him that I truly care.

And how could I ever backbite,
And harm him or deny his right?
I love for him what I love for me,
Though sometimes I do not agree.

He and I should work together,
And be united now and forever,
For one thing must be understood,
All Muslims form a brotherhood.

Reading for Information

Read this story and state what you have learnt from it.

Prophet Muhammad (SAW) always practiced justice when it was a case of deciding among the people. Once a Muslim woman from an important family of the tribe of Quraish was caught for theft in Madinah. She was brought before the Prophet (SAW). He had to punish her for her crime. The Muslims of Quraish found it difficult that a woman from Quraish should be punished like an ordinary criminal. They wanted to save her from punishment. But no one dared to go and ask the Prophet (SAW) to forgive her. They thought a lot and then decided to approach Usama, the son of Zayd (RA). Zayd had been the beloved slave of the Prophet (SAW), and one of the very first people ever to embrace Islam. The Prophet (SAW) had freed him. The Prophet (SAW) loved Usama as much as he loved his own grandsons, Hasan and Hussain (RA). Usama (RA) agreed to talk to the Prophet (SAW) about it. When Usama met the Prophet, he told him the reason of his visit. The Prophet (SAW) told him that if his own dear daughter, Fatima, had committed the crime he would have punished her too. He wanted Usama (RA) and all the Muslims to know that no one, not even a Prophet, has any choice when it was the matter of Allah's justice.

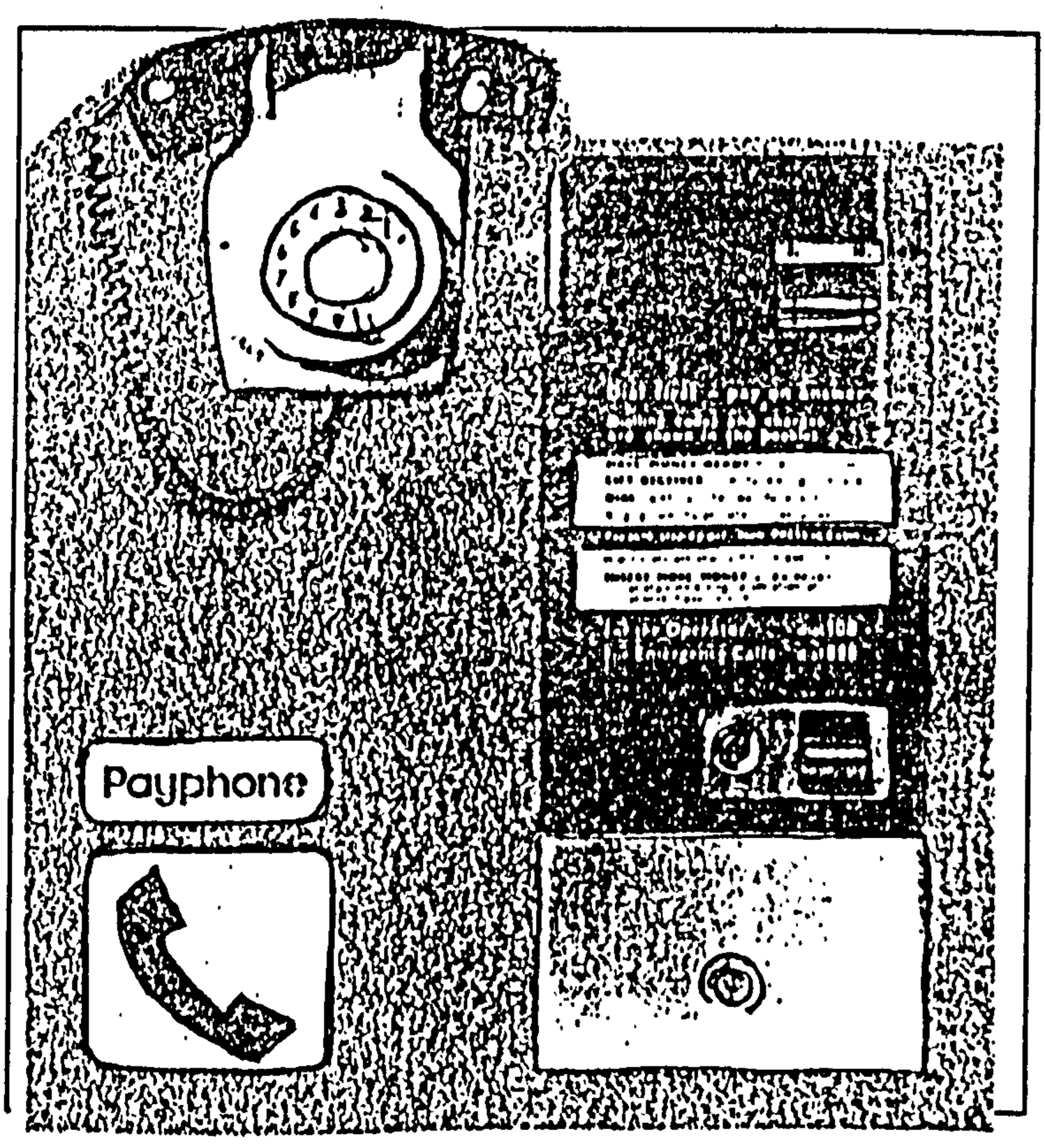
Moral Lesson: _____

Unit 8 *Using a Payphone, Offering the Prayer and Cooking 'Sheer' Giving Instructions for a Process*

Exercise 1 (Sentence Matching)

List A and List B explain how to use a payphone in the university. But List B is not in the correct order. Match List A and List B. Then write the sentences as one paragraph.

List A	List B
a. First of all.....	1. .....put in the money.
b. Then	2. ..... dial the number and wait for the person to answer.
c. When you hear the dialing tone	3. ..... pick up the receiver
d. Now, finally you	4. ..... speak
e. When the person answers	5. ..... say Bismillah



Exercise 2 (Arranging Sentences)

These pictures show how to say a prayer. The sentences explain the pictures. Put the sentences in the correct order and write them as one paragraph.



1. Stand facing Ka'abah.
2. Bend yourself with hands on your knees for Rakuh.
3. Stand up again, repeat the whole thing.
4. Say 'Subhana Rabbe Yal A'alah' three times.
5. Recite ' Subhan Kallah Huma,' 'Surat Al-Fatiha' and one more short Surat of Al-Quran.
6. Stand up again.
7. In the end sit on your heels and recite 'Attahiyat, Darood Sharif, and Du'a.
8. Repeat the Sajdah.
9. Say 'Subhana Rabbe Yal Azeem' three time.
10. Lower your head onto the ground for Sajdah.
11. Say Allahu Akbar, raise your hands to the ears and fold them on the chest.
12. At the end say, 'Assalmu Alaikum Wa Rahmatulla' turning your face first towards right and then left.

Exercise 3 (Guided Writing)

'Sheer' is a dish which is prepared in Muslim families on special occasions. This is a recipe for sheer. Recipes usually have incomplete sentences. Use the information in the recipe.

(i) to write sentences like those in Exercise 2.

(ii) to write a paragraph with those sentences. Use these words if necessary.

First of all, After this, Then, Now, The, Some, For, a, Them, Next, Finally, When

Add articles before the noun when necessary.

Ingredients
1 kilo milk
3 oz sugar
4 oz vermicelli
1 oz nuts (chopped)
2 crushed cardamoms

a. Mix sugar and milk in a pan.
b. Heat gently.
c. Stir occasionally.
d. Mixture becomes half due to evaporation.
e. Add vermicelli.
f. Bring to boil.
g. Heat gently.
h. Vermicelli is cooked.
i. Put nuts and cardamom.
j. Serve hot or cool as you wish.

Exercise 4 (Game)

This is a game of chance. The teacher (or the students) prepare two sets of cards, as follows:

Set 1: Each card has an activity written on it: e.g. A Picnic, An Islamic Festival, An Examination.

Prepare enough cards so that there is one for each group in the class.

Set 2: Each card has an instruction written on it: e.g. Prepare a cup of coffee, walk along the road, read a book, go to ....., put on a coat, buy a hat, etc.

Prepare four times as many cards in set 2 as set 1. Students divide into groups of about four. All the cards in each set are turned face down and mixed up, but the sets must be kept separate.

Each group takes one card from set 1 and four cards from set 2. Then the group tries to write either a sensible paragraph of instructions for the activity, or a very funny one. This will depend on which cards they get. All paragraphs are read out to the class.

Unit 3 Talking about the Past

All of us have memories, good or bad, pleasant or unpleasant, happy or sad, gloomy or sparkling memories. When we think about the past, we feel nostalgic, which means remembering beautiful and happy past incidents or the events of life.
You are going to listen to two women, Mawra and Kausar, talking about a memorable past experience of going for Umrah. (Tape Script 1)

Exercise1

Listen and decide what Mawra and Kausar did on their Umrah and tick the activities which they actually did during their Umrah (✓).

They hunted.
They ran between Safa and Marwa.
They slept a lot.
They drank Zam Zam.
They picked a lot of flowers. They visited the Mausoleum of the Holy Prophet (SAW).
They climbed up the cave Hira.
They fished.
They went to meet the people.

Exercise 2 (Tape Script 2)

Listen to Ahmed and Danish talking about a memorable past experience. Listen and answer the questions.

1. Where did Ahmed and Danish go?
2. How was their experience?
3. How much money did they spend in one week?
4. Mention five activities which they did in Swat?
5. What lesson did Danish learn from that experience?

Exercise 3 (Tape Script 3)

You are going to listen to Begum Mahmooda Sultana talking about her past. She has lived a very useful and active life. Let us listen what she's saying about her family background, her education, her work, and the city she loves.

Exercise 4

You have just heard Begum Sultana's long description of her life. Let us see if you can fill the following chart with the information you have just got about her.

Place of birth ----------
Name of city where she studied ----------
Academic qualifications----------
First job----------
Nature of the job----------
Later job----------
Nature of the job----------

Exercise 5

In Mrs Mahmooda Sultana's monologue, she talked about the Jacobabad city, how it used to be then and how it is now. After listening to what she said, can you write separately about Jacobabad then and now?

Jacobabad then	Jacobabad now

Exercise 6

When we talk about the past, we often use these phrases:

I remember quite clearly----------.
That reminds me of ----------.
I'll never forget the time----------.

You should also try and talk about your past experiences in groups------.

Unit 12 Search for God, Thank You Allah, Ramadhan, why I Embraced Islam Abdul Hakim's Adventures (1 & 2)

A Search for God

Activity 1

There is a true and very interesting story about Prophet Ibrahim (A.S). In the Quran it tells us that Ibrahim used to think deeply about many objects in the universe to be accepted as God : the Creator . While Listening to the tape, complete the following table:

Name of the object to be accepted as God	*Reason to accept \ believe in it as a God*	*Reason to reject it as God*

B Thank You Allah

Activity 2

Listen to the poem 'Thank You Allah' and complete it by filling in the following blanks :

Thank you Allah for the sun_____

_____

Thank you Allah for my_____

Thank you Allah for_____ you gave fruit_____

Thank you Allah for the good

_____

for the_____ from the cloudy sky, for the moon_____ and _____

_____night.

For the _____ ,oceans _____.

Creatures both_____ that can_____

_____.

So _____.

So much the _____.

Thank you Allah _____ you

gave_____.

C Ramadhan

Activity 3

You will listen to a native speaker lecturing about Ramadan . Answer the following questions after listening to the tape.

1. **What is named as Ramadhan ?**

2. **What is the importance of this month ?**

3. **What is the right way to spend Ramadhan ? Complete the answer :**

   - **Muslim should _____We don't eat_____**

   _____

   - **We should be very careful to_____**

4 **What do we learn from fasting in Ramadhan ? Complete the answers with the clue given below :**

   - **It is the time_____**
   - **We remember _____**
   - **We learn how to be _____**
   - **After fasting for the whole day we realise_____**
   - **So we are thankful to God_____**

5 **What is 'Self Discipline'? Use 'control' and 'train' in your sentences.**

6 **What did Prophet (SAW) say about Ramadhan ?**

7 **How can we improve ourselves ?**

- **By**_____

- **By going**_____

8 **How one special night in Ramadan is different than other nights . What is it called ?**

9 **What happened on this night ?**

10. **How Ramadhan changes the attitude of rich towards the poor ?**

D Why I Embraced Islam

Activity 4

Listen for specific information . Listen to the tape and fill in the chart with details of a women who has converted to Islam:

Name		**Place of birth**	
Year of birth		**Nationality**	
Occupation		**Obtained her degree at the age of**	**---------years**
Place of residence of parents		**Numbers of sisters & brothers**	

Her no in sisters &brothers		**Embraced Islam in**	**May_------**

Activity 5

Given below is the summary of the story of a women newly converted to Islam , but the story is in a jumbled order . Put the numbers on the line given , to make it the true story of the women, describing how she chose an Islamic name for herself:

1. _____Her mother laughed .

2 _____On the first page of the prayer book, she saw two verses_ one with a word 'Iman' in it .

3_____On a very happy day in the beginning of May, 1992 she told her mother that she wanted to go to a mosque.

4_____On her way it started to rain. So she decided to go back.

5_____ He gave her a copy of Quran and a timetable for prayer.

6_____After sometime she left for her University where she met a doctor.

7_____That was a point in her life, when she had finally decided about her new name .

E Abdul Halim's Adventure (Story 1)

Listen to Abdul Halim's adventure and answer the following questions:

1. **Who was Abdul Hakim?**
2. **Who was the man, the children were teasing?**
3. **How did the man look like?**
4. **How did Hakim come to know that the man was drunk?**
5. **How was Rafiq?**
6. **What happened to Rafiq's family?**
7. **What happened to Rafiq's second bottle of beer?**
8. **Why was Rafiq disturbed and reckless?**
9. **Which Surah did Ibrahim recite to console and comfort Rafiq?**
10. **Why did Ibrahim welcome Rafiq warmly?**
11. **What does the title 'The Adventures of Hakim' suggest?**

Unit 3 **Commands**

Exercise A Who says this? Match the commands with the occupation.

1. Fear Allah.	a. Teacher
2. Give me your driving license.	b. Parent
3. Open your books.	c. Imam
4. Fasten your seatbelt.	d. Doctor
5. Say "Aaah".	e. Traffic Policeman
6. Do your homework.	f. Flight Attendant

Exercise B Match the commands with their opposites.

1. Come here.	a. Sit down.
2. Go!	b. Pull the table.
3. Stand up.	c. Open the door
4. Turn right.	d. Go there.
5. Close the door.	e. Get the book.
6. Turn on the TV.	f. Stop.
7. Give me the book.	g. Take off your jacket.
8. Push the table.	h. Turn left.
9. Go to sleep.	i. Turn off the TV.
10. Put on your jacket.	j. Wake up.

Exercise C Match the commands with the places.

1. Don't feed the animals.	a. in the library.
2. Don't pick the flowers.	b. at a restaurant.
3. Don't walk on the grass.	c. in a museum.
4. Be quite.	d. at a store.
5. Wash your hands.	e. on the street.
6. Take off your shoes.	f. in a hospital.
7. Clean your room.	g. in a mosque.
8. Don't smoke.	h. in a garden.
9. Don't touch the paintings.	i. in an airplane.
10. Get a receipt.	j. in a park.
11. Don't throw garbage.	k. at a zoo
12. Don't throw rubbish.	l. at home.

Exercise D Find the correct verb for each command. Use the verbs in the box.

1.Don't _____any fast.	10. _____ milk everyday.
2. _____ your teeth three times a day.	11. _____ your books.
3. _____ your prayers regularly.	12. _____ the Kalamah.
4. _____ Haj if you are capable of it.	13. _____ the lights.
5. Don't _____ trees.	14. Don't _____ in library.
6. _____ your parents.	15. _____ the floor.
7.Don't_____ the animals.	16. _____ the garbage.
8. _____ Zakah.	17. _____ your teachers.
9. _____ your food.	18. _____ your money.

cut down	brush	warm	miss	save
drink	throw away		wash	talk
open	perform	offer	respect	tease
pay	repeat	turn on	listen to	

Exercise E What are the rules of your local mosque? Write them down.
Example: Don't spit in the mosque.

Exercise F What are the rules of reciting Al-Quran? Write them down.
Example: Make Wudu before touching Al-Quran.

Appendices 4 Students' Questionnaires

Appendix 4.1
(Sample of Students' Questionnaire)

Dear Student,

Assalamu Alaikum

I am doing Ph.D. in Applied Linguistics and English Language from the University of Durham, England. The study aims at exploring the issues of religious and cultural appropriacy in teaching English language to students who are specialising in Islamic Studies and Islamic Shariah. This questionnaire is part of my Doctorate research. By means of this questionnaire I am interested in obtaining your views about different aspects related to the study. There are no right or wrong answers. Therefore, you are requested to be as true as possible, because it is 'your' opinion, which is important for me. In addition to that the questionnaire is anonymous. All the answers will be kept confidential and will be used only for the purpose of this research. Therefore, feel free to answer as you wish. I will be highly grateful to you for your co-operation in this matter.

Thanking you,

Yours sincerely
Samia Gillani
Ph.D. Student
University of Durham

QUESTIONNAIRE FOR STUDENTS

STUDENTS' PROFILE

Age

Sex

Nationality

Mother Tongue

Knowledge of Languages

Previous Medium of Instruction

Number of Years You have Studied English

Term of Study at the Islamic University

A.

Mark each statement given below in the left hand margin according to the following scale:

Strongly Agree	**6**
Moderately Agree	**5**
Slightly Agree	**4**
Slightly Disagree	**3**
Moderately Disagree	**2**
Strongly Disagree	**1**

1. Learning of Islamic Studies should be made compulsory for students of all levels in Muslim countries.						
2. The aim of my life is to convey the message of Islam to the rest of the world						
3. The decision to opt for an Islamic Studies course is strictly my own						
4. The Islamic Studies programme at the Islamic University is of great benefit to me.						
5. I regard myself as a highly practising Muslim.						
6. I spend most of my time outside class reading Islamic Studies course books.						
7. I enjoy my Islamic Studies course thoroughly.						
8. In my Islamic Studies classes I am generally fully engrossed in the subject matter.						
9. When the teacher gives me an assignment in Islamic Studies, I do it immediately.						

B.

Using the same scale as above, mark the following statements according to how strongly you agree or disagree with them:

10. Studying a foreign language is an exciting experience.						
11. I would have studied a foreign language even if it was not required at the University						
12. I wish I could read newspapers, magazines etc. in a foreign language.						

13. If a foreign language were not offered at the University, I would have gone to another place to learn it.						
14. I wish I could understand and speak a foreign language perfectly.						
15. I love visiting those people who are able to speak other languages.						
16. One requires a command over at least one foreign language in order to earn social recognition.						

C.

Here are a few statements about your learning of English language. Once again mark each of them according to how strongly you agree or disagree with them.

17. English is my favourite subject.						
18. In English I want to study as hard as can.						
19. I will get very good marks in English as I work very hard in this subject.						
20. When I think, I think primarily in English.						
21. While in my English class, I volunteer answers as much as I can.						
22. During my English classes I become engrossed in the subject matter.						
23. When I have to do my homework in English, I do it immediately.						
24. When I get my English homework back, I rewrite it immediately correcting the mistakes.						
25. When I have a problem understanding something in my English class, I immediately ask the teacher for help.						
26. If I had the opportunity to speak English outside University, I would speak it most of the time.						
27. After I have finished my University education, I will try to use English as much as possible						
28. After I have finished my University education, I will continue to practice my English in the daily life.						
29. After I have finished my University education, I will try to improve my English by joining another language institute.						

30. I always think about the words and ideas I have learnt in my English classes.						
31. After I had been studying English for a short time, I found that I had become more interested in what I was doing.						
32. On the average I spend about twelve hours per week doing my home study in English.						
33. In my English classes I want to speak only English.						
34. If my teacher wanted someone to do some extra homework, I would definitely volunteer.						
35. If English were not taught at the University, I would probably try to obtain lessons somewhere else.						
36. If English were not taught at the University, I would pick English in everyday situations e.g. TV, movies, magazines etc.						
37. I believe English should be taught to all students from the very beginning.						
38. If I had the opportunity to change the way English is taught at our University, I would increase the amount of teaching required.						
39. If it were up to me, I would definitely take English as a subject to study.						
40. If there were a local English TV channel, I would always watch it.						
41. When I hear an English Programme on radio, I listen to it carefully paying full attention to all the words.						
42. If there were an English Language Society in my University, I would attend its meetings regularly.						
43. If there were an English Language Society in my University, I would be most interested in joining it.						
44. If I were proficient in English and had opportunity to read English, I would always read English magazines and newspapers						
45. If I had an opportunity to watch an English play, I would definitely go there.						

46. I think my proficiency in reading is excellent.						
47. I think I am very fluent in speaking English.						
48. I think I can write English without any problem.						
49. I think I can understand English perfectly.						

D1.
Here are a few things people generally say about Western cultures and Western people. Please state how far you agree or disagree with them using the same scale as above.

50. I think Western people are interesting.						
51. Western people are sincere and dependable.						
52. Western people are deemed to be hard- working.						
53. Western people are intelligent and shrewd.						
54. Western people are honest.						
55. Western people are polite and friendly.						
56. Western people are smart and colourful.						
57. Western people are happy and satisfied with their life.						
58. Western people are popular.						
59. Western people have strong and stable character.						
60. Western people are modest and good.						
61. If I had an opportunity to live in a Western country, I would definitely like to take it up.						
62. I would be happy to emigrate permanently to a country in the West.						
63. If I had an opportunity to live in a Western country, I would definitely like to live there for a short time.						
64. If there were some Western families in my neighbourhood, I would let my children play with them.						

65. Western people are hospitable.						
66. Western people are responsible.						
67. I like the Western sense of humour.						
68. On the whole I like the Western people.						

D2.
Please write the first two words which come in your mind when you read/listen to the following words:

Wine

Disco dancing

Dating

Gambling

Pubs

Drunk

Pig

Michael Jackson

E1.
Mark the following statements about the importance of English as you have done above. Mark each statement separately.

69. Learning English is important for me because it will enable me to preach Islam to the English-speaking people of the world.						
70. Learning English is important for me because it will help me to find a good job in future.						
71. Learning English is important for me because it will make me understand English-speaking people and their society in a better way.						
72. Learning English is important for me because it will help me to acquire high position in society.						
73. Being proficient in English would help me to get good friends in an English speaking environment.						
74. Learning English is important for me because it will enable me to think and act like an English person.						

75. I require English to get through the Islamic Studies subjects taught in this language						
76. I love the beauty and the expressive power of English language.						
77. Learning English is important for me because it will allow me to comprehend and appreciate English literature and art better.						

E2.

Can you think of some advantages of being proficient in English?

1.
2.
3.

E3.

Can you enumerate some disadvantages of not being proficient in English?

1.
2.
3.

E4.

Your younger brother / sister is weak in English and believes that since English is not their native language, therefore, they do not have to waste their time learning it. Summarise what you would tell them.

F.

Here are a few statements about your English lessons. Say whether you agree or disagree with them according to the scale you have been using above. Mark each item separately.

78. My English lessons are full of various types of exciting and interesting activities.						
79. My English lessons are well-conducted.						
80. In my English lessons I am generally very clear about the instructions to do exercises and activities.						
81. My English lessons are intelligently-contrived.						
82. In my English lessons the feedback that I get on my work is usually prompt and very satisfying.						

G.

Here are a few more statements about your English textbooks. Say whether you agree or disagree to them according to the scale you have been using before.

Mark separately for each item. Evaluate your English textbooks in the light of the requirements of Islamic culture and your field of specialisation - Islamic Studies and Islamic Shariah.

83. The contents of my English textbooks fulfil the requirements of Islamic culture.						
84. The contents of my English textbooks fulfil the requirements of my field of specialisation – Islamic Studies.						
85. There is nothing objectionable in the contents of my English textbooks.						
86. The contents of my English textbooks are of great standard.						
87. The contents of my English textbooks are clear and simple.						
88. The contents of my English textbooks are satisfying.						
89. The contents of my English textbooks are important and necessary.						
90. The contents of my English textbooks are useful.						
91. The contents of my English textbooks teach me more than just about language.						
92. The contents of my English textbooks provide the most appropriate way possible for me to learn English.						

Thank you for completing this questionnaire.

Appendix 4.2 Figurative Presentation of Questionnaire Data

Appendix 4.2.1

(Motivation and Orientation to Learn a Foreign Language: 10-16)

Statement No 1

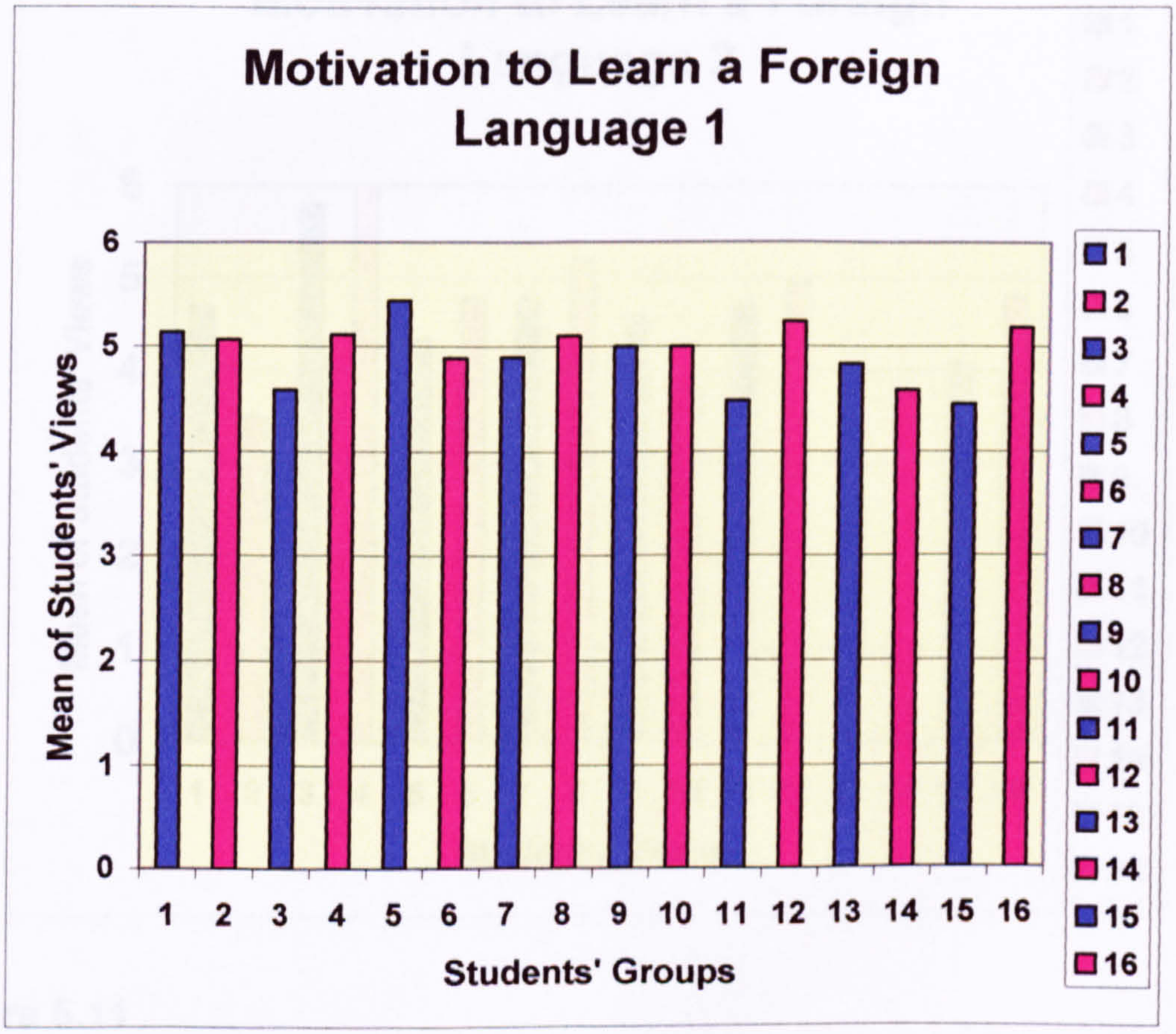


Figure 5.10

Results for the Experimental and Control groups Showing the Mean for the Statement: **Studying a foreign language is an exciting experience.**

Observations

All the experimental groups have shown higher post-scores and all the control groups have shown lower post-scores or the mean remains unchanged. The boys' mean scores are slightly higher than those of girls.

The difference between the pre- and the post-scores of group 6 is significant at .003. In all other groups, the difference between the pre- and the post-scores is not significant. Since all the experimental groups have shown higher scores at the end, it can be concluded that the intervention did have some effect on the student's motivation and it did enhance their enjoyment and excitement to learn a foreign language.

Statement No 2

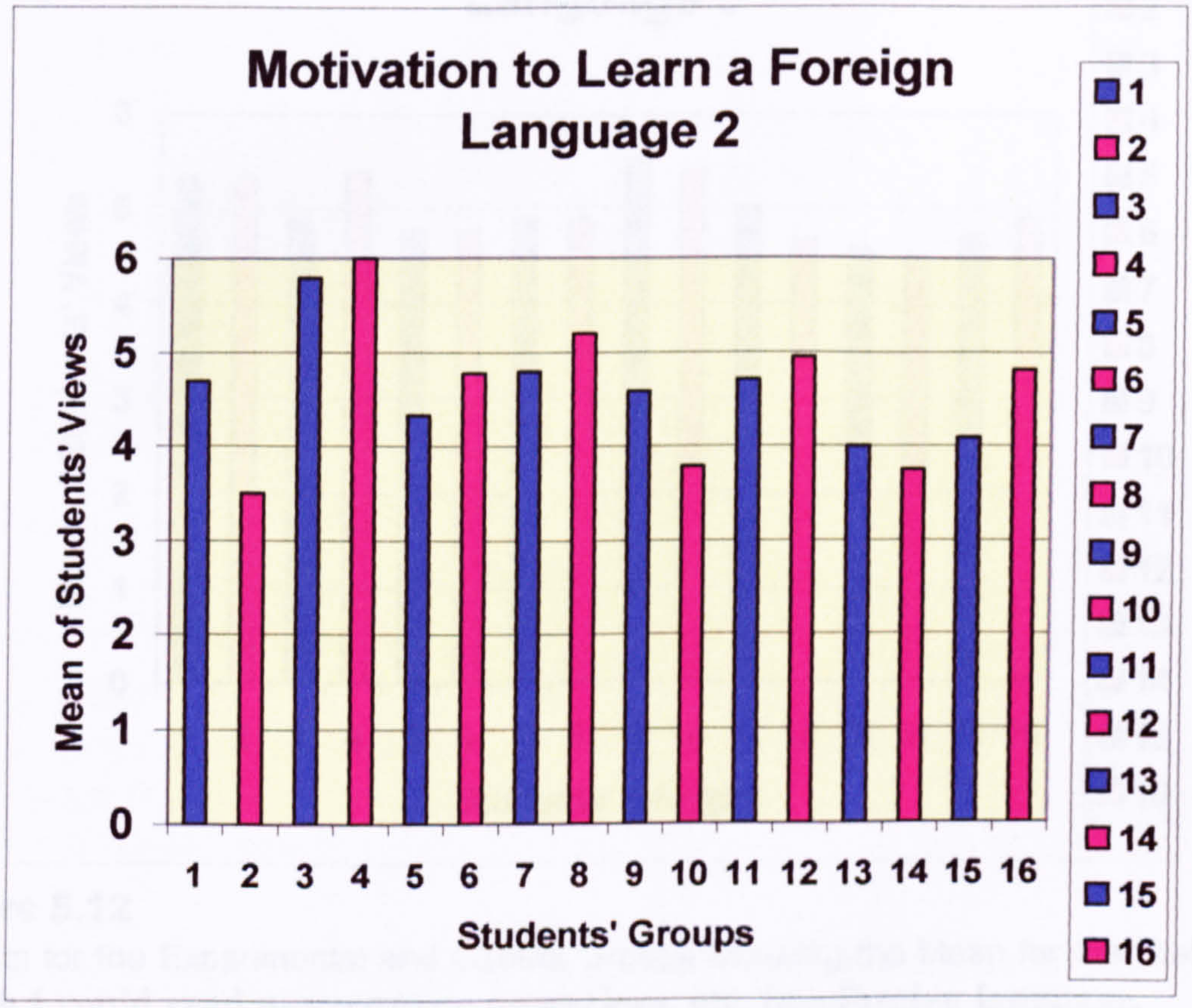


Figure 5.11
Results for the Experimental and Control Groups Showing the Mean for the Statement: **I would have studied a foreign language even if it were not required at the University**

Observations

All the experimental groups have shown higher post- scores, whereas three control groups have shown lower post-scores. It shows that the intervention did have some effect on the overall motivation of learners to learn a foreign language.

The difference between the pre- and the post-scores of group 1, group 2 and group 5 is significant at .000, .04 and .005 respectively. It indicates that the current textbooks do have an adverse effect on the learners' level of commitment to learn a foreign language.

Statement No 3

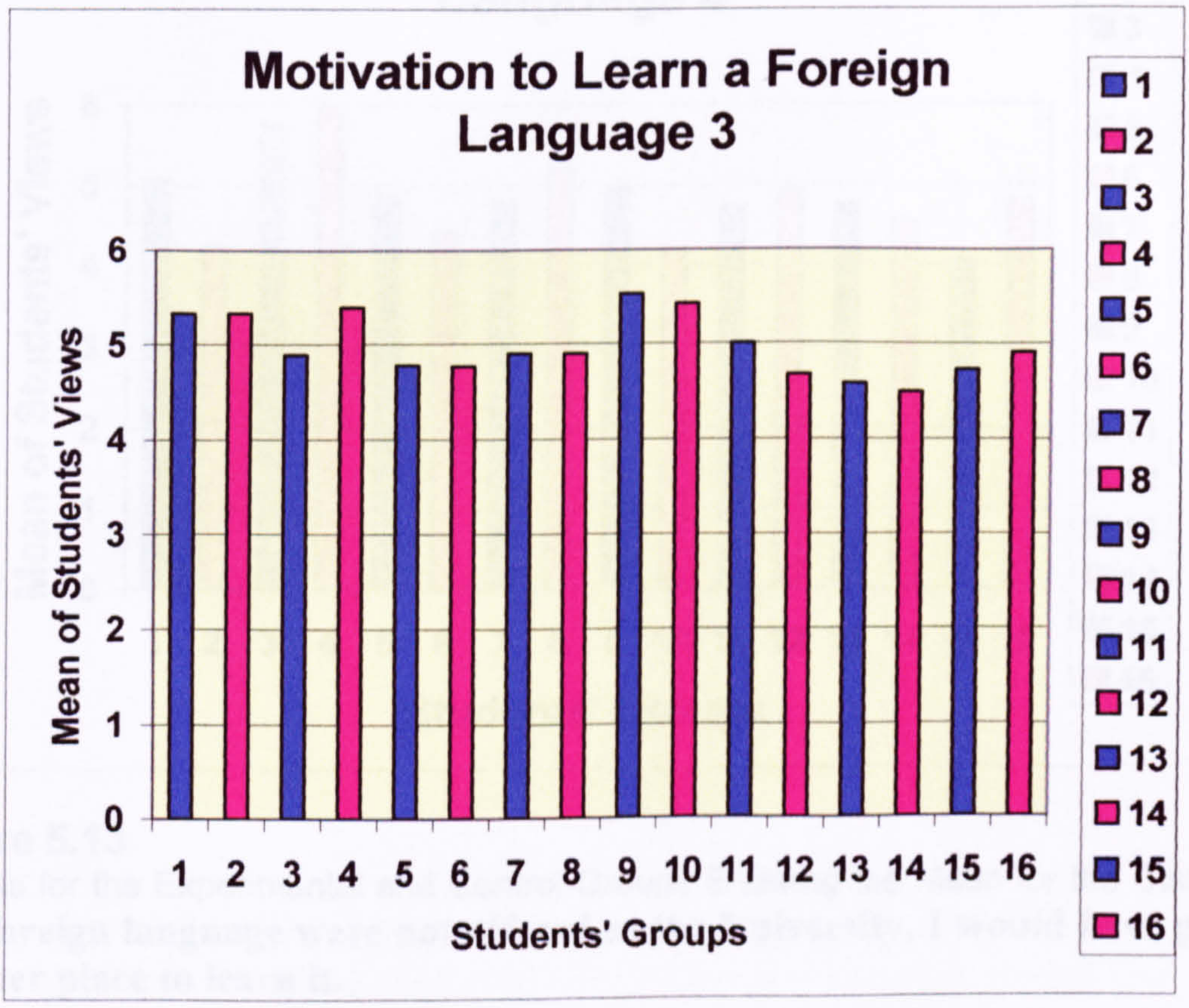


Figure 5.12

Results for the Experimental and Control Groups Showing the Mean for the Statement: **I wish I could read newspapers, magazines, etc. in a foreign language.**

Observations

The mean is slightly higher among the boys' groups than among the girls' groups. There is a significant difference in the pre-and the post-scores of group 2 at .03, which is not very high. It indicates that the intervention did not have any effect on this variable.

Statement No 4

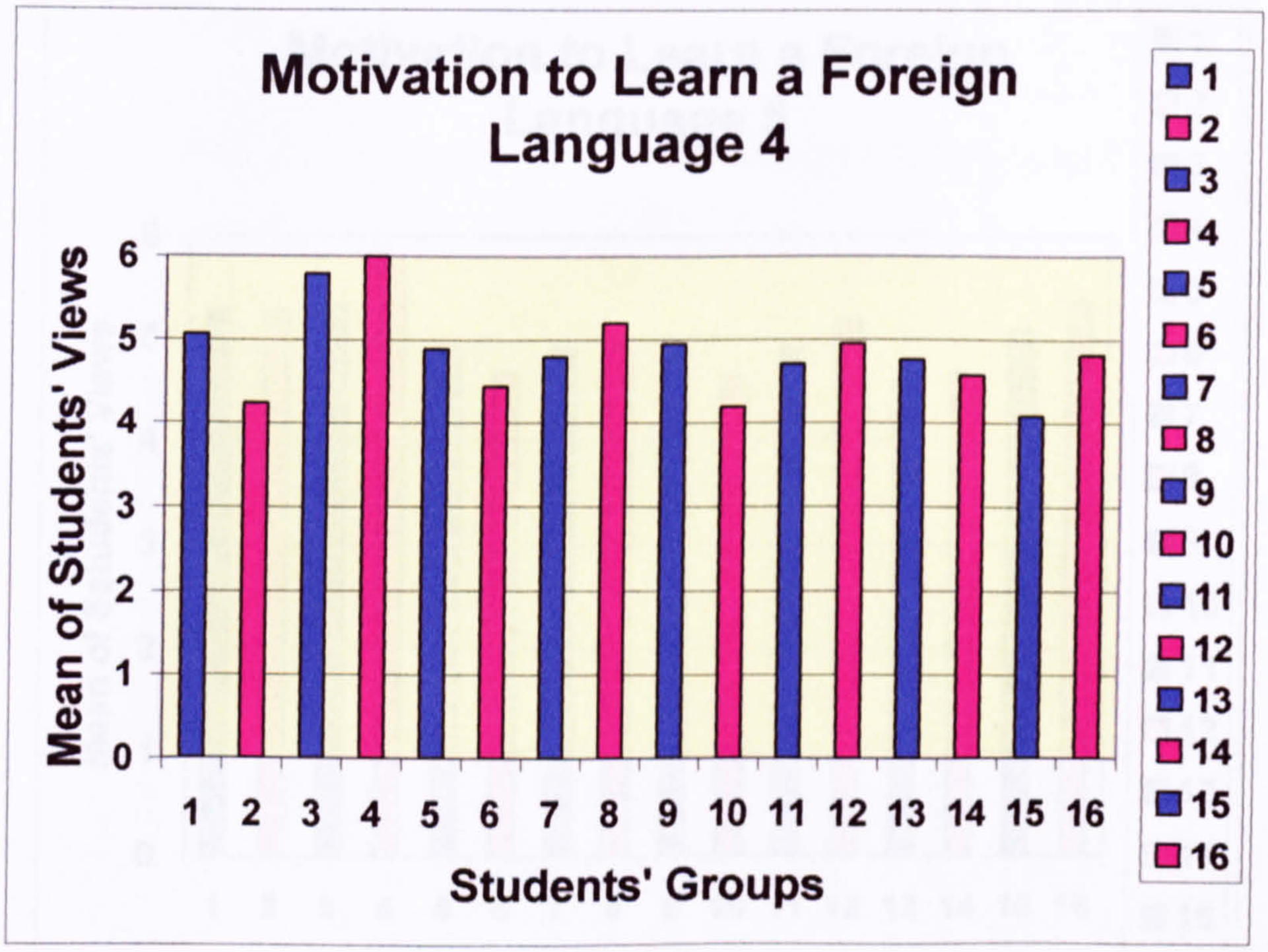


Figure 5.13

Results for the Experimental and Control Groups Showing the Mean for the Statement: **If a foreign language were not offered at the University, I would have gone to another place to learn it.**

Observations

All the experimental groups have shown higher post-scores, whereas all the control groups have shown lower post-scores.

The difference in the pre- and post-scores of groups 1, group 2 and group 5 is significant at .001, .04, .02, which is very high in the case of group 1.

The learners' interest in learning a foreign language has developed as a result of the intervention to some extent. The results of the item are in line with the results of item 2, which is quite similar in nature.

Statement No 5

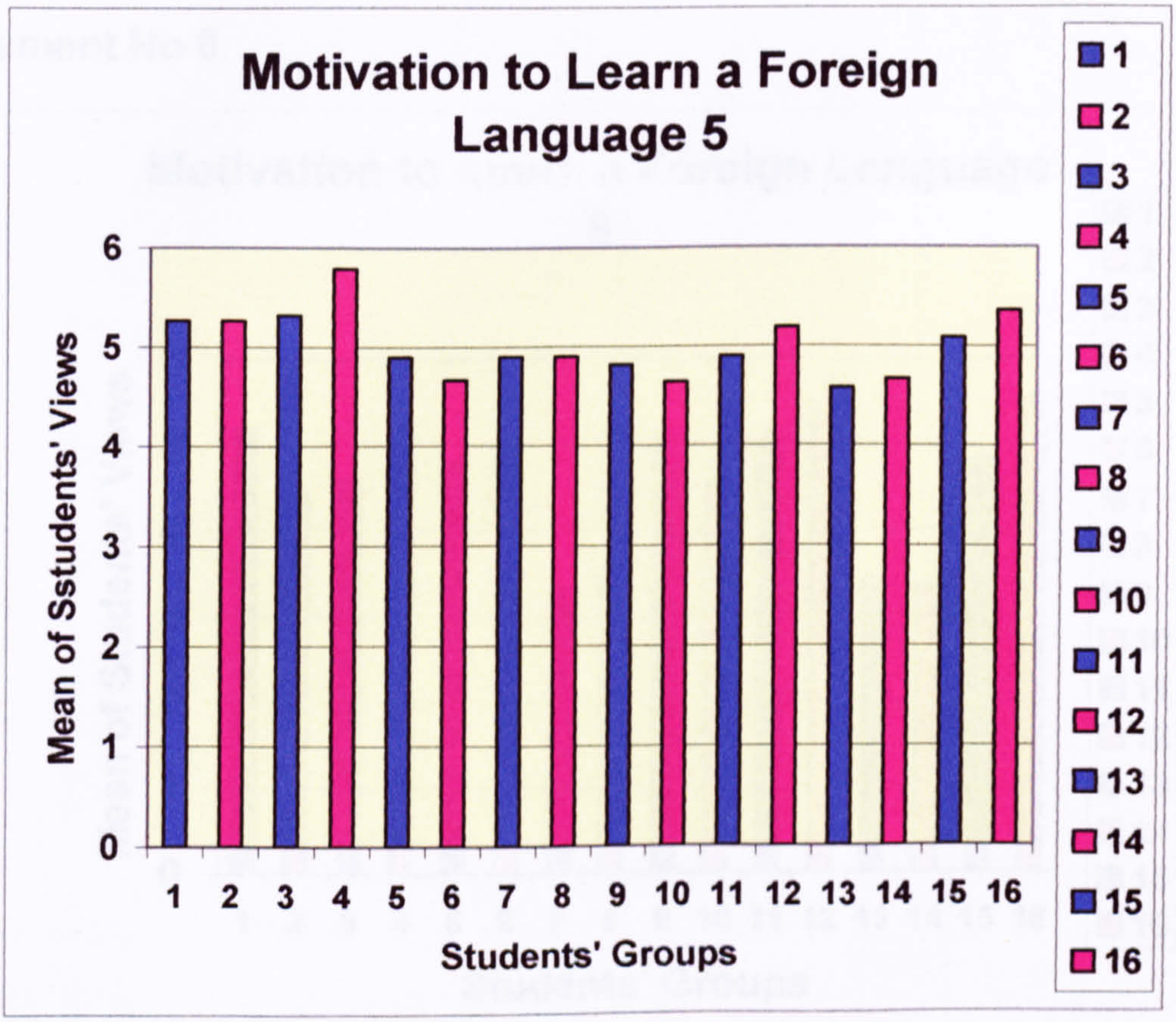


Figure 5.14

Results for the Experimental and Control Groups Showing the Mean for the Statement: **I wish I could understand and speak a foreign language perfectly.**

Observations

The mean is fairly high.

On the whole the results are fairly the same. The difference between the pre- and the post-scores of group 2 is significant at .03, which is not very high. The results indicate that the intervention has little effect on the learners.

Statement No 6

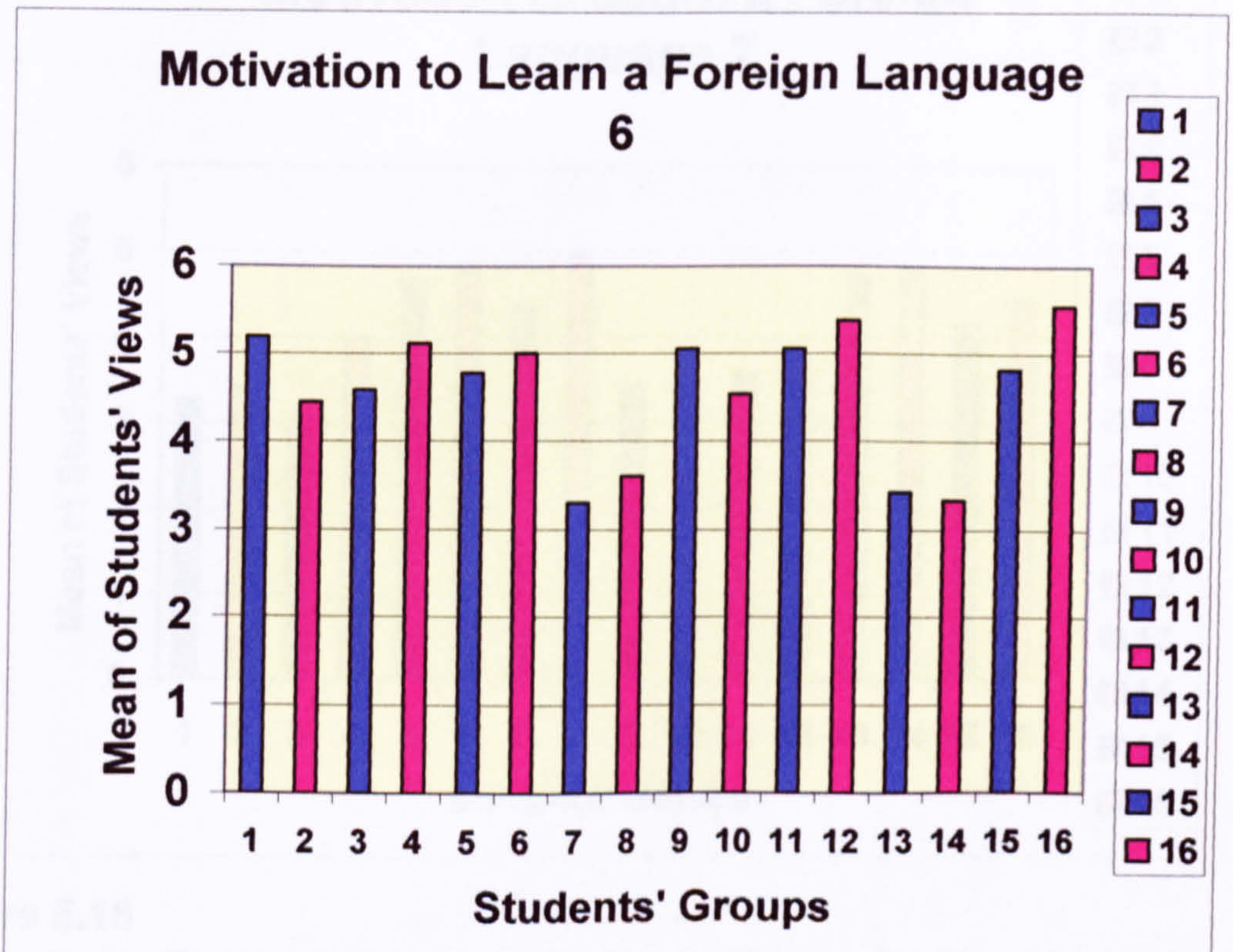


Figure 5.15

Results for the Experimental and Control Groups Showing the Mean for the Statement: **I love visiting those people who are able to speak other languages.**

Observations

All the experimental groups have shown higher post-scores. Three control groups have shown lower post-scores or the mean remains unchanged. The mean is rather higher among the boys than among the girls. It indicates that the boys may have more integrative motivation than the girls. The difference in the pre- and the post-scores of group 1 is significant in group 1 at .009, which shows that the intervention did have some effect on the learners. On the other hand, the current texts had adverse effect on the control groups.

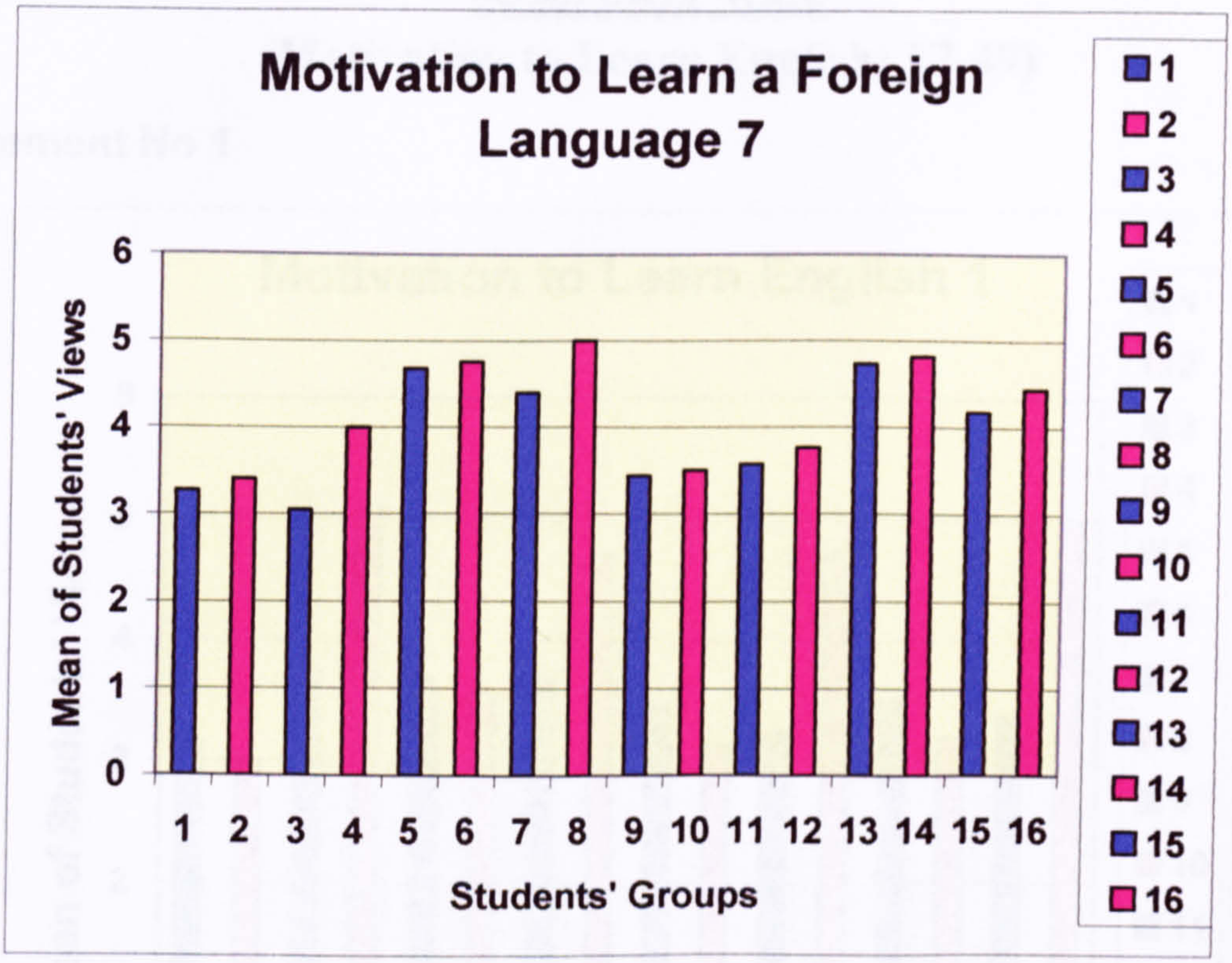


Figure 5.16

Results for the Experimental and Control Groups Showing the Mean for the Statement: **One requires a command over at least one foreign language in order to earn social recognition.**

Observations

The mean is higher among the girls' groups than among the boys' groups.
All groups have shown higher post-scores.
The difference between the pre- and the post-scores of group 2 is significant at .01. The higher mean among the girls indicates that the girls may be more socially motivated than the boys. This finding is only partially supported by the rest of the data. However, the difference between the pre- and the post-scores of most of the groups is not significant.

Appendix 4.2.2

(Motivation to Learn English: 17-49)

Statement No 1

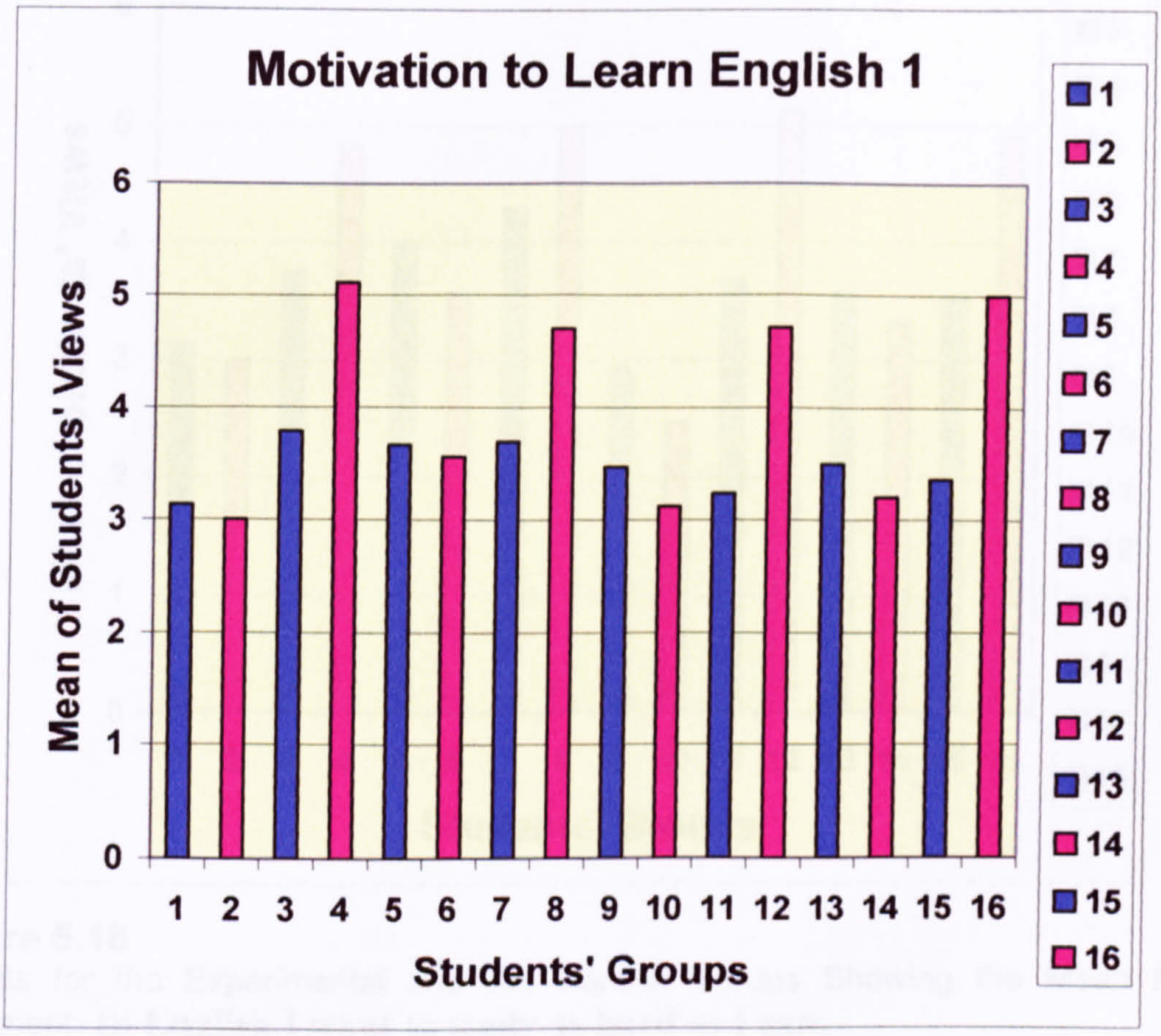


Figure 5.17

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **English is my favourite subject.**

Observations

All the experimental groups have shown higher post-scores, whereas all the control groups have shown lower post-scores.

The difference between the pre- and the post-scores is significant in group 2, group 4, group 6, and group 8 at .001, .008, .000 and .004 respectively, which is very high. It indicated that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' views about English being their favourite subject.

Statement No 2

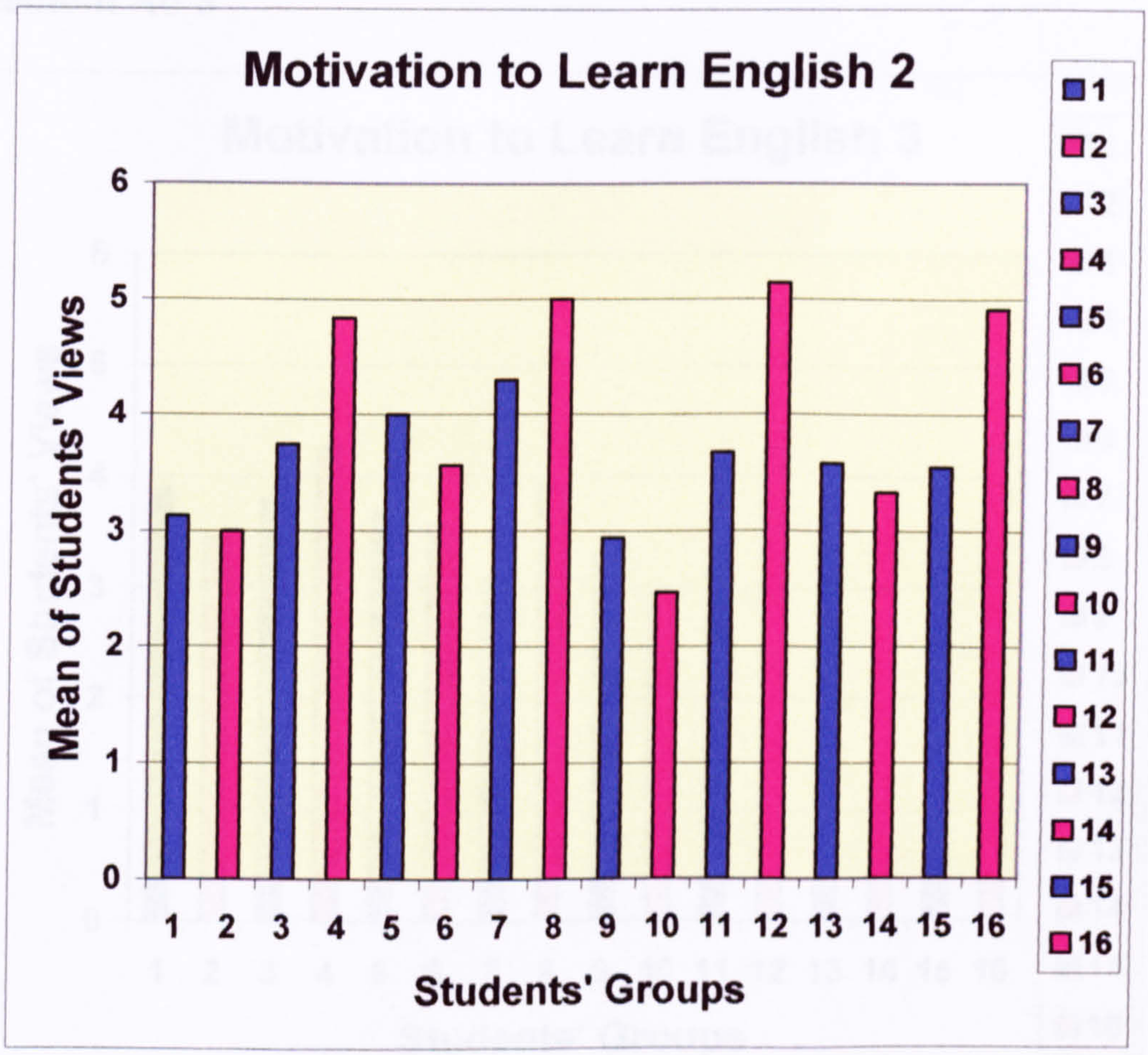


Figure 5.18
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **In English I want to study as hard as I can.**

Observations

All the experimental groups have shown higher post-scores, whereas all the control groups have shown lower post-scores.
The difference between the pre- and the post-scores is significant in group 2, group 6, and group 8 at .02, .000 and .006 respectively, which is very high particularly in the last two groups. It shows that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' views about their wish to work as hard as they can.

Statement No 3

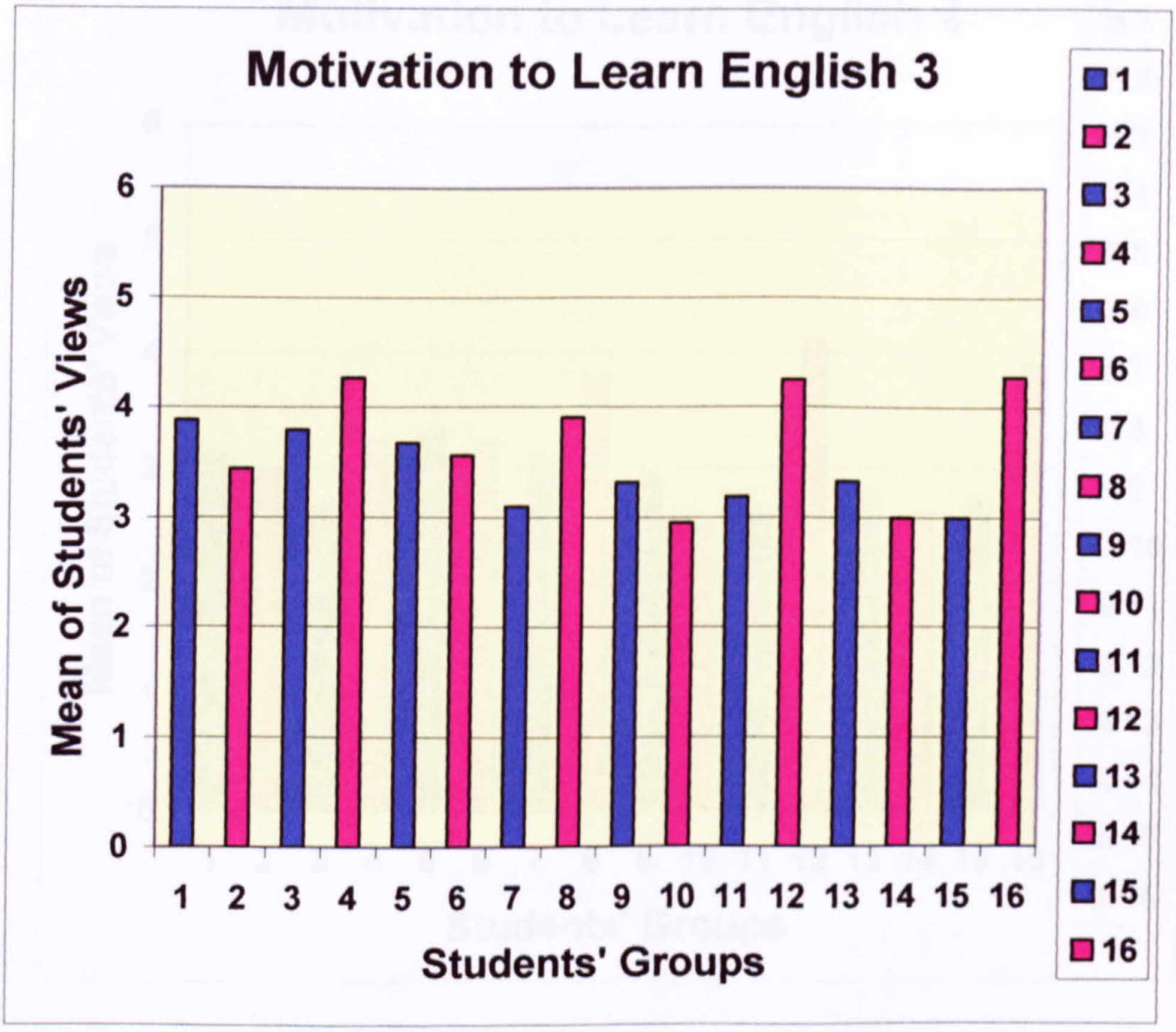


Figure 5.19
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **I will get very good marks in English as I work very hard in this subject.**

Observations

All the experimental groups have shown higher post-scores, whereas all the control groups have shown lower post-scores.

The difference between the pre- and the post-scores is significant in group 4, group 6, and group 8 at .01, .01 and .03 respectively. It shows that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' views about their expectations of achievement in English.

Statement No 4

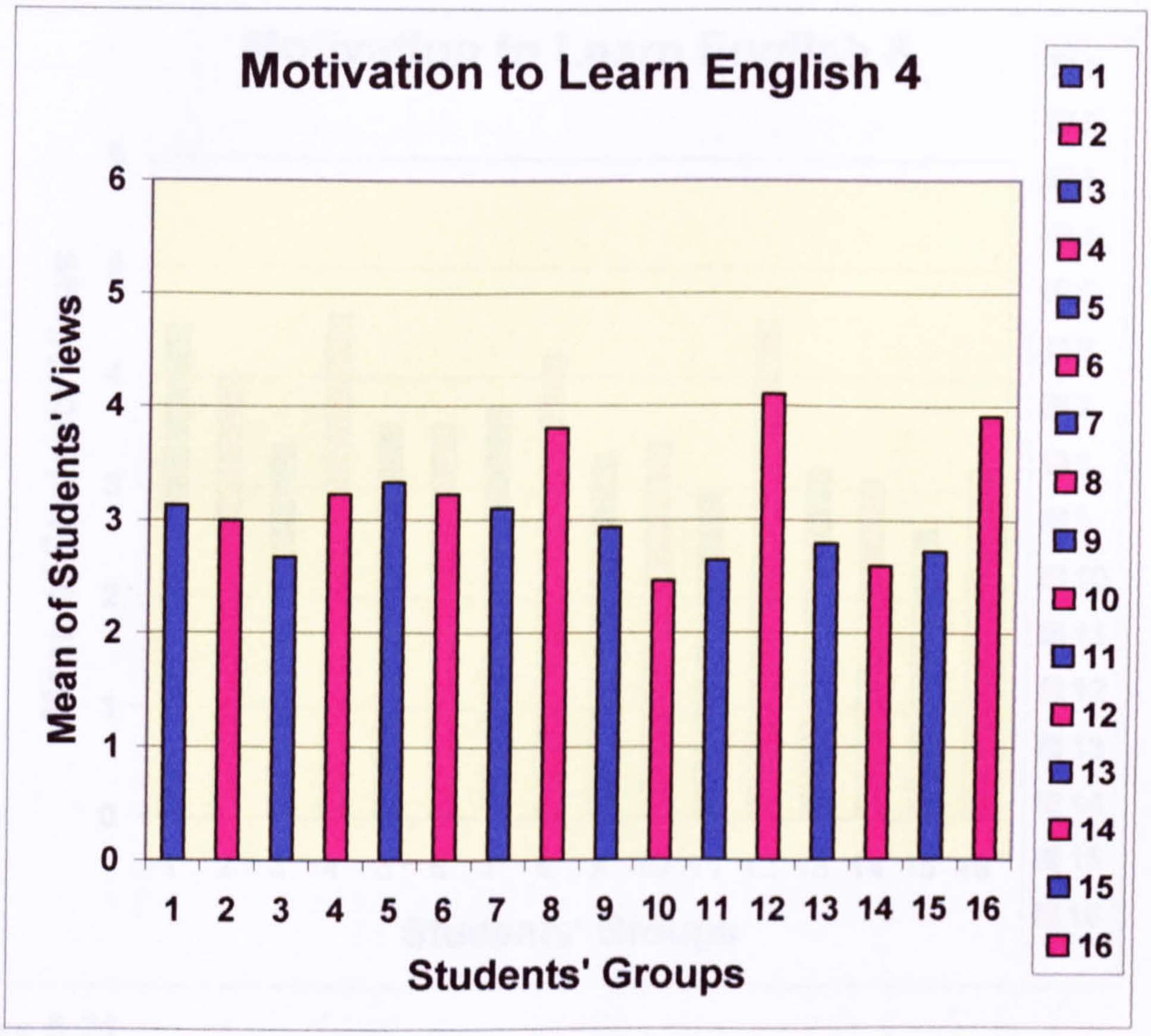


Figure 5.20
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **When I think, I think primarily in English.**

Observations

All the experimental groups have shown higher post-scores, whereas all the control groups have shown lower post-scores.
The difference between the pre- and the post-scores is significant in group 6 and group 8 at .001 and .05, which is very high in the case of group 6. It shows that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' views about their increased ability to think in English. The reason behind it might be that since the students are learning vocabulary, which is congruent with their own ideas, they feel that their ability to think in English has considerably enhanced.

Statement No 5

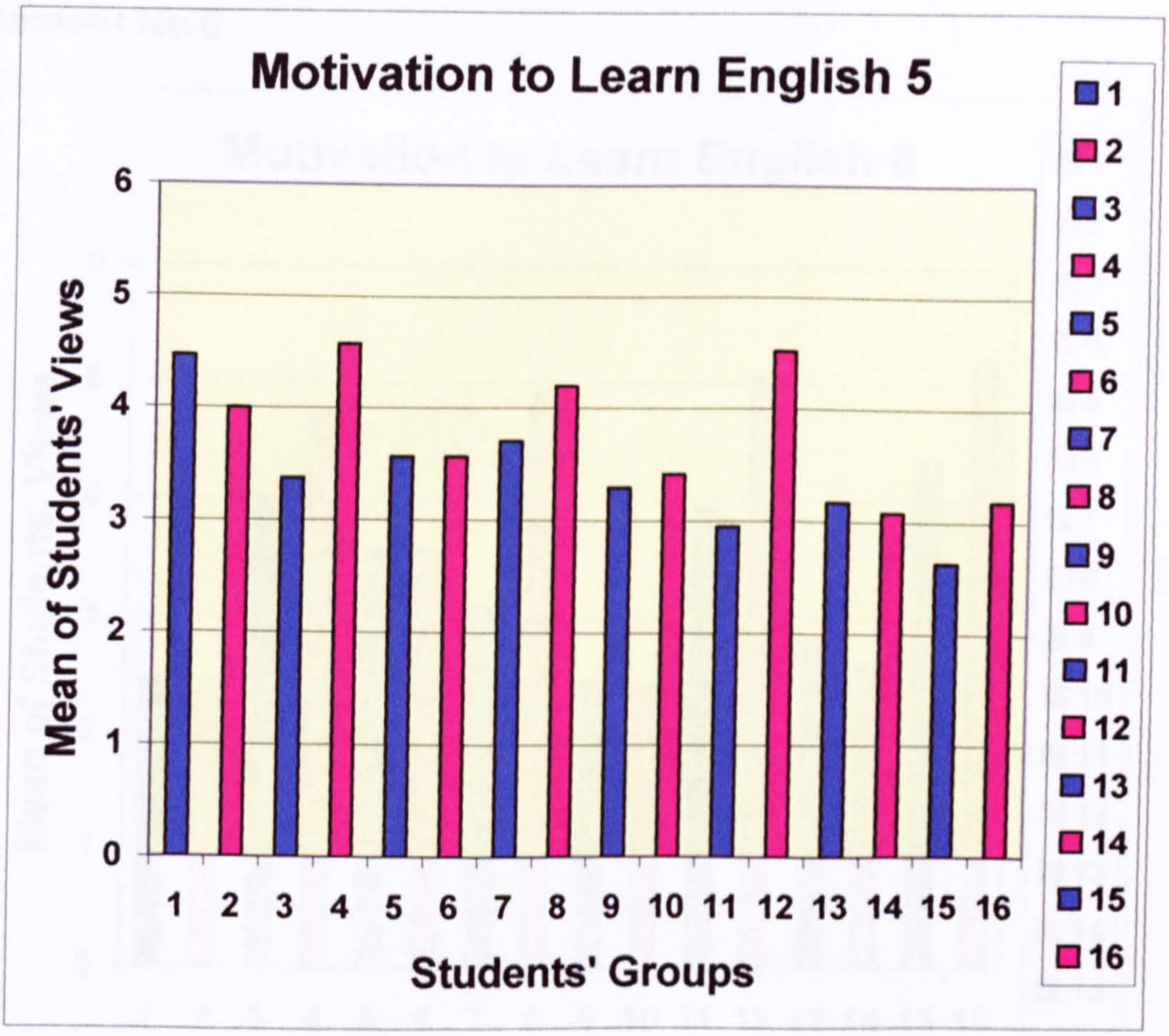


Figure 5.21
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **While in my English class, I volunteer answers as much as I can.**

Main Observations

All experimental groups have shown higher post-scores, whereas two control groups have shown lower post-scores. The boys' groups have slightly higher mean than the girls' groups. The difference between the pre- and the post-scores is significant in group 2, group 4, group 6 and group 8 at .004, .05, .000 and .05 respectively, which is very high particularly in the case of group 2 and group 6. It shows that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' enthusiasm to volunteer answers in the classroom. The reason may be that since the students are treading on a familiar territory, they feel more comfortable and confident in speaking out the answers in the class.

Statement No 6

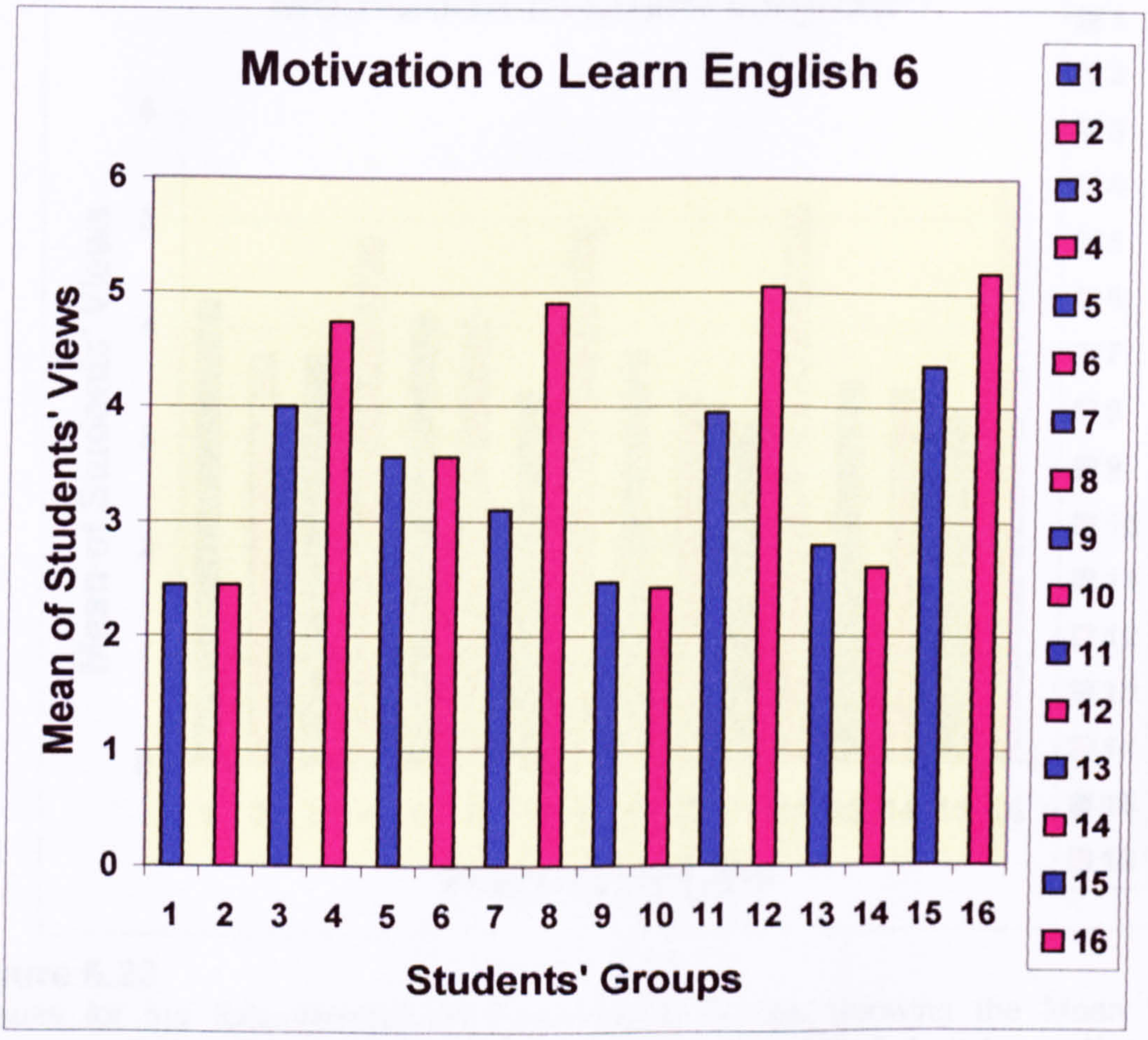


Figure 5.22
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **During my English classes I become engrossed in the subject matter.**

Observations

All the experimental groups have shown higher post-scores, whereas two control groups have shown lower post-scores.

The difference between the pre- and the post-scores is significant in both group 4 and group 6 at .004, which is very high. It shows that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' interest in the lessons. Since the students are dealing with texts that are familiar and directly relevant to their interest, they obviously concentrate more on the contents of the English texts.

Statement No 7

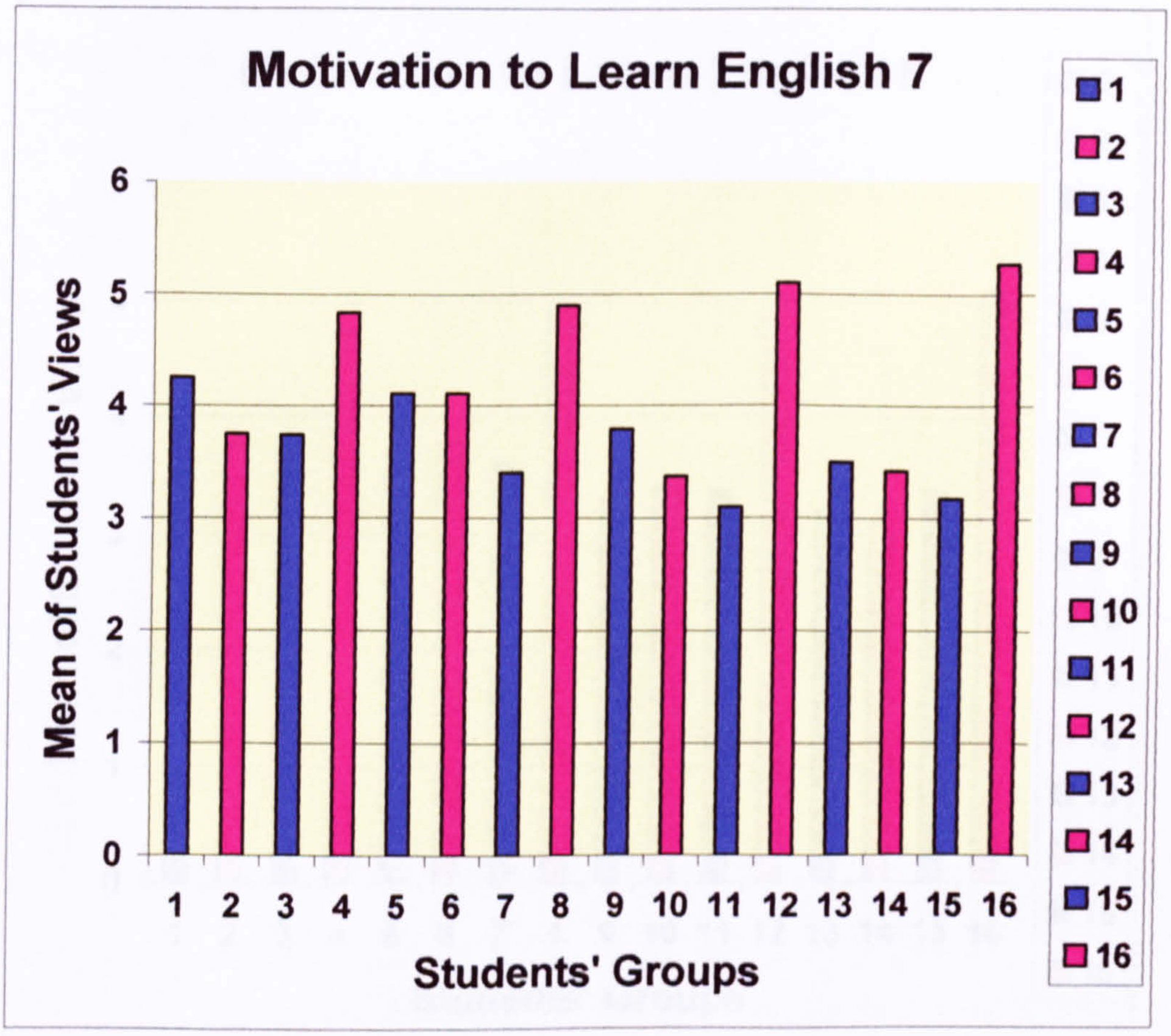


Figure 5.23
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **When I have to do my homework in English, I do it immediately.**

Observations

All the experimental groups have shown higher post-scores, whereas three control groups have shown lower post-scores.
The difference between the pre- and the post-scores is significant in group 2, group 4, group 6, and group 8 at .02, .02, .000 and .001 respectively, which is very high particularly in the case of the last two groups. It shows that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' readiness to do their homework.

Statement No 8

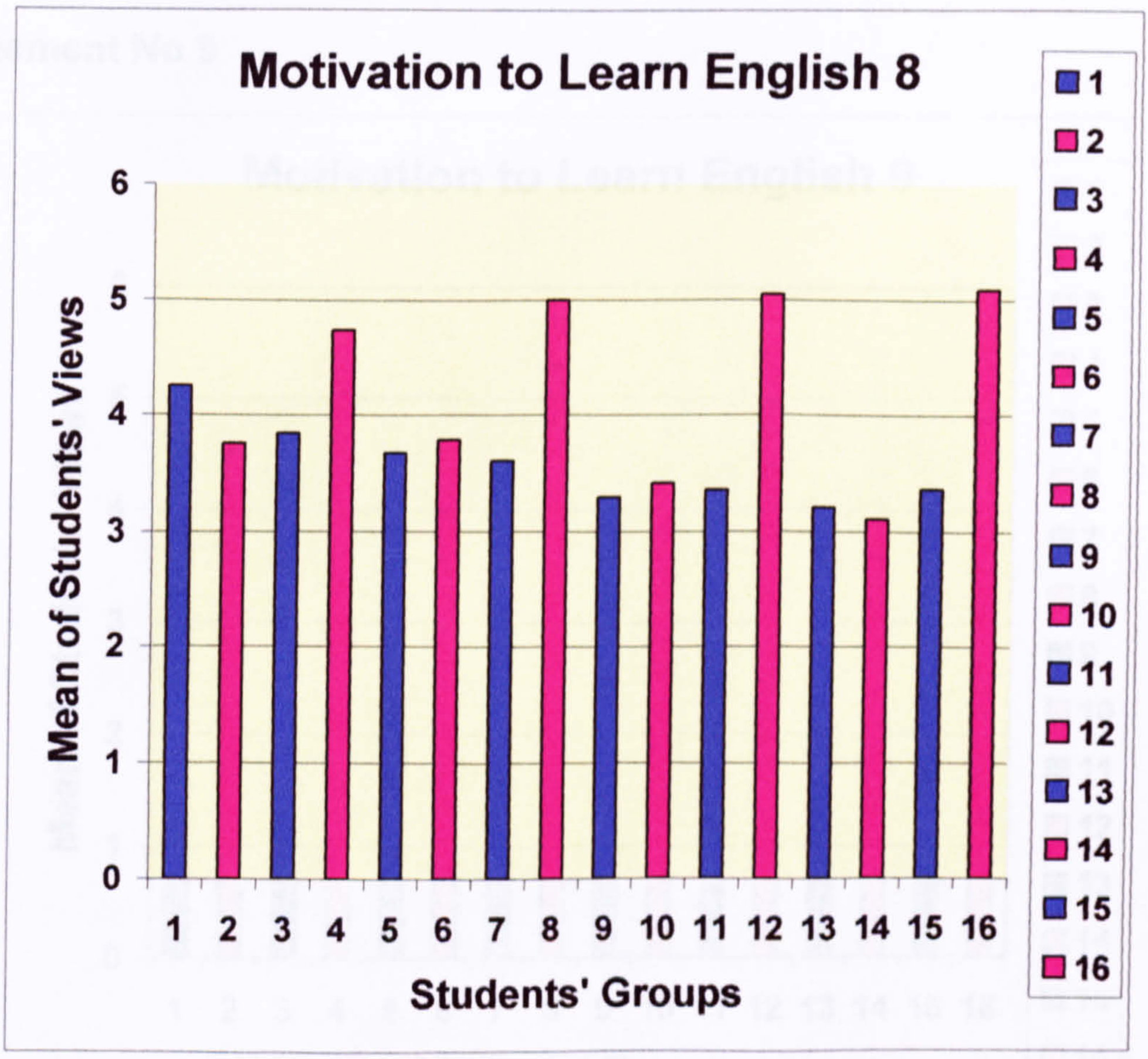


Figure 5.24
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **When I get my English homework back, I rewrite it immediately correcting the mistakes.**

Observations

All the experimental groups have shown higher post-scores, whereas two control groups have shown lower post-scores.
The difference between the pre- and the post-scores is significant in group 4, group 6, and group 8 at .04, .000 and .002 respectively, which is very high particularly in the last two cases. It shows that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' readiness to correct their mistakes in the homework. Since the experimental students' homework is set from the adapted practice books that are based on ideas from their own environment and culture, they feel more motivated to do and revise their homework. This is exactly what the concerned teachers reported back. They stated that the experimental learners' took greater interest in their

lessons, participated more enthusiastically in activities and discussions and showed better accuracy in their homework. Further discussion on this will be included in the next chapter.

