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# **THE CULTURAL DIMENSION OF ENGLISH FOR SPECIFIC PURPOSES**

**BY**

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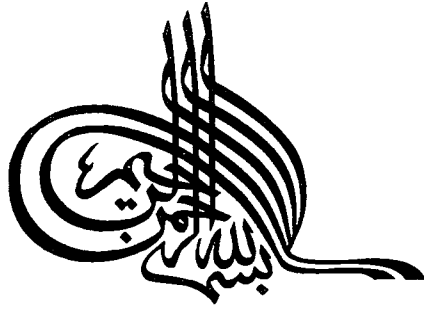
**A THESIS SUBMITTED FOR THE DEGREE OF**  
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**1995**



**12 SEP 1995**



***In The Name of Allah, The Most Merciful, The Most Beneficial***

## **DEDICATION**

To my beloved wife Noura, and to our dear children  
Hazem, Ahmed, Basma, Osama, and Tamara



## **ABSTRACT**

In the variation of English for Occupational Purposes, ESP is usually considered to be culture-free. This thesis investigates, as an example, a vocational ESP program in Saudi Arabia to establish, first, what cultural values might be present in the course materials, and second, how the ESP programme relates to the school system in which workers have been educated.

The study proposes that there is a cultural content even in what appears to be a culture-free ESP program, and that this cultural content is expected to provide the non-native target population learners with values and thinking abilities that are different from those that are in the receiving environment. The study shows how an ESP program can have a Western cultural perspective that provides Western values and thinking abilities and general / basic education.

The thesis consists of six chapters and a general introduction.

The Introduction discusses the significance of ESP, the general view that it is 'culture-free', and the importance of analysing an example ESP program to see if this is the case.

Chapter One presents an account of ESP, its definition, nature, development, and key issues in the field of its syllabus design and significance in its various fields, with focus on the significance of ESP having a common core component.

Chapter Two presents an account of the literature on the concepts of socialisation and culture, its definition, nature, relation with language, learning, and significance in foreign language teaching (FLT), English language teaching (ELT), and specifically in ESP.

Chapter Three introduces Saudi Arabia, with a brief account of its socio-cultural aspects, religion, educational system, and the significance of English language teaching in it. It also has a section about the Arabian American Oil Company (Aramco) which represents the environment of Western cultural learning in the ESP program, namely Vocational English Language Training (VELT).

A third section in the chapter gives a brief account of the historical development of VELT and a description of its structure and of its relationship to the educational system, analysing its role in the education of Saudi workers with a relatively low level of education.

Chapter Four explains the research methodology of content analysis. The rest of the chapter is a content analysis of selected material from the VELT program that shows the explicit behavioural training in VELT which the learners are encouraged to follow on the job.

Chapter Five is an analysis of the general / basic education element and the implicit Western cultural dimension in VELT. It focuses on the VELT process of socialisation into the concepts of 'achievement', 'time', and 'rules', and the thinking abilities of 'planning', and 'logical thinking', which all represent the modern technological world way of thinking in contrast to the traditional local Saudi culture.

Chapter Six presents conclusions of the study and recommendations for occupational ESP syllabus design where a cultural dimension is expected to socialise the learners and increase their adaptation to their job situation. In a more ideological analysis, this section discusses the ways in which ESP surreptitiously imports the values of another culture into a situation when it seems as though the ESP course is 'culture-free'. It also includes some recommendations for further research in the field of culture and ESP.

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## Acknowledgements

Many times I have been asked why I have chosen to write about a language program taught in Aramco in Saudi Arabia. To answer this curiosity, I here admit that my commitment to my work for the Arabian American Oil Company (Aramco) as an English language instructor makes it easy for me to get some insight in the type of work culture that has involved all Aramco employees. It encourages me to explain that my integrative interest in the field as well as the setting and the language program that I taught for five years was all behind this thesis. The experiences that I have gained during my work gave me enough training and knowledge to conduct this research with an inquisitive research-mindedness that Aramco work system has planted in my way of thinking. My great respect is due to all those people and specifically colleagues that I worked with in Aramco and learned much from our shared experiences in the profession of teaching, training, and most significantly, way of handling issues and communicating with others, systems, and professional ideas relevant to the development of rapport with other people in the training field or administration field.

My special gratitude goes to my supervisors in the training organisation from whom I learned a lot of experience, and who for sure, tolerated my need for time to learn and implement their useful ideas. I am proud of having been an ex-Aramco ITC English language teacher for more than nine years, and I hope that this research will be useful for the institution that I respect much for what it has offered me.

My great gratitude to Aramco's system through which I got my professional, linguistic and academic management experiences that made me stand the challenges of the research with all its aspects and complexities. Thanks to Aramco that helped me achieve my objective of researching a Ph.D. topic, that happened to be on a large ESP program designed and implemented in a huge training organisation in the world of industry.

I would particularly like to record my sincere gratitude to the one who was kind enough to give me page-by-page comments on this entire work, Professor Michael Byram, my supervisor, to whom I owe the biggest debt. His wit, intelligence, gentle persistence, and patience with my effort have been a joy. His comments on the drafts on the subtle aspects of culture and language teaching/learning helped in adding new dimensions to the study, and a few more months to the process of revision. I have had the necessary advice from him that clarified the vague concepts, allowing me to add an innovative twist whenever possible. His comments helped in drawing my attention to the fact that research is just a 'drop in the sea of knowledge' that the human thought has produced, and is producing in years to come. I should admit that without his particular interest in the research and his professional guidance, this work would not have appeared.

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## **List of Abbreviations**

|       |                                                 |
|-------|-------------------------------------------------|
| EAP   | English For Academic Purposes                   |
| EFL   | English As A Foreign Language                   |
| ELT   | English Language Teaching                       |
| EOP   | English For Occupational Purposes               |
| ESL   | English As A Second Language                    |
| ESP   | English For Specific Purposes                   |
| EST   | English For Science And Technology              |
| EVP   | English For Vocational Purposes                 |
| FLL   | Foreign Language Learning                       |
| FLSP  | Foreign Language For Specific Purposes          |
| FLT   | Foreign Language Teaching                       |
| GE    | General English                                 |
| ITC   | Industrial Training Centre                      |
| LSP   | Language For Specific Purposes                  |
| PD&ED | Program Development and Evaluation Department   |
| SB    | Student's Book                                  |
| TEFL  | Teaching English As A Foreign Language          |
| TESL  | Teaching English As A Second Language           |
| TESOL | Teaching English To Speakers Of Other Languages |
| VELT  | Vocational English Language Training            |

## **LIST OF FIGURES**

|            |                                         |
|------------|-----------------------------------------|
| Figure 3.1 | Level 'A' Development of Skills in VELT |
| Figure 3.2 | VELT Branching - 1                      |
| Figure 3.3 | VELT Levels Breakdown Chart             |
| Figure 3.4 | Teacher's Guide Sample Sheet            |



## **DECLARATION**

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

# TABLE OF CONTENTS

|                             |      |
|-----------------------------|------|
| DEDICATION .....            | I    |
| ABSTRACT .....              | II   |
| © COPYRIGHT .....           | IV   |
| ACKNOWLEDGEMENTS .....      | V    |
| LIST OF ABBREVIATIONS ..... | VIII |
| LIST OF FIGURES .....       | IX   |
| DECLARATION.....            | X    |
| TABLE OF CONTENTS .....     | XI   |

|                                                       |    |
|-------------------------------------------------------|----|
| <b>INTRODUCTION</b> .....                             | 1  |
| 1. Introduction .....                                 | 1  |
| 2. Methodology: content analysis .....                | 3  |
| 3. Main proposal of the study .....                   | 4  |
| 4. Program designers: insiders and outsiders.....     | 5  |
| 5. The concept of a 'company man' in VELT .....       | 7  |
| 6. VELT: a communicative message to the workers ..... | 11 |
| 7. Definition of 'dimension'.....                     | 14 |
| 8. The significance of the study .....                | 15 |
| 9. The structure of the thesis .....                  | 16 |

## CHAPTER ONE

|                                                                                                      |    |
|------------------------------------------------------------------------------------------------------|----|
| <b>1. ENGLISH FOR SPECIFIC PURPOSES (ESP): AN OVERVIEW</b> .....                                     | 20 |
| 1.1. Introduction .....                                                                              | 20 |
| 1.2. ESP: history and demand.....                                                                    | 20 |
| 1.3. ESP Definition .....                                                                            | 22 |
| 1.3.1. Purpose .....                                                                                 | 22 |
| 1.3.2. Content of the course: .....                                                                  | 24 |
| 1.3.3. Learners' age and 'time' constraint:.....                                                     | 24 |
| 1.3.4. ESP categories .....                                                                          | 25 |
| 1.3.5. The influence of register analysis and discourse analysis .....                               | 26 |
| 1.3.6. General definition of ESP.....                                                                | 28 |
| 1.4. ESP course design.....                                                                          | 29 |
| 1.4.1. Needs analysis approach.....                                                                  | 29 |
| 1.4.2. The learner-centered approach .....                                                           | 31 |
| 1.4.3. The learning-centered approach .....                                                          | 33 |
| 1.5. Needs analysis.....                                                                             | 34 |
| 1.6. Syllabus design .....                                                                           | 38 |
| 1.7. Implementation .....                                                                            | 41 |
| 1.8. Problem areas in ESP.....                                                                       | 42 |
| 1.8.1. Insufficient research .....                                                                   | 42 |
| 1.8.2. Teacher training.....                                                                         | 43 |
| 1.8.3. Sources of confusion in the vast growing literature .....                                     | 44 |
| 1.8.4. Harmful effect of the concept of 'General' or 'Basic" English.....                            | 44 |
| 1.8.5. Need to consider ESP a self-contained system rather than an addendum to General English ..... | 45 |
| 1.8.6. Deficiencies in ESP textbooks.....                                                            | 45 |
| 1.8.7. ESP as ESL and EFL .....                                                                      | 46 |
| 1.8.8. Lack of realistic evaluation procedures .....                                                 | 47 |
| 1.8.9. Problems of administration and status .....                                                   | 47 |
| 1.8.10. Motivation .....                                                                             | 47 |
| 1.8.11. Need for revision: .....                                                                     | 48 |
| 1.8.12. Lack of specialist material .....                                                            | 48 |
| 1.8.13. Conclusion.....                                                                              | 48 |

|                                                                                                   |     |
|---------------------------------------------------------------------------------------------------|-----|
| 1.9. Common core in ESP.....                                                                      | 49  |
| 1.9.1. Introduction .....                                                                         | 49  |
| 1.9.2. Common core vs. learners' needs .....                                                      | 49  |
| 1.9.3. Functions of common core .....                                                             | 50  |
| 1.9.3.1. Unifying relevance to different specializations .....                                    | 51  |
| 1.9.3.2. Preparing learners for real communicative activities .....                               | 51  |
| 1.9.3.3. Common core content: an orientation on company's policy .....                            | 52  |
| 1.9.3.4. Common core and association with study-skills.....                                       | 53  |
| 1.9.3.5. Social acceptance in common core.....                                                    | 53  |
| 1.9.4. Conclusion.....                                                                            | 55  |
| 1.10. General conclusion .....                                                                    | 55  |
| <br><b>CHAPTER TWO</b>                                                                            |     |
| 2. CULTURE AND LANGUAGE TEACHING.....                                                             | 57  |
| 2.1. Introduction .....                                                                           | 57  |
| 2.2. Language, thought and culture.....                                                           | 57  |
| 2.3. Definition of 'culture' .....                                                                | 58  |
| 2.3.1. Culture as social behaviour .....                                                          | 59  |
| 2.3.2. Culture as knowledge .....                                                                 | 59  |
| 2.3.3. Culture as meanings .....                                                                  | 60  |
| 2.3.4. Culture as values and concepts that can be taught/learned .....                            | 61  |
| 2.3.5. Culture as socialisation.....                                                              | 62  |
| 2.3.6. Culture as communication/interaction.....                                                  | 63  |
| 2.3.7. Organisational culture .....                                                               | 64  |
| 2.4. Culture In foreign language teaching/learning (FLT/FLL).....                                 | 66  |
| 2.4.1. Introduction .....                                                                         | 66  |
| 2.4.2. Culture, FLT, and education.....                                                           | 67  |
| 2.4.3. Opposing views to the inclusion of culture in FLT .....                                    | 69  |
| 2.4.4. The psychological dimension of cultural learning: acculturation<br>and local culture ..... | 71  |
| 2.4.5. Summary.....                                                                               | 74  |
| 2.5. Culture in English language teaching (ELT) .....                                             | 75  |
| 2.5.1. Western culture vs. local culture and international culture .....                          | 75  |
| 2.5.2. Culture through ELT as a means of colonisation .....                                       | 78  |
| 2.6. Socialisation: definition and nature of the process .....                                    | 80  |
| 2.6.1. Introduction .....                                                                         | 80  |
| 2.6.2. Definition and nature of the concept .....                                                 | 80  |
| 2.6.3. Language and socialisation.....                                                            | 82  |
| 2.6.4. Work - a third-level socialisation.....                                                    | 83  |
| 2.6.5. Summary.....                                                                               | 87  |
| 2.7. Culture and ESP.....                                                                         | 87  |
| 2.7.1. Introduction .....                                                                         | 87  |
| 2.7.2. Culture in ESP vs. communicative and notional/functional<br>approaches.....                | 90  |
| 2.7.3. Culture In ESP common core .....                                                           | 94  |
| 2.8. Summary .....                                                                                | 95  |
| <br><b>CHAPTER THREE</b>                                                                          |     |
| 3. VELT: A CASE STUDY AND ITS CONTEXT .....                                                       | 98  |
| 3.1. SAUDI ARABIA.....                                                                            | 98  |
| 3.1.1. Introduction .....                                                                         | 98  |
| 3.1.2. Socio-cultural background in Saudi Arabia .....                                            | 98  |
| 3.1.2.1. The family .....                                                                         | 99  |
| 3.1.2.2. Tribe, village and urbanisation .....                                                    | 99  |
| 3.1.2.3. The Western influence in the tribal change.....                                          | 100 |
| 3.1.3. Education .....                                                                            | 101 |
| 3.1.3.1. Structure of the education system .....                                                  | 101 |

|                                                                                                              |     |
|--------------------------------------------------------------------------------------------------------------|-----|
| 3.1.3.2. Educational goals and the role of education in development .....                                    | 102 |
| 3.1.4. English language teaching (ELT) in Saudi Arabia.....                                                  | 105 |
| 3.1.4.1. English and its demand in Saudi Arabia .....                                                        | 105 |
| 3.1.4.2. English in the education system .....                                                               | 107 |
| 3.1.4.3. Attitudes to EFL in Saudi Arabia .....                                                              | 109 |
| 3.1.5. Summary .....                                                                                         | 110 |
| 3.2. ARAMCO - THE ARABIAN AMERICAN OIL COMPANY .....                                                         | 112 |
| 3.2.1. Brief history .....                                                                                   | 112 |
| 3.2.2. Aramco and communal links .....                                                                       | 113 |
| 3.2.3. Aramco's industrial training background .....                                                         | 114 |
| 3.2.4. Conclusion .....                                                                                      | 116 |
| 3.3. VOCATIONAL ENGLISH LANGUAGE TRAINING (VELT)                                                             |     |
| PROGRAM: History and Description.....                                                                        | 118 |
| 3.3.1. Introduction .....                                                                                    | 118 |
| 3.3.2. Historical account of VELT.....                                                                       | 118 |
| 3.3.2.1. The need for VELT .....                                                                             | 118 |
| 3.3.2.2. Needs analysis .....                                                                                | 119 |
| 3.3.2.3. Target population .....                                                                             | 120 |
| 3.3.3. VELT: description of the course.....                                                                  | 121 |
| 3.3.3.1. VELT as a communicative, notional/functional course .....                                           | 121 |
| 3.3.3.2. VELT vs. other English language programs in Aramco .....                                            | 122 |
| 3.3.3.3. Common core and specialist material.....                                                            | 124 |
| 3.3.3.4. Pre-technical and technical English.....                                                            | 124 |
| 3.3.3.5. Teacher's Guide and Student's Book .....                                                            | 128 |
| 3.3.4.. Summary .....                                                                                        | 130 |
| <b>CHAPTER FOUR</b>                                                                                          |     |
| 4. BEHAVIOURAL TRAINING IN VELT.....                                                                         | 132 |
| 4.1. RESEARCH METHODOLOGY: CONTENT ANALYSIS .....                                                            | 132 |
| 4.1.1. Content analysis: nature and definition .....                                                         | 132 |
| 4.1.2. Techniques and procedures in content analysis.....                                                    | 134 |
| 4.1.3. Sampling .....                                                                                        | 135 |
| 4.1.4. Content analysis of VELT .....                                                                        | 136 |
| 4.1.5. Selection / Sampling for analysis.....                                                                | 138 |
| 4.2. BEHAVIOURAL TRAINING IN VELT.....                                                                       | 140 |
| 4.2.1. Being prepared for the world of industrial work .....                                                 | 142 |
| 4.2.1.1. Maintaining personal safety: wearing the correct clothes for the<br>job and lifting correctly ..... | 142 |
| 4.2.1.2. Being punctual.....                                                                                 | 143 |
| 4.2.1.3. Maintaining a clean and safe jobsite .....                                                          | 144 |
| 4.2.1.4. Using tools and machines correctly.....                                                             | 146 |
| 4.2.1.5. Following the correct first aid procedural treatment .....                                          | 148 |
| 4.2.1.6. Checking with the supervisor before leaving the worksite.....                                       | 150 |
| 4.2.1.7. Performing a procedure .....                                                                        | 151 |
| 4.2.1.8. Helping others on the job .....                                                                     | 152 |
| 4.2.2. Being prepared to work in an oil company .....                                                        | 153 |
| 4.2.2.1. Being aware of the dangers of chemicals and gases.....                                              | 153 |
| 4.2.2.2. Reporting accidents .....                                                                           | 154 |
| 4.2.2.3. Contributing to reducing environmental pollution .....                                              | 155 |
| 4.2.2.4. Driving safely and taking precautions in desert driving .....                                       | 157 |
| 4.2.2.5. Using maps and compass directions correctly.....                                                    | 160 |
| 4.2.2.6. Following good fire safety practices.....                                                           | 161 |
| 4.2.3. Being prepared to work for an international company .....                                             | 163 |
| 4.2.3.1. Being aware of the hazards of international land travel .....                                       | 163 |
| 4.2.3.2. Following international air travel procedures and planning for it .....                             | 164 |
| 4.2.4. Summary .....                                                                                         | 166 |

## CHAPTER FIVE

|                                                                                                                                        |     |
|----------------------------------------------------------------------------------------------------------------------------------------|-----|
| 5. THE CULTURAL DIMENSION OF 'VELT' .....                                                                                              | 168 |
| 5.1. Introduction.....                                                                                                                 | 168 |
| 5.2. The GENERAL / BASIC EDUCATION ASPECT OF VELT .....                                                                                | 169 |
| 5.2.1. Introduction .....                                                                                                              | 169 |
| 5.2.2. Learning about history and geography topics.....                                                                                | 170 |
| 5.2.3. Being familiar with the properties of materials and water cycle .....                                                           | 171 |
| 5.2.4. Learning mathematical operations and solving problems.....                                                                      | 172 |
| 5.2.5. Learning about the operation of machines.....                                                                                   | 174 |
| 5.2.6. Learning about the natural resources of Saudi Arabia.....                                                                       | 174 |
| 5.2.7. Summary.....                                                                                                                    | 174 |
| 5.3. THE VALUES .....                                                                                                                  | 175 |
| 5.3.1. THE CONCEPT OF 'ACHIEVEMENT'.....                                                                                               | 175 |
| 5.3.1.1. Introduction .....                                                                                                            | 175 |
| 5.3.1.2. Motivation and achievement: an American value system.....                                                                     | 177 |
| 5.3.1.2.1. Achievement and challenge in the American culture .....                                                                     | 177 |
| 5.3.1.2.2. American achievement: a standard of excellence for self-<br>satisfaction.....                                               | 179 |
| 5.3.1.2.3. Personal achievement and self-reliance.....                                                                                 | 180 |
| 5.3.1.2.4. Achievement and commitment to work.....                                                                                     | 182 |
| 5.3.1.3. Achievement and challenge in Aramco .....                                                                                     | 183 |
| 5.3.1.4. Motivation and achievement in VELT: the introduction of an American<br>value system in the Saudi context.....                 | 185 |
| 5.3.1.4.1. Planning and achievement within Aramco and its drive for<br>efficiency linked with the concept of enjoyment and reward..... | 186 |
| 5.3.1.4.1.1. Challenge, enjoyment and reward in achievement .....                                                                      | 186 |
| 5.3.1.4.1.2. Time planning for achievement.....                                                                                        | 189 |
| 5.3.1.4.1.3. Achievement and ability, effort, and task.....                                                                            | 190 |
| 5.3.1.4.1.4. Achievement and commitment to work.....                                                                                   | 192 |
| 5.3.1.4.2. Achievement in future-orientation and planning.....                                                                         | 193 |
| 5.3.1.5. Summary .....                                                                                                                 | 198 |
| 5.3.2. THE CONCEPT OF 'TIME' .....                                                                                                     | 199 |
| 5.3.2.1. Introduction .....                                                                                                            | 199 |
| 5.3.2.2. 'Time' in Saudi Arabia.....                                                                                                   | 201 |
| 5.3.2.3. The concept of 'time': an American value system.....                                                                          | 203 |
| 5.3.2.3.1. 'Time is money'.....                                                                                                        | 203 |
| 5.3.2.3.2. 'Time utilisation': an organising and control system.....                                                                   | 204 |
| 5.3.2.3.3. Time and urgency .....                                                                                                      | 206 |
| 5.3.2.4. Time in VELT: an American value system introduced in the Saudi<br>context .....                                               | 207 |
| 5.3.2.4.1. Time: a frame of work in VELT.....                                                                                          | 207 |
| 5.3.2.4.2. Time utilisation and productivity VELT .....                                                                                | 210 |
| 5.3.2.4.3. Time: an organising and control system in VELT.....                                                                         | 212 |
| 5.3.2.4.4. Time, old age and enjoyment .....                                                                                           | 215 |
| 5.3.2.5. Summary .....                                                                                                                 | 217 |
| 5.3.3. THE CONCEPT OF 'RULES' .....                                                                                                    | 218 |
| 5.3.3.1. Introduction .....                                                                                                            | 218 |
| 5.3.3.2. 'Rules': a Western value system.....                                                                                          | 219 |
| 5.3.3.2.1. Rules as a system of control of behaviour.....                                                                              | 219 |
| 5.3.3.2.2. Rules and legitimation at work.....                                                                                         | 220 |
| 5.3.3.2.3. Rules as an expression of power of the company.....                                                                         | 220 |
| 5.3.3.3. Rules in VELT: the introduction of a Western value system in the<br>Saudi context .....                                       | 224 |
| 5.3.3.3.1. Rules as a control system in VELT .....                                                                                     | 224 |
| 5.3.3.3.2. Legitimation of workers' behaviour in the areas of safety and<br>maintenance.....                                           | 228 |
| 5.3.3.3.3. Rules and the power of the company in VELT .....                                                                            | 232 |