Statement No 9

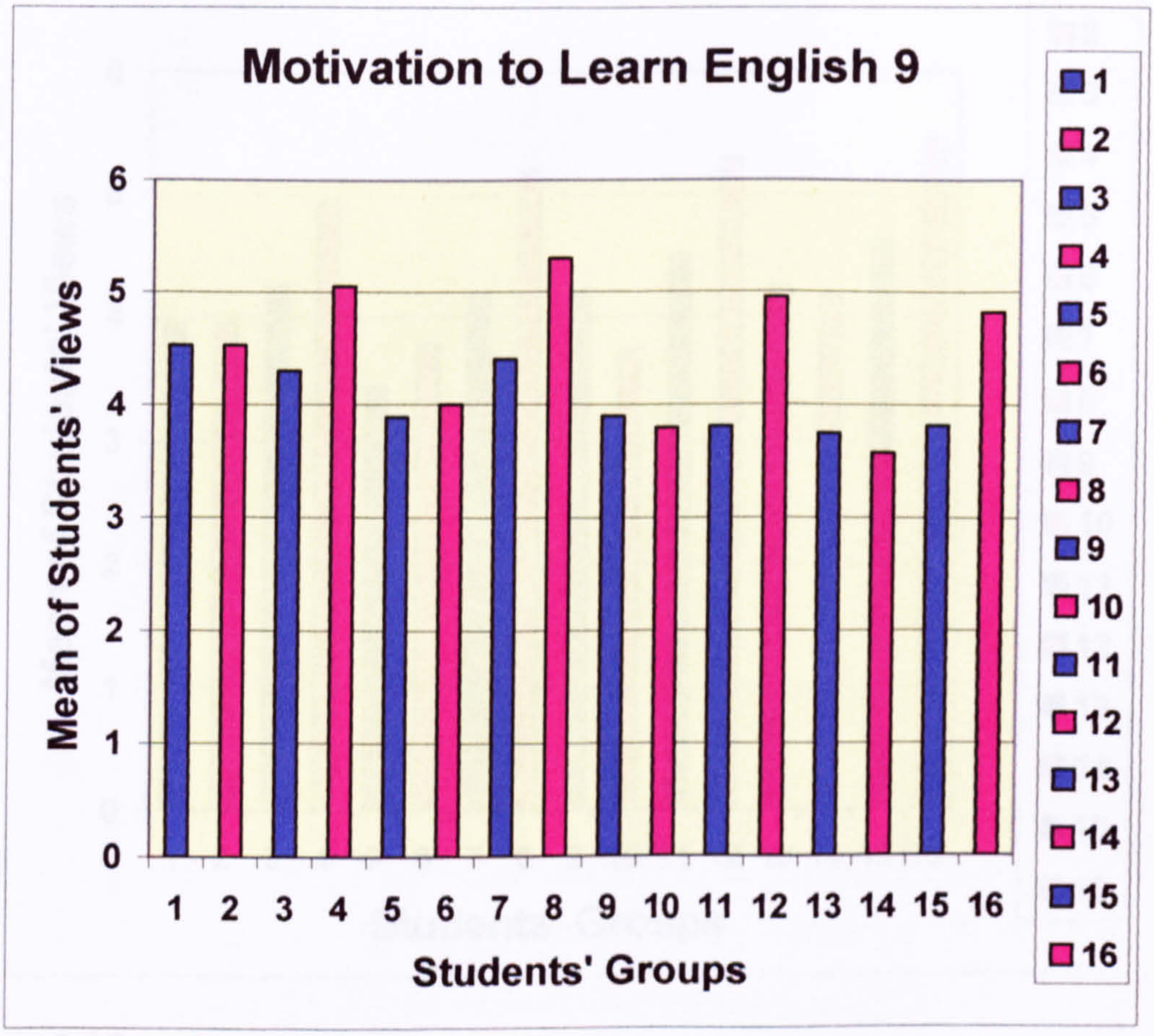


Figure 5.25
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **When I have a problem understanding something in my English class, I immediately ask the teacher for help.**

Observations

All the experimental groups have shown higher post-scores, whereas two control groups have shown lower post-scores.
The difference between the pre- and the post-scores is significant in group 2, group 4, group 6, and group 8 at .01, .03, .000 and .002 respectively, which is very high particularly in the case of last two groups. It shows that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' confidence in seeking help from the teachers if so required.

Statement No 10

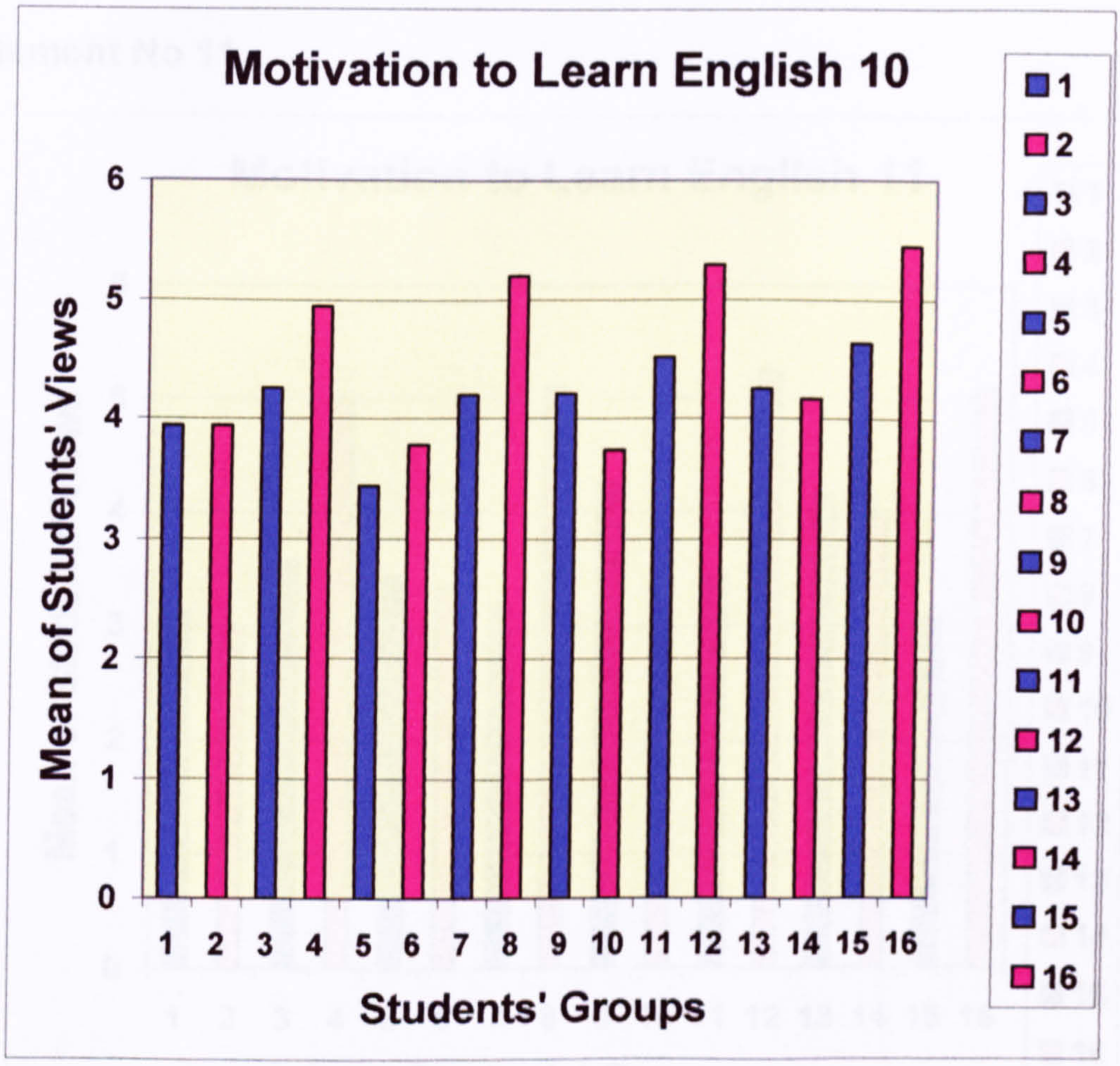


Figure 5.26
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **If I had the opportunity to speak English outside University, I would speak it most of the time.**

Observations

All the experimental groups have shown higher post-scores, whereas two control groups have shown lower post-scores.

The difference between the pre- and the post-scores is significant in group 2, group 4 and group 6 at .02, .004 and .01 respectively, which is high particularly in the case of group 4. It shows that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' confidence in speaking English outside the class, which may be more challenging for learners. In the classroom while carrying out guided activities learners may feel more secure and more confident, but speaking English outside the class may be quite challenging for a number of students. Therefore, if the experimental learners

think that they have increasingly gained confidence in using English in the world outside, the intervention has done its job.

Statement No 11

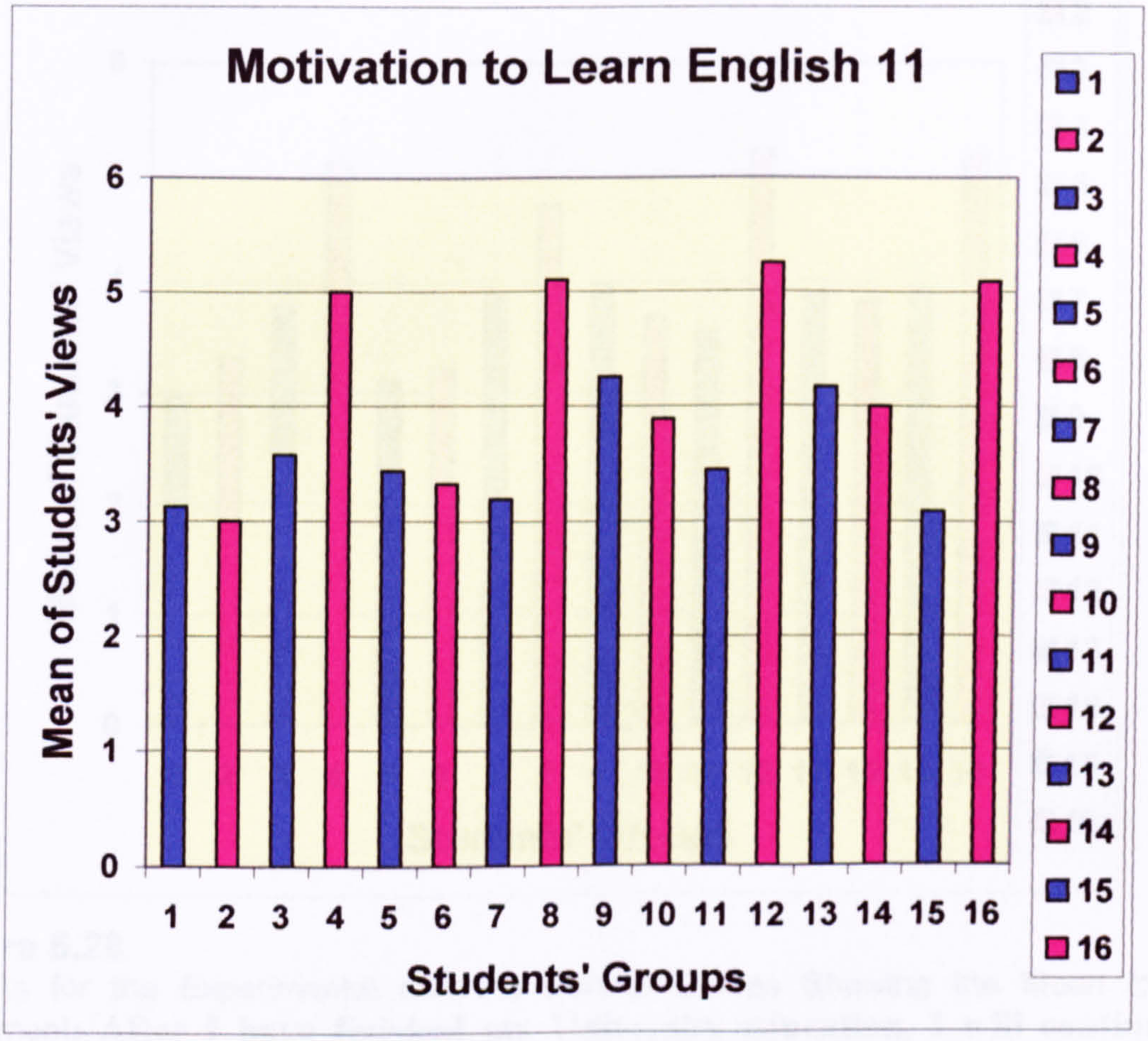


Figure 5.27
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **After I have finished my University education, I will try to use English as much as possible**

Observations

All the experimental groups have shown higher post-scores, whereas all the control groups have shown lower post-scores.
The difference between the pre- and the post-scores is significant in all the experimental groups at .000, which is extremely high. It shows that the intervention of the independent variable i.e. culturally familiar texts, has a highly significant relation with learners' desire to continue using English as much as possible. It shows that the intervention has not only changed students' learning behaviour in the class, but has left more enduring impact on their desire to keep using English in the future as well.

Statement No 12

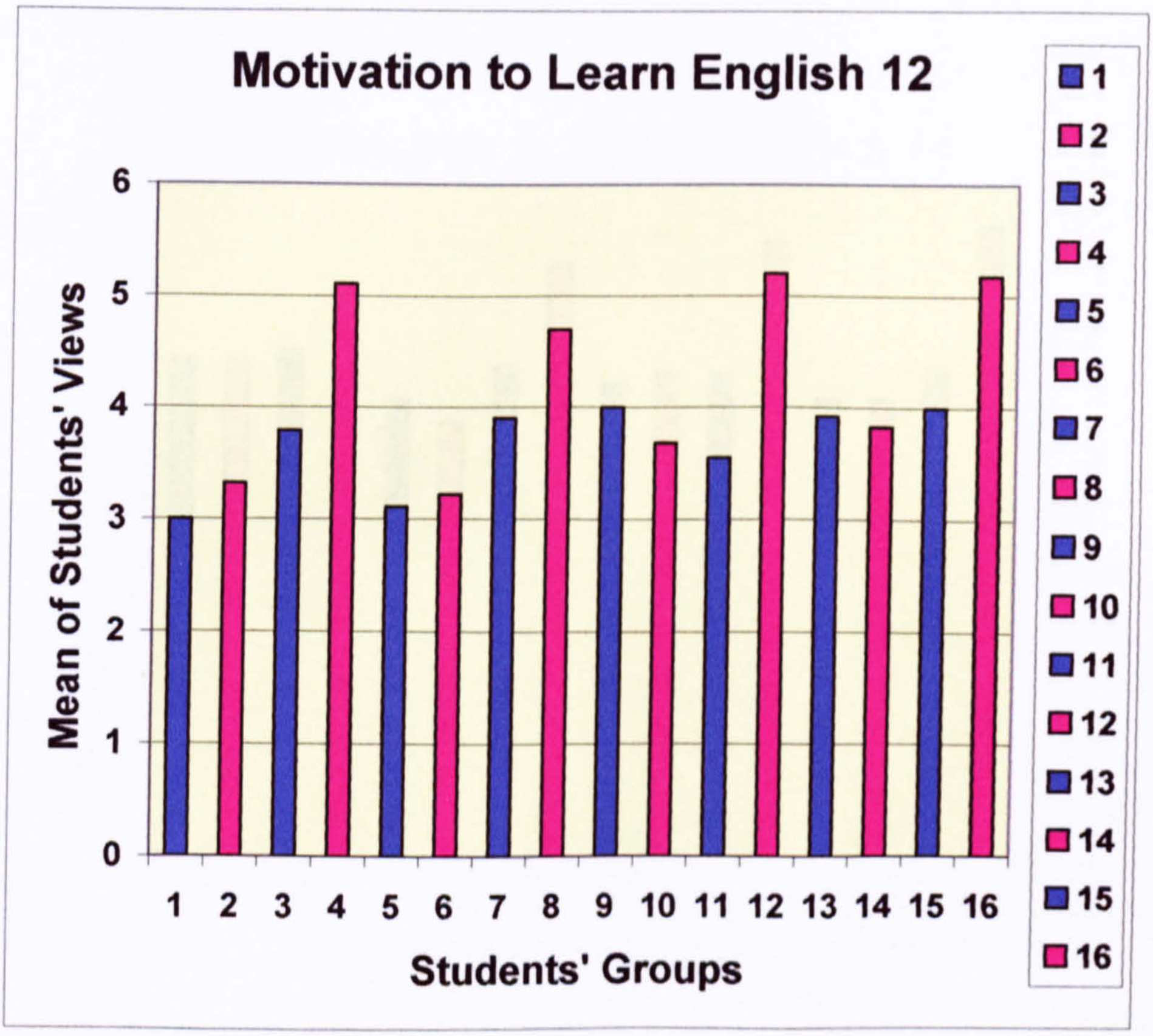


Figure 5.28

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **After I have finished my University education, I will continue to practice my English in the daily life.**

Observations

All the experimental groups have shown higher post-scores, whereas two control groups have shown lower post-scores.

The difference between the pre- and the post-scores is significant in group 2, group 4, group 6, and group 8 at .001, .04, .000 and .01 respectively, which is very high particularly in the case of groups 2 and 6. Like the finding in statement 11, this finding also shows that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' wish to extend their use of English after they have completed their studies at the university. It may be because students have learnt English vocabulary and expressions that have high relevance to their future careers as the preachers of their religion, they feel more self-assured about using English beyond their university life.

Statement No 13

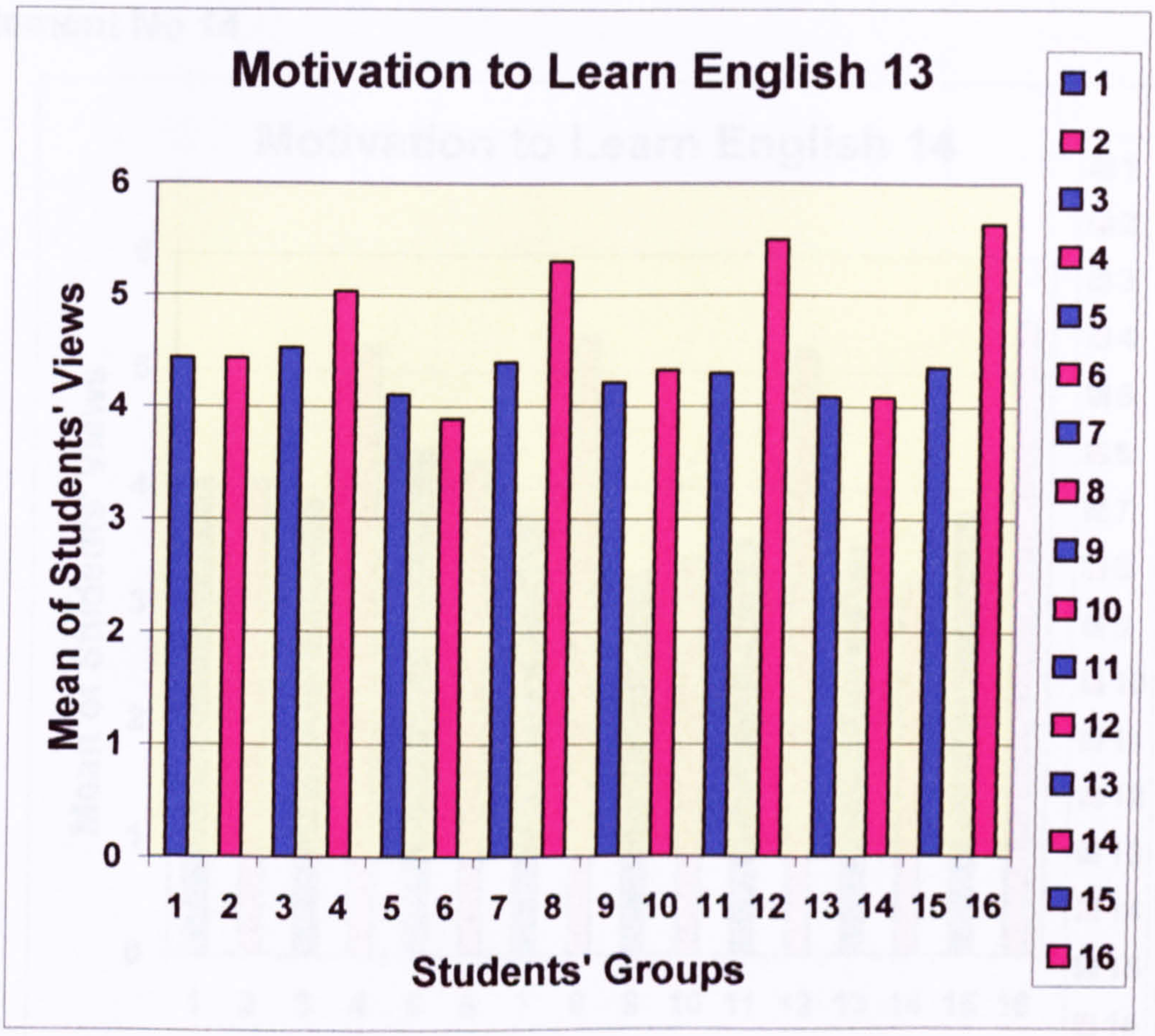


Figure 5.29

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **After I have finished my University education, I will try to improve my English by joining another language institute.**

Observations

All the experimental groups have shown higher post-scores, whereas one control groups have shown lower post-scores and two others remain the same.

The difference between the pre- and the post-scores is significant in group 2, group 4, group 6, and group 8 at .001, .05, .000 and .02 respectively, which is very high particularly in the first two cases. It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' intention to continue learning English on the completion of their course at the university.

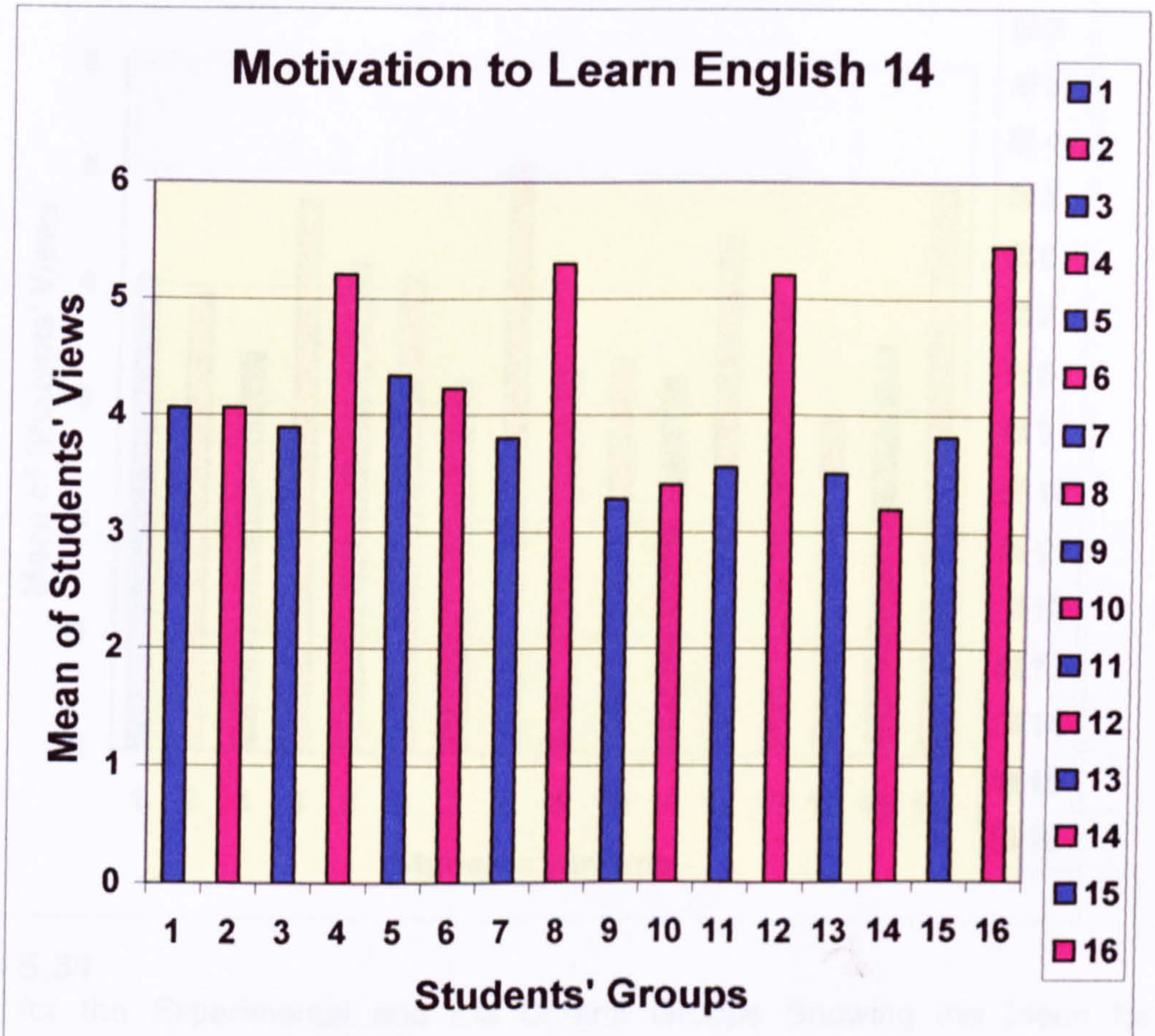


Figure 5.30

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **I always think about the words and ideas I have learnt in my English classes.**

Observations

All the experimental groups have shown higher post-scores, whereas two control groups have shown lower post-scores.

The difference between the pre- and the post-scores is significant in group 2, group 4, group 6, and group 8 at .000, .002, .000 and .000 respectively, which is extremely high. It indicated that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' revision of words and expressions they have learnt in the class. Since whatever is learnt in the class is directly related to their own thoughts and beliefs, therefore, learners feel it essential to think about words and ideas they have learnt in the class.

Statement No 15

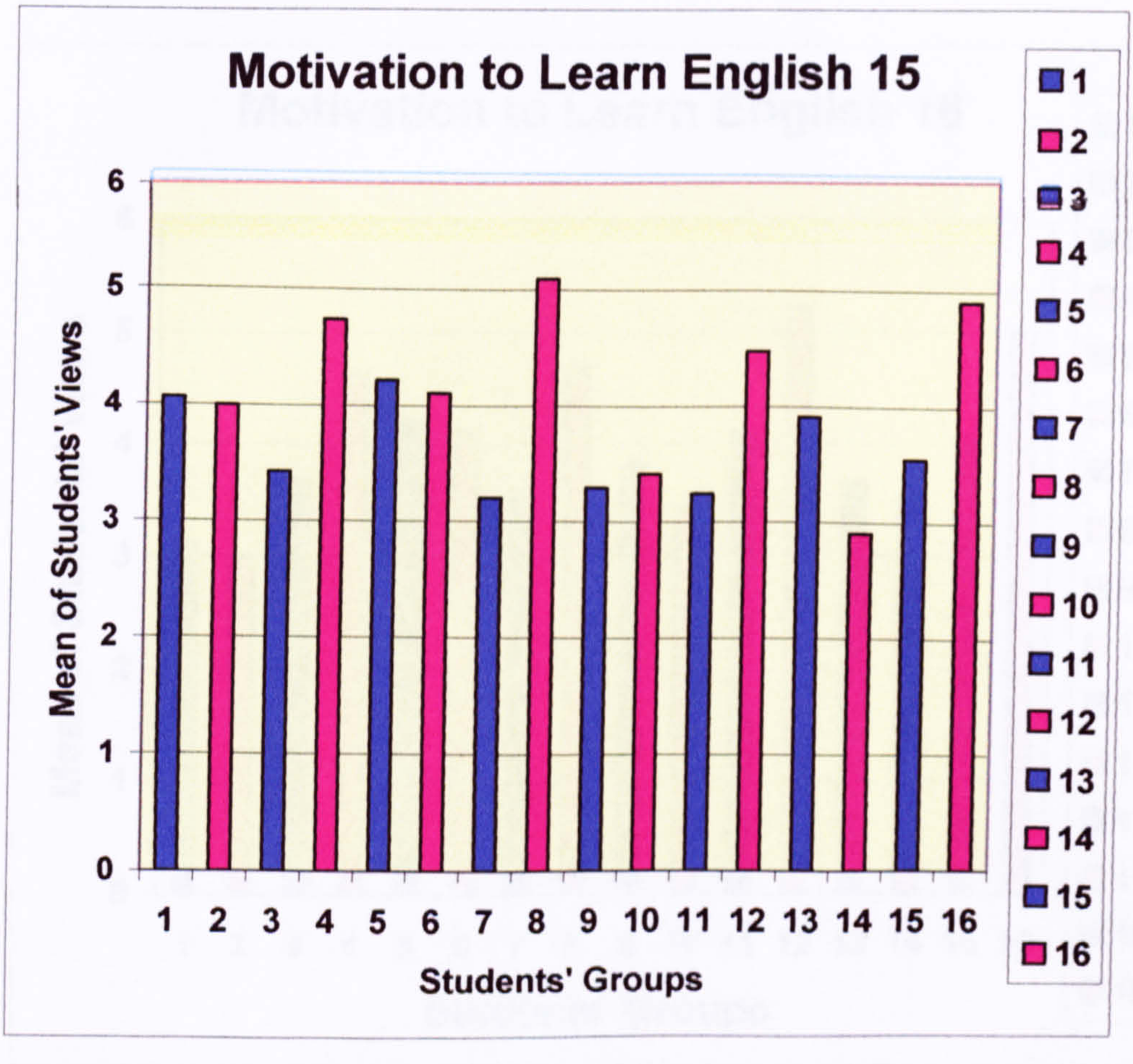


Figure 5.31

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **After I had been studying English for a short time, I found that I had become more interested in what I was doing.**

Observations

All the experimental groups have shown higher post-scores, whereas three control groups have shown lower post-scores.

The difference between the pre- and the post-scores is significant in group 2, group 4, group 6, and group 8 at .000, .000, .000 and .001 respectively, which is extremely high.

On the other hand, three control groups have shown lower post-scores. The difference between the pre- and post-scores is significant in group 7 at .000, which is very high.

It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a very significant relation with learners' increased interest in learning English after learning it for a short time. In other words the culturally appropriate texts have enhanced students' interest in learning English, whereas the existing texts have a significant adverse effect on learners.

Statement No 16

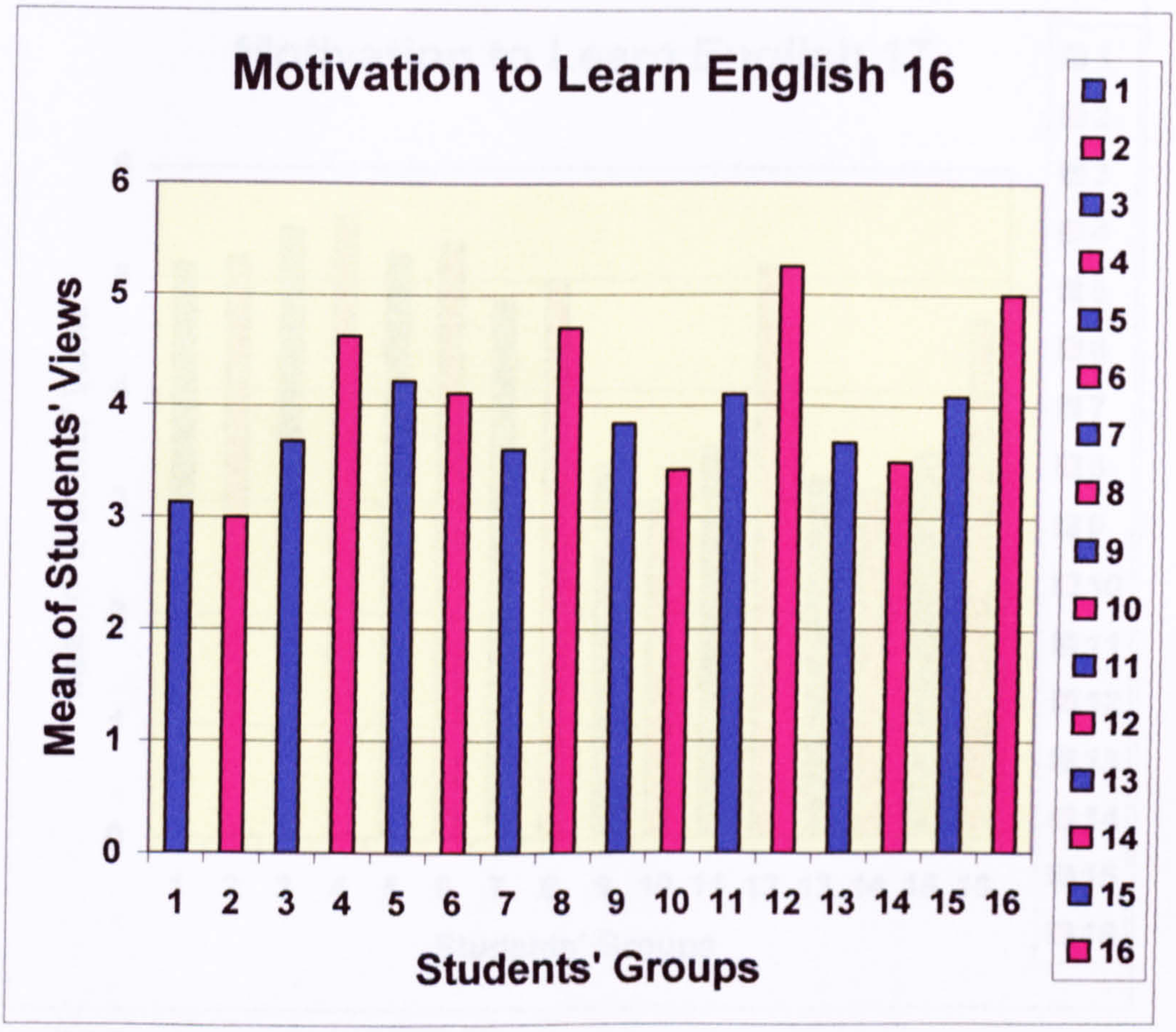


Figure 5.32
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **On the average I spend about twelve hours per week doing my home study in English.**

Observations

All the experimental groups have shown higher post-scores, whereas all the control groups have shown lower post-scores.

The difference between the pre- and the post-scores is significant in group 2, group 4, group 6, and group 8 at .02, .03, .000 and .03 respectively, which is very high particularly in case of group 6. It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' enhanced efforts with regard to their homework.

Statement No 17

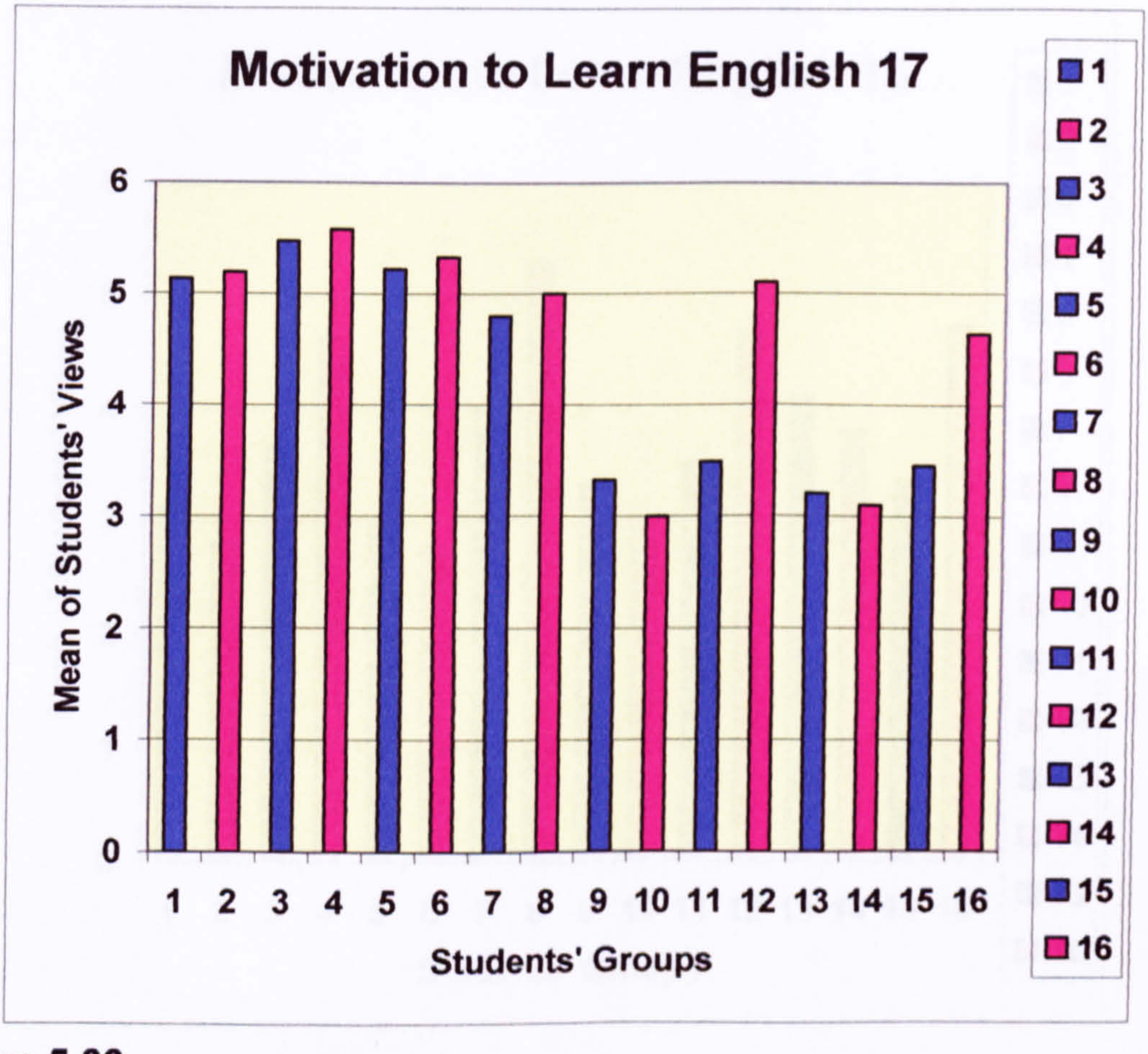


Figure 5.33
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **In my English classes I want to speak only English.**

Observations

All the experimental groups have shown higher post-scores, whereas two control groups have shown lower post-scores. There is only a little difference in mean of all elementary groups.

The difference between the pre- and the post-scores is significant in group 6, and group 8 at .000 and .003 respectively, which is very high. It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' wish to speak only English in their English classes.

Statement No 18

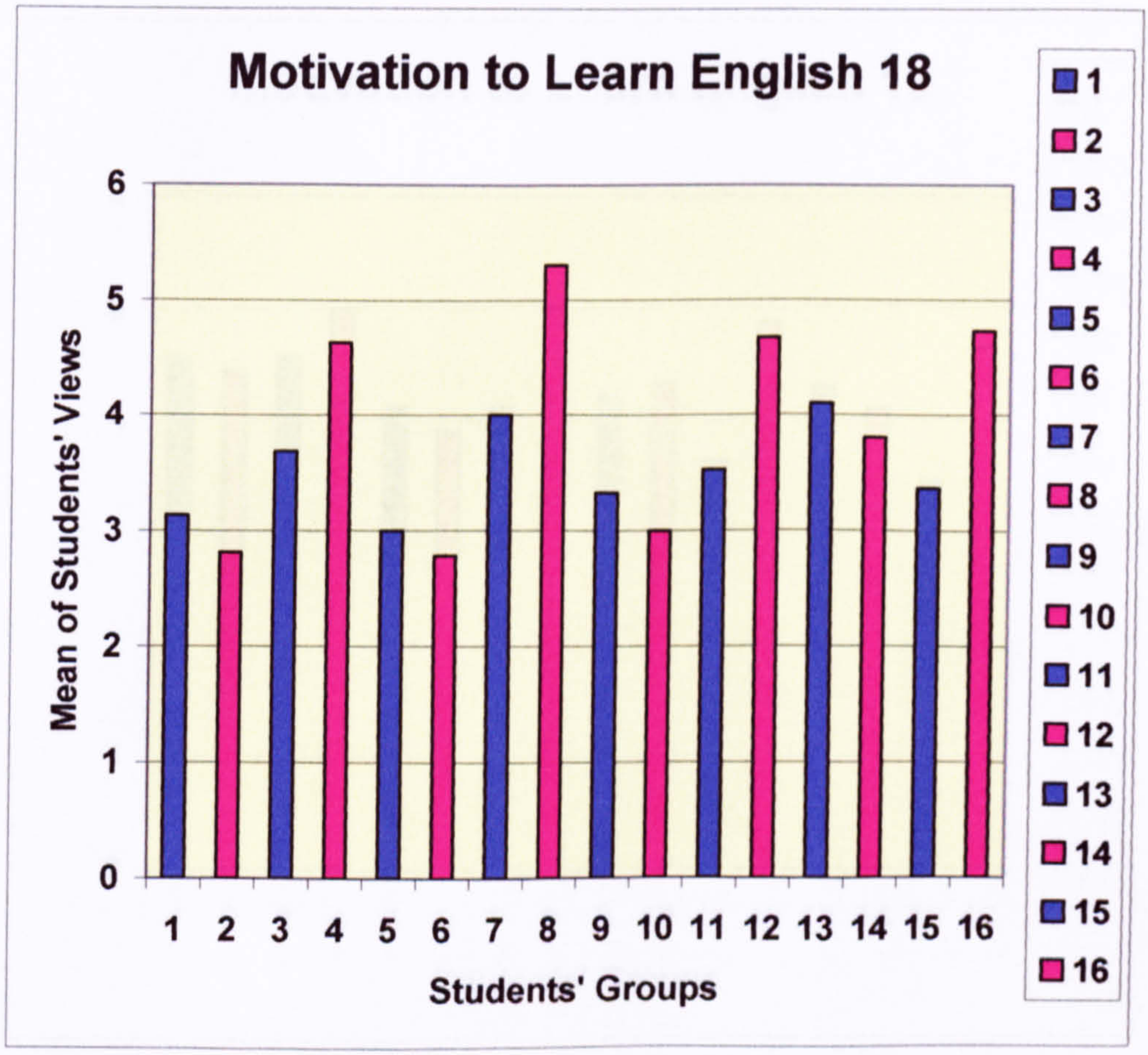


Figure 5.34

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **If my teacher wanted someone to do some extra homework, I would definitely volunteer.**

Observations

All the experimental groups have shown higher post-scores, whereas all the control groups have shown lower post-scores.

The difference between the pre- and the post-scores is significant in group 2, group 4, group 6, and group 8 at .02, .002, .004 and .01 respectively, which is very high particularly in the case of group 4 and 6. It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with the learners' enthusiasm for volunteering to do extra homework. It appears that as the learners find a purpose in learning English, they are prepared to expend more time and effort toward it, so much so that in addition to their normal workload, they volunteer to undertake extra work as well.

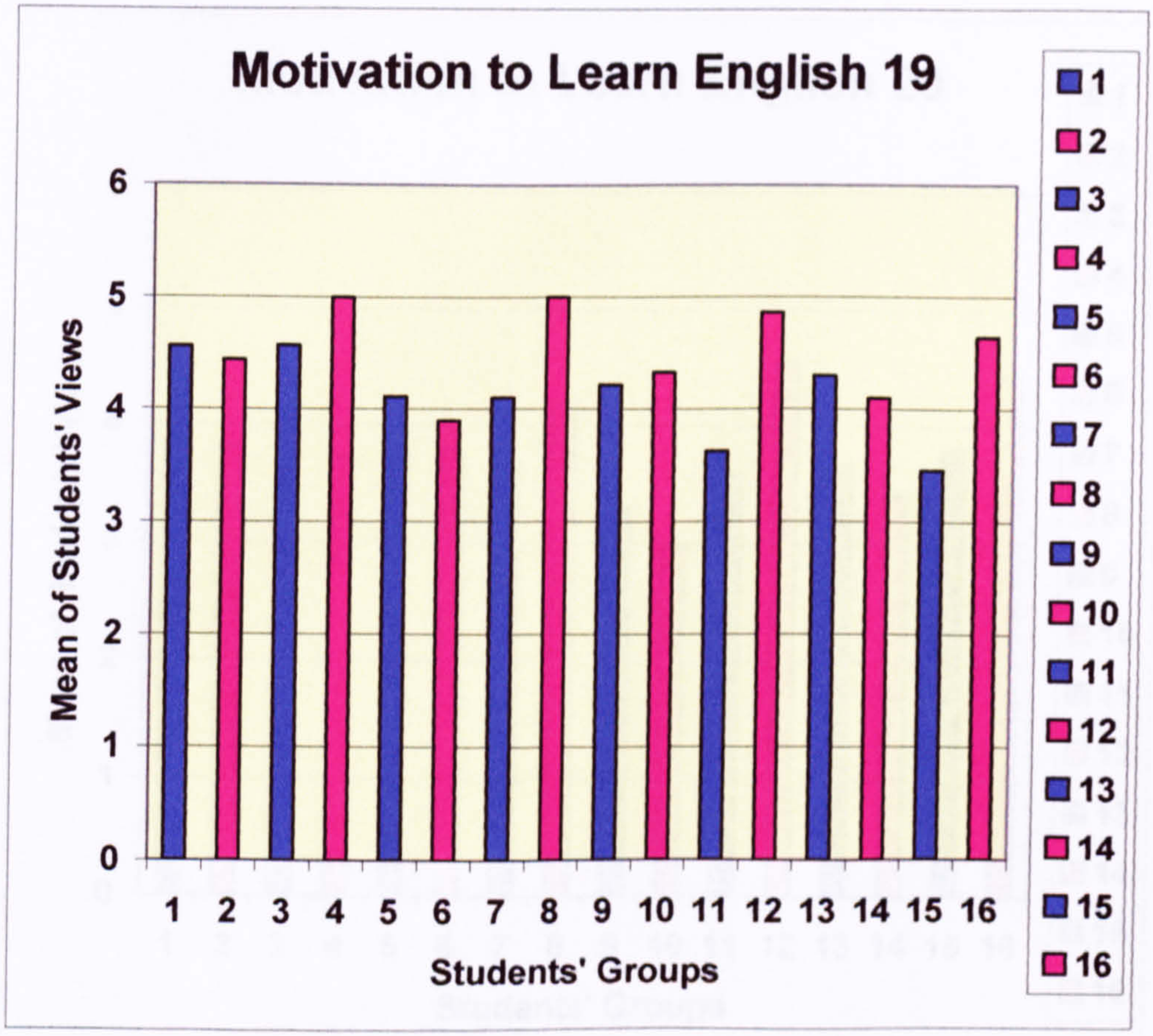


Figure 5.35

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **If English were not taught at the University, I would probably try to obtain lessons somewhere else.**

Observations

All the experimental groups have shown higher post-scores, whereas three control groups have shown lower post-scores.

The difference between the pre- and the post- is significant in group 2, group 6, and group 8 at .04, .000 and .003 respectively, which is very high particularly in the case of groups 6 and 8.

It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' strong wish to learn English.

Statement No 20

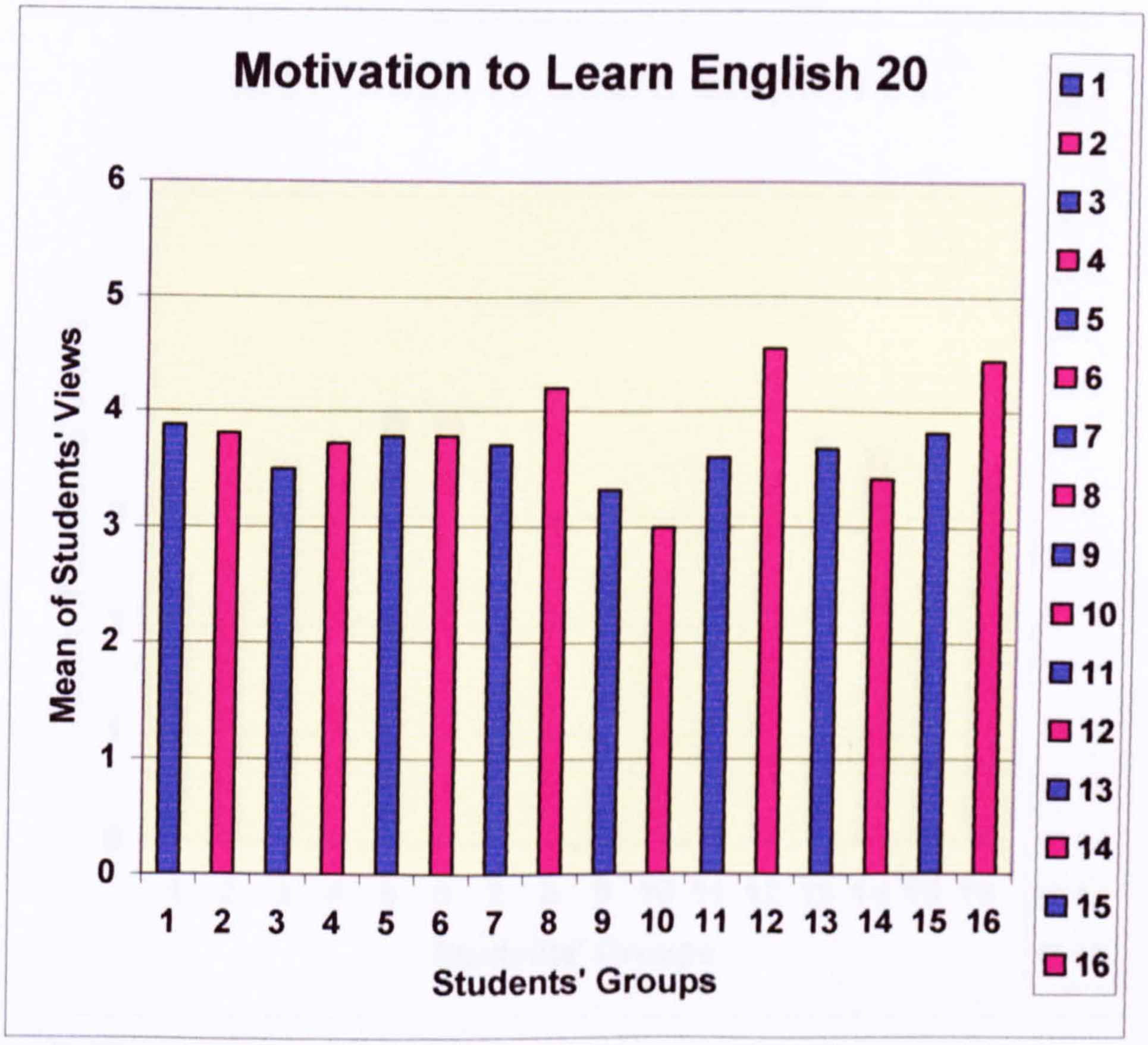


Figure 5.36

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **If English were not taught at the University, I would pick English in everyday situations e.g. TV, movies, magazines etc.**

Observations

All the experimental groups have shown higher post-scores, whereas three control groups have shown lower post-scores.

The difference between the pre- and the post-scores is significant in group 4, group 6, and group 8 at .05, .000 and .03 respectively, which is very high particularly in the case of group 6.

Like the previous statement it indicates that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' desire to learn English.

Statement No 21

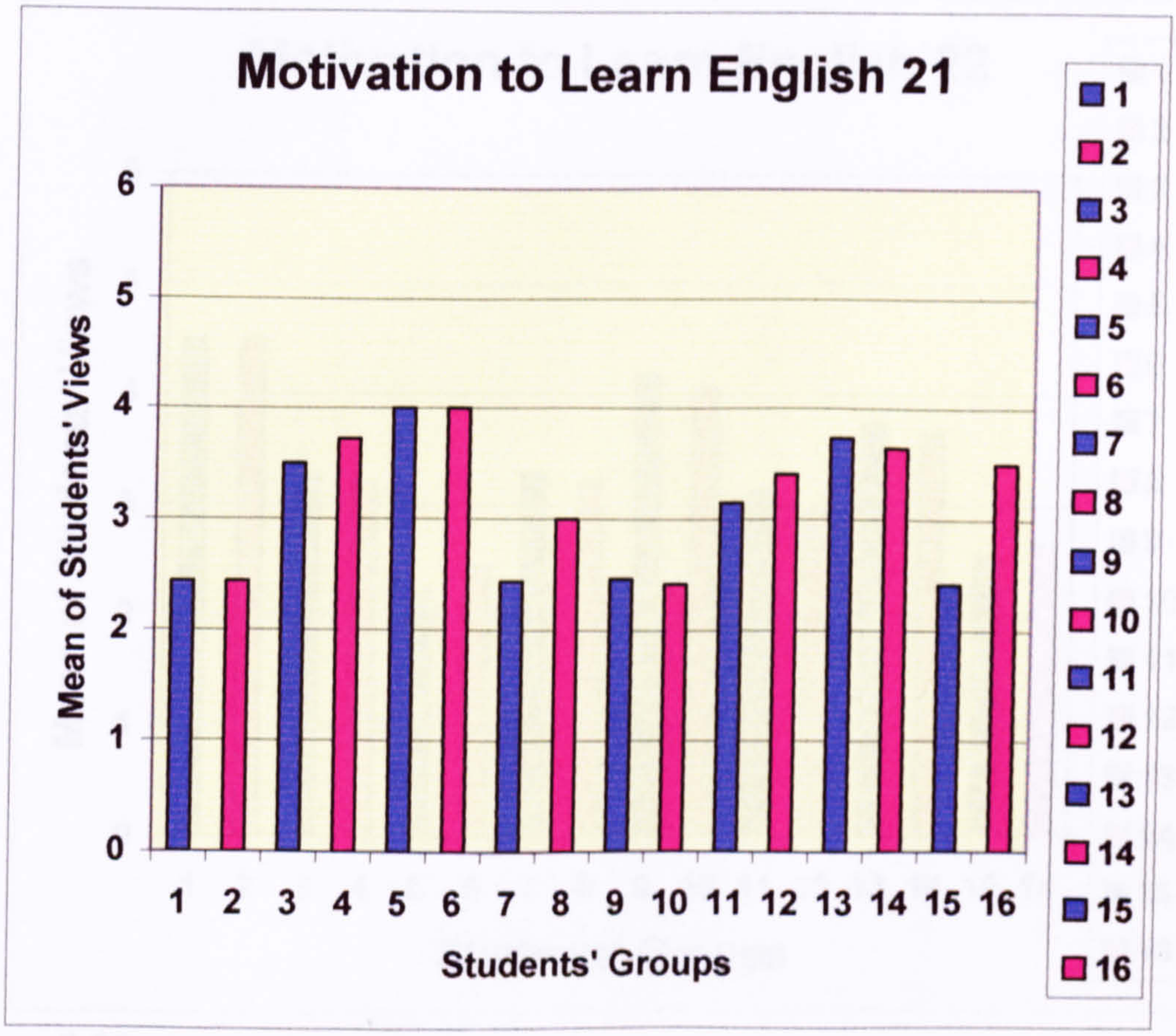


Figure 5.37
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **I believe English should be taught to all students from the very beginning.**

Observations

The mean is not very high. All the experimental groups have shown higher post-scores, whereas two control groups have shown lower post-scores.
The mean is fairly high in girls' control groups.
The difference between the pre- and the post-scores is significant in group 8 at .002, which is very high. It indicates that the intervention of the independent variable i.e. culturally familiar texts, has some significant relation with learners' views about devising a language policy about English being taught from the very beginning. The reason might be that learners think that English, which does not clash with their indigenous culture, rather reinforces it further, is in fact part of their culture and there is no harm in introducing such English in educational institutions from the very beginning.

Statement No 22

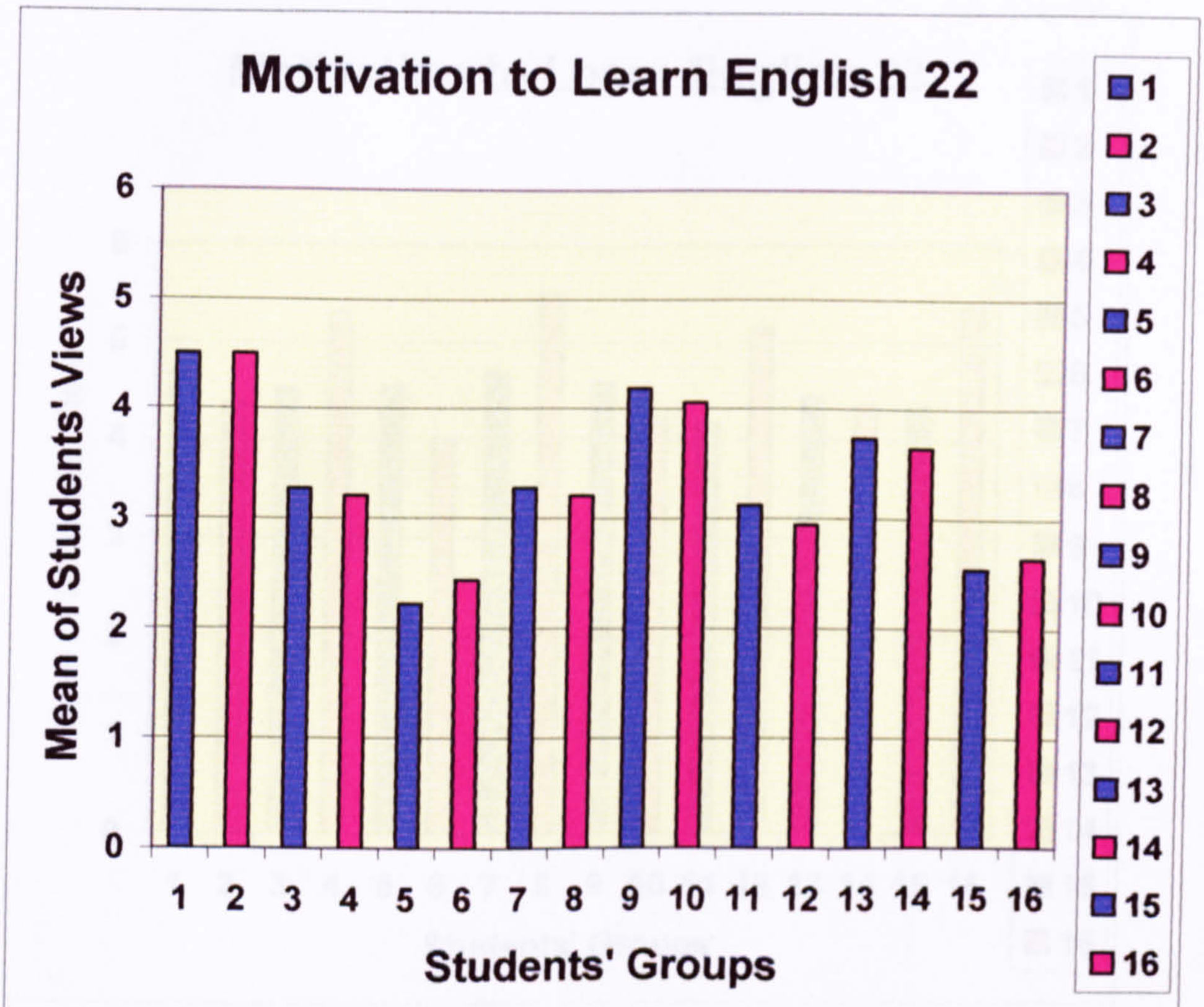


Figure 5.38

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **If I had the opportunity to change the way English is taught at our University, I would increase the amount of teaching required.**

Observations

Most of the groups have shown lower post-scores or the scores remain the same. Only two groups have shown higher post-scores. The mean is fairly high among the boys' control groups.

The difference between the pre- and the post-scores is not significant in any of the groups. It indicates that the intervention of the independent variable i.e. culturally familiar texts, has no relation with learners' views about increasing time for teaching English at the university. It might be that learners think that it is not quantity or length of time allocated to teaching English that matters, rather it is the quality of teaching English, which can actually make a real difference.

Statement No 23

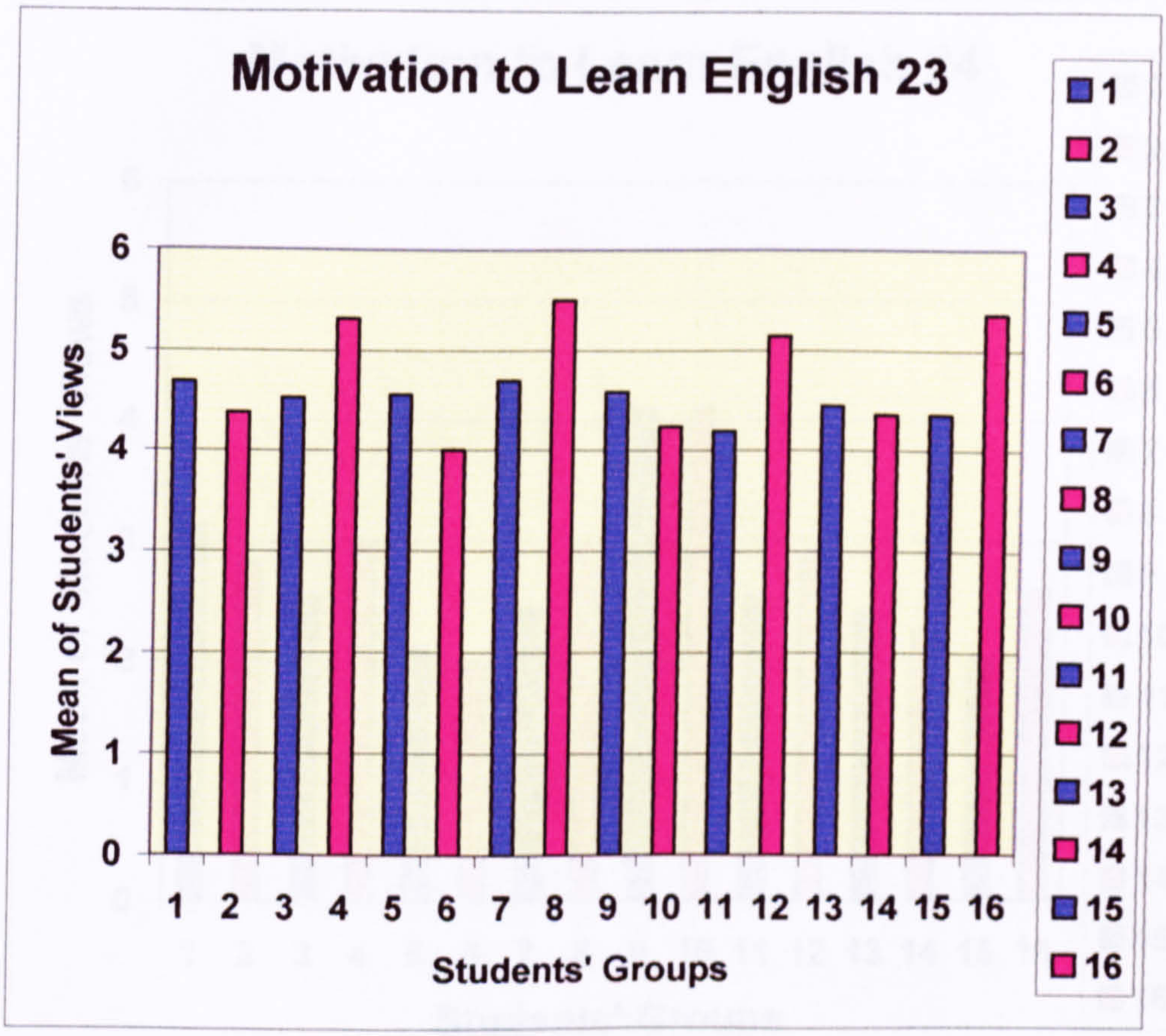


Figure 5.39
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **If it were up to me, I would definitely take English as a subject to study.**

Observations

All the experimental groups have shown higher post-scores, whereas all the control groups have shown lower post-scores.
The difference between the pre- and the post-scores is significant in group 2, group 4, and group 6 at .005, .05, .003, which is very high in the case of group 2 and group 6.
It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with the learners' enthusiasm for learning English.

Statement No 24

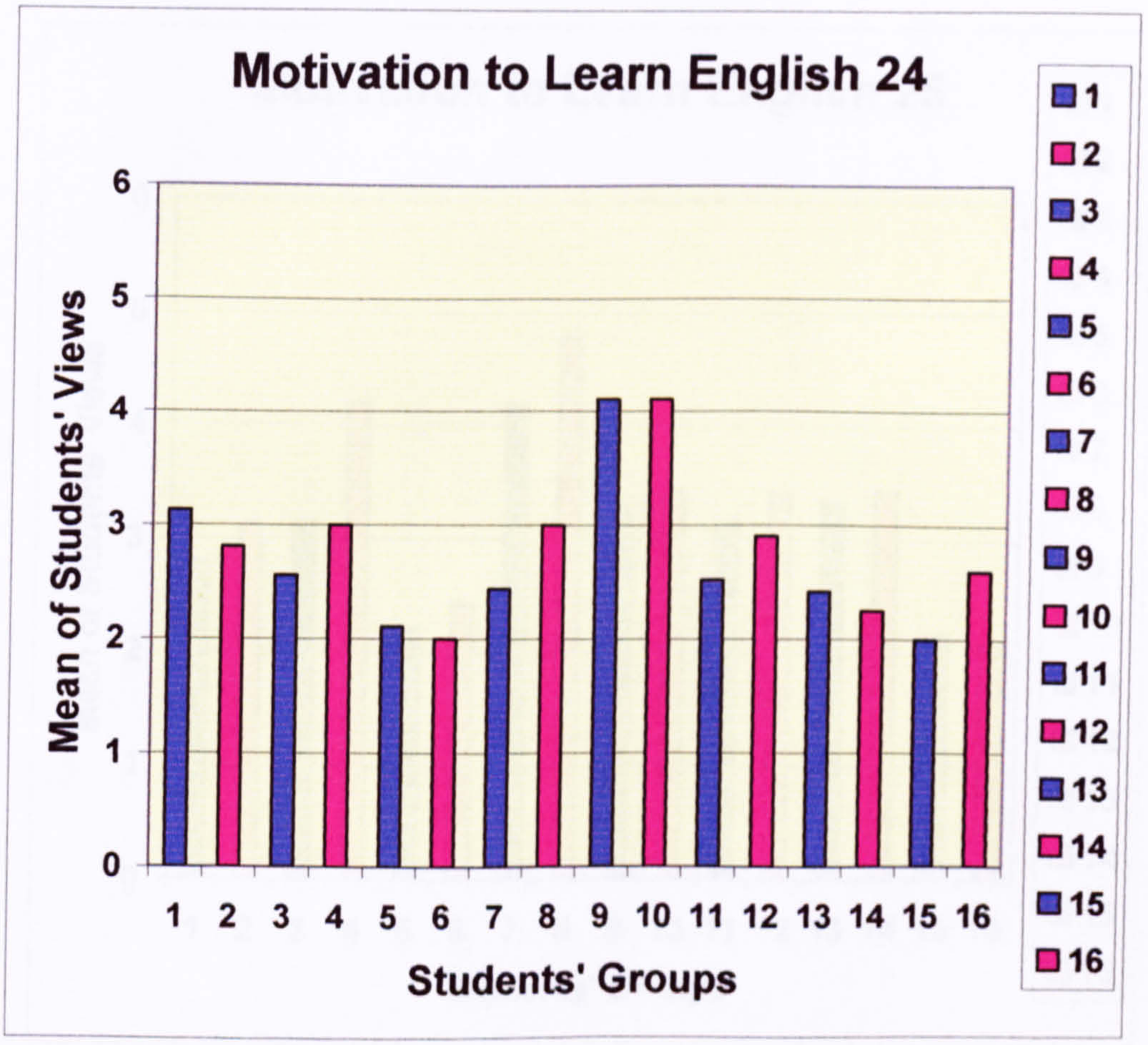


Figure 5.40

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **If there were a local English TV channel, I would always watch it.**

Observations

All the experimental groups have shown higher post-scores, whereas three control groups have shown lower post-scores.

One of the boys' control groups has shown the highest mean.

The difference between the pre- and the post-scores is significant in group 8 at .05, which is not very high.

It indicates that the intervention of the independent variable i.e. culturally familiar texts, has some effect on the learners but it is not statistically significant. The reason for this might be that the learners are slightly sceptical of what is broadcast on the TV. Therefore, they are fairly positive but not excessively so, or may be harbouring some other identified suspicion.

Statement No 25

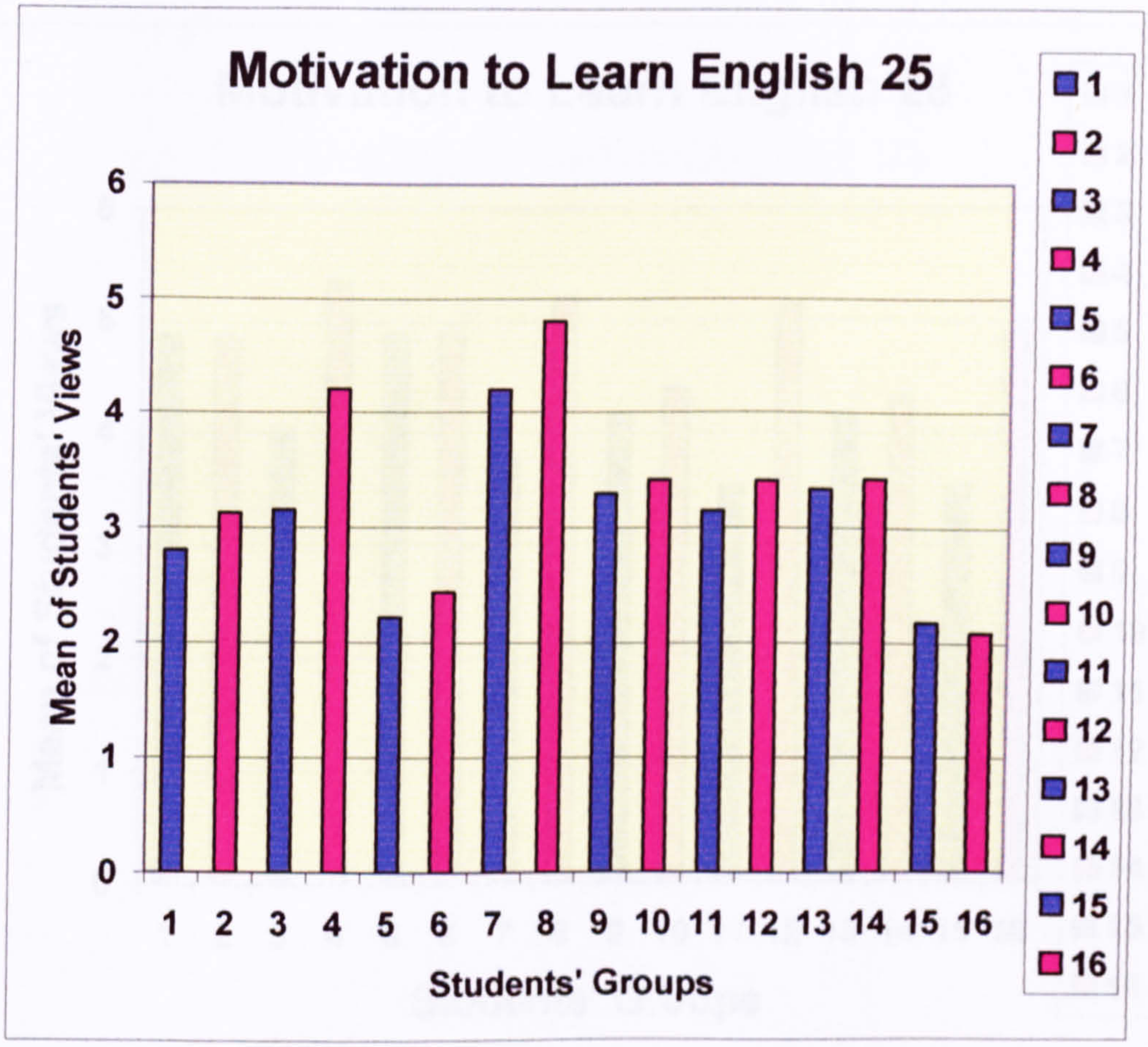


Figure 5.41

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **When I hear an English Programme on radio, I listen to it carefully paying full attention to all the words.**

Observations

All groups have shown higher post-scores.

The difference between the pre- and the post-scores is significant in group 1 and group 2 at .02 and .004. It indicates that the intervention of the independent variable i.e. culturally familiar texts, has generally no relation with learners' attitude towards listening to English programmes on the radio.

Statement No 26

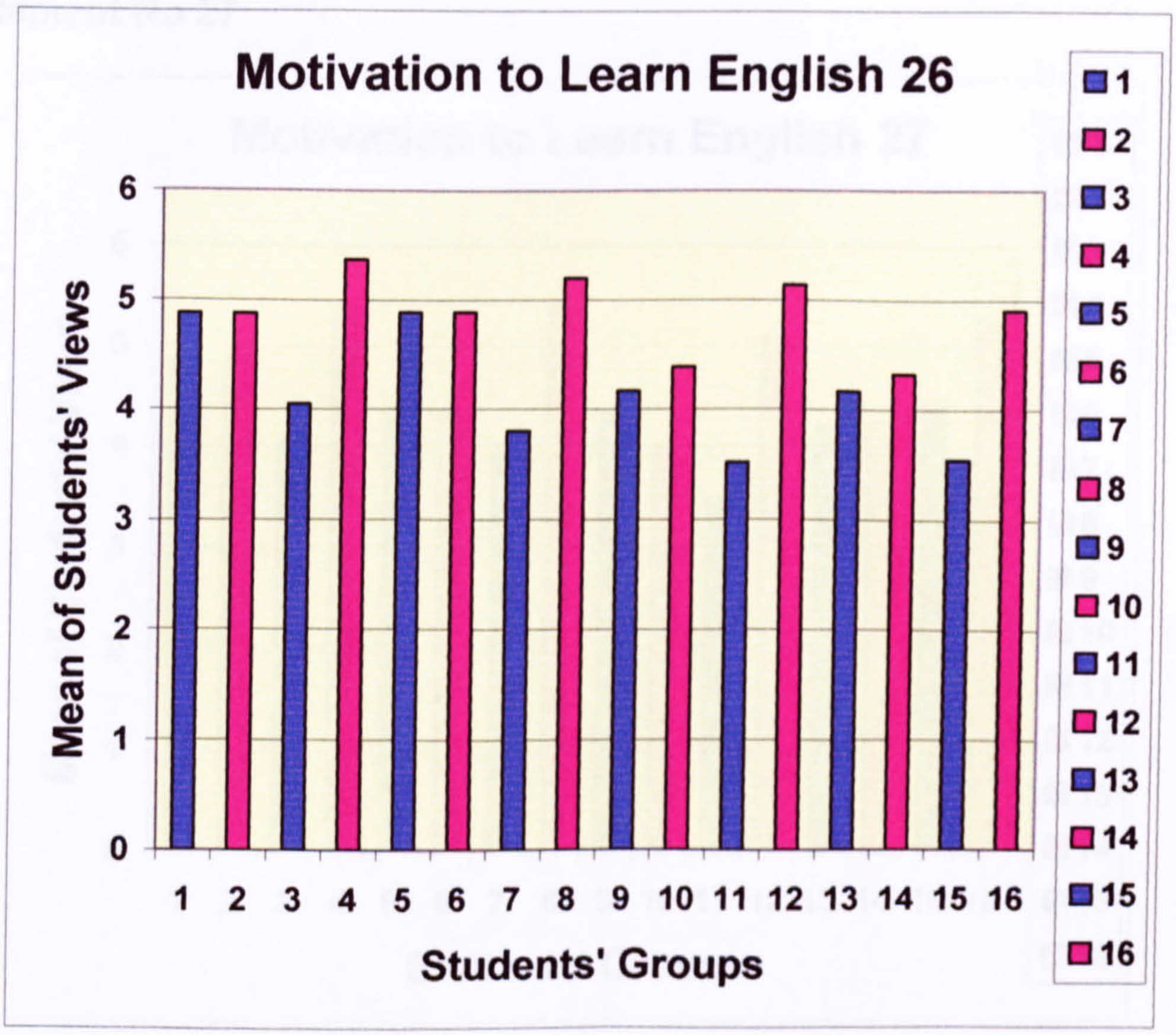


Figure 5.42
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **If there were an English Language Society in my University, I would attend its meetings regularly.**

Observations

All the experimental groups have shown higher post-scores, whereas two control groups have shown slightly higher post-scores.
The difference between the pre- and the post-scores is significant in group 2, group 4, group 6, and group 8 at .000, .001, .000 and .000 respectively, which is very high in all cases.
It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a very significant relation with the learners' enthusiasm for attending English society meetings if any such society is set up.

Statement No 27

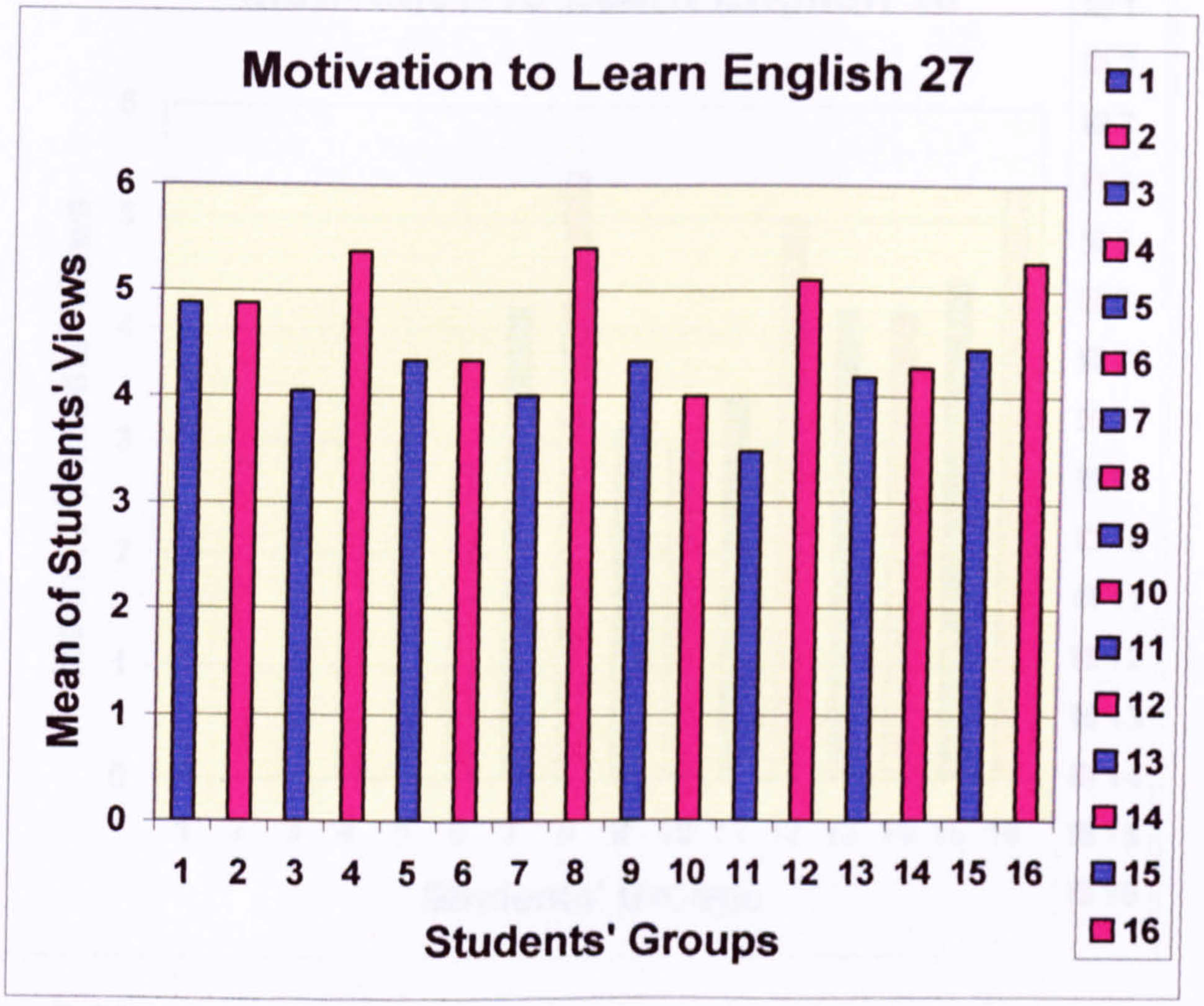


Figure 5.43
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **If there were an English Language Society in my University, I would be most interested in joining it.**

Observations

All the experimental groups have shown higher post-scores, whereas one control groups have shown lower post-scores and the post-scores remain the same as the pre-scores of two control groups.
The difference between the pre- and the post-scores is significant in group 2, group 4, group 6, and group 8 at .000, .004, .000 and .001 respectively which is very high all cases.
It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a very significant relation with the learners' enthusiasm for joining the English society if any such society is established.

Statement No 28

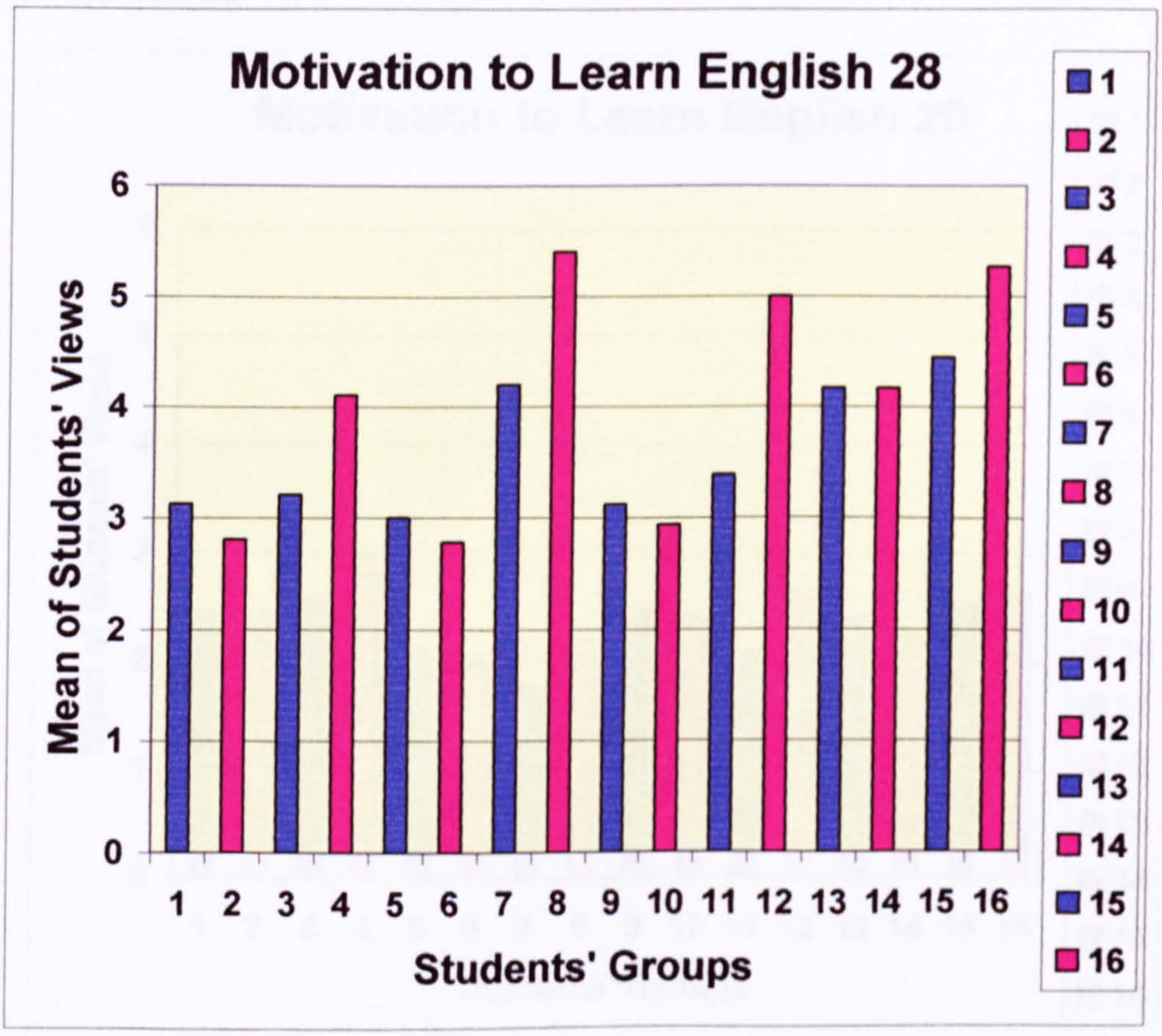


Figure 5.44
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **If I were proficient in English and had opportunity to read English, I would always read English magazines and newspapers**

Observations

All the experimental groups have shown higher post-scores, whereas three control groups have shown lower post-scores.
The difference between the pre- and the post-scores is significant in group 2, group 4, group 6, and group 8 at .003, .001, .000 and .001 respectively, which is very high in all cases.
It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a very significant relation with the learners' enthusiasm for developing their reading skills in English.

Statement No 29

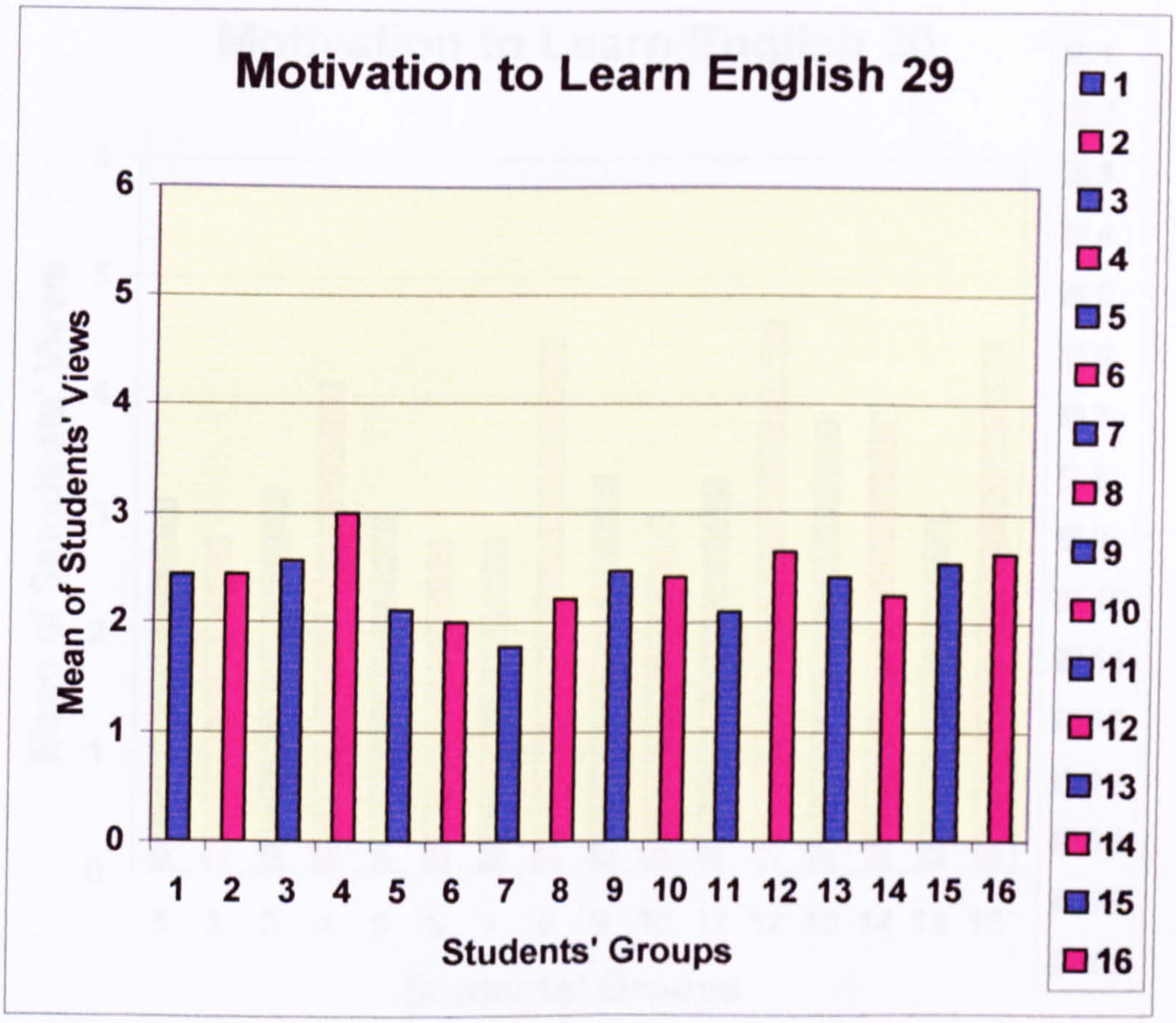


Figure 5.45
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **If I had an opportunity to watch an English play, I would definitely go there.**

Observations

All the experimental groups have shown higher post-scores, whereas three control groups have shown lower post-scores.
The difference between the pre- and the post-scores is not significant in any of the groups.
It indicates that the intervention of the independent variable i.e. culturally familiar texts, has some effect on the learners' enthusiasm for watching an English play, but this effect is not significant.

Statement No 30

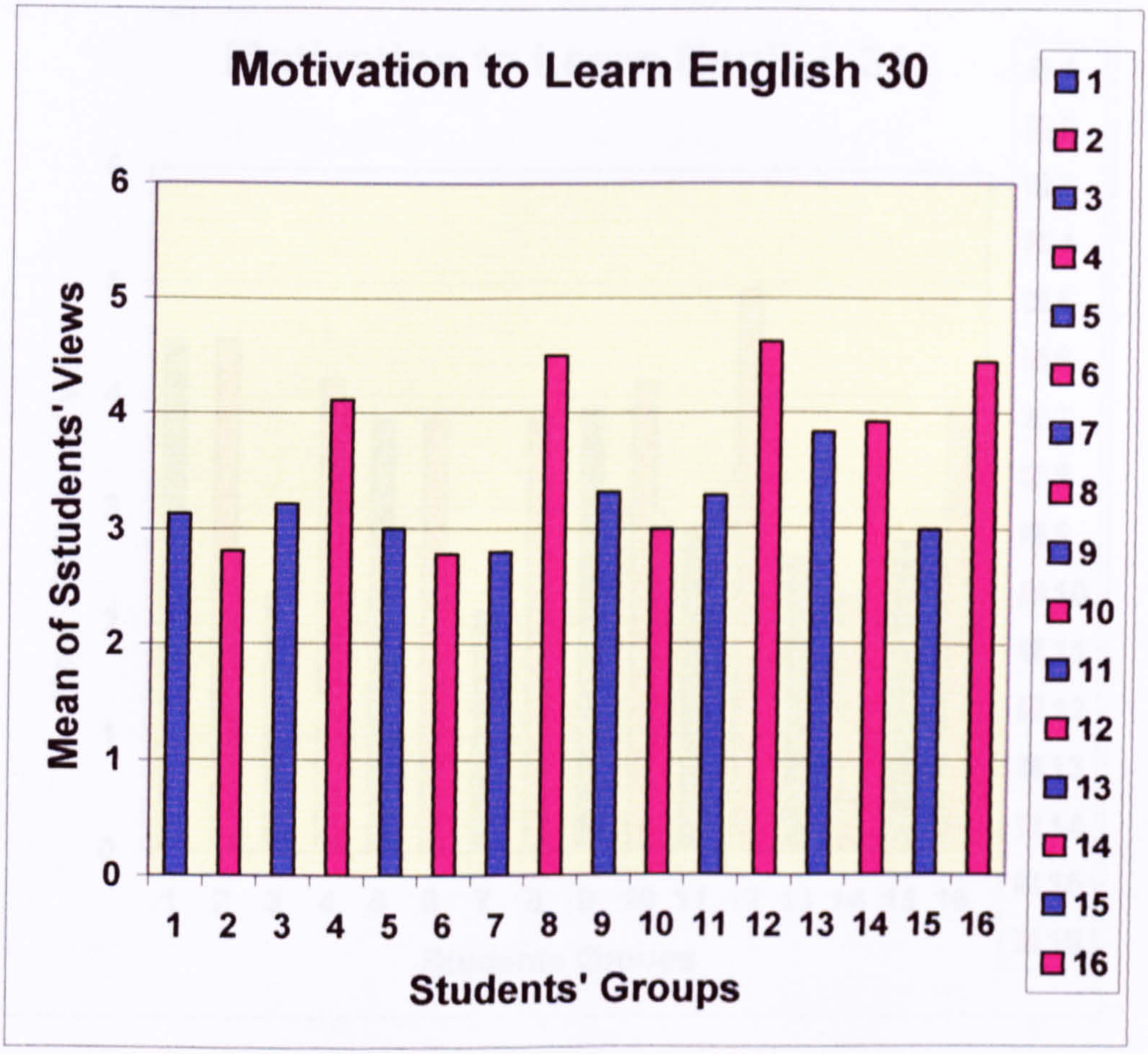


Figure 5.46
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **I think my proficiency in reading is excellent.**

Observations

All the experimental groups have shown higher post-scores, whereas three control groups have shown lower post-scores.
The difference between the pre- and the post-scores is significant in group 2, group 4, group 6, and group 8 at .003, .001, .000 and .01 respectively, which is very high particularly in cases of groups 2, 4 and 6.

It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a very significant relation with learners' perceived competence in English reading skills.

Statement No 31

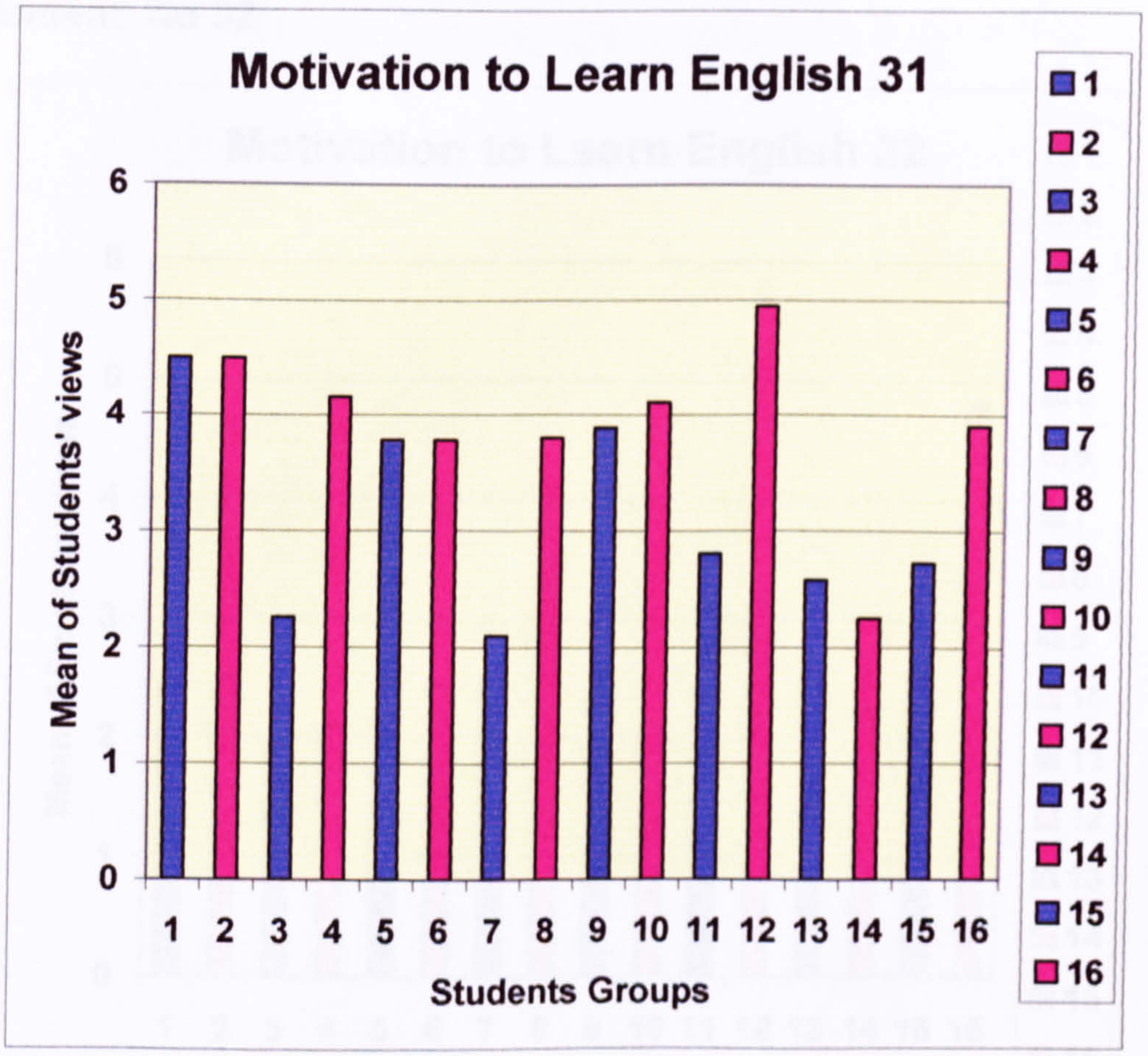


Figure 5.47

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **I think I am very fluent in speaking English.**

Observations

All the experimental groups have shown higher post-scores, whereas one control groups have shown lower post-scores.

The difference between the pre- and the post-scores is significant in all group 2, group 4, group 6, and group 8 at .000, .000, .000 and .05, which is very high in the case of first three groups.

It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a very significant relation with learners' perceived competence in speaking English language.

Statement No 32

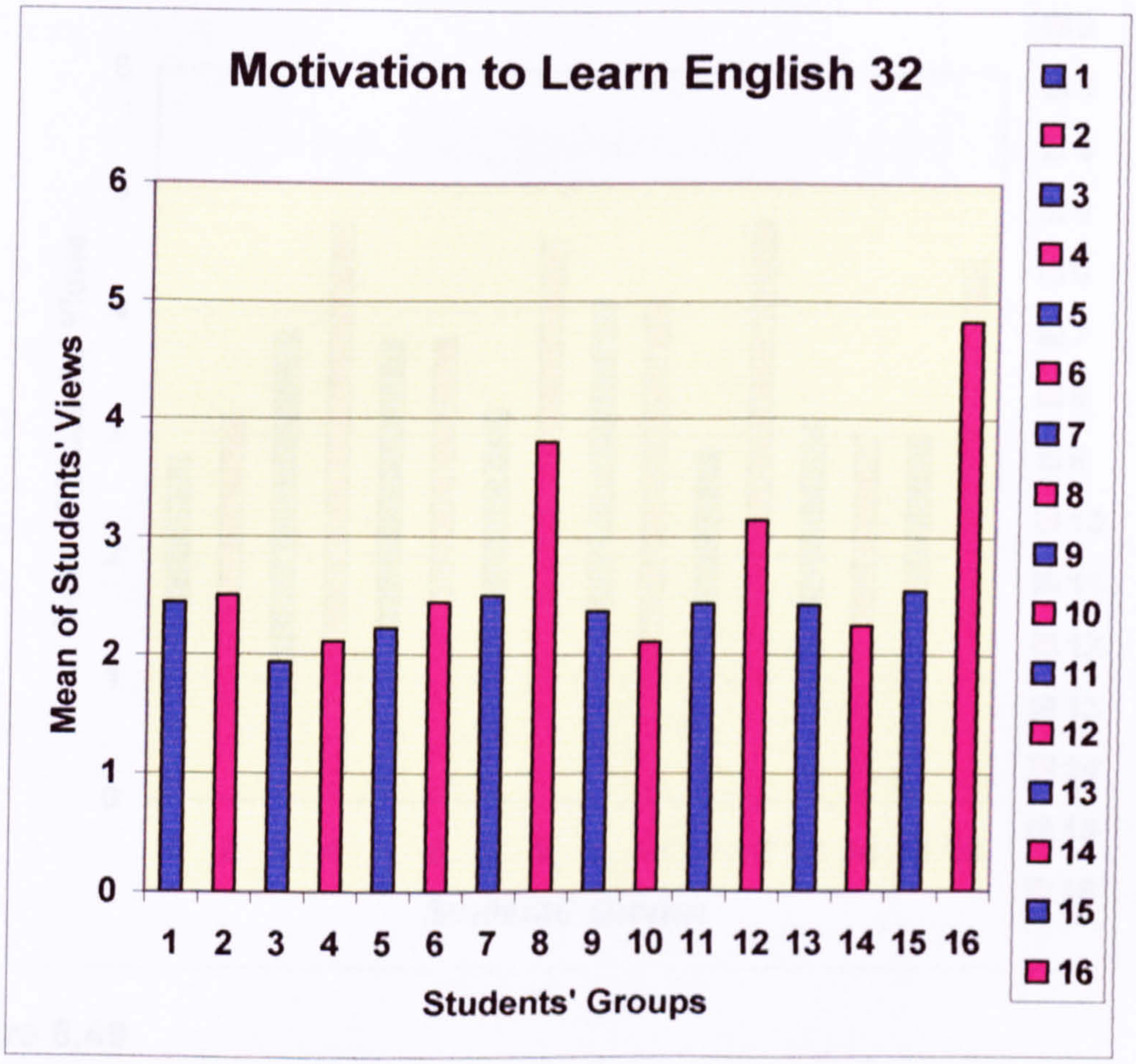


Figure 5.48

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **I think I can write English without any problem.**

Observations

All the experimental groups have shown higher post-scores, whereas two control groups have shown lower post-scores.

On the whole the girls' groups have shown higher mean than the boys' groups.

The difference between the pre- and the post-scores is significant in group 4, group 6, and group 8 at .000, .008 and .000 respectively, which is very high in all cases. It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a very significant relation with learners' perceived competence in writing English language.

Statement No 33

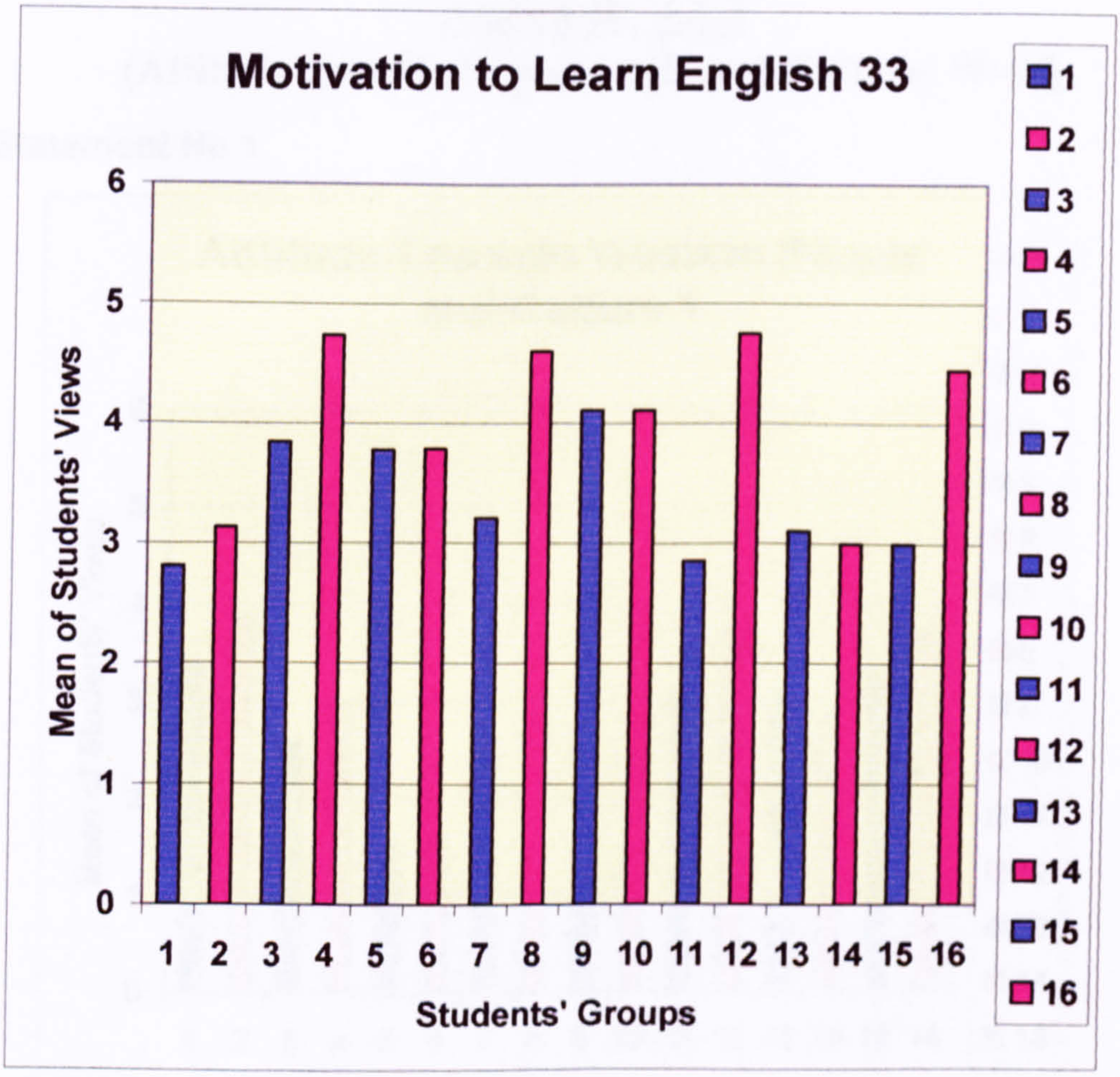


Figure 5.49

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **I think I can understand English perfectly.**

Observations

All the experimental groups have shown higher post-scores. The difference between the pre- and post-scores is significant in group 4, group 6, and group 8 at .001, .000 and .01 respectively, which is very high particularly in the case of first two groups. On the other hand, one control group has shown lower post-scores.

The difference between the pre- and the post-scores is significant in group 1 at .02, which is not very high. It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a very significant relation with learners' perceived competence in listening to English.

Appendix 4.2.3

(Attitude towards Western Life and Culture: 50-68)

Statement No 1

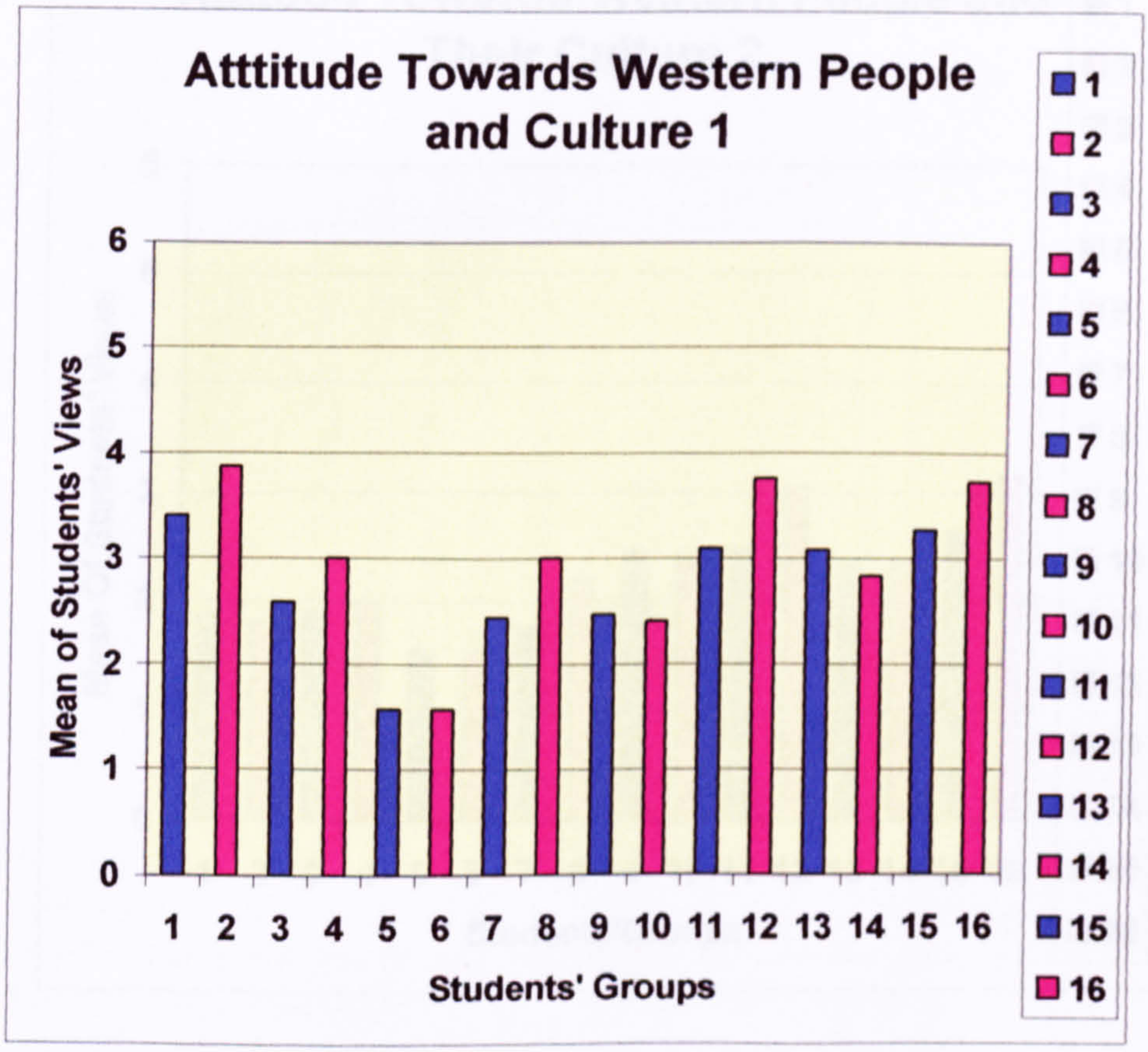


Figure 5.50
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **I think Western people are interesting.**

Observations

The mean is not high. It means that the students do not find Western people particularly interesting.

All the experimental groups and one control group have shown higher post-scores, whereas both girls' control groups show lower post-scores. The experimental groups have given this characteristic a higher rank order (4) than the control groups (6) The girls groups gave it a higher rank (4) at the beginning than the boys' groups (5). However, the situation changed altogether at the end when the boys' groups gave it a higher rank (3) than the girls' groups (10). It means that the girls found Western people much less interesting than the boys at the end. The difference in the pre- and the post-scores of group 6 is significant at .01, which is quite high. It shows that the intervention

of the independent variable i.e. culturally familiar texts, has some significant relation with learners' views about Western people being interesting.

Statement No 2

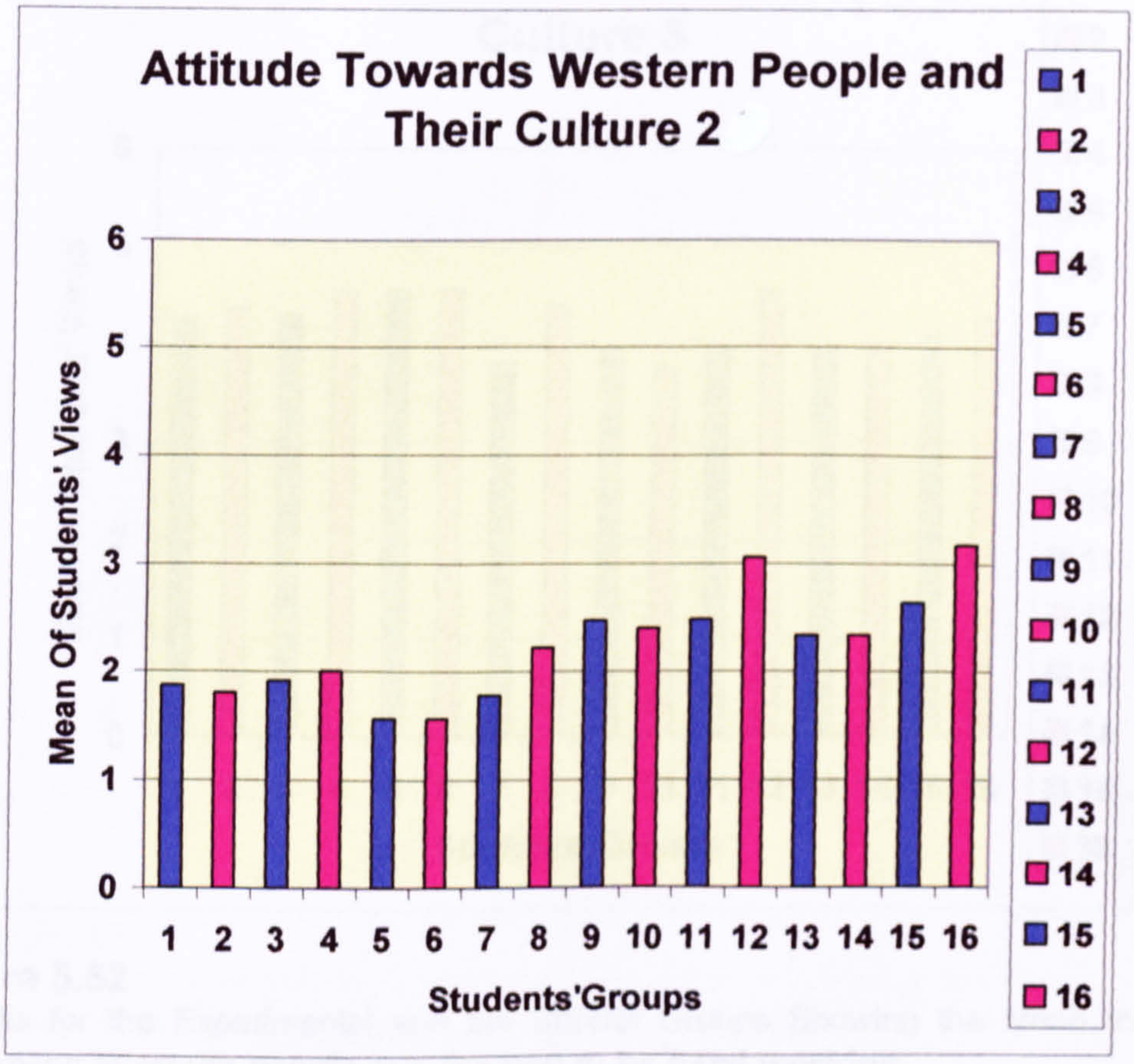


Figure 5.51
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **Western people are sincere and dependable.**

Observations

The mean is comparatively low. All the students gave it a lower rank order (10-13). It indicates that the students do not find the Western people very dependable.
All the experimental groups show higher post-scores. The experimental groups gave it a slightly higher ranking at the end (Beginning: 13 - End: 11). The boys' groups gave it a slightly higher ranking (10-11) than the girls' groups (12)
The difference in the pre- and the post-scores of group 6 and group 8 is significant at .01 and .05 respectively, which is quite high particularly in the case of group 6. It shows that the intervention of the independent variable i.e. culturally familiar texts, has some significant relation with learners' views about Western people being sincere and dependable.

Statement No 3

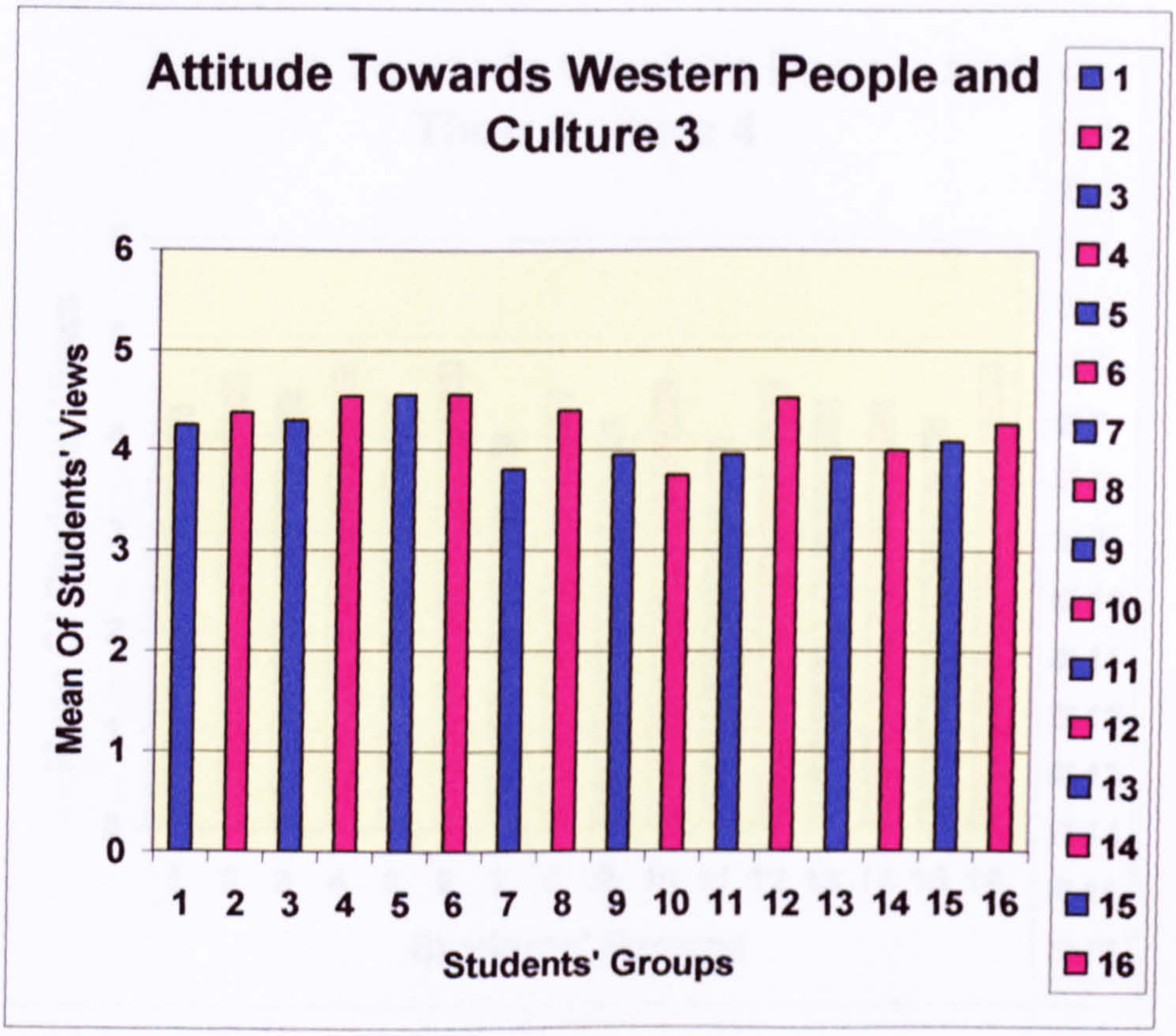


Figure 5.52
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **Western people are deemed to be hard working.**

Observations

The mean is not low. All groups gave it a high rank order (2). It indicates that the students do think that Western people are hard working.
All the experimental groups have shown higher post-scores, whereas all the control groups have shown lower post-scores or the scores remain unchanged. None of the differences between the pre- and the post-scores are significant.
It shows that the intervention of the independent variable i.e. culturally familiar texts, may have some relation with learners' views about Western people being hard working, but it is not very high.

Statement No 4

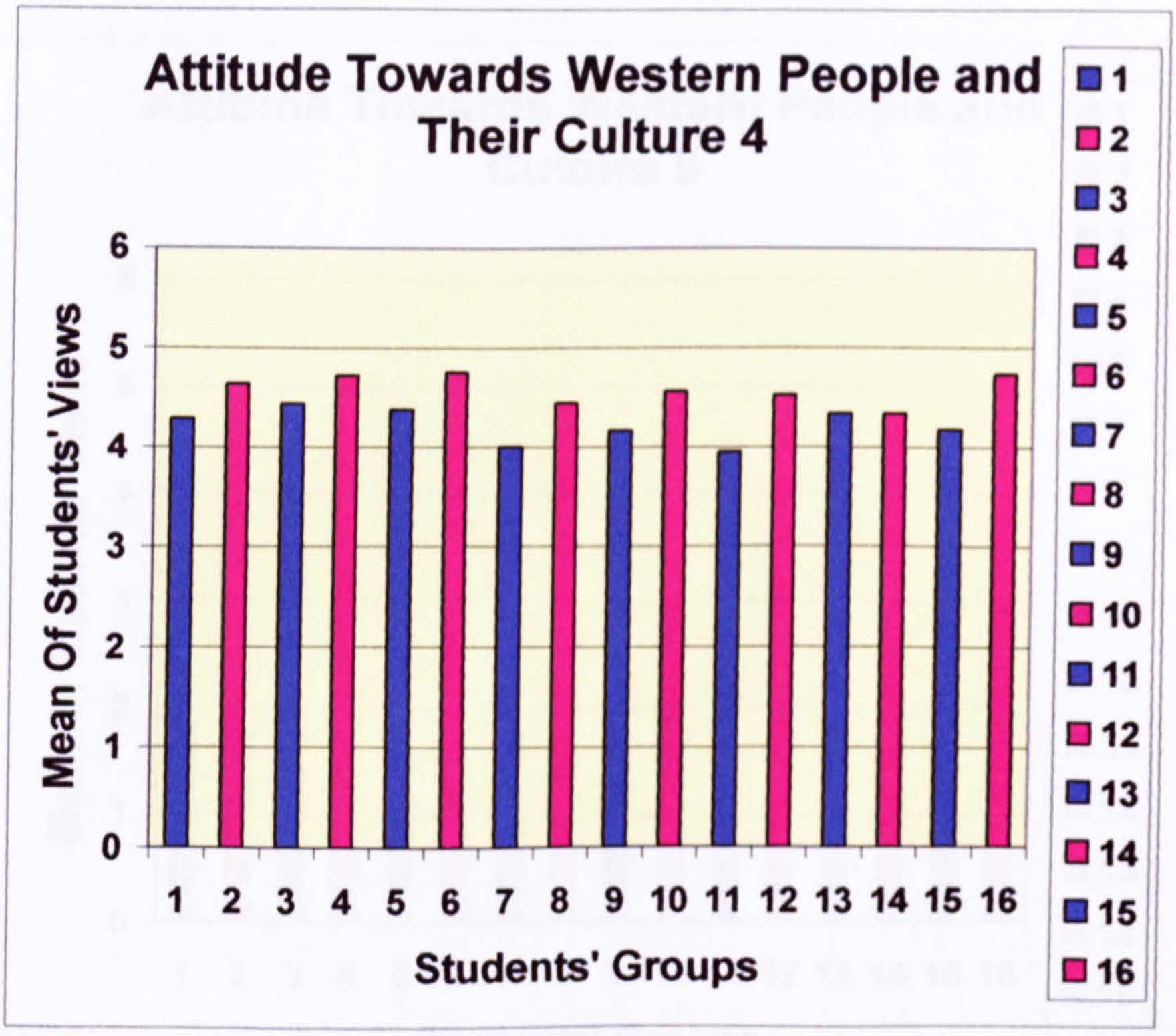


Figure 5.53

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **Western people are intelligent and shrewd.**

Observations

The mean is rather high.

All the experimental groups and two control groups have shown higher post-scores. All groups placed it at number 1 in the rank order. It indicates that to these students Western people are above all intelligent and shrewd.

The difference in the pre- and the post-scores of group 6 is significant at .008, which is very high.

It shows that the intervention of the independent variable i.e. culturally familiar texts, has some relation with learners' views about Western people being intelligent and shrewd.

Statement No 5

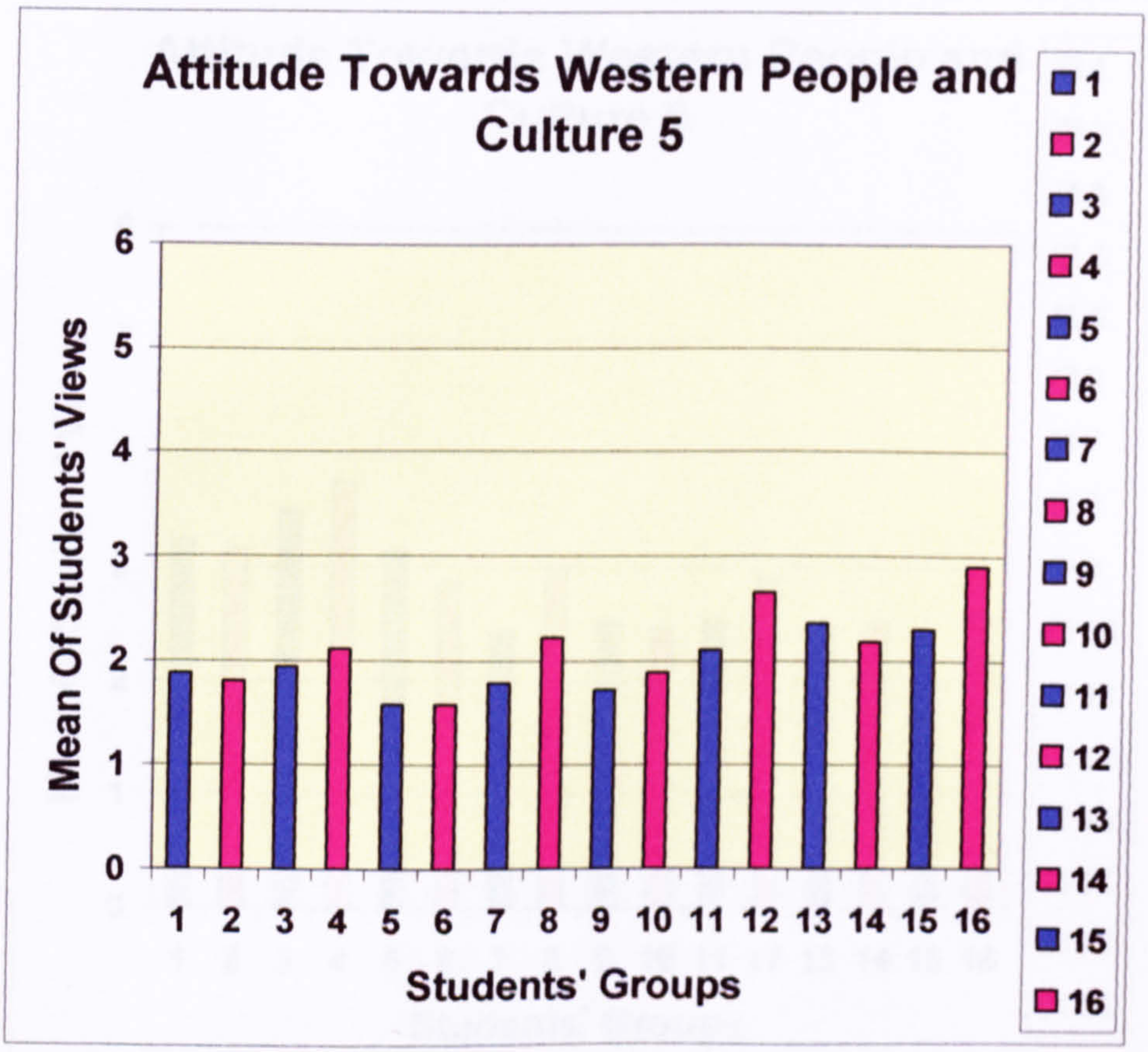


Figure 5.54
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **Western people are honest.**

Observations

The mean is rather low. The students have given it a lower rank order (14-10). It indicates that these students do not think that Western people are honest.
All experimental groups and one control group have shown higher post-scores, whereas two control groups have shown lower post-scores, and in one case the score remains unchanged. Moreover, the experimental groups gave it a higher rank order at the end. (Beginning: 14 – End: 10)
None of the difference between the pre- and the post-scores is significant.
It shows that the intervention of the independent variable i.e. culturally familiar texts, may have a weak relation with learners' views about Western people being honest.

Statement No 6

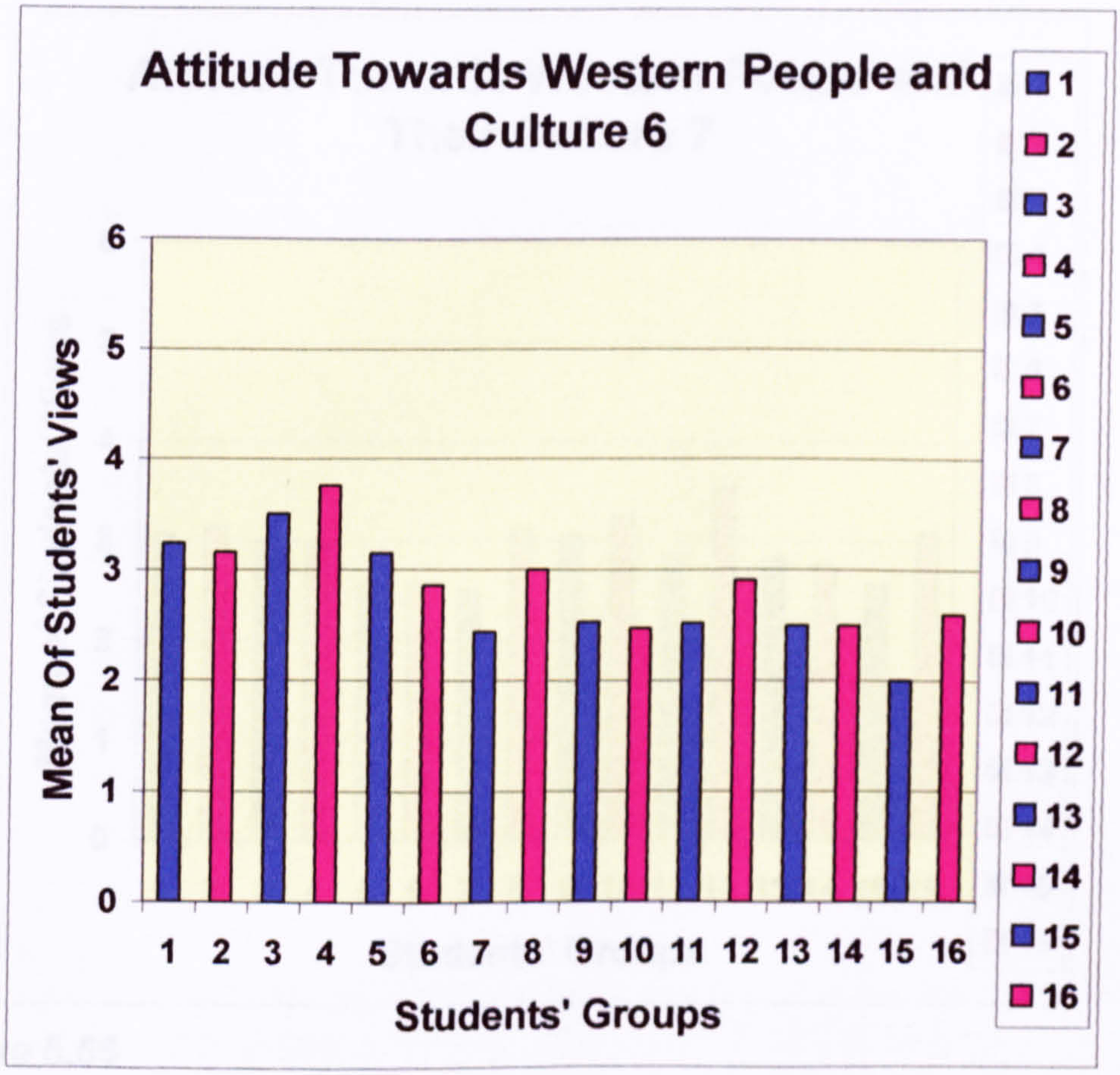


Figure 5.55
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **Western people are polite and friendly.**

Observations

The mean is rather low. It indicates that the most of these students do not consider Western people particularly polite and friendly. The boys' groups have given it a slightly higher rank (4-6) than the girls' groups (7-7).
All the experimental groups show higher post-scores, whereas almost all the control groups show lower post-scores.
The difference in the pre- and the post-scores of group 8 is significant at .05, which is not very high.
It shows that the intervention of the independent variable i.e. culturally familiar texts, may have a weak relation with learners' views about Western people being polite and friendly.

Statement No 7

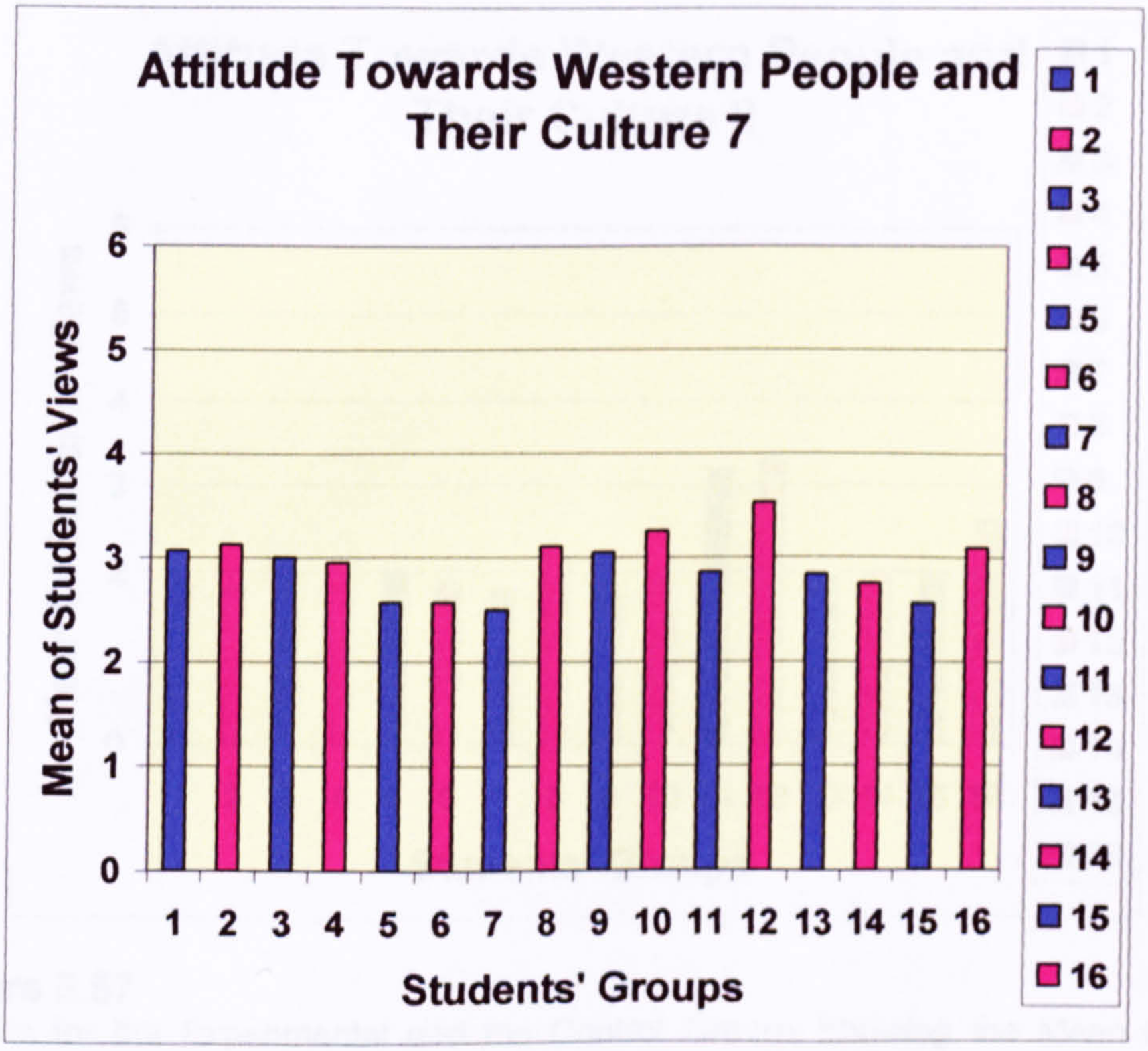


Figure 5.56
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **Western people are smart and colourful.**

Observations

The mean is not high. It indicates that the majority of these students do not the Western people particularly smart and colourful.
Three experimental and two control groups show higher post-scores.
The difference in the pre- and the post-scores of group 4, group 6 and group 8 is significant at .02 each, which is quite high.
It shows that the intervention of the independent variable i.e. culturally familiar texts, may have some relation with learners' views about Western people being smart and colourful.

Statement No 8

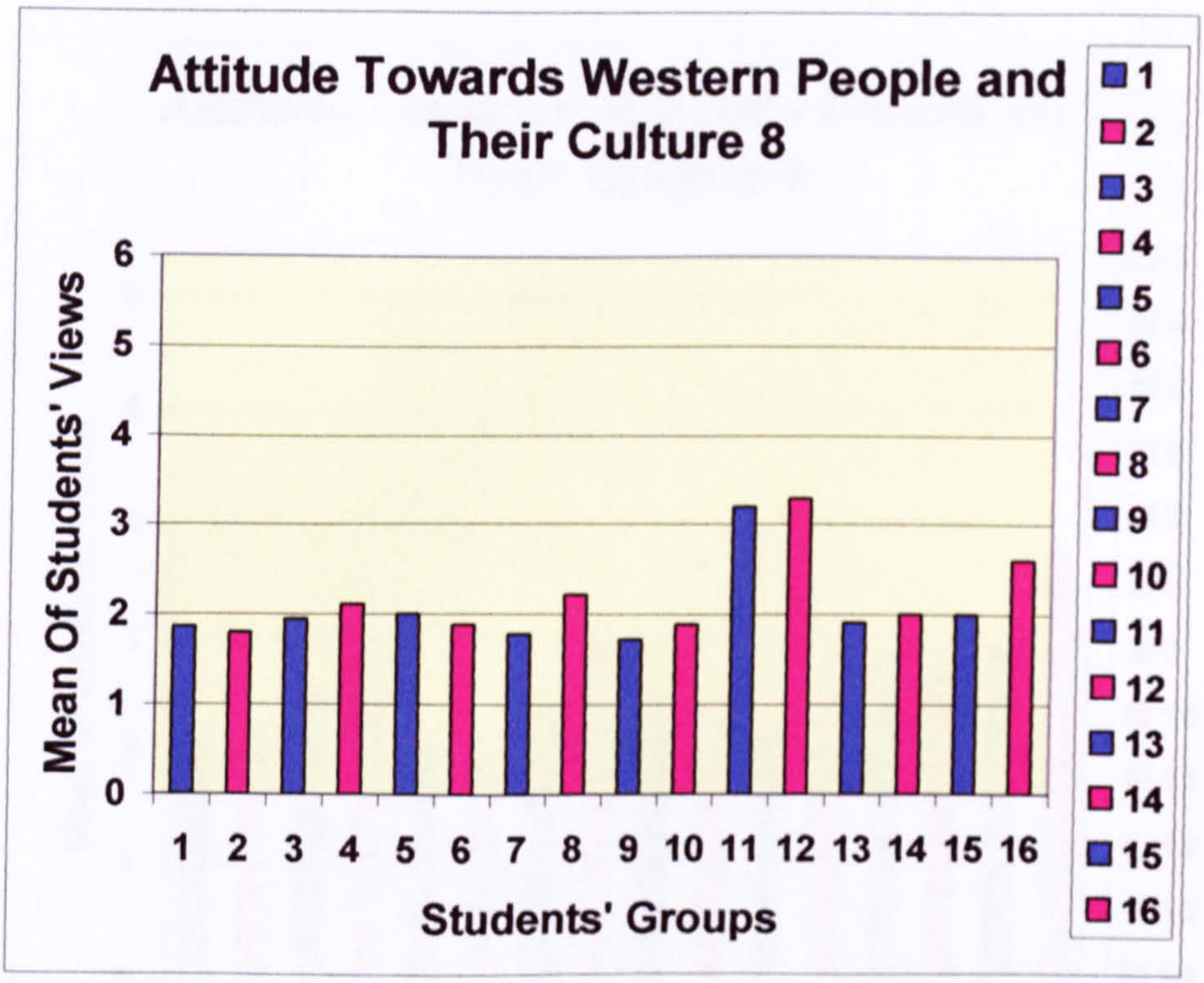


Figure 5.57
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **Western people are happy and satisfied with their life.**

Observations

The mean is low. The control groups (14-13) and the girls' groups (14) gave it a lower rank than the experimental (12) and the boys' groups (11-12). It means that these students particularly the girls' and the control groups do not agree that the Western people are satisfied and contented with their life.

All experimental groups and two control groups have shown higher post-scores, whereas two control groups have shown lower post-scores.

The difference in the pre- and the post-scores of group 8 is significant at .05, which is not very high.

It shows that the intervention of the independent variable i.e. culturally familiar texts, may have a weak relation with learners' views about Western people being satisfied with their life.

Statement No 9

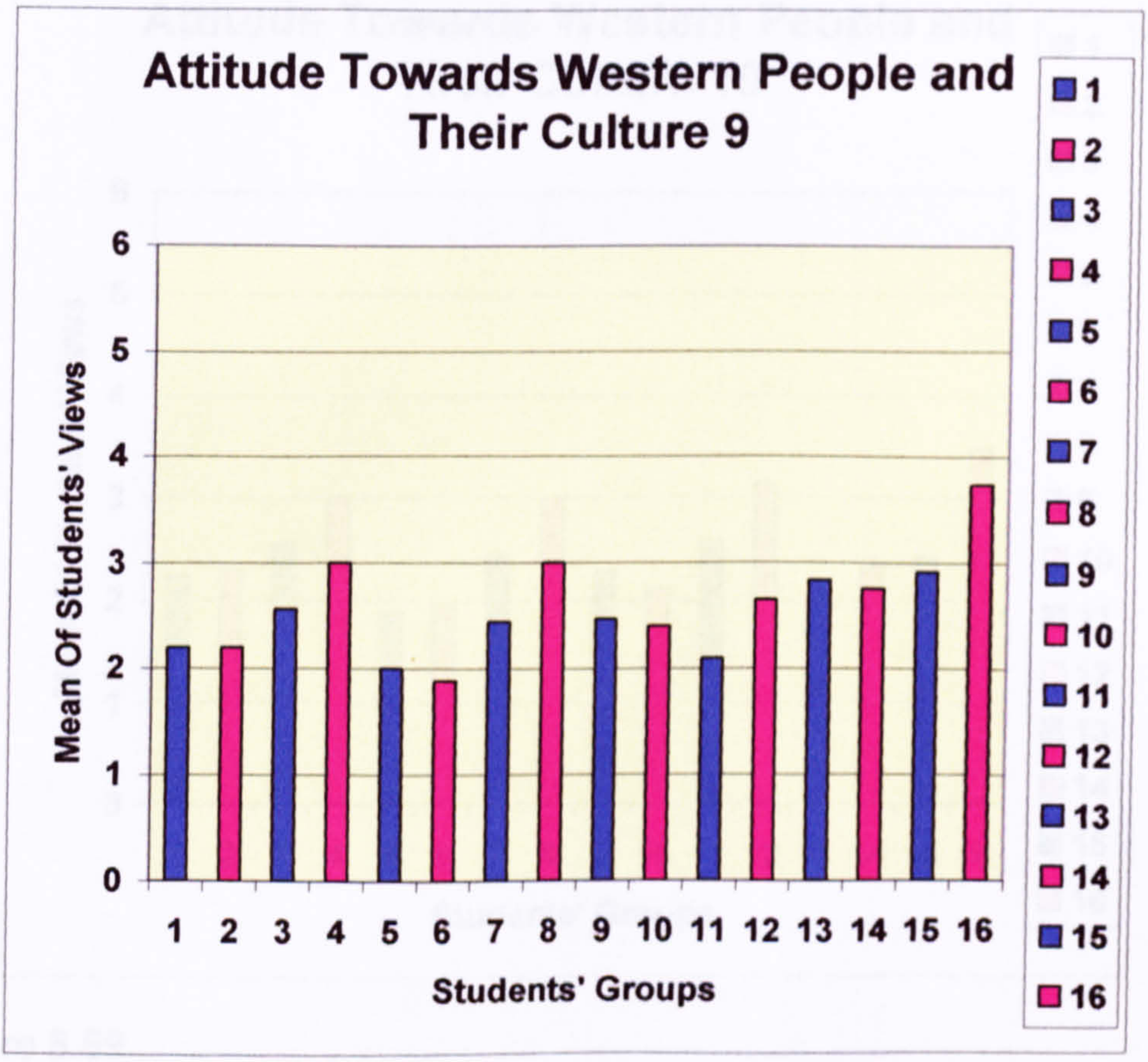


Figure 5.58
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **Western people are popular.**

Observations

The mean is not high. The girls groups (6) gave it a higher rank than the boys groups (8-9).
All the experimental groups show higher post-scores, whereas three control groups show lower post-scores.
The difference in the pre and the post-scores of group 6 and group 8 is significant at .008 and .02 respectively.

It shows that the intervention of the independent variable i.e. culturally familiar texts, have some relation with learners' views about Western people being popular.

Statement No 10

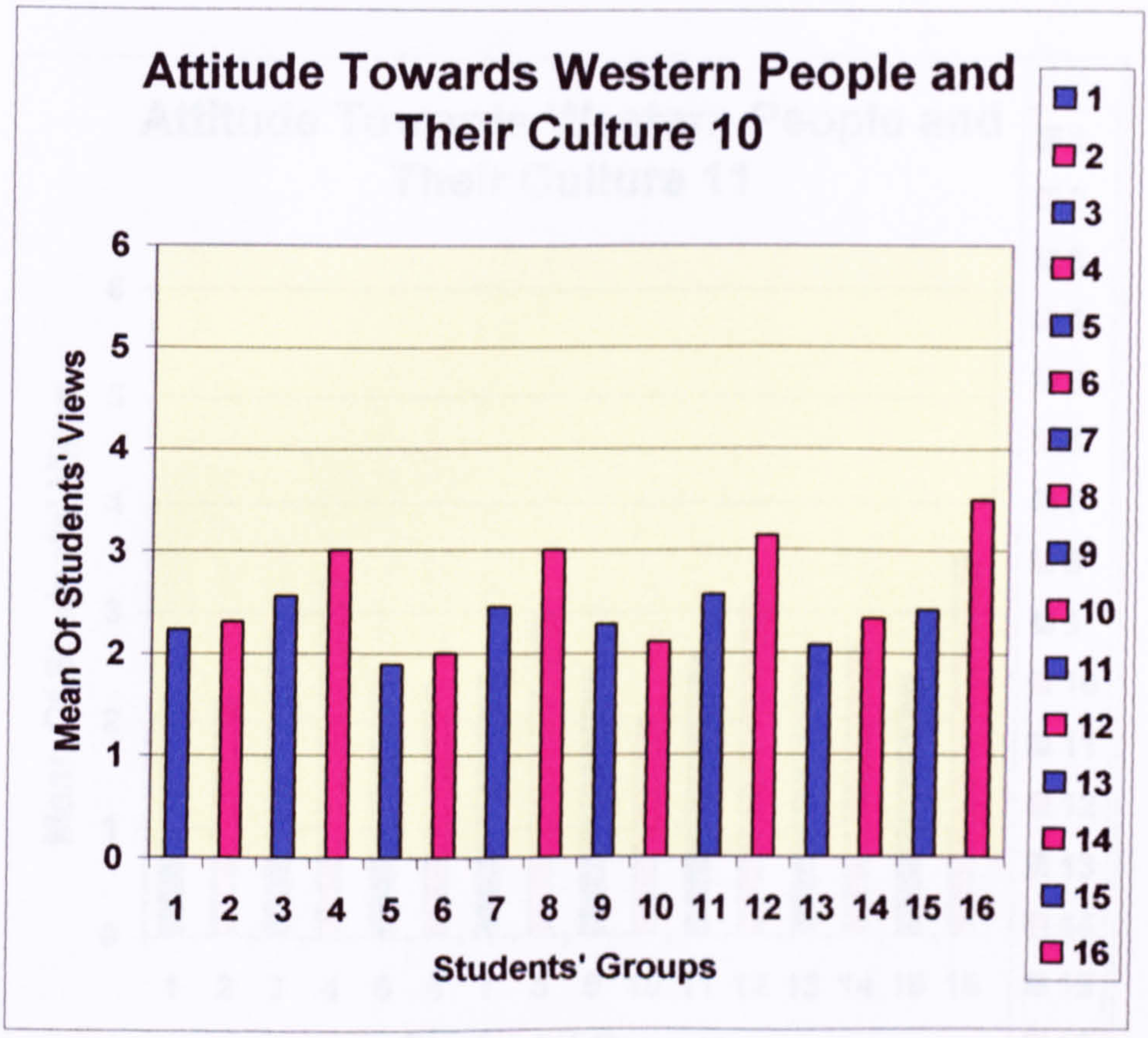


Figure 5.59

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **Western people have strong and stable character.**

Observations

The mean is not high. All groups except the boys' groups gave it higher rank order in the end. It indicates that the majority of these students do not believe that Western people have strong and stable character, but this attitude slightly improves in the end.
Almost all groups show higher post-scores.
The difference in the pre and the post-scores of group 6 and group 8 is significant at .01 and .002 respectively, which is very high.
The fact that three control groups also showed slightly higher post-scores indicates that the intervention of the independent variable i.e. culturally familiar texts, may have a weak but not significant relation with learners' views about Western people having strong and stable character.

Statement No 11

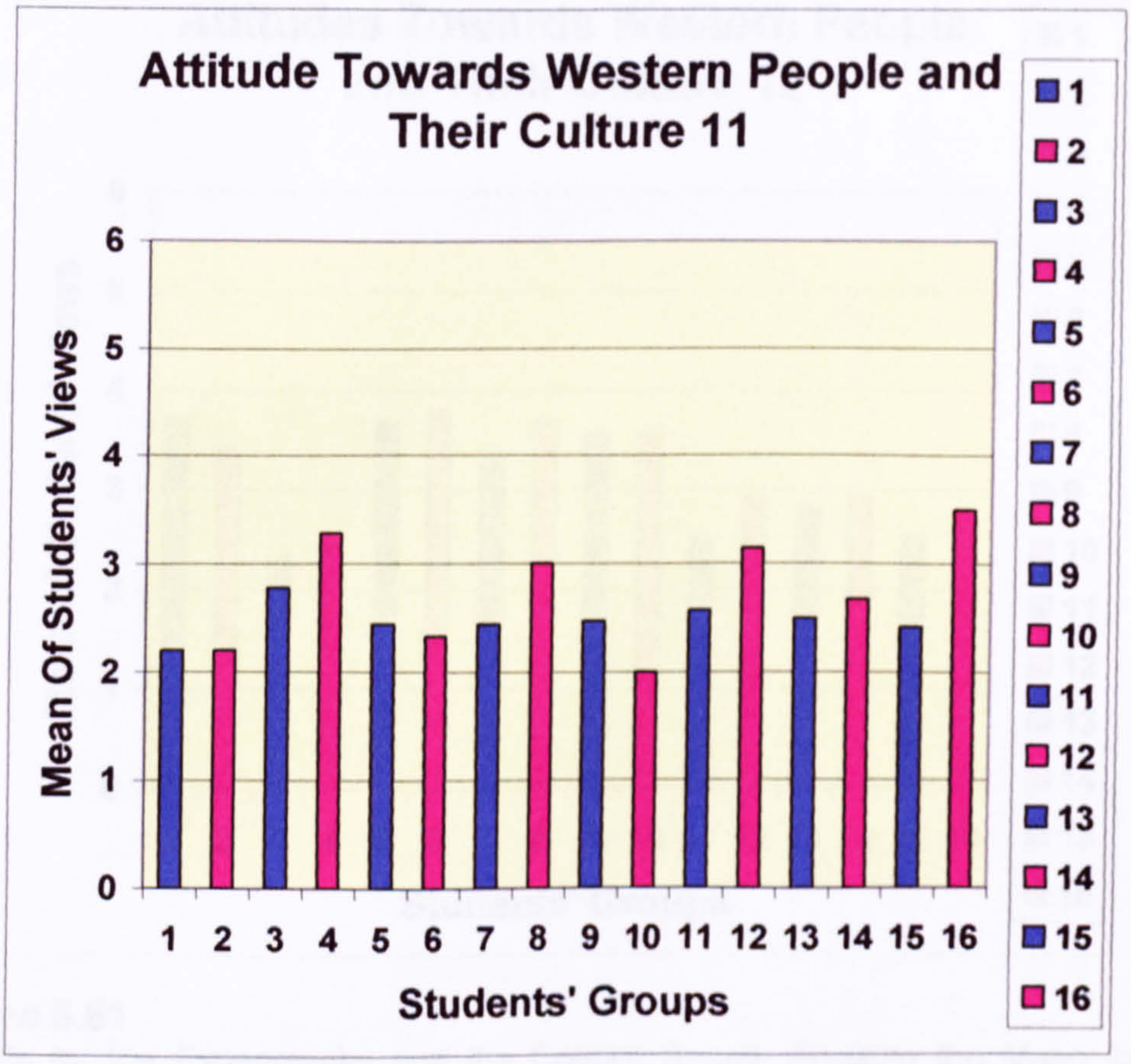


Figure 5.60
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **Western people are modest and good.**

Observations

The mean is not high. The experimental (7-5) and the girls' groups (9-5) gave it a higher rank order at the end. It indicates that the majority of these students do not find the Western people particularly modest and good. However, the situation slightly improves for the experimental and the girls' groups at the end.

All the experimental groups and one control group have shown higher post-scores, whereas two control groups have shown lower post-scores.

The difference in the pre- and the post-scores of group 6 is significant at .01.

It shows that the intervention of the independent variable i.e. culturally familiar texts, may have some relation with learners' views about Western people being modest and good.

Statement No 12

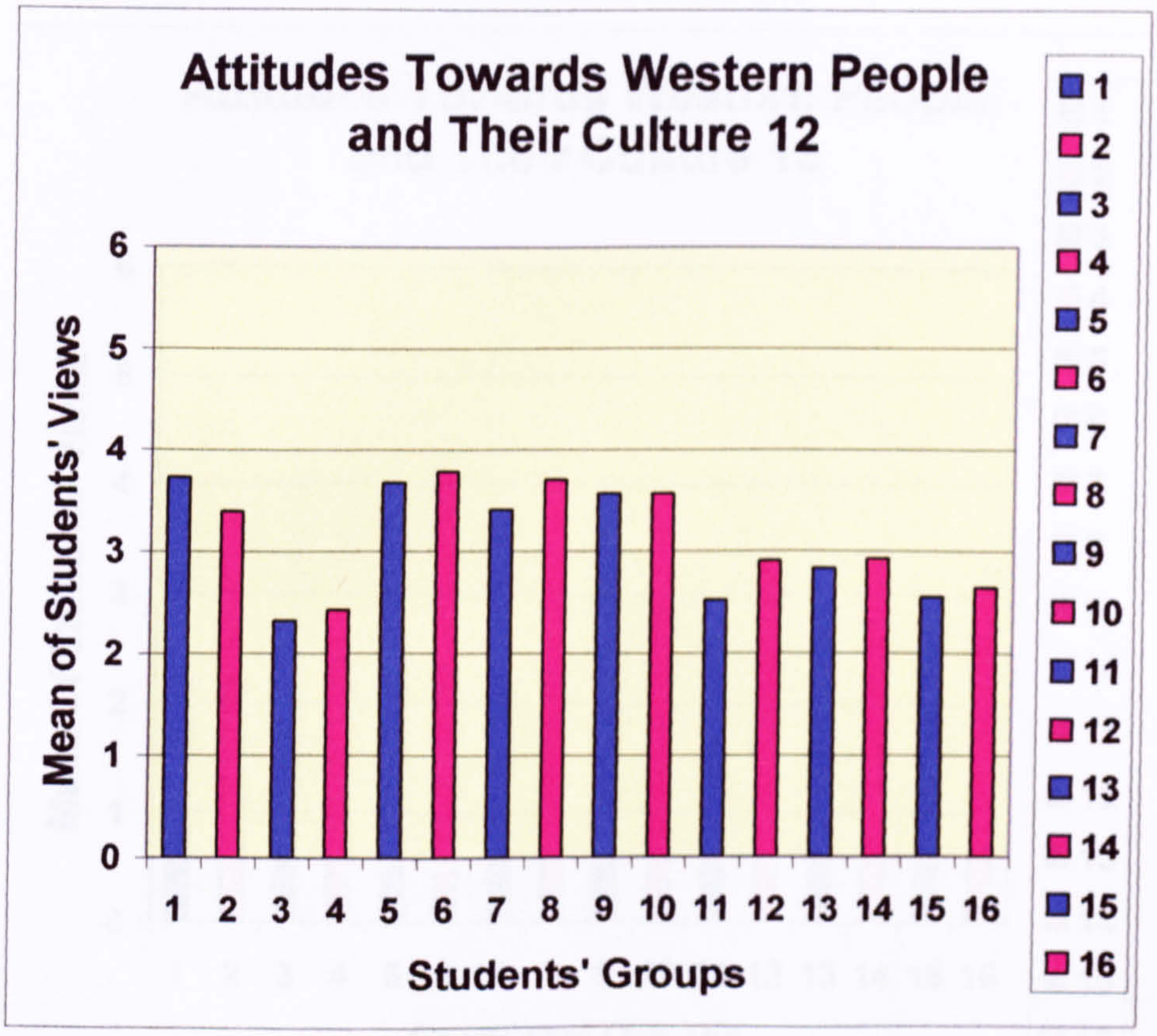


Figure 5.61

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **If I had an opportunity to live in a Western country, I would definitely like to take it up.**

Observations

This statement is related to 'Opportunity to Live' sub-scale. The mean is not very high. It indicates that the students are not particularly interested in living in a Western country.

Six of the groups have shown higher post-scores.

None of the difference between the pre- and the post-scores is significant.

It shows that the intervention of the independent variable i.e. culturally familiar texts, has no relation with learners' views about Western people availing themselves of the opportunity to live in a Western country.

Statement No 13

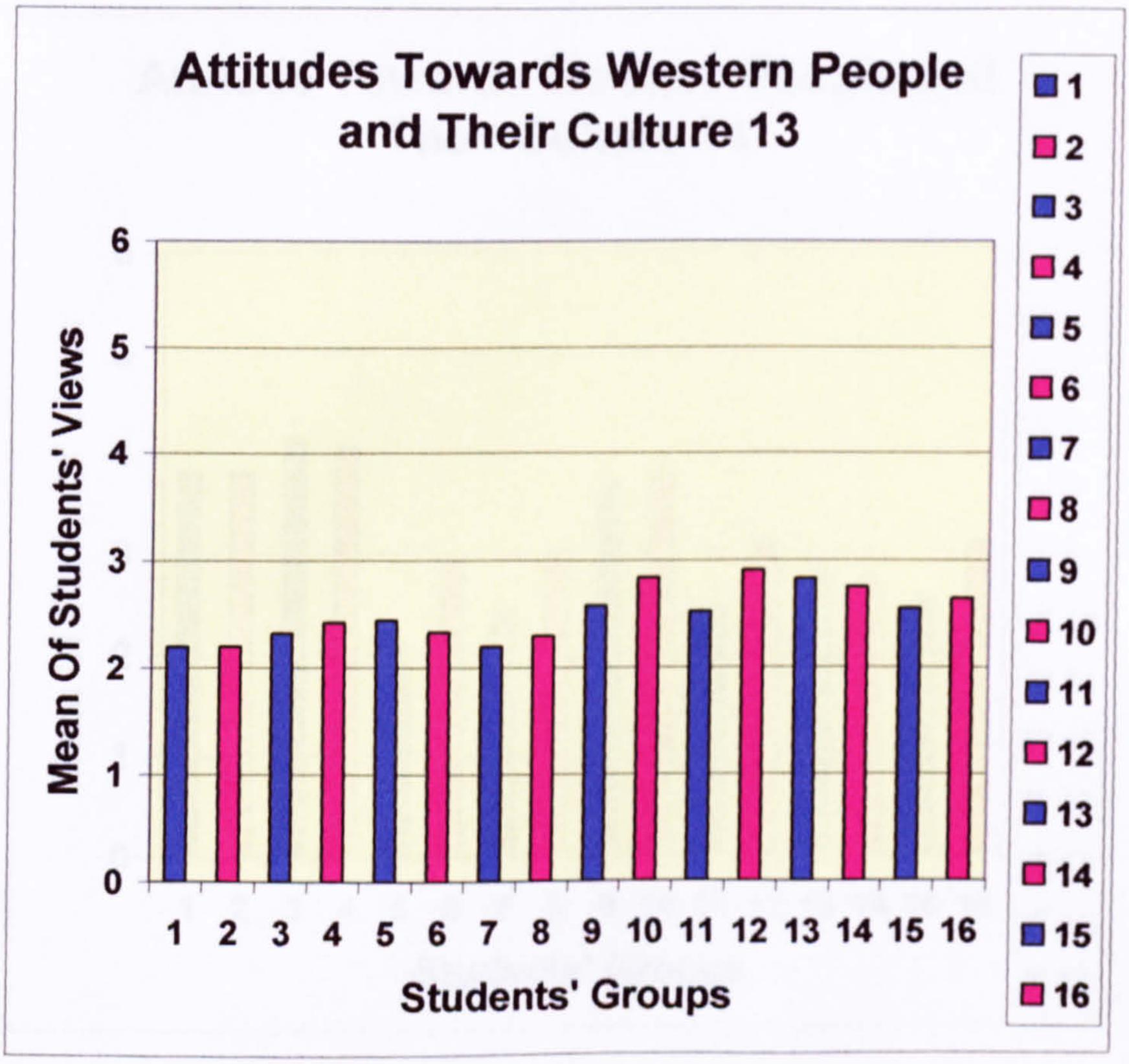


Figure 5.62

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **I would be happy to emigrate permanently to a country in the West.**

Observations

The mean is very low. It indicates that the students have no wish to emigrate permanently to a Western country. The boys' groups have shown slightly higher post-scores.

All experimental groups and one control group have also shown slightly higher post-scores. Since none of the difference between the pre- and the post-scores is significant, it shows that the intervention of the independent variable i.e. culturally familiar texts, has no significant relation with learners' views about emigrating permanently to a country in the West.

Statement No 14

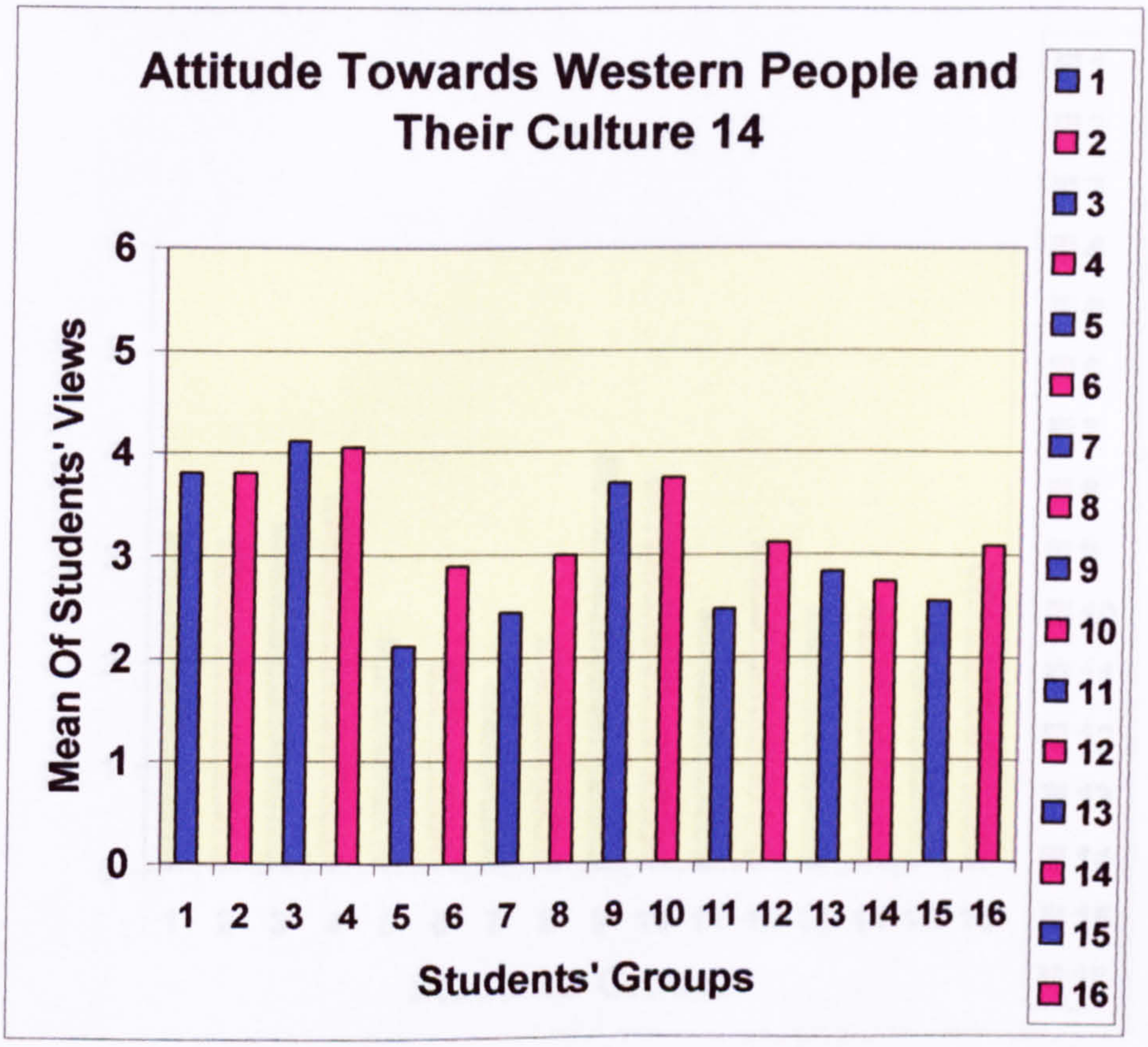


Figure 5.63

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **If I had an opportunity to live in a Western country, I would definitely like to live there for a short time.**

Observations

The mean is not low.

The mean is higher among the boys' groups than among the girls' groups. It indicates that the boys show stronger desire to live in a Western country than the girls. All the girls' groups and the experimental groups have shown slightly higher post-scores. It tells that their attitude undergoes a slight positive change. The difference in the pre- and the post-scores of group 6 is significant at .02.

It shows that the intervention of the independent variable i.e. culturally familiar texts, may have some relation with learners' views about Western people being honest.

Statement No 15

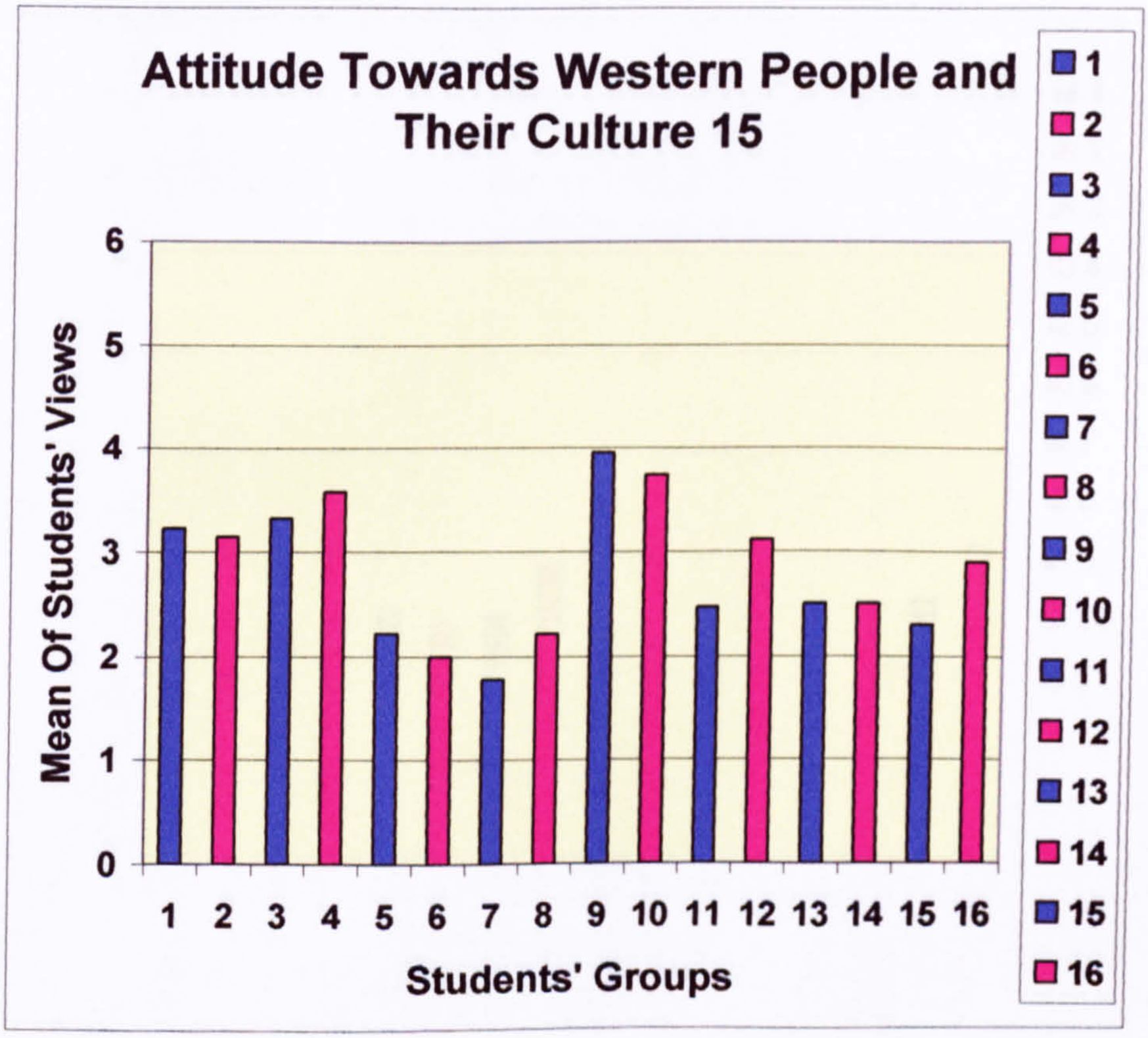


Figure 5.64
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **If there were some Western families in my neighbourhood, I would let my children play with them.**

Observations

The mean is not high. It means that the majority of these students are not in favour of letting their children play with the children from Western families.
The mean is higher among the boys' groups than among the girls' groups, which shows that the girls are more protective of their children than the boys.
All experimental groups show higher post-scores, whereas almost all the control groups show lower post-scores.
The difference between the pre- and the post-scores is significant among group 6 at .02, which is not very high.
It shows that the intervention of the independent variable i.e. culturally familiar texts, may have some relation with learners' views about letting their children play with the children from Western families them.