|                                                                                             |     |
|---------------------------------------------------------------------------------------------|-----|
| 5.3.3.3.4. The ideological indoctrination of work in Aramco .....                           | 236 |
| 5.3.3.4. Summary .....                                                                      | 238 |
| 5.4. THE THINKING ABILITIES .....                                                           | 240 |
| 5.4.1. THE THINKING ABILITY OF 'PLANNING' .....                                             | 240 |
| 5.4.1.1. Introduction and definition of the concept .....                                   | 240 |
| 5.4.1.2. Planning: a thinking ability and practice in the West .....                        | 241 |
| 5.4.1.2.1. Planning as a time-organising system .....                                       | 242 |
| 5.4.1.2.2. Planning as future orientation .....                                             | 243 |
| 5.4.1.2.3. Planning as a policy and identity .....                                          | 245 |
| 5.4.1.2.4. Planning, loyalty and commitment .....                                           | 246 |
| 5.4.1.3. Planning in VELT: a Western thinking ability introduced in the Saudi context ..... | 247 |
| 5.4.1.3.1. Planning as a time organising system in VELT .....                               | 248 |
| 5.4.1.3.2. Planning as future orientation in VELT .....                                     | 250 |
| 5.4.1.3.3. Planning for transitional time .....                                             | 252 |
| 5.4.1.3.4. Loyalty and commitment to work in VELT: planning for a life-time career .....    | 255 |
| 5.4.1.3.5. Planning for travel in VELT: a comprehensive view of one's .....                 |     |
| 5.4.1.3.6. Planning for safety .....                                                        | 259 |
| 5.4.1.4. Summary .....                                                                      | 262 |
| 5.4.2. THE 'LOGICAL THINKING' ABILITY .....                                                 | 263 |
| 5.4.2.1. Introduction and definition of logic .....                                         | 263 |
| 5.4.2.2. The origin of logical thinking: a Western value .....                              | 264 |
| 5.4.2.3. Logical thinking .....                                                             | 265 |
| 5.4.2.3.1. Reasoning .....                                                                  | 265 |
| 5.4.2.3.2. Problem solving .....                                                            | 270 |
| 5.4.2.3.3. Analysing and synthesising .....                                                 | 273 |
| 5.4.2.4. The importance of logical thinking in Aramco .....                                 | 274 |
| 5.4.2.5. Logical thinking in VELT .....                                                     | 276 |
| 5.4.2.5.1. Reasoning in VELT .....                                                          | 276 |
| 5.4.2.5.2. Problem solving and cause and effect in VELT .....                               | 280 |
| 5.4.2.5.3. Analysing and synthesising in VELT .....                                         | 287 |
| 5.4.2.6. Summary .....                                                                      | 289 |
| <b>CHAPTER SIX</b>                                                                          |     |
| 6. CONCLUSIONS AND RECOMMENDATIONS .....                                                    | 291 |
| 6.1. CONCLUSIONS .....                                                                      | 291 |
| 6.1.1. Introduction .....                                                                   | 291 |
| 6.1.2. Summary of the study .....                                                           | 291 |
| 6.1.3. Findings of the study .....                                                          | 298 |
| 6.1.3.1. Findings related to the general relationship between Culture and ESP .....         | 298 |
| 6.1.3.2. Findings related to the structure of ESP .....                                     | 302 |
| 6.1.3.3. Findings related to socialisation and education in ESP .....                       | 306 |
| 6.1.3.4. Findings related to general education in occupational environments .....           | 307 |
| 6.1.3.5. Findings related to organisational culture in ESP .....                            | 308 |
| 6.1.3.6. English training in Aramco .....                                                   | 310 |
| 6.1.3.7. Findings related to language teachers .....                                        | 313 |
| 6.2. RECOMMENDATIONS .....                                                                  | 314 |
| <b>BIBLIOGRAPHY</b> .....                                                                   | 319 |
| <b>APPENDICES</b>                                                                           |     |
| APPENDIX - A: TERMINAL AND MAJOR GOALS AND OBJECTIVES FOR THE VELT PROGRAM .....            | 345 |
| APPENDIX - B: TEACHING MATERIAL FROM 'VELT' .....                                           | 356 |

# **INTRODUCTION**

# INTRODUCTION

## 1. Introduction

The research investigates general issues in the field of language teaching in general and English for specific purposes (ESP) in particular. It is an attempt to reach a deeper understanding of the cultural dimension in ESP programs that relate to organisations. Organisational cultures have become a distinctive feature of foreign language for specific purposes (FLSP) due to the spread of large companies in the world. And because English has become the most important language of communication among these companies, as well as the language of communication inside the companies, language programs are mostly related to English as an international language rather than any other languages.

The research is an investigation of the general and specific relationship of culture and English for specific purposes (ESP). The general relationship between culture and ESP considers ESP as an approach to English language teaching (ELT) that has all the characteristics of ELT in general. This comes in the context of studying the close relationship between language and culture, where it has been argued by many (Seelye (1986), Damen (1987), Hofstede (1991), Fairclough (1992), Sonn (1994), Marcus & Slansky (1994), Hyde, (1994)) that language has the cultural dimension of its original country. The result of the argument is summed up in Fairclough's emphatic statement, cited by Hyde (1994):

"Language use reflects culture and it is impossible to disassociate the two in any real sense (Fairclough, 1992:6)" (Hyde, 1994:295).

The concept of dimension will be defined later in this section. Treuba (1991) labels culture as 'cultural phenomena' that include values, beliefs, meanings, principles, feelings, and way of thinking of the world.

"Values, world view, meanings of behaviour, and other similar phenomena argue strongly for the social construction of cultural phenomena..." (Treuba, 1991:279).





Hofstede (1991) defines culture as the 'collective programming of the mind', that distinguishes members of a group from another, as will be explained in Chapter Two.

The specific relationship of culture and ESP lies in its being an approach to ELT that carries extra specific characteristics that distinguish it from the general ELT approach, mainly in terms of specific purpose for the learning/teaching process, subject matter, lexis, and target population.

Vocational English language training is an approach for training learners for specific skills they will need on the job. Vocational ESP programs appear to be culture-free because they refer only to the workplace, and not to the country of origin of the language. However, considering the fact that every bit of language carries meanings and implications that may influence the learners' values and way of thinking, the research investigates the content and implications of ESP material in industrial context. It tries to see how far ESP inevitably has a cultural dimension whether you want it to or not, in particular how an ESP program written by people from the West, even when it is written specifically for the Arab world, for Saudi Arabia in particular, has a Western cultural dimension whether you like it or not. It also tries to investigate the general education element for the workers, bearing in mind that the workers enter company jobs with a low level of education or no education at all.

To sum up the hypothesis, we can write the research points as follows:

1. ESP must have culture content as it cannot be culture-free.
2. An ESP program written by Western writers for 'Eastern' learners introduces Western values in the form of cultural concepts.
3. VELT, an example ESP program, introduces American values to Saudi learners, a target population who are originally with little education.

4. VELT introduces American 'business' (Aramco) values to Saudi learners/employees for them to adapt to its organisational culture.
5. ESP, and VELT as a representative program, can carry the responsibility of providing general education to poorly educated ESP learners.

## **2. Methodology: content analysis**

The cultural dimension will be investigated through the content analysis of selected parts of the 'common core' material of a special case ESP program, Vocational English Language Training (VELT) program, sponsored by the Arabian American Oil Company (Aramco) and specifically designed for its Saudi national new hire workers (trainees) in Saudi Arabia to become gas operators, oil operators, electricians, heavy equipment mechanics, instrumentmen, etc.. The VELT program represents the large ESP programs that appeared in the flourishing time of ESP in the late 70s and 80s. VELT will be introduced in more detail in Chapter Three. The study of the VELT material will serve as a support for the study argument. The analysis involves parts of the common core component of the program where the cultural dimension appears to be included.

The content analysis of the VELT program will be 'critical analysis'. 'Critical' will be used in the special sense of aiming at clarifying the hidden cultural values, beliefs, meanings and implications which the ESP language has and the industrial ideology it tries to transmit to the industrial trainees in the stage of company socialisation. The thesis is an attempt to produce a reading of the messages implied in the ESP material to trainees, trying to look at it at two levels of reading: the explicit surface level of company behavioural training and the abstract level of implicit Western cultural dimension. By completing the explicit and implicit analysis of the textbook cultural content, an overall image of the cultural dimension will have been described

The methodology of using content analysis will be explained in detail in Chapter Four.

### **3. Main proposal of the study**

The main proposal of the study is that English training in an industrial environment can be the first stage of socialisation into an industrial company, and it is both technical and general education, and, therefore, different from other kinds of training that focus on hand-craft skills. This implies that English training cannot just be pure skill training in technical issues but it may have a general educational role as well. For many employees/workers, this is the first general education they have had, or another step in that direction. In the case of the VELT trainees of Aramco, some of them had no schooling at all whereas others had schooling from one year to twelve years, although originally the program was designed for a target population that has got a minimum of six years of schooling. This issue of target population characteristics will be clarified in Chapter Three.

The socialisation process that is argued in the thesis is related to the company cultural dimension which is included in an ESP program, taking VELT as the example. A company socialisation program aims at enriching the trainees' cultural competence with new cultural load that relates to building up a company man's personality that drives the work in the company, and enables them to adjust to the new technological environment they are to work in. According to Wallace (1988), cultural competence is

"a very complex package of beliefs, knowledge, feelings, attitudes and behaviour" (Wallace, 1988:33, cited in Alptekin, 1993:137).

Furthermore, the research will be arguing that there is a Western cultural dimension in VELT, which is part of the general education content in the material. The Western part of the company socialisation and general education in VELT

comes from the fact that the program designers are American and British native speakers.

#### **4. Program designers: insiders and outsiders**

The study aims at clarifying the significance of having language program designers from outside or inside the company. This will give insight into the inclusion of Western cultural load in ESP for non-native learners when the program is designed by native speakers.

The needs analysis for the VELT program was conducted by the American International (AI) team. The team of teachers were helped by the academic experts from Aramco. However, the AI team members were those who decided what to include in consultation with the Aramco academic body in charge of training. The perception of learners' needs is usually based on understanding the whole learning situation, target population criteria and their needs, purpose of ESP, and the role of the language needed. The designers studied the learning situation carefully and determined their objectives some of which are explicitly stated but the cultural ones are implicit.

A group from inside the company, could have done the needs analysis successfully, but Aramco signed a contract with a highly specialised team from outside the company. Robinson (1991) argues:

"... an outsider will bring a fresh pair of eyes to a situation and may be able to make an impartial assessment of what is required. However, an outsider may also bring alien cultural perceptions and may hold rather different views on teaching and learning from the institution under analysis" (Robinson, 1991:10-11).

This statement implies that the VELT designers, who also conducted the needs analysis, may have thought of including some cultural input of Western origin

as well as local origin. Even if they did not think about that directly and did not state that explicitly, they might have included it implicitly.

However, this should not indicate that if those who conduct a needs analysis or design a program are from inside the institution, there will not be cultural content. Many of these insiders might not be from the same country. Speaking about designing a course for university students, Robinson says that even though designers

"may be familiar with the cultural norms and educational traditions of the country, they are still outsiders as regards the disciplinary cultures of the various university departments, being trained (most usually) in literature or applied linguistics not in the natural sciences" (Robinson, 1991:11).

Robinson argues that designers' specialised background is important in determining the understanding of the needed academic cultural content relevant to disciplines based on that their background and the required cultural content may be different. This makes them outsiders although they belong to the same country of the language. On the other hand many of the teachers who actually work on designing language courses in foreign settings (in the Middle East, for instance) may not necessarily be from the same country, and there must be some cultural input from their cultural way of thinking, patterns of life and conceptual values, whatever degree of understanding they have of the target learning situation.

This relates to the situation of the VELT program in Aramco. Even if the Program Development and Evaluation Department (PD&ED) had developed VELT without the help of the AI team, the same thing might have happened, as most of those who work in that department are American, British, and other foreigners. They might have included a lot of the patterns of their thinking as representatives of foreign cultures.

## **5. The concept of a 'company man' in VELT**

The expression 'a company man' has been used by many Aramco employees that have been working for Aramco for a long time. I started to work for Aramco in June 1978. From that time, I started to hear this expression from my principal in the training centre and other teachers who, by that time knew the Aramco system and mentality of people implementing the system. They said it is important for an employee who is planning to continue with Aramco for a long time to be a company man. When I asked what that expression means, they explained that 'a company man' is an employee who is willing to sacrifice all his time for Aramco. The employee who works hard during the specified work time and also works after time and may work late at night trying to finish tasks earlier can be called 'a company man'. My principal used to work many hours at night trying to finish reports evaluations, budgets, schedules, etc. I was close to him, and he used to repeat to me, "If you want to get a good evaluation, you have to be a company man, you have to work late to prove that. Forget about your family because you are here only for Aramco, and others are secondary to Aramco work". Sometimes my principal worked up to one o'clock in the morning when he could have gone home at 4 o'clock in the afternoon, like many others. Other principals were hard-workers as well but few of them worked late at night. According to the Aramco standards, they were very good Aramco employees, but not necessarily company men.

This concept has been used loosely but mainly in the context of some one who works hard, works late at night, always working in the office, does not waste time, is cost-conscious, safety-conscious, always urging other employees to sacrifice, and cares for nothing and no one more than Aramco.

I have never read this expression with its implications in any document. Aramco employees, though not necessarily all of them, say it in the context

mentioned above. However, I doubt if all employees know this expression. It is not necessary that every employee knows it. It is not necessary that every one has met a company man, either. Real company men are few, but in every department, there must be many employees in different capacities who are trying to become company men the way they think it would make them distinctive.

The concept may have been spread by Aramco in a planned way. However, it may have stemmed from a general atmosphere that may be available in institutions or organisations anywhere in the world, implying that someone who works hard, works late after work, sacrifices his time, can be distinctive in his capacity among his fellow employees; he will be respected more and given higher positions and heavier responsibilities which move him up to the 'boss' grade.

In addition, a company man is supposed to be knowledgeable in his field and able to penetrate to the requirements of the Aramco operations and way of thinking as well as way of handling issues. Patience, logical systematic thinking, obedience to the system, initiative-taking, caring for Aramco, and reasonable behaviour are other characteristics a company man has to have in his personality. The company may use different ways to achieve this, in addition to the instructions given to the supervisors that they should try to develop 'company men' in terms of loyalty to Aramco and commitment to work, the work system and work site. VELT is one of the programs used for development orientations. The main target of the development orientations in the company is the Saudis. There is a department called the Saudi Development Department which follows up on developing trainees and old workers using comprehensive plans for all Saudi workers from the time they entered the company up to the final development where they could be most useful.

Analysing the common core material of VELT, I had in mind the idea of discussing the real image of Aramco that the program aims at providing the newly

hired trainees with in order to influence them and inject them with a new social identity, 'Aramco company man'. There is a purpose beyond the learning material: making the trainees understand the company atmosphere. Developing this cultural understanding through a language program can be successful if there is another objective in learning the language, like in the case of the Aramco trainees. They need to learn English for the job and for promotion. Furthermore, the trainees understand that by knowing English, they can handle various situations in the company and that makes them better than some older employees who do not necessarily know as much English.

The second image that I hope the common core material will show is that of the western culture injected in the program whether deliberately or not. Western cultural issues injected in the program are related to technological development and the way of thinking about the world which is needed by employees of a huge industrial company such as Aramco. Originally, Aramco was a western company operating on western systems. This is why the company employees, whether workers, administrators, or engineers need to be familiar with the system of thought, the mechanism of company operations and the way of handling situations on the job. That all ends up with better communication on the job and inside the company.

"Communication is not just a question of learning the language instead of studying it, but also of an integrated learning of language and culture" (Byram, 1993:13).

For the case that is studied here, culture is the 'company culture'. Someone learning the French language and culture is supposed to communicate like a Frenchman, and Aramco trainees are learning the language of the company, and they are supposed to communicate like 'company men'.

The communicative approach used in the program helps in selecting what the company requires in terms of language skills and functions, through suitable contexts related to the job, the company and the way of thinking governing it. These contexts



show how the functions and notions of the language can be used most effectively bearing in mind the actual needs of jobs and socio-cultural needs in Aramco.

Byram (1993) emphasises that through understanding

"communication across cultural boundaries, the underlying concept of culture is that it is knowledge shared within a social group, 'the form of things that people have in mind, their models of perceiving, relating and otherwise interpreting them' (Goodenough, 1964:36). It is not subjective knowledge specific to individuals but knowledge which is objective and in the world because it is common to all in the social group. It is 'an historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in a symbolic form by means of which men communicate, perpetuate and develop their knowledge about and attitudes towards life' (Geertz, 1975:89)" (Byram, 1993:15).

These ideas can be formulated in another way to suit the Aramco trainees' situation. The company cultural concepts presented in the VELT program are actually shared by company men and have to be shared with new hires to adapt to their new job situations and then to be able to act and think like company men. It is a type of knowledge which is company specific and this is common to all workers and other employees in the company social group. The company culture can help everybody communicate through common concepts and acts through which they can also develop an appropriate attitude toward the job, the company, the way of thinking in the company, and life in general.

Working for a company is similar to living in a new country. The communicative understanding of the system of the company is similar to the communicative understanding of new country's culture. The end result in Aramco trainees' case is becoming 'company men'. However, becoming a 'company man', does not mean a complete change or switching from one culture to another, or from one way of thinking to another. The change is an adaptation to the degree that is required by the company.

## **6. VELT: a communicative message to the workers**

Aramco ESP program aims at involving a large number of trainees that are supposed to communicate among each other. This requires a unified system of communication that everybody understands. This system of communication has two aspects, the cultural aspect and the linguistic one. Both aspects are directed towards creating greater understanding among the future company active workers, and at the same time, between this group and the present company employees that are going to have some relations with them. This understanding among company workers is a must for the harmony required in an oil company to fulfil successful operations. They should not forget that they will be working in a multi-national group of company work community members who have to work in the company work atmosphere. Some of these employees come from the heart of the modern technological world culture, such as Americans, British, Canadians, and other Europeans, whereas others yet come from cultures that differ from both the Western and Islamic. However, they all have to adapt to fit in the range of modern technological world culture. But Saudis are those who have to be the permanent workers and participants in their country, whereas others will leave at any time they choose or when their contract is terminated. Therefore, Saudis have to be the most adaptable to the new offered modern world culture.

Self-confidence is one of the general educational objectives that the trainees need. They are mostly uneducated or poorly educated; therefore, they lack self-confidence as they enter such a challenging training program that has many phases and influences on their lives as future workers as well as individuals who have to adapt and live in the new world oil industry. At the same time, they come from the poor social class of the Saudi society in the Eastern Province where the oil wells are.

Aramco is originally American. Its system of administration, work, regulations, rules, and even the technological industrial systems (machines and operations) come from the West (American). It has been established with all this package (technical, industrial, and cultural) in addition to English as the main language of communication which expresses all the aspects of the package in theory and practice.

Most workers are Saudis, who come from a different environment. Their culture is mostly different from the Western culture that, as said above, provides for the company's system of work and the way of thinking in the company. These workers have to be socialised into the company system to enable them to function well in the industrial environment. Because they are not educated, or low educated, they need some general education that will also help them in their job. The general education element which the company provides does not necessarily go along with all the major aims of the Saudi educational system focusing on the teachings of Islam, because that is, however, irrelevant to the company context, as an industrial company first, and an American company second.

All these issues of Western culture, company socialisation, and general education overlap. However, the main focus is the company and worker. The medium that is planned to connect these two focuses is an ESP language program (VELT) which provides for both. The language dimension carries the cultural dimension and makes the essential link between the company with its system and way of thinking on one side, and the worker with his job needs, local culture, and system of thinking in addition to the need to adapt all this to his new situation as an industrial worker.

By injecting the VELT program with Western cultural content, the company tries to create the necessary adjustment in the trainees to serve the company's interests which are focused on preparing well-developed company men who can cope

with the technological environment they have been brought into. The company has to try to help the trainees establish a meaningful set of cultural values and attitudes in them that make the company environment a meaningful and familiar place to them. The company tries to shift the trainees from being the "passive recipients" (Kramsch, 1993:24) to becoming 'active participants' in the target culture of the company and the modern technological world. They have to learn and act.

They learn something from every lesson they study, linguistic and/or cultural, although culture is not mentioned in the aims. What they learn will positively bring them a degree nearer to the actual adaptation to the company culture. At the same time, their new knowledge will help the trainees to avoid situations when their failure to adapt to the company culture may create misunderstanding or trouble with their supervisors and company rules. Their knowledge has to develop them and their behaviour has to show a great change and adjustment to the status quo in the company society.

The trainees

"are given the key to interpret phenomena in the target culture" (Kramsch, 1993:24).

They have to understand that the new things that they learn are becoming part of the Saudi culture, their culture, as Saudi Arabia is becoming a modern technological country having a highly technological company.

Although Aramco is originally an American company, it combines the American system and Saudi Arab requirements on the job. It also takes into consideration the religious rules, the Arab traditions, Saudi values and interests that go along with the company rules. Saudi trainees do not expect to find things which are totally alien to their culture and religion.

## **7. Definition of 'dimension'**

Hofstede (1991) talks about four levels of dimension and then defines the word 'dimension' in one clear statement. This definition applies to the concept of dimension used in the research.

"A dimension is an aspect of a culture that can be measured relative to other cultures" (Hofstede, 1991:14).

It can be added that a dimension has to be clear to those who try to understand it. It can be defined in terms of meanings and behaviour and feelings. In this research, a dimension can be described linguistically, and it can be recognised and learned as a cultural feature which is distinguished from others.

Hofstede (1991) elaborates on his definition of the word 'dimension' directing the definition towards a wider perspective:

"A dimension groups together a number of phenomena in a society which were empirically found to occur in combination even if at first sight there does not always seem to be a logical necessity for their going together" (Hofstede, 1991:14).

The cultural dimension in VELT groups a number of phenomena that occur in one combination and that the trainees have to acquire as a whole. There is a logical necessity for these phenomena to go together. The values of 'achievement', 'time', 'rules', 'planning', and 'logical thinking' in VELT are necessary and logical to be grouped and combined together to complete the picture of the individual working for an industrial company in a growing modernised country. This is presented within industrial contexts, such as safety on the job and at home, health care, pollution, etc. An ESP program will have to provide for this logical combination and grouping of such aspects showing the rationale behind that.

## 8. The significance of the study

The significance of the study relates to two important issues in ESP in particular and language teaching in general. This study tries to investigate the relationship between ESP and culture, which is denied strongly by some educators. Jones (1988) believes that ESP is culture free, therefore he says that

"... a language can also be taught in isolation from its cultural background, examples are ... a language taught for special purposes (e.g. German for Chemistry students), or Esperanto which has no cultural background. ... English as a lingua franca" (Jones, 1988:35).

Robinson (1991) discusses ESP in terms of business English and recommends that

"more consideration needs to be given than to present to cultural aspects of business communication. ... Currently, too much attention is focused on the business practices of Western Europe and the USA, any cross-cultural adjustment being made in the direction of the West" (Robinson, 1991:98).

Based on the results, this relationship will be clarified and ESP can have a confirmed status as a medium of conveying Western cultural content and general education as well as language training skills. The research will come up with results that help in the conclusion whether ESP can or should have a cultural dimension or whether it can be culture-free.

The second significance lies in the research being related to the world of industry. The world of industry over the whole world needs language training and a cultural program that helps the employees adapt to the company culture that is supposed to help unify the cultural language of communication inside the company. This is essential, bearing in mind that most companies' work force nowadays, especially in countries other than the industrial Western countries, is multinational and multicultural. Therefore, industrial companies can start explicitly including cultural content in their ESP programs for the purpose of creating a cultural identity for their company men. Their cultural identity can be the company cultural identity that Hofstede (1991) calls organisational culture, as explained at the beginning of the introduction.