Statement No 16

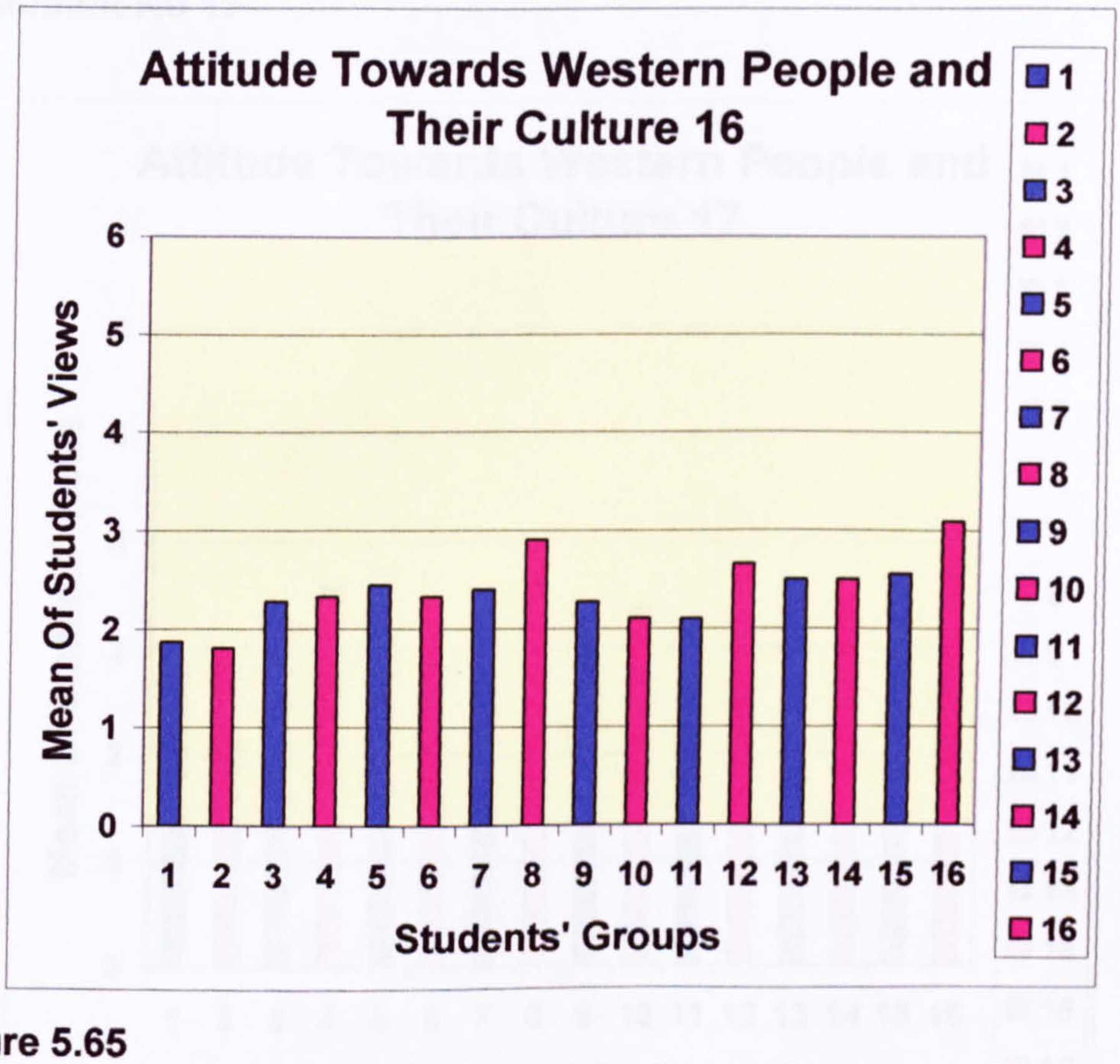


Figure 5.65
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **Western people are hospitable.**

Observations

The mean is rather low. The students have generally given it a lower rank order (8-13). It indicates that the majority of these students do not subscribe to the view that Western people are hospitable.

All the experimental groups have shown higher post-scores, whereas almost all the control groups have shown lower post-scores.

The difference in the pre- and the post-scores of group 6 is significant at .008 respectively.

It shows that the intervention of the independent variable i.e. culturally familiar texts, may have some relation with learners' views about Western people being hospitable.

Statement No 17

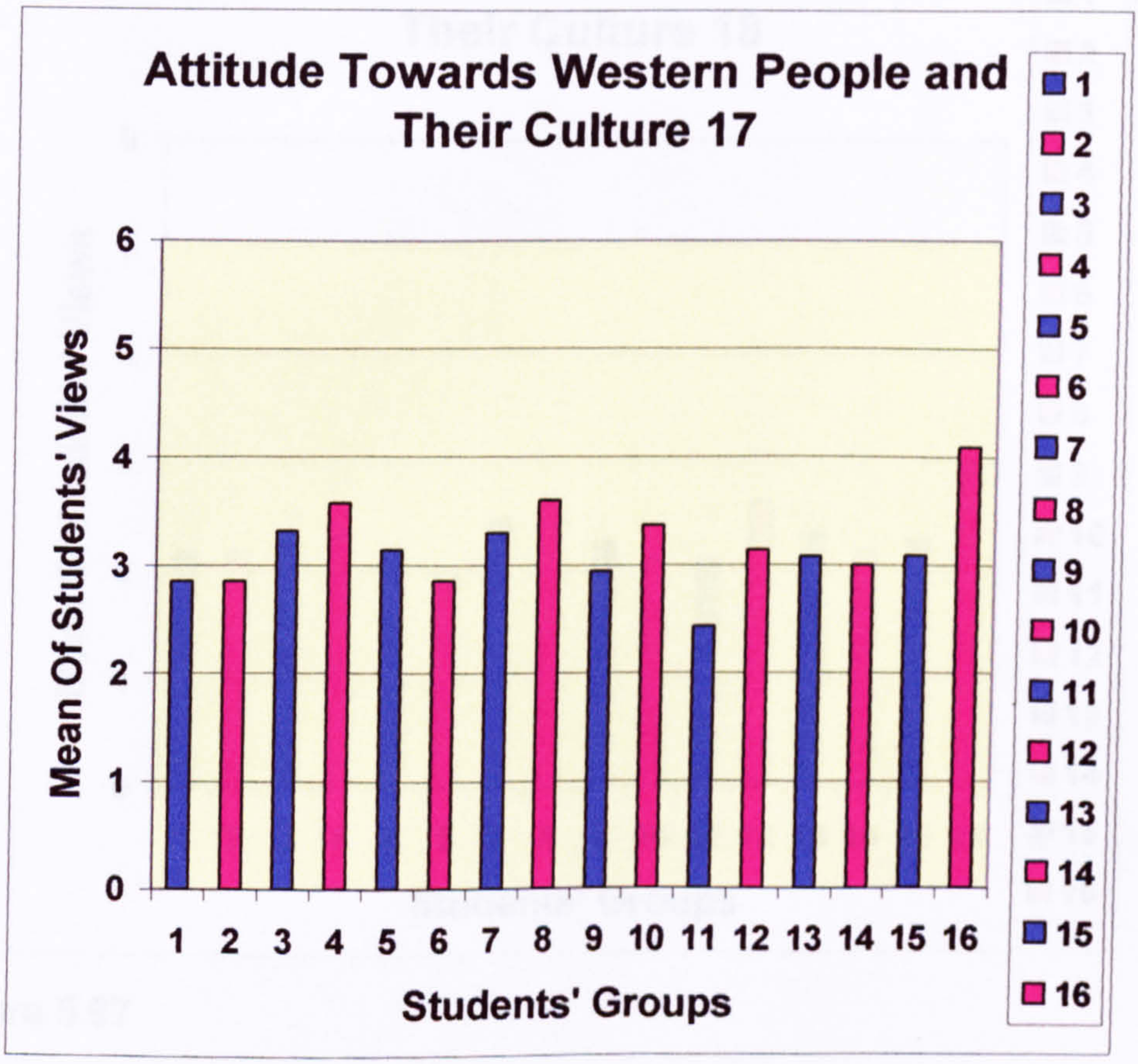


Figure 5.66
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **Western people are responsible.**

Observations

The mean is not low. All the groups except the boys' groups have given it a rather high rank order (3). It indicates that these students do consider the Western people responsible.

All the experimental groups have shown higher post-scores, whereas two control groups have shown lower post-scores.

The difference in the pre- and the post-scores of group 6 and group 8 is significant at .008.

It shows that the intervention of the independent variable i.e. culturally familiar texts, may have some relation with learners' views about Western people being responsible.

Statement No 18

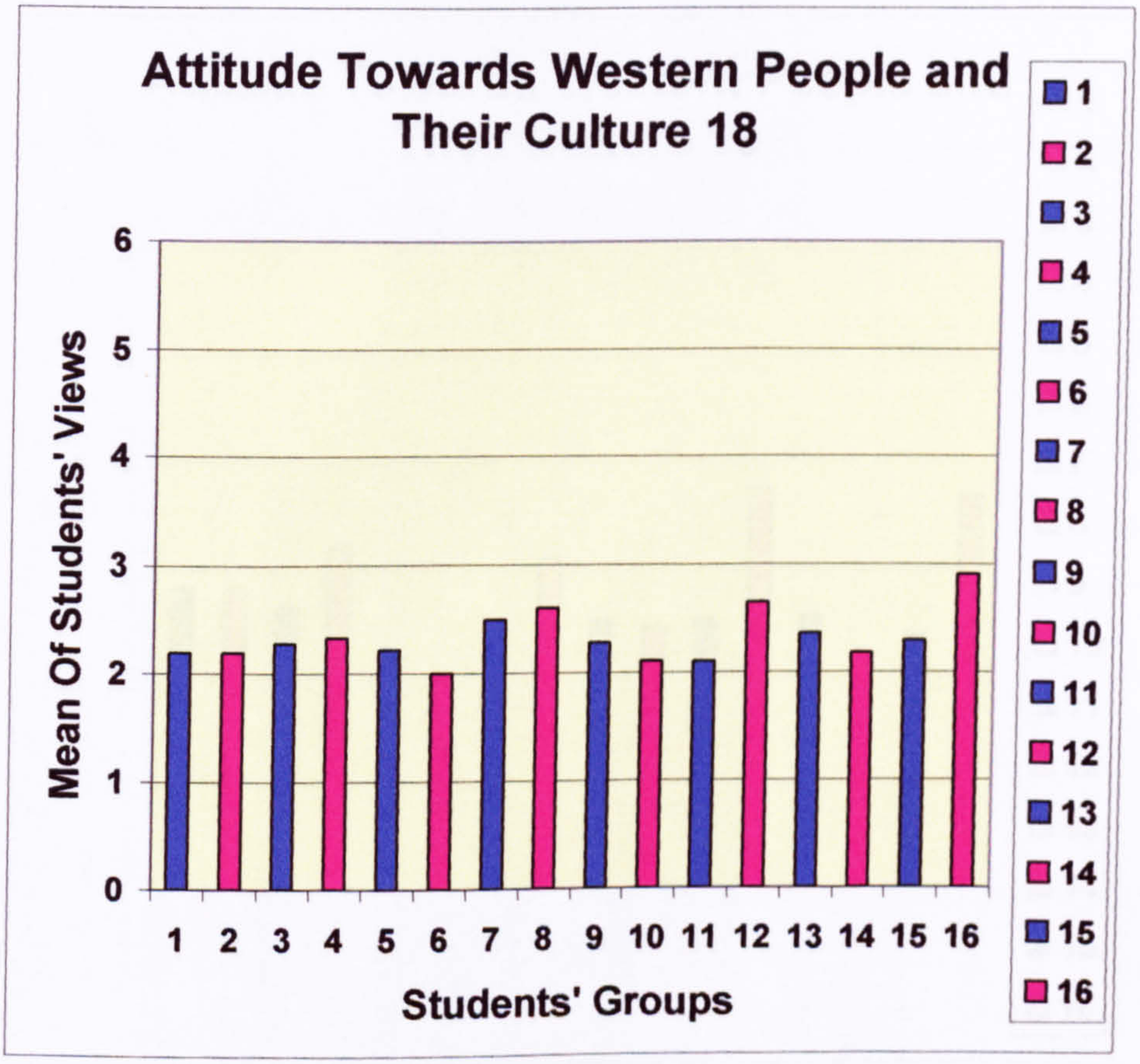


Figure 5.67

Results for the Experimental and the Control Groups Showing the Mean for the Statement :**I like the Western sense of humour.**

Observations

The mean is rather low. All the groups have given it a lower rank order (9-11). It indicates that the majority of these students do not enjoy the Western sense of humour.
All the experimental groups show higher post-scores, whereas almost all control groups show lower post-scores.
The difference in the pre- and the post-scores of group 6 is significant at .008.
It shows that the intervention of the independent variable i.e. culturally familiar texts, may have some relation with learners' views about Western people's sense of humour.

Statement No 19

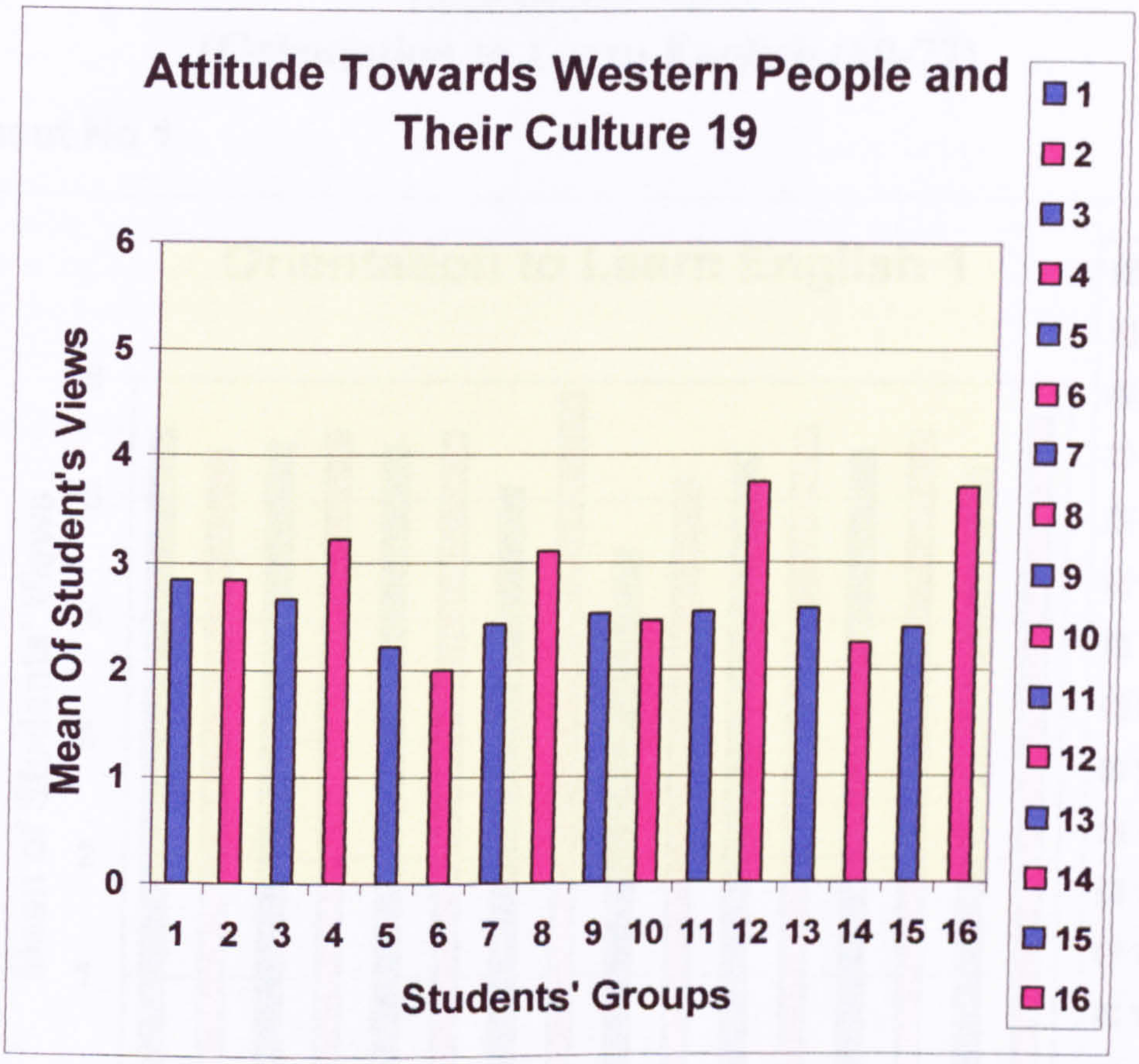


Figure 5.68
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **On the whole I like the Western people.**

Main Observations

The mean is rather low. The boys' groups have shown higher mean than the girls' groups. All the experimental groups have shown higher post-scores, whereas almost all the control groups have shown lower post-scores.
The difference in the pre- and the post-scores of group 6 and group 8 is significant at .002 and .02 respectively.
It shows that although majority of the students did not have positive attitude towards Western people at the beginning, their attitude has gone a slight positive change after the experiment. On the other hand, the control groups have shown lower post-scores, which indicates that the current textbooks had negative impact on their attitude towards Western people. It can be concluded that the intervention of the independent variable i.e. culturally familiar texts, may have some relation with learners' liking of Western people.

Appendix 4.2.4

(Orientation to Learn English (69-77)

Statement No 1

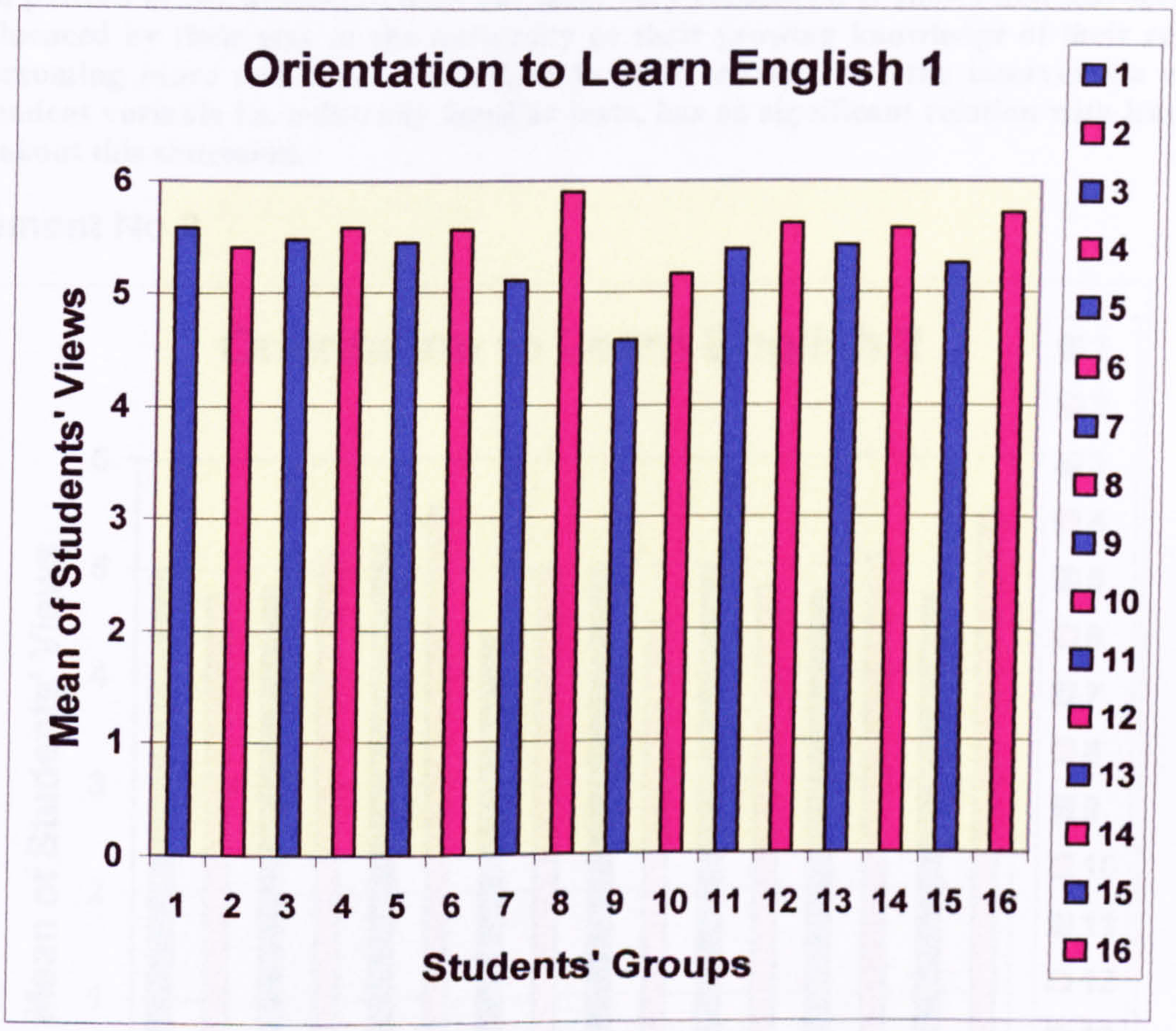


Figure 5.69

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **Learning English is important for me because it will enable me to preach Islam to the English-speaking people of the world.**

Observations

The mean is very high.

All groups except group 1 have shown higher post-scores.

The difference between the pre- and the post-scores of group 4 and group 5 is significant at .01 and .02 respectively. This is Islamic Studies learners' mission statement. Therefore, its high mean score is hardly surprising. It has also been given number 1 in the rank order by

all groups. This finding is in line with the findings in Motivation to Learn Islamic Studies section and endorses the view that these learners have internalised the mission of preaching their religion as a dominant force to channel their lives, and with the passage of time it is gaining further strength. However, the fact that post-scores of all groups without any distinction are higher than pre-scores and that the scores of one of the control groups (.05) as well as one of the experimental groups are also significant (though not very high) the overall pattern of the difference does not seem very consistent. It shows that learners may be influenced by their stay at the university or their growing knowledge of their religion and becoming more and more committed to their mission, but the intervention of the independent variable i.e. culturally familiar texts, has no significant relation with learners' views about this statement.

Statement No 2

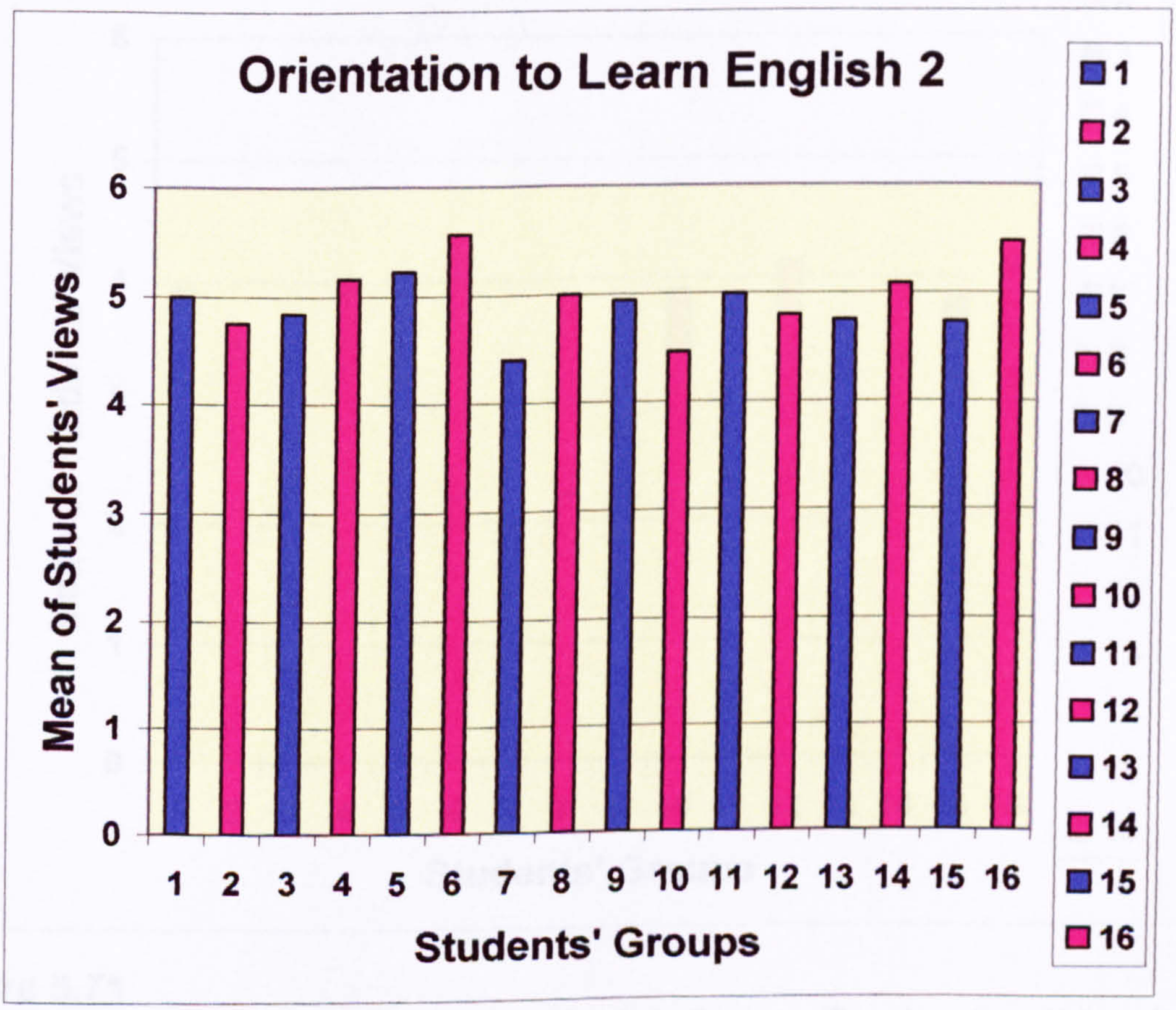


Figure 5.70

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **Learning English is important for me because it will help me to find a good job in future.**

Observations

The mean of students' responses is quite high. Three experimental groups and two control groups have shown higher post-scores, whereas one experimental and two control groups have shown slightly lower post scores. This statement has been given number 2 or 3 in rank order by all groups. The difference between the pre- and the post-scores of group 8 is significant at .01. Overall the girls' groups have shown higher difference in post-scores than boys' groups.

Statement No 3

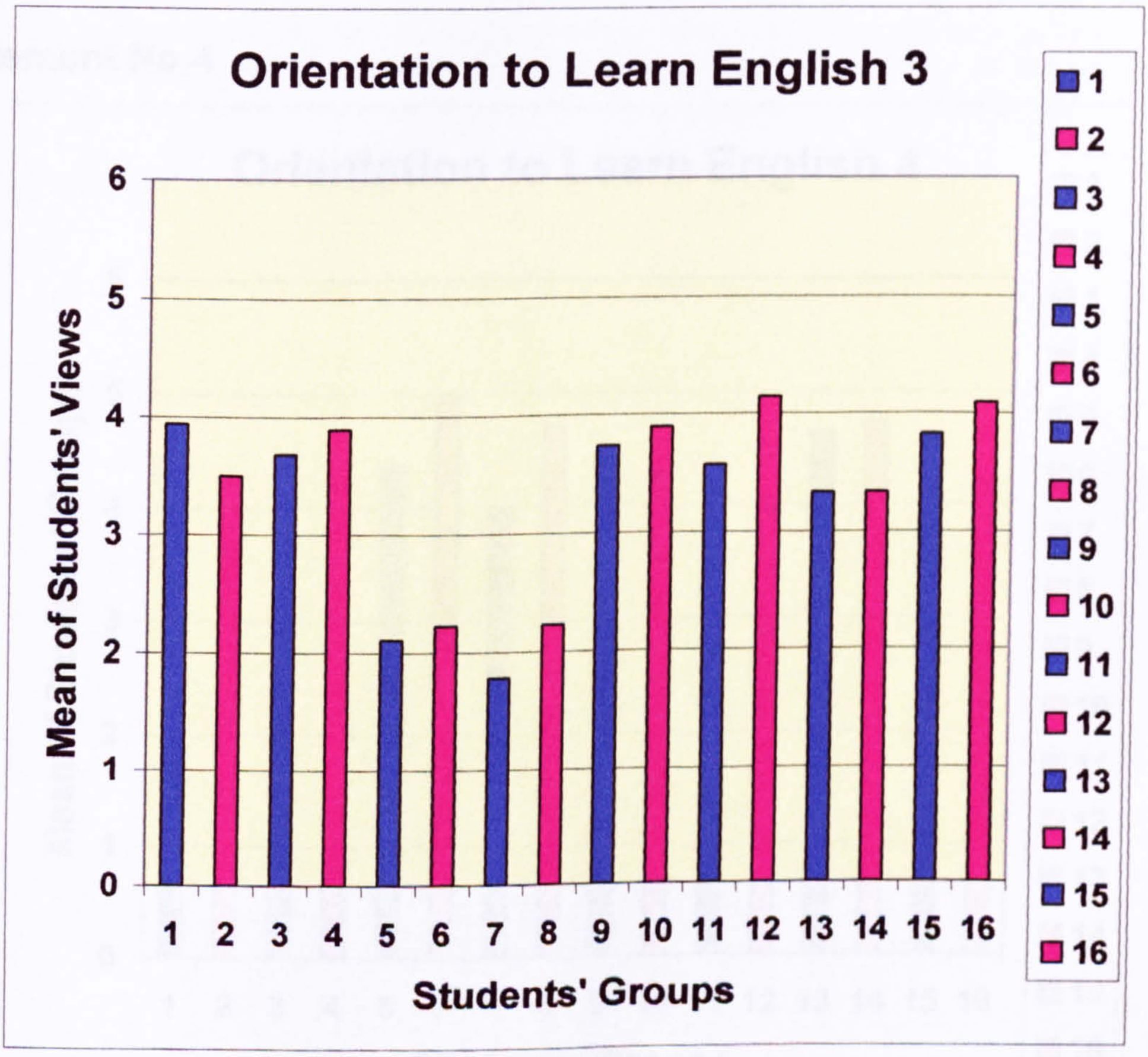


Figure 5.71
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **Learning English is important for me because it will make me understand English-speaking people and their society in a better way.**

Observations

Two boys' and one girls' group have shown high mean. Overall the boys have shown higher

mean than the girls, and allocated it a higher rank order i.e. 5 compared with girls who allocated it a lower rank order i.e. 8.
All the experimental groups and three control groups have shown higher post-scores.
The difference between the pre- and the post-scores of group 6 is significant at .01.
This shows higher orientation on the part of boys than girls to learn English in order to understand English speaking people and their society.
The fact that there is a significant difference between the pre-and the post-scores of one of the boys' experimental groups shows that the intervention of the independent variable i.e. culturally familiar texts, might have a slight relation with the boys' views about this statement.

Statement No 4

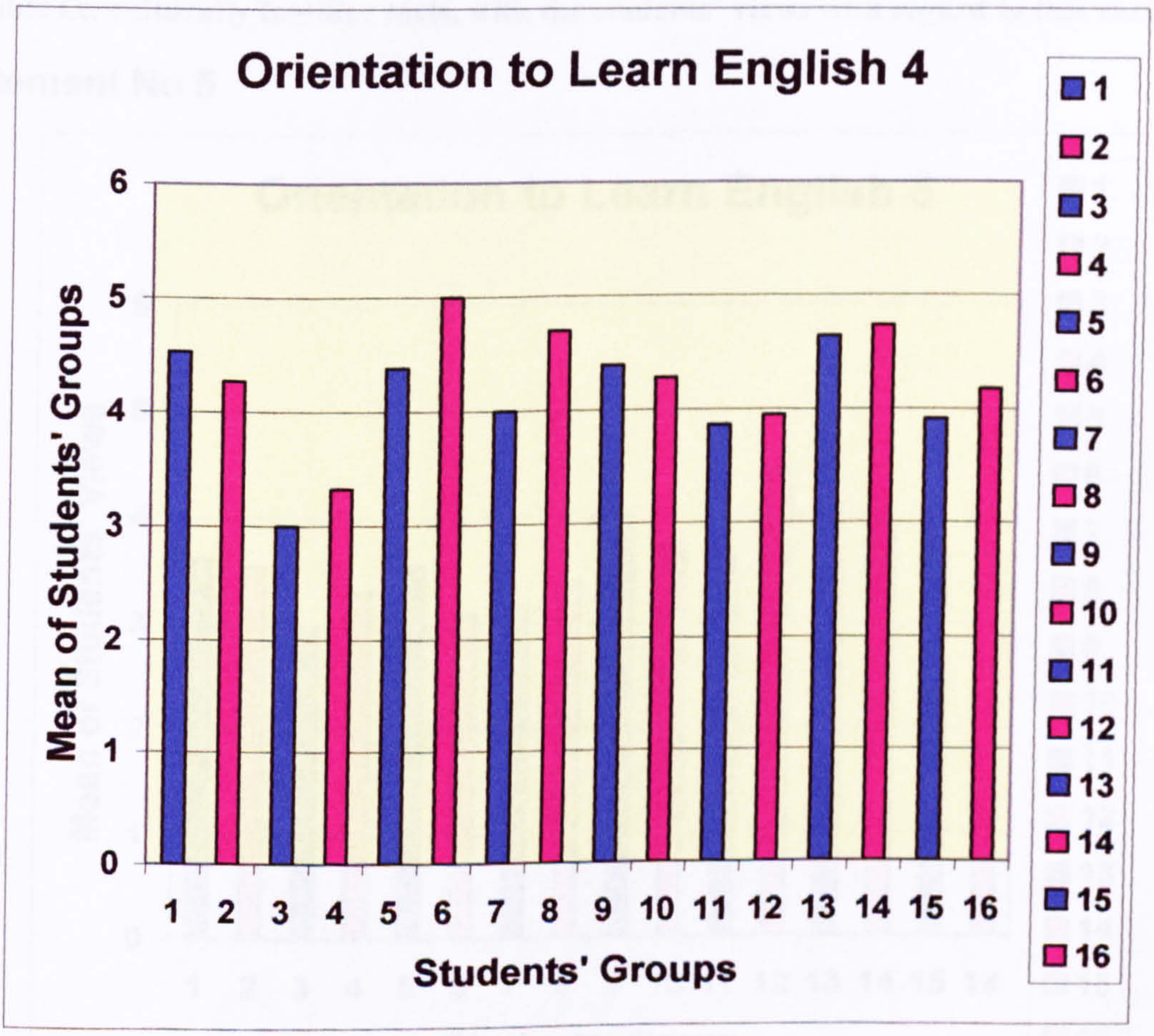


Figure 5.72
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **Learning English is important for me because it will help me to acquire high position in society.**

Observations

The mean is not low. All the experimental groups have shown higher post-scores, whereas two control groups 1 and 5 have shown lower post-scores and one control group has shown the same pre- and post-scores.

The difference between the pre- and the post-scores of girls' groups 3 and 4 is significant at .05 and .04, which is not very high. Both the girls and the boys have allocated this orientation the same rank order i.e. 4. Overall the girls have shown higher mean and more difference between the pre- and the post-scores. It means that the girls have shown higher orientation towards learning English in order to improve their social status than the boys. This finding is in line with a number of other studies carried out in this context. Moreover, the fact that the post-scores are slightly higher for all the experimental groups (although the mean is not) there might be a slight relation between the intervention of the independent variable i.e. culturally familiar texts, with the students' views with regard to this variable.

Statement No 5

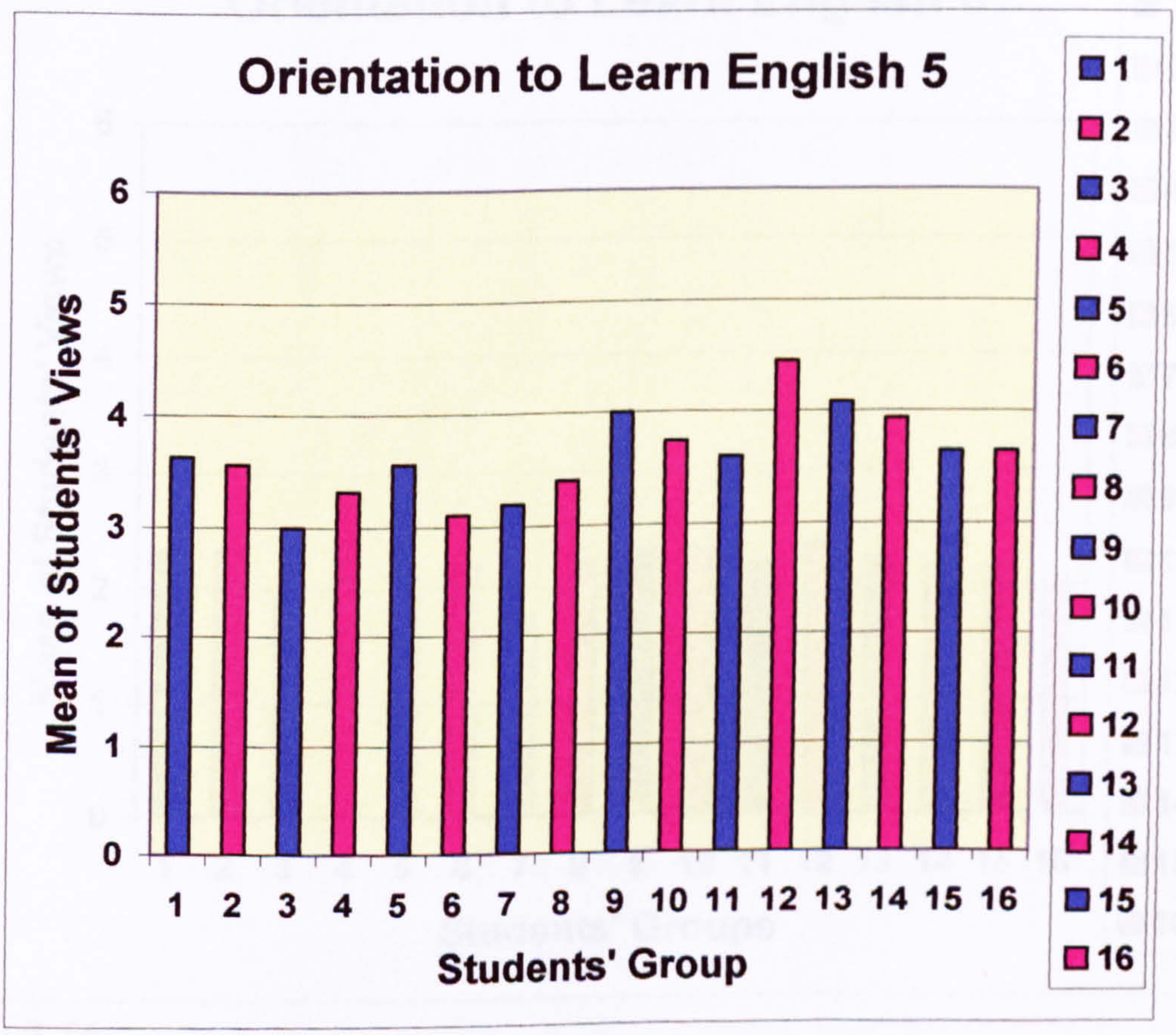


Figure 5.73

Results for the Experimental and Control Groups Showing the Mean for the Statement: **Being proficient in English would help me to get good friends in an English-speaking environment.**

Observations

The mean is not high. Three experimental groups have shown higher post-scores, whereas all the control groups have shown lower post-scores. Overall the experimental groups have shown slightly higher post-scores and the control groups have shown slightly lower post-scores. It indicates that the intervention of the experimental syllabus i.e. culturally familiar texts, has positive, whereas the control syllabus has negative impact on the learners with regard to learning English in order to get good friends in an English speaking environment. The difference between the pre-and the post-scores of the girls' group 6 is significant at .006, which is quite high. However, the fact that it is only one case indicates that there might be only a slight relation between the intervention of the independent variable i.e. culturally familiar texts, with the female students' views with regard to this variable.

Statement No 6

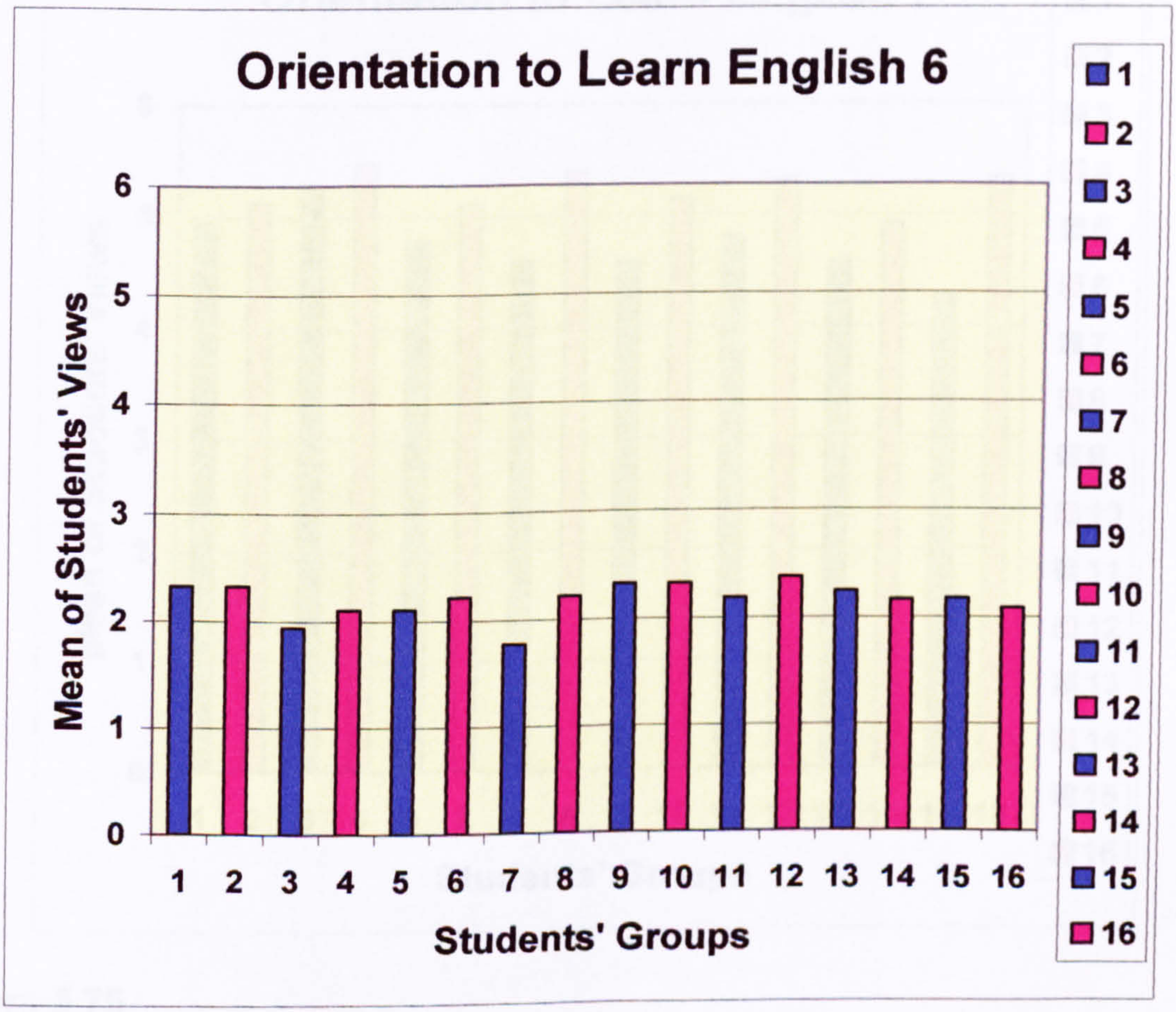


Figure 5.74
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **Learning English is important for me because it will enable me to think and act like an English person.**

Observations

The mean with regard to this statement is low and all the groups have allocated it the lowest rank order. It shows that they are not learning English in order to think and act like an English person. In the context of this study where the students are specialising in Islamic Studies in order to become the preachers of Islam, this finding is hardly surprising. However, the finding, which might be surprising, is that three out of four experimental groups i.e. 2, 4, 6 have shown higher post-scores (though statistically not significant). It indicates that the intervention may have a slight positive effect on the learners. However, it is hard to say the same for the control groups, as their results are not consistent.

Statement No 7

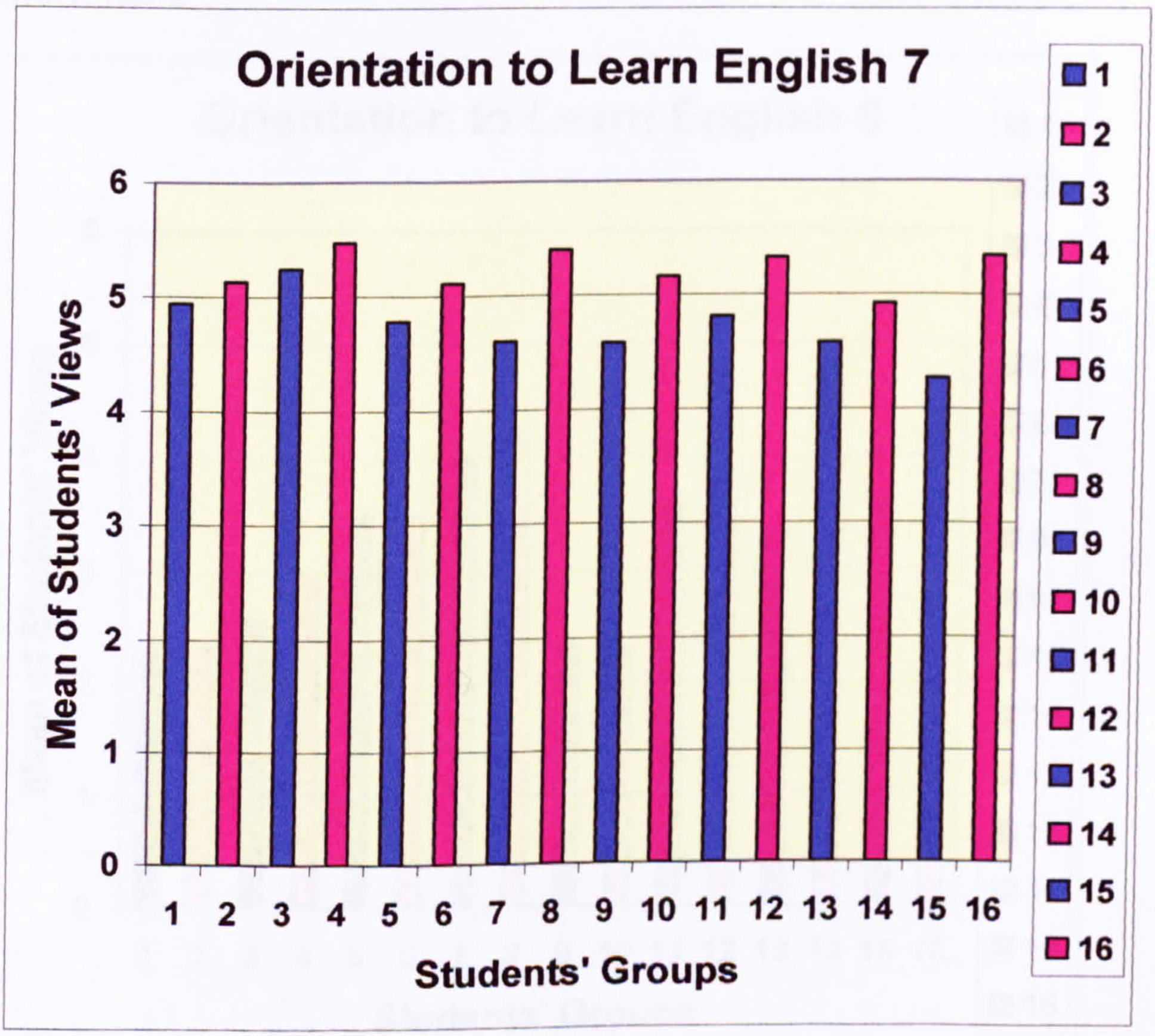


Figure 5.75
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **I require English to get through the Islamic Studies subjects taught in this language**

Observations

The mean of students' responses is high. All groups have shown higher post-scores and given this statement the second or third highest rank order. It indicates that students are increasingly aware of the academic significance of learning English in order to study their Islamic Studies subjects taught in English.

The difference between the pre- and the post- scores of three experimental groups 4, group 5, group 6 and group 8 is significant at .04, .04 and .006 respectively and control group 5 is significant at .02. It indicates that the intervention of the independent variable i.e. culturally familiar texts, may have some relation with learners' orientation to learn English in order to get through their Islamic Studies subjects.

Statement No 8

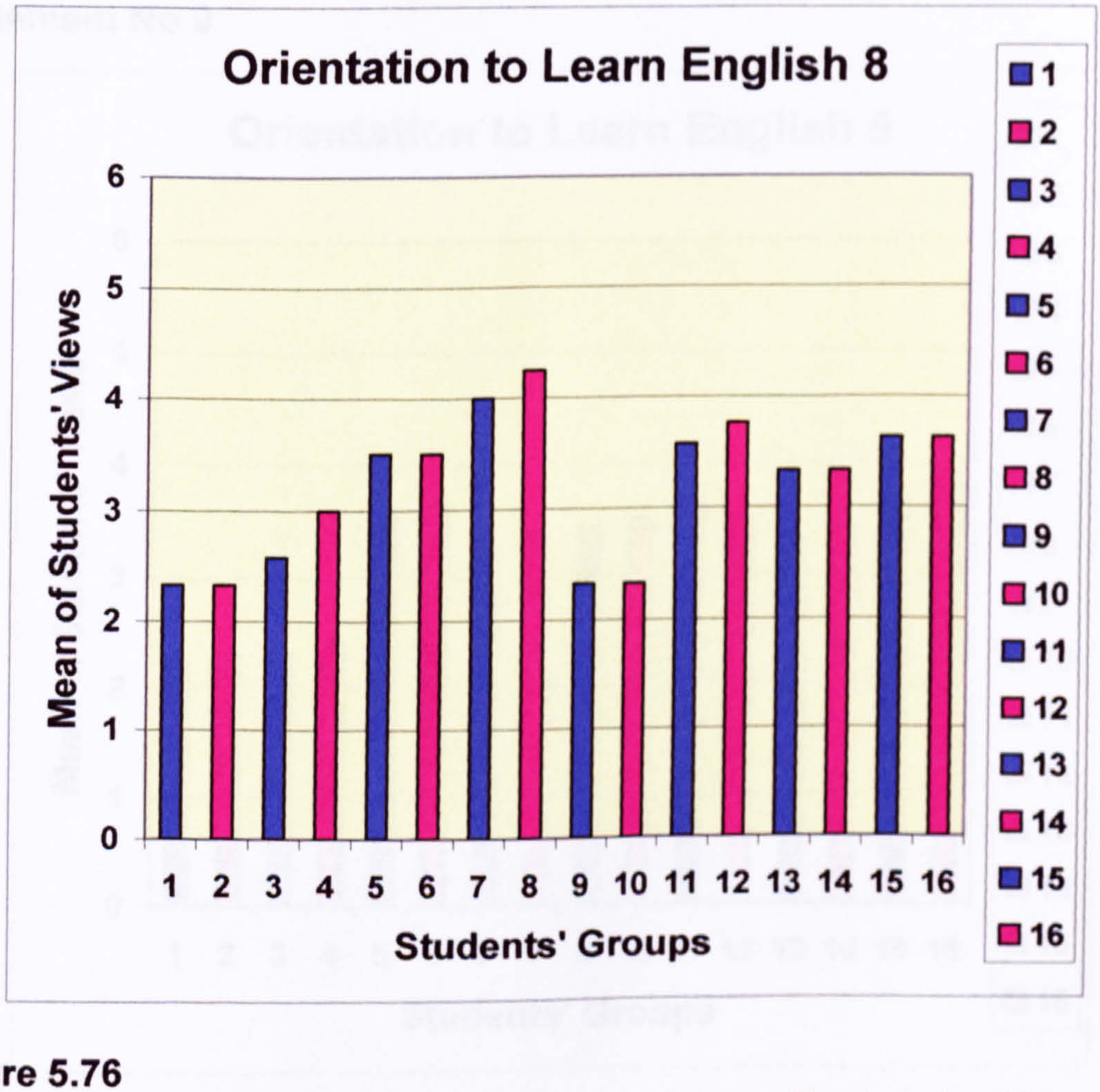


Figure 5.76

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **I love the beauty and the expressive power of English language.**

Observations

The responses of the girls' groups have shown higher mean than those of the boys' groups. Moreover, the girls have given this statement a slightly higher rank order i.e. Beginning: 6-End: 5 than the boys i.e. 8. All the control groups have shown the same post-scores, whereas three experimental groups have shown higher post-scores. The difference between the pre- and the post-scores is significant in none of the groups. The findings indicate that there might be a slight relation between the independent variable i.e. culturally familiar texts, and learners' (particularly among girls) orientation to learn English for the sake of the expressive beauty of English language. It might be that the students' views of English as a foreign language have undergone a slight change. Now when English has been re-presented to them in a new colour, they have started to realise that after all English is not so 'ugly'; it has a 'beauty' of its own.

Statement No 9

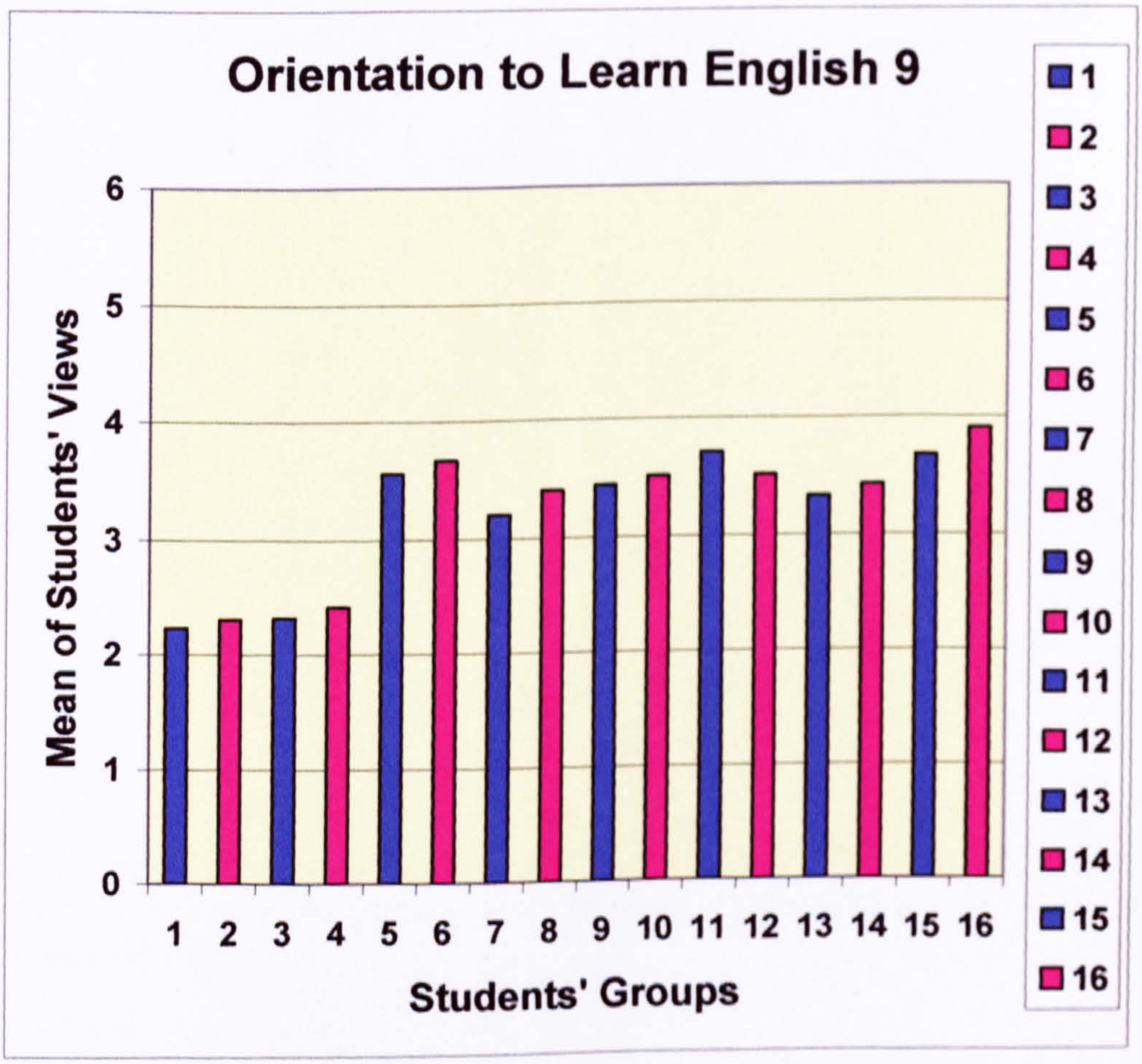


Figure 5.77

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **Learning English is important for me because it will allow me to comprehend and appreciate English literature and art better.**

Observations

The mean is rather low, particularly among the boys. The girls' groups have shown higher response mean than the boys' groups and have allocated it a higher rank order i.e. Beginning: 7- End: 6 than the boys i.e. 8. All groups except group 6 have shown slightly higher post-scores. However, the difference between the pre- and the post-scores is significant in none of the groups.

The findings indicate that this is not a favourite choice among the learners particularly the boys. Although the girls are more favourably –oriented towards learning English to comprehend and appreciate English literature and art, there is no relation between the independent variable i.e. culturally appropriate texts and the learners' views about this statement on the whole. Since these learners' interest lies in studying Islamic literature, it is hardly surprising that they have got a little genuine interest in English literature or art.

Appendix 4.2.5

(Evaluation of Teaching Methodology: 78-82)

Statement No 1

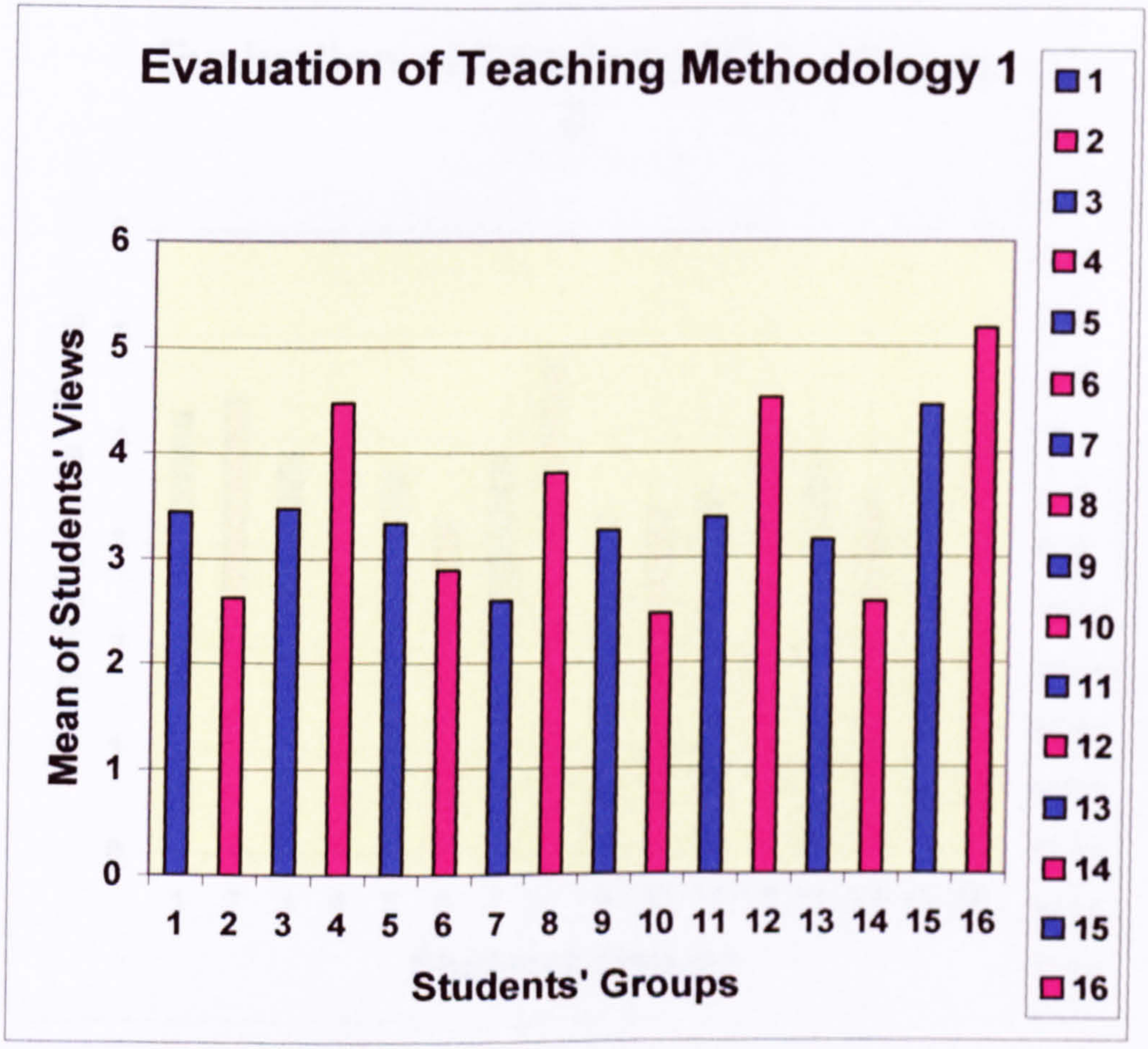


Figure 5.78

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **My English lessons are full of various types of exciting and interesting activities.**

Observations

The experimental groups have shown higher post-scores. The difference between the pre- and the post-scores of group 2, group 4, and group 6 is significant at.001, .000, and .001 respectively, which is very high.

On the other hand, the control groups have shown lower post-scores. The difference between the pre- and the post-scores of group 1and group 5 at .01 and .001

It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' views about their English lessons being very interesting.

Statement No 2

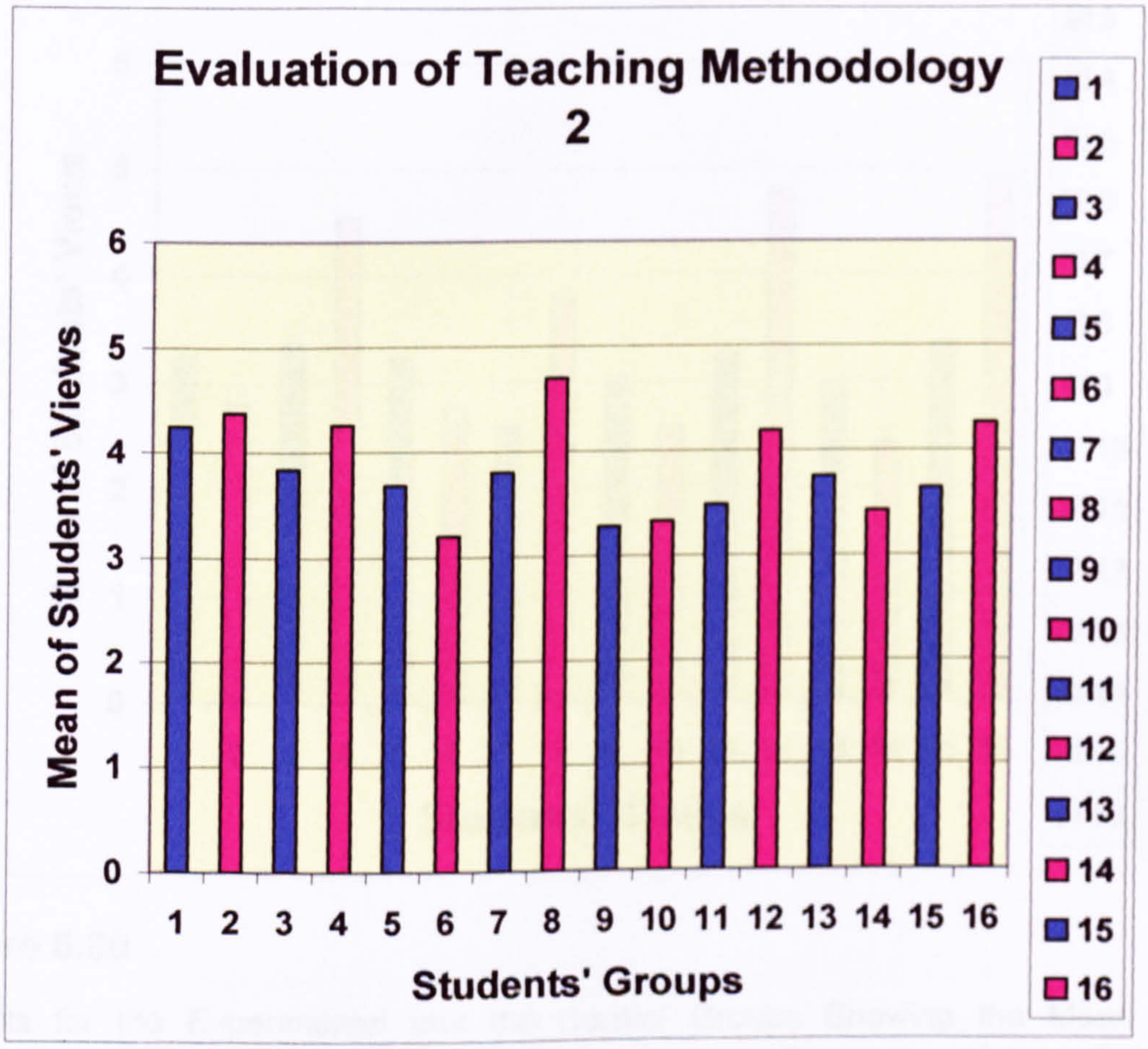


Figure 5.79
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **My English lessons are well-conducted.**

Observations

Almost all groups showed higher post-scores.
The difference between the pre-and the post-scores of group 1, group 4 and group 6 is significant at .04, .05 and .01 respectively, which is not very high.
The fact that one of these two is a control group indicates that the intervention of the independent variable i.e. culturally familiar texts, has no significant relation with learners' views about English being their favourite subject.

Statement No 3

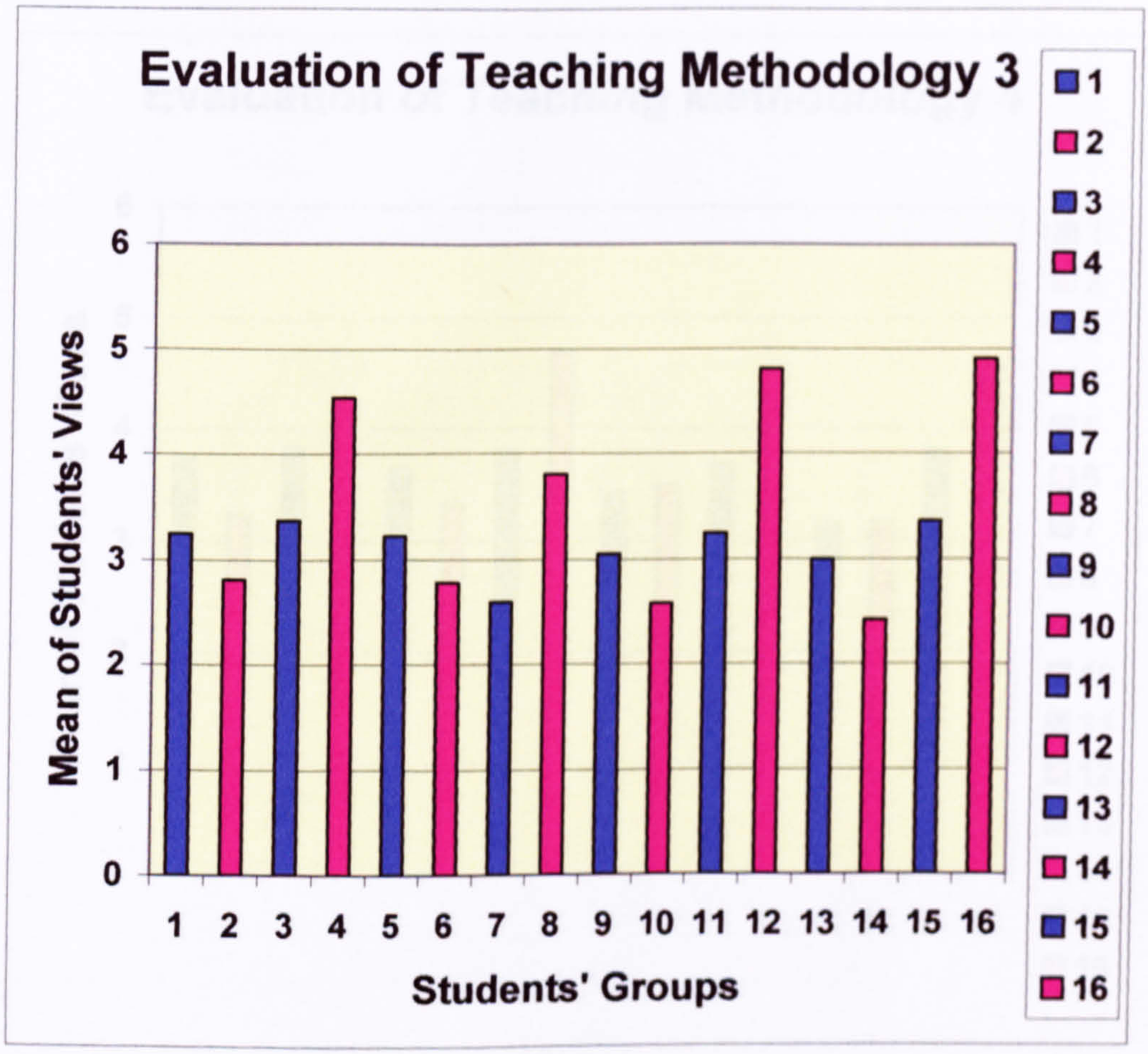


Figure 5.80

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **My English lessons I am generally very clear about the instructions to do exercises and activities.**

Observations

The experimental groups have shown higher post-scores. The difference between the pre- and the post-scores of group 2, group 4, group 6 and group 8 is significant at .001, .000, .000 and .002 respectively, which is very high.

On the other hand the control groups have shown lower post-scores. The difference between the pre- and the post-scores of group 5 is significant at .05, which is not very high. It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a strong relation with learners' views about their English being Islamically very appropriate.

Statement No 4

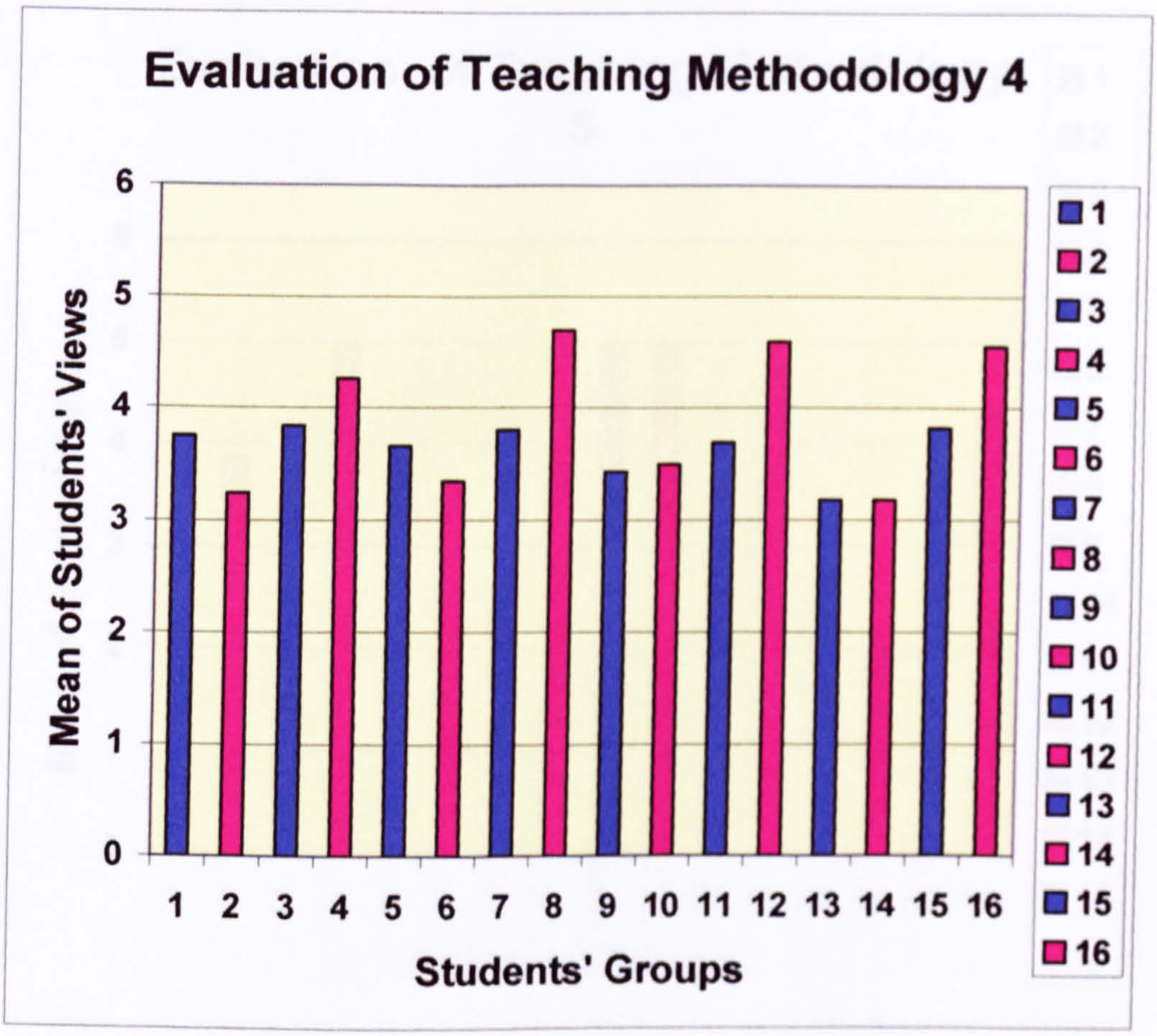


Figure 5.81
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **My English lessons are intelligently contrived.**

Observations

The experimental groups have shown higher post-scores. The difference between the pre- and the post-scores of, group 4, group 6, and group 8 is significant at .05, .001 and .02 respectively, which is very high particularly in the cases of group 6.

On the other hand, three control groups have shown lower post-scores, and one control group has shown higher post-scores. The difference between the pre- and the post-scores of group 1 is significant at .04, which is not very high.

It indicates that the intervention of the independent variable i.e. culturally familiar texts, may have a weak relation with learners' views about their English being intelligently contrived.

Statement No 5

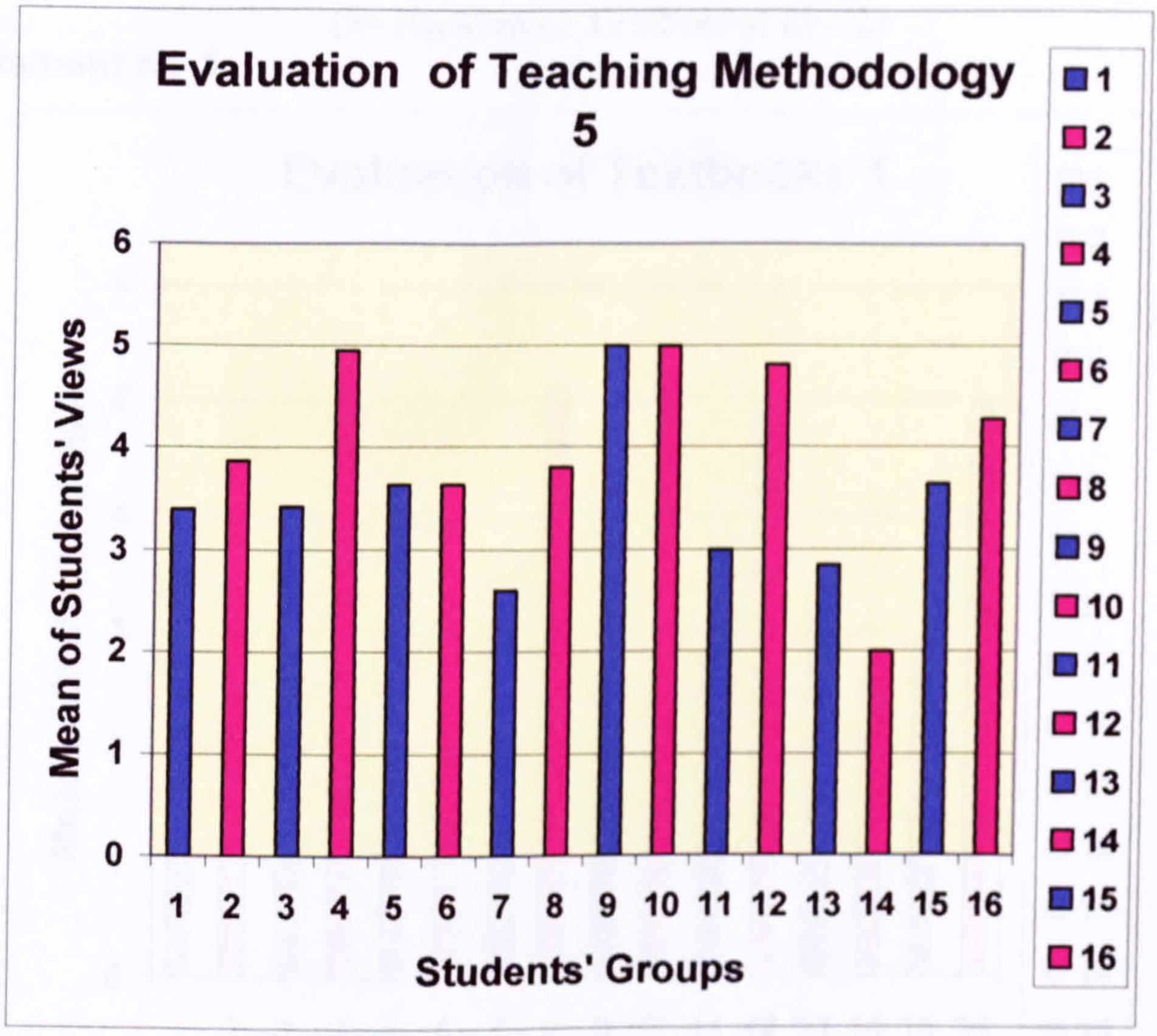


Figure 5.82
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **In my English lessons the feedback that I get on my work is usually prompt and very satisfying.**

Observations

All the experimental groups and one control group have shown higher post-scores, whereas one control group has shown lower post-scores and two control groups have shown same post-scores.

The difference between the pre-and the post-scores of group 2, group 4, and group 6 is significant at .000 each, which is very high.

It indicates that the intervention of the independent variable i.e. culturally familiar texts, may have a weak relation with learners' views about their English being full of exciting activities.

Appendix 4.2.6

(Evaluation of Textbooks: 83-92)

Statement No 1

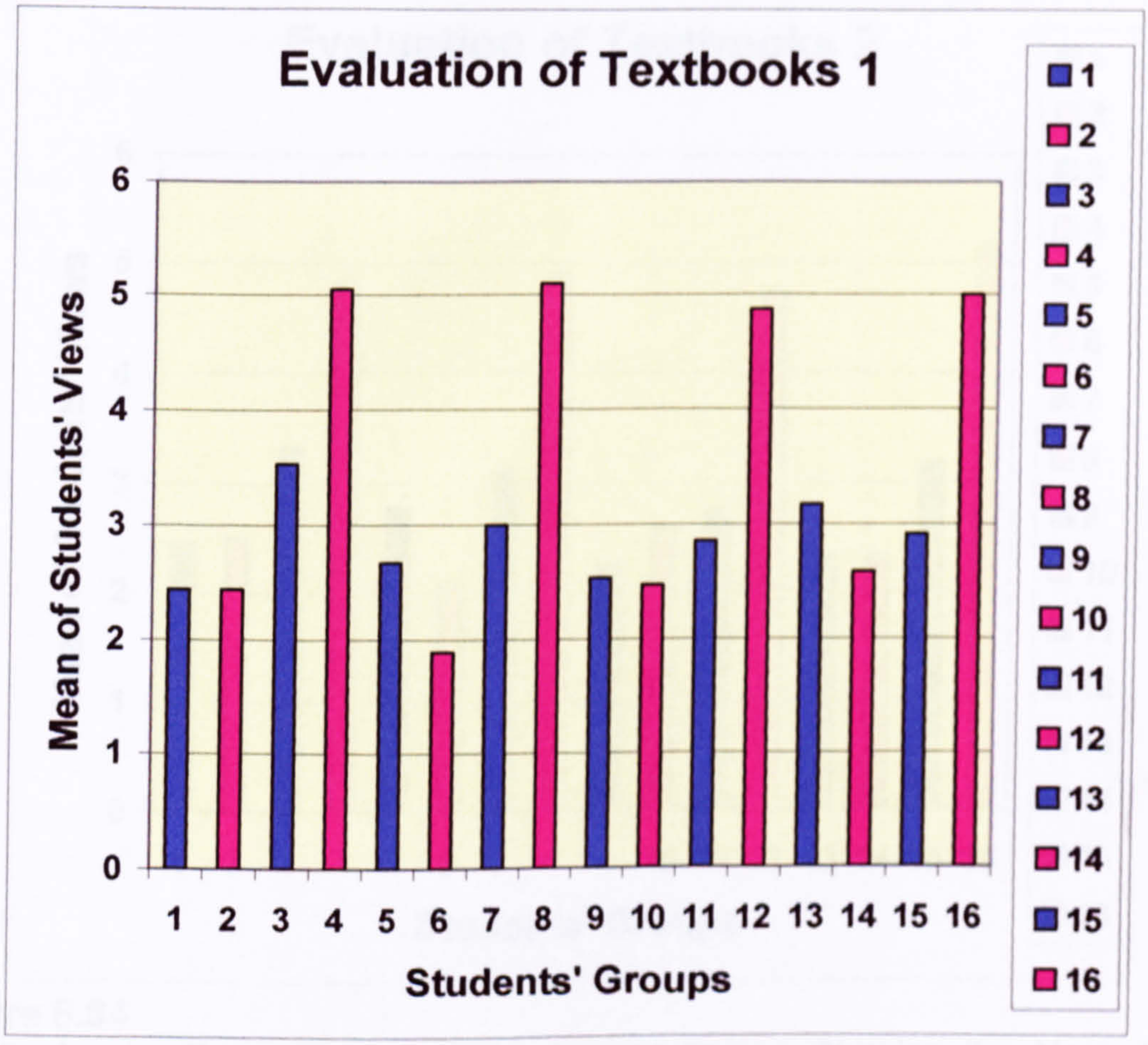


Figure 5.83

Results for the Experimental and the Control Groups Showing the Mean for the Statement: **The contents of my English textbooks fulfil the requirements of Islamic culture and the field of my specialisation – Islamic Studies.**

Observations

All the experimental groups have shown higher post-scores, whereas all the control groups have shown lower post-scores.

The difference between the pre- and the post-scores is significant in experimental group 2, group 4, group 6 and group 8 at .002, .001, .000 and .001 respectively.

The difference between the pre- and the post-scores of the control groups is significant in the group 3 at .008. It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' views about their English

texts as fulfilling the requirements of Islamic culture and the field of my specialisation – Islamic Studies.

Statement No 2

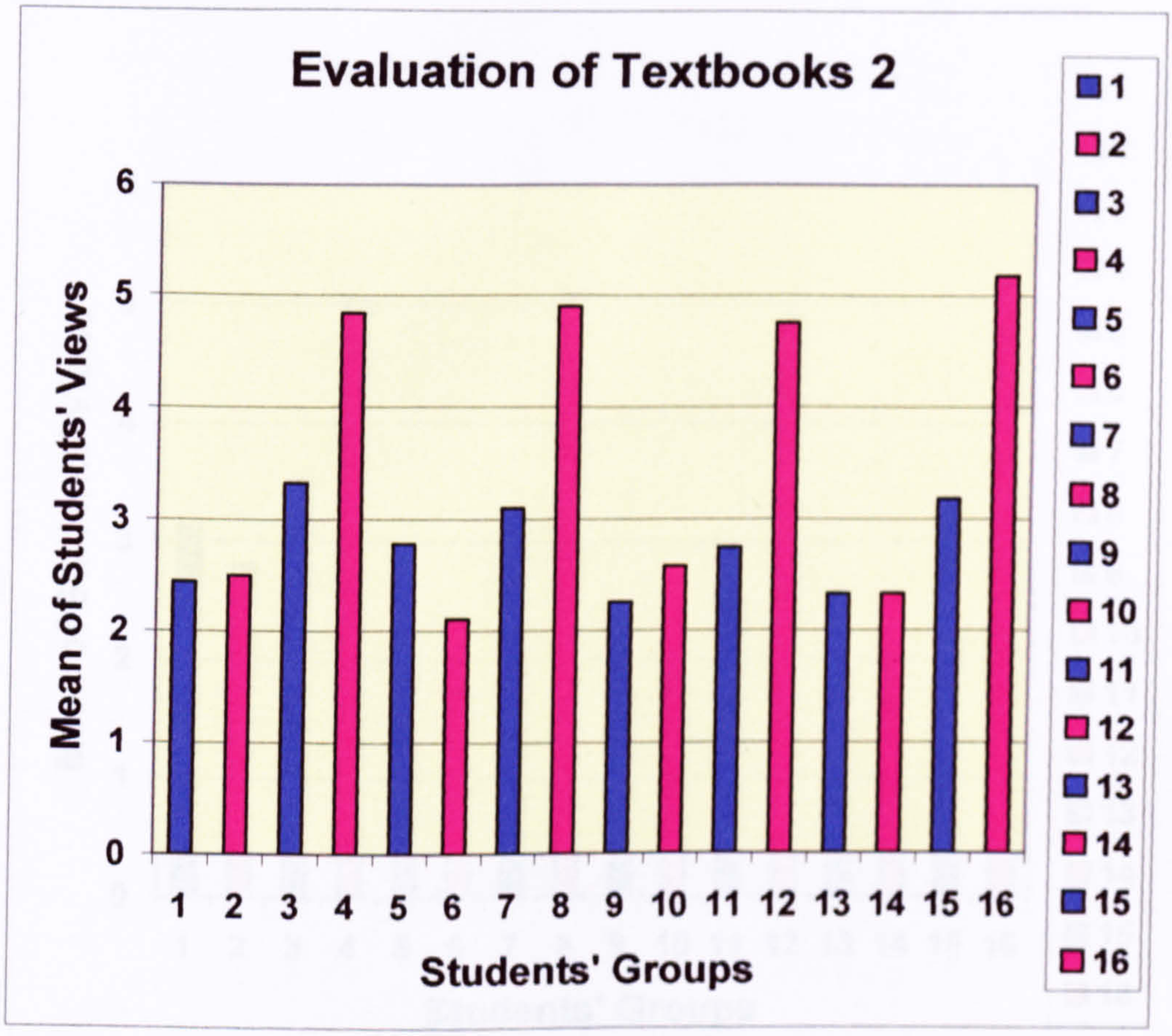


Figure 5.84
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **The contents of my English textbooks fulfil the requirements of my field of specialisation-Islamic Studies.**

Observations

All the experimental groups have shown higher post-scores.
The difference between the pre- and the post-scores is significant in the experimental group 2, group 4, group 6 and group 8 at .001, .004, .000 and .002 respectively, which is very high in all cases.
Two control groups have shown slightly higher post-scores, one control group has shown lower post-scores and one control group has shown the same post-scores. The difference between the pre- and the post-sores is significant in control group 3 is significant at .05 which is not very high. It indicates that the intervention of the independent variable i.e.

culturally familiar texts, has a significant relation with learners' views about their English texts being meaningful.