The third significance of the study concerns the industrial world as well. The results will clarify whether ESP can only introduce the trainees to their task in that world or whether it has a general education purpose, particularly in the case of ESP courses where the trainees' starting point is low in education. This may not apply to target populations who have a high level of education like airline pilots, scientists, or medical doctors, for example. There may be less general education and more technical training as far as the needs analysis can show.

The study will emphasise the objectives of language teaching programs carrying a heavy specific cultural load which is essential to help learners learn a foreign language successfully based on the fact that language programs can have a double-sided objective: language and culture.

## **9. The structure of the thesis**

The thesis will have the following structure:

**Chapter One** is a survey of the literature about ESP definition, nature, development, syllabus design, position in the field of FLT and ELT, and its relationship with the other approaches to language teaching. This chapter handles current views of key issues in ESP, namely ESP and general English, common core in ESP, common core and general English, and ESP in industrial situations. The gist of the position is that ESP has characteristics that distinguish it from other language teaching approaches. These characteristics will be clarified in the discussion all through the overview. Problems and worries of ESP will be discussed, highlighting the need to give more attention to the functions of common core and the ability of ESP to carry aspects of general education and a Western cultural dimension, and provide for general education like general English. The relationship between culture and ESP in the literature will be discussed in chapter Two.

**Chapter Two** presents a review of the literature about culture, various definitions of culture, its nature, and different views of the relationship of culture and language, culture and language education, culture and FLT, culture and ELT, and finally culture and ESP. It also handles the notion of socialisation in general and company socialisation in industrial environments in particular. The essential point in this chapter is that culture and language are closely linked as language can be the carrier of culture. Furthermore, ESP which seems to be culture-free, can have a cultural dimension as well as a general education purpose that confirms the company culture and educational objective. The concept of socialisation is therefore a means of describing the function of the cultural dimension in ESP - as a means of enabling learners to become part of a socio-cultural community, in this case of the Aramco community.

**Chapter Three** is about Saudi Arabia as the country of the special case in study, with some overview of the educational system. The status of English language teaching in Saudi Arabia will be presented in the framework of modernisation of the country and the need for the language in the age of industry and industrial development of resources and the need for an international language of communication. In this section, the attitude toward English and Western culture will be explained, considering the Saudi local Islamic / Arabic cultural values. However, the framework within which English is needed in the Saudi community as well will be clarified.

Another section in this chapter will put the Arabian American Oil Company (Aramco) in focus as the Western environment for vocational education and cultural learning, with a focus on the English learning for vocational purposes. However, a brief account of ELT programs in the framework of ELT operations in Aramco can shed light on the role of Aramco in modernising, Westernising, and acculturating the



Saudi workers in the professional Western value system of work in the industrial environment through English training.

A third section presents a brief account of the Vocational English Language Training (VELT) program as an ESP program in terms of its historical background and then its description as a language and cultural program. There will be a discussion of the major characteristics of its syllabus design as a notional/functional course with a purely communicative approach to language teaching, as well as being closely job-oriented in terms of linguistic and communicative skills.

**Chapter Four** is the first analysis of the specific example of VELT. The research methodology of content analysis is explained. It is explained that the survey covers a number of lessons of VELT common core, explaining the significance of this method as a suitable one to study the cultural dimension in textbooks. The content analysis is based on surveying the VELT material from level 1 to level 4, looking into it for relevant examples of what the company wants the trainees to do at work and how to behave in certain situations, such as when there is an emergency case or accident. The chapter also presents the behavioural training required of the new workers in order to adapt to the job requirements in the company. This aspect is presented in the form of three types of behaviour: being prepared to work for an industrial company, being prepared to work for an oil company, and being prepared to work for an international company. However, these behaviours will be considered later in Chapter Five as they will convey messages at a more abstract level of interpretation which carries a more abstract level of organisational culture and general education.

**Chapter Five** presents three aspects of VELT as an ESP program: cultural values, thinking abilities, and provision for general education. The cultural values

and thinking abilities are presented as a Western cultural dimension of an industrial company that relates to the modern world of technology. These are the concepts of achievement, time, rules, planning, and logical thinking. These concepts are related to the requirements of the Western model of running large organisations, personal development of the individual in his normal life, as well as the needs of the Saudi workers that come from a different culture, with a low level of education. The analysis demonstrates the above concepts explicitly and implicitly expressed in the ESP VELT material to train the Saudi workers to act in the company in the light of the new values as part of an essential company socialisation.

**Chapter Six** will carry the conclusions and recommendations of the study. This chapter will present the summaries of the conclusions of the five chapters showing them in order of significance and priority. The recommendations will focus on the syllabus design of ESP carrying a cultural focus especially when cases necessitate such a dimension for company socialisation and general education. A major recommendation will be concerned with the structure of ESP programs with two components: a common core component and specialist material component.

# **CHAPTER ONE**

## **ENGLISH FOR SPECIFIC PURPOSES (ESP): AN OVERVIEW**

# **1. ENGLISH FOR SPECIFIC PURPOSES (ESP): AN OVERVIEW**

## **1.1. Introduction**

The purpose of this part of the research is to present an overview of ESP as a developing, popular field of ELT and try to analyse some of the various points of view that contributed to a better survey of the range of variables in this concept. ESP is considered one of the major innovations in the field of second language teaching (Riddell, 1991:73). ESP should not be considered separate from the general development of ELT, as it is part of it and using areas that belong to other fields of ELT. This is why many areas are going to be tackled from different sides to clarify the special relationship between them and the unisolated ESP field.

A full view of its definition elements is necessary to shed light on its fields and categories. ESP theoretical framework includes its various stages in terms of: needs analysis, syllabus design, materials production, methodology, implementation, and evaluation. The problem areas in ESP will show the limitations that hold back ESP in its stages. Finally, the status of common core in ESP is considered in the light of its functions in ESP.

## **1.2. ESP: history and demand**

ESP is still a new area in the field of teaching if we consider it in the context of the long age of teaching languages. ESP and English for Science and Technology (EST) are terms that have been used loosely to mean the same thing although EST is just an area of ESP (Kennedy & Bolitho, 1984:6). However, the issue of using EST and ESP interchangeably, might be due to the actual start of ESP with EST. ESP researchers mention different dates for the start point of the great concern with this field.

The first real mention of ESP as something stable in the field of language teaching belongs to 1962 (Swales, 1985:x). According to Robinson (1980:5), Perren (1969), reports that the first conference on language for special purposes was held in 1969 as something new in the field of teaching languages. Mackay (1975) mentions that ESP started to appear in "the last ten years" (i.e. before 1975).

Stevens (1978a:190-191) suggests language courses of type 'German for Science Students' and 'traveller's language course' as the first form of Special-Purpose Language Teaching (SP-LT), but he does not give specific dates. Robinson (1983:160) mentions textbooks that date back to 1962 (Kelly), 1965 (Herbert), 1964 (Mackin), 1969 (Ewer and Latorre), and even 1957 (Flood).

The growth of international business relationships and establishing of multinational companies and agencies created a strong demand for foreign business language courses the purpose of which was to enable target learners to negotiate, discuss contracts, communicate by letters and promote sales of products in the target foreign language (Stevens, 1978a:191). As a result of the development in the field of science and technology, the same applies to EST which was required for scientists and university science students in all branches to understand the language used in science books. For political, commercial, and economic reasons, English was accepted as the most prominent and powerful language to be the international language for business, politics, technology, and science.

Another factor that helped in the emergence of ESP was the development in the field of linguistics which has experienced many changes in the theories of language learning. That development guided the linguists to look at languages as

"not only a set of grammatical structures but also a set of functions"  
(Kennedy and Bolitho, 1984:2).

The Threshold Level English published by the Council of Europe in 1975 gave greater weight to and spread the communicative approach that ESP has been attached to for long. Language started to be looked at as a set of notions and functions used for communication. The focus on 'learner-centered education' and learners' needs (Stevens, 1978a) was another factor that helped in the development of ESP.

### **1.3. ESP Definition**

#### **1.3.1. Purpose**

The concept of purpose in ESP brings up some issues such as 'special or 'specific' and 'specific' vs. 'general'. ESP has been used for 'English For Special Purposes' or 'English For Specific Purposes' alternatively as we see in Mackay & Mountford (1978 & 1978a) where even the same writers use both words without any difference in meaning of context.

"That 'S' of 'ESP' has now settled down firmly as 'Specific', a usage endorsed by, for example, the entries in the list of British University course titles in the British Council's TEFL/TESL Guide for 1983/1984" (Coffey, 1984:3).

Moreover, 'Specific' is used in contrast with 'general' in English courses.. By 'general' is meant

"...education for life, culture, and literature orientated language course, in which language itself is the subject matter and the purpose of the course. The student of ESP, however, is learning English en route to the acquisition of some quite different body of knowledge or set of skills" (Robinson, 1980:6).

Culture is related specifically to general English courses, however, ESP can have a cultural dimension as well. The relationship between culture and ESP will be discussed later in Chapter Two.

In the word 'specific' the emphasis in ELT syllabus planning is shifted towards the learner's purpose. This implies that the need for English should be clear in the program designer's mind. Concerning the purpose mentioned above, Mackay and Mountford suggest the categories of

"...an occupational, vocational, academic, or professional requirement"  
(Mackay and Mountford, 1978a:3).

Stevens (1978a:190) mentions 'purpose' as one of the criteria that apply in defining ESP. The ESP learner is studying in order to perform a role; for Mackay and Mountford (1978a:2) it is a utilitarian purpose; the teacher and the learner should be aware of this so that no irrelevant material would be introduced.

This implies that ESP courses should have purposeful learning and teaching. That also makes the needs of the learner "a key element in any definition of ESP" (Robinson, 1980:10). In the learner-centered approach, Munby (1978:56-58) considers the need of the course to focus on the learner's needs essential to understand the concept of ESP. However, needs analysis will be discussed later in a separate section.

Provided that we understand the concept of purpose, and its relevance to what the learner wants to learn a language for,

"the first and crucial notion which gives LSP its identity as a distinctive area of language teaching activity is that of learners' purpose." (Phillips, 1983:3).

This purpose should have the following major criteria:-

- a) must be shared by all learners taking the same course as one group (homogeneity of purpose).
- b) must have a behavioural nature, in terms of what tasks the learner will do with the language, what he can do, and what he should learn to do.
- c) must be realistic and attainable by the learners, taking into consideration the time and money constraints.

Brumfit (1980:107-108) assumes purpose to be functional and communicative.

"...ESP course is directly concerned with the purposes for which learners need English, purposes which are usually expressed in functional terms. ESP thus fits firmly within the general movement towards 'communicative' teaching of the last decade or so".

### **1.3.2. Content of the course:**

According to Strevens (1978a:190), content of the course is determined in terms of :

- restriction of basic skills (reading, writing, listening, speaking) required by the learners' purposes behind learning a foreign language
  - selection of the linguistic items necessary for the program such as vocabulary items, structures, functions of language as required to serve the learners' purposes.
  - themes, topics, and situations utilized to serve the defined purposes. These can show closely if there is a cultural component in ESP, where the topics express the company culture and worldview of the Western world consciously or unconsciously. This will be focused on later in chapter two.
  - communicative needs included as required to serve the defined purposes.
- Farrel (1990:6) stresses the point that the major distinguishing feature of special languages appear to be lexical rather than syntactic.

### **1.3.3. Learners' age and 'time' constraint:**

Considering learners' age.

"ESP is closely associated with adult learners" (Mackay and Mountford, 1978a:2)

who mostly have already taken some general English course, although a few of them might be complete beginners; the latter category may be found in some commercial



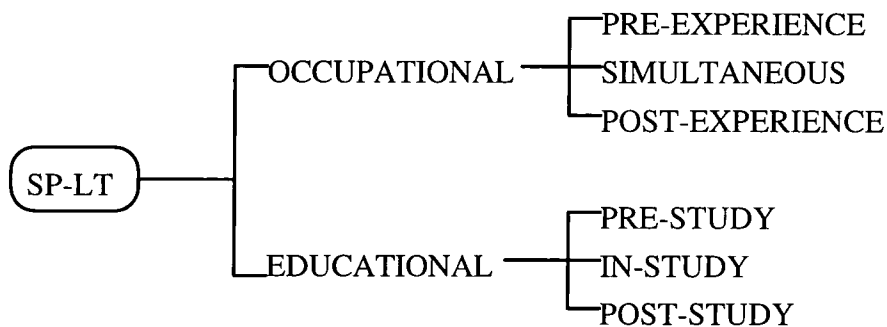
and vocational fields, although ESP for beginners may not be able to achieve the goals stated for the program (Hutchinson & Waters, 1985:183-4) unless it starts at an elementary stage like in VELT which starts with the alphabet. These adult learners should finish the course in a limited time.

Time constraint is one of the factors that affect the kind or number of skills handled in an ESP course which might be three weeks, one year, or six months long, or defined otherwise. This element affects many stages of ESP, especially syllabus design, materials production, and implementation of the course. Short time probably affects all these stages negatively. This will be tackled as a constraint on syllabus design and implementation later.

#### **1.3.4. ESP categories**

Simply, two major branches of ESP can be identified. ESP may be for academic (Educational) purposes (EAP) or occupational purposes (EOP) (Stevens, 1985a). EAP refers to the ESP courses that are studied by university students to help them understand the subject matter they are studying in English, which is not their mother tongue. EOP refers to the ESP courses that are studied by learners who are being prepared for a certain occupation, following a certain occupation, and sometimes both study and occupation. Although specialization in research fields demands very accurate and specific distinctions between labels of courses, the researcher prefers to put all the labels of 'occupational, vocational, and professional' that Mackay & Mountford (1978a:3) use under the umbrella of the major label of 'occupational'.

The following diagram clarifies this categorising (Stevens, 1978:196).



By SP-LT, Stevens refers to Special Purpose Language Teaching, which covers all languages in the world. Robinson (1980) agrees with Stevens on many points in his diagram of LSP course elements. Robinson (1980) argues that within the framework of ESP categories, ESP contains general grammar and lexis, but it has a special situation and setting, and focuses on a special skill or task, special subject, themes, notions, concepts, or topics, and special communicative needs or functions. English for Professional Purposes (Mackay & Mountford, 1978a:3, and Swales, 1985:xii) can be put under the EOP category.

### 1.3.5. The influence of register analysis and discourse analysis

Register analysis is an approach that ESP started with. It was proposed in the 1960s by Halliday and Swales who assumed that registers differ from each other with regard to the lexical items and the grammar. They believed that ESP curriculum can be based on the main features of register including statistical analyses of vocabulary, tense frequencies and sentence types.

Tickoo (1976:101) and Cheong (1976:6) suggest that scientific English was first produced as a result of register analysis, which is usually defined as restricted language focused on relevant vocabulary in short intensive courses where language

items are usually specifically selected and highly reduced to the restricted or special language or register in focus. Register analysis was an inadequate approach to ESP and faced much criticism (Hutchinson and Waters, 1987:10). One of the clear drawbacks is that it tends to be confined to very limited, clearly defined lexical texts that are not helpful in developing a syllabus and a methodology. There is not a clearly defined purpose behind register analysis, with the above mentioned proposed features restricted to the sentence level. And this eliminates the communicative role of language as communication. Coffey (1984) argues:

"In short, register cannot be used as the main basis for selection, because there is no significant way in which the language of science differs from any other kind of language." (Coffey, 1984:4-5).

This is supported by Robinson who states:

"On the whole there is agreement that ESP does not mean a restricted language" (Robinson, 1980:17).

We can conclude that register analysis should be neglected at the time when the communicative approach is operating well with ESP courses. Cheong (1976:6) suggests that he is in favour of discourse analysis as the most fruitful development of ESP, as we can see next.

Where the register analysis approach handles lexis and language at the sentence level, the discourse analysis approach directs the attention to the whole text that the first neglects, and goes beyond the sentence level. It influences ESP in its attitude towards text and its handling in teaching by considering rhetorical features, such as classifying, describing, defining,...etc.) and the way of realizing these functions in language. That encourages EST students to think of the language in terms of 'use' for a communicative purpose rather than 'usage' for points of structure (Widdowson, 1979).

As seen from the different points of view presented here, the influence of the concepts of register analysis, discourse analysis, communicative competence and purpose are reflected according to the influence of the time when ESP is considered. Probably those who look at ESP courses designed before 1975 notice the influence of register analysis on them as it was still influential in the field of teaching. Those who look at the courses designed later see different elements in the design and methodology that depend on discourse analysis and the communicative approach.

### **1.3.6. General definition of ESP**

As a conclusion, we can define what is meant by an ESP course, depending on Robinson's diagram in which she modified Strevens' diagram. In her comprehensive definition, she includes nearly all elements mentioned earlier in this section.

"... an ESP course is purposeful and is aimed at the successful performance of occupational or educational roles. It is based on a rigorous analysis of students' needs and should be 'tailor-made'. Any ESP course might differ from another in its selection of skills, topics, situations, and functions and also language. It is likely to be of limited duration. Students are more often adults but not necessarily so, and may be at any level of competence in the language: beginner, post beginner, intermediate, etc. Students may take part in their ESP course before embarking on their occupational or educational role, or they may combine their study of English with performance of their role, or they may already be competent in their occupation or discipline but may desire to perform their role in English as well as in their first language." (Robinson, 1980:13).

Mackay and Mountford (1978a) suggest EST as a major subdivision of ESP, but Robinson (1980:7) draws a line between the EST for occupational purposes, thinking of the needs of oil workers, engineers, computer programmers, and educational when considering school and university students studying Physics, Chemistry, Biology, Maths, etc.. Robinson utilizes the inability to fit EST into any of Strevens's diagramic categorizing to suggest that EST refers to subject matter rather than to activity which implies that the specific purpose for which the learner is

studying is not the language, it is the subject matter, which could be learning English to become an engineer, airline pilot, oil operator, etc..

Khuwaileh (1992:372) concludes his research in the field of needs analysis that "ESP has not yet developed an independent theory of its own" based on its being a parasite as it borrows from the various disciplines of ELT, sociolinguistics and psycholinguistics, for instance. This can make a link to the fact that the cultural dimension of ESP should be investigated to disclose one of the dimensions that can help ESP toward building up an independent theory Khuwaileh is looking for.

#### **1.4. ESP course design**

Course design is a product of a process with the targets of learners, knowledge, and skills.

"Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching/learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge" (Hutchinson & Waters, 1987:65).

In general, we may find various approaches to course design based on the types of courses and target situations, target population, or purpose of the course. However, there are probably three main approaches: Needs analysis approach, learner-centered approach, and learning-centered approach. These influential approaches have been effective in course design development.

##### **1.4.1. Needs analysis approach**

The needs analysis approach was given its full shape mainly by Munby (1978) who presented a model based on the assumption that the learners' needs should be specified as the first step for determining the course content. The target communicative situation can benefit from the needs analysis in determining the language needed in terms of functions.

In his book 'Communicative Syllabus Design' (1978), Munby sums up his model stating that

"One starts with the person (a language participant or category of participants) and investigates his particular communication needs according to the sociocultural and stylistic variables which interact to determine a profile of such needs. This profile is eventually translated into the ESP specification that indicates the target communicative competence of the participant" (Munby, 1978:32).

The key point in Munby's model is that the target needs must be determined as a first step, taking into consideration that the target population (the learner) must be identified in terms of sex, age, target language, mother tongue, and attitudes. The learner's role, that is purpose, in using the language should also be identified. e.g. if the participant needs the language to communicate with a medical staff in a hospital or with native speaker company managers or businessmen.

Munby's model is based on the fact that specification of the learners' needs is essential for an appropriate syllabus specification. Also, in an ESP course design, we must identify the language tasks, the learner wishes to put the needed English for, and the amount of language knowledge needed to perform a specific task. Moreover, the needs should be considered in the light of the learners' social background, therefore, it is necessary to include a cultural dimension in a component of the English course.

Munby's model was implemented successfully in many courses, however, it was criticized. Chambers (1980:29) agrees with Munby's argument that the syllabus specification can be directly derived from the previously identified communicative needs of the learner or group of learners, but he disagrees with the other side of the argument where Munby suggests that it is possible to start with the learner and then work ahead in a systematic way to formulate the syllabus specification that relates to the target communicative competence (Munby, 1978:218).

Shutz and Derwing (1981) believe that Munby's analysis is

"ambiguous" because "its most complete specification for a given participant contains no specification whatsoever of the actual language forms which will realise these needs" (Shutz and Derwing, 1981).

They conclude that the model is "quite impractical for most program planners". In their argument, they mention a major shortcoming in Munby's model. It is unfeasible as it goes too much into analyzing the detailed minute needs of a learner which makes it impossible to respond to the needs of every individual learner or a small group of learners.

Shutz and Derwing (1981) suggest an alternative model arguing that it has more practical and feasible steps, including distributing questionnaires and collecting data to reach the shared needs and interests of the learners that would determine the parameters to be followed. However, this criticism may not be valid if we suppose that Munby is talking about an ideal design. Brumfit (1978) supports this by stating that

"Munby's work is so detailed that many problems both practical and theoretical can be examined for more clearly than had been possible in the past" (Brumfit, 1978: quoted in Robinson, 1980:31).

Others worked on needs analysis as an approach to syllabus design, such as Wilkins, Richtrich & Chancerel, and Mackay; Van Ek (1975) in 'Threshold Level English' presents another model of needs analysis based on defining the target learners' needs in terms of functions and notions.

#### **1.4.2. The learner-centered approach**

In Munby's model, we notice that the teacher or an external researcher is the one who determines the learner's needs. The learner-centered approach goes directly to the other extreme where the learner himself is expected to be the determinant of what he needs to learn and what he wishes to learn as well. The course design has to

consider the learner's view of his needs and wishes in the first place. The learning objectives then, will be based on what the learner sees he should achieve from the course.

However,

"It is quite unrealistic to expect the learners to be able to participate fully in such an enterprise at this stage for the simple reason that people can't make a valid choice until they have experienced whatever options are being offered." (Brindley, 1989:77).

This is true, because we cannot view the Aramco newly-hired trainees as determinants of what they need and have to learn to become oil operators, gas operators, electricians, ..etc. However, when the VELT program was to be designed, the trainees who were experienced workers in their fields were consulted; their needs were investigated by interviewing them, giving them questionnaires to answer, or by being observed. The teachers, supervisors and superintendents, principals, were also consulted. The work manuals and work forms were examined as well. This goes along with Brindley's suggestion that

"ongoing negotiation therefore has to be seen as part of a continuing cycle of needs analysis" (Brindley, 1989:77).

Taking the decision by Aramco to revise the program was because the company was more aware of its trainees' needs and what they are supposed to achieve from the course. This agrees with what Hutchinson and Waters (1987) believe, stating that

"the learner-centered approach does not really exist at the correct time ... since most learning takes place within institutionalized systems" (Hutchinson & Waters, 1987:72).

Hutchinson and Waters imply that the needs of the institution are the most important factor in the learning situation, and it is the institution's decision when to start the training operations at the time that suits it. However, the institution or company



should not be the only decision maker, as its view has one angle, when there are other angles, as in the case of Aramco VELT program.

### **1.4.3. The learning-centered approach**

The learning-centered approach was introduced by Hutchinson and Waters (1987). Learning is the key concept in this approach and the learner is just one factor of the learning operation. Therefore, Hutchinson and Waters argue that it is misleading to rely on what is called learner-centered approach (1987:72) as this eliminates the focus from the more important one, which is learning.

"A learning-centered approach says: ...we must look beyond the competence that enables someone to perform, because someone acquires that competence" (Hutchinson & Waters, 1987:73).

In support of this approach, Hutchinson and Waters also argue that taking the learner into consideration at all stages of the complex learning process implies that

"course design is a negotiated process" (Hutchinson & Waters, 1987:74).

It is not for only one single factor in the process to have a determining influence on the ESP course content. The nature of the course design stages, the syllabus, materials, methodology, and evaluation will be influenced by the ESP learning situation and the target situation. At the same time each stage will influence and be influenced by other stages. Secondly,

"course design is a dynamic process" (Hutchinson & Waters, 1987:74).

As needs and resources change and may develop into adjusted forms, the course design will have to respond to the necessary changes or developments through built-in feedback channels which are already defined.

"The key assumption here is that what the students are expected to cope with (i.e. target performance repertoire) should not be confused with what the students require in order to cope (i.e. underlying competence)" (Shehadeh, 1988:27).

If it is true that the learner can define his own needs, it is also true that his needs will inevitably be influenced by other decision-makers including his society. VELT is a good example of this where Aramco, the company as the workers' work society, is the major external factor that plays a major role in determining the trainees' needs and has a great influence on the ESP course content. Aramco is the side that prepares the trainees for it to benefit from their performance. Moreover, the trainees get their salaries from Aramco. In general, the teacher and the society may also play a role in determining the learners' needs. But we should not forget the actual Saudi society where the trainees spend half of their lives. The company should be able to investigate the workers' needs in the light of the Saudi society's needs as well. If it does that, it serves them by keeping the communication open between the workers and their socialising community that requires them to stick to its rules and cultural grounds. This will be discussed later in the chapter about culture.

### **1.5. Needs analysis**

Needs analysis was discussed briefly at the beginning of this chapter, and it needs discussion in detail because of the great importance it is given in the field of syllabus design in ESP and communicative programs.

ESP attempts to provide solutions applicable to the problem of individual institutions or groups of learners. Therefore,

"In designing curriculum materials for ESP, assessing the non-native speakers needs is a first step." (Schmidt, 1981:199).

Robinson also emphasises that

"the first major step is to identify the needs of the specific group of learners" (Robinson, 1980:6),

as it is critical to ESP (Robinson, 1991:7). The concept of needs analysis developed in the context of general language teaching (Richterich and Chancerel, 1980), but it has been emphasized in the context of ESP courses (Seedhouse, 1995:59) and communicative teaching, and it is now considered fundamental to the success of a specific-purpose language program (Riddell, 1991:73). Barron (1991:175) believes that ESP has undertaken detailed needs analysis in order to establish its credibility. Khuwaileh (1992) argues that ESP is an uprising against inappropriateness and irrelevance in ELT, being guided by close needs analysis.

However, Muhlhaus (1994:161) argues that needs analysis should involve ESP teachers' needs and wants, such as furthering training in handling ESP material. We can add that orienting native speaker teachers to the local culture as well as non-native speaker teachers to the target language culture content is essential to be taken into consideration in the needs analysis.

When considering the purpose of needs analysis, Richterich and Chancerel think of the use the language learner may make of the language. They categorize the items under language activities (e.g. telephoning, negotiating, writing letters), language functions (e.g. asking for information, giving orders, arguing, explaining), language situations (e.g. in a working group, face to face), and referential objects of the language (e.g. everyday communication, scientific references) (Richterich & Chancerel, 1980:21). This meets with Munby's (1978) model of building a needs profile that will guide the syllabus design and content to work for the learners' communicative competence. Chambers (1980) believes that an analysis of the communication in the target situation, its functions, forms, and frequencies should result in establishing the needs and the realizations as the primary concern of needs analysis. Then pedagogical and pragmatic bases should be used to select from the above forms and functions.

Mainly three parties can help identify a learner's needs: the user institution (employer), the learner himself, and the teachers. Qotbah (1990:277) recommends more investigation of the needs between subject teachers to identify if there is a difference in the perception of the need for ESP/EAP courses. The employer or teaching organisation might be the sponsor (Richterich and Chancerel, 1980:10; Stephenson, 1992:6). The employer could be a company that decides and plans to train its employees through an ESP program. The company itself may sponsor the program and may be able to identify its learners' needs. This company might ask an external specialised academic institution to design a program for its employees and then teach it. Robinson (1991) argues:

"One advantage of having an outsider do the needs analysis is that he or she may be accorded special status and thus gain access to sources of information closed to the insiders" (Robinson, 1991:10).

Furthermore, outsiders may make an unbiased assessment of the needs and bring new ideas into the learning situation. But a company like Aramco may prefer to design a program for its employees and train them in its training centers. However,

"...the more informants, the more complete the information, the better the needs analysis, all should be taken up." (Chambers, 1980:26).

The essential measure for the needs is academic specialization or occupation and not only what the learners, institution or teachers want. All other lines of desires, wishes, preferences, and needs should be connected to it to eliminate the mismatch. However, the mismatch might also relate to the cultural dimension in the program if the learners have a culture that contrasts with the target language culture which is inevitably included. This will be discussed in Chapter Two.

Chambers quotes James (1974) who comments upon needs analysis and notes that it

"...involves real and imaginary needs, demands, requirements, expectations, and use" (Chambers, 1980:25).

In this area, we may read or hear about needs called felt needs, prior needs, etc. which reminds us of Ewer (1981) who mentions this confusion of using different terminology for the same thing so the reader is not sure of what is meant by a certain term. From another point of view, Chambers' same real and imaginary needs in ESP work in syllabus planning can also be categorized as follows: current real needs, future real needs, and future hypothetical needs (Mackay, 1981:136). Future hypothetical needs may influence the nature of the ESP course in a way that results in ignoring the current needs completely. This can be seen in what happened to the VELT program that was designed to develop the trainees' communicative skills for the purpose of communication on the job (current & future real needs), but the program was revised and a structural component was added to serve the assumption that some of the trainees may be sent for higher training in the advanced courses, and then later, after graduation some of them might be sent to the UK or USA for their university studies (hypothetical future needs). Actually, very few trainees go for their university studies. All the current and future real needs were overlooked for the sake of the hypothetical future needs that apply only to very few trainees.

Methods used for needs analysis (assessment) are various. They are used as suitable according to the case of study and target population, and sometimes they are given alternative names. Sources of information could mainly be surveys, questionnaires and interviews through language tests, job, and content analysis (Richterich & Chancerel, 1980:10-11). Limitations of needs analysis are time, low general level of English of learners, low level education of learners (Riddell, 1991:75).

Needs analysis is an on-going process. It may continue during the course or at the end of the course because of any anticipated modification on the needs or

expected deficiencies in the analysis conducted already, or because of new unexpectedly arising needs or objectives. The change of learners' jobs may be another reason for continuing modifying the needs. The change of jobs may be because of shortage of money, change of learners' interest, lack of ability, or misjudgement in the initial analysis.

Needs analysis will certainly continue to be essential to ESP, but for practical reasons, and to make it more convenient for those who work on ESP projects, there should be a new modified and practical form of needs analysis (Robinson, 1983:166) which might mean eliminating the drawbacks of being lengthy, time-consuming, incomplete and the lack of access to them and which might take into consideration the cultural dimension of language learning we shall discuss later.

## **1.6. Syllabus design**

Syllabus design should be interested in defining what is going to be taught, how it is going to be taught, and its effectiveness on learning in that specific learning situation (Hutchinson & Waters, 1984:108). When thinking of the type of syllabus you have to design to serve your purpose, you need to decide only on one kind of syllabus which is clearly defined with special characteristics and without an overlap with the other types of the variety in the field, and which are mentioned by Swan (1985a).

"The real issue is not which syllabus to put first: it is how to integrate eight or so syllabuses (functional, notional, situational, topic, phonological, lexical, structural, skills) into a sensible teaching program" (Swan, 1985a:80).

All these above have to be considered even when you are going to design a syllabus.

The direction of the debate in the field of ESP is trying to find common factors and policies in ESP, therefore, it highlights

"many different variables embraced by the term ESP. These include the geographic, sociolinguistic and academic setting for the teaching of English; what other ways - if any - English is used outside the language class; the cultural, linguistic, and educational experience, expectations, prejudices of students and teachers; the types of language and study skills needed; the level and area of study and degree of motivation; teaching conditions and equipment availability of textbooks and access to specialist knowledge" (Bates, 1978:95).

In addition to these factors we can add the course budget, the organizational structure of the educational institution, the staff teaching load, the staff-student ratio, the degree of competence in the mother tongue, the group structure of the learners in terms of mother tongue(s), the weekly load of the course (Phillips, 1983), and sociological and psychological factors as well (Mackay & Mountford, 1978a:7-8). The cultural factors are just mentioned here without any focus.

Nearly all these factors mentioned above can be part of the research needed before even conducting the needs analysis which is considered the first essential step towards syllabus design. Nunan (1990:17) argues that ESP learners should be consulted about the design of their ESP program.

As ESP these days is highly connected to the communicative approach to syllabus design, the recent considerations of the communicative syllabus design can be summed up in the following model which assumes that the components of a communicative syllabus should be:

- the learners' communicative purposes for learning the language,
- the setting which the language is going to be used in,
- the communicative events or situations in which the learners are expected to be involved.

These three components are highly emphasised (Bhatia, 1987; Graham & Beardsley, 1986) as the most important components of the communicative syllabus. Others are:

- the language functions involved in the communicative events,
- the notions in focus,

- the language discourse and rhetorical skills involved,
- the varieties and levels needed by learners,
- the structural context required,
- the lexical content needed, and
- the learners' role, (Graham & Beardsley, 1986)

Generally, language syllabuses should reflect communicative needs of learners who are required to know a foreign language for the purpose of communication on the job or in society. Of these needs, there are basic survival communicative needs that allow learners to live actively in their new society or on their job as being able to perform simple and basic communicative activities (Richards, 1983a:111).

With this survey of the theoretical and practical considerations influencing the process of syllabus design, it should be emphasized that seeking better planning and farther insight through research can help syllabus designers avoid a lot of the problems in the future and especially the need to adapt the syllabus. An advice to the sponsor should be offered that spending some extra money on tailoring a special program for the target population from the beginning, after making sure of the correct and confident steps towards the development of the 'needed syllabus', can save a lot of effort, time, money, and even worries and awkward implementation, and finally, the need to adapt the syllabus. The sponsor should remember that paying well and enough saves much.

However, again in our analysis of the components of a syllabus, we note the absence of consideration of socio-cultural knowledge, the consideration that the social content for a particular ESP program may be significant in the design. This will be evident in our later analysis of VELT.



## 1.7. Implementation

From ESP research, it is clearly observed under the fast debate and controversy that there is almost a total agreement about the proper principles of theory and practice for implementing ESP programs (Swales, 1985a:ix)

Because of the uniqueness of ESP programs, especially occupational, in purposes, interests, methodology, material content, aids, and target population, it should not be possible to implement the same program in a different learning situation for a different target population perfectly, even if it is designed around a shared special subject matter (Robinson, 1980), because ESP is expected to be innovative with every target situation. This is because it is based on a specific field survey of on-the-job requirements and specific learners' needs which results in a tailor-made course. An ESP course might be partially suitable but not as a whole. This might be due to the partial similarity of objectives in courses.

In the Ecology metaphor that Holliday and Cooke (1983:125) suggest, they believe that ESP is like a plant

"which is sensitive to environmental conditions and, therefore, extremely difficult to grow overseas"

because it grows only in England. They talk about ESL programs whose problems of implementation are more serious. They also say that ESP, like a plant, is sold in a pot to outside countries, especially the Third World countries, where

"exported ESP is seldom if ever, known to propagate naturally" (Holliday & Cooke, 1983:125).

And sometimes the ESP program is cancelled or eliminated from institutions as it is discovered unfit for the social situation it is implemented in, exactly like the plant that sometimes withers and is then simply thrown away by the buyer user

"who finds the colour or smell offensive" (Holliday & Cooke, 1983:125).

We shall see in Chapter Two how these issues become even more important if more attention is paid to the social content and the cultural values of ESP courses.

## **1.8. Problem areas in ESP**

### **1.8.1. Insufficient research**

Although research in ESP has been going on, it is still insufficient. The problem was highlighted by Ewer who argues that there are not

"...enough facts about the various aspects of ESP, and in their place we have far too much preconception, speculation, generalization and pure myth." (Ewer, 1981:1).

Some research conducted is at a low standard which makes it unacceptable. Research is essential for ESP because any programs can benefit from the previous experiences in ESP to avoid discovered deficiencies and utilize strengths. The results of research conducted might not be published or publicised, which makes it impossible to benefit from it. Robinson (1991:5) confirms that much of the interesting ESP activity is carried on in different parts of the world and published locally, and sometimes not reported at all, therefore, it is hardly known about in other countries.

Researchers are encouraged to ask more fundamental and vital questions and then seek answers to them through their active search and in collaboration with other colleagues. Moreover, acceptable research standards should be determined through well informed readers, referees, and the writers' peers. Communication between researchers should be fruitful when correct knowledge is the aim of research.

Holliday and Cooke (1983:140) argue that the real problem in the field of ESP is the need for continuous research specially in the area of human management and social research. Research ignored the aspect of culture in ESP (Barron,

1991:173). McDonough (1986:23) argues that research in EAP is insufficient as it is mostly theoretical and not very relevant to the classroom. He suggests that ESP teachers should be involved in research which focuses on more practical issues; he calls it a classroom-initiated research in which linguists should participate by considering hypotheses of classroom practitioners. Shepherd (1990:96) says that research in EST ignores the values and purposes of participants within so much experimental work by academics who have not been in close contact with practitioners who should themselves conduct a more relevant research.

### **1.8.2. Teacher training**

Teacher training is a serious problem that many ESP programs suffer from for a number of reasons (Mackay, 1981:143; Strevens, 1978a:200). Most teachers teaching ESP lack specialist training as nearly all teachers have a literary academic background. This makes the teachers feel technically inadequate to teach the technical material. Teachers probably feel uneasy with the content and changes imposed by the program, so their

"... attitude of fear, boredom and non-cooperation ... is amply sufficient to ruin the program."(Ewer, 1981:2).

Some teachers are unfamiliar with the methodology that needs to be used in teaching the ESP course. Universities and teacher training institutions, or special staff in the institutions implementing or sponsoring the program, can do this job.

The interest in the teacher is because his role goes beyond the teaching to being a needs analyst, syllabus designer, materials writer, evaluator, and researcher; therefore, Bhatia (1994:27-28) calls the ESP teacher 'ESP specialist'.

### **1.8.3. Sources of confusion in the vast growing literature**

"...The ambiguity and lack of clarity in a great deal of published writing has given rise to a host of misleading impressions" (Ewer, 1981:2)

in addition to overgeneralizing one experience results over ESP when we should remember that any course must be different from any other courses in the same field (Robinson, 1980:40). Some contradictory terms are used with special overdistinctions, like when using 'coherence/cohesion, use/usage (Swan, 1985a:8), special/specific, authentic/genuine (Ewer, 1981). Mutual citation by researches and misleading reporting and referencing may cause a lot of trouble, too.

Possible solutions:

- Researchers should be able to recognize the fruitful and well-designed programs and benefit from them.
- Only the courses that are well-designed and that deserve to be publicized should be published.
- Researchers should form a committee to be in charge of settling on the terminology to be used for the concepts in the field of ESP to avoid careless use of terminology.
- Researchers should avoid referencing unless they are sure of what they are referring to.

### **1.8.4. Harmful effect of the concept of 'General' or 'Basic' English**

Teachers usually come from a General English background to teach ESP, carrying with them the impressions of unreality of teaching materials, irresponsibility of success or failure of students in life, frustration and failure in many other areas of achievement.

"It is no wonder, then, that ESP programs are loaded down from the very beginning with the ball-and-chain of depressed insecure and sometimes hostile teachers, unenthusiastic students, and sceptical sponsors." (Ewer, 1981:4).

This may relate to the fact that General English is not relevant to jobs or academic specialisation, therefore, the measure of success of relevance is not as distinctive as in ESP.

#### **1.8.5. Need to consider ESP a self-contained system rather than an addendum to General English**

There is a strong belief that an ESP program should be preceded by a 'common-core' English program, which is originally believed to be similar to 'general English', especially for 'beginners', so that these learners can better handle their ESP course specialist material. Some ESP programs use only one textbook like general English, as if a school program. Since originally general English design is believed to be unreliable, having limited class activities, full of boredom, with restriction of time, ESP should avoid all that and be a self-contained system, with special materials heading progressively to the target performance objectives, and moving from the general to the specific. ESP needs to cater even for those learners who are just beginners or false beginners (Ewer, 1981:4).

However, Tickoo (1993:47) argues that curriculum designers in ESP should encourage the re-establishment of what he calls "somewhat weakened links" between ESP and General English aiming at a stronger relationship of mutual supportive interdependence. We can extend this call to establish a new link between ESP and General English through ESP handling cultural dimensions as in General English.

#### **1.8.6. Deficiencies in ESP textbooks**

The greatest problem that ESP has suffered from is the shortage of usable textbooks for any subject-specific specialization (Strevens, 1978a:199-200). These days we can find many books in the conventional specialities such as general science, business, social sciences, chemistry, medicine, aviation, engineering, that can be used for a most obvious and immediate target, but not necessarily perfectly suitable to all relevant specific situations. Some of these books use highly interactive

approaches, but others are just conventional ones that might not be more than some reading comprehension texts with some questions on them.

Deficiencies in ESP textbooks include: insufficient exercises, inadequate explanations, lack of sufficient supplementary aids (e.g. glossaries, notes, revision units) (Ewer, 1981:4).

In general, there are three options for ESP books:

- Adopt a book and use it as it is.
- Adapt a book and then use it after becoming suitable to your situation.
- Create (write) a book and use it in your specific situation.

Swales (1980) highlights the ESP textbook problem that he considers an educational failure and suggests a solution to it when one needs to be used, which is adapting the textbook by adding local inputs, in which there is a call for published ESP textbook designers to design them in a way that encourages and allows essential adaptation for local inputs. Jones (1990) explains that teachers use shelf ESP textbooks for lack of time, experience and confidence in their own-prepared materials, or because of the tempting titles of published textbooks. Jones (1990:92) suggests using overseas ESP material banks to substitute the culturally inappropriate ESP textbooks. Here, there is a reference to the inclusion of local cultural content, which will be discussed later in Chapter Two.

St. John (1992:106) suggests some criteria for ESP textbook selection, including what she calls the absolute criteria of interest, value, exploitability and reproduction permission. She mentions learners' cultural and educational background as an essential criterion for interesting material. The educational and cultural background is also stressed by Holliday and Cooke (1983).

#### **1.8.7. ESP as ESL and EFL**

The teaching of English for Science and Technology (EST) and English for Vocational Purposes (EVP) led to publicise and generalize some approaches and

materials used in English-speaking countries to other non-English speaking countries. For higher profits, publishers sold in those countries ESP books which were accepted as "universal solutions to the 'ESP problem'" (Ewer, 1981:5) which distracts the attention from the actual needs in those different situations with different contexts and conditions of study.

Under this, we can also mention the misuse of the name SP-LT or ESP courses by publishers and course designers who seek gain behind mis-labelling courses for ESP or SP-LT (Strevens, 1978a:200), and especially overseas.

#### **1.8.8. Lack of realistic evaluation procedures**

In most ESP books, there is not built-in evaluation, and if there is, part of it is neglected (mid-course exam is not given, for example); moreover, some designers do not have the energy to go further after producing the ESP material which usually takes a lot of effort (Ewer, 1981; Mackay, 1981:143). This was discussed earlier in detail.

#### **1.8.9. Problems of administration and status**

Administration problems are related to all the above mentioned ones and they may come as a result to some of them: Insufficient course-time (Ewer, 1981; Higgins, 1985:28); overlarge classes; lack of time and facilities and competent personnel for research, needs analysis and materials; production; inappropriate organizational grouping and administrative dependency; lack of promotion prospects; untrained and transitory teachers; professional isolation; lack of support from specialist departments (Ewer, 1981); non-homogeneous groups (Mackay, 1981:143; Frydenberg, 1982:156) in terms of educational and social background, needs, interests, and proficiency in English (Higgins, 1985:28).

#### **1.8.10. Motivation**

The issue of the ESP course, as a course that has to be learned, is a problem that deals with motivation that the ESP approach and syllabus design have to solve.

As the learners feel they have to learn English because it is arranged for and imposed onto them, their motivation might be very low (Higgins, 1985:28). The ESP answer to this problem is providing materials that are highly relevant to the learners' needs and job or specialisation (Kennedy, 1980:119).

Needs analysis could be considered as a means for increasing motivation rather than just a basis for constructing a syllabus (Allwright and Allwright, 1977).

#### **1.8.11. Need for revision:**

An essential problem in an ESP course lies in the revision that is usually necessary (Holliday & Cooke, 1983). The revision relies heavily on on-going research that should aim at improving the program.

#### **1.8.12. Lack of specialist material**

The problem of lack of specialist material is a great problem in two cases: when there are no references or people to provide specialist material and when the designers are not good researchers and unable to get it from its real sources. Nucleus designers suffered from the problem of lack of access to specialist material (Bates, 1978:95) when VELT designers had everything available for them from training manuals, Aramco manuals, and all sources of specialist knowledge in Aramco plants including descriptions of all processes and operations.

#### **1.8.13. Conclusion**

ESP suffers many problems in the areas of research, textbook, evaluation, specialist content, teacher training, its structure vs General English and common core, and other program administration problems which makes it a challenge to those who are willing to bring it to a better position in the general field of ELT. More effort and willingness will help solve these problems through better research methods and well-designed textbooks. However, it will be our argument in this thesis that one



problem has not been adequately identified, despite the 'ecological' issues mentioned earlier, that is the issue of the cultural dimension in ESP.

## **1.9. Common core in ESP**

### **1.9.1. Introduction**

Common core English is an approach that may be generally used to design material as part of an ESP program. A common core English component can be seen necessary for different reasons. However, there is not much written about it in the literature about ESP, and it seems it has been neglected for years except for some general and incidental observations. There are also some comments in particular concerning a certain program like Nucleus explaining the rationale behind it. However, the researcher has not come across any thorough consideration of it and feels it should have been discussed in relation to ESP because of its important merits when it is utilised to serve special functions. This is a survey of the literature about all its alternatives, hoping this will help clarify some of the ambiguity involving common core in ESP.

Moreover, the concept of common core is essential for the thesis as the research is mainly considering an example common core component of a vocational ESP program as the place for teaching the Western cultural dimension and company's culture. This will be discussed over Chapters Four and Five.

### **1.9.2. Common core vs. learners' needs**

If it is decided to use a common core component in an ESP course, it ought to be considered in the light of the learners' needs. The syllabus design should take into consideration what should be included in the common core and how it will serve the specialist part of the course. For this reason, it is normal that a common core component is taught at the beginning of the ESP program (Bates, 1978).