Statement No 3

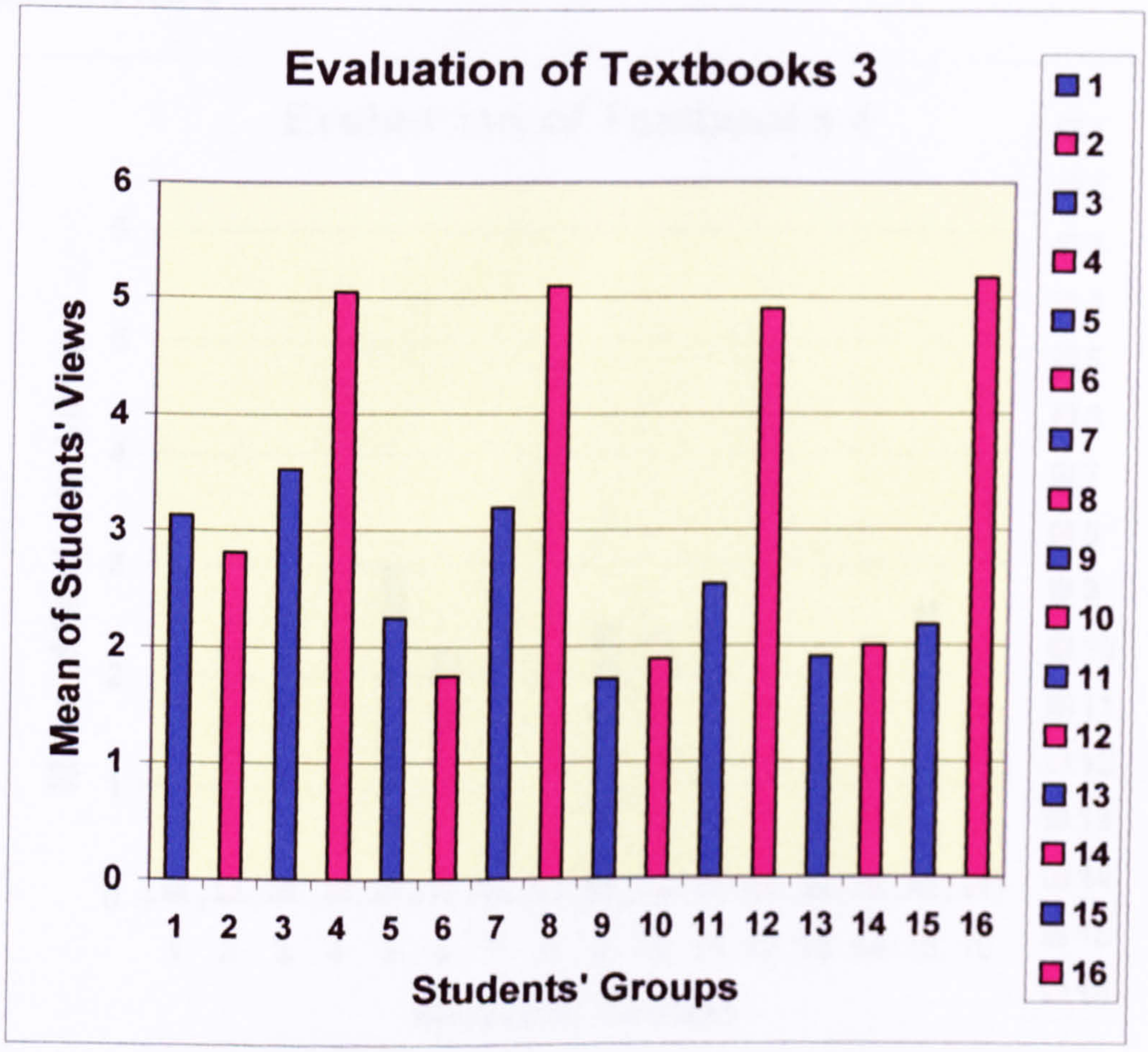


Figure 5.85
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **There is nothing objectionable in the contents of my English textbooks.**

Observations

All the experimental groups have shown higher post-scores. The difference between the pre- and the post-scores is significant in the experimental group 2, group 4, group 6 and group 8 at .002, .001, .000 and .000 respectively, which is very high in all cases. On the other hand two control groups have shown slightly higher and two of them have shown lower post-scores. The difference between the pre- and the post-scores is significant in control group 3 at .o5, which is not very high.

It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' views about their English texts as not containing anything objectionable.

Statement No 4

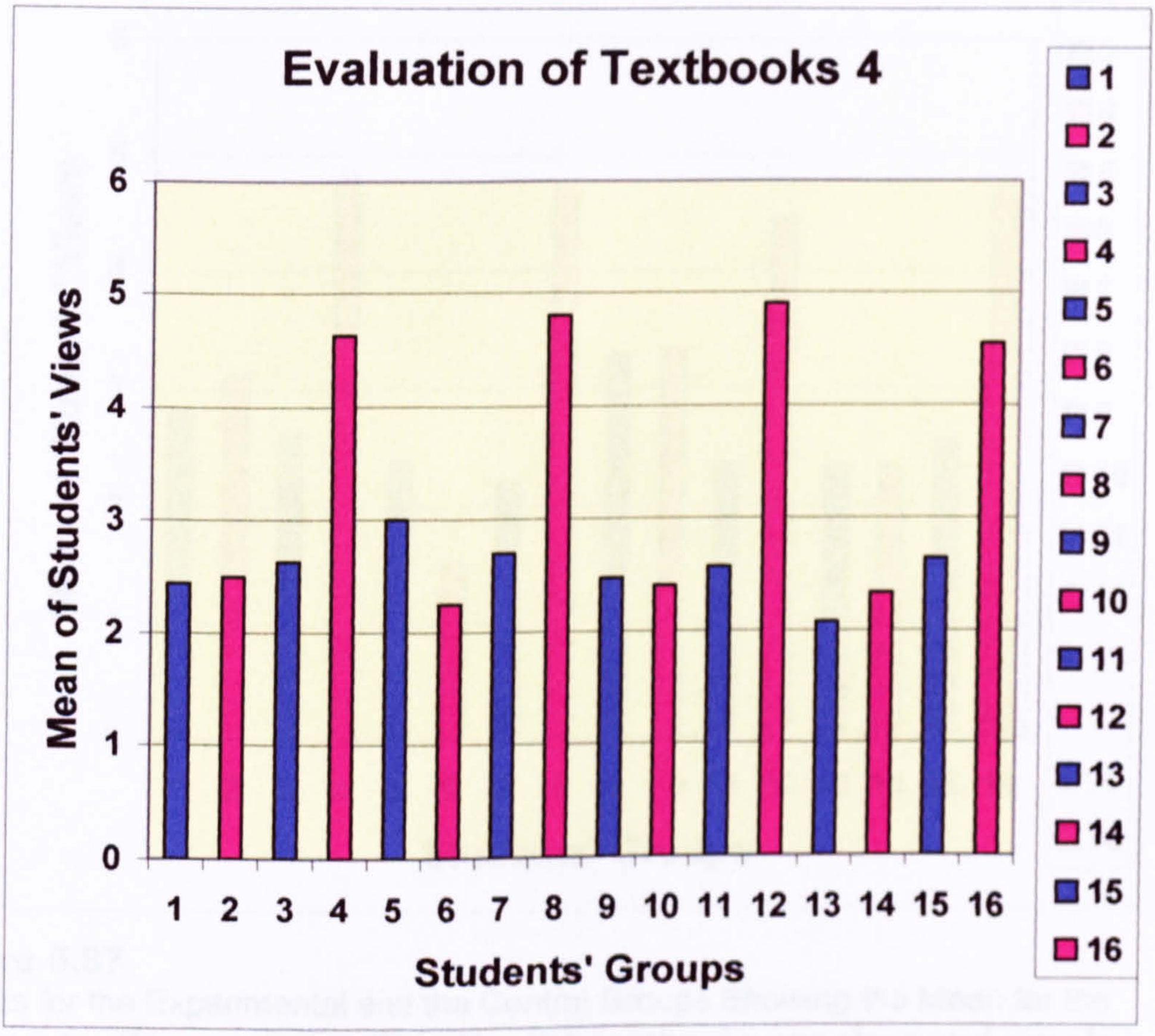


Figure 5.86
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **The contents of my English textbooks are of great standard.**

Observations

All the experimental groups have shown higher post-scores, whereas two control groups have shown higher and two of them have shown lower post-scores.
The difference between the pre- and the post-scores is significant in experimental group 2, group 4, group 6 and group 8 at .000, .001, .000 and .003 respectively, which is very high. It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' views about their English texts being of great standard.

Statement No 5

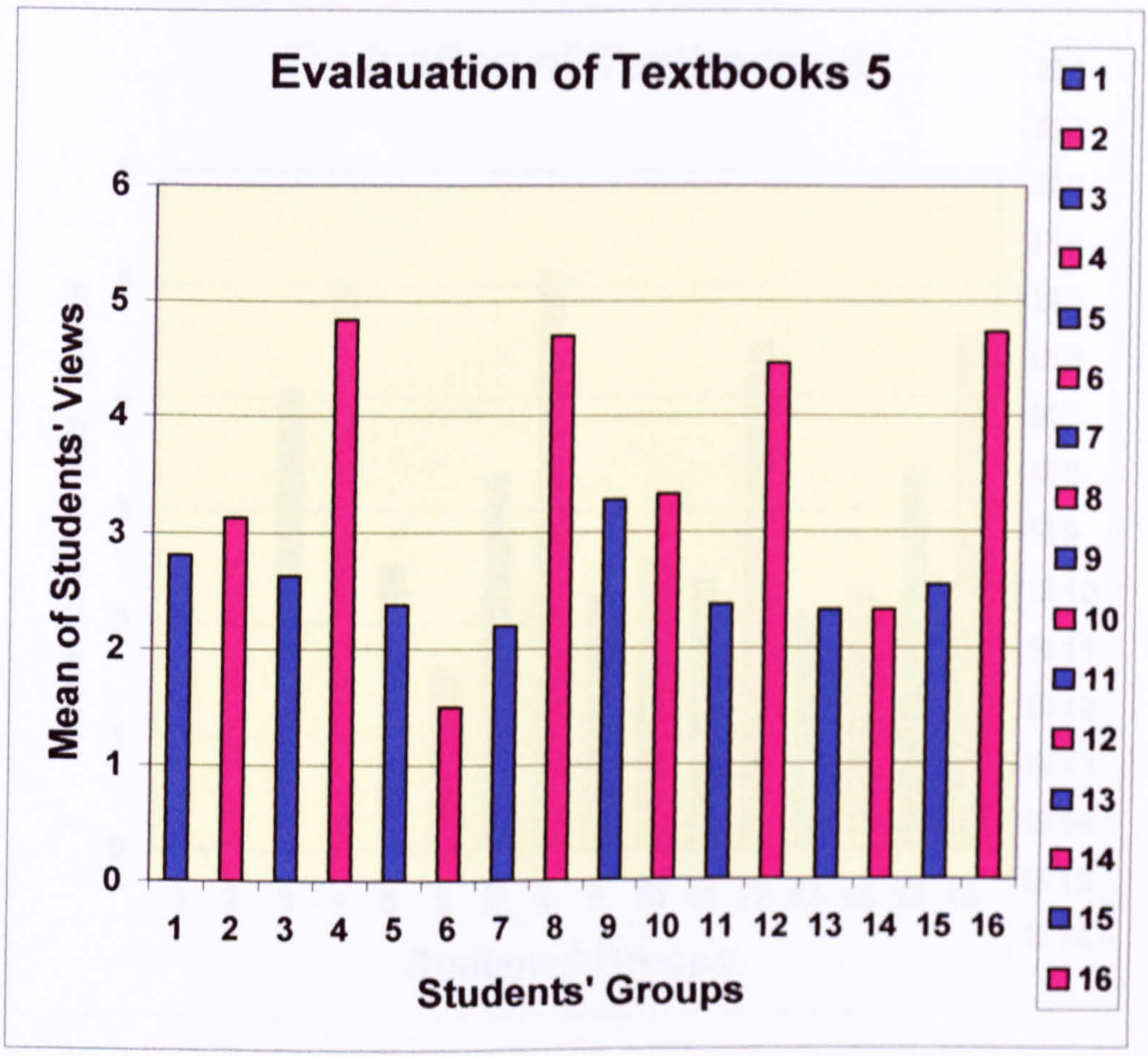


Figure 5.87
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **The contents of my English textbooks are clear and simple.**

Observations

All the experimental groups have shown higher post-scores.
The difference between the pre- and the post-scores is significant in the experimental group 2, group 4, group 6 and group 8 at .000, .000, .000 and .000 respectively, which is very high. On the other hand, two control groups have shown higher post-scores, one of them has shown lower post-scores and one of them has shown the same post-scores. The difference between the pre- and the post-scores is significant in control group 1 and group 3 at .02 and .006 respectively, which is very high in case of group 3. It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a very significant relation with learners' views about their English texts being clear and simple.

Statement No 6

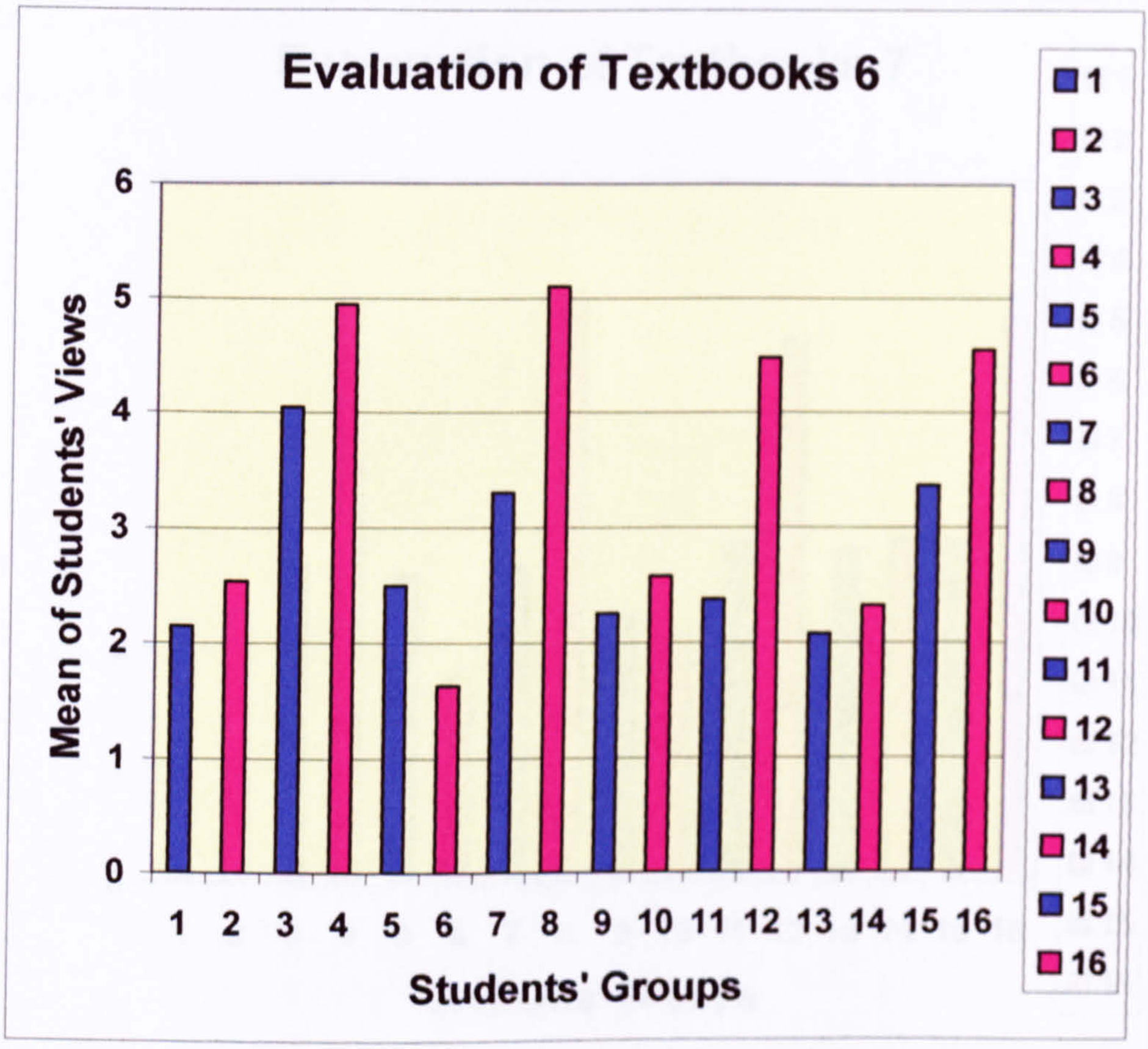


Figure 5.88
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **The contents of my English textbooks are satisfying.**

Observations

All the experimental groups have shown higher post-scores.
The difference between the pre- and the post-scores is significant in experimental group 2, group 4, group 6 and group 8 at .002, .004, .000 and .001 respectively, which is very high. On the other hand, three control groups have shown slightly higher post-scores and one control group has shown lower post-scores. The difference between the pre- and the post-scores is significant in control group 3 at .02, which is not very high. It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' views about their English texts being satisfying.

Statement No 7

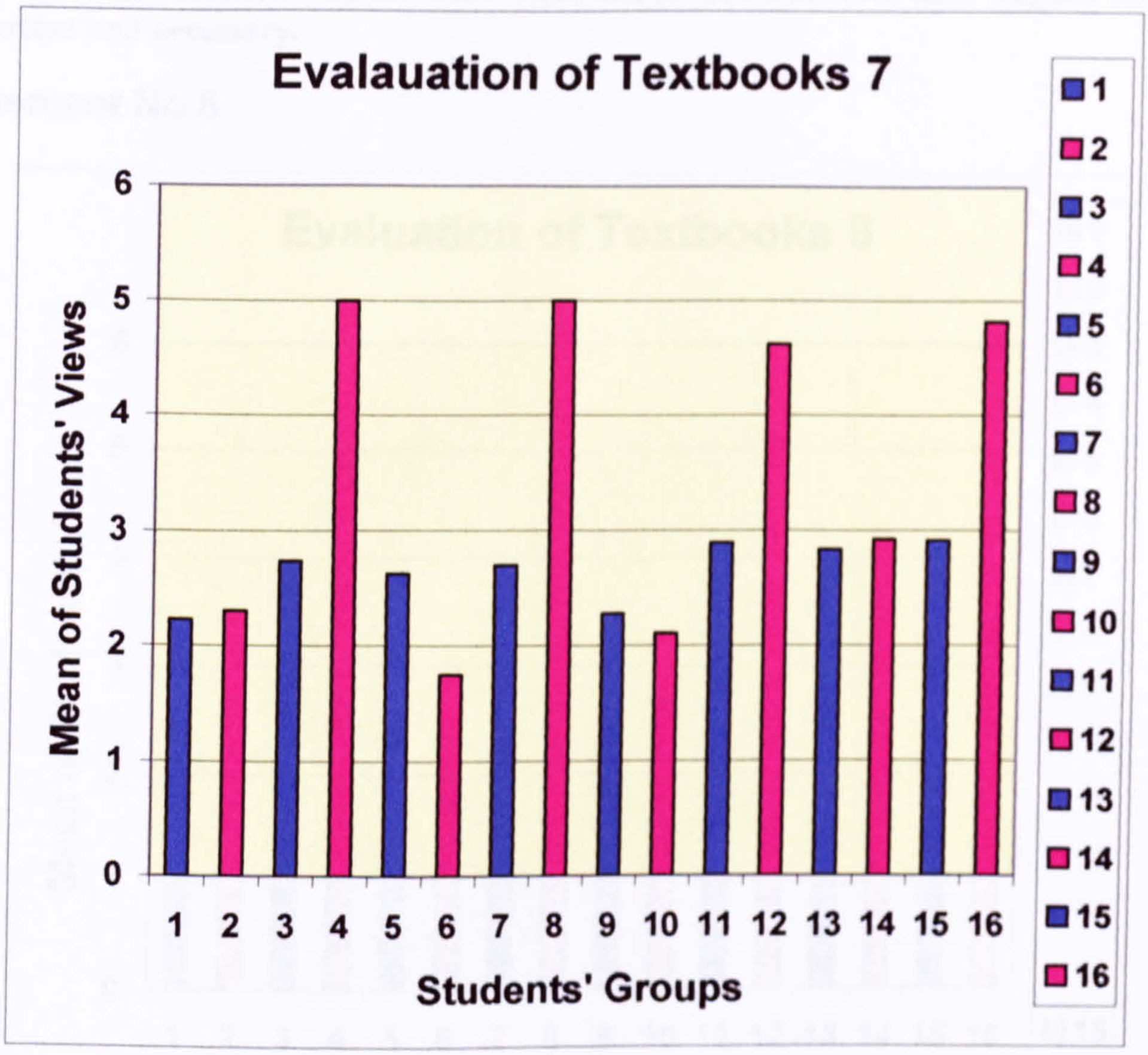


Figure 5.89
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **The contents of my English textbooks are important and necessary.**

Observations

All the experimental groups have shown higher post-scores.
The difference between the pre- and the post-scores is significant in experimental group 2, group 4, group 6 and group 8 at .000, .000, .000 and .000 respectively, which is very high in all cases.
On the other hand, two of the control groups have shown slightly higher post-scores and two of them have shown lower post-scores. The difference between the pre- and post-scores is significant in control group 3 at .02, which is not very high.

It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' views about the contents of their English texts being important and necessary.

Statement No 8

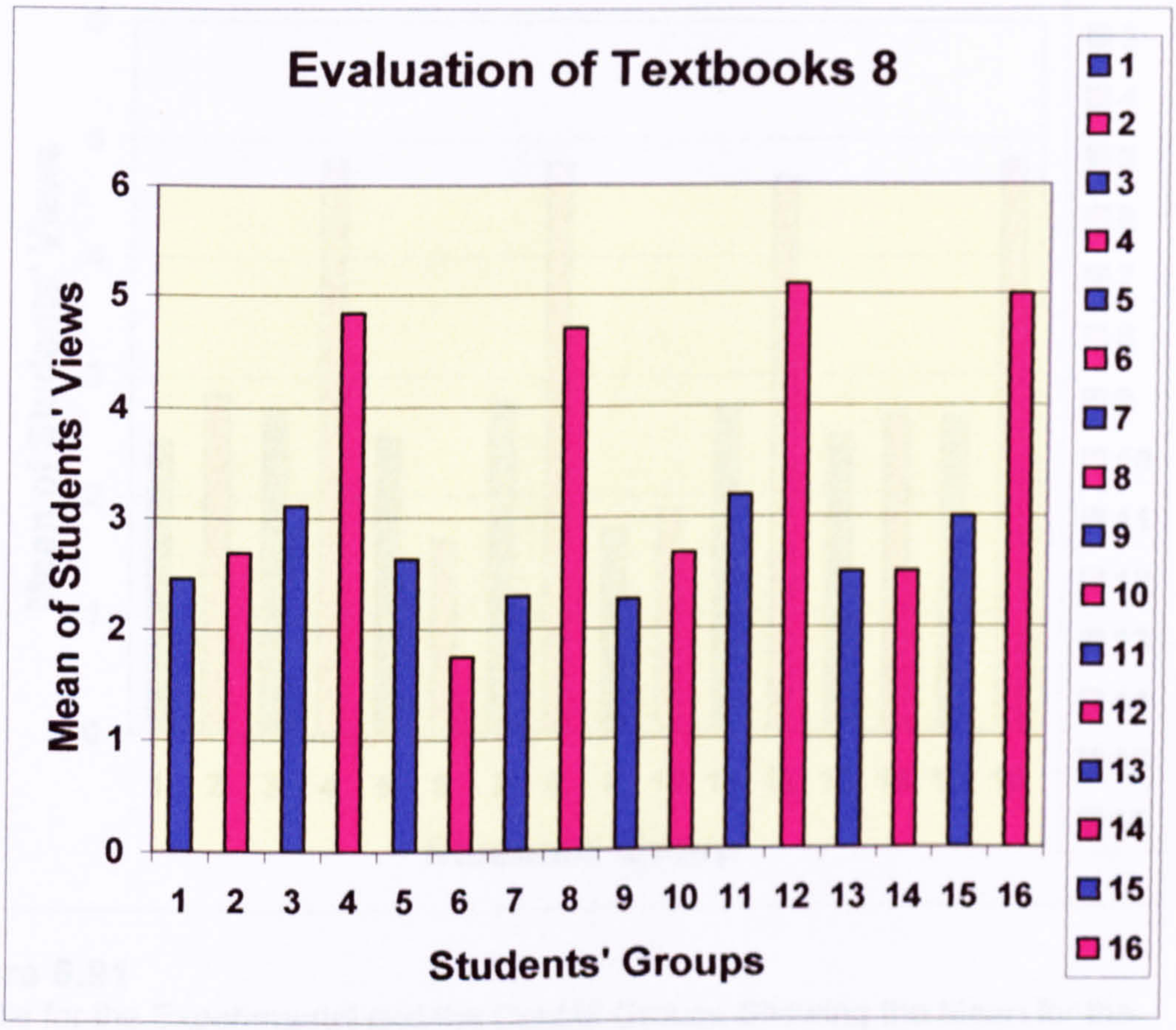


Figure 5.90
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **The contents of my English textbooks are useful.**

Observations

All the experimental groups have shown higher post-scores. The difference between the pre- and the post-scores is significant in experimental group 2, group 4, group 6 and group 8 at .000 each, which is very high. On the other hand, two of the control groups have shown slightly higher post-scores, one of them has shown lower post-scores and one of them has shown the same post-scores. The difference between the pre- and the post-scores is significant in control group 3 at .02, which is not very high. It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' views about their English texts being useful.

Statement No 9

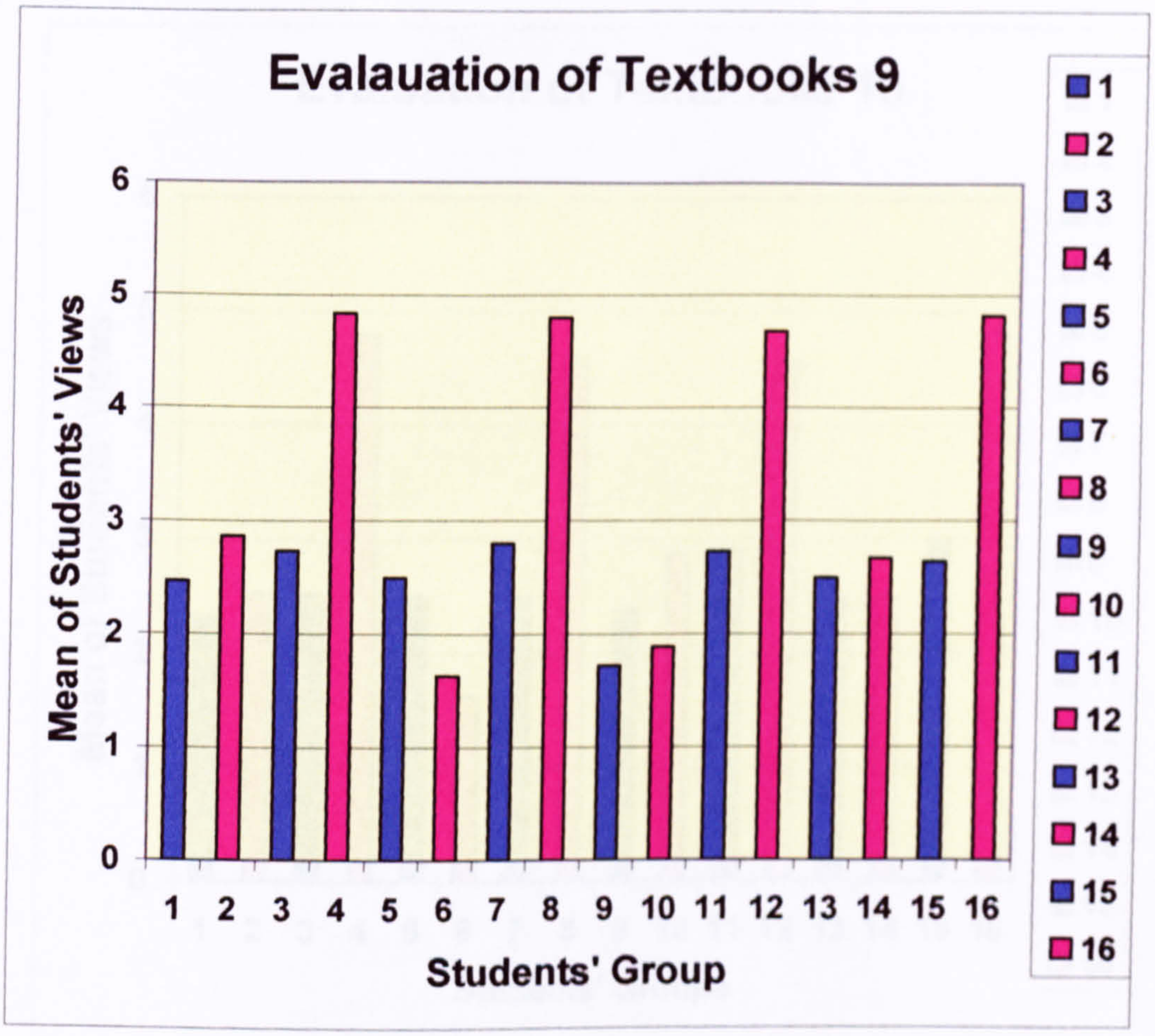


Figure 5.91
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **The contents of my English textbooks teach me more than just about language.**

Observations

All the experimental groups have shown higher post-scores.
The difference between the pre- and the post-scores is significant in experimental group 2, group 4, group 6 and group 8 at .000 each, which is very high.
On the other hand, three of the control groups have shown slightly higher post-scores and one of them has shown lower post-scores. The difference between the pre- and post-scores is significant in control group 3 at .02, which is not very high. It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a very significant relation with learners' views about their English texts being satisfying.

Statement No 10

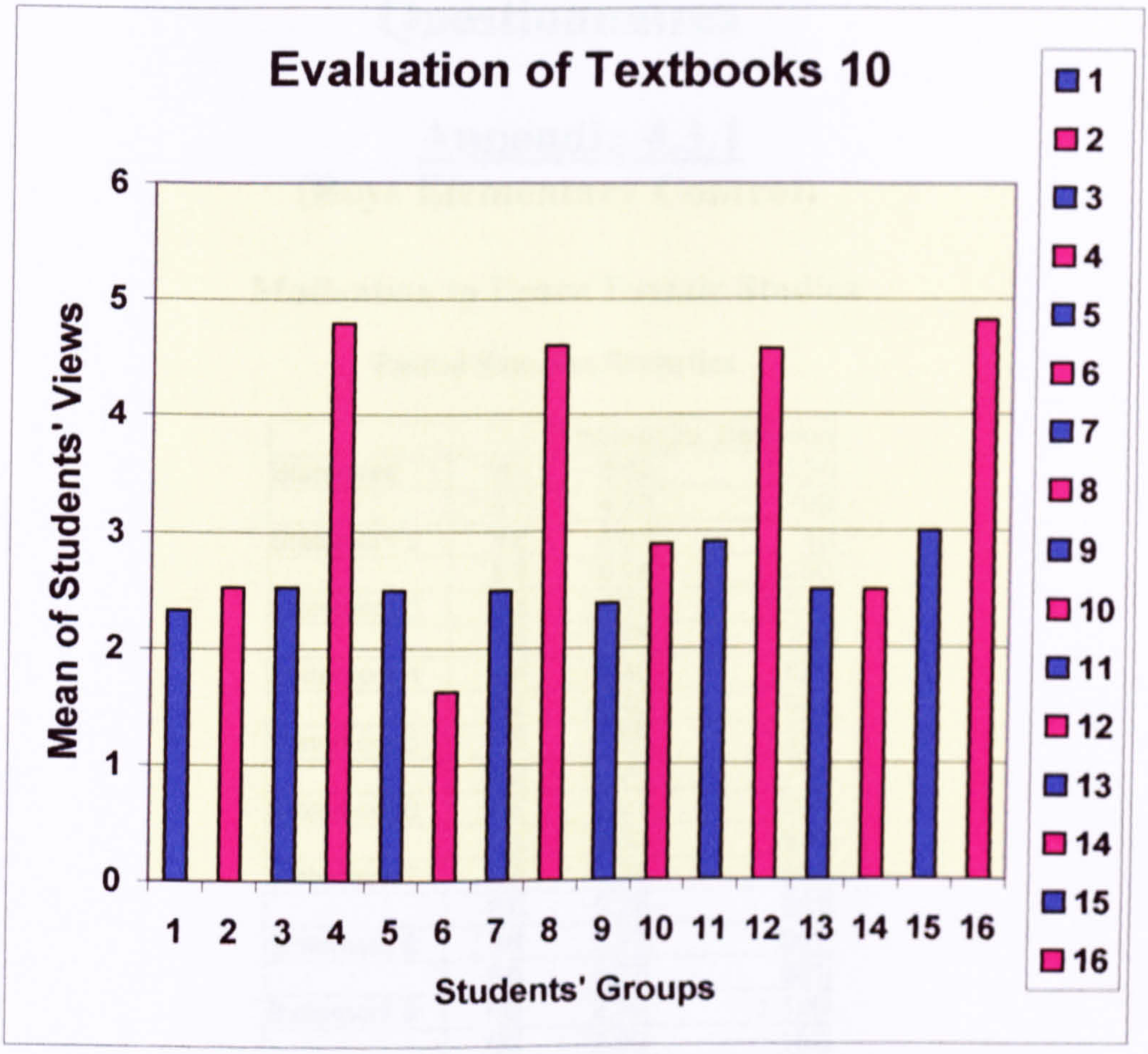


Figure 5.92
Results for the Experimental and the Control Groups Showing the Mean for the Statement: **The contents of my English textbooks provide the most appropriate way possible for me to learn English.**

Observations

All the experimental groups have shown higher post-scores, whereas all the control groups have shown lower post-scores.
The difference between the pre- and the post-scores is significant in experimental group 2, group 4, group 6 and group 8 at .000 each, which is very high. On the other hand, two of the control groups have shown slightly higher post-scores, one of them has shown lower post-scores and one of them has shown the same post-scores. The difference between the pre- and the post-scores is significant in group 3 at .02. It indicates that the intervention of the independent variable i.e. culturally familiar texts, has a significant relation with learners' views about their English texts providing the most appropriate way possible for me to learn English.

Appendices 4.3: T-Test Results of Students' Questionnaires

Appendix 4.3.1
(Boys Elementary Control)

Motivation to Learn Islamic Studies

Paired Samples Statistics

		***Mean	Std. Deviation
Statement 1	*B1	4.67	1.234
	**E1	4.73	.799
Statement 2	B2	5.63	.719
	E2	5.94	.250
Statement 3	B3	4.67	1.234
	E3	4.73	.799
Statement 4	B4	5.40	.828
	E4	5.40	.632
Statement 5	B5	4.67	1.234
	E5	4.73	.799
Statement 6	B6	5.33	.961
	E6	5.33	.900
Statement 7	B7	5.27	.961
	E7	5.27	.961
Statement 8	B8	5.27	.961
	E8	5.27	.961
Statement 9	B9	2.46	1.198
	E9	2.69	1.182

Paired Samples Test

		****Mean Difference	t-value	Sig. (2-tailed)
Statement 1	B1 - E1	-.07	-.269	.792
Statement 2	B2 - E2	-.31	-2.076	.055
Statement 3	B3 - E3	-.07	-.269	.792
Statement 4	B4 - E4	.00	.000	1.000
Statement 5	B5 - E5	-.07	-.269	.792
Statement 6	B6 - E6	.00	.000	1.000
Statement 7	B7 - E7	.00	.000	1.000
Statement 8	B8 - E8	.00	.000	1.000
Statement 9	B9 - E9	-.23	-1.000	.337

Attitude Towards Western People

Paired Samples Statistics

		Mean	Std. Deviation
Statement 10	B10	3.40	1.242
	E10	3.87	.743
Statement 11	B11	1.87	1.246
	E11	1.80	.862
Statement 12	B12	4.25	1.065
	E12	4.38	1.258
Statement 13	B13	4.29	1.326
	E13	4.64	1.277
Statement 14	B14	1.87	1.246
	E14	1.80	.862
Statement 15	B15	3.23	1.301
	E15	3.15	1.281
Statement 16	B16	3.07	1.438
	E16	3.13	1.060
Statement 17	B17	1.87	1.246
	E17	1.80	.862
Statement 18	B18	2.20	1.265
	E18	2.20	1.265
Statement 19	B19	2.23	1.481
	E19	2.31	1.109
Statement 20	B20	2.20	1.265
	E20	2.20	1.265
Statement 21	B21	3.72	1.841
	E21	3.39	1.378
Statement 22	B22	2.20	1.265
	E22	2.20	1.265
Statement 23	B23	3.80	1.781
	E23	3.80	1.699
Statement 24	B24	3.23	1.301
	E24	3.15	1.281
Statement 25	B25	1.87	1.246
	E25	1.80	.862
Statement 26	B26	2.85	1.519
	E26	2.85	1.281
Statement 27	B27	2.20	1.265
	E27	2.20	1.265
Statement 28	B28	2.85	1.519
	E28	2.85	1.281

Paired Samples Test

	Mean Difference	t-value	Sig. (2-tailed)
Statement 10	-.47	-1.522	.150
Statement 11	.07	.235	.818
Statement 12	-.13	-.460	.652
Statement 13	-.36	-1.587	.136
Statement 14	.07	.235	.818
Statement 15	.08	.234	.819
Statement 16	-.07	-.250	.806
Statement 17	.07	.235	.818
Statement 18	.00	.000	1.000
Statement 19	-.08	-.192	.851
Statement 20	.00	.000	1.000
Statement 21	.33	1.000	.331
Statement 22	.00	.000	1.000
Statement 23	.00	.000	.818
Statement 24	.08	.235	.819
Statement 25	.07	.764	.458
Statement 26	.00	.000	1.000
Statement 27	.00	.000	1.000
Statement 28	.00	.000	1.000

Motivation to Learn a Foreign Language

Paired Samples Statistics

		Mean	Std. Deviation
Statement 29	B29	5.13	.885
	E29	5.06	.772
Statement 30	B30	4.69	.946
	E30	3.50	.816
Statement 31	B31	5.33	.900
	E31	5.33	1.113
Statement 32	B32	5.06	.772
	E32	4.25	.775
Statement 33	B33	5.27	.961
	E33	5.27	.961
Statement 34	B34	5.19	.834
	E34	4.44	.629
Statement 35	B35	3.27	.884
	E35	3.40	1.183

Paired Samples Test

	Mean Difference	t-value	Sig. (2-tailed)
Statement 29	.06	.269	.791
Statement 30	1.19	4.538	.000
Statement 31	.00	.000	1.000
Statement 32	.81	3.896	.001
Statement 33	.00	.000	1.000
Statement 34	.75	3.000	.009
Statement 35	-.13	.564	.582

Orientation Towards English

Paired Samples Statistics

		Mean	Std. Deviation
Statement 36	B36	5.56	.629
	E36	5.38	.619
Statement 37	B37	5.00	.730
	E37	4.75	1.183
Statement 38	B38	3.94	1.692
	E38	3.50	1.549
Statement 39	B39	4.53	.915
	E39	4.27	1.163
Statement 40	B40	3.63	.719
	E40	3.56	1.031
Statement 41	B41	2.33	.816
	E41	2.33	.724
Statement 42	B42	4.94	1.237
	E42	5.13	1.088
Statement 43	B43	2.33	.816
	E43	2.33	.724
Statement 44	B44	2.23	1.481
	E44	2.31	1.109

Paired Samples Test

	Mean Difference	t-value	Sig. (2-tailed)
Statement 36	.19	.899	.383
Statement 37	.25	.808	.432
Statement 38	.44	1.698	.110
Statement 39	.27	.845	.413
Statement 40	.06	.202	.843
Statement 41	.00	.000	1.000
Statement 42	-.19	-1.145	.270
Statement 43	.00	.000	1.000
Statement 44	-.08	-.192	.851

Motivation to Learn English

Paired Samples Statistics

		Mean	Std. Deviation
Statement 45	B45	3.13	1.642
	E45	3.00	1.195
Statement 46	B46	3.13	1.642
	E46	3.00	1.195
Statement 47	B47	3.88	1.310
	E47	3.44	.892
Statement 48	B48	3.13	1.642
	E48	3.00	1.195
Statement 49	B49	4.47	1.187
	E49	4.00	1.134
Statement 50	B50	2.44	1.504
	E50	2.44	.892
Statement 51	B51	4.25	1.438
	E51	3.75	.775
Statement 52	B52	4.25	1.438
	E52	3.75	.775
Statement 53	B53	4.53	1.328
	E53	4.53	1.328
Statement 54	B54	3.94	1.569
	E54	3.94	1.569
Statement 55	B55	3.13	1.642
	E55	3.00	1.195
Statement 56	B56	3.00	1.000
	E56	3.32	.885
Statement 57	B57	4.44	1.413
	E57	4.44	1.413
Statement 58	B58	4.06	1.289
	E58	4.06	1.289
Statement 59	B59	4.06	1.289
	E59	4.00	1.095
Statement 60	B60	3.13	1.642
	E60	3.00	1.195
Statement 61	B61	5.13	1.025
	E61	5.19	.834
Statement 62	B62	3.13	1.821
	E62	2.81	1.377
Statement 63	B63	4.56	1.209
	E63	4.44	.892
Statement 64	B64	3.88	.957
	E64	3.81	.544
Statement 65	B65	2.44	1.504
	E65	2.44	.892
Statement 66	B66	4.50	1.095
	E66	4.50	.816
Statement 67	B67	4.69	1.302
	E67	4.38	1.088
Statement 68	B68	3.13	1.821

	E68	2.81	1.377
Statement 69	B69	2.81	1.515
	E69	3.13	1.408
Statement 70	B70	4.88	.885
	E70	4.88	.806
Statement 71	B71	4.88	.885
	E71	4.88	.806
Statement 72	B72	3.13	1.821
	E72	2.81	1.377
Statement 73	B73	2.44	1.504
	E73	2.44	.892
Statement 74	B74	3.13	1.821
	E74	2.81	1.377
Statement 75	B75	4.50	1.095
	E75	4.50	.816
Statement 76	B76	2.44	1.504
	E76	2.50	.894
Statement 77	B77	2.81	1.515
	E77	3.13	1.408

a The correlation and t cannot be computed because the standard error of the difference is 0.

Paired Samples Test

	Mean Difference	t-value	Sig. (2-tailed)
Statement 45	.13	.521	.610
Statement 46	.13	.521	.610
Statement 47	.44	1.815	.089
Statement 48	.13	.521	.610
Statement 49	.47	1.825	.089
Statement 50	.00	.000	1.000
Statement 51	.50	1.464	.164
Statement 52	.50	1.464	.164
Statement 53	.00	.000	1.000
Statement 54	.00	.000	1.000
Statement 55	.13	.521	.610
Statement 56	-.32	-1.000	.331
Statement 57	.00	.000	1.000
Statement 58	.00	.000	1.000
Statement 59	.06	.368	.718
Statement 60	.13	.521	.610
Statement 61	-.06	-.368	.718
Statement 62	.32	1.775	.096
Statement 63	.13	.488	.633
Statement 64	.06	.324	.751
Statement 65	.00	.000	1.000
Statement 66	.00	.000	1.000
Statement 67	.31	1.431	.173
Statement 68	.32	1.775	.096
Statement 69	-.31	-2.611	.020
Statement 70	.00	.000	1.000
Statement 71	.00	.000	1.000
Statement 72	.32	1.775	.096
Statement 73	.00	.000	1.000
Statement 74	.32	1.775	.096
Statement 75	.00	.000	1.000
Statement 76	-.06	-.269	.791
Statement 77	-.31	-2.611	.020

Evaluation of Teaching Method

Paired Samples Statistics

		Mean	Std. Deviation
Statement 78	B78	3.44	1.413
	E78	2.63	1.147
Statement 79	B79	4.25	1.065
	E79	4.38	1.258
Statement 80	B80	3.25	1.291
	E80	2.81	1.109
Statement 81	B81	3.75	1.125
	E81	3.25	.931
Statement 82	B82	3.40	1.242
	E82	3.87	.743

Paired Samples Test

	Mean Difference	t-value	Sig. (2-tailed)
Statement 78	.81	2.931	.010
Statement 79	-.13	-2.236	.041
Statement 80	.44	.460	.652
Statement 81	.50	2.236	.041
Statement 82	-.47	-1.522	.150

Evaluation of Text Books

Paired Samples Statistics

		Mean	Std. Deviation
Statement 83	B83	2.44	1.504
	E83	2.44	.892
Statement 84	B84	2.44	1.504
	E84	2.50	.894
Statement 85	B85	3.13	1.352
	E85	2.81	.743
Statement 86	B86	2.44	1.504
	E86	2.50	.894
Statement 87	B87	2.81	1.515
	E87	3.13	1.408
Statement 88	B88	2.15	.987
	E88	2.54	1.127
Statement 89	B89	2.23	1.481
	E89	2.31	1.109
Statement 90	B90	2.46	1.198
	E90	2.69	1.182
Statement 91	B91	2.47	1.246
	E91	2.87	1.060
Statement 92	B92	2.33	1.447
	E92	2.53	1.187

Paired Samples Test

	Mean Difference	t-value	Sig. (2-tailed)
Statement 83	.00	.000	1.000
Statement 84	-.06	-.269	.791
Statement 85	.31	1.775	.096
Statement 86	-.06	-.269	.791
Statement 87	-.31	-2.611	.020
Statement 88	-.38	-1.594	.137
Statement 89	-.08	-.192	.851
Statement 90	-.23	-1.000	.337
Statement 91	-.40	-1.193	.253
Statement 92	-.20	-.764	.458

Notes:

- * B = Beginning of the term
- ** E = End of the Term
- *** Mean = the average of responses by 20 participants at the beginning of the term and 16 participants at the end of the term
- **** Difference between the Means of participants' responses at the beginning and at the end of the term

Due to shortage of space, the t-Test results of responses of other 7 students' groups have not been included, and are available on demand.

Appendices of Students' Questionnaire 4.4: Qualitative Data Analysis

Appendix 4.4.1
Attitude Scale: Western Life and Culture

This section of Students' Questionnaire comprises of the following 8 words from Western context:

- **Dating**
- **Disco**
- **Drunk**
- **Gambling**
- **Michael Jackson**
- **Pig**
- **Pubs**
- **Wine**

Students were asked to write one or more words, which first came into their heads after reading the specified vocabulary item. The rationale behind this exercise is 'free association' of students' feelings with words of highly charged and culture-laden vocabulary. The data obtained from this exercise have been divided into three categories:

- **Positive Vocabulary**
- **Neutral Vocabulary**
- **Negative Vocabulary**

The data presented in the form of charts indicate comparison between responses from Boys' Groups and Girls' Groups on one hand, and between Control Groups and Experimental Groups on the other, at the beginning and at the end of the term.

3.5.1.1 Dating

Response Summary

Total Response:	**Boys=91% & 92%, Girls= 88% & 91%** **Con = 90% & 89%, Ex = 92% & 94%**
Positive Response:	**Boys=4% & 3%, Girls= 2% & 0%** **Con = 1% & 0%, Ex = 5% & 3%**
Negative Response:	**Boys=87% & 89%, Girls= 86% & 91%** **Con = 89% & 89%, Ex = 87% & 91%**
No Response:	**Boys=9% & 8%, Girls=11% & 9%** **Con = 10% & 11%, Ex = 8% & 6%**

Looking at the data in detail the following 8 categories have been found:

Category 1 (Religious)

Observations

The mean is high among all groups.
The mean is higher among boys than among girls.
The mean is higher among Control Groups than among Experimental Groups at the end of the term.

Category 2 (Cultural Stereotype)

Observations

The mean is not high among all groups.
The mean is higher among girls in the beginning but among boys at the end of the term.
The mean is higher among Experimental Groups than among Control Groups.

Category 3 (Social)

Observations

The mean is not high among all groups.
The mean is higher among girls than among boys.
The mean is higher among Experimental Groups than among Control Groups at the end of the term.

Category 4 (Temporal)

Observations

The mean is low among all groups.
The mean is higher among boys than among girls.
The mean is slightly higher among Experimental Groups than among Control Groups at the end of the term.

Category 5 (General Ethics)

Observations

The mean is low among all groups in the beginning and non-existent at the end of the term.

Category 6 (Metaphorical Description)

Observations

The mean is low among all groups.
The mean is higher among girls than among boys.
The mean is slightly higher among Experimental Groups than among Control Groups at the end of the term.

Category 7 (Personal Dislikes)

Observations

The mean is not high among all groups.
The mean is higher among girls than among boys.
The mean is slightly higher among Experimental Groups than among Control Groups at the end of the term.

Category 8 (Personal Likes)

Observations

The mean is low among all groups.
The mean is slightly higher among Boys' Groups and Experimental Groups than among Girls' Groups and Control Groups at the end of the term.

Category 9 (No Response)

Observations

The mean is not high among all groups.
The mean decreases among all groups at the end of the term

Overall Comments

- **The word 'Dating ' has predominantly negative response. It means that this word has a high negative value for all the respondents.**
- **The religious category has shown the highest mean. It indicates that the respondents evaluate the word negatively predominantly on religious grounds.**
- **The girls have shown higher mean in personal dislikes, social, and metaphorical categories, whereas the boys have shown higher mean in religious, temporal and personal likes categories.**
- **The Experimental Groups have shown higher mean in cultural, social, metaphorical and personal likes categories, whereas Control Groups have shown higher mean in religious category.**

The Mean Percentage of Pre- and Post-Scores of Students' Responses to the Word 'Dating' (8 Groups)

	Statements		1	2	3	4	5	6	7	8
1	Haram / Breach of the limits of Allah / Breach of the limits of Shariah / Forbidden / Not allowed	B E	53 63	45 42	36 38	32 45	42 43	40 45	38 50	46 40
2	Not allowed for Muslims/ Something peculiar to non-Muslim culture/ Infidels' habit	B E	15 16	20 21	29 13	18 18	10 12	12 13	21 11	21 15
3	Exploitation of ladies	B E	3 0	3 3	5 6	5 5	3 2	3 3	5 6	3 4
4	Cause of 'fitna'	B E	10 3	10 6	16 4	9 9	7 5	7 0	16 8	5 5
5	Leads to adultery	B E	0 0	0 4	0 7	0 0	0 0	0 8	0 3	0 7
6	Waste of time	B E	5 3	8 11	4 0	0 0	16 17	14 13	8 6	4 0
7	Devoid of modesty	B E	0 0	1 0	0 0	0 0	0 0	2 0	0 0	5 0
8	Spoils good morals	B E		2 0	0 0	0 0	0 0	6 0	0 0	8 0
9	Donkey's foolishness	B E	0 0	0 0	0 13	0 9	0 2	0 2	0 5	0 10
10	Very bad	B E	3 0	4 4	7 7	4 3	0 2	4 3	6 6	4 7
11	I am strongly against it	B E	10 3	9 9	14 10	10 11	10 5	6 8	15 11	4 8
12	Sometimes OK	B E	5 0	5 5	0 0	0 0	0 0	6 5	0 0	8 0

Key

B Beginning = pre-scores
E End = post-scores

<u>Categories of Responses</u> :

Positive

Occasional happening = 12

Negative

Religious = 1
Cultural Stereotype = 2
Social = 3, 4, 5
Temporal = 6
General Ethics = 7, 8
Metaphorical = 9
Personal Liking and disliking = 10, 11

Note

Due to shortage of space, the results of other 7 words related to Western life and culture have not been included, and are available on demand.

Appendices 4.4.2: Presentation of Data based on Orientation Questions

Appendix 4.4.2.1
(Orientation to Learn English: Question 1)

In Parts E2 of students' questionnaire, the learners were asked the following three open ended questions:

1. **Can you think of some advantages of being proficient in English?**
2. **Can you enumerate some disadvantages of not being proficient in English?**
3. **Your younger brother / sister is weak in English and believes that since English is not their native language, therefore, they do not have to waste their time learning it. Summarise what you would advise him/her.**

Students' responses have been thematically categorised. The comparison has been drawn between the responses of the boys' and the girls' groups on one hand and control and experimental groups on the other, at the beginning and at the end of the term.

3.4.2.1 Question No 1 (Advantages of Learning English)

After looking at the students' responses (given in the table at the end) the following categories of themes have been identified:

Category 1 (For Religious/ Dawah Purposes)

Observations

The mean is high among all groups.
The mean is slightly higher among boys than among girls.
The control groups have shown slightly higher post-scores than the experimental groups.

Category 2 (For Relations with International Muslim Community)

Main Observations

The mean is low among both girls and boys groups.
Both the experimental and control groups have shown slightly higher post-scores.

Category 3 (For Children's Education and Training)

Observations

This category has solely been pointed out by the girl respondents. In a Muslim society where women are taken as responsible for the household and the welfare of children, this finding is fully justified.
The mean is higher among experimental groups than among control groups.

Category 4 (For Islamic Studies Purposes)

Observations

The mean is slightly higher among the boys than among the girls.
Both the experimental and control groups have shown slightly lower post-scores.

Category 5 (For General Reading Purposes)

Observations

The mean of students' responses is slightly higher among the boys than among the girls.
The mean is slightly higher among the experimental groups than among the control groups. Both these groups have shown slightly lower post-scores.

Category 6 (For Higher Education Purposes)

Observations

The mean of students' responses is higher among the boys than among the girls.
The post-scores of the experimental and control groups are higher than their pre-scores

Category 7 (For Scientific Progress)

Observations

The mean of response categories is slightly higher among the boys than among the girls.
The experimental groups have shown slightly higher post-scores, whereas the control groups have shown slightly lower post-scores.

Category 8 (For Social Prestige)

Observations

The mean of response categories is higher among boys than among girls. However the post scores are much lower in both groups.

The Experimental Groups have shown slightly higher mean of students' responses.

Category 9 (For Job Purposes)

Observations

The mean is higher among the boys than among the girls.
The experimental groups have shown slightly higher post-scores than the control groups.

Category 10 (For Tourism Purposes)

Observations

The mean of students' responses is higher among the boys than among the girls and slightly higher among the experimental groups than among the control groups.
Both experimental and control groups have shown slightly higher post-scores.

Category 11 (For International Relations)

Observations

The mean in students' responses is slightly higher among the boys at the end of the term.
The experimental and the control groups have shown slightly higher post-scores than the pre-scores.

Category 12 (For Day-to-Day Life)

Observations

The mean of students' responses is higher among the boys than among the girls.
Both experimental and control groups have shown slightly higher post-scores.

Category 13 (For Translation Purposes)

Observations

The mean of students' responses is the same among the boys and the girls.
The experimental groups have shown slightly higher post-scores than the control groups.

Category 14 (To Understand Western Political Intentions and Planning)

Observations

The mean of students' responses is higher among the boys than among the girls.
The overall mean is lower among both groups at the end of the term.
The mean is slightly higher among the experimental groups than among the control groups.
The experimental groups have shown slightly higher post-scores than the control groups.

Category 15 (To Understand Western Life and Culture)

Observations

The mean of students' responses is higher among the boys than among the girls.
The experimental groups have shown slightly lower post-scores.

Category 16 (No Response)

Observations

The mean of students' responses is higher among the boys than among the girls and the post-scores are higher among both sets of groups.
The control groups have shown slightly higher post-scores than the experimental groups.

Overall Comments on Part 2 Question No 1

The most significant observation with regard to the data in response to the question of advantages of learning English is that all the response categories (for religious/ dawah purposes, to maintain relations with International English speaking Muslim community, for children's education and training, for learning Islamic Studies, for general reading purposes, for higher education purposes, for scientific progress and for social prestige) furnished by students indicate their instrumental orientation. In all categories of responses the boys' score is higher than that of girls except for 'children's education and training' category which has solely been pointed out by the girl respondents. In a Muslim society where women are taken as responsible for the household and the welfare of children, this finding is fully justified.

The Mean Percentage of Pre- and Post-Scores of Students' Responses to Advantages of Learning English (8 Groups)

	Statements		1	2	3	4	5	6	7	8
1	Helps you in preaching Islam / It will help in explaining misunderstandings about Islam. / It will enable us to respond to the objections raised by non-Muslims on Islam. It will enable us to read books written against Islam. /It will enable us to produce the translation of the Quran in English, hence introduce the Quran to the people.	B E	20 25	30 29	28 25	25 32	40 40	36 32	33 33	33 25
2	It is important to keep in touch with those Muslims who speak only English	B E	3 0	0 0	0 8	8 10	4 2	0 3	4 6	0 0
3	It will be easy to teach children about Islam	B E	0 0	0 0	0 0	4 5	0 0	0 0	0 0	4 5
4	It will enable us to read Islamic Studies books written in English and understand those lectures delivered in English / It will enable you to read your books/newspapers written in English.	B E	13 16	10 13	18 8	11 9	16 14	12 11	13 11	17 15
5	There are good books, literature and magazines written in English	B E	5 3	5 5	4 4	7 5	2 2	4 5	8 6	13 10
6	English helps you in higher education	B E	5 6	3 3	4 4	0 0	0 0	8 11	8 11	4 5
7	It enables us to make progress scientifically	B E	0 3	0 0	7 8	0 0	2 2	6 3	0 0	0 0
8	It earns you high position in the society.	B E	13 0	10 5	7 8	7 5	0 0	0 0	8 6	4 5
9	Enables you to get a good job / Studying at the American institutions is important to get a good job easily	B E	18 19	18 16	18 17	14 14	16 19	16 21	13 11	13 17
10	It helps while travelling abroad.	B E	5 6	5 5	0 0	0 0	4 5	8 11	0 0	0 0
11	It is a popular language of the world/ It is an important language in the world. It is spoken and understood in the most of the world. It is an international language.	B E	5 6	0 5	4 4	7 5	2 2	0 0	0 6	4 5
12	It helps us in daily life.	B E	0 0	0 3	0 0	4 5	0 0	0 3	4 6	0 0
13	Translations of literary stories from English into Arabic and vice verse will be useful.	B E	0 0	0 0	0 0	4 5	2 2	0 0	0 0	4 5
14	It is important to be aware of the cunningness of the west.	B E	5 3	5 5	4 4	7 5	4 2	6 3	4 0	0 5
15	It facilitates communication with the western and the English speaking people and it helps us to know their ideas, opinions and how they work.	B E	5 6	8 5	0 0	0 0	2 2	2 3	0 0	0 0

Key to Categories

For Religious/ Dawah Purposes (1)
For Relations with International Muslim Community (2)
For Children's Education and Training (3)
For Islamic Studies Purposes (4)
For General Reading Purposes (5)
For Higher Education Purposes (6)
For Scientific Progress (7)
For Social Prestige (8)
For Job Purposes (9)
For Tourism Purposes (10)
For International Relations (11)
For Day-to-Day Life (12)
For Translation Purposes (13)
To Understand Western Political Intentions and Planning (14)
To Understand Western Life and Culture (15)

Note
Due to the shortage of space, the results of the other 2 Orientation to learn English questions have not been included, and are available on demand.

Appendices 5.1 Figurative Presentation of Evaluation Sheets Data

Appendix 5.1.1
(Intermediate Writing)

Evaluation of Contents

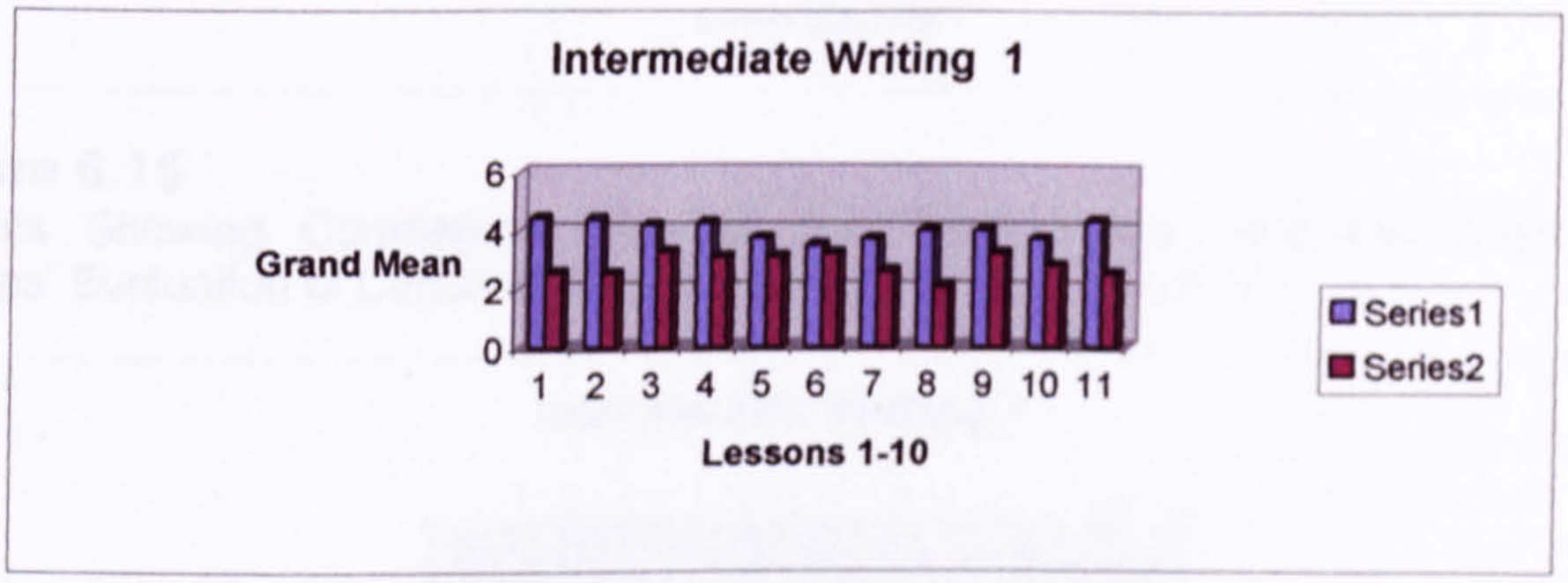


Figure 6.13
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Contents of Intermediate Writing Units 1-11

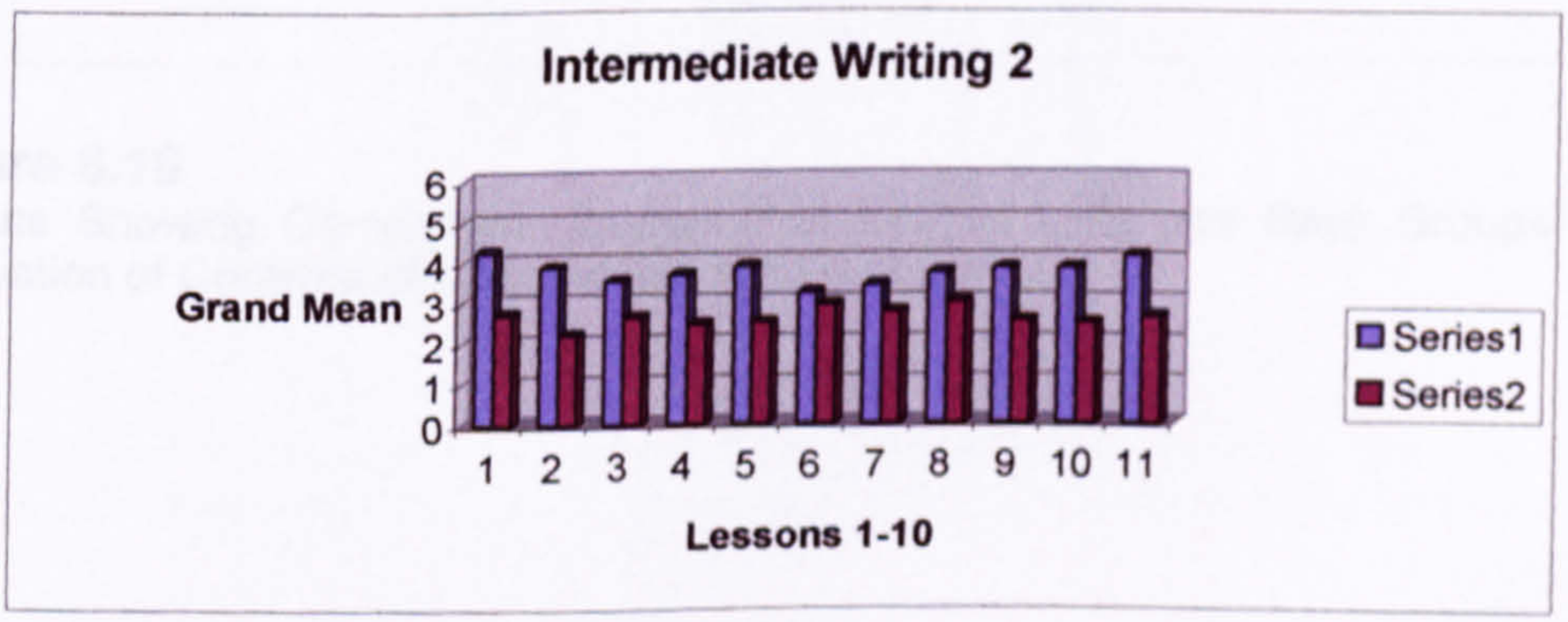


Figure 6.14
Results Showing Comparison Between the Experimental and Control Boys Groups' Evaluation of Contents of Intermediate Writing Units 1-11

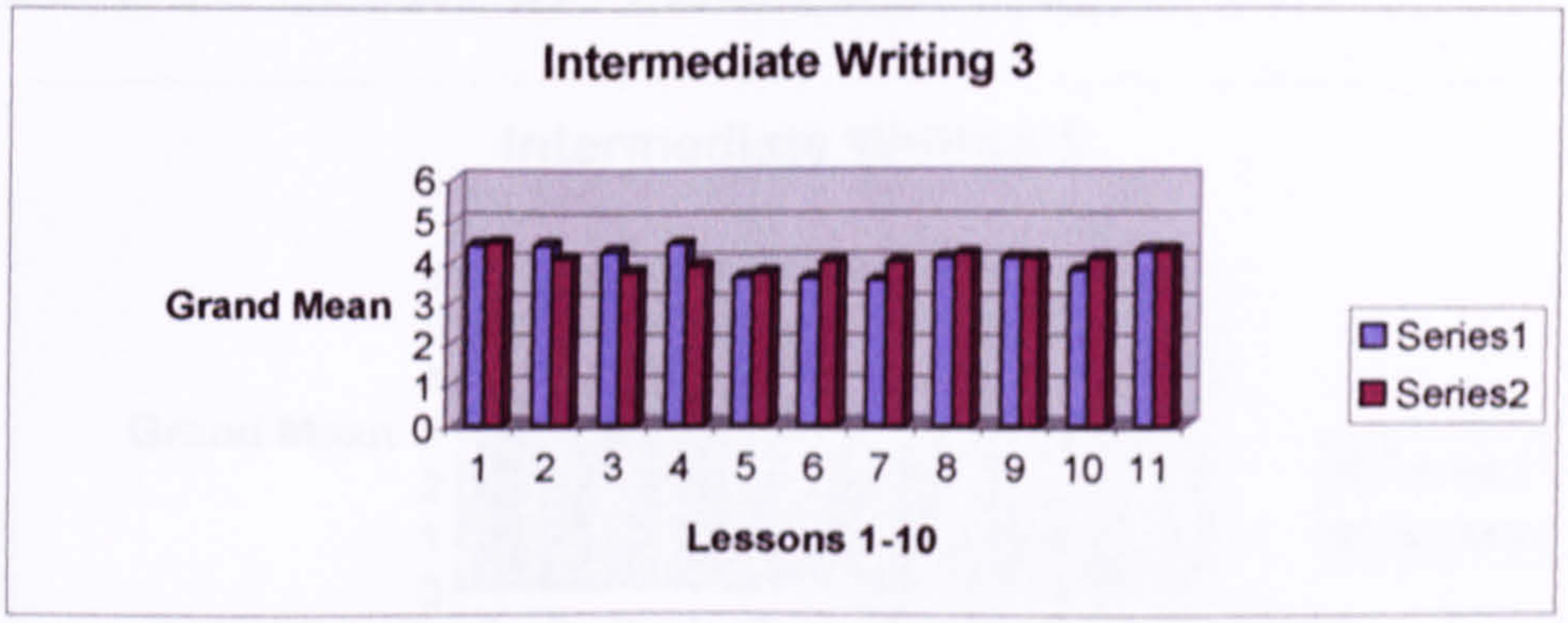


Figure 6.15
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Contents of Intermediate Writing Units 1-11

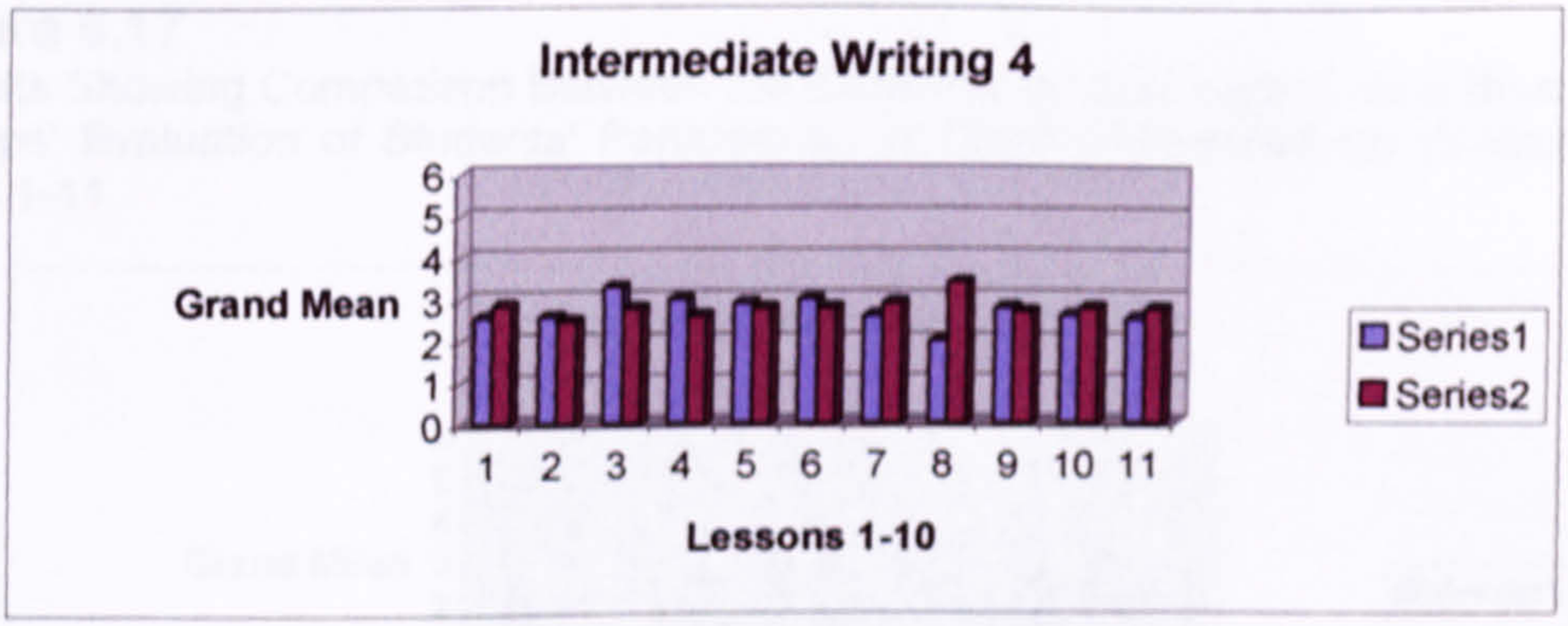


Figure 6.16
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Contents of Intermediate Writing Units 1-11

Evaluation of Students' Class Participation

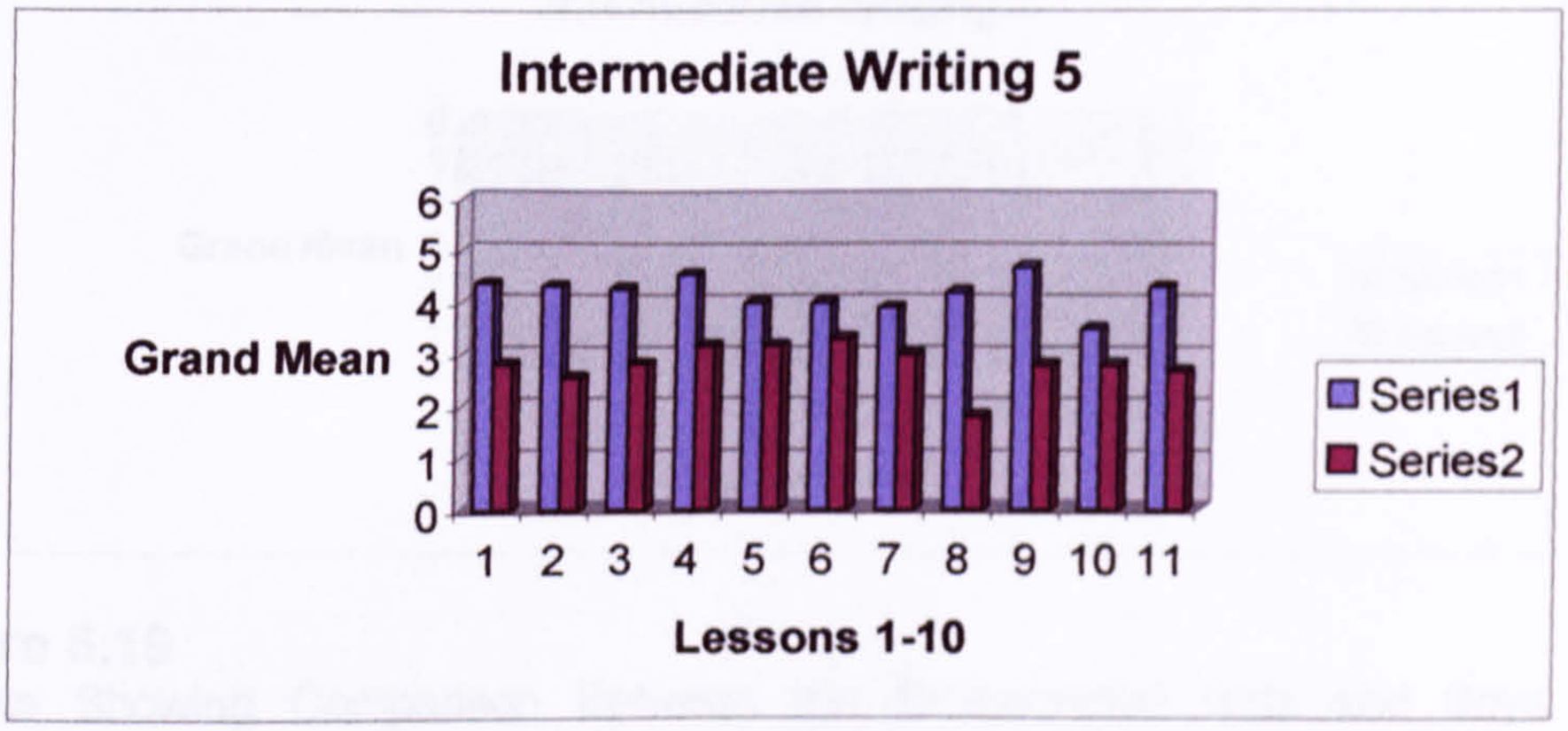


Figure 6.17
Results Showing Comparison Between the Experimental and Control Girls Boys Groups' Evaluation of Students' Participation in Class of Intermediate Writing Units 1-11

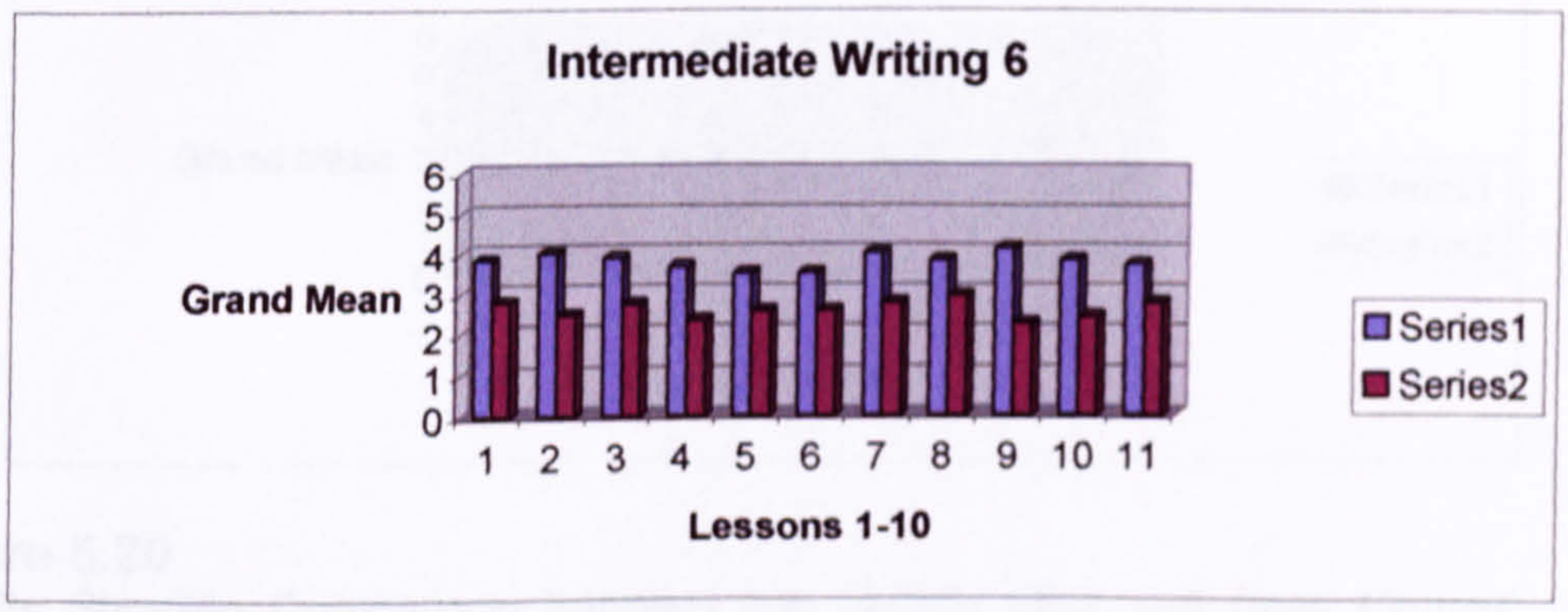


Figure 6.18
Results Showing Comparison Between the Experimental and Control Boys Groups' Evaluation of Students' Participation in Class of Intermediate Writing Units 1-11

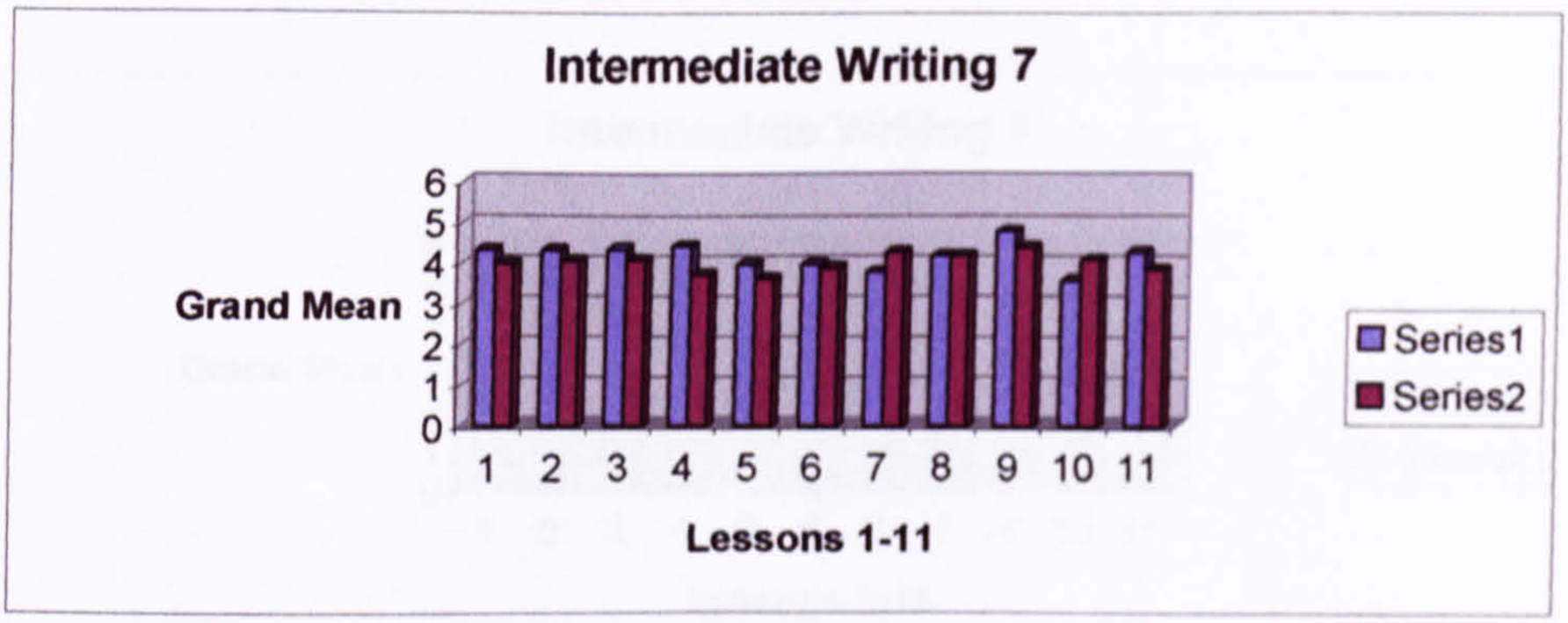


Figure 6.19
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Students' Participation in Class of Intermediate Writing Units 1-11

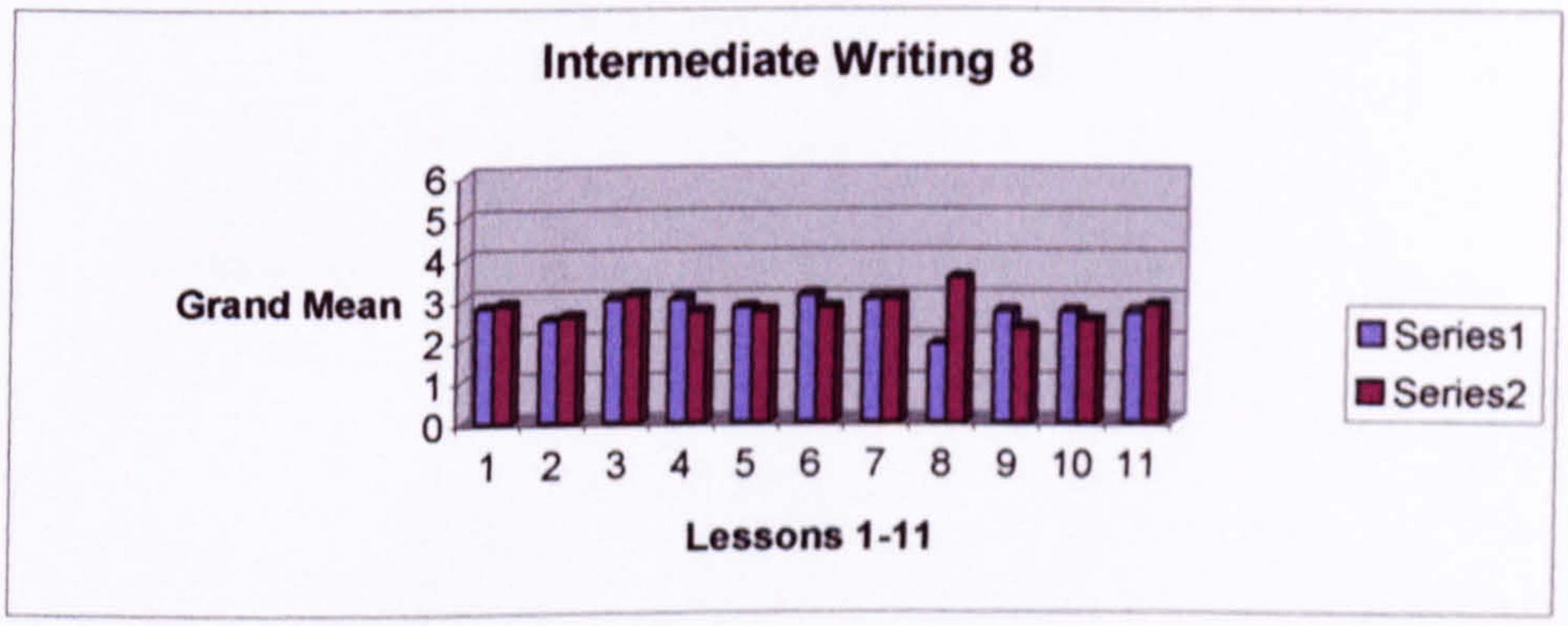


Figure 6.20
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Students' Participation in Class of Intermediate Writing Units 1-11