Sometimes, a common core program is needed instead of a full ESP program. If there are many disciplines or specializations, for practical reasons, for shortage of time, or for shortage of money, the sponsoring institution might prefer to devise a program that can be taught to all the tracks available (Abo Mosallam, 1984:171). This is what Abo Mosallam (1984) did when he devised a common core program for police officers in Egypt to satisfy the common linguistic and functional needs of all the police jobs that he categorised under ten departments of the national police force. Muhlhaus (1994) suggests avoiding using highly specialist material in EAP with specific disciplinary content and using a broad conceptual focus of a variety of values underpinning different academic discourses (Muhlhaus, 1994:160). This implies moving to a common core for academic disciplines. However, we find Jones (1990:92) having a contrasting view, considering textbooks dealing with core ESP material as inadequate since it is not specialist. Sutarsyah et al (1994) hold the same view. They conducted research on vocabulary in EAP and ESP, as they report, and found that an EAP course would not provide learners with much of the vocabulary they would meet in an ESP Economics text (Sutarsyah et al, 1994:45). If we assume that an EAP course at the university is a common core material for academic disciplines in that field, we can conclude that ESP common core alone is not sufficient for providing all the necessary vocabulary for the specialist subject. Therefore, specialist material is essential in ESP in addition to common core.

Common core can be taught in a context of 'purpose', contrary to Carver (1983:132) who contrasts it to ESP, considering it teaching of English for no obvious purposes. The analysis of the VELT common core in Chapters Four and Five refutes his argument.

### **1.9.3. Functions of common core**

If we study the cases where common core has been used, we may be able to find it serving some functions that may be different from one program to another.

### **1.9.3.1. Unifying relevance to different specializations**

A Common core approach towards handling ESP may be a logical solution when there are mixed group learners who are supposed to belong to different specializations in their study or their work (Kennedy & Bolitho, 1984:50-51). In this case, semi-technical material texts, skills, structures, functions, and semi-technical vocabulary should be relevant to all specializations.

'Nucleus' is a part of an EST program that was designed for university students by the teachers working at the University of Tabriz in Iran in 1976. It consists of an introductory common core part of the course, 'General Science', that precedes studying specialist material by students who belong to different branches of science and technology aiming at unifying their general knowledge (Cook, 1978:99). It aims at introducing the student to general scientific concepts and their application in general everyday situations (Bates, 1978:78).

Technical terminology refers to the vocabulary or expressions specifically related to a specialised area of study or location. Not all the technical terminology is purely technical as part of it is sub-technical related to more than one specialised field, and this could be called 'core terminology' (Pearson, 1983:387-388) that is common to many fields of study and therefore, can be used in common core.

### **1.9.3.2. Preparing learners for real communicative activities**

In an ESP program which is associated with the communicative approach a common core component can help prepare learners for their real communicative activities in the specialist material. It presents pre-communicative activities (e.g. describing the flow of water in the cooling system in the car engine (easy description) that offer positive influence on the communicative activities in the specialist material. (e.g. describing the process of removing water from gas in the gas plant (complex description). Robinson (1991:4) even suggests not using highly

specialist language and content in ESP, but using an alternative of appropriate specialist activities in which general language and content can be used as best for ESP, bearing in mind the needs analysis guiding results and the capabilities of the institution implementing the program.

The VELT common core material introduces the pre-communicative activities. They are the exercises meant to practise the use of structures before coming to the need for using them in mastering their communicative functions.

"Pre-communicative activities are to give the learners fluent control over linguistic forms .... Although the activities may emphasise the links between forms and meanings the main criterion for success is whether the learner produces acceptable language". (Littlewood, 1981: 89)

In communicative activities, producing linguistic forms becomes related to the communication of meanings. The right measure for success is conveying the meaning effectively. In Nucleus and many other EST programs, the common core is designed as one part after which the specialist material starts. In VELT, the common core component starts at the beginning, then twenty specialist lessons, after another group of common core, there are 40 more specialist lessons, then common core and after them 60 specialist lessons, and so on. This intermixing of common core and specialist lessons provides stages of introducing the pre-communicative activities due to the length of the program. These pre-communicative activities present settings, dialogues, situations, and language functions that are all based on the general theme of adjusting trainees to company-oriented life. An example is telling the time using 24-hour clock (B87) and identifying and describing hazardous situations in a workshop (B51). It is this common core material which will be the focus of following chapters.

### **1.9.3.3. Common core content: an orientation on company's policy**

In vocational ESP, the contexts used should be from the company's situations and job atmosphere. Common core should also reflect the same aspect which makes

it even more relevant to the work atmosphere. In the content of common core, the material may inject the philosophy, traditions, culture, and policy of the company that will give a comprehensive orientation to the employees through the medium of English. As Robinson (1991:4) says, in some ESP cases, the target population comprises all employees of a company, which justifies the course to be on a shared knowledge about the company and they will have shared overall objectives. This could be a common core course.

The common core in VELT offers the trainees a lot of Aramco's philosophy and policies. The content and topics utilised to teach the language can be viewed in light of what the company wants its employees to learn in addition to language, such as the notions of safety, travel, health care, achievement, planning, time, and logical thinking, which will all be discussed in Chapters Four and Five.

#### **1.9.3.4. Common core and association with study-skills**

Sometimes common core is associated with language study-skills (Coffey, 1984:4). It can be used in English for academic purposes (EAP) to provide learners with practice that promotes study skills before moving to the specialist material which requires the study skills emphasised in the common core. Study skills may be 'reporting', 'writing an essay', etc. These skills have to be learned before they are needed in the specialist material which does not provide time for teaching these skills and they are needed to perform the other Functions or skills in the specialist material. That is, common core again prepares learners for higher-level skills.

#### **1.9.3.5. Social acceptance in common core**

Common core can successfully be used to teach learners the language that they can use for social survival. The concept of social survival is usually mentioned when someone needs to learn a language in order to be able to live in the country where that language is spoken, as it would help him to work or study, and live and

communicate with the people. Robinson (1991:3) mentions language and work training for immigrants in the USA and Australia in the framework of migrant education as a developing area in ESP for adults who may have many years of work experience in their countries, and they need the language to survive on the job and in the society. But still, social survival is also provided when the language instruction also focuses on skills necessary for the job. This time, survival involves working successfully in a company or succeeding in making dialogues and using appropriate social expressions with people that work demands mixing with.

Like General English, the common core component can be loaded with social and cultural topics and contexts which may lead to the success for the program through the provision of the motivation element as well as a satisfactory part of social English. The difference between General English and common core here is that in common core, work, and, sometimes general, contexts and situations may be utilised for teaching the social and cultural notions. That might not be part of a general English program that tends to handle general topics and contexts which will never all sound like belonging to a specific work or area of study.

Clowes (1994:22) emphasises the importance of learning languages for the field of business and industry. In standardised interviews conducted by fourteen foreign language co-ordinators of ERFA (an acronym referring to a group of companies in Germany) with some of their executive managers about their needs for learning foreign languages, one of the answers to one of the questions was

"If you unintentionally 'tread on someone's toes' at the beginning of a business meeting by using an awkward word or phrase, it does not help you at all if you are perfect in the technical jargon" (Beneke, 1981:33).

which implies that

"Mistakes in the field of technical language are more pardonable than mistakes or awkwardness in conversation" (Beneke, 1981:33).

These statements touch on the common core component of an ESP course which should also be interested in providing the learners with some language training that makes them socially and 'culturally' accepted, which gives them the confidence to communicate successfully in every day social situations as well as their technical job situations.

The common core component in VELT is very well designed to provide survival expressions for in-company and out-of-company use (e.g. expressions of travel, safety, etc.

#### **1.9.4. Conclusion**

Research about common core has been ambiguous and not sufficient to clarify all its features and dimensions. It is necessary to direct the focus on the best techniques to use it for full utilisation and benefit. There is a great potential in the use of common core to function for unifying relevance to various specialisations, to introduce company's policy, and to provide for social survival in the job atmosphere; it could be used as an intermixed part, or even as a separate program. Essential emphasis should be on concepts, terminology, skills, and functions that are common to various disciplines or tracks in ESP programs.

The argument of this thesis will be that the common core component in VELT has been used to provide both company's culture and the Western cultural dimension required for educating the target population who entered Aramco world of work as uneducated target population or with very little if any. This will be discussed in detail over Chapters Four and Five.

#### **1.10. General conclusion**

Demand for ESP will not diminish and it will be growing throughout the world (Strevens, 1980) as long as there is language instruction supported by institutions, universities, and companies, and as long as there are professionals,

science students, workers needed on jobs where language proficiency is required and necessary for things to go on well. However, it should be stressed that accurate needs analysis will be essential to give farther insight into the real requirements of the learning situation including the learner, the institution, and the study field. Futhermore, syllabus designers should not forget the sociocultural dimension in ESP syllabus where culture may form an essential requirement for the educational purpose of the program. But there should be a clear consideration of the type, amount and direction of the cultural points to be included in any ESP program based on the learners' local culture. The issue of culture and language on one hand, and culture and ESP on the other hand, will be discussed in detail in Chapter Two.



## **CHAPTER TWO**

# **CULTURE AND LANGUAGE TEACHING**

## **2. CULTURE AND LANGUAGE TEACHING**

### **2.1. Introduction**

In this chapter, we need to investigate and analyse the cultural dimension in ESP in general, but first we have to tackle several essential issues that will explain the background: the relationship of culture and language, culture in FLT, culture in ELT, and culture in ESP common core and, briefly, technical specialist teaching material. That will set the grounds for a close and more detailed discussion of some specific values and concepts representing the abstract level of Western culture required in vocational ESP in Chapter Five, preceded by a discussion of a lower practice level of company culture in Chapter Four.

### **2.2. Language, thought and culture**

Language, thought and culture have a close relationship (Barnouw, 1973; Boas, 1974; Seelye, 1982; Boas, 1986). Language has more than one function. It is used to convey and record thought. Thought is the product of human beings over life cycles. It keeps whatever is learned during these life cycles in written form or spoken form. Language is "the taken-for-granted basis of individual messages and thoughts" (Hodge & Kress, 1993:63). It represents the world of its speakers and embodies their thought, therefore,

"Every language, from Sapir's point of view, structures the world in a particular way of its speakers. Thus to learn an unfamiliar language is to enter a new realm of thought" (Barnouw, 1973:81).

Therefore, the clarity of peoples' thought depends on their accurate vocabulary and language, which is manifested in modern European languages through which abstract ideas and concepts are expressed clearly and logically (Boas, 1986:5). In his conclusion, Boas (1986:30-31) refers to language as embodying culture as 'views and customs', where he agrees with Seelye's statement that "culture

includes anything that man has learned to do" (Seelye, 1982:6). But what is culture? It will be defined in the following section.

### **2.3. Definition of 'culture'**

We need to define culture before we proceed to investigating the relationship between culture and foreign language teaching (FLT), English language teaching (ELT), and ESP. The definition can ultimately give us a closer look at the inclusion of a Western cultural dimension in ESP programs.

The classical view of culture is the narrow definition that sees culture as 'civilisation' which is defined as

"high level of art, religion, sciences and social and political organisation"  
(Longman Dictionary of English Language and Culture, 1993:220).

or "exclusively in terms of fine arts" (Murdoc, 1984, cited in Seelye, 1982:12).

Anthropologists and linguists agree on some elements in the definition but they still disagree on other elements, a difference in views influenced by both sides' field of interests. However,

"... anthropologists do agree on three characteristics of culture: it is not innate, but learned; the various facets of culture are interrelated; ... it is shared and in effect defines the boundaries of different groups .... Culture is man's medium; there is not one aspect of human life that is not touched and altered by culture" (Hall, 1976:14).

Moreover, anthropologists or social scientists put emphasis on culture as 'behaviour' (Commager, 1970; Taylor, 1877; Barnouw, 1973; Lado, 1957; Sapir, 1974) viewed in communication among members of a social community, whereas linguists and language teachers view culture as 'shared knowledge' that can be taught/learned through language programs (Jones, 1988; Byram, 1989; Kramsch, 1993; Damen, 1987).

### **2.3.1. Culture as social behaviour**

Anthropologists and some linguists see Culture as 'patterns of behaviour' within the context of a society. Commager (1970) gives a definition of culture as

"a bundle of patterns of behaviour, habits of conduct, customs, laws, beliefs, and instinctive responses that are displayed by a society" (Commager, 1970:161; cited in Blatchford, 1986:130).

Sapir (1974) believes that there is 'unconscious patterning' of social behaviour, which is originally culturally organised and arranged aspects of individual behaviour. Social behaviour is considered as a representation of the underlying cultural patterns of individuals in a society. Sapir also considers language and language behaviour as having a structure that is unconsciously patterned. Therefore, he also says that language, language behaviour, and social behaviour are all manifestations of the unconscious pattern, relating the three of them closely. Barnouw calls it a 'way of life' which stands for 'behaviour':

"Culture is the way of life of a group of people, the configuration of all of the more or less stereotyped patterns of learned behaviour which are handed down from one generation to the next through the means of language and imitation" (Barnouw, 1973:6).

He stresses the role of language in handing down culture, and using imitation for behaviour. This presents the idea of culture as inherited through generations. Lado (1957:110) also understands culture as synonymous with the "ways of a people" which agrees with Barnouw (1973) above.

### **2.3.2. Culture as knowledge**

Some researchers think of culture as shared 'knowledge', which is emphasised by linguists and language teachers.. Therefore, culture is what people know within the context of a social environment and makes people's behaviour socially acceptable. It is the abstract form of things in mind and not behaviour. Goodenough gives a definition of culture which has become widely popular and quoted as it is more comprehensive.

"A society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members. Culture is not a natural phenomenon; it does not consist of things, people's behaviour or emotions. It is the form of things that people have in mind, their models of perceiving, relating, and otherwise interpreting them" (Goodenough, 1964:36; cited in Byram, 1989:81-82).

Byram emphasises the 'knowledge' aspect of culture and its being shared by all members of the society.

"Culture is therefore knowledge, but it is knowledge which is shared and negotiated between people, belonging to all of them" (Byram, 1989:82).

Culture has been considered as 'socially acquired knowledge' (Round, 1988; Saville-Troike, 1989; Lyons, 1990; Alptekin, 1993; Treuba, 1991) that Widdowson (1990) calls 'schematic knowledge' which he identifies as modes of thought and social behaviour, that are considered customary in every society but not necessarily normal in another society.

As every society has its own culture, the knowledge is acquired by members of the society (Lyons, 1990:302), culture specific, and frames our perception of reality in the world (Alptekin, 1993:136)..

### **2.3.3. Culture as meanings**

Some researchers define culture in terms of 'common meanings' which may stand for 'knowledge'. These meanings, or knowledge, have a social significance (Taylor, 1971; Geertz, 1975; Rohner, 1984; Menneke, 1993). The notion of 'meanings' is defined by Lado (1957:113):

"Meanings ... are culturally determined or modified. They represent an analysis of the universe as grasped in a culture".

They are also systematic and historically transmitted (Geertz, 1975 cited in Byram, 1989:82; Bowers, 1992:30; Menneke, 1993; Hodge & Kress, 1993:1).

However, Street (1993), himself an anthropologist, mentions culture as meanings and argues that anthropologists look at culture from an angle that rejects "the notion of a fixed inheritance of shared meanings" (Street, 1993:23).

There are cultural differences between generations taking into consideration when children move from one social environment to another, but still there may be cultural differences because of the change of the social environment in the same society and because of difference in time, as Hofstede (1991:17) puts it:

"Many differences in practices and values between generations will be just normal attributes of age".

The meanings are implicit in practices, or behaviours, as called earlier, which are modes of social relations.

#### **2.3.4. Culture as values and concepts that can be taught/learned**

Smith and Bond (1993) define values and behaviours as follows:

"Values are universalistic statements about what we think is desirable or attractive. .... Behaviours are specific actions, which occur in a particular setting, and may be observed at a particular time" (p. 52).

Some researchers tend to define culture in terms of values, beliefs, and concepts, rather than patterns of behaviour, and they relate them to language teaching/learning, assuming that they can be taught and have to be internalized by foreign-language learners to acquire the language fully (Alptekin & Alptekin, 1984:14).

Firth (1964) calls the two sides of culture other names; he believes that there are two forms of culture: values and behaviour that represent culture's meanings and actions, .

"... the study of values, properly organised, can give a useful systematic frame of reference for the analysis of social behaviour. It gives reality to our structural concepts. Studies of social structures deal by abstraction with the most general, the most common elements in social action. They tell us much about the 'form' of action. ... Studies of values help us to understand the 'meaning' of action" (p.208).

Then he maintains that "our use of the term 'value' is a way of talking about behaviour" (p. 209). Here, Firth refers to the concept that cultural values can explain social behaviours which is also agreed by Smith & Bond (1993:49). Moerman (1988:4) also considers values an unconscious system of principles of subjective interpretations of behaviours that are the product of the system (Jin and Cortazzi, 1993:84).

This issue of relating meanings and behaviours is essential in the whole issue of culture and language teaching. A full interpretation of culture requires description of meanings and associated behaviours, or values and associated practices as the researcher calls them. Moreover, even institutions are considered part of the culture.

"Social institutions, too, carry cultural meanings. They can be described in terms of observable behaviour" (Byram, 1989:84).

'Meanings' can be taught, and they are available in specific formulations in the target language with the agreement of individuals in the community. This element of definition will reflect on the whole thesis as the researcher will try to explain the taught cultural dimension in ESP by describing practices and values that explain them.

#### **2.3.5. Culture as socialisation**

The inheritance and historical transmission of culture that Geertz, Bowers and Menneke, and others talk about, as mentioned earlier, is a kind of learning knowledge that is left by the ancestors for the children to learn. This knowledge or shared meanings or values that are 'passed' to new generations are learned by the new generations living in some social environment where they grow up. This may indicate that values and knowledge that constitute the culture can be learned with and through the language which holds it, based on the concept of culture as the content of socialisation using language as an instrument.

"Language is given to the individual by the society in which he or she lives. It is a key instrument in socialisation, and the means whereby society forms and permeates the individual's consciousness" (Hodge & Kress, 1993:1).

and based on that "language is ... the medium in which most organised thought and communication proceed" (Hodge & Kress, 1993:1) probably as a kind of socialisation, that takes place in an organised way through the family, the peer group, and school education. This can actually give a new evidence that language can transmit culture with the learning of the vocabulary and social expressions from the beginning of the child's life. We shall return to the concept of socialisation in the learning of a foreign language later in this chapter.

#### **2.3.6. Culture as communication/interaction**

Some researchers put emphasis on culture as communication or interaction among members of one community with the help of the shared cultural background involving meanings, values, or knowledge that can be expressed in a common linguistic code. Saville-Troike & Kleifgen (1989:84) stress that language communication in a speech community cannot be efficient without a shared and common cultural background, and they claim that in face-to-face communication involving multi-cultural community members, miscommunication may not be attributed to misunderstanding grammatical factors (p. 93). But on the basis of shared knowledge, used communicative strategies are expected to be shared and common, too. However,

"... shared cultural knowledge is both necessary and often sufficient for communication to succeed" (Saville-Troike & Kleifgen, 1989:102).

Culture is the outcome of interaction within the framework of language and cultural values; this interaction manifests a difference between cultures in terms of language behaviour, including intralinguistic features of syntax, lexis and intonation, and cultural practices. Therefore, communication strategies vary based on cultural



values and attitudes (Jones, 1988:41). She (Jones) explains this issue simply by stating that

"...a culture is interaction, interaction among a group of people as well as between the people and their social environment..." (Jones, 1988:27).

Jacob (1987:204) agrees that "culture is equated with communication and is negotiated and transmitted knowledge".

### **2.3.7. Organisational culture**

When it comes to organisational culture, the difference is very narrow in definition. Its definition has the major characteristics of the general definitions of 'social culture', such as being values, meanings, knowledge, behaviour, and historically transmitted and shared by all members of the organisational community. The difference may be in terms of job community instead of a non-job related social community.

Organisational culture is defined as

"... the historically transmitted beliefs, behaviour, symbols and values of an organisation" (Garratt, 1994:105).

These shared patterns of values and beliefs in organisation culture aim to provide the members with the rules of behaviour in the organisation (Davis, 1984:1; cited by Martin, 1992:54).

Hofstede (1991) talks about cultures and organisations and calls culture the 'software of the mind' or 'programming of the mind', or 'mental programs' which are "patterns of thinking, feeling, and acting" (Hofstede, 1991:4) that every person carries within his mind. In his definition, he stresses the fact that organisational cultures are the factor by which the members of one organisation are distinguished from the members of another. Hofstede explains that:

"... 'culture' in general was defined as 'the collective programming of the mind which distinguishes the members of one group or category of people from another. Consequently, 'organisational culture' can be defined as the collective programming of the mind which distinguishes the members of one organisation from another" (Hofstede, 1991:180).

It can be said that values may be considered the software of the mind and the practices the hard copy of the values.

However, from the different definitions seen above, it can be noticed that different angles may bring in the various aspects of the definition which will serve in our research. Although they sometimes sound different, they also have much in common.

Various definitions of culture share the concept of 'sharedness' of the content of culture; most of them also share the concept of this content being 'historically inherited'. The difference in these various definitions lies in the content being called 'knowledge', 'values and beliefs', 'forms', 'patterns of meaning', interaction, and so on. However, in this research, culture is the set of values and concepts that are required in the socialisation process, fixed in terms of rules of behaviour and patterns of thinking as socialisation that reflect all the relevant practices in a community.

Therefore, culture in language learning may better be defined as a set of common values, concepts, principles, and a way of life, that represent a body of shared knowledge among individuals in one community, as a social group, or an organisational group, and its patterns of behaviour, or practices as a manifestation of one common line of thought that characterises the way of thinking, the values and concepts that are explicitly expressed or implicitly embodied in the language, distinguishing the members of one community or organisation and another. The values are of social significance and are associated with behaviours that are the product of the patterns of thinking of the individual as well as the community or organisation that account for these behaviours. These values can be transmitted to

the individuals or members of organisation through language teaching with the aim of socialising them in the organisational community system.

## **2.4. Culture In foreign language teaching/learning (FLT/FLL)**

### **2.4.1. Introduction**

This section is going to tackle the different views on teaching culture through foreign language. Many researchers stress the fact that culture and FLT/FLL have a strong relationship (Byram, 1986; Damen, 1987; Jones, 1988; Shotton, 1991; Prodromou, 1992; Kramsch, 1993; Alptekin, 1993; Heiman, 1994, Marcus & Slansky, 1994), and that foreign culture can be taught through teaching foreign language in which the foreign culture is embodied, as well as it is essential in learning the language itself. However, a few researchers believe that culture does not necessarily need to be taught through language and that language can be taught separately without including any culture (Widdowson, 1988; Kuiper & Lin, 1989). This will be discussed later in the chapter.

The issue of teaching the target language in its own culture has been commented on by many writers. Damen (1987) emphasises that foreign language learners in classroom are also engaged in intercultural communication and culture learning whether they like it or not:

"The 'inhabitants' of second or foreign language classroom are engaged in culture learning and attempting intercultural communication just as surely as those who embark upon packaged tours to parts unknown. ... the environment of the classroom should be made as open as possible to meaningful culture learning" (Damen, 1987:7).

Alptekin (1993) agrees with Damen that culture learning should be encouraged in language classroom, and makes a survey of some writers' views who all stress the concept that as culture and language are inextricably tied together, it is impossible to teach a language without teaching its culture as one package. He mentions Stewart

(1982), Valdes (1986), and Byram (1988) the last of whom stresses the fact that not teaching culture in foreign language means defeating the purpose of language learning (Alptekin, 1993:139).

#### **2.4.2. Culture, FLT, and education**

Foreign language teaching as part of the educational structure all over the world, has complementary objectives that are usually in line with the general educational aims of the country. Many researchers insist that the language classroom should also be utilised for teaching culture (Byram, 1986; Blatchford, 1986; Jones, 1988; Barrow, 1990; Kramsch, 1993)

Culture is mostly neglected in the practices of foreign language teaching as an educational goal. This is criticised by Kramsch (1993) who encourages considering the issue of combining culture and language in foreign language teaching as a goal of the educational system whose objectives can be met by integrating language and culture.

"By integrating language and culture ..., it provides for the satisfaction of truly educational (rather than merely instructional) objectives, so long neglected in language teaching" (Kramsch, 1993:31).

Barrow (1990) looks at language teaching as a means of keeping and transmitting the values and beliefs that represent the major cultural load. This indicates the strong relationship between values in education and language teaching. He also sees that the human thought is closely and positively correlated with language capability and efficiency.

"Any program of teaching involves behaving in ways that may shape values and beliefs. ... When it comes to teaching a language, ultimately one teaches the distinctions that are recognised by and are important to those who normally speak the language, one teaches types and ways of reasoning, and one almost certainly, more indirectly but more specifically, promotes particular substantive values through the material one uses. ... people's ability to think and the quality of their thinking is co-extensive with their command of a language" (Barrow, 1990:3-4).

This gives a boost to the need to learn foreign languages if learners wish to better their educational perspectives. Zarate (1995:24) argues that foreign language learning can construct a new perception of the learners' native culture through the teaching of the foreign culture. Teaching reasoning and logical thinking as a Western value mentioned by Barrow will be discussed in detail in Chapter Five.

A new culture may influence social as well as political attitudes in the learners. By exposing the Saudi trainees to the western modern culture, it is possible that some change in the social and political attitude may occur towards Westerners and Americans in the heart of the Arab world in Saudi Arabia. But this aim cannot be one of the clearly stated ones. It may be one of the hidden aims, or at least one of the Western (or, perhaps, universal) educational aims beyond the teaching of a foreign language.

Institutions and organisations have their own view of the inclusion of culture in language teaching. When taking it from the educational point of view,

"Teachers and learners in educational systems are subjected to the ideology of the institution, which itself responds to national and international imperatives. ... In the intrinsics of the native and the target cultures, they are constantly engaged in creating a culture of the third kind through the give-and-take of the classroom dialogue" (Kramsch, 1993:23).

Aramco through VELT, tries to satisfy the local socio-cultural requirements of having well-developed Saudi young men that can serve the Saudi institutions as well as society. It also tries to meet the international requirements of having Saudi young men who can adjust to the universal values governing the technological world of Aramco that can be considered international in system, relationships, and work with a large international community consisting of various nationalities that have to work in harmony in the field of managing and producing oil which is an international need.

However, Aramco's priorities of developing the trainees' social behaviour, values, and attitudes have to be in line with the governmental educational priorities which really aim at having well-developed Saudi young men who maintain Islamic principles but who can also cope with the international personality that is reasonable, educated, able to handle the technological concepts and job requirements.

### **2.4.3. Opposing views to the inclusion of culture in FLT**

Although most researchers emphasise the interrelatedness of culture and language and the significance of relating culture to FLT, as discussed earlier, a few researchers oppose the call for this inclusion (Brumfit, 1980; Alptekin & Alptekin, 1984; Street, 1993; Widdowson, 1988). It is argued that language teaching should not be given the function of bridging the cultural gap by teaching cultural knowledge, and that cultural learning is just a corollary and not a conditioned relevance to the learning process (Widdowson, 1988:1). Therefore, Widdowson states that teaching the language is something separate and does not have to do with culture, although culture is sometimes included in language learning.

"... it is not the business of language teaching to bridge the cultural gap, that a concern for culture can indeed be a distinction from more pressing pedagogic matters, and that the acquiring of cultural knowledge, in so far as this is relevant to language learning as such, is a corollary and not a condition of the language learning process" (Widdowson, 1988:13).

Widdowson believes that a foreign language learner does not have to take culture and language as one package (p. 18). But this does not apply to the case of foreign language learners who need the foreign language for survival and communication with the native speakers. So as to have smooth communication between two minds, there has to be a medium of communication that is common to both parties with the same communicative references that are understandable to both of them. This medium of communication has two dimensions: language and communicative (socio-cultural) references. One can express himself in the new

language but his references might not be understood because they are culture-specific; and the own culture is not known to the first party even if the first party's language is used.

Widdowson (1988:22) stresses that cultural content can represent the motivational factor for learning a language, but this cultural content does not necessarily have to be the target language culture. He claims that no cultural learning takes place automatically in learning a foreign language. He concludes that it is not true that learning a foreign language promotes an interest in other cultures, fosters understanding and tolerance, and counters ethnocentric prejudice, even if Byram confirms this by empirical evidence (pp. 20-21). Then, on the same page, he adds that one can learn the language without learning a culture. He continues challenging the theory of cultural influence through foreign language teaching:

"I would suppose that nobody ... would deny that promoting understanding and tolerance of the ways of other people, the building of bridges (or tunnels) across cultural gaps, is an educational objective of the highest priority. But whether it can be achieved satisfactorily within a program designed to develop practical proficiency is another matter" (Widdowson, 1988:21).

Widdowson quotes Ojaide, the Nigerian poet who writes in English to express the African sensibility in writing (Widdowson, 1988:17-18), to show that a foreign language can be used without the cultural affiliation as far as it is used to express oneself, ignoring the British or American cultural content. The foreign language learner can use it to express his own cultural values as 'language is adaptable' and can be exploited for communicative and conceptual purposes in another (the user's) culture. But we should not forget the fact that language is used for communication and culture is the context of communication which makes language meaningful, as Sharpe (1992) says:

"The overriding purpose of learning any foreign language is to be able to communicate. ... Teaching a foreign language necessarily implies teaching the culture in which it is embedded. The language makes no sense and has

no meaning outside the cultural setting in which it is spoken" (Sharpe, 1992:13).

This implies that the communicative purpose of learning a language can make it more valuable to the learner. The cultural context of the language can vary based on the purpose. The purpose can be directed towards a job, a field of science, a business, or a social interaction in a certain community. In the case of VELT, as we shall see, the context requires an understanding of both company and wider cultural values and practices.

#### **2.4.4. The psychological dimension of cultural learning: acculturation and local culture**

Understanding a new culture, or a new job atmosphere, makes it open to the learner. A learner of a foreign language may feel worried or unrelaxed when he starts it. After learning it, and by communicating through it, things become familiar to him and that makes him relaxed and his worries disappear, and he starts to develop a positive attitude towards the foreign language, and, most probably the cultural content it carries.

To understand the psychological dimension of cultural learning, we have to discuss the issues of acculturation and the relationship between target and local language cultures. Acculturation has been defined as

"the social and psychological integration of the learner with the target language group ... any learner can be placed on a continuum that ranges from social and psychological distance to social and psychological proximity with speakers of the TL and the learner will acquire the second language only to the degree that he acculturates" (Schumann, 1978:29 - cited in Jin and Cortazzi, 1993:93).

The major issue in acculturation is the contact with a new cultural content or community with a different linguistic means of interaction and adapting to the new culture values. Acculturation in terms of change is increased through communication with the new group (Jin & Cortazzi, 1993:93). When the learner starts thinking and behaving in the new group's way, he is said to be acculturated.



Some researchers suggest that local culture should be used in foreign language learning as learning context (Holliday & Cooke, 1983; Alptekin, 1993; Heiman, 1994). The significance is referred to the fact that Western culture conflicts with the traditional religious values and beliefs of learners who see it as a threat (Osterloh, 1986; Jones, 1988; Barrow, 1990; Jin & Cortazzi, 1993).

It is suggested that local language culture can be a motivating indigenous content for learning the language because of its familiarity to the learners which also makes it easier for them to use in writing exercises and communication. However, using a lot of local culture will result in low acculturation, which is the aim of teaching culture.

Abu Jalalah (1993:448) confirms the need to include a cultural component in the EFL course in the schools of Qatar, which is one of the Arabian Gulf States adjacent to Saudi Arabia, but she says, this cultural component should not include cultural aspects that can make a contrast to the learners' values, as that will sound like a cultural threat. This agrees with what Heiman (1994) and Street (1993) warn against.

To make foreign language learners avoid cultural conflict and to facilitate their acculturation, the language program designer has to be careful and to have further insight in the local culture of the language learners. This applies to courses written, especially for a specific target population in a specific community or country where there might be a negative attitude towards that culture. Barrow (1990) gives an example that might illustrate this view.

"Some cultures incline more or less to what we would term religious explanation at the expense of scientific explanation. Some cultures incline to particular ideological explanations of psychology or sociology and hence do not develop these disciplines in the same way as other cultures. Consequently, ... in teaching English to those for whom it is a second language we may be promoting different values from those with which they are familiar" (Barrow, 1990:5).

However, acculturation does not necessarily imply that the old culture should be forgotten or forsaken; and it does not mean that the two cultures have to be combined in one, either. In an acculturation model, Jin and Cortazzi (1993) explain that acculturation requires

"understanding the other culture, behaving appropriately in the other culture without losing one's original cultural identity" (Jin & Cortazzi, 1993:96).

Osterloh (1986) believes that a problem arises when the Middle Eastern students try to understand written texts in foreign Western languages because they are in a form which is different from the norm they are used to. Texts are manifestations that represent a second reality representing the language social environment, as Osterloh maintains:

"Many texts are a draft of standards and rules according to which the industrialised world functions or is supposed to function. A timetable standardises railway traffic, administration regulations standardise civil servants' activities, a scientific essay tries to standardise rules to which a certain domain of our environment is subject. Such manifestations of language represent some sort of 'second reality', which confronts the sphere of our concrete experiences. In acquiring a modern European language, the student from the Third World has to accept, in contrast to his own culture, the close bond between most of our interactions - above all, intellectual ones - and norms, rules, theories, ideas, and opinions" (Osterloh, 1986:82).

This contrasts strongly with the content of Middle Eastern languages that have provided the people there with values, ideas, and rules that represent traditional cultures with "a conception of the world and rules of conduct" (Osterloh, 1986:82). Therefore, Osterloh suggests that foreign language program contents have to be changed to local culture content for it to be more meaningful to the learners with references to the students' local environment, especially "commonplace stories or those dialogues one-sidedly oriented toward European society" (Osterloh, 1986:83).

Boswood and Marriott (1994) argue that ESP can aim at acculturating the ESP learners. They add that ESP teachers also need to be acculturated into the business community. They believe that ESP teachers have to be socialised into the ESP discourse community, that is "to become operationally proficient in the ESP community and not only to understand the modes of thinking and doing of a professional discourse" (p.15). Discourse community is defined by Swales (1990:29) as

"common goals, participatory mechanisms, information exchange, community specific genres, a highly specialised terminology and a high level of expertise".

Samely (1995) receives answers on questionnaires investigating the foreign language needs for future legal practitioners. Feedback from the practising lawyers emphasised the need to understand culture of the original country of the language because "an understanding of the culture is vital":

"if you succeed in bringing students to a high standard of language capability and knowledge of the country, they will then be able to adapt reasonably easily to the specific situations they find to have to sue their knowledge in" (Samely, 1995:59).

#### **2.4.5. Summary**

It has been argued that foreign language teaching should carry the responsibility of teaching culture as an educational objective, and that teaching language involves teaching culture automatically whether you like it or not.

The target language culture teaching is to meet the purposes of enhancing communication between nations, visitors, and other cultures, avoiding problems of miscommunication in the areas of business, and social communication, in addition to giving the learners the opportunity for critical analysis of their own culture that will create sensitivity and positive attitude toward other cultures as points of view and not

as right or wrong. However, the final objective of culture teaching is social or job survival in the social or job community, which comes as a result of acculturation, that is the integration of the individual into the community.

Local culture can be included to enrich the new linguistic experience, encourage (motivate) learners by providing them with something familiar to them, and train them to talk about their own culture to other foreign language-speaking people for exchange of ideas, values, and knowledge. Rare use of other cultures in teaching a foreign language may not be very important, but it can be part of the openness procedure that educational objectives might aim at when teaching a foreign language or a foreign culture to learners.

## **2.5. Culture in English language teaching (ELT)**

### **2.5.1. Western culture vs. local culture and international culture**

As discussed earlier, program designers who are English native speakers will be at great advantage if they are aware of the learners' local culture and if they use the local culture in teaching English. That will help the learners to avoid cultural conflict between the Western culture and local culture, Arabic/Islamic, for example, that Alptekin and Alptekin (1984:17) talk about.

"In fact, despite their desire to learn English, the students are often unwilling to receive the cultural load of the target language".

The basis of knowledge is essential for learning a language whether the mother tongue or a foreign language. The local material is closer to the foreign language learner; therefore, the use of this indigenous content can be useful to the learner and provide a motivating effect to language learning (Alptekin & Alptekin, 1984:17). That material content gives the learners values and ideological background that can

be the basis of communication in the target language. The conclusion is that both cultures are important for learning English.

Alptekin and Alptekin suggest that

"... local and international contexts which are familiar and relevant to students' lives should be used (instead of unfamiliar and irrelevant contexts from the English-speaking world)" (Alptekin & Alptekin, 1984:14).

By international contexts they mean that contexts can be from other cultures of the world countries and we should not stick to the English culture. Of course, this can be a strong reaction to the claim above, but this reaction does not necessarily stand against the truth that both cultures can be useful, and each of them can achieve a purpose. The call for using international contexts is congruent with the English language becoming an international language that is used significantly world-wide (Prodromou, 1992:39).

The Aramco community is multi-national, and therefore, multicultural. The Saudi employees in the company have to mix with employees from various nationalities. The more multicultural understanding the Saudi employees have, the more flexible and communicative they become.

Prodromou mentions Robinson (1985) who

"believes in the importance of developing cultural versatility to help learners meet the demands of an increasingly multicultural world: the implicitly alienating effect on the learner... Robinson therefore proposes a multilingual/multicultural model of education rather than bilingual/bicultural one" (Prodromou, 1992:41-42).

Alptekin (1993) recommends that programs have a combination of familiar and unfamiliar cultural content:

"EFL writers should try to build conceptual bridges between the culturally familiar and the unfamiliar in order not to give rise to conflicts in the learner's 'fit' as he or she acquires English" (Alptekin, 1993:141).

This may be a valid recommendation when we talk about general English courses that may need to be taught in foreign countries. However, the purpose that is governed by the learners' needs should always be considered. We should not forget that those who need to learn English in England or America also need to learn the culture itself if they have to live there for sometime to be able to adapt to the environment.

The above-mentioned proposal means that each writer of English teaching books has to read and write using other cultures that he might not be familiar with. It is easier for writers to use their familiar target language culture that they understand than to use another foreign culture that they are unfamiliar with.

"EFL textbook writers, like everyone else, think and compose chiefly through culture-specific schemas. ... most textbook writers are native speakers who consciously or unconsciously transmit the views, values, beliefs, attitudes and feelings of their own English-speaking society - usually the United States or United Kingdom" (Alptekin, 1993:138).

This idea relates to what has been written about VELT sociocultural background. Whether consciously, or unconsciously, the British and American writers who wrote VELT must have included in the program a lot of cultural load that comes from their (the writers') cultural background although this may not be one of the stated objectives of the program as the company wants. However, it is very clear that a lot of the English/American cultural topics have been avoided based on that it is against the Islamic and Arabic culture, like the topics of girlfriends, pubs, dating, sex, love, religion, Christianity, going to church, ... etc. The exclusion of all these points from the common core topics proves that all the topics are planned for and the writers are aware of what is written, what has to be included and what is included. Robinson (1991) confirms that an outsider program designer will definitely bring in his culture in the program:

"...an outsider may also bring alien cultural perceptions and may hold rather different views on teaching and learning from the institution under analysis" (Robinson, 1991:10-11).

This statement implies that Western culture is also implicit in the language used in the program, therefore, learning the language means learning the values and thinking abilities of Western culture unconsciously. This will be tested in the analysis of the VELT material over Chapters Four and Five.

### **2.5.2. Culture through ELT as a means of colonisation**

Third World countries can never forget the colonial period when the powerful western countries ruled them; they suffered a lot under colonisation. Every trace of those western countries would remind them of that hard time which was full of pain, killing, oppression, and suppression that contrasted strongly to their weakness, helplessness, and inability to get up. Some researchers have the feeling that including Western cultural content in English programs may carry neo-colonial overtones that bring negative attitude towards the language, especially in the Third World countries.

Street (1993), as an anthropologist, shares with other anthropologists their worrying about a "neo-colonial, racist nationalist overtones" attitude in looking at culture as 'a fixed inheritance of shared meanings'. He criticises the overtones of spreading the Western culture through English language teaching seeing the intention of a new kind of cultural colonisation, and this is why anthropologists "prefer to ask not 'what culture is' but 'what culture does'" (Street, 1993:23). Heiman (1994:4-7) sees exposing peoples of different cultures to the Western culture under the name of progress in science, economy, and technological development as a threat to cultural integrity, a threat to global ecology, and a threat to traditional spiritual life. According to Heiman,

\* Cultural integrity is threatened because of the Western attitude towards cultural, religious and racial superiority (p.4).

\* Global ecology is threatened by the Western progress in the fields of science and technology that destroys the earth's natural resources, which may cause an ecological disaster and encourage a consumer-oriented, technological, and materialistic ideology (p.5).

\* The traditional spiritual life is threatened as Western culture views the human being as rational and self-determining, provided with the power that qualifies him to dominate the universe. The traditional spiritual life in Eastern culture views the human being as a spiritual and metaphysical being closely related to religion which implies he is dominated by religious beliefs (p.6). Therefore, some researchers call for using local culture and international culture that does not give the impression of colonisation aim.

Lee (1983) explains the antagonistic feeling that prevails in some countries, especially Third World countries, against the colonial attitude of the western countries and the U.S. by talking about technology transfer and those peoples' feeling.

"Technology Transfer: Many countries want U.S. technology, but don't want U.S. managers or workers to run it, thus the jobs of some expatriates are quite literally to work themselves out of jobs by teaching foreign nationals how to perform them. 'Countries may want our technology, but they don't want us 'to pollute' their culture,' explains Shabaz" (Lee, 1983a:21).

Political changes in some countries have created an unfriendly attitude towards Americans in host countries, and very often, there were clashes between the American/western culture and host cultures, especially Islamic/Arab cultures, which will create a negative attitude towards the culture and the language and hinder English language learning and its Western culture. However, Bisong (1995:131) concludes his research about cultural imperialism in English language teaching in Nigeria, by saying that although English is an official language in Nigeria, it has not



succeeded in displacing any of the indigenous languages. It has contributed in the Nigerian culture as one of the factors in the Nigerian multicultural society.

## **2.6. Socialisation: definition and nature of the process**

### **2.6.1. Introduction**

We have seen how culture and language have been closely linked and how FLT, and specifically ELT, has got the potential to socialise its learners into a new foreign language cultural system of values and concepts. After defining the concept of socialisation and explaining its nature, this section about cultural socialisation will shed light on the nature of the process that ESP learners in industrial situations have to go through in order to adapt to their new cultural job situation.

### **2.6.2. Definition and nature of the concept**

Socialisation is a social process that individuals go through at different stages from their day of birth. The environment of socialisation is the society, and the socialised are the individuals from infancy. When the child is born, it is just a creature without any other characteristics that can identify him as a social human being. Because "at birth the individual human being is virtually helpless" (White, 1977:1), it needs a process to bring it in the human social community with all its structure, including values, concepts, behaviour, habits, and all other forms of human social meanings and way of thinking, including language, that is a socialisation process, which Sturman (1994) defines as follows:

"Socialisation in its broadest sense, is the process whereby individuals become members of society or members of sectors of society. It is concerned with how individuals adapt, or do not adapt, the values, customs, and perspectives of the surrounding culture or subculture" (Sturman, 1994:5586).

In his definition, White (1977) brings in nearly all stages of socialisation to explain its nature of acquisition of values and behaviours transmitted in the whole environment of the individual.

"socialisation is more than just formal education, for it includes the acquisition of attitudes and values, behaviours, habits and skills transmitted not only in school, but through the family, the peer group and the mass media" (White, 1977:1).

Here, there is no mention of occupational socialisation that will be discussed later in this chapter.

Hofstede (1991) defines socialisation as

"The acquisition of the values and practices belonging to a culture, by participating in that culture" (Hofstede, 1991:263).

including three elements: values, practices, and actual participation in the culture, which will be significant when considering company workers' socialisation later in the chapter.

White (1977) states that socialisation is "a long complicated process of learning to live in society" (White, 1977:1). This process serves the individual in the first place. Others emphasise the other side of definition where they believe that socialising individuals benefits society. Moreover, socialisation plays the role of control over the social role an individual is supposed to perform in the society. It is a process that ensures cultural continuity through social human training which involves attitudes, emotions, and behaviour (White, 1977:16).

Sturman (1994:5586) stresses the two major meanings of socialisation that Gecas (1981) believes in: one's adaptation and conformity to the societal requirements and one's development into a self-assertive distinct human individual. Adaptation to the society implies becoming a member of that society, carrying its values and rules of behaviour. Musgrave (1987) relates this to the concept of conscious and unconscious socialisation in terms of belonging to the group.

"The outcomes are important to these involved, both to these responsible for the continuity of groups, that is those with some power, and to those being socialised, whether unconsciously or because they hope to become members of some groups" (Musgrave, 1987:3).

Conscious socialisation can be when someone tries to associate himself with a group in his own society, or when someone goes to a country where he would like to be a member of the community, therefore, he tries to learn all the ways of thinking and behaviour in that country.

Socialisation is a continuous process throughout life (White, 1977:5). This can be looked at by studying the individual's life stages. From infancy at the family, through education at school and college, into a longer learning process that is affected by peer groups in the changing society with the interference of new factors in the development and change in the progress and consequent changes that necessitate some kind of response from the individual, which might be against or with the changes. A stage that immediately follows college socialisation is the work stage, which can be considered an extended-socialisation stage by the name of 'occupational socialisation'. This stage will be discussed later in this chapter under the name 'third-level work socialisation'.

### **2.6.3. Language and socialisation**

In the beginning of this chapter, it has been argued that language is the carrier of cultural values and rules of behaviour. Language is a major factor in the process of socialisation whether in the first language or the foreign language. Language from the beginning is utilised to process the individual by including messages, directions, instructions, explanations, and all other functions of the language that represents the way of thinking of the society and contains the values and social behaviour.

As explained earlier, foreign language learning is an important factor in socialisation of a new culture. A new language carries a new set of values, way of thinking, and behaviour with a different social structure. The individual has to go through the same process in the new community, but this time there is no real family. One is directly facing the new community to which one has to be adapted, or to adapt, to become one of its members, carrying its way of thinking and behaving according to its values and way of life.

Cortazzi (1990) identifies the positive role of language in socialisation and relates the definition of socialisation to language as a medium for socialisation by which individuals acquire adult roles.

"Socialisation can be thought of as the process of acquiring adult roles, internalising the beliefs and values of society. ... socialisation is clearly linked to cultural transmission. It takes place through the medium of language,.. Language in interaction ... is thus a major if not the major tool for transmitting sociocultural knowledge and is a powerful medium for socialisation" (Cortazzi, 1990:56-57).