Evaluation of Students' Learning

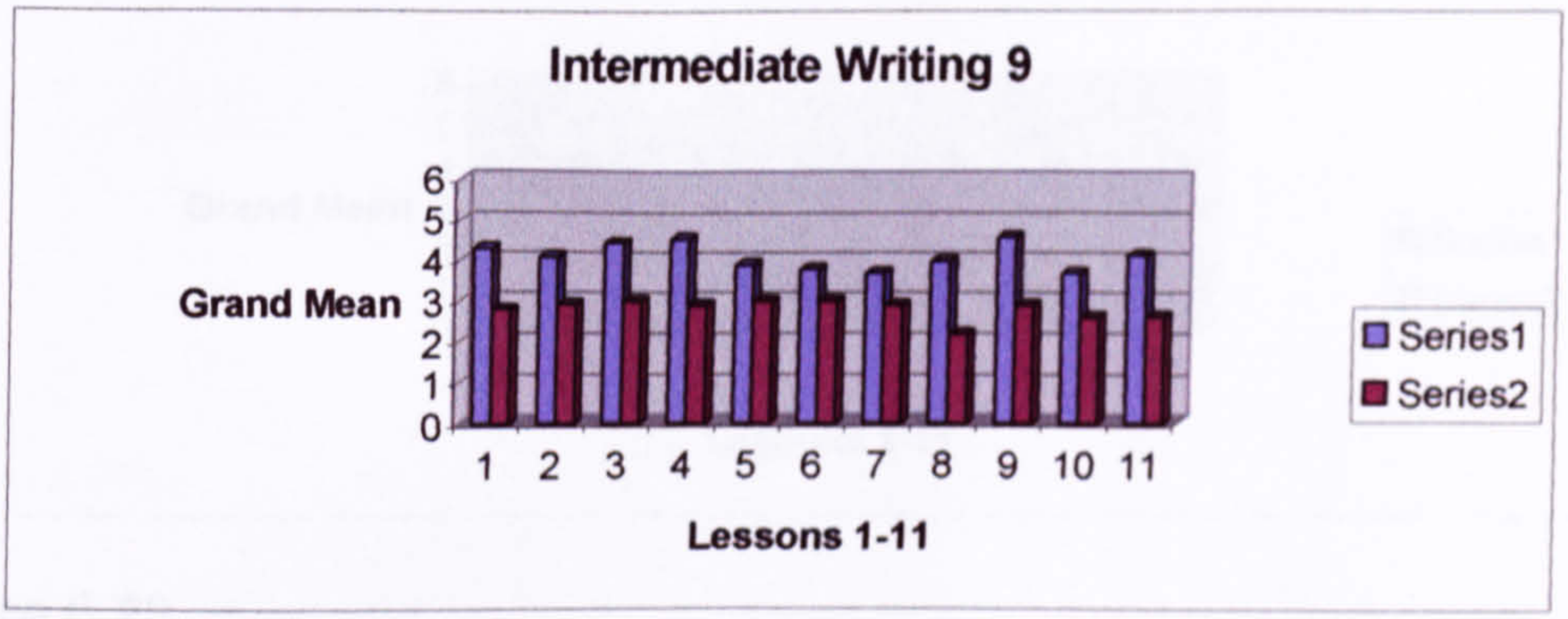


Figure 6.21
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Students' Learning of Intermediate Writing Lessons 1-11

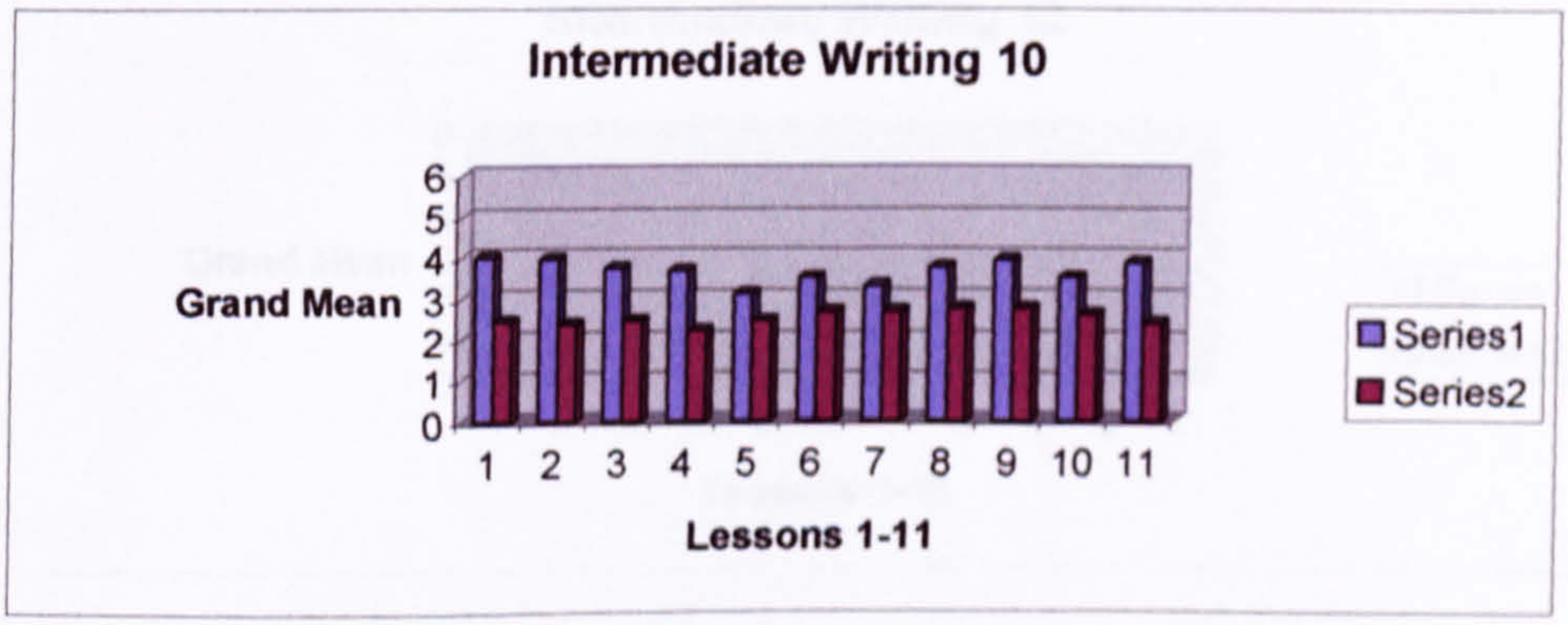


Figure 6.22
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Students' Learning of Intermediate Writing Units 1-11

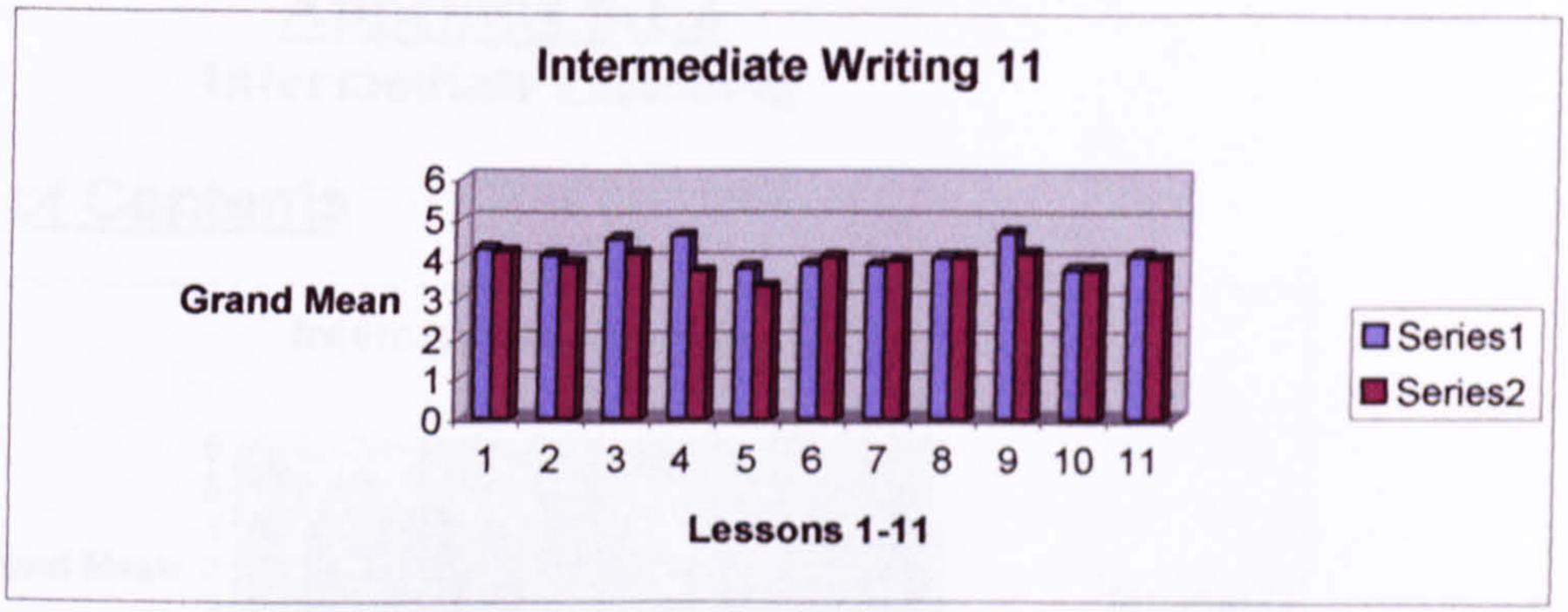


Figure 6.23
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Students' Learning of Intermediate Writing Units 1-11

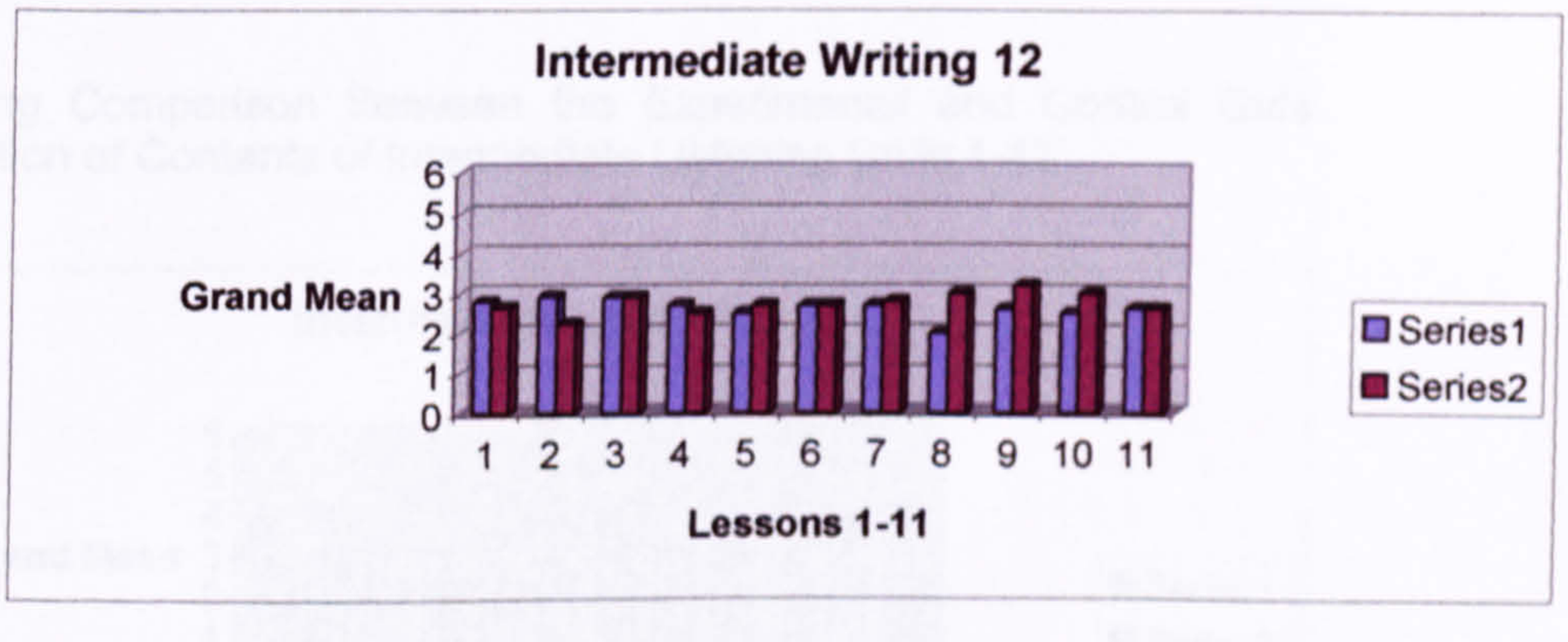


Figure 6.24
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Students' Learning of Intermediate Writing Units 1-11

Appendix 5.1.2
Intermediate Listening

Evaluation of Contents

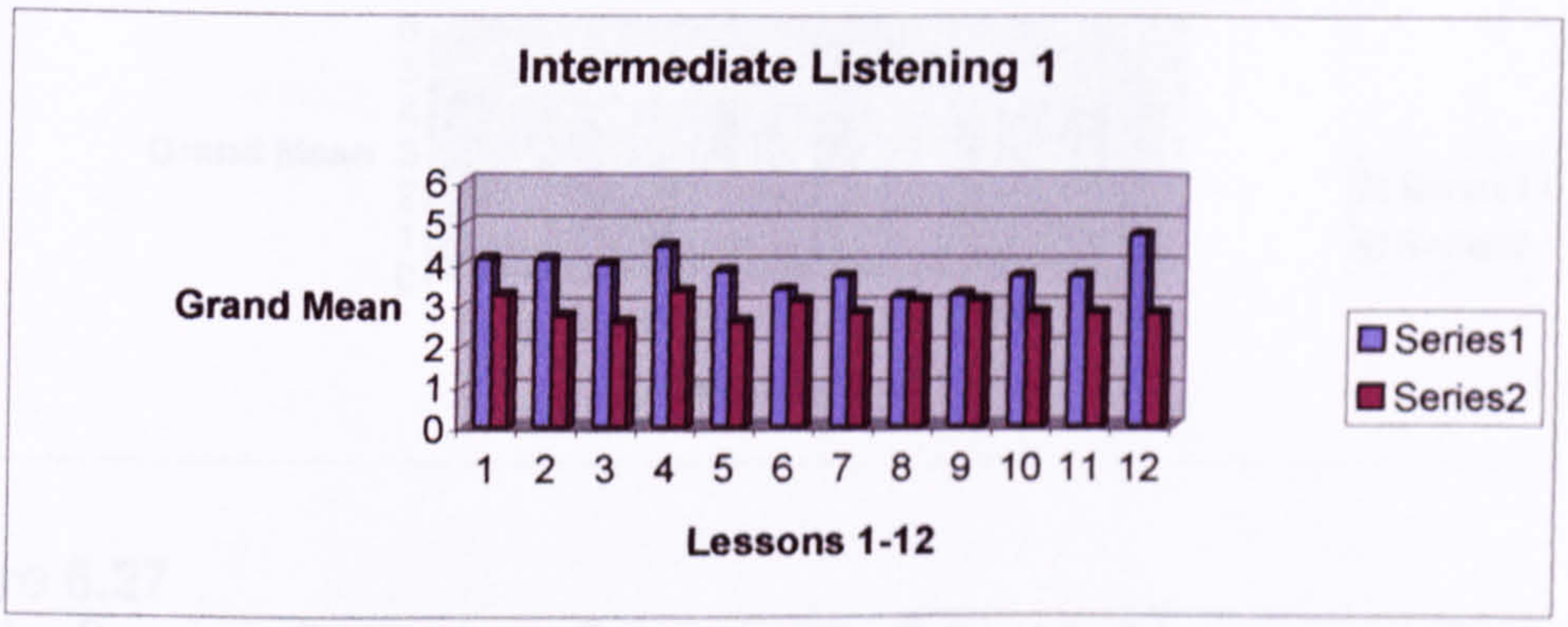


Figure 6.25
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Contents of Intermediate Listening Units 1-12

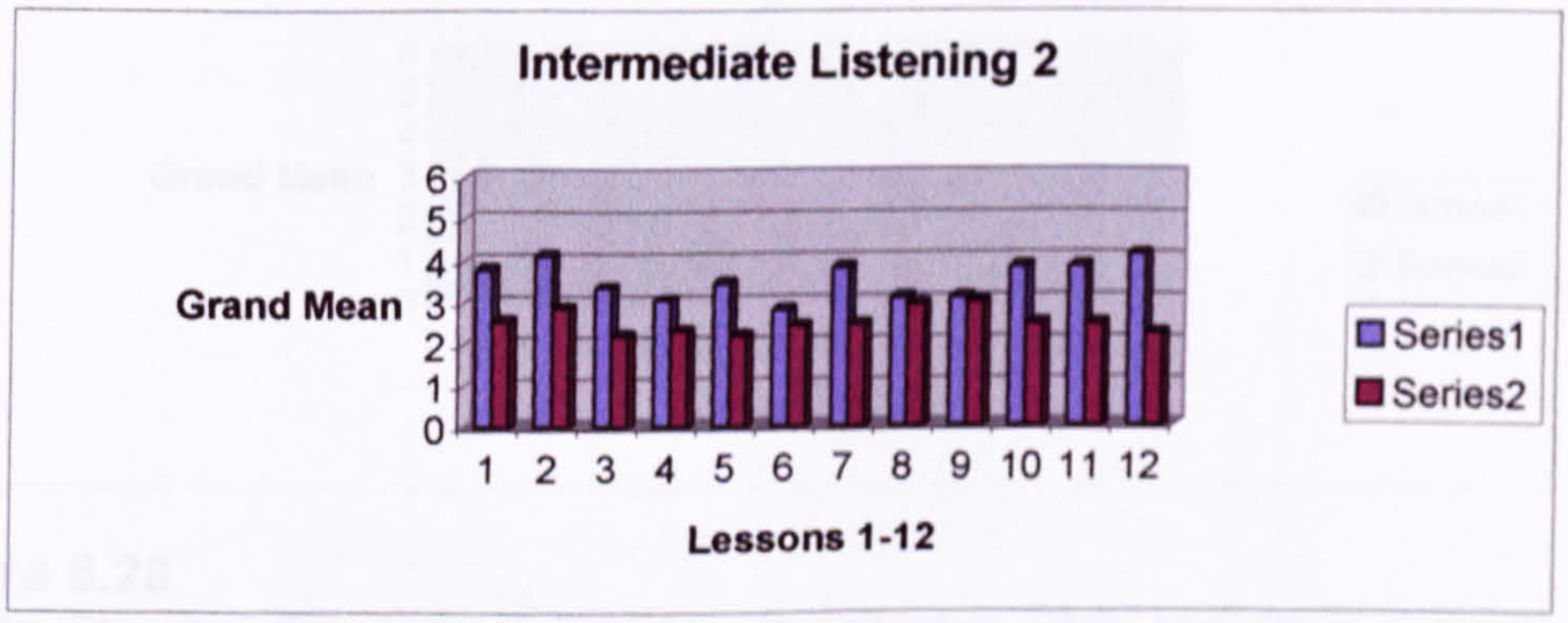


Figure 6.26
Results Showing Comparison Between the Experimental and Control Boys Groups' Evaluation of Contents of Intermediate Listening Units 1-12

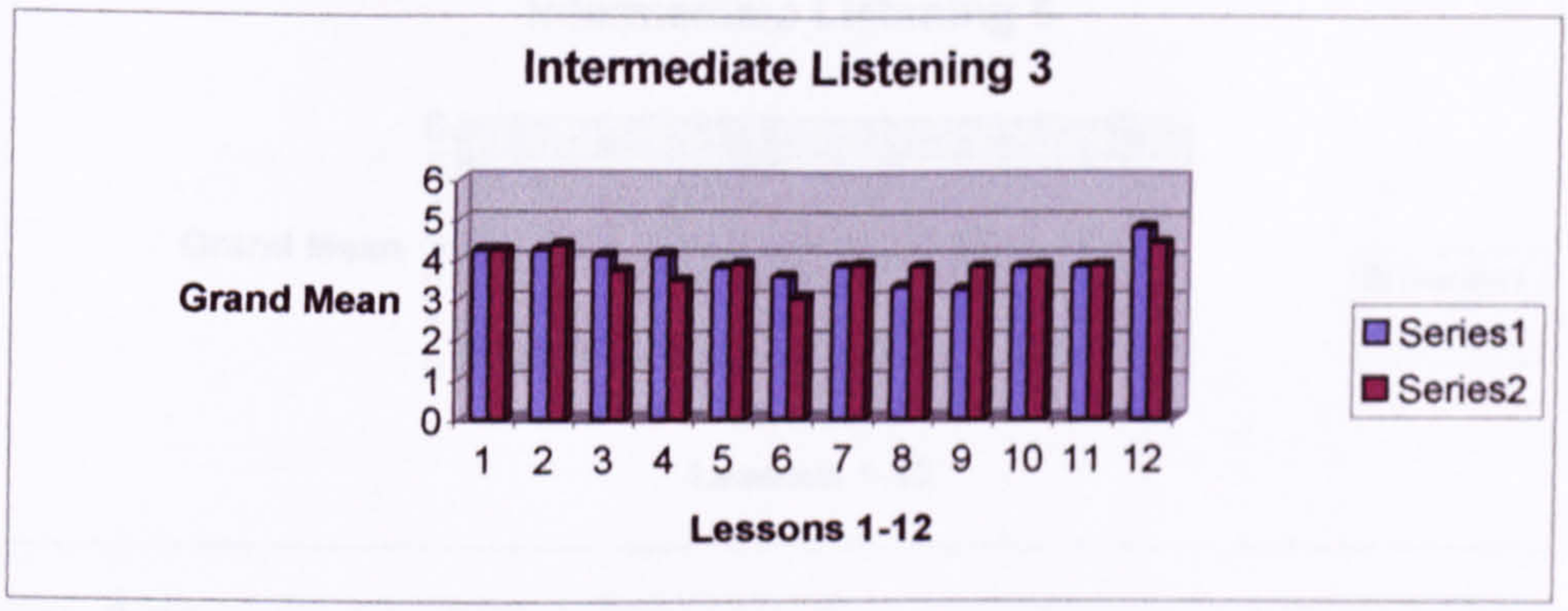


Figure 6.27
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Contents of Intermediate Listening Units 1-12

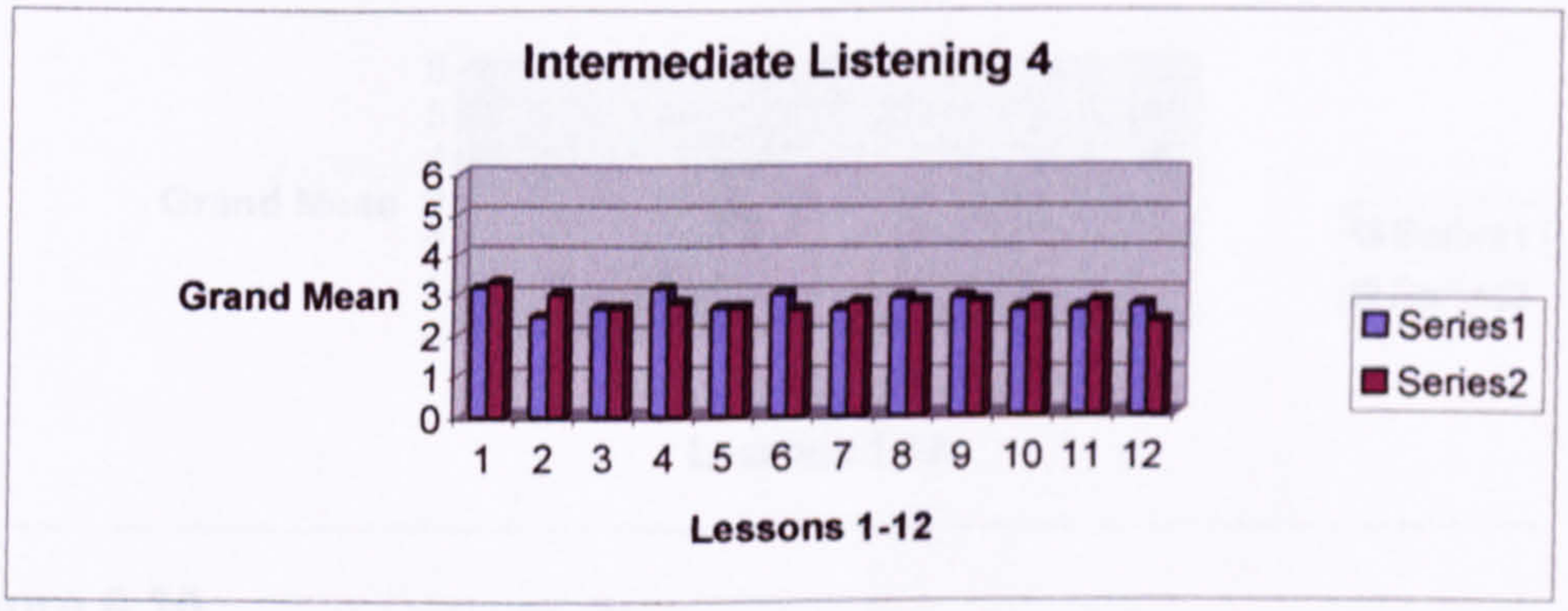


Figure 6.28
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Contents of Intermediate Listening Units 1-12

Evaluation of Students' Class Participation

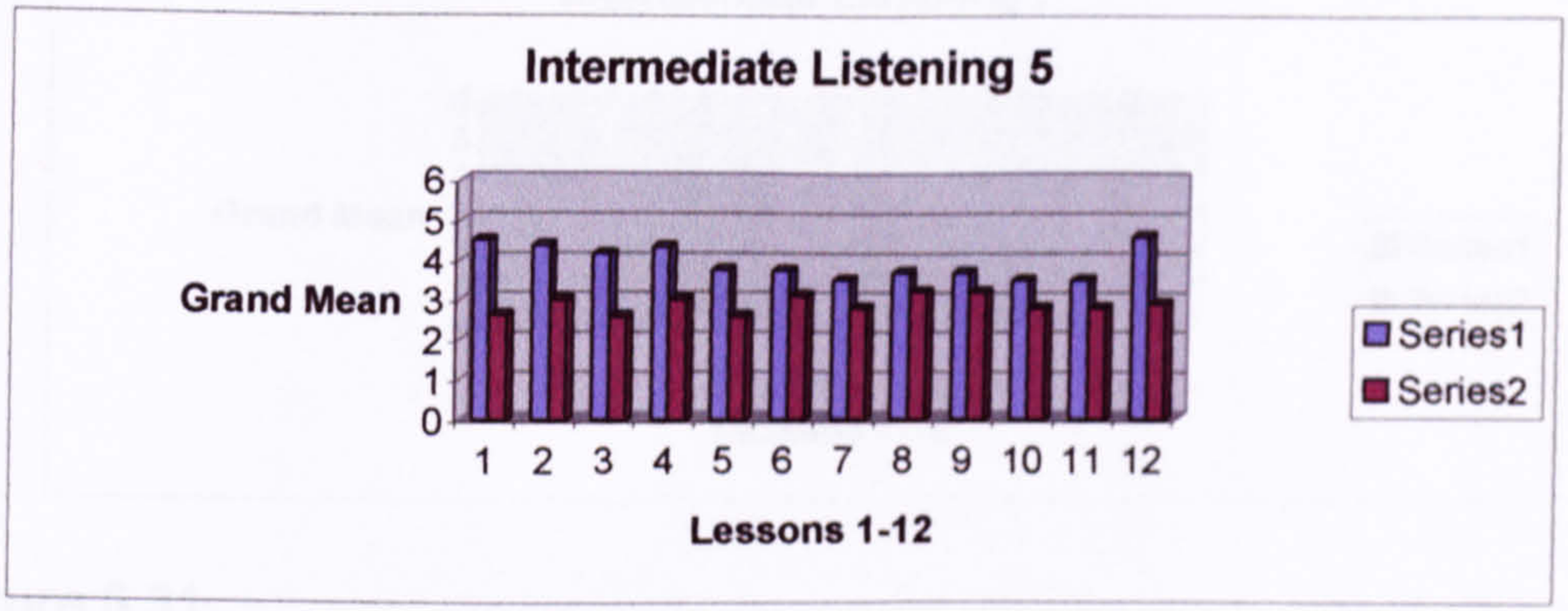


Figure 6.29
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Students' Participation in Class of Intermediate Listening Units 1-12

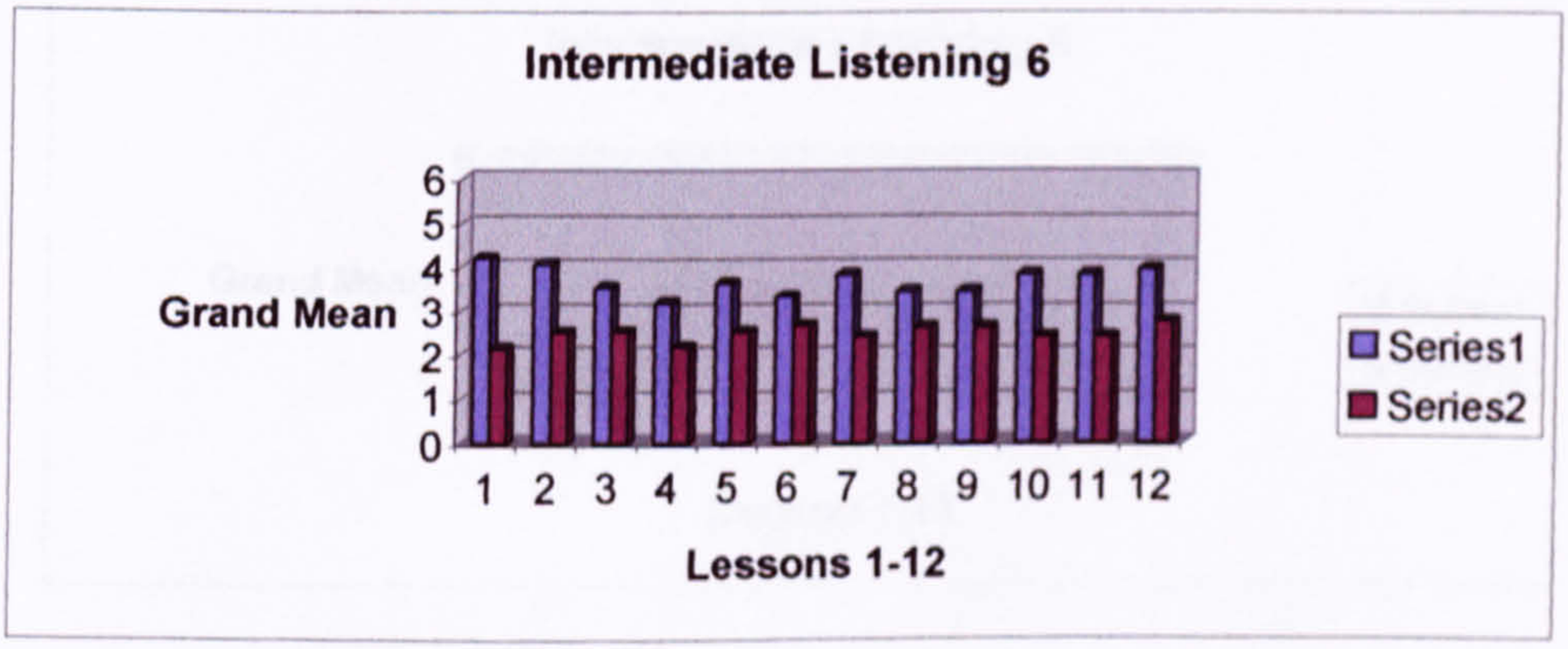


Figure 6.30
Results Showing Comparison Between the Experimental and Control Boys Groups' Evaluation of Students' Participation in Class of Intermediate Listening Units 1-12

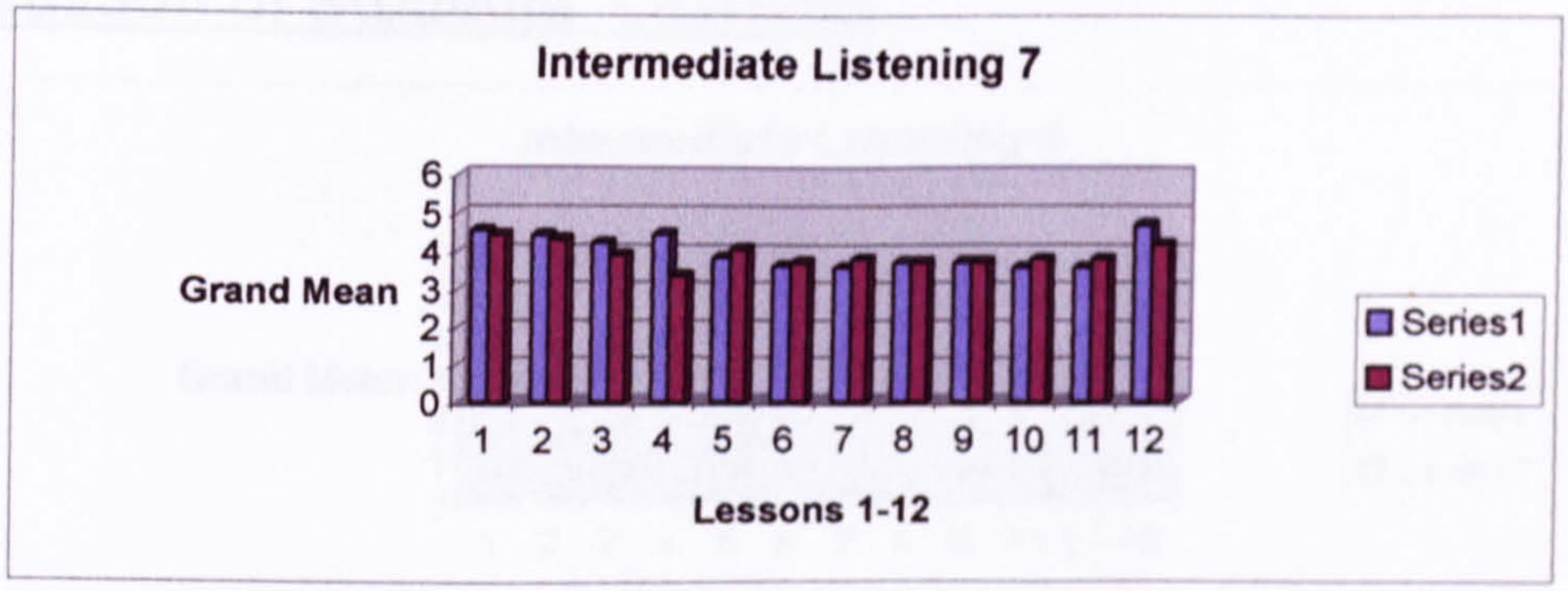


Figure 6.31
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Students' Participation in Class of Intermediate Listening Units 1-12

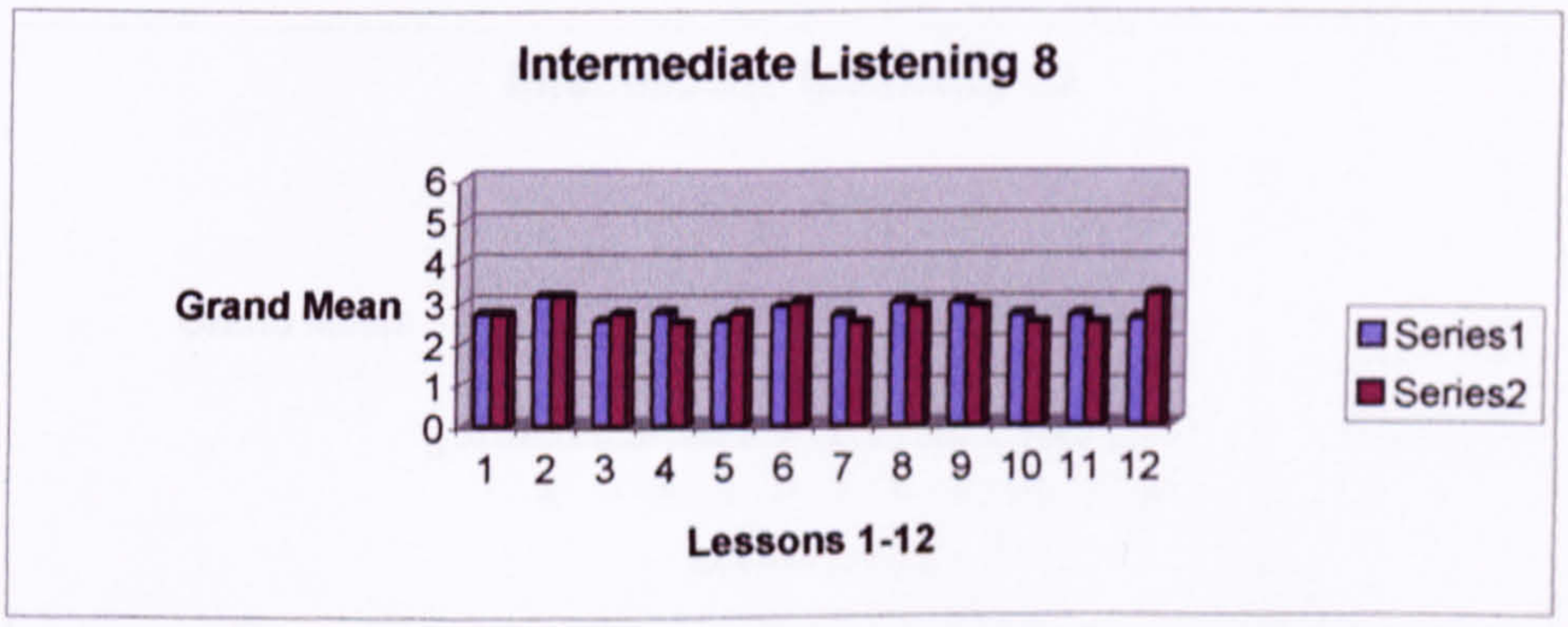


Figure 6.32
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Students' Participation in Class of Intermediate Listening Units 1-12

Evaluation of Students' Learning

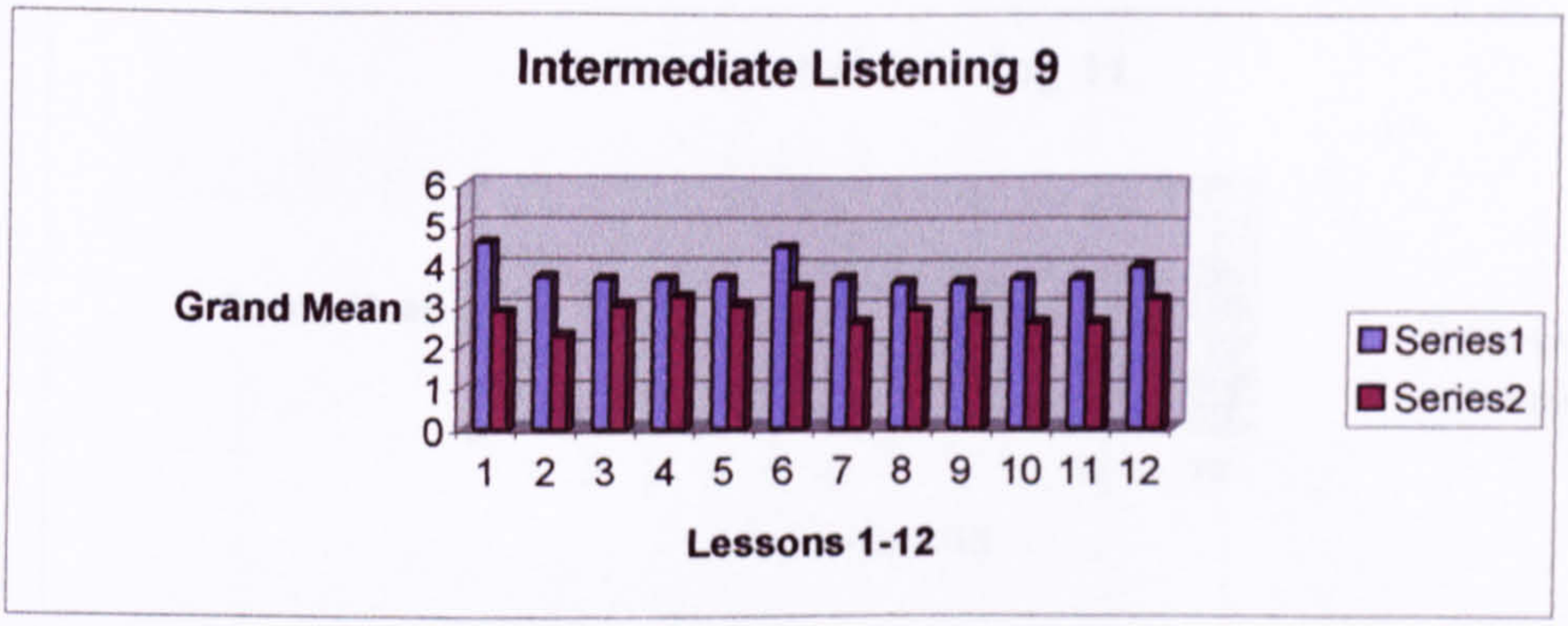


Figure 6.33
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Students' Learning of Intermediate Listening Units 1-12

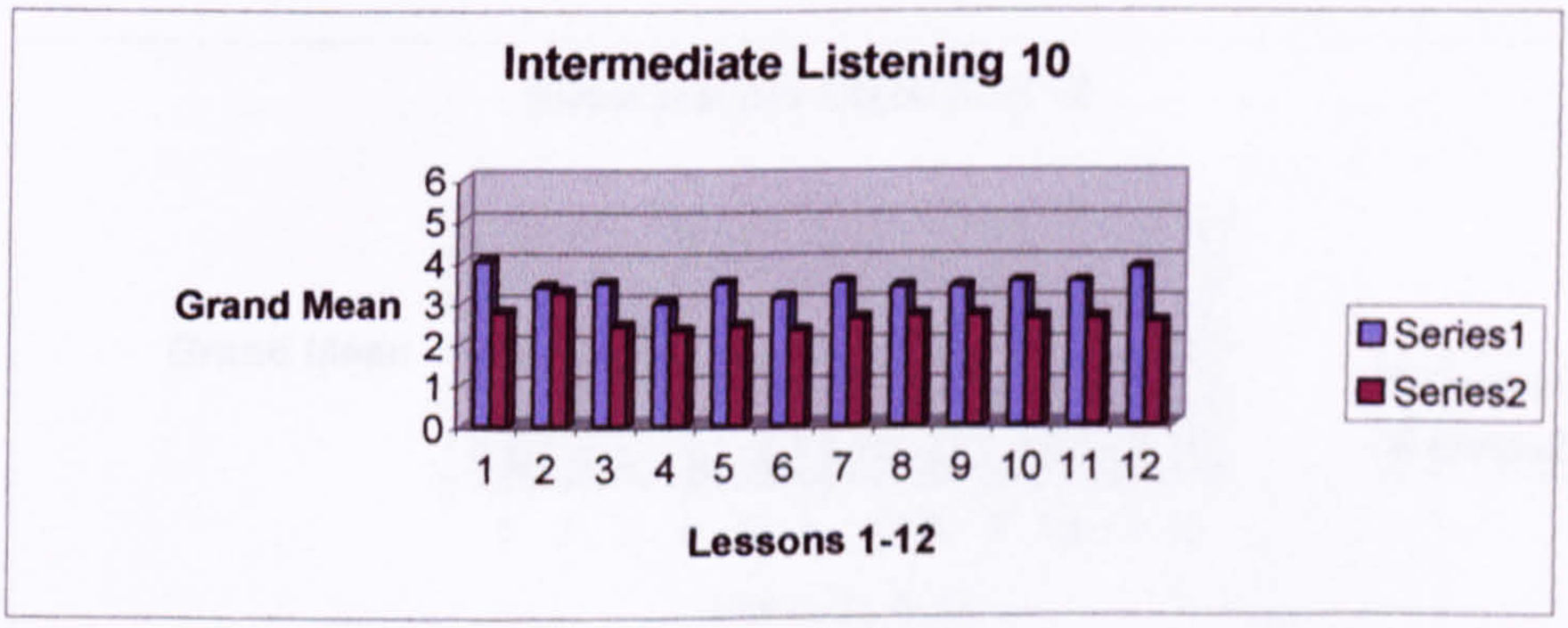


Figure 6.34
Results Showing Comparison Between the Experimental and Control Boys Groups' Evaluation of Students' Learning of Intermediate Listening Units 1-12

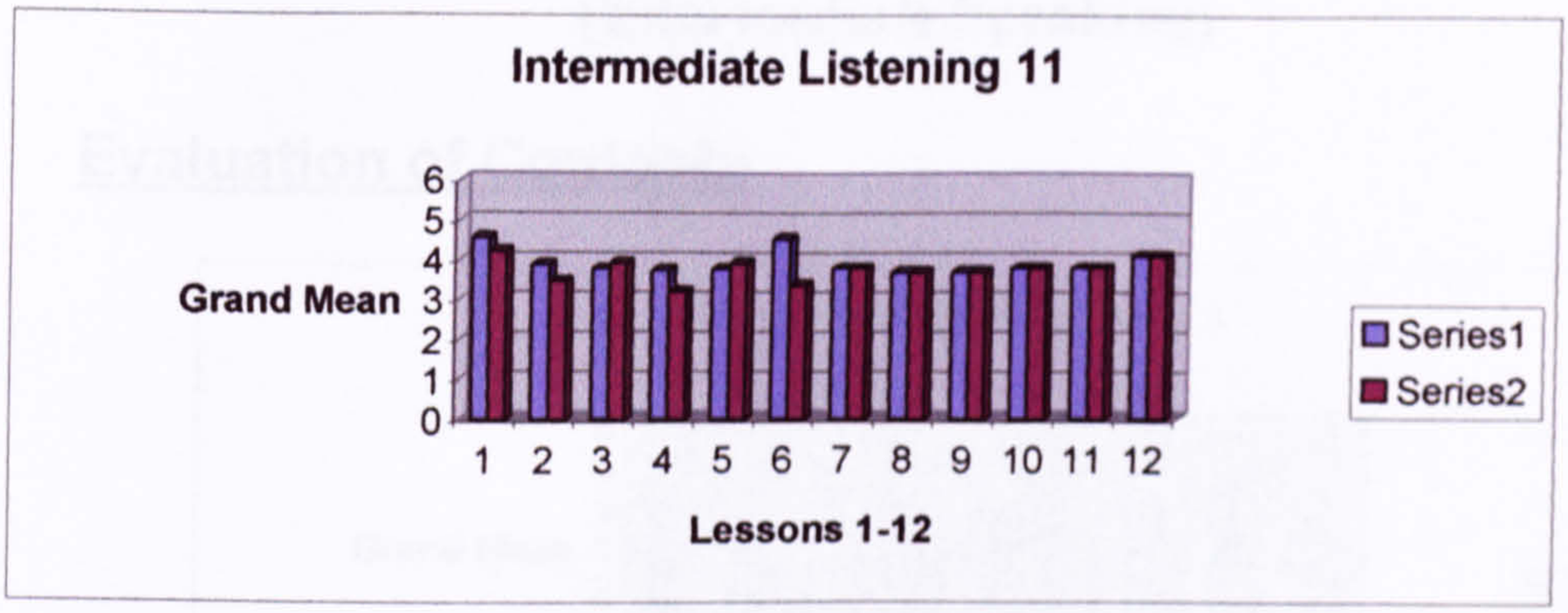


Figure 6.35
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Students' Learning of Intermediate Listening Units 1-12

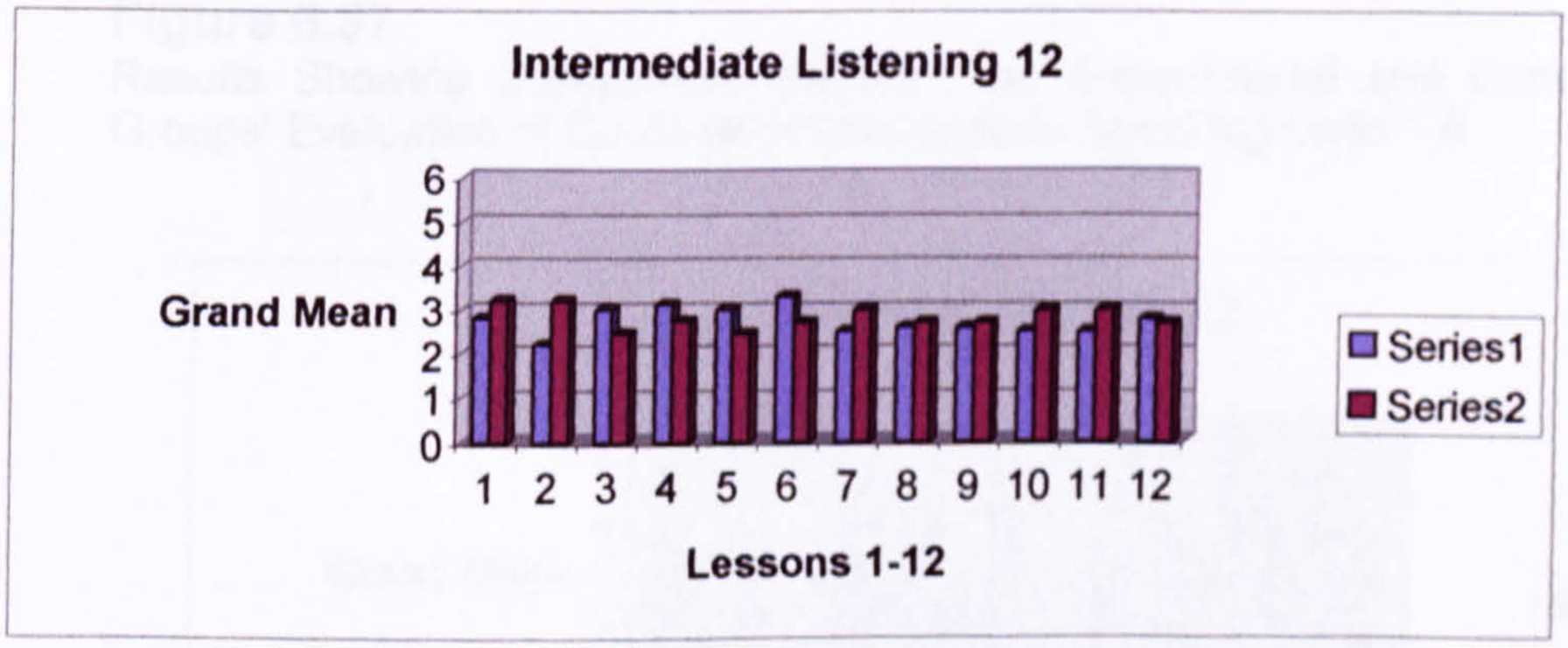


Figure 6.36
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Students' Learning of Intermediate Listening Units 1-12

Appendix 5.1.3
(Intermediate Speaking)

Evaluation of Contents

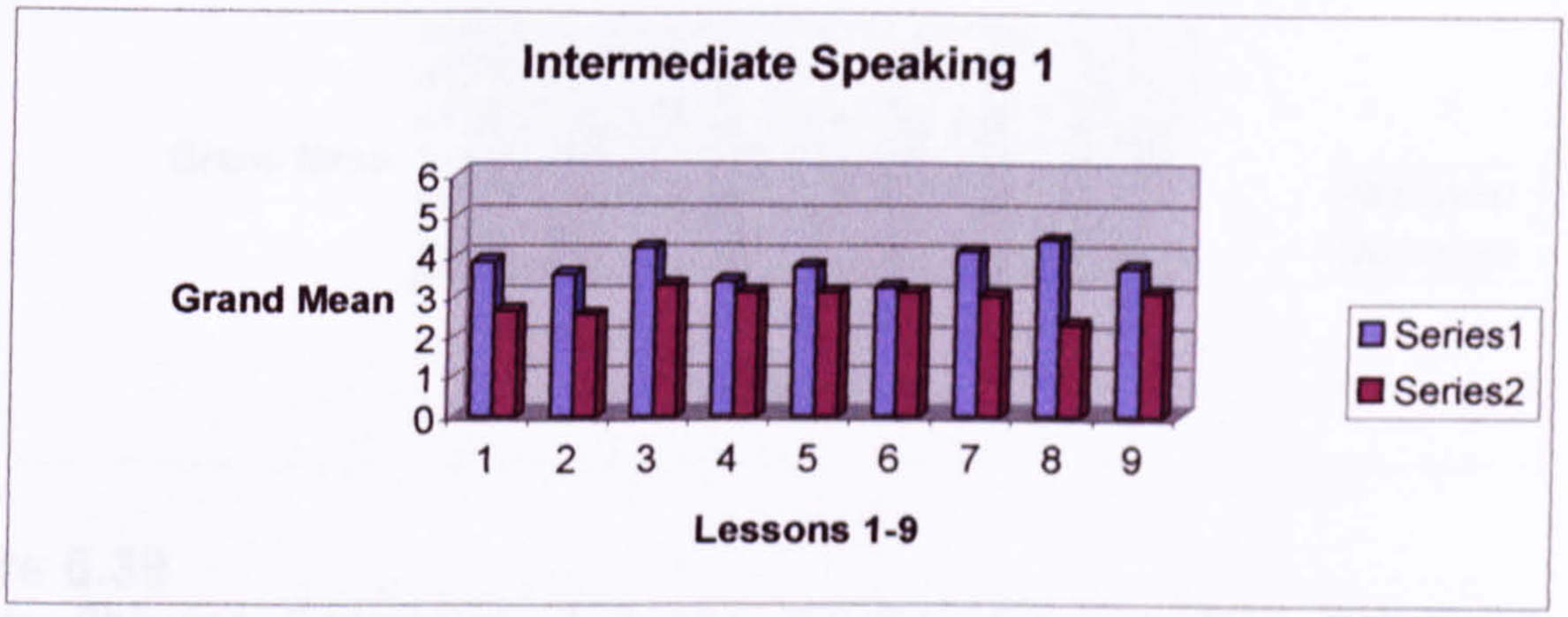


Figure 6.37
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Contents of Intermediate Speaking Units 1-9

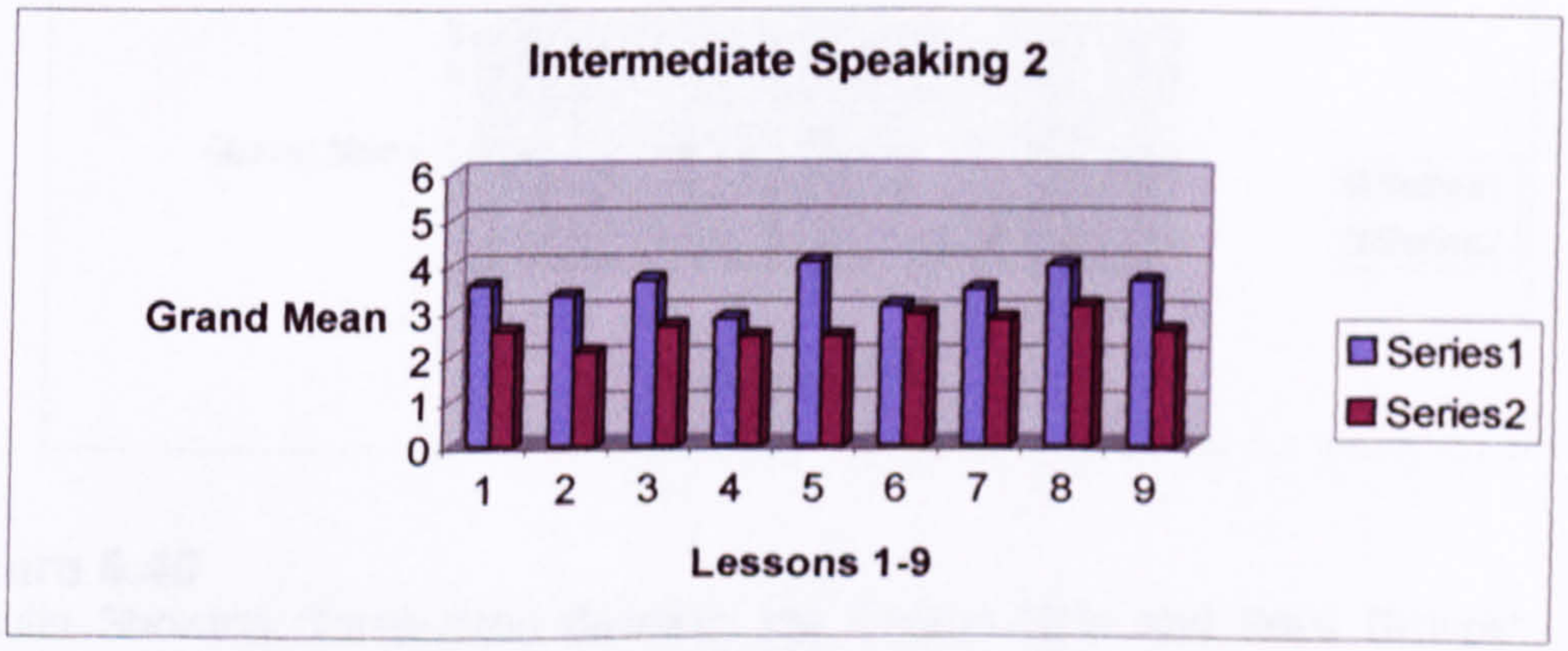


Figure 6.38
Results Showing Comparison Between the Experimental and Control Boys Groups' Evaluation of Contents of Intermediate Speaking Units 1-9

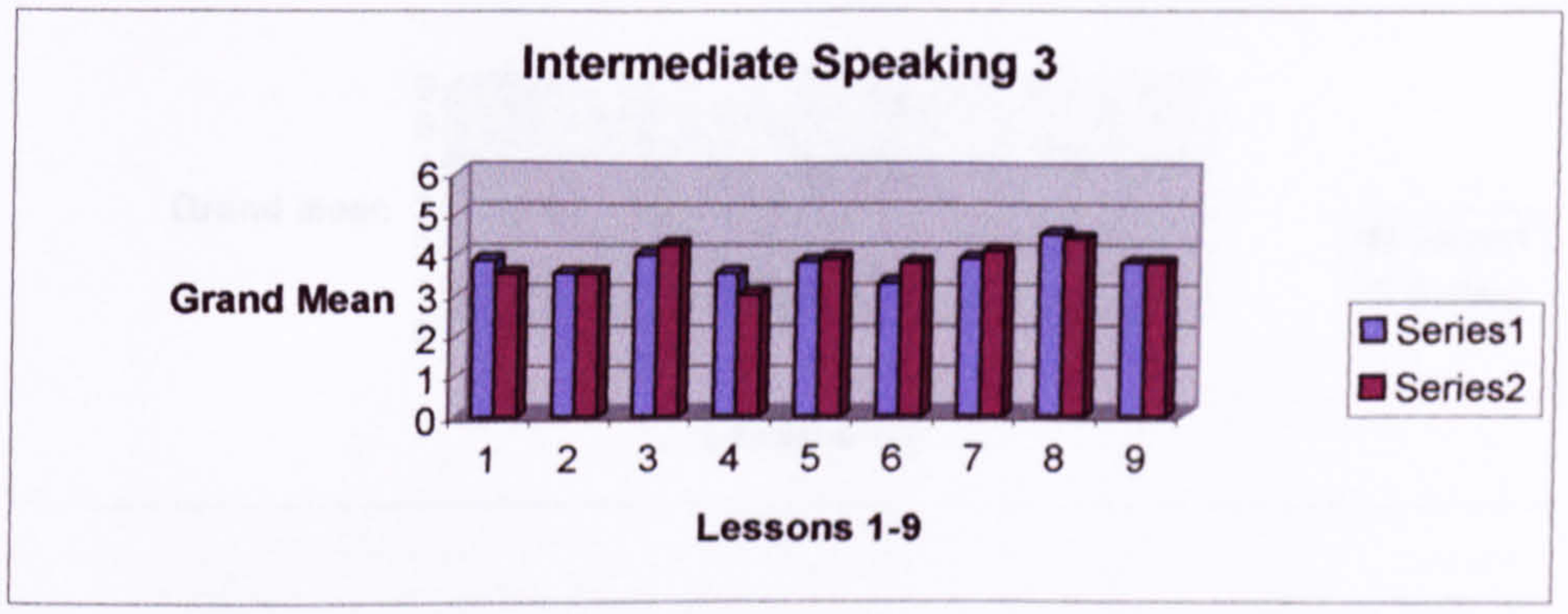


Figure 6.39
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Contents of Intermediate Speaking Units 1-9

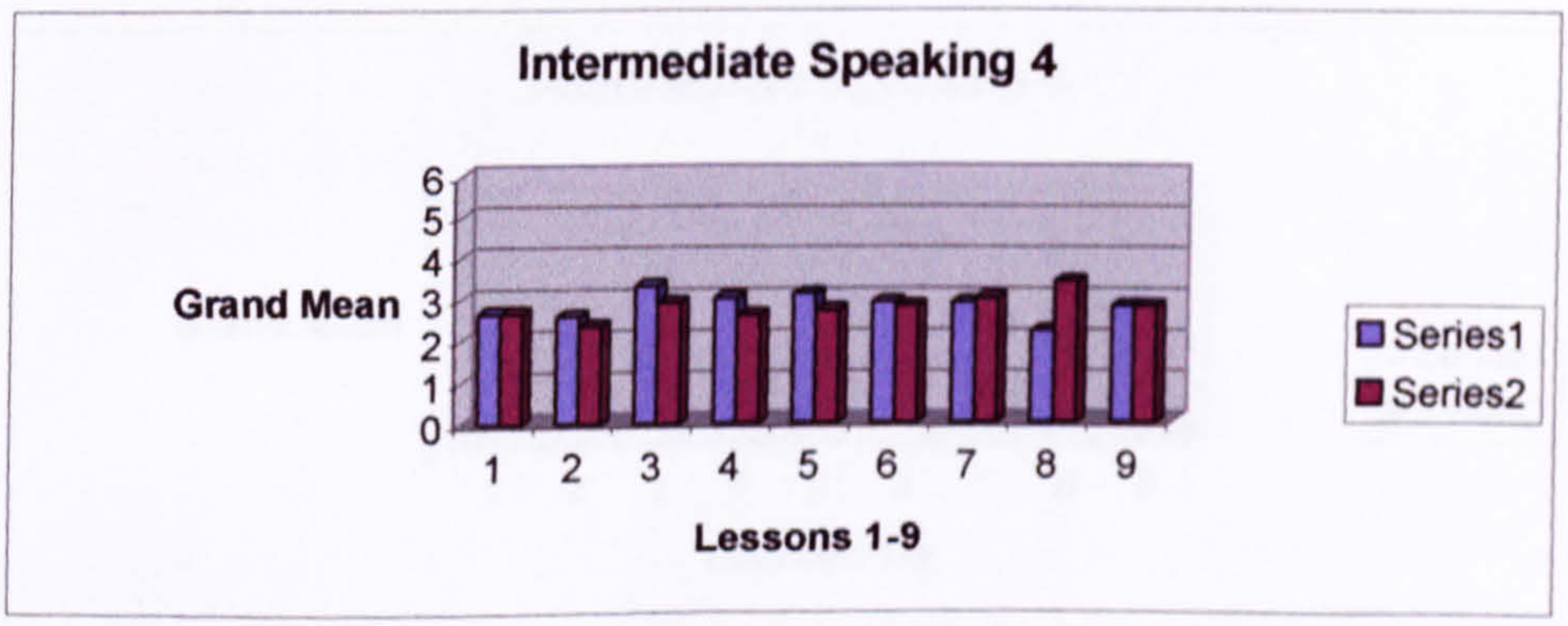


Figure 6.40
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Contents of Intermediate Speaking Units 1-9

Evaluation of Students' Class Participation

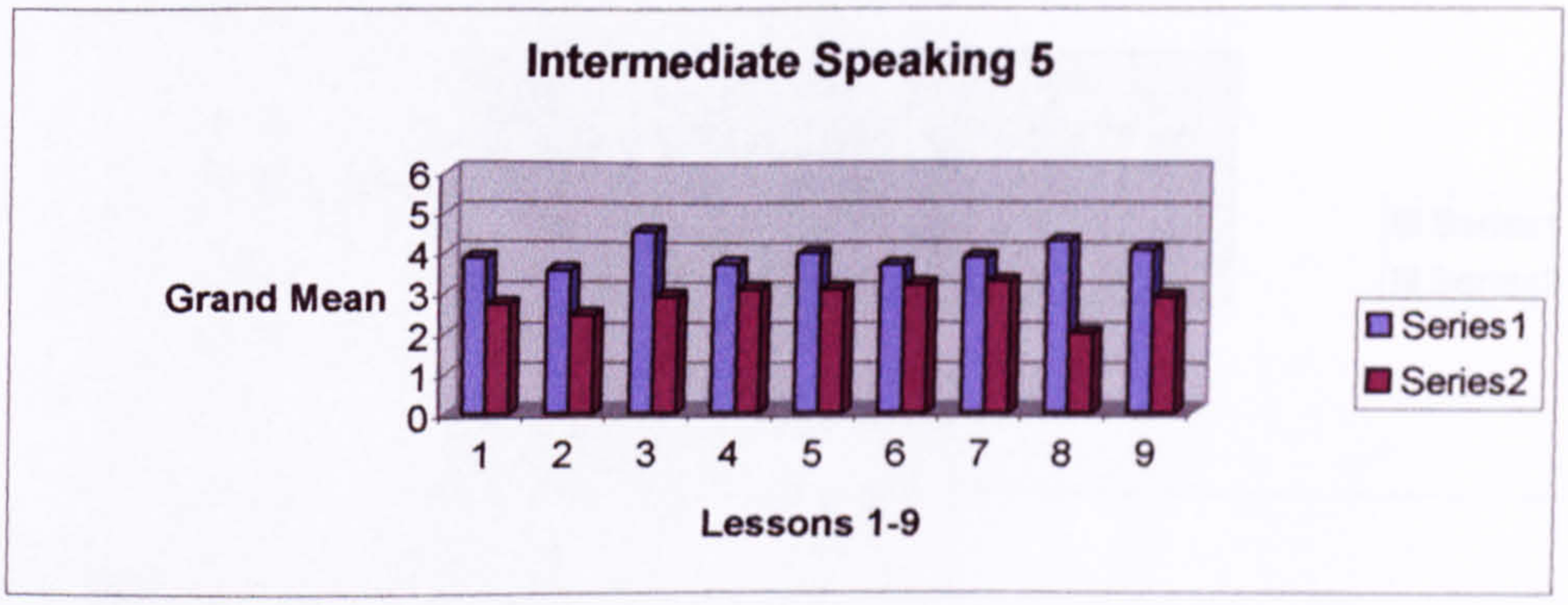


Figure 6.41
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Students' Participation in Class of Intermediate Speaking Units 1-9

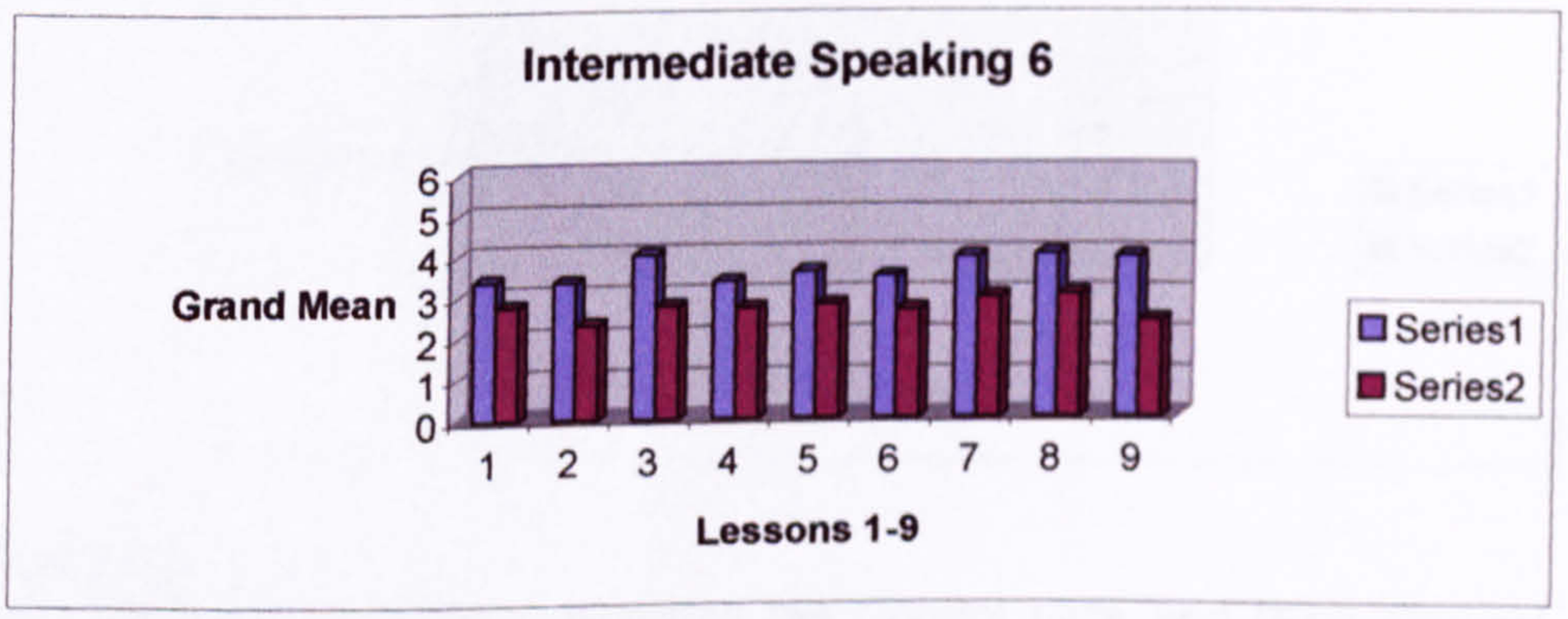


Figure 6.42
Results Showing Comparison Between the Experimental and Control Boys Groups' Evaluation of Students' Participation in Class of Intermediate Speaking Units 1-9

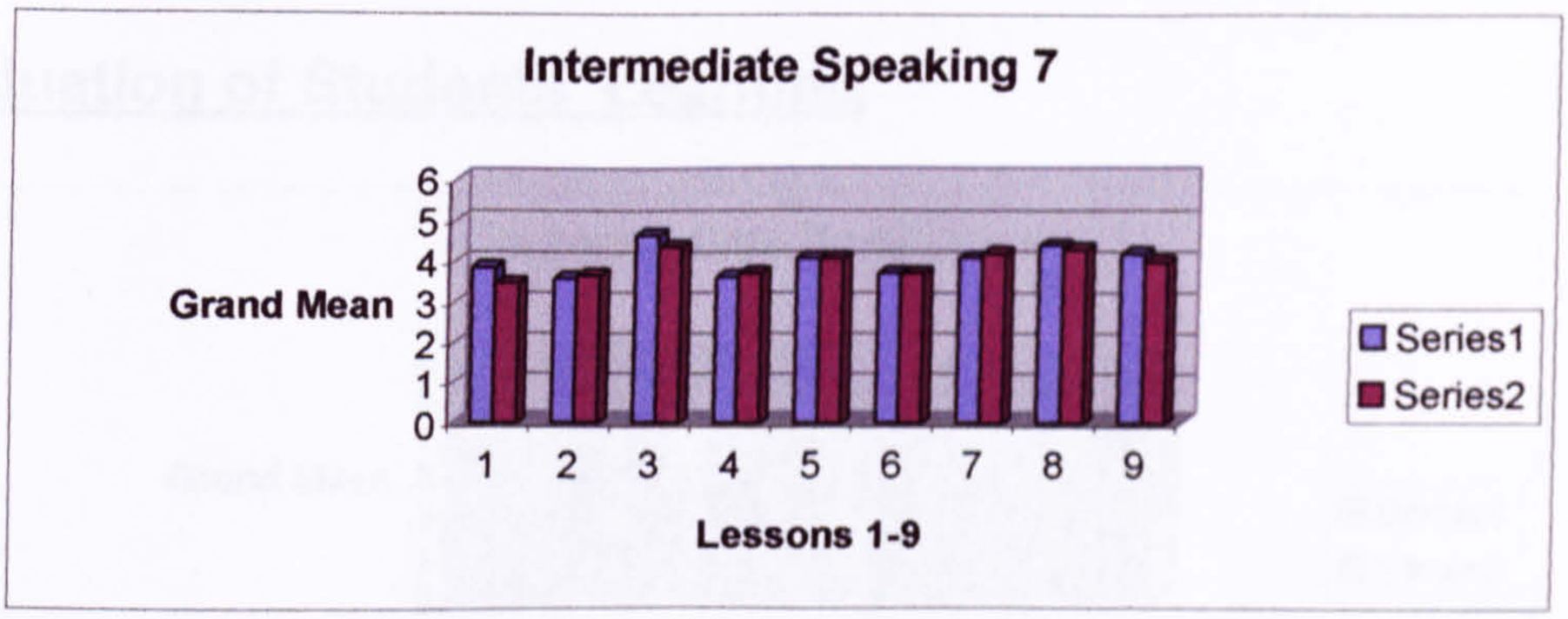


Figure 6.43
Results showing comparison between the Experimental Girls and Boys groups' Evaluation of Students' Participation in Class of Intermediate Speaking Units 1-9

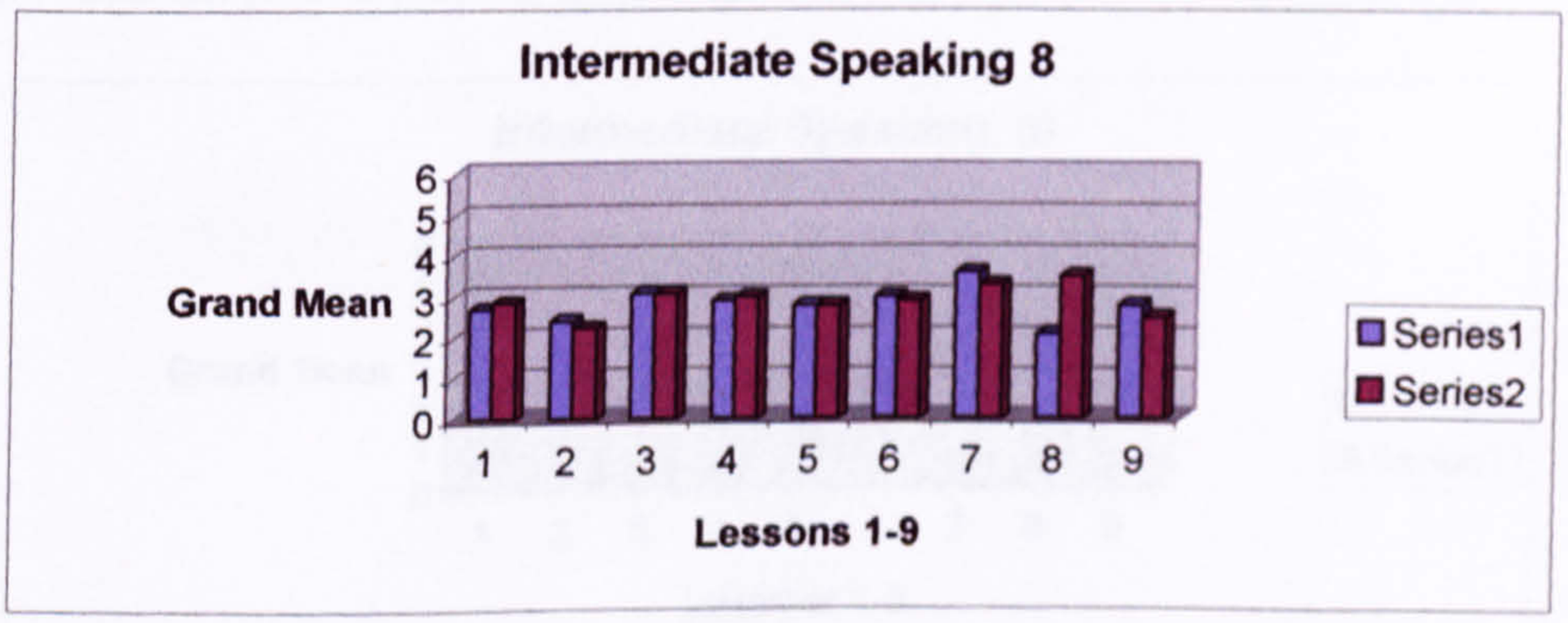


Figure 6.44
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Students' Participation in Class of Intermediate Speaking Units 1-9

Evaluation of Students' Learning

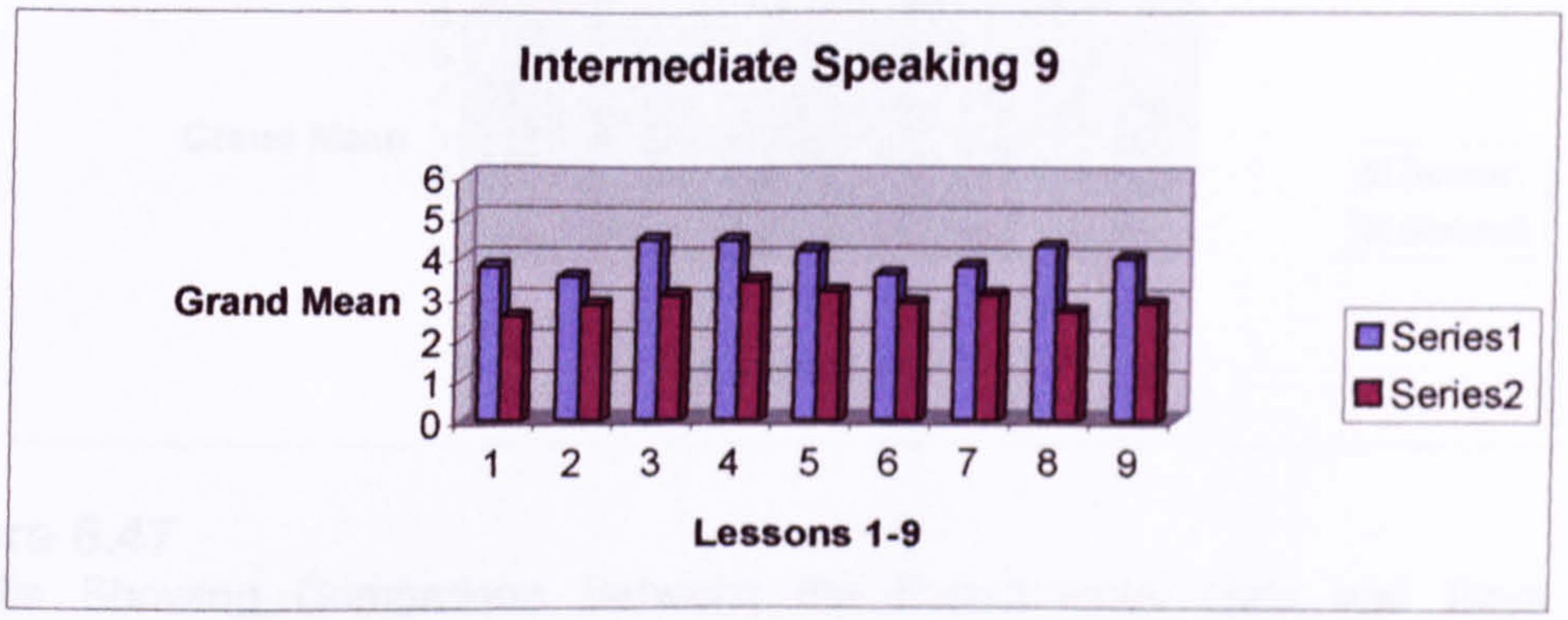


Figure 6.45
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Students' Learning of Intermediate Speaking Units 1-9

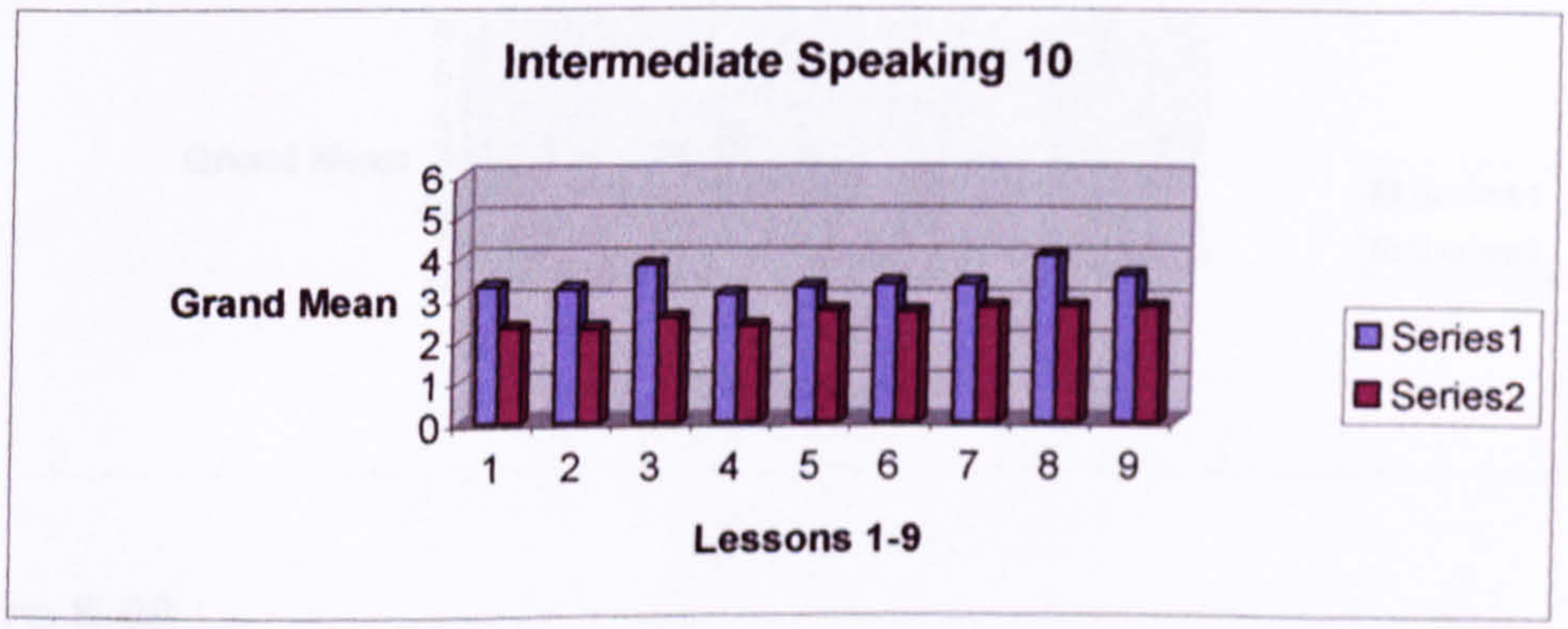


Figure 6.46
Results Showing Comparison Between the Experimental and Control Boys Groups' Evaluation of Students' Learning of Intermediate Speaking Units 1-9

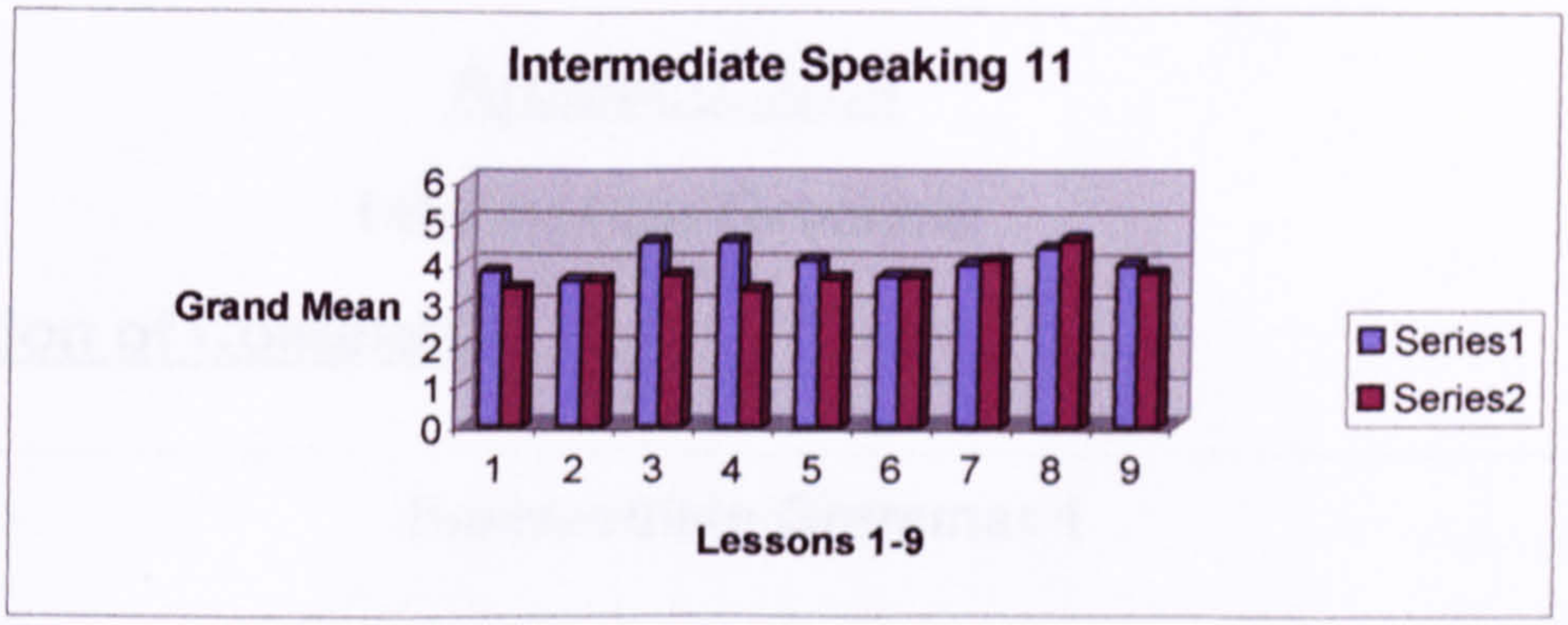


Figure 6.47
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Students' Learning of Intermediate Speaking Units 1-9

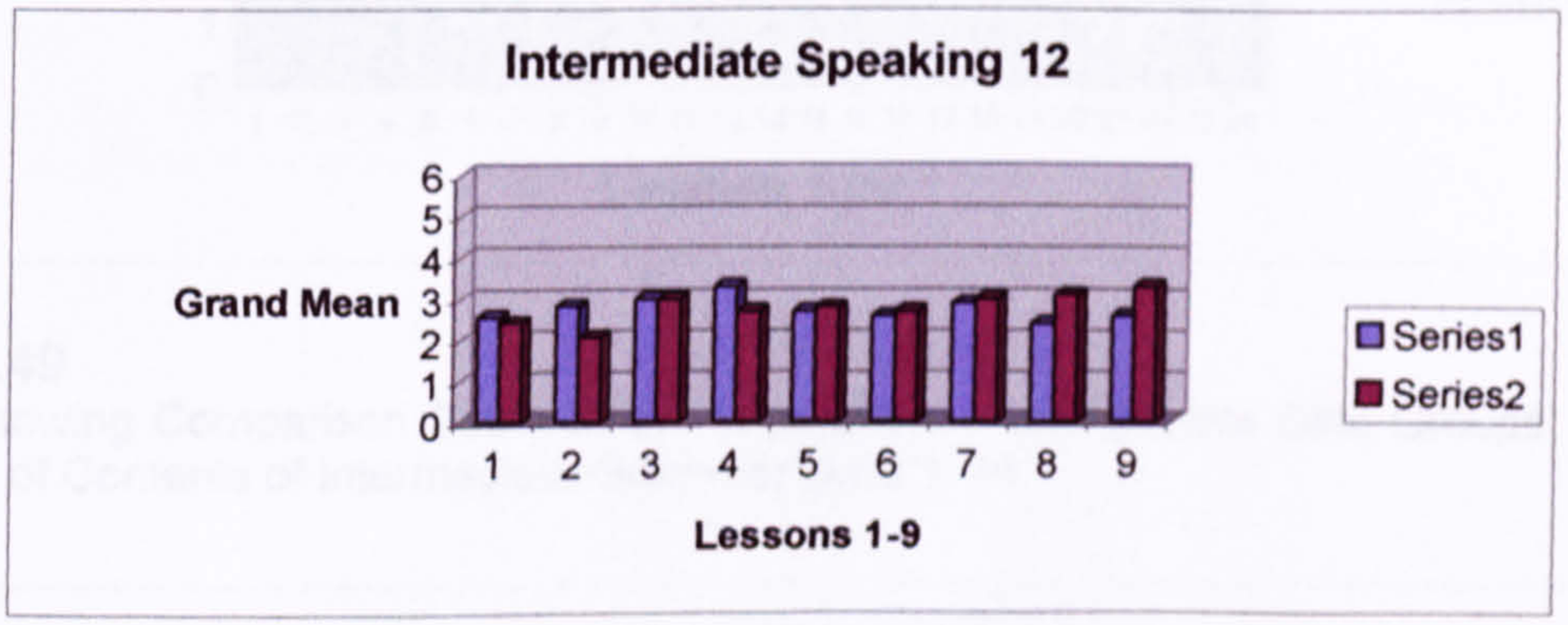


Figure 6.48
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Students' Learning of Intermediate Speaking Units 1-9

Appendix 5.1.4

Intermediate Grammar

Evaluation of Contents

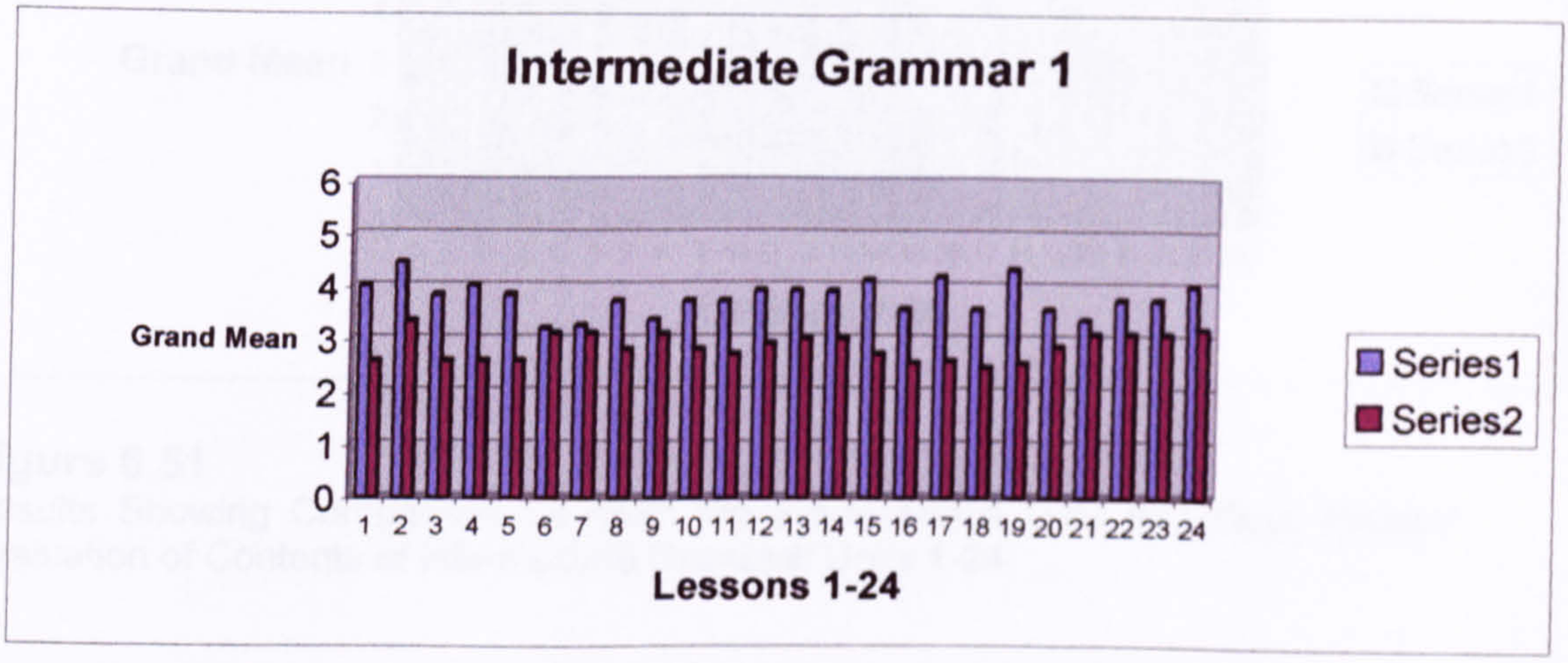


Figure 6.49
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Contents of Intermediate Grammar Units 1-24

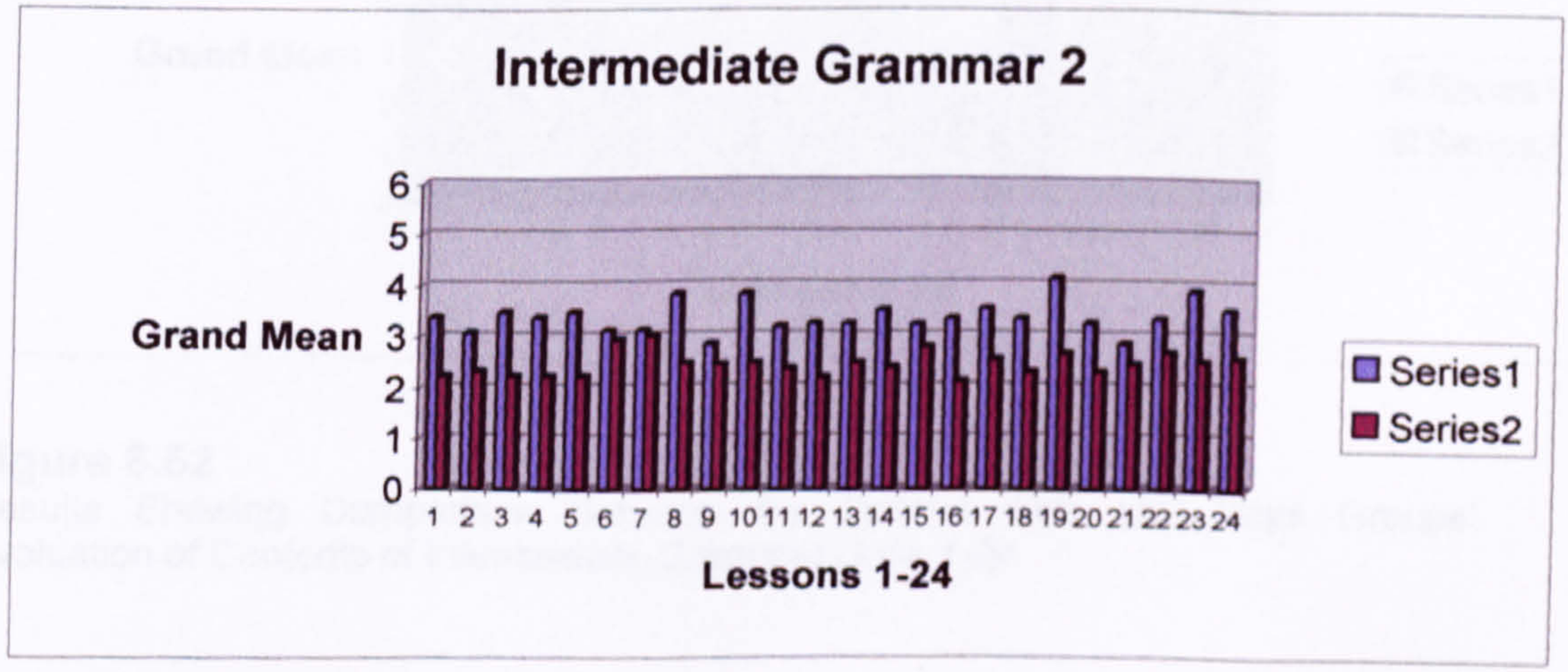


Figure 6.50
Results Showing Comparison Between the Experimental and Control Boys Groups' Evaluation of Contents of Intermediate Grammar Units 1-24

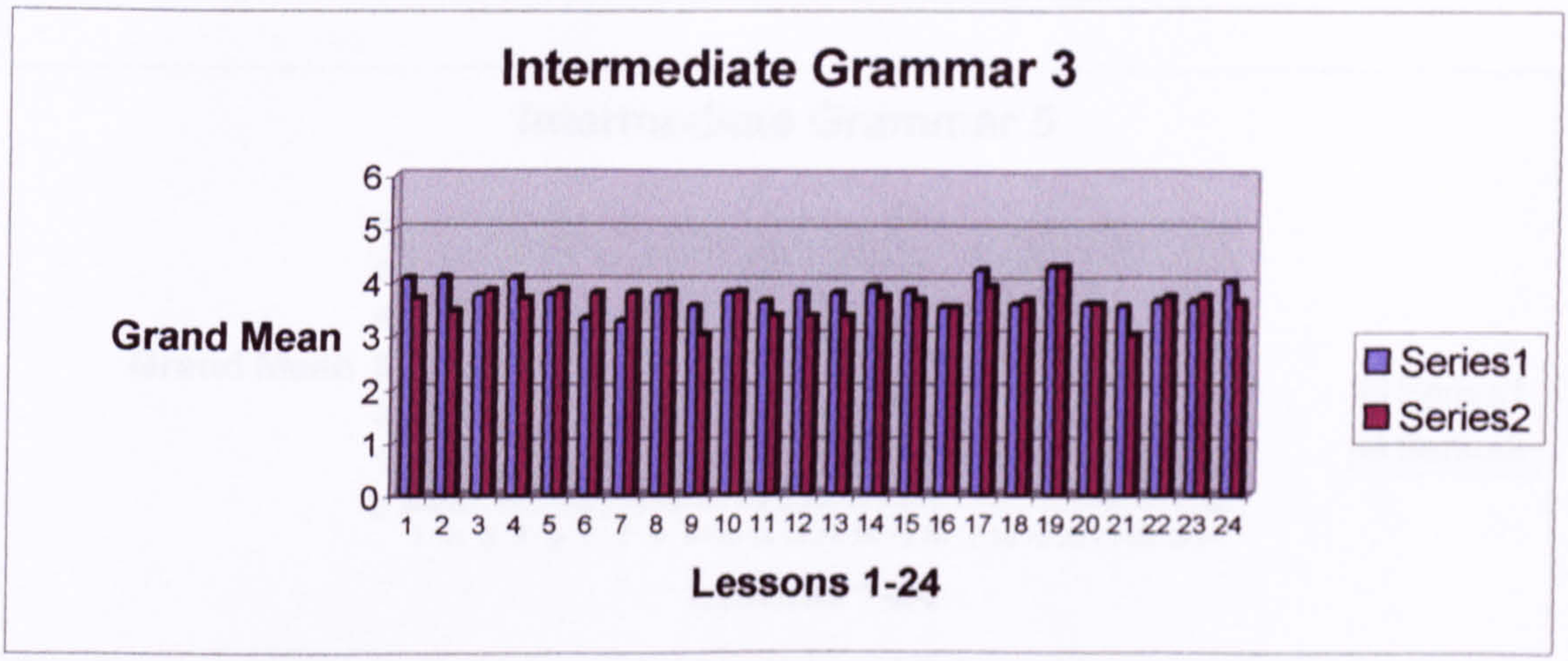


Figure 6.51
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Contents of Intermediate Grammar Units 1-24

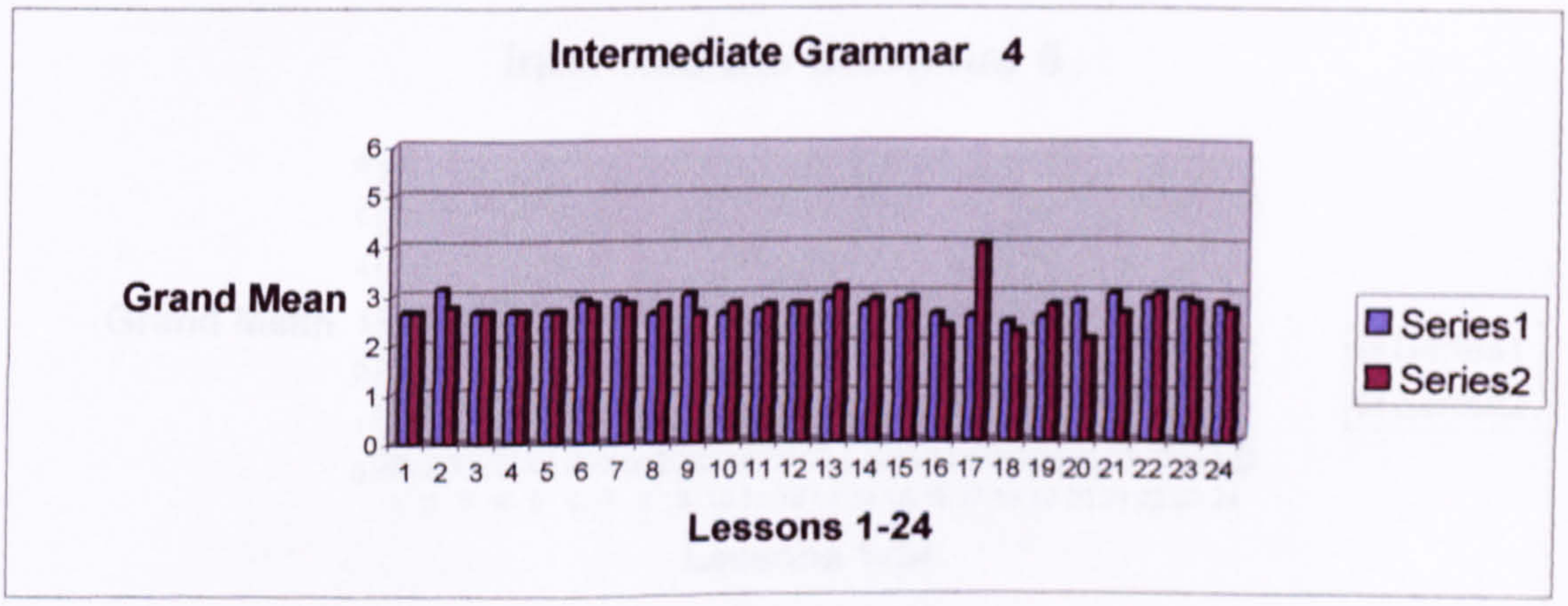


Figure 6.52
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Contents of Intermediate Grammar Units 1-24

Evaluation of Students' Participation in Class

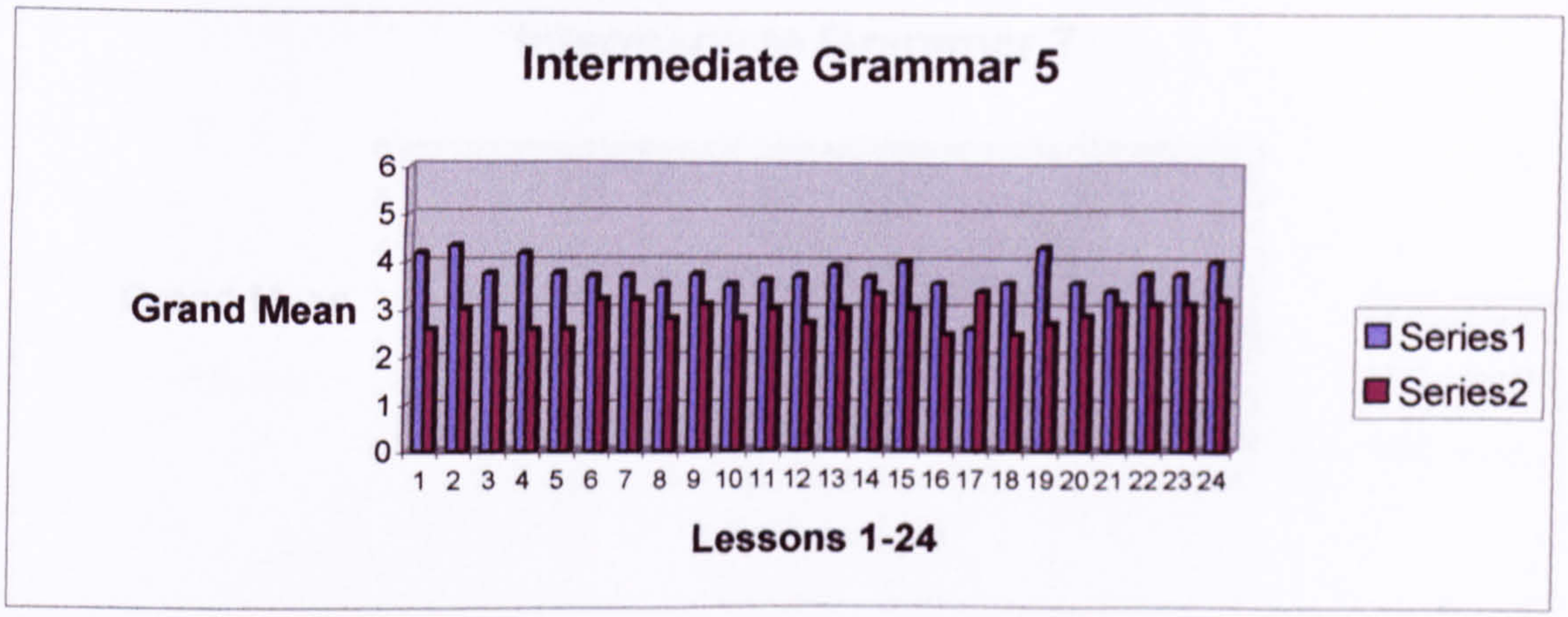


Figure 6.53
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Students' Participation in Class of Intermediate Grammar Units 1-24

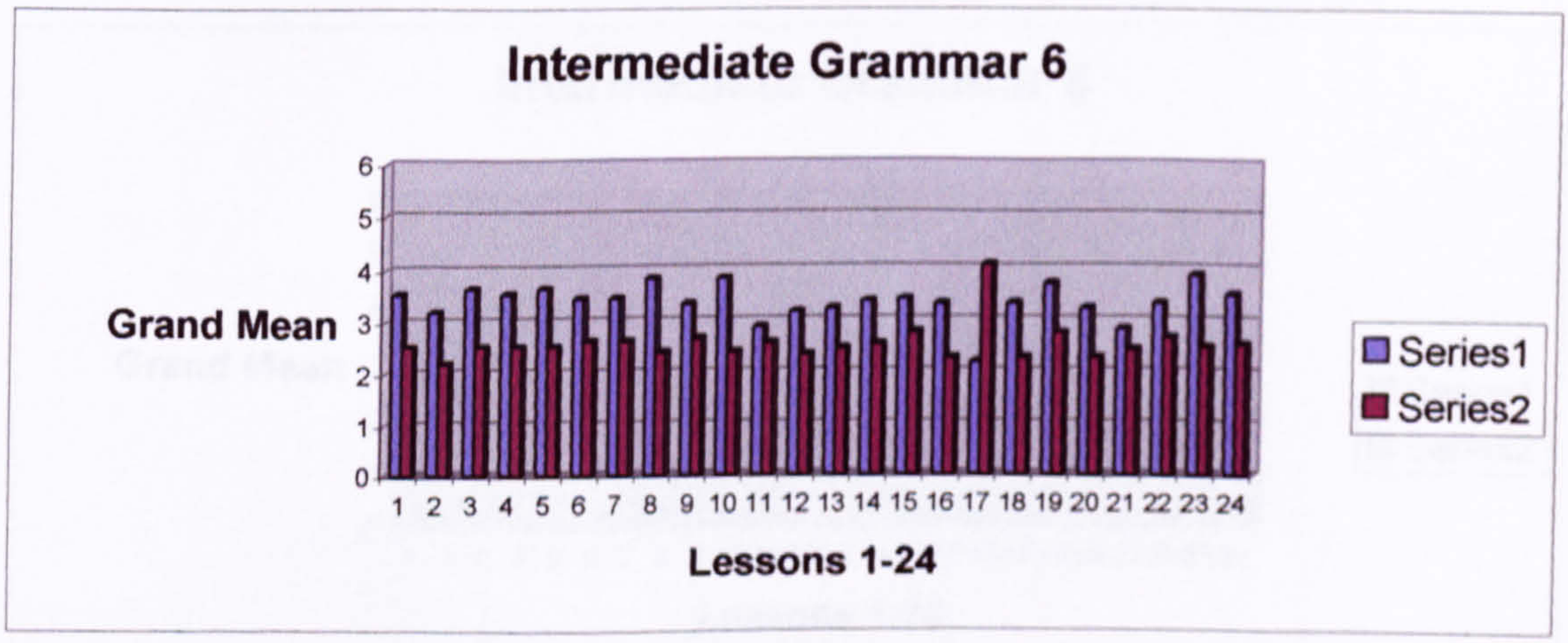


Figure 6.54
Results Showing Comparison Between the Experimental and Control Boys Groups' Evaluation of Students' Participation in Class of Intermediate Grammar Units 1-24

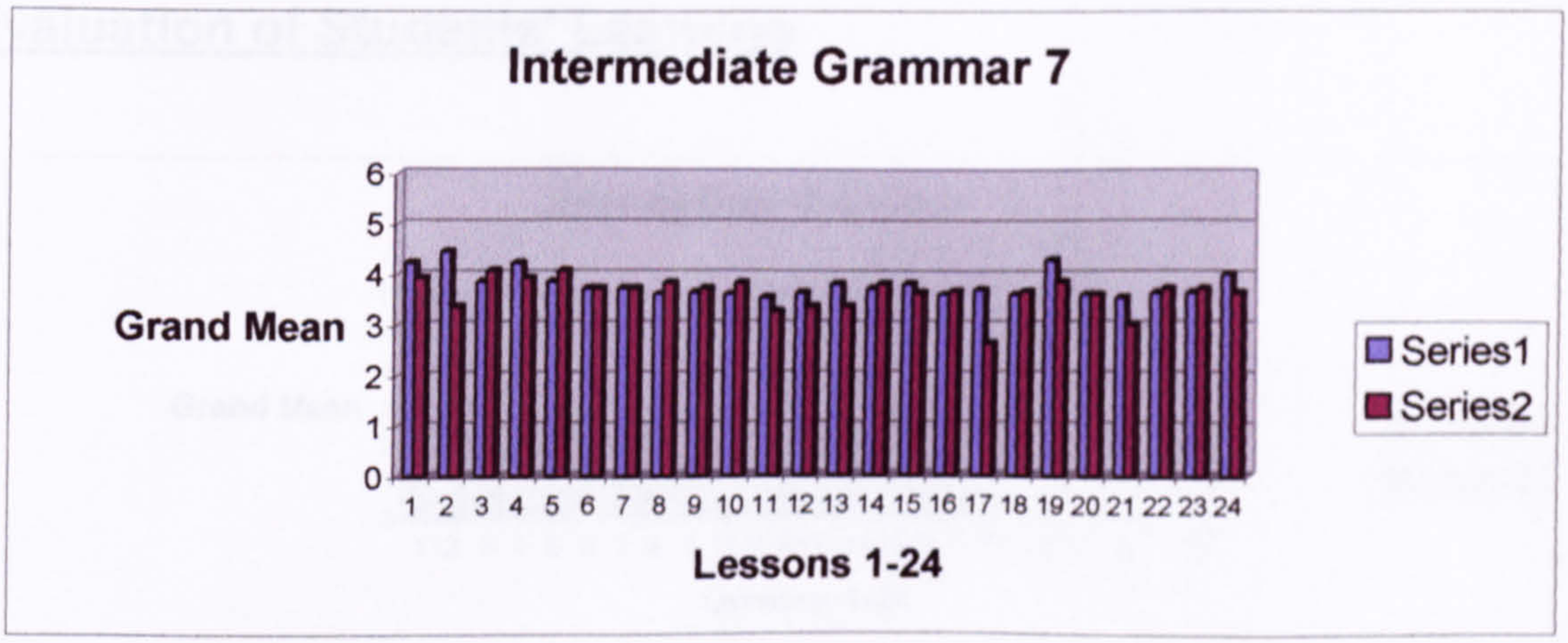


Figure 6.55
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Students' Participation in Class of Intermediate Grammar Units 1-

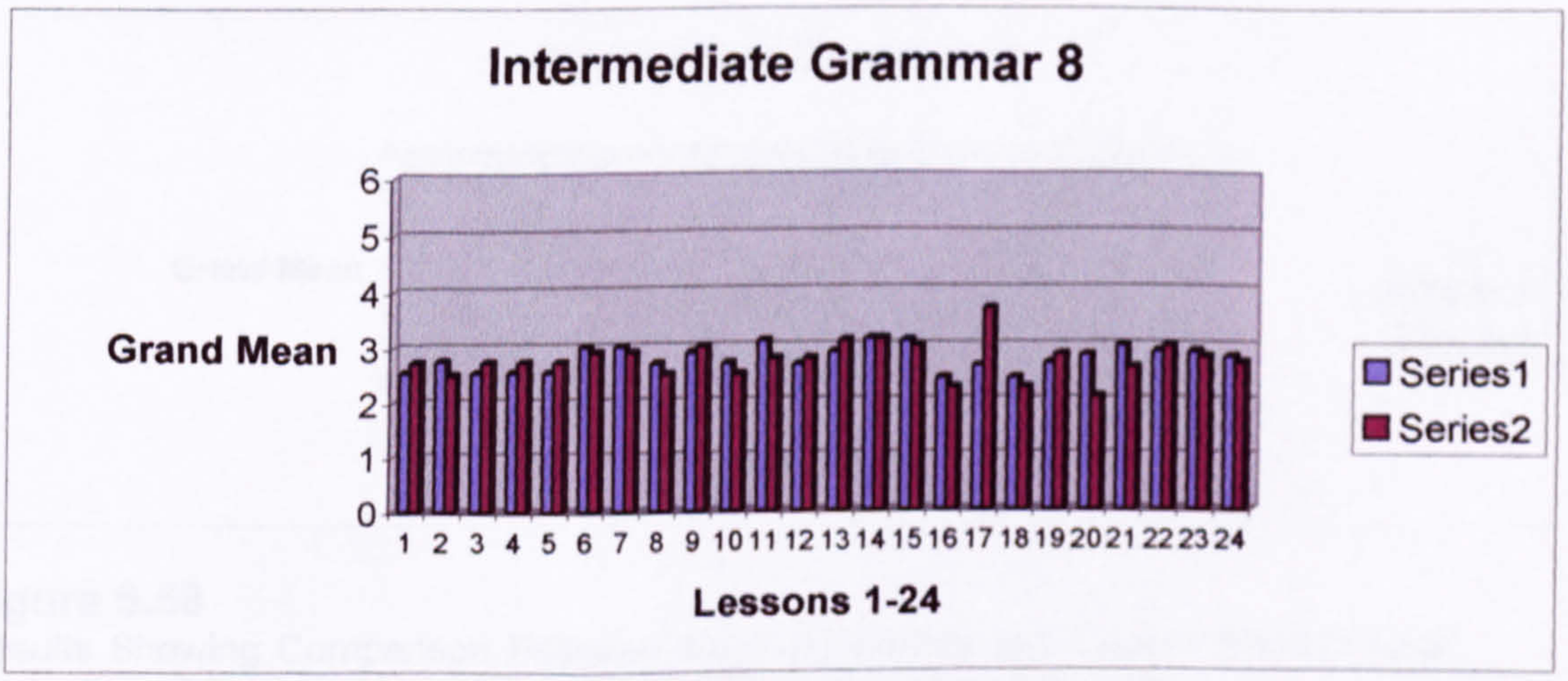


Figure 6.56
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Students' Participation in Class of Intermediate Grammar Units 1-24

Evaluation of Students' Learning

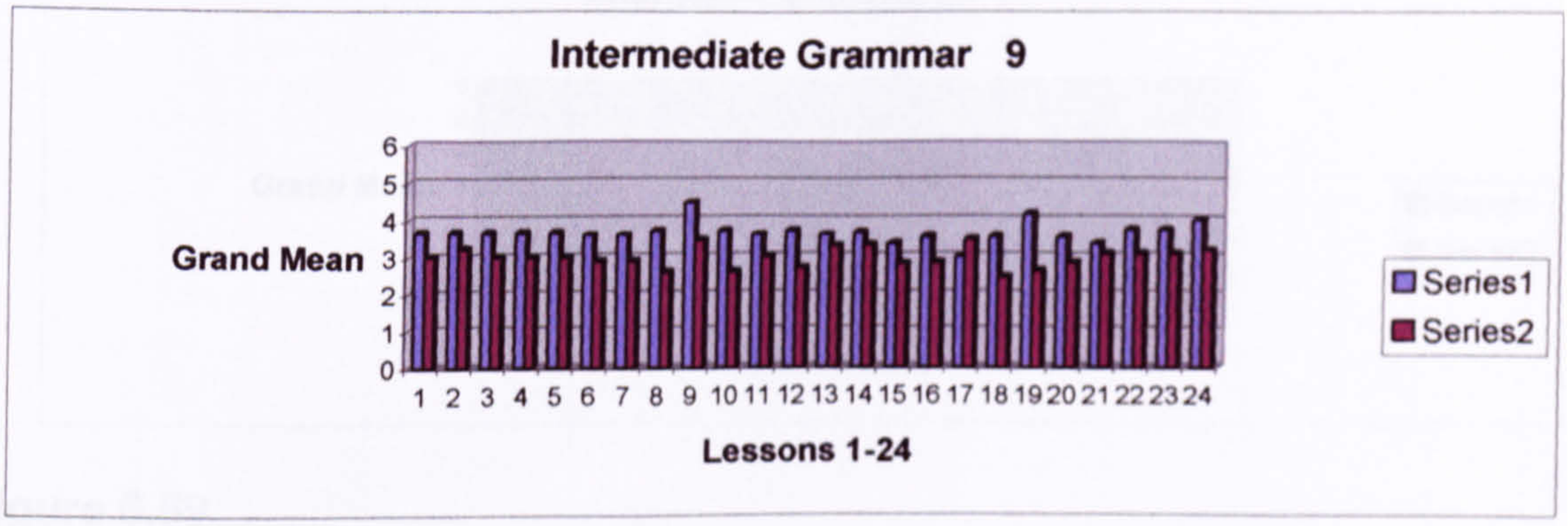


Figure 6.57
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Students' Learning of Intermediate Grammar Units 1-24

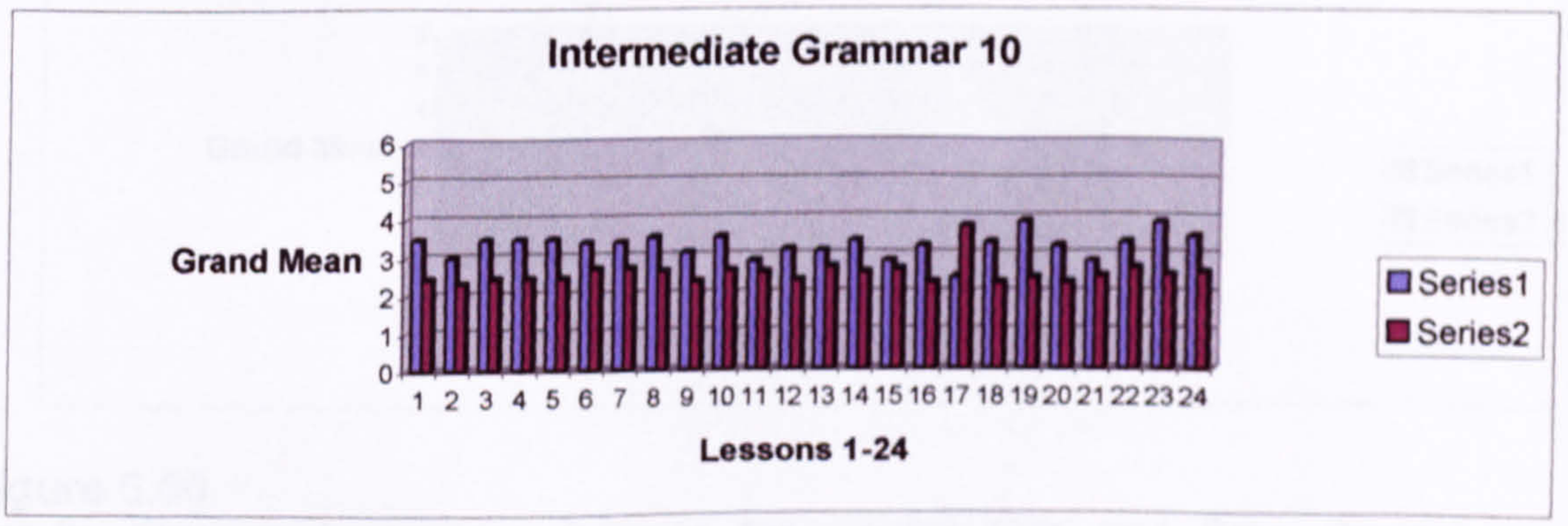


Figure 6.58
Results Showing Comparison Between the Experimental and Control Boys Groups' Evaluation of Students' Learning of Intermediate Grammar Units 1-24

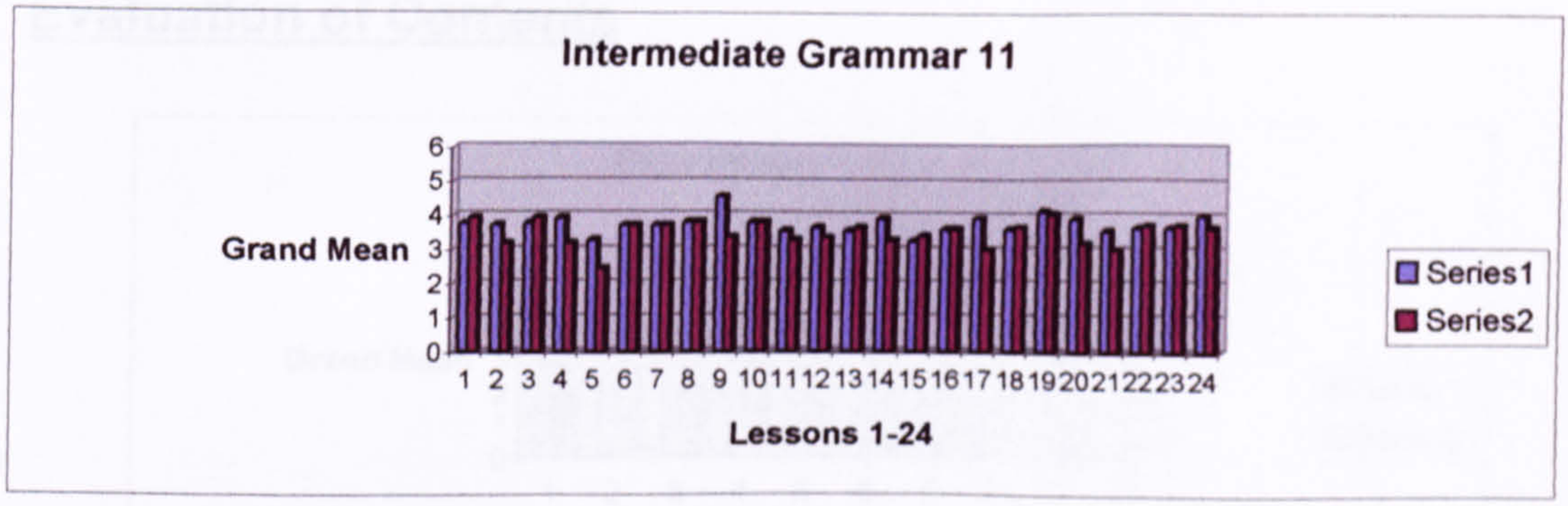


Figure 6.59
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Students' Learning of Intermediate Grammar Units 1-24

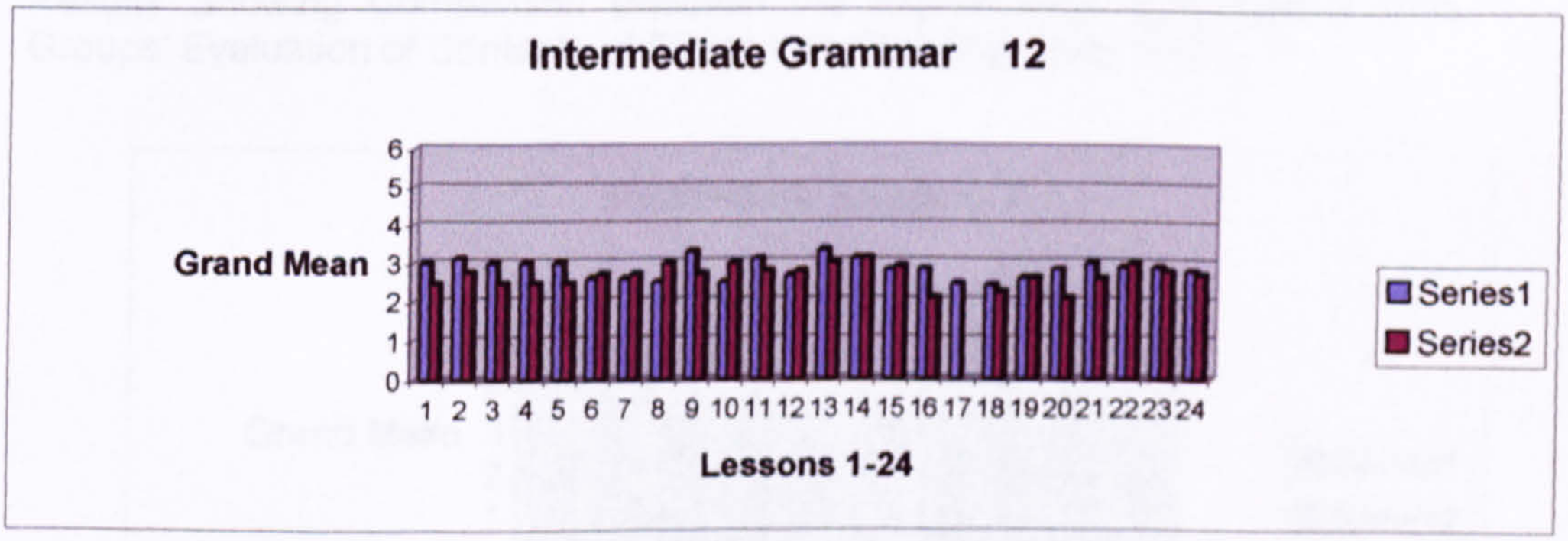


Figure 6.60
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Students' Learning of Intermediate Grammar Units 1-24

Appendix 5.1.5

(Elementary Reading)

Evaluation of Contents

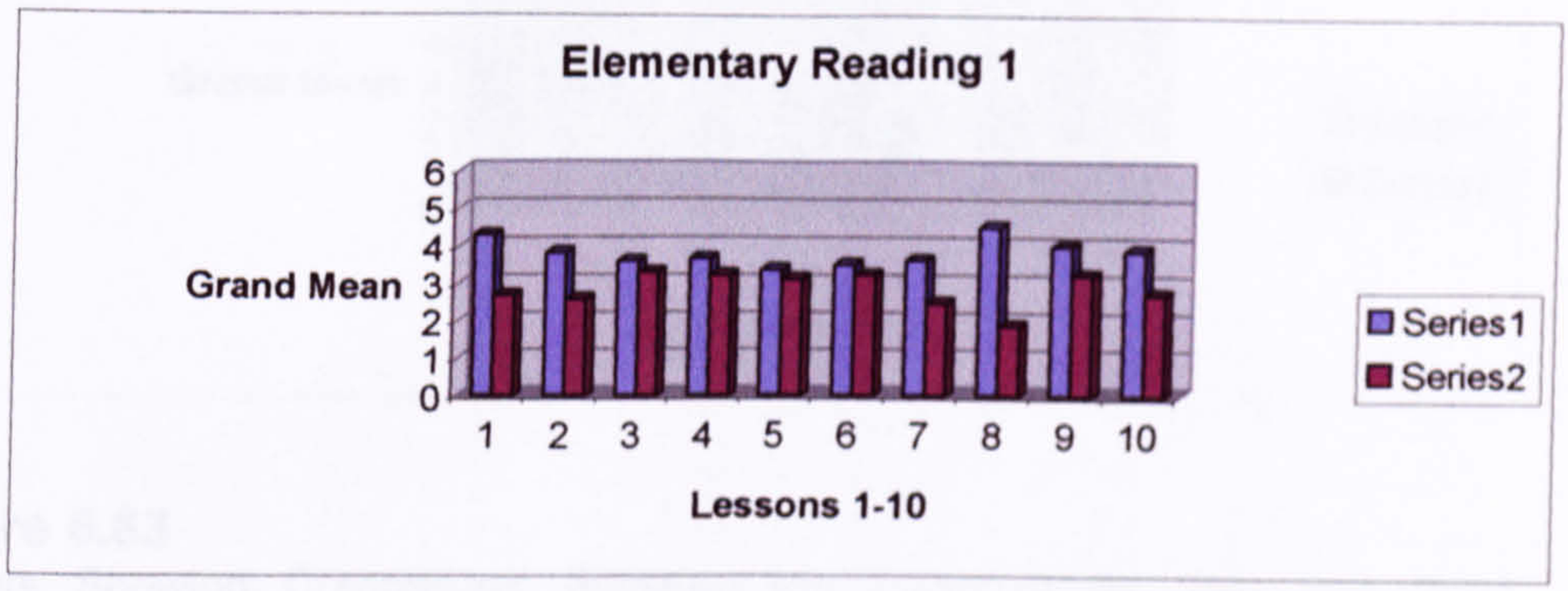


Figure 6.61
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Contents of Elementary Reading Units 1-10

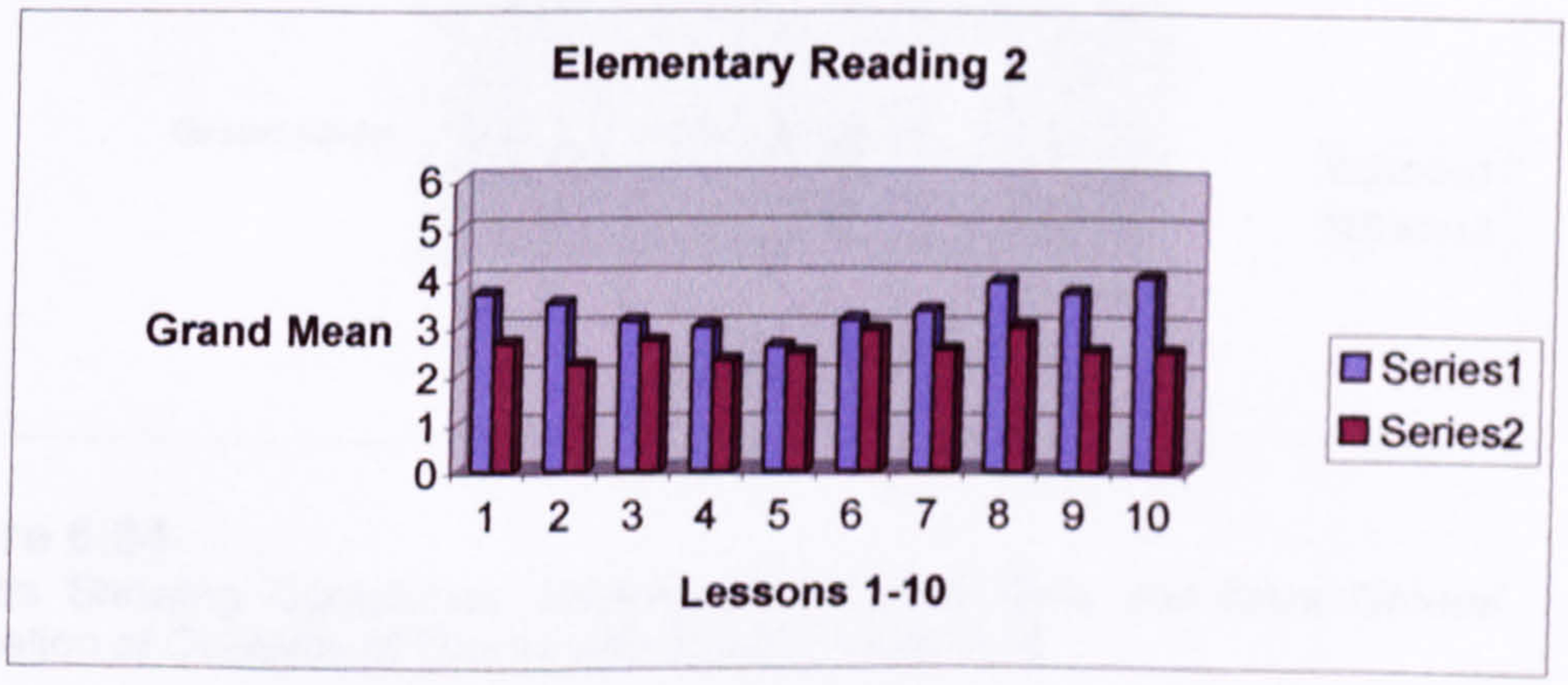


Figure 6.62
Results Showing Comparison Between the Experimental and Control Boys Groups' Evaluation of Contents of Elementary Reading Units 1-10

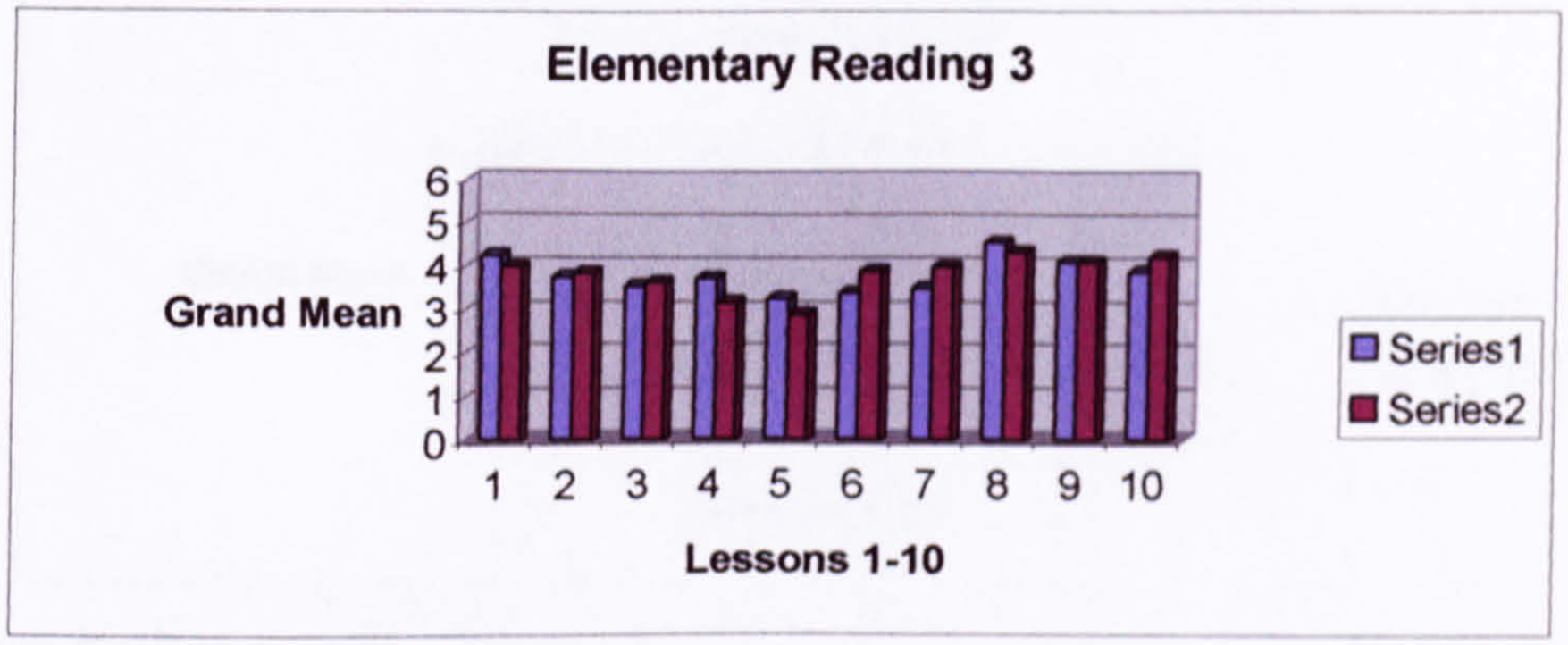


Figure 6.63
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Contents of Elementary Reading Units 1-10

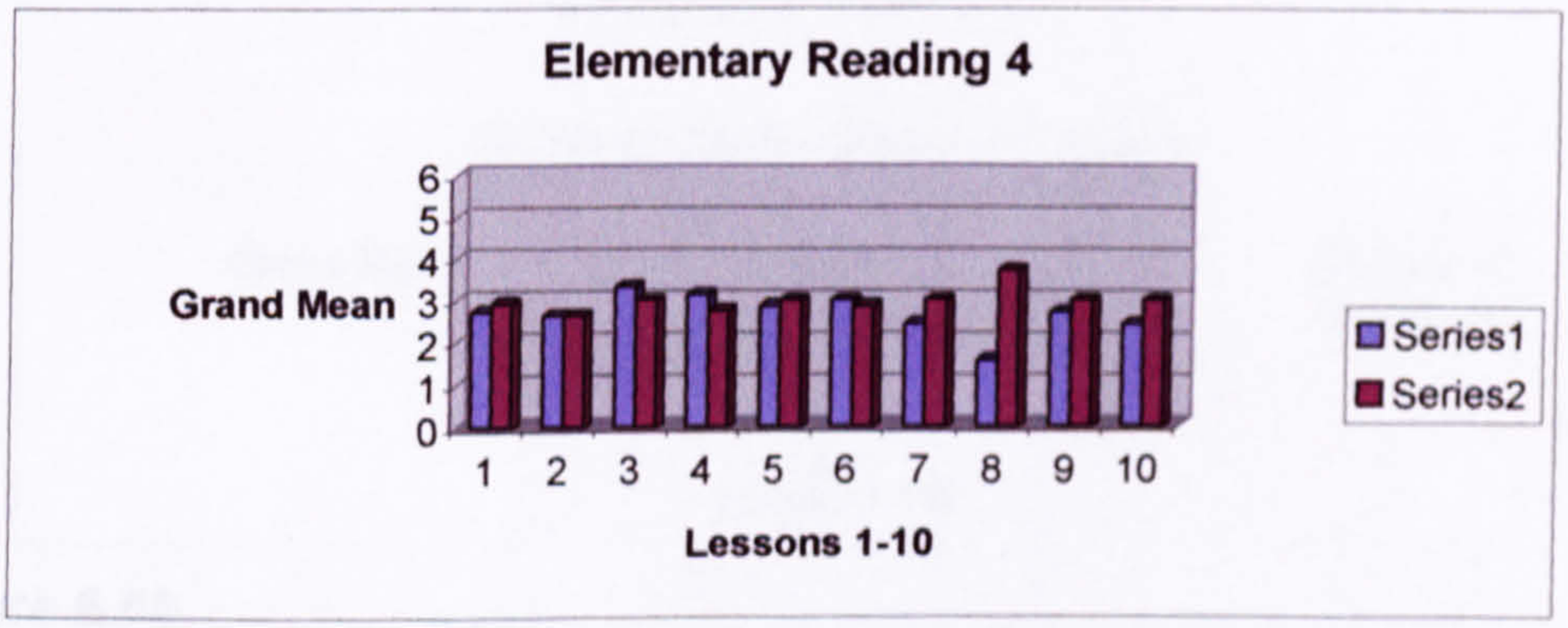


Figure 6.64
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Contents of Elementary Reading Units 1-10

Evaluation of Students' Class Participation

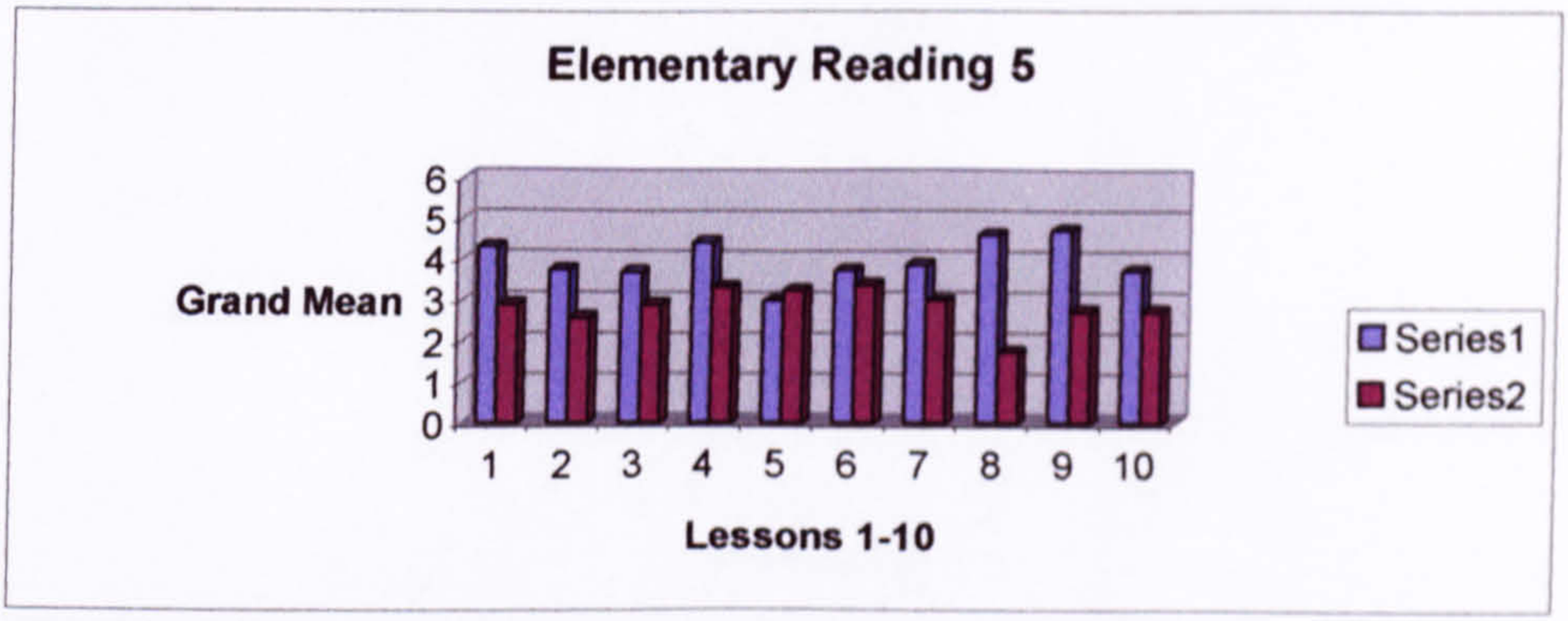


Figure 6.65
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Students' Participation in Class of Elementary Reading Units 1-10

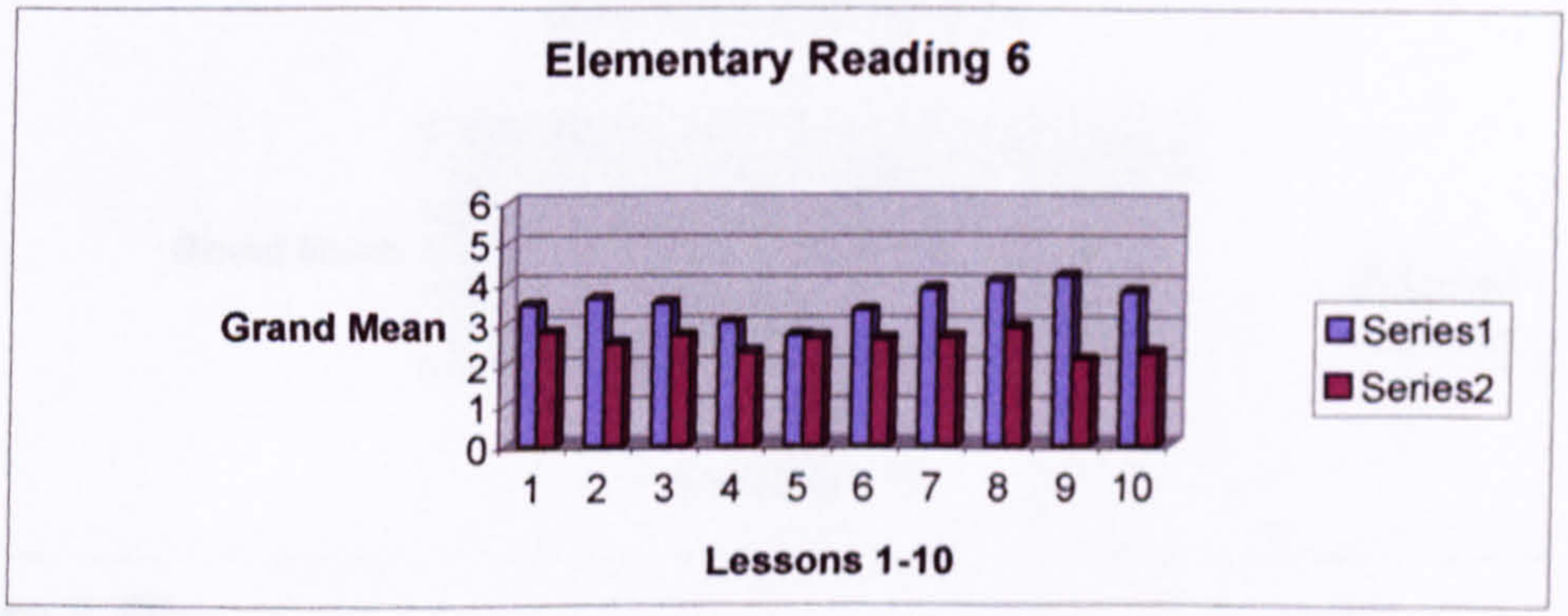


Figure 6.66
Results Showing Comparison Between the Experimental and Control Boys Groups' Evaluation of Students' Participation in Class of Elementary Reading Units 1-10

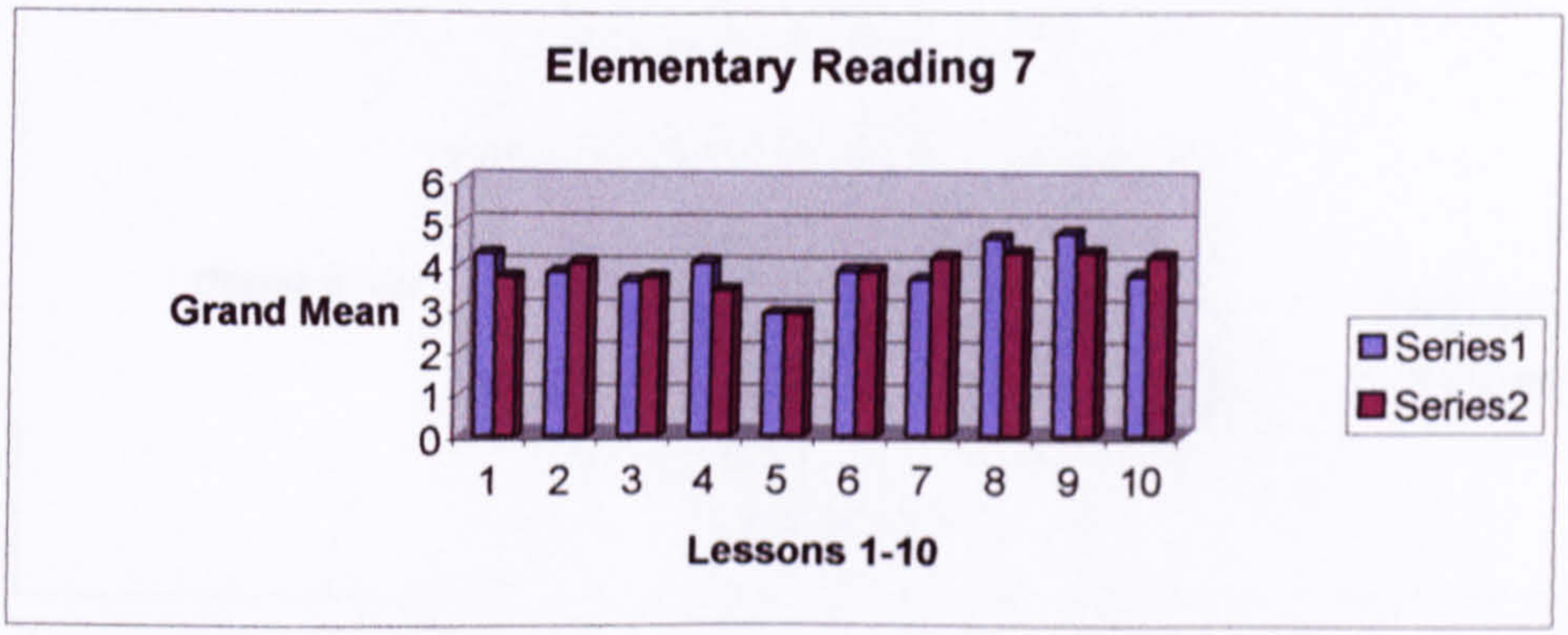


Figure 6.67
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Students' Participation in Class of Elementary Reading Units 1-10

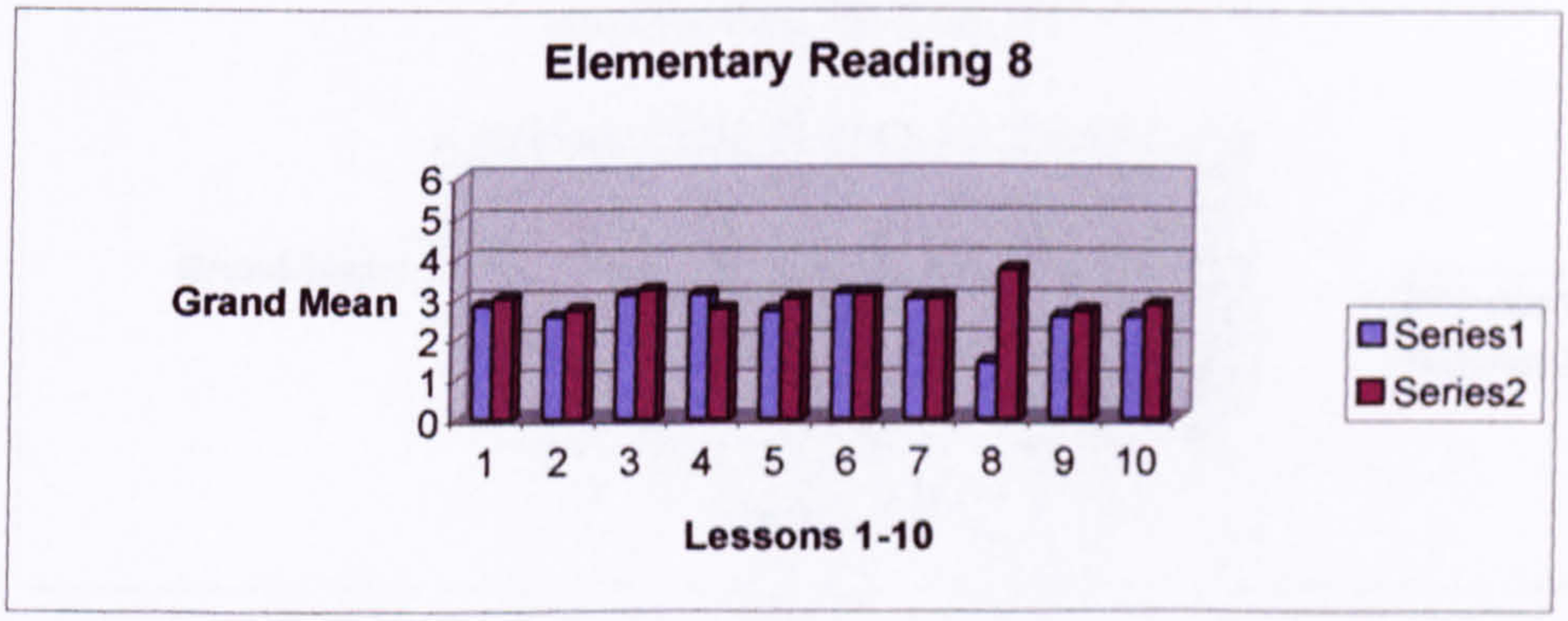


Figure 6.68
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Students' Participation in Class of Elementary Reading Units 1-10

Evaluation of Students' Learning

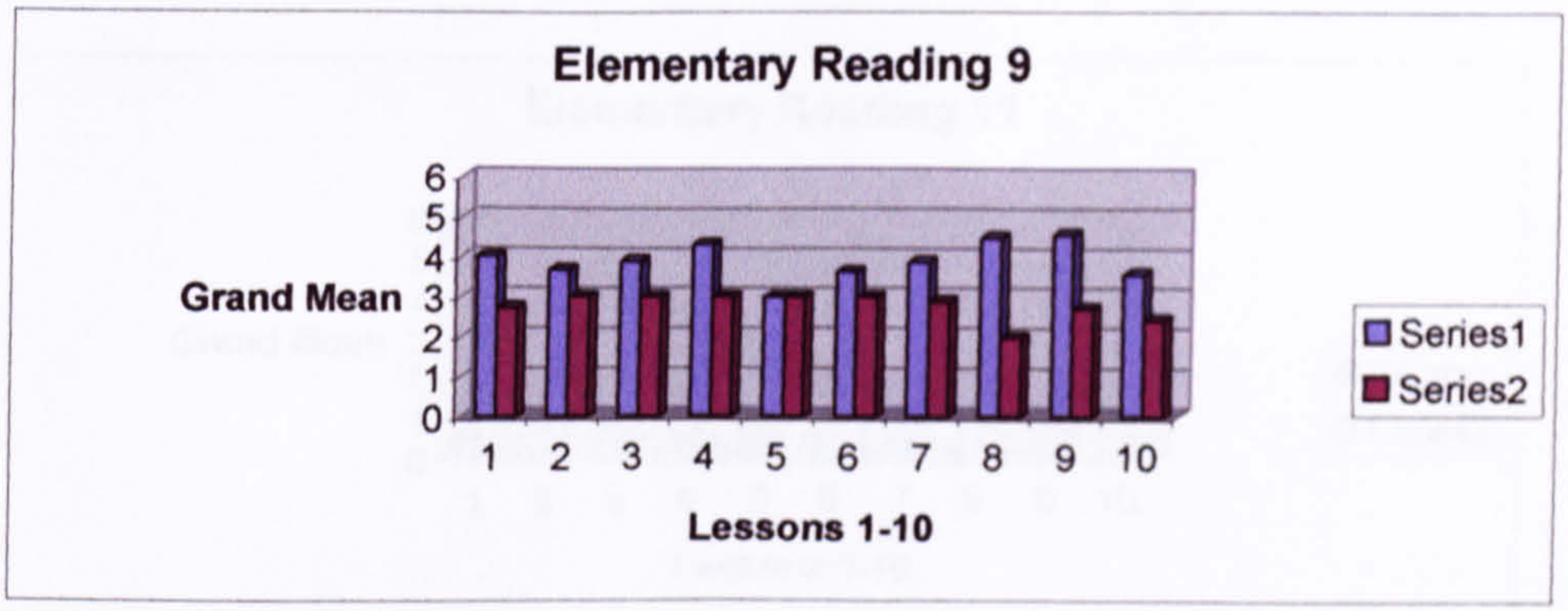


Figure 6.69
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Students' Learning of Elementary Reading Units 1-10

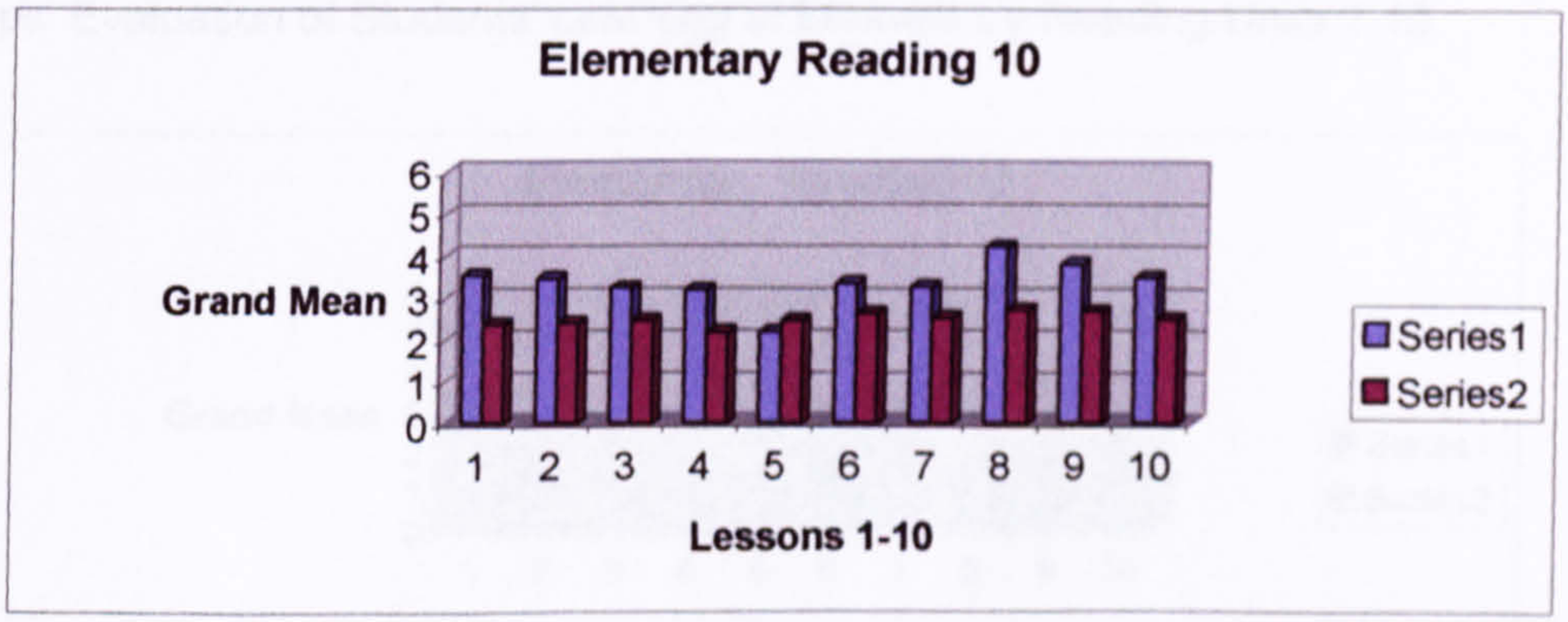


Figure 6. 70
Results showing comparison between the Experimental and Control Boys groups' Evaluation of Students' Learning of Elementary Reading Units 1-10

Figure 6. 71
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Students' Learning of Elementary Reading Units 1-10

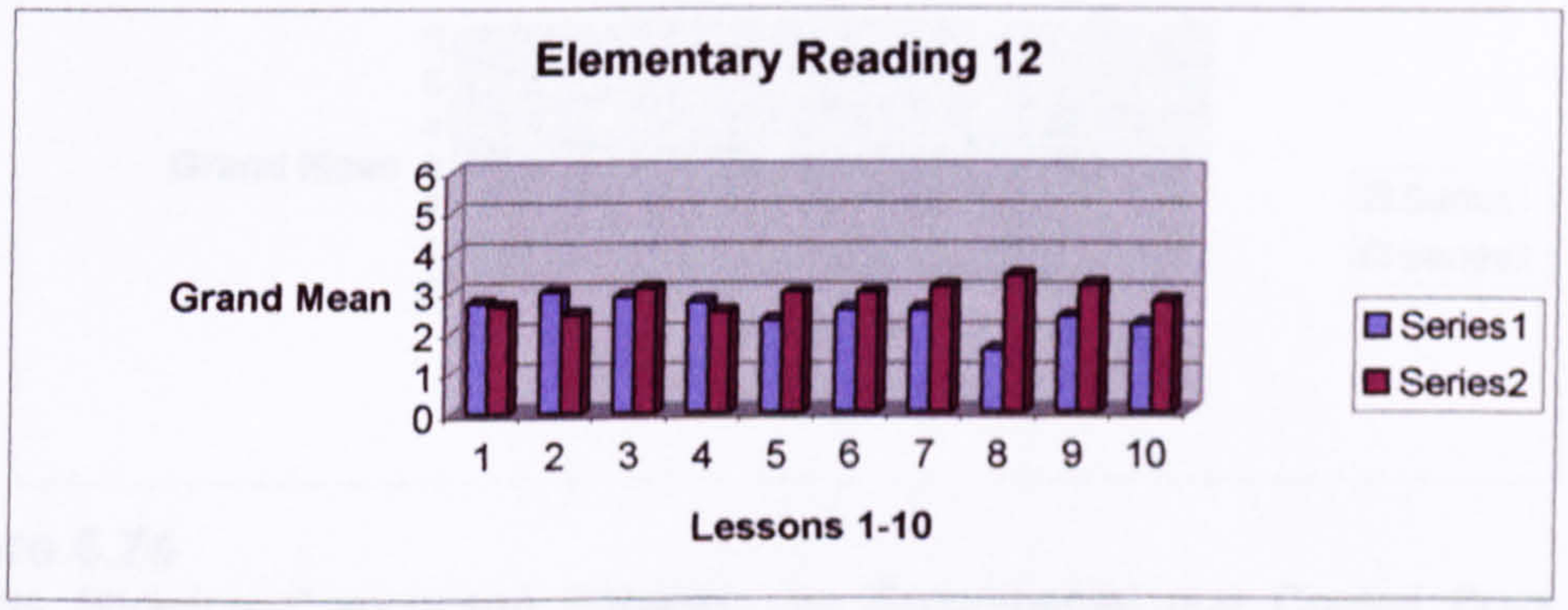


Figure 6. 72
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Students' Learning of Elementary Reading Units 1-10

Appendix 5.1.6
(Elementary Writing)
Evaluation of Contents

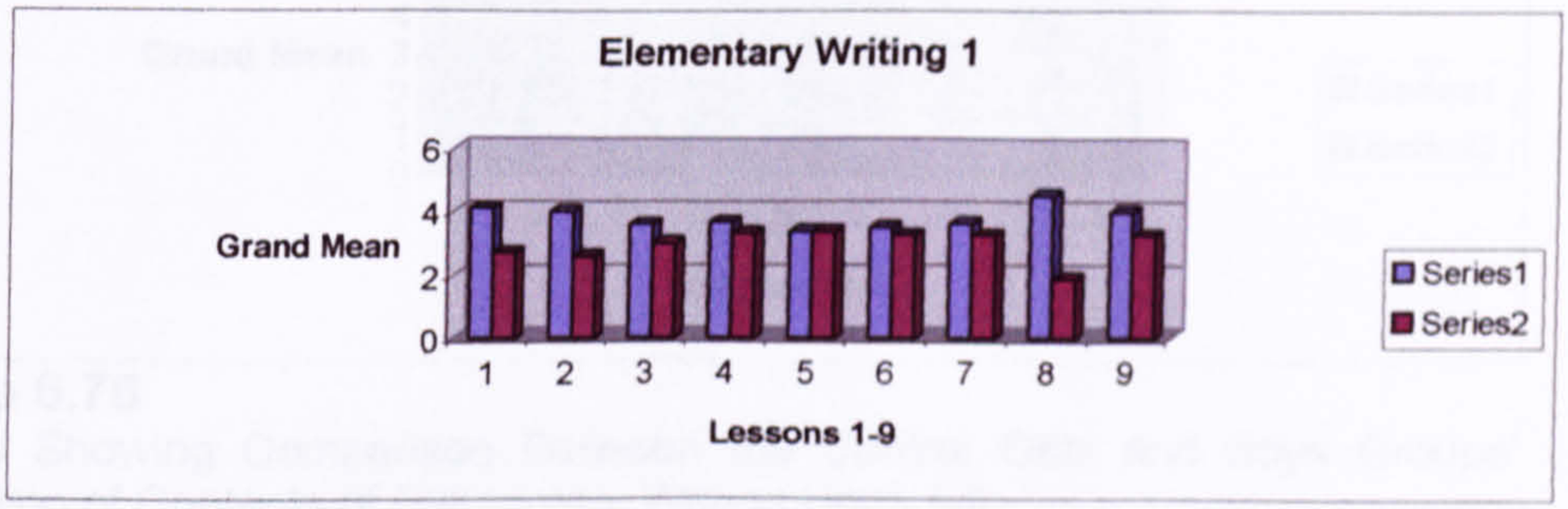


Figure 6.73
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Contents of Elementary Writing Units 1-9

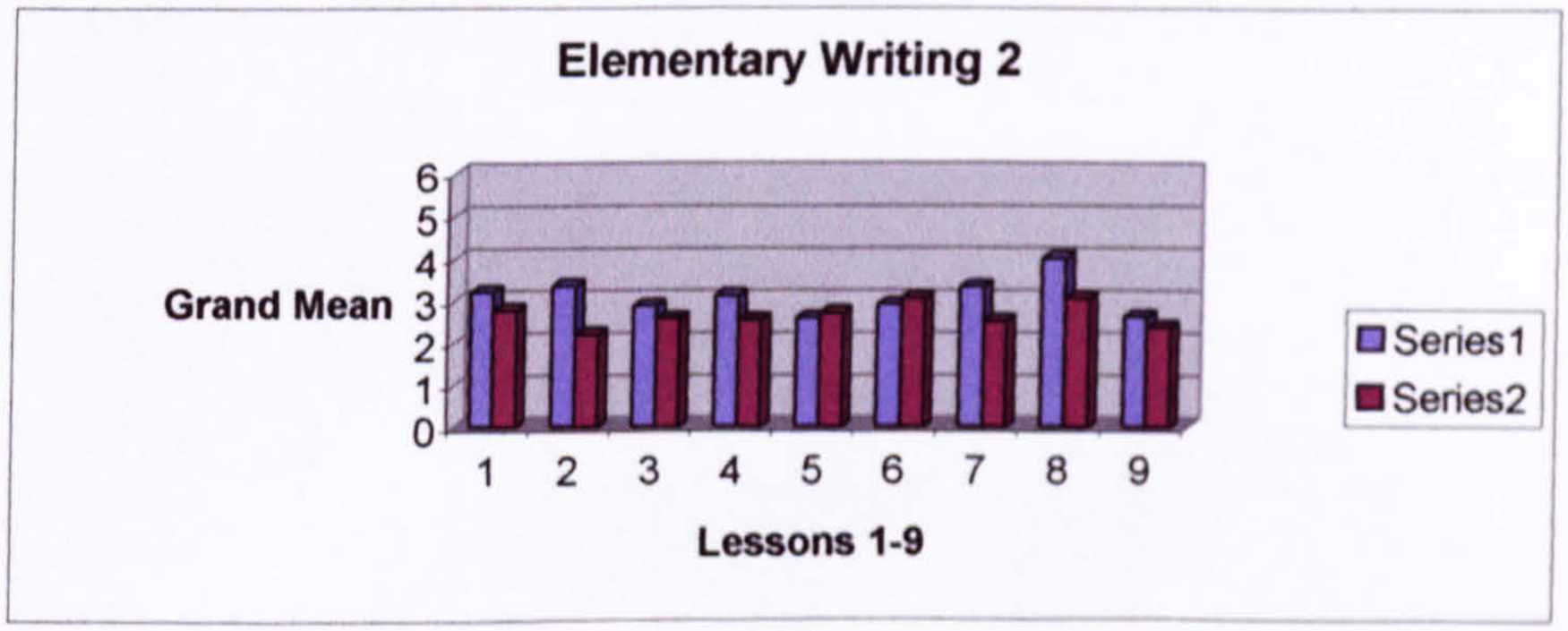


Figure 6.74
Results Showing Comparison Between the Experimental and Control Boys Groups' Evaluation of Contents of Elementary Writing Units 1-9

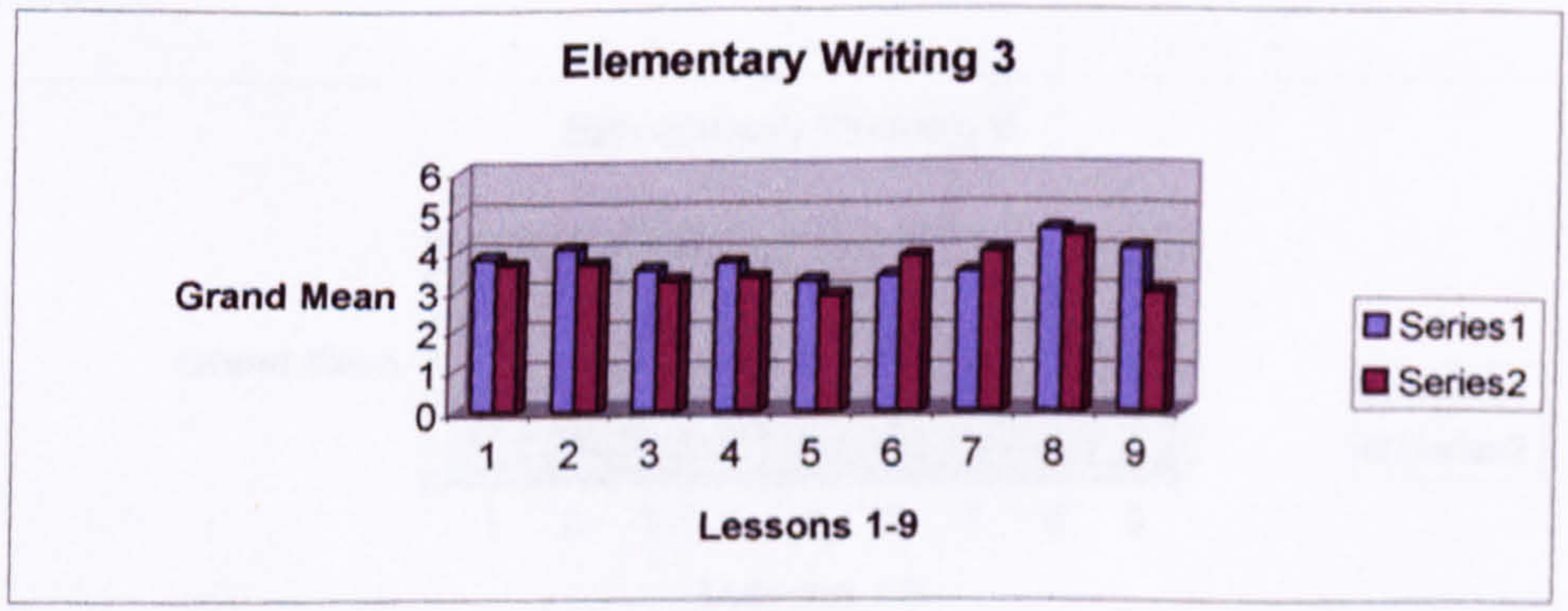


Figure 6.75
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Contents of Elementary Writing Units 1-9

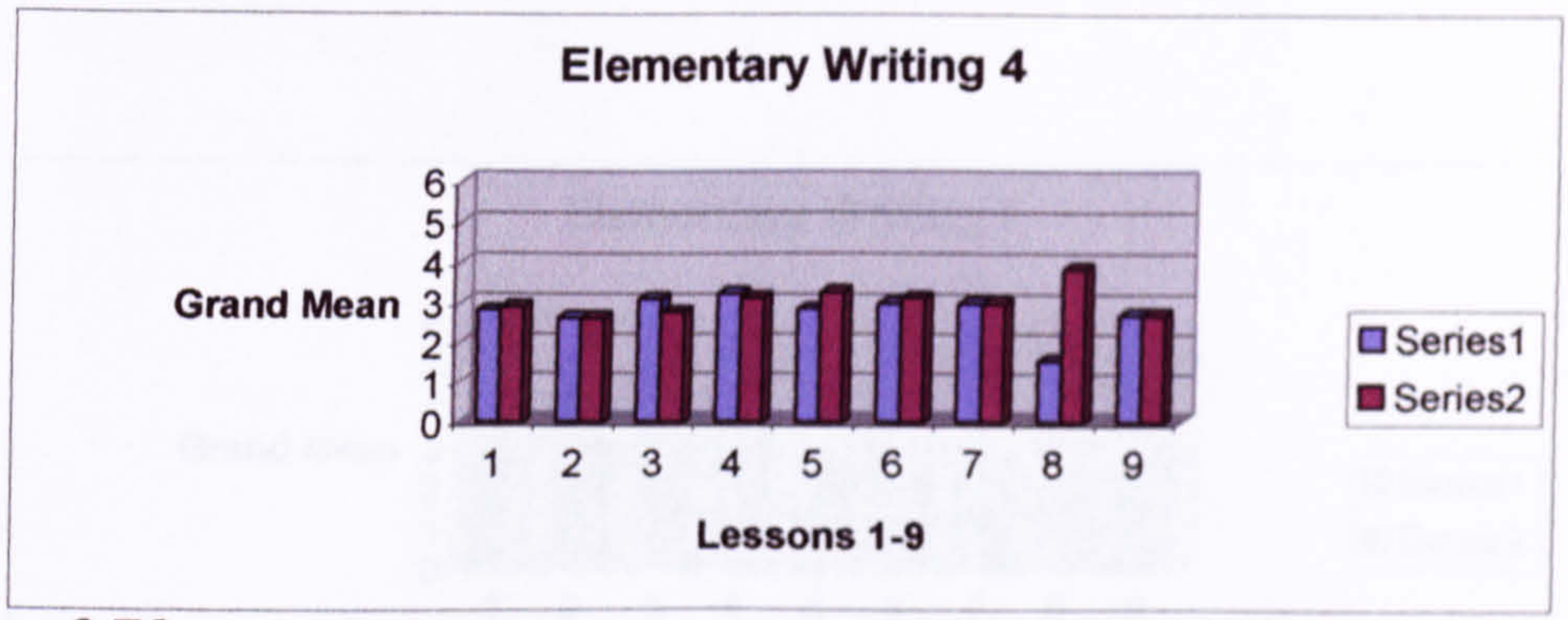


Figure 6.76
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Contents of Elementary Writing Units 1-9