The language learners are processed through their language learning into the target culture. They usually bring with them into the classroom various beliefs, attitudes, concepts, and values that they have inherited from their family, the community, and the country traditions, representing the common inherited cultural meanings of their first language socialisation. All that is brought by the learners into the classroom influences, negatively or positively, the degree of language learning and cultural learning and finally, the socialisation process.

#### **2.6.4. Work - a third-level socialisation**

After primary socialisation, it is assumed that secondary socialisation usually takes place in the formal education stage at school and college. Berger and Luckman (1966:160) stress the strong relationship between the two stages of socialisation through the heavy and definite reliance of the secondary on the primary stage, which

is described as "an already formed self and an already formed internalised world" (Berger & Luckman, 1966:160)..

However, it has been ignored that the secondary stage is too large to isolate and then study because of the numerous factors influencing it. Therefore, it may be better to divide this stage into at least two stages of socialisation: the secondary stage, which is the original one, and a third-level socialisation that we can call third-level work socialisation, or occupational socialisation. The third-level stage is more relevant to the values and practices of the job and the work environment

When it comes to third-level socialisation, it will nearly have the same characteristics whether in the first language or the foreign language. Vocational ESP for company workers, VELT for example, deals with individuals who have got their primary and secondary socialisation in the local (Saudi) community. What it has to do is to add some more details to their secondary socialisation. However, these details can be categorised into a stage that relates to work and company system. We shall call this stage of socialisation a third-level stage.

Third-level socialisation may repeat part of the secondary stage in terms of concepts and values; however, part of it, for example "time", may need to be adjusted as part of new required concept of "time" for occupational requirements as we shall see with Aramco. Therefore, values might need to be adapted to the new requirements without conflicting with the major ones.

Because the socialisation process is originally there to work like a social control system, as mentioned earlier in this chapter, the work socialisation in a company (Aramco) is a similar process in purpose; it is intended to control the way of thinking of the trainees as workers, as well as to ensure that they have internalised the written and unwritten rules that represent the mechanism by which attitude and behaviour are controlled by the company.

This definition of socialisation as values and practices, as mentioned earlier, applies to the process of socialisation of company workers through a language training program (e.g. that the Aramco trainees have through VELT). When they move to the job site, they are supposed to have acquired most of the company cultural values and required practices to implement in their daily work life and way of thinking, that is, acculturated and socialised into the company's value system and conceptual framework.

The argument of this thesis is that a company's new recruits (the VELT trainees) are usually helpless, like newly born babies. They can not know exactly what they have to do or how exactly they are required to behave. They wait for the company to inject them with what it needs them for. It teaches them what is beneficial for them and for it, as well. They undergo an educational training process that processes them for the company (Aramco). At the end of that process, they are completely different from those young men who enrolled in the company with the hope they would satisfy the need of the company. They are just a combination of their first image when they were introduced to the company's life and the result of the long training process they went through; that is a new image, a processed image, or socialised image of a company worker, or company man. This is what Sturman (1994) calls 'occupational socialisation' in the occupational context where large organisations design special orientations to socialise new recruits into the organisation and influence their values and attitudes.

However, a second dimension of our argument is that although it appears that Aramco is training the Saudis only for work, there may be actually a process of normal secondary socialisation within the occupational context. Although Aramco considers itself a Saudi company, it cannot fit into the Saudi culture completely. The Saudi young men work in Aramco and live in their local Saudi community with their families and friends from outside the Aramco work community. Their socialisation

in the company should not contradict their essential socialisation in their family and local Saudi community, with respect to major Islamic and Arabic values that are of great respect in their community, as will be explained later when discussing the issues of religion and family influence in Chapter Three. This is one of the major differences between first language socialisation and foreign language socialisation, where in the first language socialisation in the occupational context, it is not expected to have many differences that create a lot of conflict like in the foreign language socialisation.

Based on Berger and Luckman's (1966:194) ideas about socialisation forming identities which are socially predefined and profiled to a high degree, mentioned earlier in this section, we can refer to Aramco as well-organised in defining distribution and description of work functions. Job descriptions are usually prepared in manuals that describe exactly what each job holder is expected to do in a certain position with the specific details of the position. This shows the nature of the organisation society in Aramco as well-defined and profiled in terms of job functions and, perhaps, other areas such as who is in charge of safety of the specific job site. VELT presents some simple descriptions of job functions of electricians, gas operators, mechanics, and so on, to show each worker part of his identity as a company man in the field with some practical details. This can make the workers internalise their roles or functions successfully.

VELT, as a training program, tries to make actual socialisation easier. Training represents a pre-work socialisation stage that opens the door wide to the actual practical socialisation. Training is a semi-theoretical, semi-practical socialisation. Part of it involves both formal education comparable to learning at school, and the other aspect of secondary socialisation: practical, work socialisation.

### **2.6.5. Summary**

The socialisation process takes care of the individual from birthday up the end of his life as a continuous learning process. The community takes care of the individual's socialisation after primary socialisation in the domain of the family. However, a third-level socialisation, that is, work, occupational socialisation, or company socialisation, is a definite and distinct level that the individual goes through most consciously and, sometimes, unconsciously. When occupational socialisation takes place in a foreign language, with its implicit cultural values and meanings, the process can involve contradiction of learners' native cultural values. Concerning, VELT, the conscious part of it is related to the practices in the industrial environment, including familiarity with some notions that receive a world-wide concern, such as pollution. The unconscious part of it relates more to the abstract level values, company values or concepts that form the existence of a Western oil company that has to succeed in its industrial operations.

Cultural values will be the most important factors in the socialisation process, aiming at the individual's adaptation in the new social and cultural community. Adaptation into a human and working creature is the ultimate goal of socialisation. Language can be a great and influential medium through which socialisation can take place. This will be seen in the analysis of culture and ESP and the socialisation of ESP learners into human and working individuals that are socialised into the values of the new social/working environment.

## **2.7. Culture and ESP**

### **2.7.1. Introduction**

It has been explained in Chapter One that ESP is a branch of ELT and has its general characteristics. It has a specific purpose which influences its design. The



needs analysis can show the communicative, and socio-cultural needs of the learners and the learning situation considering the details added due to the special characteristics of the target population.

According to Barron (1991:173), who reviewed the ESP literature in ten years, 1981-1991, only one article in the ESP Journal / English For Specific Purposes makes a reference to the issue of culture in ESP, written by Jacob (1987). He argues that

"the traditional cultures and technologies of students should be included in ESP courses. To date, ESP has ignored traditional culture and technologies" (Barron, 1991:173).

However, Barron explains that Jacob refers to the specific repertoire of the academic community concerned related to the target language culture, that is British or American culture. He continues that it is worthwhile to include the learners' culture in ESP to provide a cultural balance and cross-cultural comparison, and lessen the risk of damaging their self-esteem (Barron, 1991:174).

Barron thus argues that learners' cultural background should be considered in the variables of ESP syllabus design. He approaches the issue from the technologies angle:

"Scientific laws and principles may, indeed, be the same all over the world; however, it is the variation in the practical realisation of the laws and principles from society to society and the role of technology in society which account for cultural differences" (Barron, 1991:176).

He believes that

"The purpose of ESP is to effect a smooth transition into textualisation in English. Where the technologies of two cultures are conceptually similar, for example, Japanese and British, the transition may be effected with linguistic devices. But when the technologies are conceptually very different, as between literate and nonliterate societies, ESP needs more than linguistic input to facilitate the transition" (Barron, 1991:181).

Barron justifies the need for culture in ESP by defining culture as follows:

"Culture ... is an information-processing system which has links with education, and ultimately, therefore, with ESP, because it involves the transfer of information in a factual system, the purpose of which is to produce fit members of society" (Barron, 1991:176).

Jacob (1987) investigated cultural competence in ESP (EST) curriculum, assuming that one can be a culturally competent member of the science community if he can actively and efficiently participate in the transaction of knowledge and social values that the community has and maintains (Jacob, 1987:203). He identifies cultural competence in the science community by identifying the common macro- and micro- functions of dialogical discourse, face-to-face, or indirect, which represents the cultural repertoire of the science academic community (Jacob, 1987:204). He concludes that

"the language curriculum has an important role to play in advancing the cultural competence. This would involve a process of elaboration of the repertoire to include communicative skills and communication acts/functions appropriate to the culture of the academic community" (p.215).

The learners can then be able to participate in the community activities through the cultural knowledge, values and intellectual skills of the community.

Holliday (1983:49) warns that teachers should conduct research that enables them to know what he calls the "classroom culture" to avoid misunderstanding between them and the learners, and devise syllabus activities that can be culturally acceptable to learners.

Pierce (1995) argues that the classroom should take into consideration "the lived experiences and social identities of language learners" (p.26) into the second language curriculum "to help the language learners claim the right to speak outside the classroom" (p. 26) by presenting the opportunities and possibilities for social interaction outside the classroom. As workers, as ESP learners, gain their social identity through their jobs and attachment to the company, this encourages them to see the relevance of the language they learn to work situations and opportunities for

them to use English as a requirement of the job situation as a social situation in the company community.

Fanning (1993) describes an ESP course whose design and implementation prove to contrast with the usual ESP characteristic of not using non-linguistic information outside the learners' main academic focus. The non-linguistic content which Fanning (1993:169) describes in this EAP program is in using topics like

"'Politics and politicians', 'education in Britain', or 'the budget'. Knowledge of these areas would provide the cultural background that advanced users of the language ought to have" (Fanning, 1993:166).

This can also include a cultural dimension of values and an educational dimension which can support the cultural objectives targeted in the program. However, the cultural dimension should closely relate to the learners' main study or vocation, and have a link to the course objectives, probably in terms of functions and notions.

### **2.7.2. Culture in ESP vs. communicative and notional/functional approaches**

Lynch (1981) quotes Strevens's ideas about the relationship between the communicative approach, ESP, notional/functional approach and cultural dimension of the language.

"Stevens (1979:10-11) discusses the importance of the terms notional, functional, and communicative in relation to ESP. After acknowledging the association of notions with the work of Wilkins, he describes the term as important concepts 'about the universe' which the language learner needs to know. It seems clear that notions such as 'time' or 'space' are extremely culture bound. All of this would indicate the importance of including an examination of crosscultural differences as a part of an ESP syllabus" (Lynch, 1981:11).

Delamere (1983) relates the importance of the socio-cultural dimension of language teaching to the notional/functional approach:

"Cross-cultural awareness instruction is concerned primarily with a student's integration and adaptation to a novel communicative environment" (Delamere, 1983:9).

As cross-cultural awareness instruction deals with the language functions for survival and coping skills and the socio-cultural appropriateness and acceptability of linguistic behaviour, within the context of specific and specialised linguistic and social environment, it is strongly related to notional/functional approach.

"Notional-functional ordering thus organises materials not by syntactic labels but by semantic notions: volition, concepts of space and time, opening a conversation,..." (Delamere, 1983:9).

The emphasis is then on the content and communicative purpose.

"... the cultural content is planned according to the degree of socio-cultural adaptation that the student needs to make" (Delamere, 1983:9).

Notions in EOP/ESP represent themes, topics, and concepts and values beyond the topics that relate to work, such as safety, travel, planning, honesty, obeying rules, achievement, time, etc. These notions represent the content utilised for teaching the language functions such as describing a process or procedure, asking for help on the job, reporting a sickness case, or filling a form, or warning or describing arranging for a trip between two work places or cities, each one of which has educational, or socio-cultural significance whether in relation to work or the Western culture in such work situations. Therefore, then, notions represent cultural content of communicative significance in the specific situations of a specific target learning context.

ESP material may be seen as 'a culture of subject' as an analogy for 'culture of practice' in the skill training in the work place. However, with respect to the 'shared knowledge' concept that represents a key part of the definition of culture, the highly specialist material of ESP does not represent a kind of 'commonly shared knowledge' in the whole social/industrial community where the workers work. Taking an example the work of a metalsman whose job is mainly welding pieces of metal, a company like Aramco may have two hundred or more metalsmen; their job may be the same. They share the same job functions, but what values do they share

as metalsmen? When we start thinking of values and principles of their job, we see that their job values and principles are shared with all other company workers and employees, and not exclusive for metalsmen. This is a key issue that shows ESP functioning for two purposes: one purely related to job and not personal, and the other related to the personal employee contribution within the context of the company and other employees in the company social community. Hofstede argues that an organisation may have subcultures due to having different departments and hierarchies in positions of employees (Hofstede, 1991:198) which can be taken for having different specialisations in jobs. However, we should not forget that there is a general organisation culture which all employees should be socialised into. In this case, this general organisation culture can be called 'core culture' or 'common core culture'. By analogy, VELT, as ESP with various tracks may be trying to inject various occupational subcultures, or vocational subcultures. However, the common core component has the common core company culture for the seven tracks.

'Culture of practice' (Billett, 1994:4) is related to cultural values of the work place. Classifying practices as appropriate and inappropriate is the product of the work values, and this is what the whole work principles are based on. This is stressed by Billett (1994) who explains Vygotsky's ideas about culture as follows:

"Vygotsky's second proposition was that knowledge has a socio-cultural base. What is useful or useless, what should be taught and what practice is appropriate, is the product of the values, requirements and experiences within a culture of practice. The practice, which has evolved over time, is a consequence socio-historically based. For example, electricians' work and use of tools is based on the requirements of the activities in which they are engaged. Their work has a range of tasks and a hierarchy based on complexity of application. How they use their tools is quite different from other trade workers and is differentiated by the nature of their tasks (Brown et al, 1989). Issues to do with safety, for instance, have a particular significance for these workers and is part of their culture of work practice. It differentiates them from workpractice which is not in such close proximity to danger. The skills of electricians are configured by the way they carry out their tasks. It is this culturally configured practice that is passed on to novices by experts" (Billett, 1994:7).

Billett (1994) stresses the importance of the values beyond providing the workers, for instance electricians, with the required practices of their jobs, with the help of experts, and he calls this 'culture of practice'. The notions of 'safety on the job', 'the need for following safety rules', and the notion of 'the correct use of tools' are just examples.

Billett also argues that the work place involves developing an identity of learners:

"Two significant considerations are highlighted in a socio-cultural concept of thinking and acting. These are the role of values and the development of an identity within the culture of practice" (Billett, 1994:8-9).

Vocational ESP is therefore also concerned with establishing an identity for workers with characterising cultural values that influence practices, distinguishing members of one organisation from another. The values represent their patterns of thinking and the practices represent their patterns of action, or behaviour.

Interest in culture in ESP is seen in the area of business English. From interviews with company business men, Clowes (1994:22) presents selected comments from three companies' view of foreign language need. They present strong cultural need in addition to the professional skill need, for raising language and cultural awareness, understanding their preferences and their different ways of thinking in business

Robinson discusses ESP in terms of business English. She suggests that more consideration be given to the cultural aspect in business communication (Robinson, 1991:98). Robinson's call for paying attention to cultural aspects in business English reflects a new awareness of the need for a cultural load of ESP in general. It also proves that ESP can be a carrier of real culture that represents the country running the business in focus, as mentioned about the western business language expressing the western business culture.

### **2.7.3. Culture In ESP common core**

As explained earlier in Chapter One, common core is a part of ESP syllabus design that can be used to teach the general linguistic skills, vocabulary, topics, structures, as an introductory part before starting handling the specific skills to be focused in the highly technical or specialist material of the program that can be given later. It can also serve for teaching the general concepts, skills, principles, and values that are job relevant. This makes it suitable to be the carrier of the Western socio-cultural content that is relevant to the job topics of general interest. It can also be a suitable medium to carry an amount of local cultural load that helps in developing a positive attitude towards the new cultural content which enables learners to acculturate easily and for their good. The common core material can provide social expression and insight in cultural thought for in-company and out-of-company use, for instance, in topics such as travel, politeness, and pollution.

Communicative learning tasks have valuable cultural load in ESP programs. Role-playing is one of the types of exercises that carry highly communicative value for ESP learners (Graham & Beardsley, 1986:234). It is a major type of exercise in the common core component of the VELT program as the VELT trainees are trained to perform roles. Role-playing exercises serve for enhancing communicative skills and communicative competence. They encourage learners to say and even do the language. The learners' positive communicative achievement will provide a strong motivation for them to continue learning with a positive attitude towards the new cultural situation they are encountering. This communication, based on shared social/cultural knowledge, will maintain this equal role-playing among the members of the community and develop sound human relations and understanding among them and create a unity in values and harmony in behaviour which reflects the original value system learned. Moreover, they will practise the cultural values included in the program functionally.

## **2.8. Summary**

It has been argued that language, thought and culture are interrelated. The definition of culture shows various definitions considering it as a system of social behaviour, or a way of life, emphasised by anthropologists, as knowledge and meanings that are historically transmitted through language, as values and concepts reflected in practices, as socialisation to the individual in the process of becoming a human being from infancy, and as a communication system through which different cultures can understand each others' way of thinking and behaving. Organisational culture has been defined as the values and practices that distinguish members of one organisation from another.

The researcher's definition of culture stems from the need to consider it as a set of values and concepts, manifested in practices, explicitly expressed or implicitly embodied in the language, carrying social significance and which can be taught/learned and transmitted across generations. Language programs can carry organisational culture which can be taught to employees to adapt to the new organisation's values and concepts that require appropriate behaviour or practice at work for the sake of achievement and harmony in a multinational multicultural work community.

Although a few researchers view language as an independent system from culture, and argue that foreign language teaching cannot, and should not carry the responsibility of teaching culture in the classroom, many researchers see that culture and language are inextricably tied together, and that foreign language teaching should carry the responsibility of teaching culture with language automatically within the framework of the educational system. Not only that, but also culture is taught/learned unconsciously in a foreign language classroom whether you like it or not.



The purpose of culture teaching is adapting the learners to a new cultural situation in the foreign language community with the aim of acculturating learners, facilitating communication with the native speakers for a better understanding of other cultures or for survival in the foreign community. Teaching organisational culture, whether business or vocational culture, aims at social survival in the job community. Moreover, it is to understand other cultures as points of view and not as inferior and superior, or wrong and right.

The fear of losing one's own culture when gaining a new culture is not justified because acculturating does not necessarily mean losing; it is a gaining and adaptation process. However, some researchers suggest using local culture as a context for language learning assuming that familiarity with the cultural content can give a motivating effect, and give some self-confidence to the learners. English teaching has been associated with promoting Western culture as a means of cultural colonisation as the Western culture contrasts sharply with Third World's traditional cultures that are mostly religious and spiritual.

The socialisation process has been explained as a process of transmitting human culture and the specific culture of a community to the individual to become human, and to develop appropriate behaviour which will associate him with a cultural group.

ESP has been associated with communicative language teaching and the notional/functional approaches which add to the significance of teaching culture through the communicative tasks that relate to the social activities the language is needed for. Therefore, ESP can carry a cultural dimension which relates closely to the values and concepts required for the job, which may be originally Western in nature. However, a company in the Third World, for example, might have a culture which is a combination of target language and local cultures which the employees need to adapt to the new socio-cultural job situation. That will mould the workers in

a new cultural identity with new value and conceptual framework necessitated for the employees to perform a social and job role within the framework of a culture of practice.

By now, we have established a framework for thinking about cultural learning, a theory of cultural learning in ESP. On the basis of this framework, we can hypothesise or expect that there has to be evidence of different levels and kinds of cultural content in VELT. So the rest of the thesis is aimed at testing that hypothesis by detailed analysis of VELT. Therefore, in Chapter Three, we will explain the context, that is Saudi Arabia, and give an overview of the role of Aramco in Saudi Arabia, and then give an overview of the function of VELT within Aramco. Then in Chapters Four and Five, we will provide some close textual analysis of the VELT material to test the validity of our theory.

## **CHAPTER THREE**

### **VELT: A CASE STUDY AND ITS CONTEXT**

### **3. VELT: A CASE STUDY AND ITS CONTEXT**

#### **3.1. SAUDI ARABIA**

##### **3.1.1. Introduction**

This section about Saudi Arabia tries to shed light on the country where Aramco has been operating. It shows how the discovery of oil has developed it in education and training. It discusses the cultural background of the Saudis in terms of religion, family, and tribe, where they hold them from the swift change towards the Western cultural values. It also explains the significance of ELT in Saudi Arabia and its various variables in the educational system, including the problems in this area and the sociocultural factors influencing the attitude toward the Western culture in general and the inclusion of Western cultural values in the ELT programs.

A discussion of the economical development and its plans in Saudi Arabia will show the emphasis of these plans on education, training and human development, like what is done by Aramco.

##### **3.1.2. Socio-cultural background in Saudi Arabia**

The determining factors of cultural values in Saudi Arabia are the family and religion which are considered the main source of cultural values (El-Banyan, 1974:46). Allegiance to Islam and loyalty to the family and tribe are the strongest bonds felt by most Saudi Arabians (Lipsky et al, 1959:2). The influence of the religious cultural background will be discussed in the sections about education and ELT in Saudi Arabia on the following pages.

### **3.1.2.1. The family**

The family represents the basic social establishment in Saudi Arabia. Its significance is based on the fact that "the dominant relationships in Saudi Arabia are personal" (Lipsky et al, 1959:2).

"The central factor in Saudi Arabia's social life is the strength of the family. In a period of swift outward change, widely spread family links produce a complex of allegiances which ensure continuity and high standards of personal conduct" (Schofield & Kemp, 1986:232).

Family relations focus on the family members sharing the same obligations, expectations, family support and security and the care for each other's welfare. The family also has a strong religious significance. So, the solidarity in the family is a very strong traditional value in Moslem Saudi society

The young have to take care of the elderly people for their knowledge, experience and especially for what they have done for the young and for doing their responsibilities. The father is the member who has the full authority in the family; the wife and all family members are expected to obey him. Finally, the family is the centre of the social structure of the tribal system, the village society, and even in towns.

### **3.1.2.2. Tribe, village and urbanisation**

Although some nomadic bedouins directly settled in towns, the majority of them experienced the life in the village which was the transitional stage to the town for them. Some of these villages belonged to the same family or tribe with the head of tribe as the most influential.

Urban communities represent the economic, political, and cultural life centres that modernisation comes through to the whole country. Many Saudi bedouins are enjoying life in the modernised towns of Saudi Arabia and trying to live with their own values and the new values that they may encounter. Modernisation in Saudi

Arabia really started in the 1970s (Sirageldin et al, 1984:3). Tribal life is changing, and changes in the external behaviour were expected to occur (Lipsky et al 1959:3), but not the strong traditional values:

"pride of the lineage, loyalty to kin, and elevation to tribal leaders - that remain strong" (Lipsky et al, 1959:3).

### **3.1.2.3. The Western influence in the tribal change**

Aramco, as a Western company brought in the Western influence in Saudi tribes, as Lipsky et al describe:

"their members are more strongly drawn by the inducements to work in new industries. Detached from their tribes at the oil installations and in the towns, they are subjected to the full force of the Western cultural and technological influences concentrated there; ... the traditional respect of authority remains strong" (Lipsky et al, 1959:3).

Aramco increased the education level of the Saudis, influenced by Western culture.

"The effect of increased education (perhaps the most important is that given to Saudis by Aramco) is especially felt in the towns and among the new social groups" (Lipsky et al, 1959:4).

Aramco workers started to form a new social middle class with a new kind of education (Lipsky et al, 1959:5). Lipsky et al stress the change in the social status and social structure and the emergence of the social middle class because of the work for Aramco. They describe Aramco industrial workers as the middle group who is self conscious:

"Industrialisation and its subsidiary requirements are creating a new, expanding economic middle group and a growing, increasing self-conscious group of industrial workers." (Lipsky et al, 1959:64).