Evaluation of Students' Class Participation

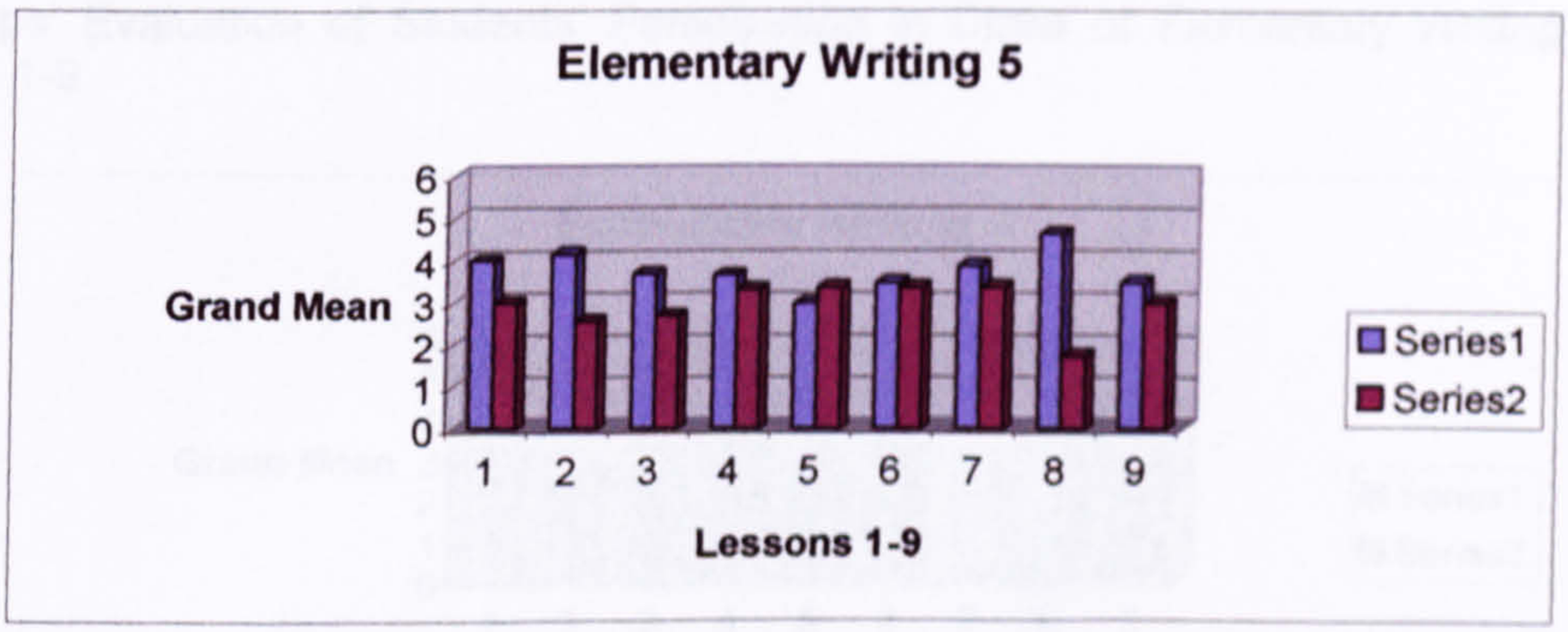


Figure 6.77
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Students' Participation in Class of Elementary Writing Units 1-9

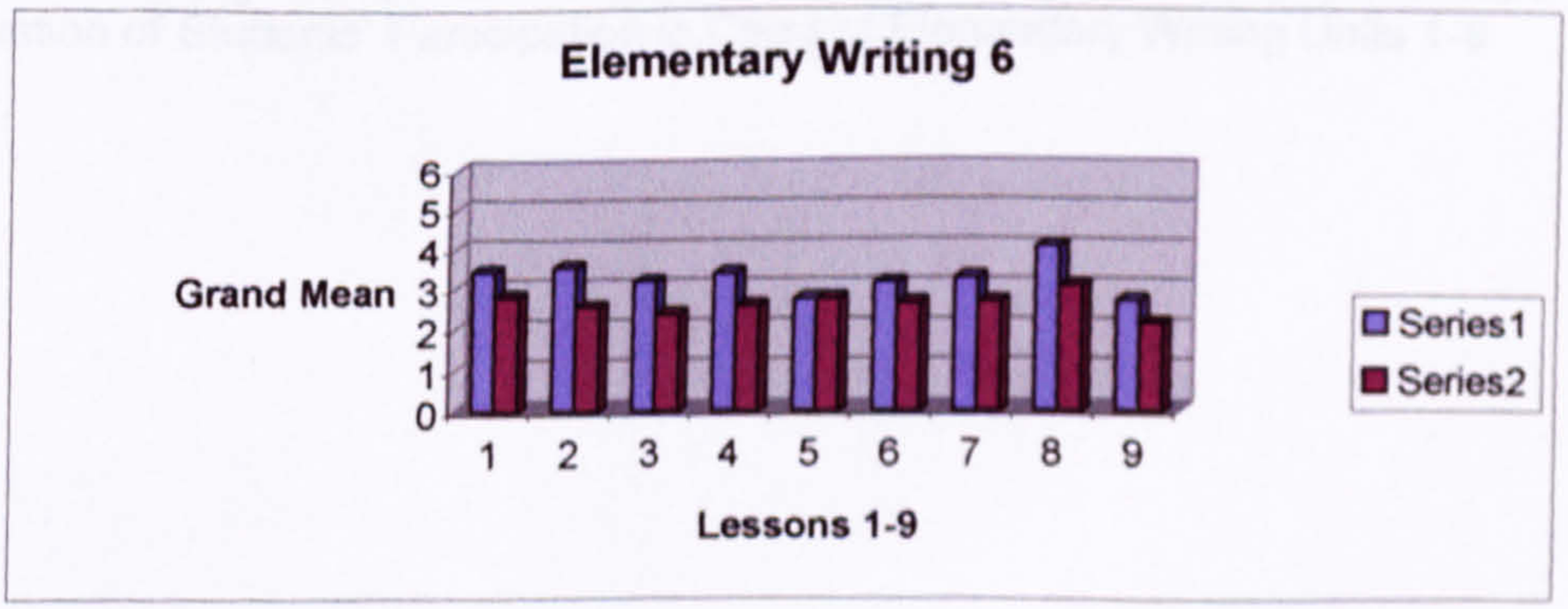


Figure 6.78
Results Showing Comparison Between the Experimental and Control Boys Groups' Evaluation of Students' Participation in Class of Elementary Writing Units 1-9

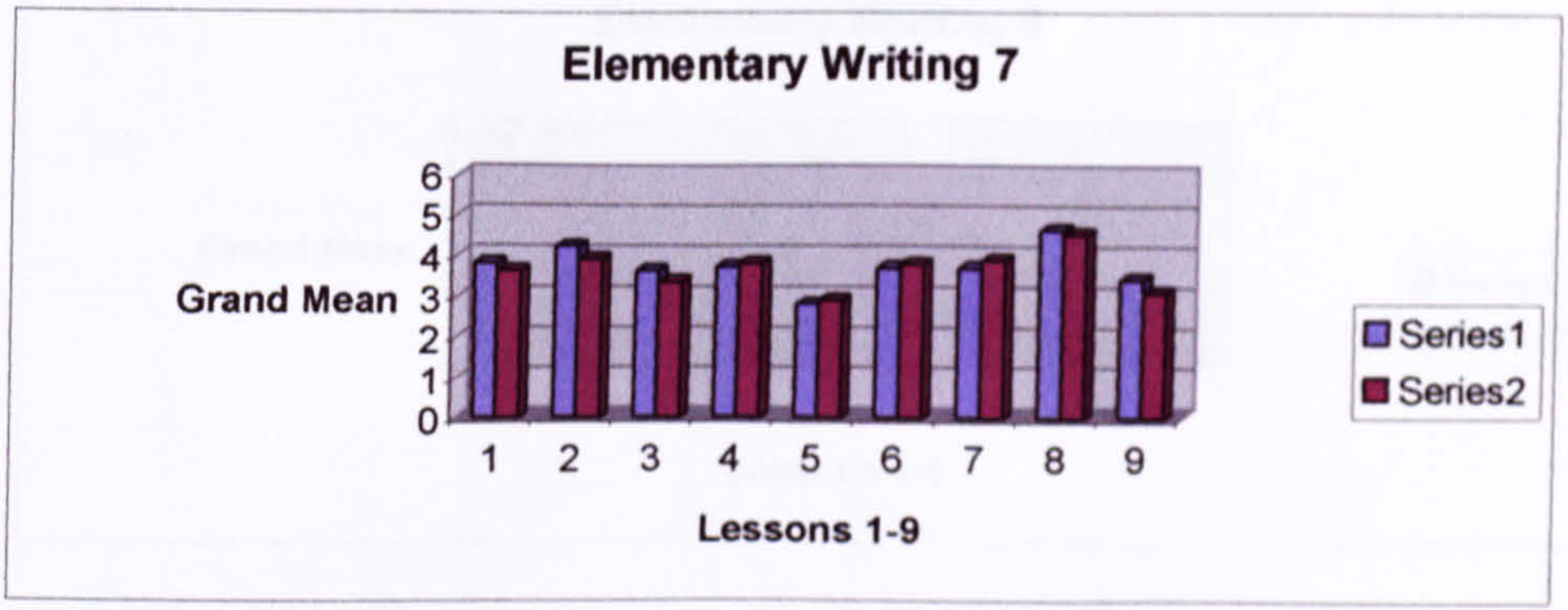


Figure 6.79
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Students' Participation in Class of Elementary Writing Units 1-9

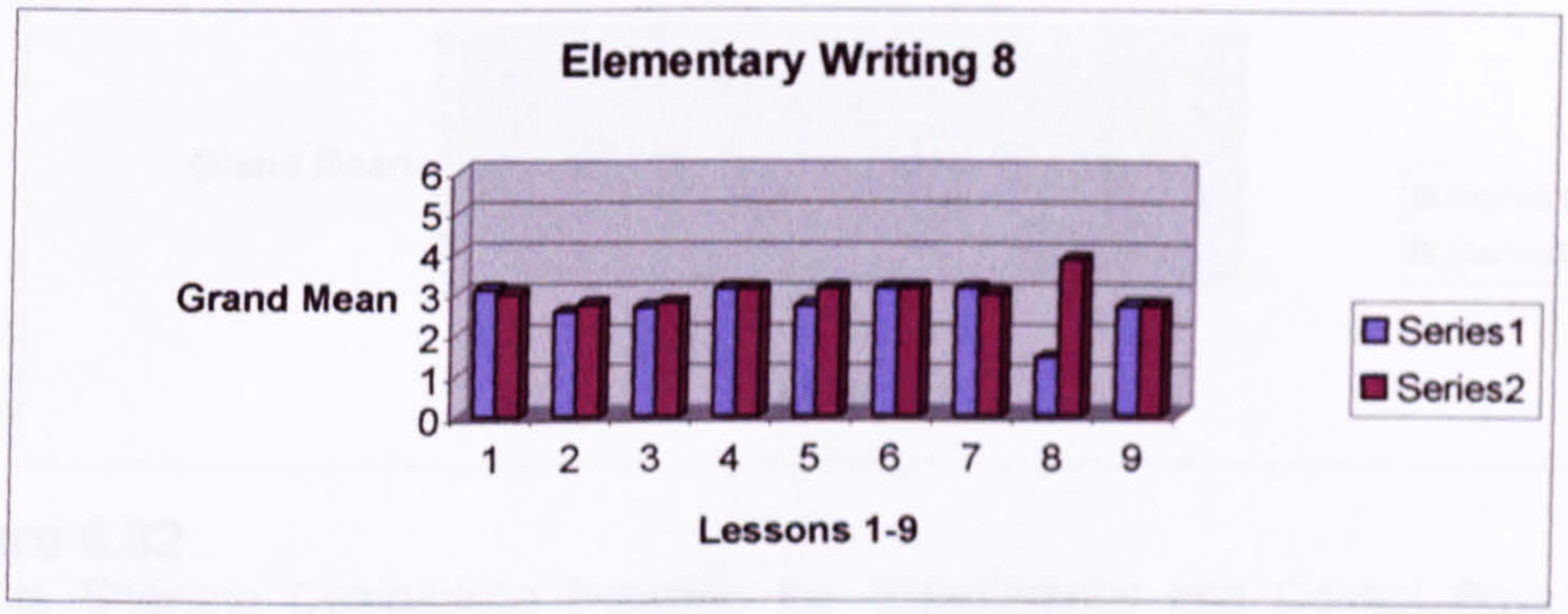


Figure 6.80
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Students' Participation in Class of Elementary Writing Units 1-9

Evaluation of Students' Learning

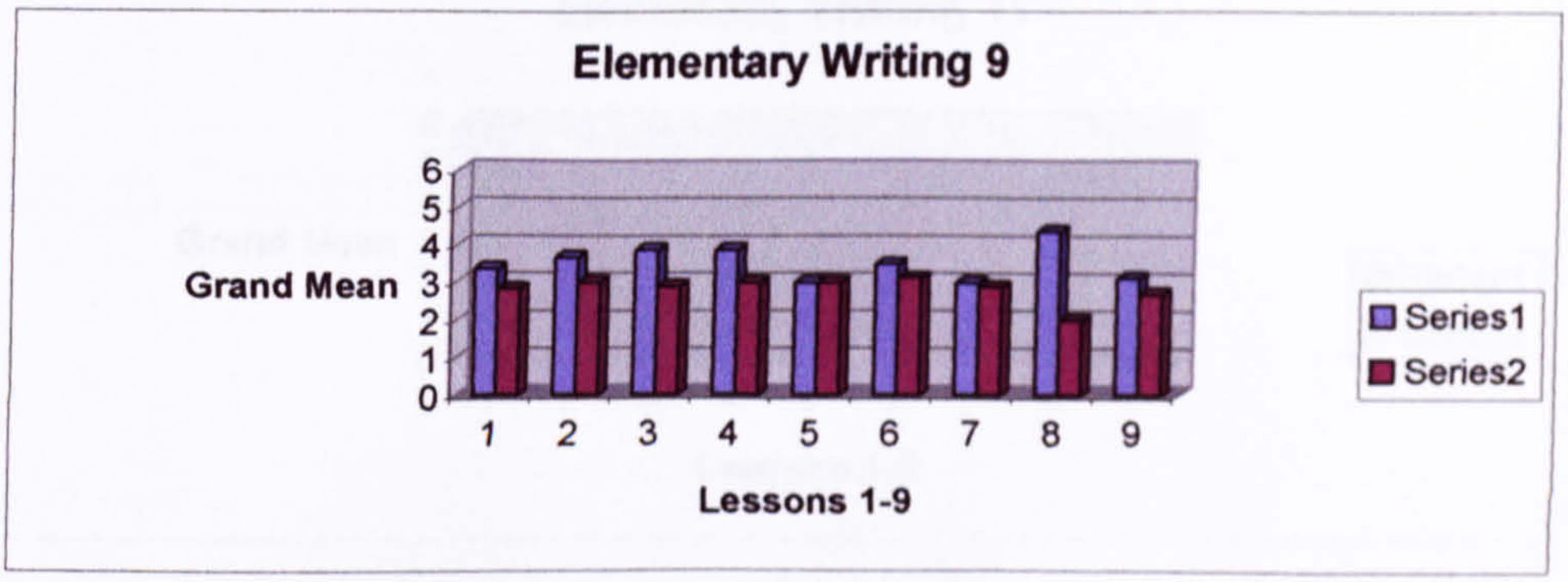


Figure 6.81
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Students' Learning of Elementary Writing Units 1-9

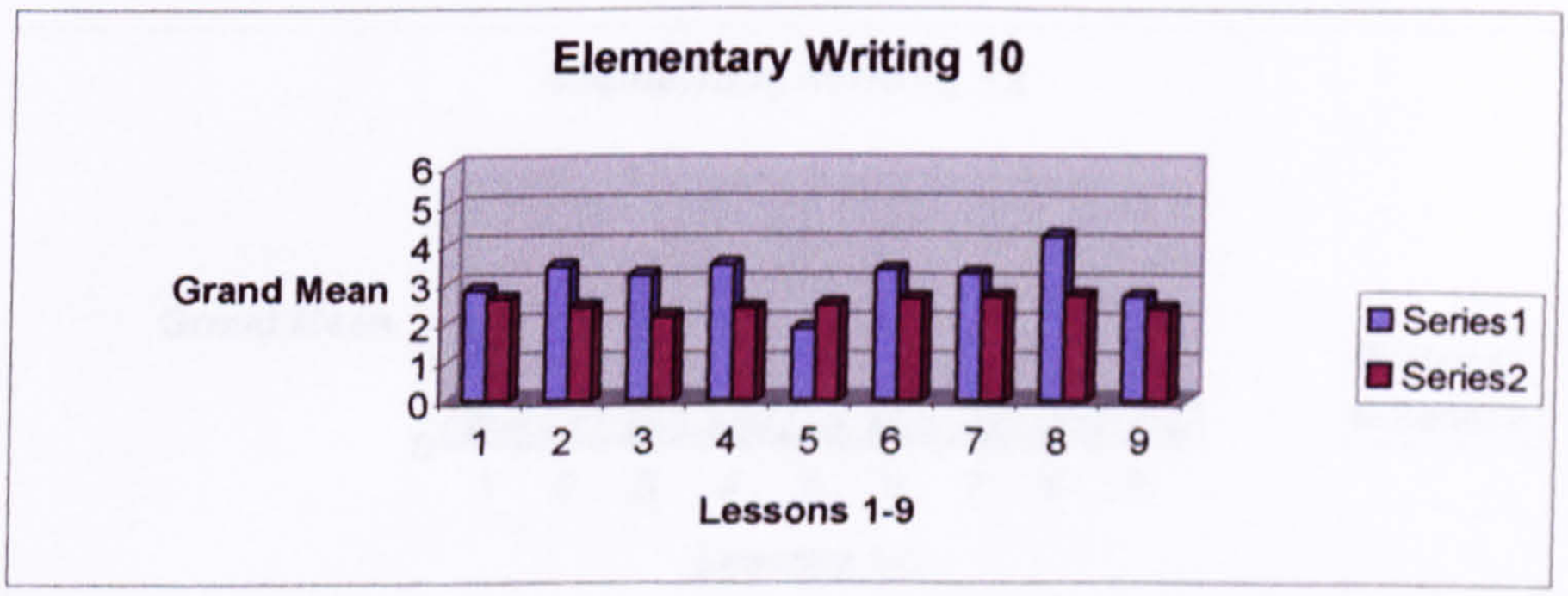


Figure 6.82
Results Showing Comparison Between the Experimental and Control Boys Groups' Evaluation of Students' Learning of Elementary Writing Units 1-9

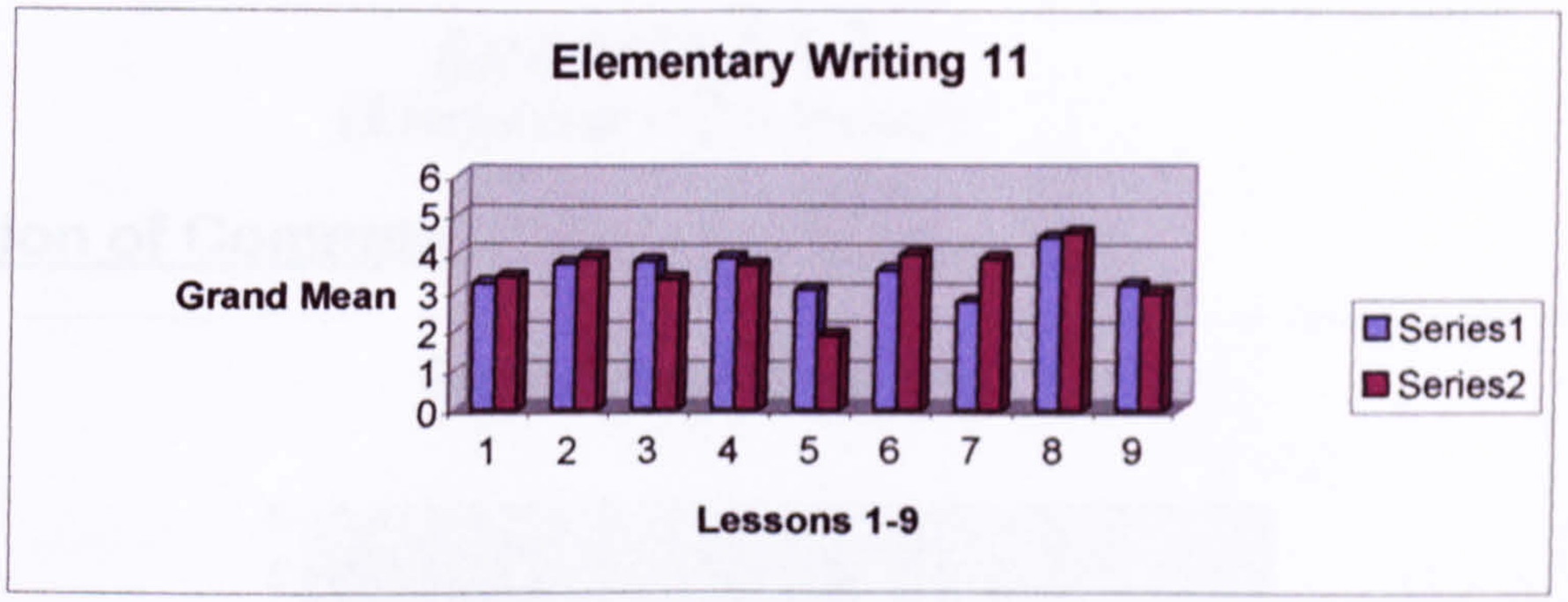


Figure 6.83
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Students' Learning of Elementary Writing Units 1-9

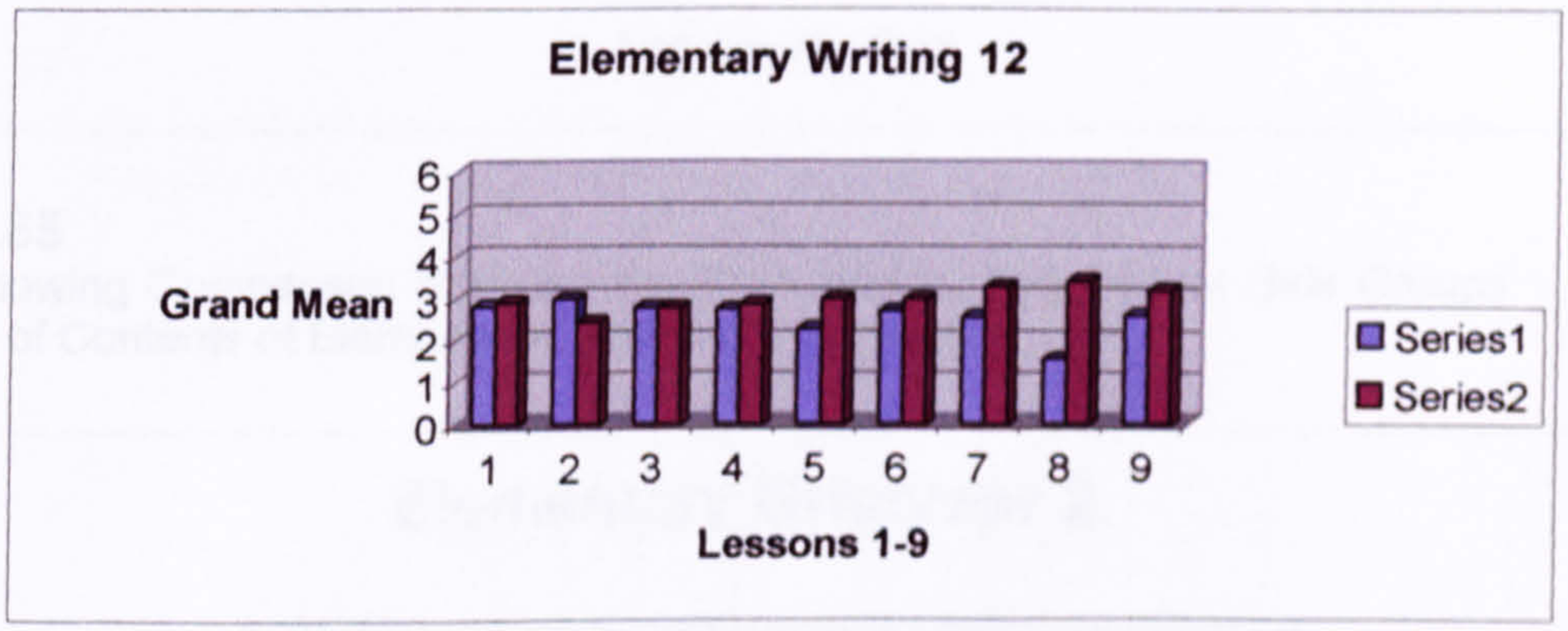


Figure 6.84
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Students' Learning of Elementary Writing Units 1-9

Appendix 5.1.7
(Elementary Grammar)

Evaluation of Contents

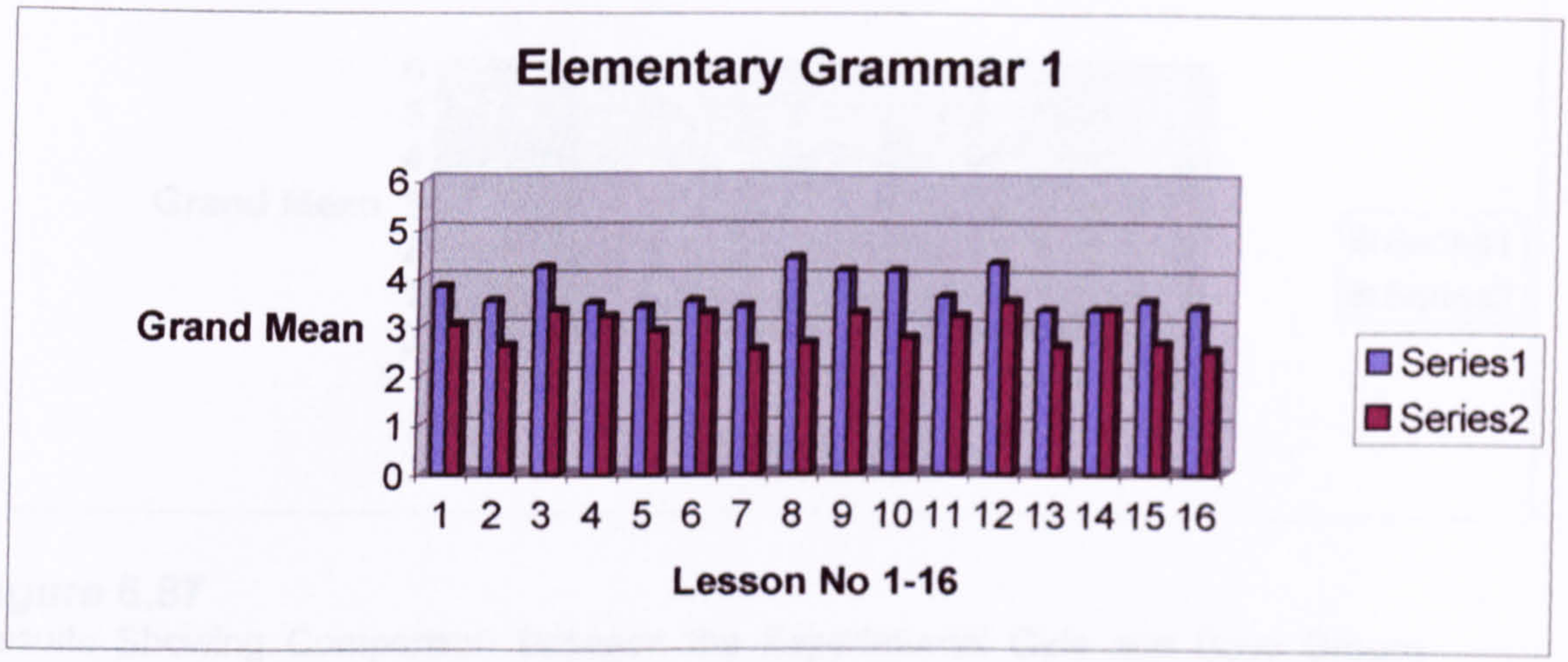


Figure 6.85
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Contents of Elementary Grammar Units 1-16

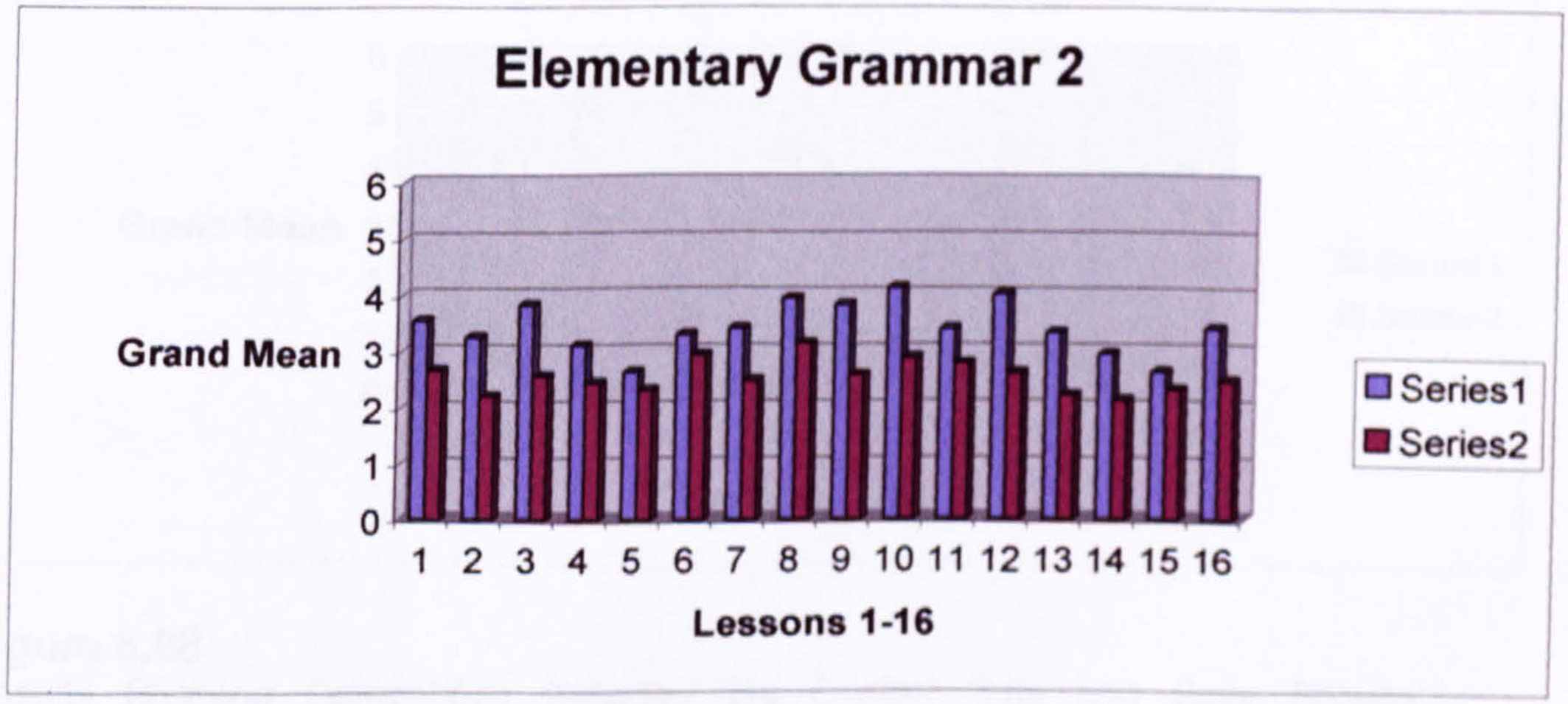


Figure6.86
Results Showing Comparison Between the Experimental and Control Boys Groups' Evaluation of Contents of Elementary Grammar Units 1-16

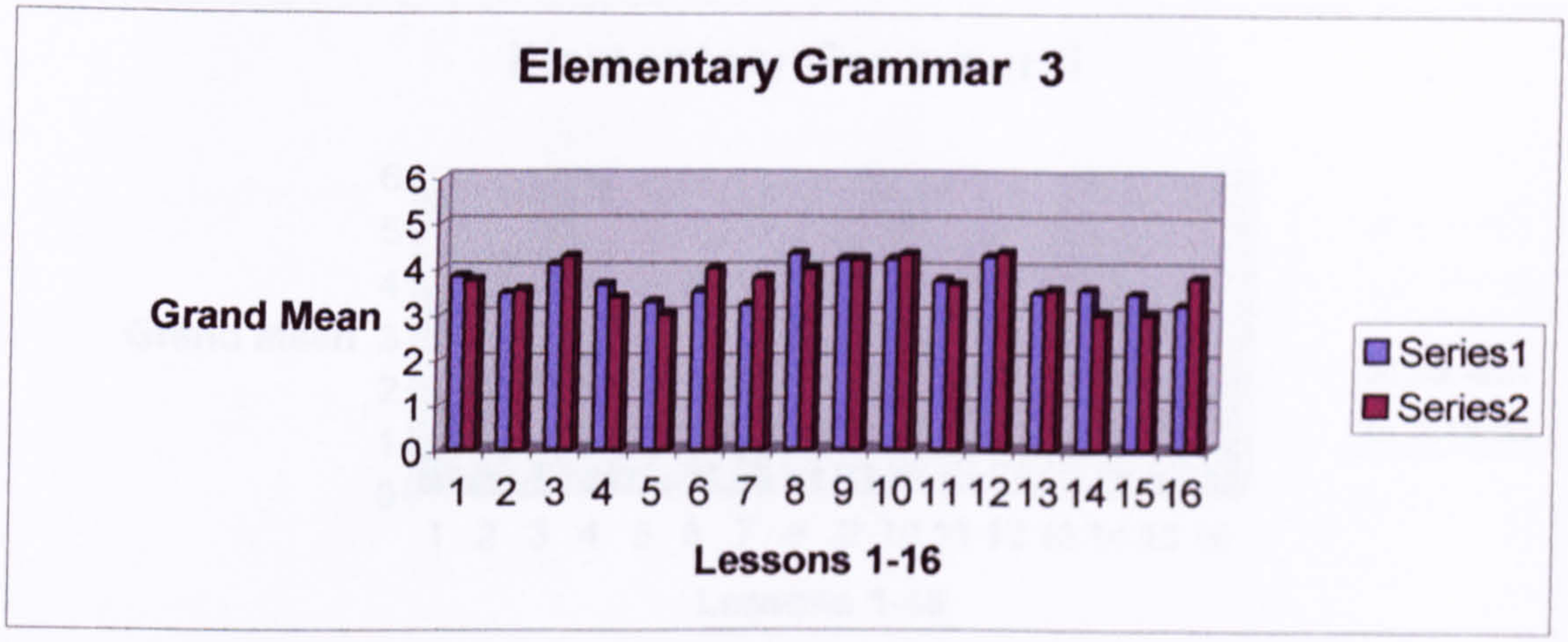


Figure 6.87
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Contents of Elementary Grammar Units 1-16

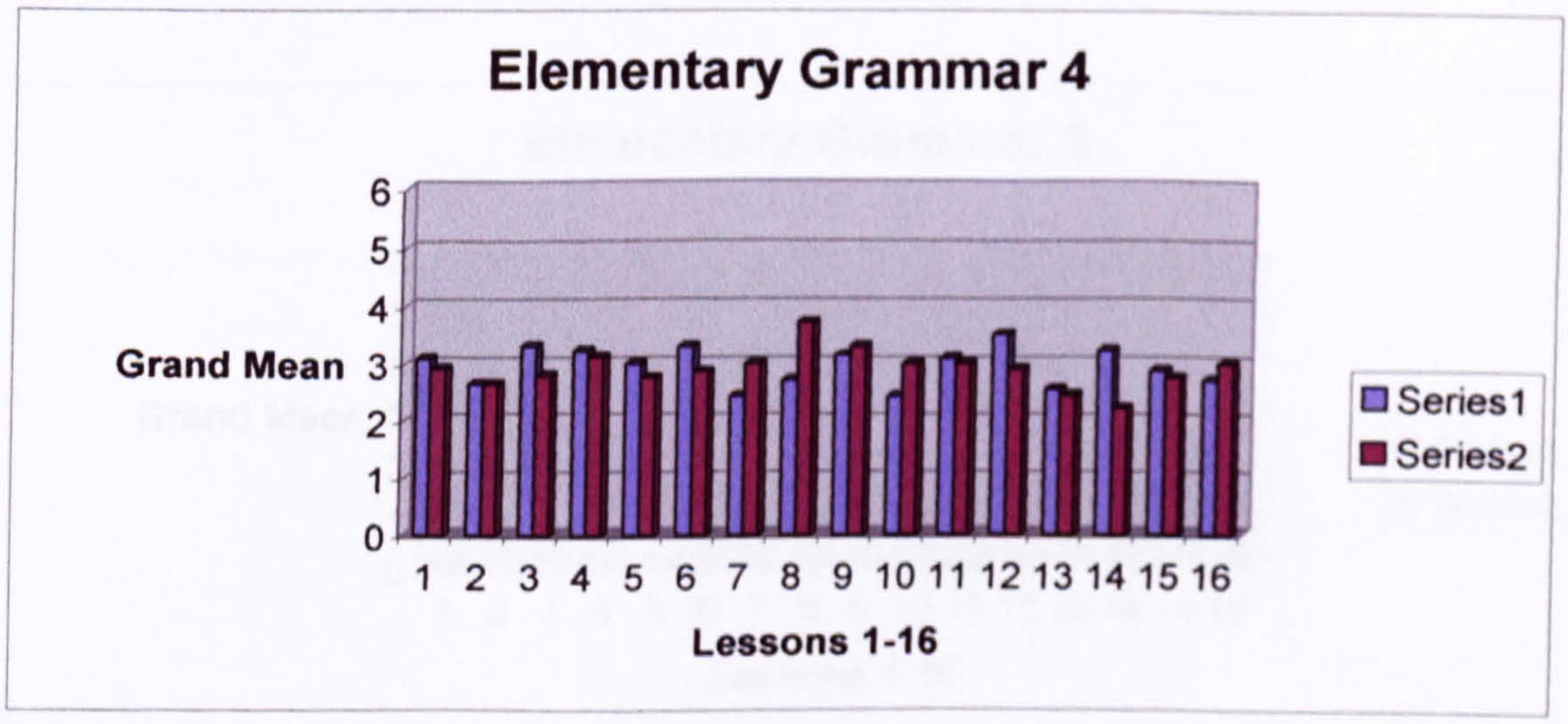


Figure 6.88
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Contents of Elementary Grammar Units 1-16

Evaluation of Students' Participation in Class

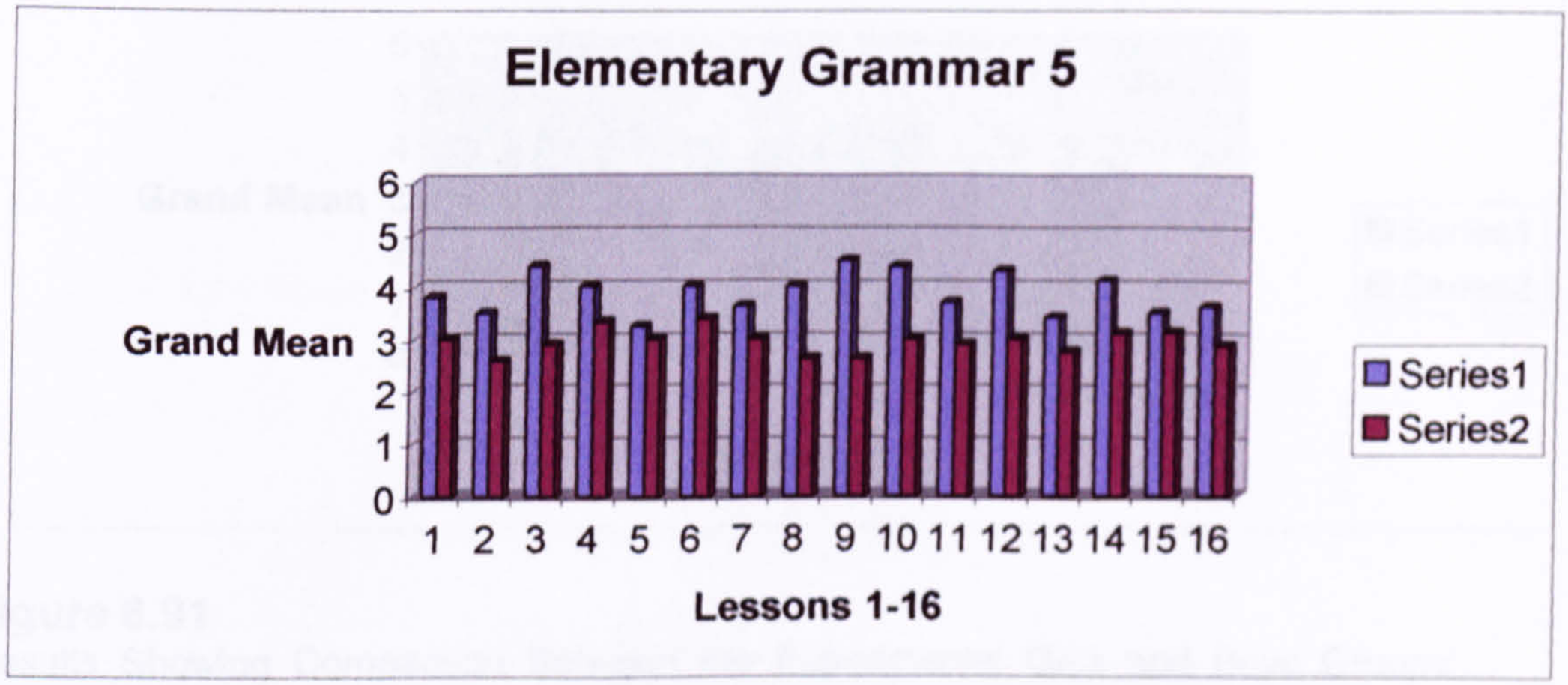


Figure 6.89
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Students' Participation in Class of Elementary Grammar Units 1-16

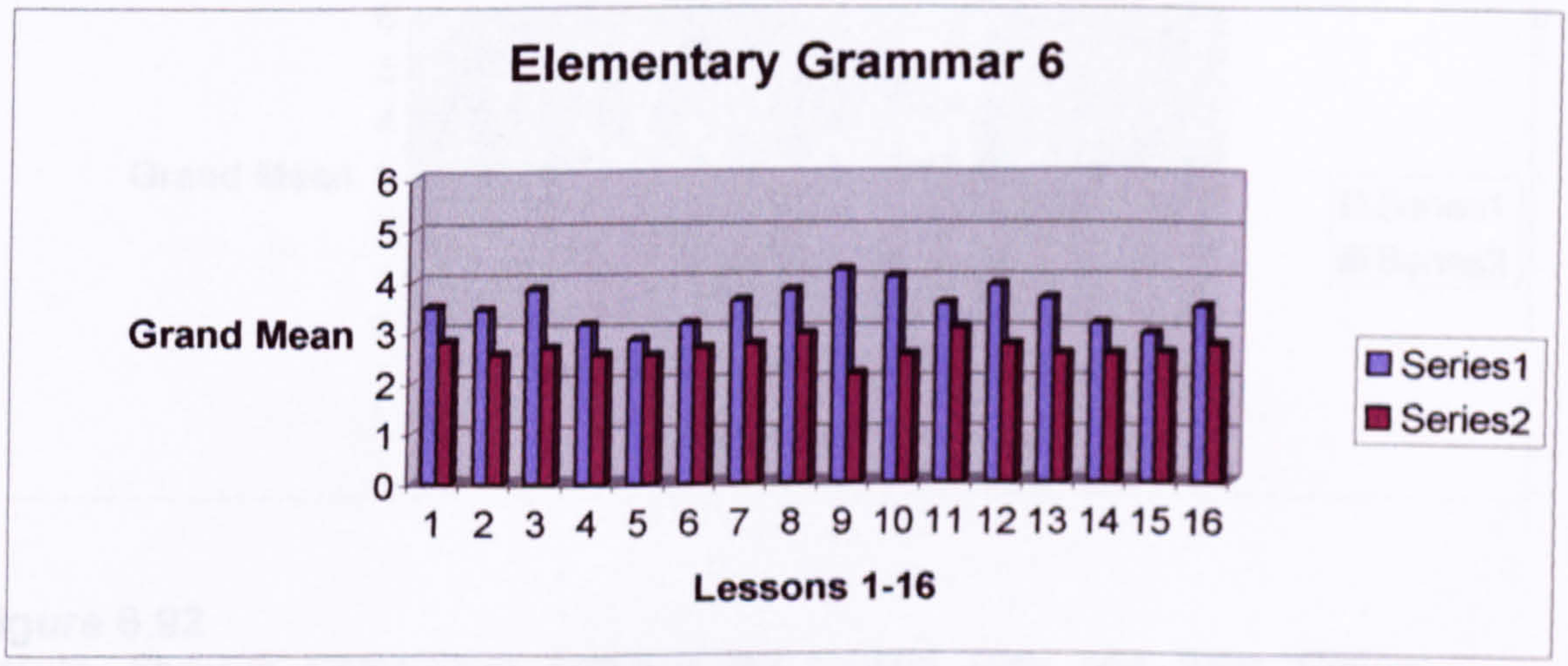


Figure 6.90
Results Showing Comparison Between the Experimental and Control and Boys Groups' Evaluation of Students' Participation in Class of Elementary Grammar Units 1-16

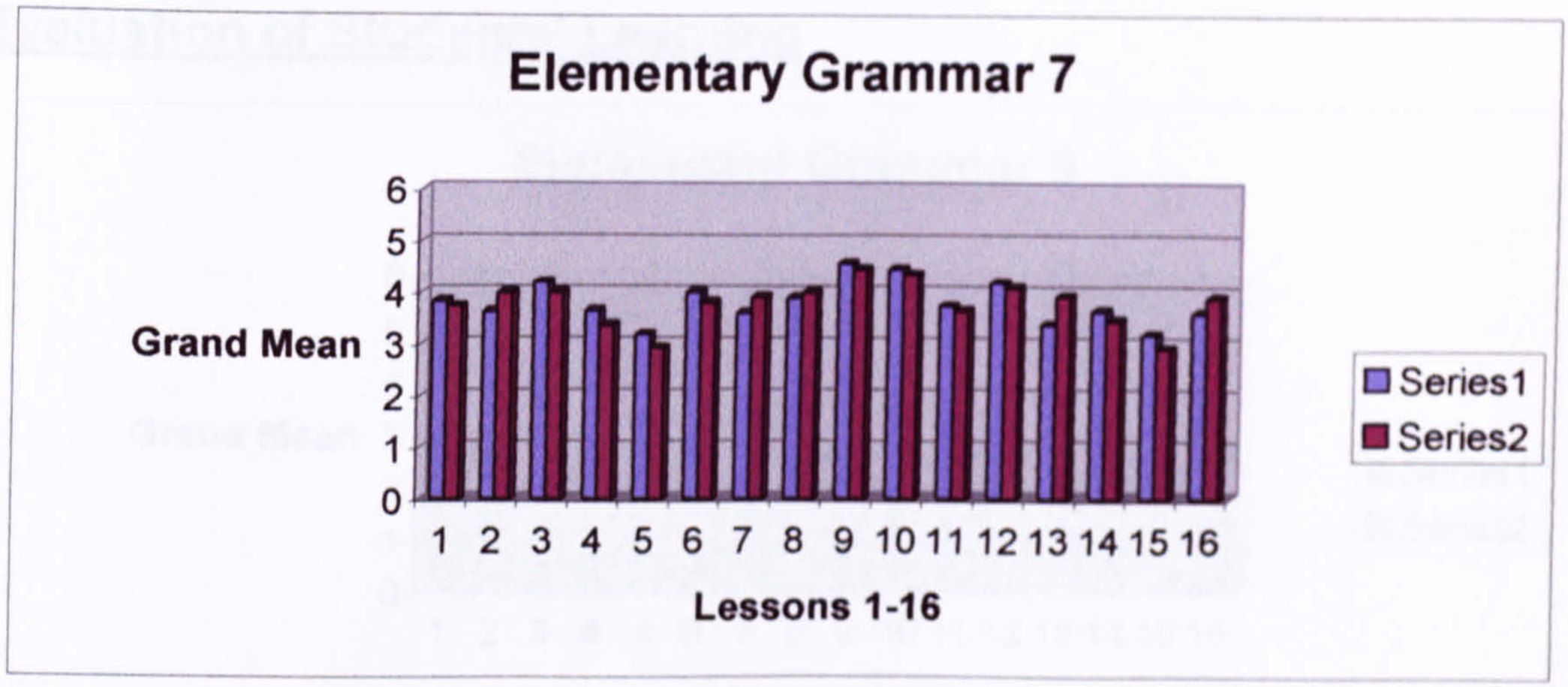


Figure 6.91
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Students' Participation in Class of Elementary Grammar Units 1-16

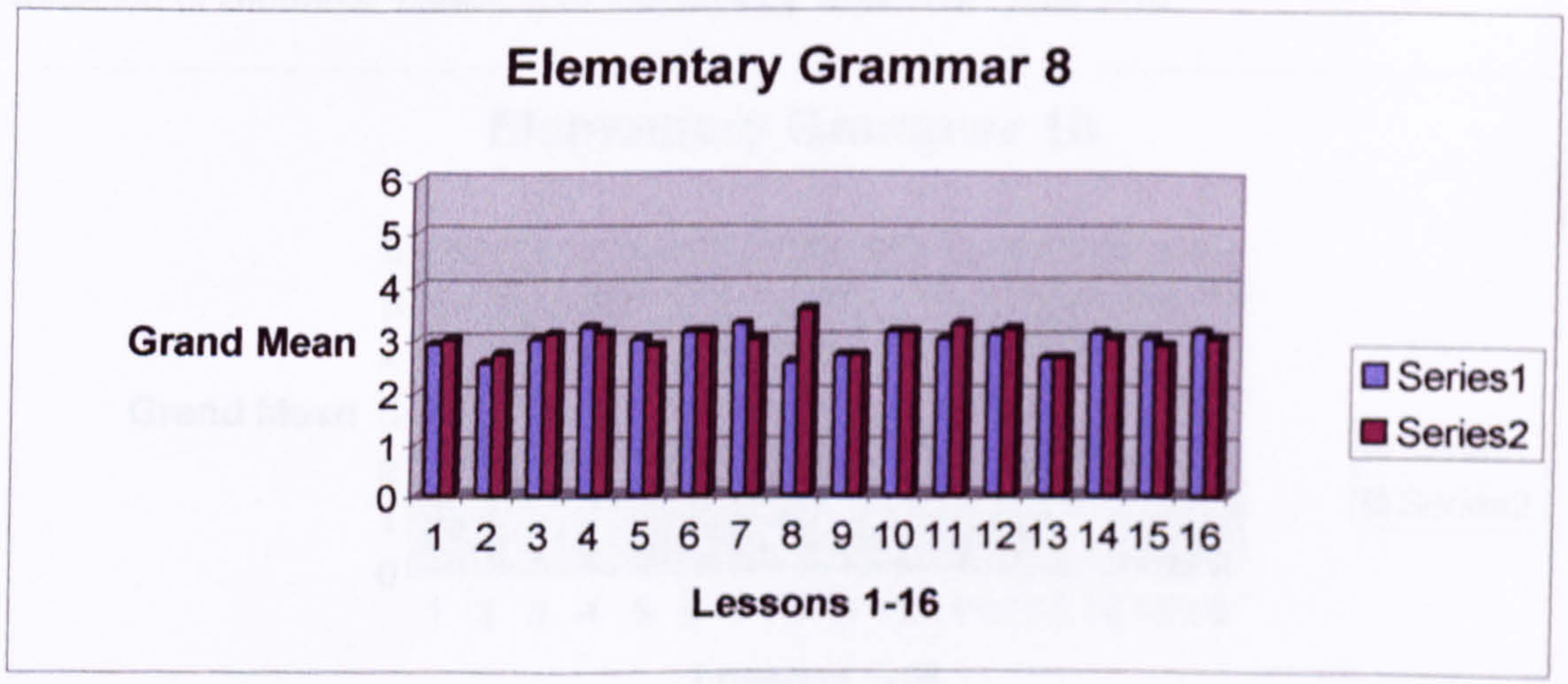


Figure 6.92
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Students' Participation in Class of Elementary Grammar Units 1-16

Evaluation of Students' Learning

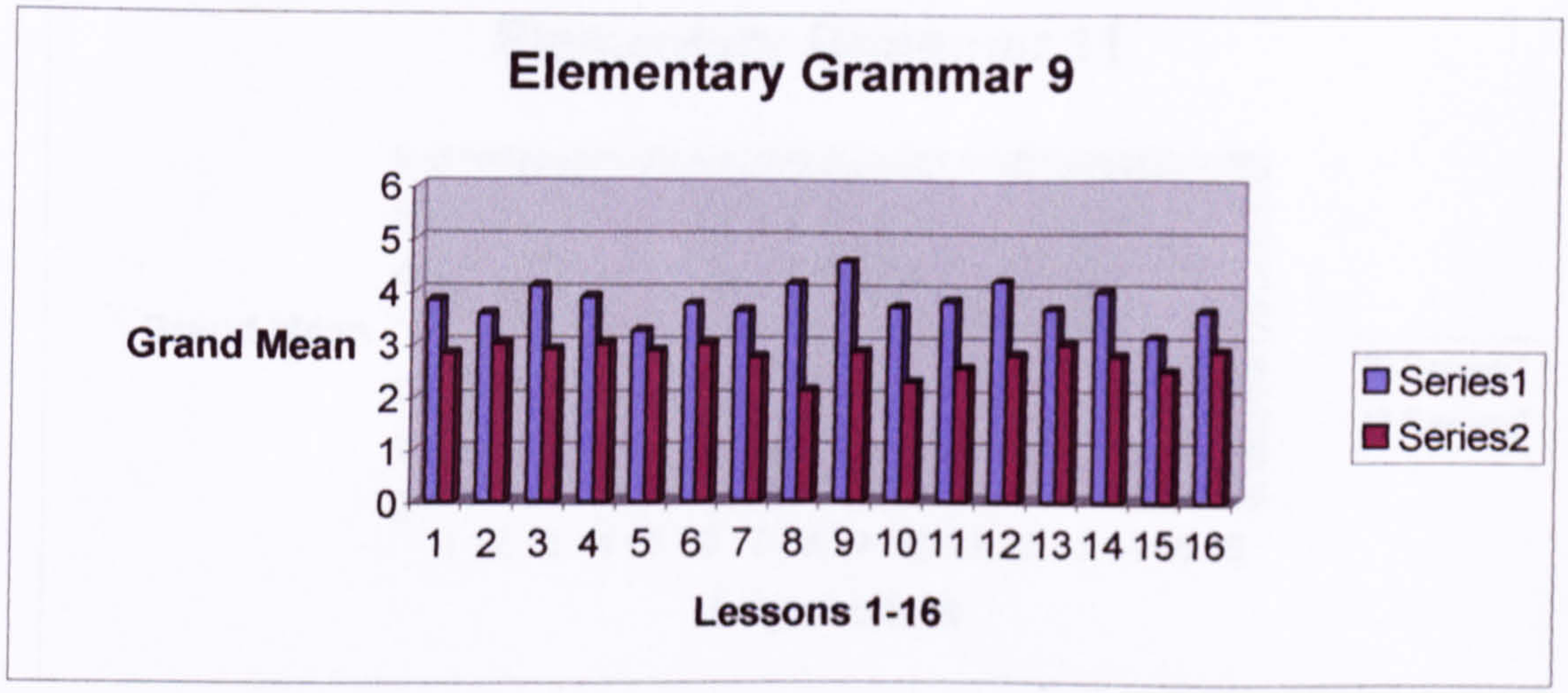


Figure 6.93
Results Showing Comparison Between the Experimental and Control Girls Groups' Evaluation of Students' Learning of Elementary Grammar Units 1-16

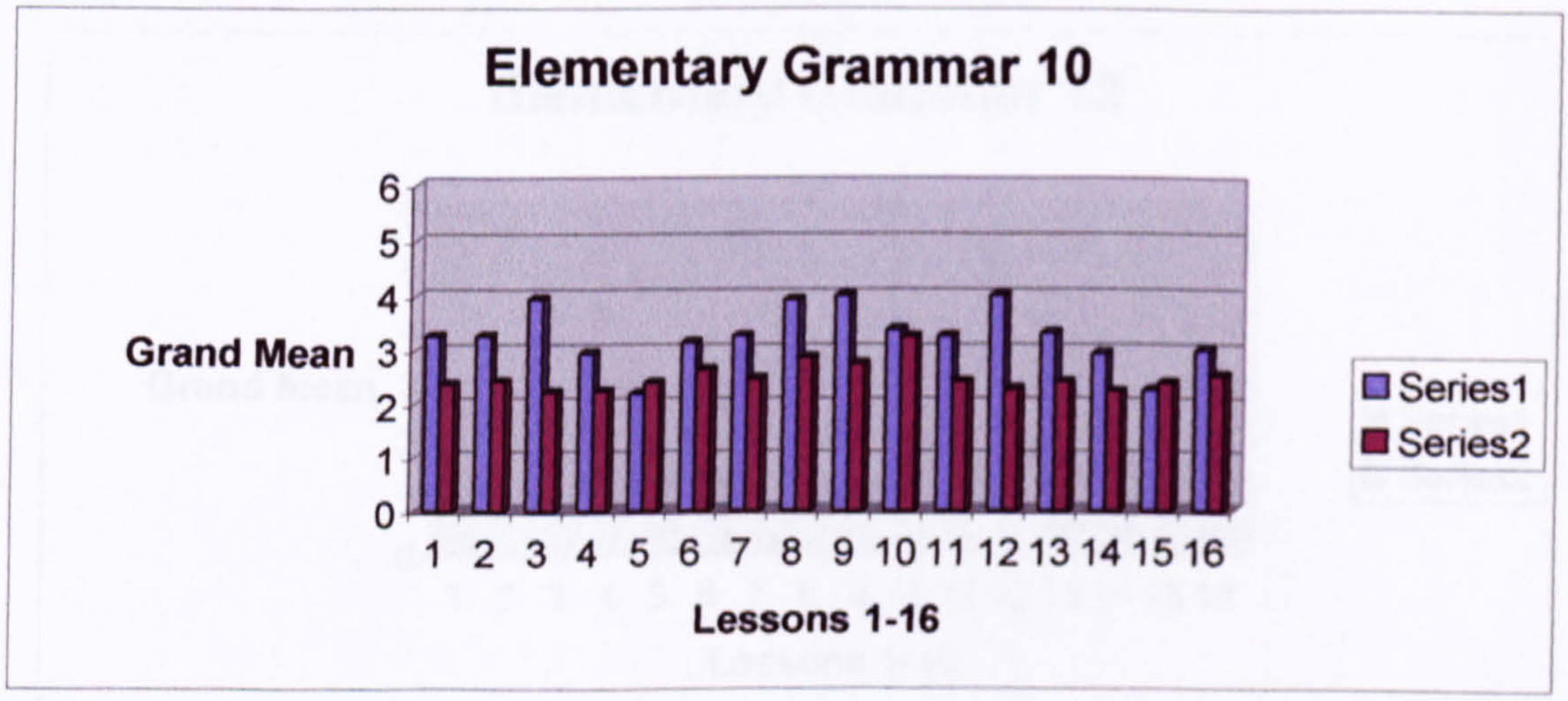


Figure 6.94
Results Showing Comparison Between the Experimental and Control Boys Groups' Evaluation of Students' Learning of Elementary Grammar Units 1-16

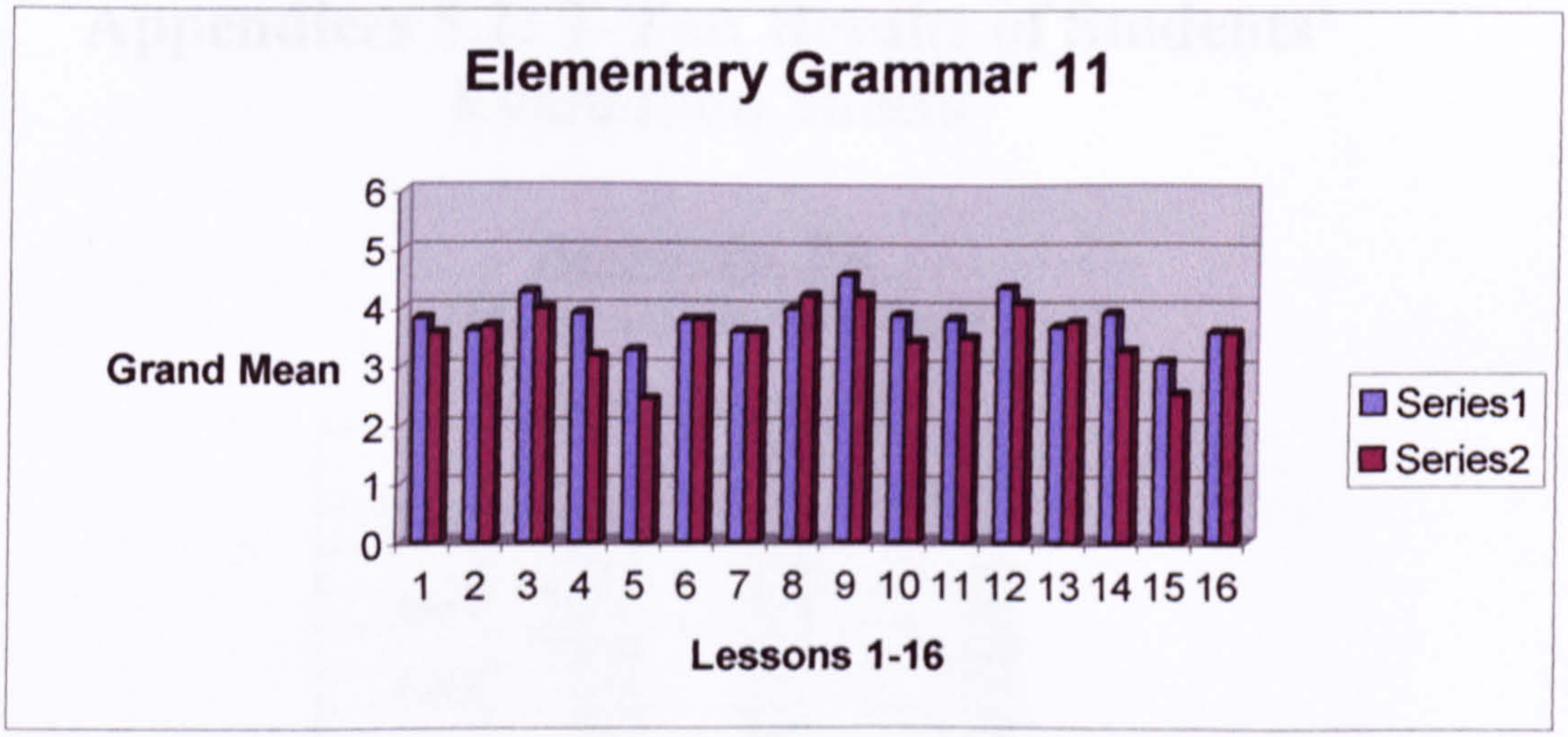


Figure 6.95
Results Showing Comparison Between the Experimental Girls and Boys Groups' Evaluation of Students' Learning of Elementary Grammar Units 1-16

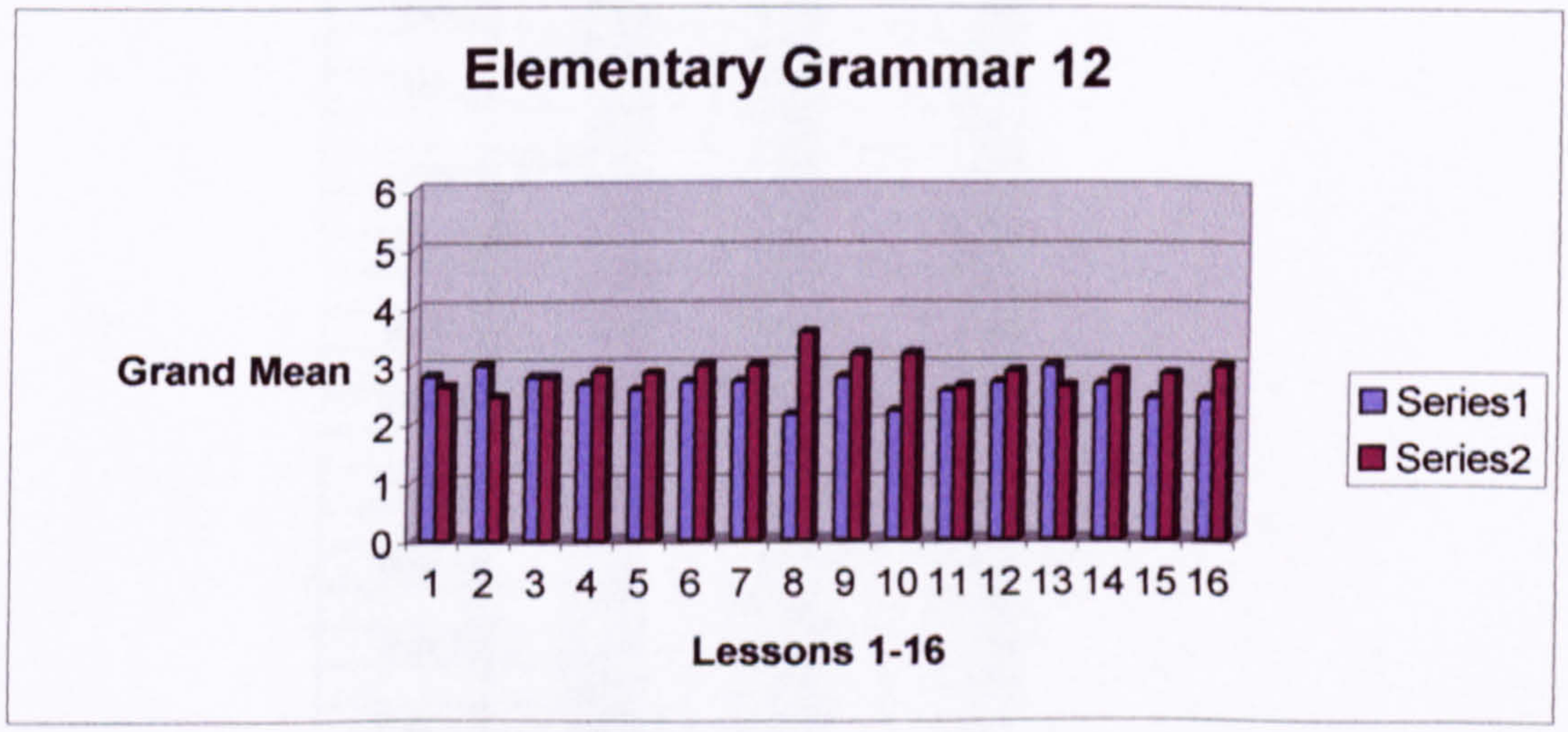


Figure 6.96
Results Showing Comparison Between the Control Girls and Boys Groups' Evaluation of Students' Learning of Elementary Grammar Units 1-16

Appendices 5.2: T-Test Results of Students' Evaluation Sheets

Appendix 5.2
(Intermediate Reading)

Paired Samples Statistics

		Mean	Std. Deviation
Pair 1	*C1A	4.14	.770
	**C1B	2.79	.975
Pair 2	***C1C	3.74	.964
	****C1D	2.70	.926
Pair 3	C1A	4.13	.743
	C1C	3.80	1.146
Pair 4	C1B	2.79	.975
	C1D	2.86	1.027
Pair 5	*****P1A	4.14	.663
	P1B	2.93	1.269
Pair 6	P1C	3.57	.992
	P1D	2.83	.937
Pair 7	P1A	4.13	.640
	P1C	3.73	1.100
Pair 8	P1B	2.93	1.269
	P1D	2.93	.917
Pair 9	******L1A	3.93	.475
	L1B	2.79	1.251
Pair 10	L1C	3.52	.947
	L1D	2.43	.896
Pair 11	L1A	3.93	.458
	L1C	3.67	1.047
Pair 12	L1B	2.79	1.251
	L1D	2.64	.842
Pair 13	C2A	3.85	1.068
	C2B	2.62	1.193
Pair 14	C2C	3.48	.981
	C2D	2.19	1.123
Pair 15	C2A	3.80	1.014
	C2C	3.67	.900
Pair 16	C2B	2.67	1.231
	C2D	2.50	1.314
Pair 17	P2A	3.77	1.013
	P2B	2.62	1.044
Pair 18	P2C	3.57	1.121
	P2D	2.52	.981
Pair 19	P2A	3.87	.990
	P2C	3.93	.799
Pair 20	P2B	2.58	1.084
	P2D	2.67	1.155
Pair 21	L2A	3.69	.751
	L2B	3.00	.816
Pair 22	L2C	3.38	1.024
	L2D	2.43	.978

Pair 23	L2A	3.87	.834
	L2C	3.80	.862
Pair 24	L2B	3.00	.853
	L2D	2.33	1.231
Pair 25	C3A	2.91	.539
	C3B	2.82	.405
Pair 26	C3C	2.78	.535
	C3D	2.47	.697
Pair 27	C3A	2.83	.577
	C3C	2.75	.452
Pair 28	C3B	2.90	.316
	C3D	2.50	.707
Pair 29	P3A	2.82	.874
	P3B	2.55	.688
Pair 30	P3C	2.95	.524
	P3D	2.47	.964
Pair 31	P3A	2.73	.905
	P3C	2.91	.539
Pair 32	P3B	2.60	.699
	P3D	2.60	.699
Pair 33	L3A	2.91	.539
	L3B	2.64	.674
Pair 34	L3C	2.63	.597
	L3D	2.26	.872
Pair 35	L3A	2.82	.603
	L3C	2.55	.522
Pair 36	L3B	2.60	.699
	L3D	2.50	.527
Pair 37	C4A	3.45	.934
	C4B	3.09	.539
Pair 38	C4C	2.83	.786
	C4D	2.44	.922
Pair 39	C4A	3.55	.934
	C4C	3.09	.701
Pair 40	C4B	3.00	.667
	C4D	2.60	.843
Pair 41	P4A	3.82	.982
	P4B	3.09	.701
Pair 42	P4C	2.94	.539
	P4D	2.28	.752
Pair 43	P4A	3.82	.982
	P4C	3.27	.467
Pair 44	P4B	2.90	.738
	P4D	2.60	.516
Pair 45	L4A	3.91	.539
	L4B	2.82	.874
Pair 46	L4C	2.94	.539
	L4D	2.22	1.060
Pair 47	L4A	3.91	.539
	L4C	3.09	.539
Pair 48	L4B	2.70	1.059
	L4D	2.50	.972
Pair 49	C5A	4.27	.786
	C5B	3.09	.701
Pair 50	C5C	3.75	1.000
	C5D	2.56	1.031
Pair 51	C5A	4.36	.809
	C5C	3.91	.701

Pair 52	C5B	2.90	.876
	C5D	2.90	.994
Pair 53	P5A	4.18	.874
	P5B	3.09	.539
Pair 54	P5C	3.44	.964
	P5D	2.56	.814
Pair 55	P5A	4.27	.905
	P5C	3.82	1.079
Pair 56	P5B	2.80	.789
	P5D	2.70	.823
Pair 57	L5A	4.18	.874
	L5B	2.91	.944
Pair 58	L5C	3.76	1.300
	L5D	2.47	.717
Pair 59	L5A	4.09	.944
	L5C	3.36	1.362
Pair 60	L5B	2.50	.972
	L5D	2.70	.675
Pair 61	C6A	4.60	.843
	C6B	3.20	.789
Pair 62	C6C	3.12	1.111
	C6D	2.88	.781
Pair 63	C6A	4.50	.850
	C6C	3.70	.823
Pair 64	C6B	3.00	.816
	C6D	2.70	1.059
Pair 65	P6A	4.50	.707
	P6B	3.10	.316
Pair 66	P6C	3.38	.806
	P6D	2.50	1.095
Pair 67	P6A	4.55	.688
	P6C	3.64	.505
Pair 68	P6B	2.90	.316
	P6D	2.70	1.337
Pair 69	L6A	4.30	.823
	L6B	3.00	.667
Pair 70	L6C	3.38	.806
	L6D	2.63	.885
Pair 71	L6A	4.50	.707
	L6C	3.80	.632
Pair 72	L6B	2.70	.823
	L6D	2.60	1.075
Pair 73	C7A	4.40	.516
	C7B	2.60	.516
Pair 74	C7C	3.94	.966
	C7D	2.76	.831
Pair 75	C7A	4.45	.522
	C7C	4.00	.894
Pair 76	C7B	2.60	.516
	C7D	2.90	.738
Pair 77	P7A	4.60	.516
	P7B	2.90	.568
Pair 78	P7C	3.81	.544
	P7D	2.75	.683
Pair 79	P7A	4.60	.516
	P7C	4.00	.667
Pair 80	P7B	2.90	.568
	P7D	3.00	.816

Pair 81	L7A	4.20	.919
	L7B	3.10	.736
Pair 82	L7C	3.44	1.031
	L7D	2.69	.704
Pair 83	L7A	4.40	.843
	L7C	3.90	1.101
Pair 84	L7B	2.90	.738
	L7D	2.80	.632
Pair 85	C8A	3.60	.516
	C8B	2.10	.876
Pair 86	C8C	4.59	.507
	C8D	3.00	.935
Pair 87	C8A	3.70	.675
	C8C	4.50	.527
Pair 88	C8B	2.00	.943
	C8D	3.40	.699
Pair 89	P8A	3.70	.483
	P8B	1.80	.919
Pair 90	P8C	4.18	.636
	P8D	2.94	.966
Pair 91	P8A	3.90	.568
	P8C	4.30	.483
Pair 92	P8B	1.90	.994
	P8D	3.50	.527
Pair 93	L8A	3.60	.516
	L8B	2.20	1.033
Pair 94	L8C	4.18	.728
	L8D	2.82	.951
Pair 95	L8A	3.80	.632
	L8C	4.60	.516
Pair 96	L8B	2.00	1.054
	L8D	3.10	1.101
Pair 97	C9A	3.90	.738
	C9B	3.10	.994
Pair 98	C9C	3.65	.606
	C9D	2.53	.800
Pair 99	C9A	4.00	.816
	C9C	3.90	.568
Pair 100	C9B	2.80	.919
	C9D	2.70	.823
Pair 101	P9A	4.50	.707
	P9B	2.80	.632
Pair 102	P9C	3.88	.332
	P9D	2.24	.831
Pair 103	P9A	4.60	.699
	P9C	3.90	.316
Pair 104	P9B	2.70	.483
	P9D	2.30	.949
Pair 105	L9A	4.50	.707
	L9B	2.80	.632
Pair 106	L9C	3.71	.772
	L9D	2.82	.951
Pair 107	L9A	4.60	.699
	L9C	4.00	.471
Pair 108	L9B	2.60	.516
	L9D	3.30	.823
Pair 109	C10A	4.00	.667
	C10B	2.70	.949

Pair 110	C10C	3.94	.556
	C10D	2.47	.800
Pair 111	C10A	4.10	.568
	C10C	4.20	.422
Pair 112	C10B	2.60	.843
	C10D	2.80	.919
Pair 113	P10A	3.80	.789
	P10B	2.80	.632
Pair 114	P10C	4.18	.728
	P10D	2.41	.870
Pair 115	P10A	3.90	.738
	P10C	4.60	.516
Pair 116	P10B	2.70	.483
	P10D	2.50	1.080
Pair 117	L10A	4.20	.789
	L10B	2.60	.699
Pair 118	L10C	4.19	.544
	L10D	2.63	.719
Pair 119	L10A	4.10	.738
	L10C	4.10	.568
Pair 120	L10B	2.50	.527
	L10D	3.00	.471

Paired Samples Test

		Paired Differences	Std. Deviation	t-value	Sig. (2-tailed)
		Mean			
Pair 1	C1A - C1B	1.36	1.082	4.694	.000
Pair 2	C1C - C1D	1.04	1.522	3.288	.003
Pair 3	C1A - C1C	.33	1.291	1.000	.334
Pair 4	C1B - C1D	-.07	1.207	-.221	.828
Pair 5	P1A - P1B	1.21	1.122	4.050	.001
Pair 6	P1C - P1D	.74	1.054	3.364	.003
Pair 7	P1A - P1C	.40	1.404	1.103	.288
Pair 8	P1B - P1D	.00	1.414	.000	1.000
Pair 9	L1A - L1B	1.14	1.167	3.663	.003
Pair 10	L1C - L1D	1.09	1.164	4.477	.000
Pair 11	L1A - L1C	.27	1.033	1.000	.334
Pair 12	L1B - L1D	.14	1.351	.396	.699
Pair 13	C2A - C2B	1.23	1.833	2.421	.032
Pair 14	C2C - C2D	1.29	1.347	4.374	.000
Pair 15	C2A - C2C	.13	1.642	.315	.758
Pair 16	C2B - C2D	.17	1.801	.321	.754
Pair 17	P2A - P2B	1.15	1.573	2.645	.021
Pair 18	P2C - P2D	1.05	1.431	3.355	.003
Pair 19	P2A - P2C	-.07	1.163	-.222	.827
Pair 20	P2B - P2D	-.08	1.505	-.192	.851
Pair 21	L2A - L2B	.69	.855	2.920	.013
Pair 22	L2C - L2D	.95	1.431	3.050	.006
Pair 23	L2A - L2C	.07	1.280	.202	.843
Pair 24	L2B - L2D	.67	1.155	2.000	.071
Pair 25	C3A - C3B	.09	.539	.559	.586
Pair 26	C3C - C3D	.32	.885	1.555	.137
Pair 27	C3A - C3C	.08	.669	.432	.674
Pair 28	C3B - C3D	.40	.843	1.500	.168
Pair 29	P3A - P3B	.27	1.009	.896	.391

Pair 30	P3C - P3D	.47	1.073	1.924	.070
Pair 31	P3A - P3C	-.18	.603	-1.000	.341
Pair 32	P3B - P3D	.00	.667	.000	1.000
Pair 33	L3A - L3B	.27	.786	1.150	.277
Pair 34	L3C - L3D	.37	1.116	1.439	.167
Pair 35	L3A - L3C	.27	.467	1.936	.082
Pair 36	L3B - L3D	.10	.994	.318	.758
Pair 37	C4A - C4B	.36	.674	1.789	.104
Pair 38	C4C - C4D	.39	1.290	1.279	.218
Pair 39	C4A - C4C	.45	1.036	1.456	.176
Pair 40	C4B - C4D	.40	1.075	1.177	.269
Pair 41	P4A - P4B	.73	1.104	2.185	.054
Pair 42	P4C - P4D	.67	.840	3.367	.004
Pair 43	P4A - P4C	.55	1.036	1.747	.111
Pair 44	P4B - P4D	.30	.675	1.406	.193
Pair 45	L4A - L4B	1.09	1.044	3.464	.006
Pair 46	L4C - L4D	.72	1.227	2.496	.023
Pair 47	L4A - L4C	.82	.751	3.614	.005
Pair 48	L4B - L4D	.20	1.398	.452	.662
Pair 49	C5A - C5B	1.18	.982	3.993	.003
Pair 50	C5C - C5D	1.19	1.328	3.578	.003
Pair 51	C5A - C5C	.45	1.128	1.336	.211
Pair 52	C5B - C5D	.00	.667	.000	1.000
Pair 53	P5A - P5B	1.09	1.044	3.464	.006
Pair 54	P5C - P5D	.88	1.455	2.406	.029
Pair 55	P5A - P5C	.45	1.368	1.102	.296
Pair 56	P5B - P5D	.10	.876	.361	.726
Pair 57	L5A - L5B	1.27	1.555	2.714	.022
Pair 58	L5C - L5D	1.29	1.724	3.096	.007
Pair 59	L5A - L5C	.73	1.421	1.698	.120
Pair 60	L5B - L5D	-.20	1.033	-.612	.555
Pair 61	C6A - C6B	1.40	1.075	4.118	.003
Pair 62	C6C - C6D	.24	1.033	.940	.361
Pair 63	C6A - C6C	.80	1.317	1.922	.087
Pair 64	C6B - C6D	.30	1.160	.818	.434
Pair 65	P6A - P6B	1.40	.699	6.332	.000
Pair 66	P6C - P6D	.88	1.204	2.907	.011
Pair 67	P6A - P6C	.91	.944	3.194	.010
Pair 68	P6B - P6D	.20	1.229	.514	.619
Pair 69	L6A - L6B	1.30	.949	4.333	.002
Pair 70	L6C - L6D	.75	1.000	3.000	.009
Pair 71	L6A - L6C	.70	.949	2.333	.045
Pair 72	L6B - L6D	.10	1.101	.287	.780
Pair 73	C7A - C7B	1.80	.789	7.216	.000
Pair 74	C7C - C7D	1.18	1.510	3.213	.005
Pair 75	C7A - C7C	.45	1.128	1.336	.211
Pair 76	C7B - C7D	-.30	.949	-1.000	.343
Pair 77	P7A - P7B	1.70	.823	6.530	.000
Pair 78	P7C - P7D	1.06	.680	6.249	.000
Pair 79	P7A - P7C	.60	.966	1.964	.081
Pair 80	P7B - P7D	-.10	.876	-.361	.726
Pair 81	L7A - L7B	1.10	1.101	3.161	.012
Pair 82	L7C - L7D	.75	1.065	2.818	.013
Pair 83	L7A - L7C	.50	1.434	1.103	.299
Pair 84	L7B - L7D	.10	.876	.361	.726
Pair 85	C8A - C8B	1.50	1.080	4.392	.002
Pair 86	C8C - C8D	1.59	1.064	6.154	.000
Pair 87	C8A - C8C	-.80	.789	-3.207	.011

Pair 88	C8B - C8D	-1.40	1.578	-2.806	.021
Pair 89	P8A - P8B	1.90	1.101	5.460	.000
Pair 90	P8C - P8D	1.24	1.147	4.440	.000
Pair 91	P8A - P8C	-.40	.699	-1.809	.104
Pair 92	P8B - P8D	-1.60	1.430	-3.539	.006
Pair 93	L8A - L8B	1.40	1.265	3.500	.007
Pair 94	L8C - L8D	1.35	1.222	4.566	.000
Pair 95	L8A - L8C	-.80	.919	-2.753	.022
Pair 96	L8B - L8D	-1.10	1.595	-2.181	.057
Pair 97	C9A - C9B	.80	1.033	2.449	.037
Pair 98	C9C - C9D	1.12	.781	5.899	.000
Pair 99	C9A - C9C	.10	.738	.429	.678
Pair 100	C9B - C9D	.10	1.197	.264	.798
Pair 101	P9A - P9B	1.70	.823	6.530	.000
Pair 102	P9C - P9D	1.65	.862	7.880	.000
Pair 103	P9A - P9C	.70	.675	3.280	.010
Pair 104	P9B - P9D	.40	1.075	1.177	.269
Pair 105	L9A - L9B	1.70	.949	5.667	.000
Pair 106	L9C - L9D	.88	1.364	2.667	.017
Pair 107	L9A - L9C	.60	.699	2.714	.024
Pair 108	L9B - L9D	-.70	1.059	-2.090	.066
Pair 109	C10A - C10B	1.30	.823	4.993	.001
Pair 110	C10C - C10D	1.47	.874	6.934	.000
Pair 111	C10A - C10C	-.10	.316	-1.000	.343
Pair 112	C10B - C10D	-.20	1.398	-.452	.662
Pair 113	P10A - P10B	1.00	.816	3.873	.004
Pair 114	P10C - P10D	1.76	.903	8.054	.000
Pair 115	P10A - P10C	-.70	.823	-2.689	.025
Pair 116	P10B - P10D	.20	1.135	.557	.591
Pair 117	L10A - L10B	1.60	.843	6.000	.000
Pair 118	L10C - L10D	1.56	.892	7.006	.000
Pair 119	L10A - L10C	.00	.471	.000	1.000
Pair 120	L10B - L10D	-.50	.527	-3.000	.015

Notes

* C1A = The mean of Girls Experimental Group's views on the contents of unit 1 in the reading book

** C1B = The mean of Girls Control Group's views on the contents of unit 1 in the reading book

*** C1C = The mean of Boys Experimental Group's views on the contents of unit 1 in the reading book

**** C1D = The mean of Boys Control Group's views on the contents of unit 1 in the reading book

***** P1A = The mean of Girls Experimental Group's views on the class participation of unit 1 in the reading book

****** L1A = The mean of Girls Experimental Group's views on the learning of unit 1 in the reading book

Due to shortage of space, the evaluation sheets T-Test results of other textbooks have not been included and are available on demand.

Appendices 6: Final Results

Appendix 6.1
(T-Test Results of Elementary Level)

Paired Samples Statistics

		Mean	Std. Deviation
Pair 1	*BEC	162.06	33.696
	**BEE	195.31	25.466
Pair 2	***GEC	190.00	35.979
	****GEE	210.33	31.792

Paired Samples Test

		Paired Differences Mean	Std. Deviation	t-value	Sig. (2-tailed)
Pair 1	BEC - BEE	-33.25	50.202	-2.649	.018
Pair 2	GEC - GEE	-20.33	48.415	-1.260	.243

Appendix 6.2
(T-Test Results of Intermediate Levels)

Paired Samples Statistics

		Mean	Std. Deviation
Pair 1	*****BIC	165.79	43.383
	******BIE	187.21	31.703
Pair 2	*******GIC	169.64	29.514
	********GIE	179.00	23.592

Paired Samples Test

		Paired Differences Mean	Std. Deviation	t-value	Sig. (2-tailed)
Pair 1	BIC - BIE	-21.42	46.433	-2.011	.060
Pair 2	GIC - GIE	-9.36	32.048	-.969	.355

Notes

* BEC = Boys Elementary Control
** BEE = Boys Elementary Experimental
*** GEC = Girls Elementary Control
**** GEE = Girls Elementary Experimental
***** BIC = Boys Intermediate Control
****** BIE = Boys Intermediate Experimental
******* GIC = Girls Intermediate Control
******** GIE = Girls Intermediate Experimental