Therefore, the source of social status has changed.

"Social status based on wealth have not been clearly rigidly defined as they have in some Western countries; traditionally, lineage and occupation have been the important criteria of status. The oil industry and modern influences it has brought, however are injecting new values into the country, and wealth and material position are likely to continue to gain in importance as criteria of social status" (Lipsky et al, 1959:63).

Aramco workers, and other Saudis who worked for other associated companies have introduced a new distinction between them and other Saudis (Lipsky et al, 1959:28).

As part of the Western influence on the way of thinking and practical job requirement, Lipsky et al (1959:48) also describe how Aramco Saudi workers wear Western clothes (Khaki shirts and trousers) on their job and how they switch to the Arabian white dress out of work. Thus the desire to get a job is a significant force in social mobility and suggests that workers may be open to influence from Western cultures in their training.

The desire to plan for social and cultural change in Saudi Arabia is reflected by the first five-year development plan which followed popular Western development theory and aimed at changing the value system of the Saudi individual towards Western culture, as Crane (1978) explains:

"Plan 1 seemed to follow the social teachings of popular Western development theory, which provided that economic development consists mainly of transforming the entire value system of indigenous people into a replica of the Western ideal" (Crane, 1978:13).

But this does not imply that the religious values will be sacrificed, as we will see in the following pages.

### **3.1.3. Education**

#### **3.1.3.1. Structure of the education system**

Education in Saudi Arabia is free and one of the focuses of the country and great attention has been paid to its progress. The first Ministry of Education was created in 1953 (Ministry of Information, 1971:7). The number of schools for boys



and girls is increasing every year and has increased significantly since the 1970s (EIU, 1993/94:11).

The educational structure in Saudi Arabia constitutes the following stages: a pre-elementary stage (kindergarten), an elementary stage for six years, a second level that consists of three main components: general education, vocational education, and teacher training. The general education level has two stages: Intermediate stage and Secondary stage each of which is for three years. After school, there is college and university.

Vocational education consists of an intermediary stage which is usually two-year course or three-year nursing program for girls, and a secondary stage that comprises industrial and commercial schools. Vocational/technical education in Saudi Arabia for boys has three types: Industrial education, Commercial education, and Agricultural education. It is introduced at the intermediate level. However, there is a large number of school drop-outs at different stages. Some of them go to work and continue with that limited amount of education. Others get a job that allows them to go to evening schools for more school education.

### **3.1.3.2. Educational goals and the role of education in development**

The educational system in Saudi Arabia met the needs of the total population of Saudi Arabia for centuries by being limited to the learning of Quran by heart, and then some of the rudiments of the Arabic Language and some arithmetic, with focus on elementary education (Ministry of Education, 1970:16).

Some of the major aims in the broad educational goals of modern education in Saudi Arabia are related to cultural communication through education and foreign language teaching to broaden the citizens' horizon. The Ministry of Education has always made the point clear in formulating the educational goals. Following are some goals that show its concern with:



- "- Prompting the spirit of loyalty to Islamic law.
- Demonstrating complete harmony between science and religion in the Islamic law.
- Understanding the environment and broadening the mental horizon of students by introducing them to different cultures of the world.
- Equipping the students with at least one of the living languages to enable them to acquire knowledge of arts and new discoveries, to transmit our own knowledge to other communities and to participate in the spreading of Islam and serving humanity.
- Imbibing students with zest of work, providing them with scientific skills together with instruction in applied science, training and practice in handicrafts participation in production processes and helping them acquire experience in labs, workshops and farms, studying scientific principles of the various activities leading to increased productivity and creativity" (Ministry of Education, 1988:11-12).

The stated educational goals of education in Saudi Arabia aim at facilitating the cultural contact between the Saudis and other cultures for broadening the individual's horizon. They also aim at teaching them at least one of the living languages that enables them to acquire more knowledge of science, technology and new discoveries, and also to transmit Islamic culture (Ministry of Education, 1988:11). This can be linked to what Joy (1985:21) reports that Saudi students ask for religious vocabulary to explain to foreigners about Islamic topics such as prayer, pilgrimage, and Ramadan fasting.

However, the educational system shows that the Islamic values should be the 'safety valves' to control the cultural conquest that does not suit the Moslem society in Saudi Arabia. The Ministry of Education states that

"The educational system in the Kingdom of Saudi Arabia ... being keen on inculcating the moral and religious principles which are the safety valves in the Moslem society and besides emphasising the authentic values of this society" (Ministry of Education, 1988:29).

The Saudis look at the Western culture from two angles: religious and utilitarian. They know that the scientific technological development comes from the West and they appreciate it; however, they think that the Western culture contradicts the pure spiritual side of Islam. Therefore, they believe that

"Religion is the beacon which illuminates the path of our civilisation rendering to it those peculiar characteristics that distinguish it from other civilisations founded on purely materialistic basis" (Ministry of Information, 1969:3).

This actually discloses what is in the minds of the Saudi planners for education, which hinders the close contact with every side of the materialistic thinking of the Western culture, leaving room for mutual exchange of benefits on the side of science and technology which does not conflict with the 'peculiar characteristics' of Islam.

After the discovery of oil in Saudi Arabia, with the great wealth it brought, the folk society entered a new era in its economic, social and cultural development. Development may be taken for the interchangeable terms of 'progress', 'advancement', 'modernisation', and sometimes 'industrialisation' (Osama, 1987:5). Saudi young men were sent to modern countries, especially the USA and the UK, to get enough training and education and come back and lead the development movement. Training in Saudi Arabia, including Aramco, comes in the context of the fact that

"Human resource development has been a primary concern of the Saudi government through its recent history of socioeconomic planning" (Sirageldin et al, 1984:6).

The future of the Saudi people and human development has become a major aim in the thinking and plans of Saudi Arabia in every area (Schofield & Kemp, 1986).

Development and economic growth is a double-sided operation. Education is involved in the development process as it can be expanded using the revenues from the economic growth. At the same time, education should be able to lead to a certain level of economic growth by preparing responsible and capable skilled manpower who should be able to perform certain targeted tasks.

Productivity is highly connected to education and training. Those who are educated and trained are supposed to be more productive, which raises the output of manpower in the country. This is stressed by Presthus (1979:180) who believes that higher education, for example, is essential for the success of organisations.

Schofield & Kemp review the statements of the Saudi Arabian Fourth Development Plan, which include:

"To safeguard Islamic values ... ; To defend the faith and the nation, and to uphold security and social stability of the realm; To form productive citizens by ensuring their livelihood and rewarding them on the basis of their work; To develop human resources, ensuring a constant supply of manpower, improving efficiency in all sectors; To raise cultural standards to keep pace with the Kingdom's development" (Schofield & Kemp, 1986:241).

The plan shows great integration of Islamic values, economic development and human development in Saudi Arabia for a better future, using the wealth from the oil.

### **3.1.4. English language teaching (ELT) in Saudi Arabia**

#### **3.1.4.1. English and its demand in Saudi Arabia**

It has been explained how Saudi Arabia has become one of the countries most influenced by modernisation and how the modernisation and industrialisation movement brought various foreign issues in the Saudi society, business, and school education. One of the necessities was teaching English as a foreign language (EFL) at school. However, EFL in Saudi Arabia is also connected with some factors that require it in the Arab world, especially in the Middle East, in general. These include the geographical position between Asia, Africa and Europe, the effect of colonisation and continuing Western interests, and the role of English as the world language for technology, commerce and communication (Yazigy, 1994:68).

English in Saudi Arabia is heavily used in the community as well as in universities where the language of communication in some areas of specialisation is English. It is considered a second language in the Kingdom. Everywhere in Saudi Arabia, English is spoken in the market and shops, in hospitals, and at homes where servants and housemaids speak more English rather than Arabic. English can be seen on the shop-signs, company job locations where there are employees who speak only English, and even road signs side-by-side with the Arabic signs.

Because there are many English native speakers and others who can only read English and do not know Arabic, there are two daily English newspapers, an English TV channel, and an English radio program. Items on the market and in shops carry English labels; Saudis have to communicate with shop-keepers who are mostly Indians, Pakistanis, or Filipinos most of whom speak English and do not speak Arabic.

English in Saudi Arabia is needed for instrumental purposes, that is, as a requirement for the job. Therefore, it is essential for businessmen and those who deal with science, engineering, medicine, and technical jobs and handling technology products. If the school system is not able to produce individuals who can use English well, English training for jobs will be required.

"In spite of minimal results from the schools, English is still regarded as essential for training in the Kingdom or abroad, or further studies overseas, and as a valuable qualification for working in Saudi Arabia itself" (British Council, 1980:2).

This puts Aramco English training in context. Most Saudi trainees coming from the school system either know little English or do not know anything, depending on their level at quitting school. Therefore, like most companies in Saudi Arabia, who require their workers to use English for job demands, Aramco trainees are required to learn English which is the main language of communication on the job.

### 3.1.4.2. English in the education system

It is reported that students do not get much English from their learning of the language only within the framework of the Saudi school education system where they are taught grammar, reading and writing with some focus on listening.

" Sadly ... six years of English teaching in the schools has almost no effect at all, and many pupils can hardly utter or write a correct sentence, apart from one that has been learned by heart" (British Council, 1980:2).

The teaching of English in the Saudi schools is in the hands of expatriates, including Arabs with very few Saudis. The existence of a small number of British teachers (15 in 1980), and later, the tendency to recruit Muslim teachers to teach at schools (British Council, 1980:8), is an indication that the Ministry of Education does not encourage the inclusion of the Western culture in its English curriculum.

Looking at the teaching of EFL in Saudi Arabia will be clearer if we look at it in the framework of the educational goals approved by the Ministers of Education in the Gulf States in general, and the Saudi Ministry of Education in particular. That will help us see the general trend of and attitude towards EFL with the whole area in scope, and even the Arab world.

One of the assumptions in the Arab Gulf States is that it is necessary to expand the knowledge and the scope of the Arab Gulf States citizen by opening the doors wide for international contacts with other countries for more understanding and co-operation. As mentioned by Abu Jalalah (1993), this is reflected in one of the goals approved by the Seventh General Assembly of Ministers of Education for Arab Gulf States that aims at developing a person by

- "1. creating a suitable attitude in the citizens of the region towards international understanding and co-operation based on justice ... and
2. creating a consciousness of the significance of co-operation and interdependence at all levels viz., the Gulf, the Arab world, the Islamic world, and the World" (Abu Jalalah, 1993:19).

However, as education is so important in socialising the person in focus, the developments and trends in education at the international level should be considered to observe the direction and how to benefit from it or to avoid its harm. This insight in developing educational goals is reflected in the document prepared by the Seventh General Assembly of Ministers of Education for Arab Gulf States and cited by Abu Jalalah (1993:19). The Assembly also states that

"The Arab nation from the Gulf to the Ocean, is part of an international community, it interacts with it and receives positive and negative effects. Therefore, while setting the objectives of education, one must consider the course of events, trends, other factors in determining this course".

In the United Formula for Goals of Subjects in General Education Stages in the Arab Gulf States, and under the subject "Foreign Languages" the following objectives are stated:

"At the end of the secondary stage, the students should:

1. Acquire a favourable attitude to the English language.
2. Acquire a good understanding of English language culture and literature.
3. Acquire a good understanding of English speaking people on the condition that the above will not lead to the creation of a hostile or indifferent attitude to the student's Arab/Islamic Culture" (Arab Bureau of Education for the Gulf States, 1983:35).

From the formula of the goals of education and EFL in the Gulf States in general and Saudi Arabia in particular, we can conclude that the trend of thought in the official mind in Saudi Arabia is to develop the teaching of the English language in Saudi Arabia as a necessity for the development of the Saudi citizen from the cultural angle, but still hoping that the new Western culture in English will not over-rule the original Arabic/Islamic traditional cultural values that should be maintained unharmed. The prospect is expanding the horizon of the Saudi people, but not sacrificing their first language or culture.

We shall see later that Aramco's VELT policy follows this basic orientation by including Arabic history in its topics.

### **3.1.4.3. Attitudes to EFL in Saudi Arabia**

In Saudi Arabia, there are two attitudes in the Saudi government or community towards English. One attitude is pro-English and would like to see many Saudis using English fluently because of the perception of the real and practical need of the language in the modern international world of industry, technology, education and business in the twentieth century (Joy, 1985:32). The educational goals mentioned previously confirm this attitude.

The second attitude is led and influenced by the pro-Islamic and anti-Western involvement in the Islamic world. It should be made clear that the second attitude stems from the fact that it is assumed that English may carry much of Western culture that contains many of the dimensions that are against Islamic values and life practices and contrast sharply with them. Islam always encourages learning others' languages, but not hostile cultural practices. On the other hand, Saudis are happy to receive the other side of Western culture, that is, developed technology, industry, and sciences that result in the perfect utilisation of human resources and country's resources, bearing in mind that these sciences do not create any conflict with Islamic culture values and traditions (British Council, 1980:11).

The concern with cultural conflict through teaching English in traditional Moslem societies like Saudi Arabia is also a concern of people who work in the Arabian Gulf States. Fahmy and Bilton (1992), who worked in Oman, express their worry about the promotion of English in a country with traditional, religious values, with special reference to Sultanate Oman.

"While the local government may seek economic growth and prosperity, it may fear that the spread of English could lead to cultural contamination and social unrest." (Fahmy & Bilton, 1992:270).

Furthermore, many Western thinkers realise that

"... leaders in the Muslim world ... interpret modern technology and Western ideas as a threat rather than an opportunity" (Hofstede, 1991:172).

This adds to the tense situation in the approach to Western culture between the 'providers' and the 'receivers'. The providers want to give what they really have as universal truth and the receivers have all doubts that some elements in Western culture contrast sharply with Islamic/Arabic cultural values.

Fahmy and Bilton (1992:270) ask if EFL can be culturally neutralised, whereas Heiman (1994) gives direct judgement and justification about the issue of cultural conflict that is created by the inclusion of Western culture in such societies. Heiman (1994) states that as Western culture is not necessarily correct to all cultures, the cultural dimension in the EFL material has to be controlled and directed towards not destroying the religious, traditional, and meaningful cultural values:

"If we accept that language cannot be taught without teaching culture, we must be cognisant of which aspects of the culture we are presenting and how we are presenting them. EFL instruction does not have to foist on others aspects of our culture; they can be discussed as a point of view rather than as universal truth" (Heiman, 1994:6).

Western cultural values could be introduced as a point of view that may be accepted, but it should not be imposed as a universal truth. A cultural compromise may be the best solution to the problem of cultural conflict in EFL education in a country like Saudi Arabia. This cultural compromise has been observed in VELT, as will be seen later, with more emphasis on the company socialisation, general educational level and Western values which do not conflict with Arabic/Islamic values and traditions.

### **3.1.5. Summary**

Poor teaching of EFL in the Saudi education system suffers from the problems stemming from the main components of the Saudi culture: family, tribe, and religion, in addition to other problems related to calibre of the expatriate teachers of English and lack of native speakers in EFL classroom, which hinders its progress.



The first three factors are major in creating two opposing attitudes towards ELT in Saudi Arabia. The positive attitude calls for more modernisation and exposition to EFL and its culture, based on the consensus of General Assembly of Ministers of Arab Gulf States on the need for a larger international cultural co-operation that would produce a citizen with a wider scope and horizon in the fields of science, technology and education, on condition that this cultural exposition would not negatively influence Islamic/Arabic values. At the same time, there is a clear view in Saudi Arabia of the need for English in the community for communication with those who work in Saudi Arabia in families and other job areas and English is the only means of communication with them, in addition to its being the only language of communication in some business and industrial companies, such as Aramco, if a job is hunted for. The second negative attitude is based on sticking to the conservative values of Islam that would not give any room for cultural conquest which would weaken these essential values in the citizen's basic socialisation.

In spite of that internal debate going on in Saudi Arabia, the official voice of the country represented by the modernised attitude in the Ministry of Education encourages EFL education with international cultural co-operation, trying to raise its standard by training teachers in the UK and keeping up-to-date by implementing new programs that suit the age and form a cultural compromise between both cultures.

The significance of this background information is the fact that when we come to analyse the VELT material as an example of an ESP program carrying a Western cultural dimension, it will be important to remember that it is written for those people who have been least successful in a system of ELT which is itself weak, i.e., they have had EFL at school but not been highly developed in their linguistic competence and even less so in their socio-cultural competence. So, when they come to Aramco, there is a lot of work to do in programming them to work in English, to

use English as a medium, and in an English/American-speaking environment with, as we shall see in later chapters, a set of cultural values which have been imported from Western social and industrial practices.

In the following section, we shall give a brief overview of the development of Aramco as a force in Saudi society and a potential source of Western influence through the introduction of English as a major means of communication in Saudi society as a whole.

## **3.2. ARAMCO - THE ARABIAN AMERICAN OIL COMPANY**

### **3.2.1. Brief history**

Aramco is an active company operating in the Eastern Province of Saudi Arabia. Originally owned by many companies, the Arabian American Oil Company (Aramco) got its name in January 1944. The Saudi government became the owner of the whole company in 1980 whereas the multinational partners continued to provide expertise and participate in administration and management.

The name of Aramco has undergone a change to emphasise the Saudi ownership of the company and, perhaps, to combine the reputation of Saudi Arabia with the unmatched reputation of Aramco. The new name that it got in 1988 is 'Saudi Aramco' (Clark, 1993:22).

From the establishment of the company, it has had two main objectives: producing oil, and developing Saudi Arabia and the Saudis.

"Since 1939 ... the company has become involved in a lot more than pumping oil: hospitals, schools and industrial training centres are among the facilities that have been built with Aramco funds. ... Under its agreement with the government, Aramco must employ Saudi Arabs whenever possible and its substantial training efforts have focused on that commitment." (Lee, 1983:22).

### **3.2.2. Aramco and communal links**

Aramco remains an important force of development in the local community by developing plans that serve it. The Home ownership Program, which started in 1952, aims at giving Saudi employees house loans to construct homes. Under the company's School Construction Program, Aramco also built 92 new schools in the community in co-operation with the educational authorities, and also built the Dhahran Mosque in the company headquarters area (Clark, 1993:30). Aramco tries to get down to the community through different cultural activities one of which is establishing a mobile library full of books in various fields and on assorted topics, and then sending this library to different places in the Eastern Province schools according to a schedule prepared by the Saudi Ministry of Education. The library was established in 1982 with the objective of encouraging reading among the Saudi students (Al-Qadib, 1994:11). These practical programs represent the cultural links with the community needs, producing modern systems of handling community problems of housing and education.

Aramco's workforce is big, and as Clark (1993:22) describes it, unmatched. The number of employees by the end of 1985 was 50,035 that represented 57 nationalities out of which 33,382 (66.7%) were Saudis. 67% (3,600) of the total supervisory and managerial jobs (5,400) were held by Saudis (Aramco, 1986/87). By 1993, the work force dropped, but the Saudi share in the manpower became higher, around 75 percent (Clark, 1993:29-30)

Having constructed many housing camps and towns for its employees, Dhahran camp is the capital town of Aramco and it represents the central power of the company where the headquarters of all its operations are located. Houses in these locations are constructed in American style; one can see 'town houses' and other types which are mostly imported from the States.

### **3.2.3. Aramco's industrial training background**

Aramco is an organisation that works according to the concept of 'learning continuously' (Garratt, 1994:xviii), a concept in the Western organisational culture that is required for directors and top management that should work for the organisation to become effective. It is also reflected in continuous training for workers in companies such as Aramco.

The training operation in Aramco is very large, with a full-time staff of nearly 1800 (Clark, 1993:29). Viola (1986:4) records that Aramco training has not been recorded or attended to in research. The history of building schools dates back to 1940 when the first company-operated school was established for the benefit of the company's Saudi employees. The courses that were offered after work hours were in English, Arabic, and arithmetic (Viola, 1986:5). This implies that from the beginning of training, the company started its function of educating the uneducated Saudi workers.

"Clearly, if the company were to have a literate and at least semiskilled workforce, it was going to have to educate and train its own. Thus was the company's formal employee training program begun" (Viola, 1986:5-6).

The American way of training was the focus of the Aramco training operation since it started. It included industrial skills, job skills, and education as well as the company culture and the American way of handling jobs and industrial life concepts. Viola quotes Snyder, the director of a special mission from the United States that came in 1947 to Saudi Arabia for recommending formal guidelines for future in-depth training plan, talking about training the Saudis working for Aramco:

"The problem was to convert a labour force, virtually devoid of all industrial or technical skills and with practically no formal education, into a team of employees capable of doing large blocks of ARAMCO's work when given adequate supervision by skilled American personnel. ... It was becoming increasingly apparent by 1955 that a major change in a Saudi Arab-American workforce and of progressively eliminating foreign employees was to be achieved. The problem had shifted from training a wholly unskilled and uneducated new recruit into a semi-skilled employee

and had become one of training Saudi Arabs for very much more complicated and higher-level technical skills and for more sophisticated levels of supervision and lower management" (Viola, 1986:6).

Moreover, it is reported that since the beginning of training operations, the focus was on issues related to the company education and culture: In 1941,

"Fire prevention, safety education, and accident prevention programs were initiated as well as first-aid instruction, fire drills, and drills in the use of equipment for combating poisonous gases" (Viola, 1986:8).

However, as pointed out above, the first of Aramco's aims is drilling, producing, and marketing oil and oil products inside and outside Saudi Arabia. The second major aim is to do its best to develop, or help develop, the Saudis, Saudi cities, and Saudi Arabia in general. Naturally, Aramco would need many Saudis to work in the oil fields, oil plants, gas plants, power plants, refineries, etc., as they were expected to be the main workforce in Aramco. 1975/1976 was the period when Aramco started producing more and more oil every month. Its need for more workers made it accept many uneducated Saudis, although its target was educated Saudis of minimum six school years. Almost all Saudi workers recruited were directly sent to the Aramco-run Industrial Training Centres (ITCs).

Aramco Industrial Training Centres (ITCs) are for academic training.

"The objective of...ITC... is to provide an opportunity for Saudi Arab employees to acquire knowledge and job-related academic training as required to qualify them to perform Aramco jobs or to prepare them for college Out-of-Kingdom study" (Aramco, 1983/84:4)

ITC academic training consists of a two-year English language instruction (four hours), Maths (one hour), and Science (one hour at higher levels). These three subjects focus on the skills and concepts that Aramco jobs require.

This training period (2 years full-time) serves double purpose. The first purpose is the actual training in English, Maths, and Science. The second purpose is more educational and cultural, as mentioned earlier in the chapter. It relates to preparing the trainees to perform their jobs in Aramco, work and live in a new

technological environment, adapt to new job situations, follow company's regulations, work safely and get new values that belong to the industrial world of technology and business which originally stems from the Western culture included in most of the English programs implemented in the company.

There are many English programs run at the ITCs by Aramco. In addition to the Regular English program mentioned earlier and VELT, there are programs like Professional English, College Fast Track, Finance Course Instruction, TOEFL Preparation, and Clerical Training; each is for a special target population.

To keep up with the American up-to-date line of thought in the field of training and cultural education, Aramco has showed special care for qualifying teachers by bringing in American universities to give the teachers the opportunity to get Master's degrees, using the In-Kingdom company facilities instead of sending the employees to the USA or UK. e.g. M. Sc. in Multilingual/Multicultural Education, with the minute specialisation of TEFL/TESL by the Florida State University. The program focused on teaching methodology, ESP, communicative and notional/functional approaches to syllabus design, and testing and evaluation, and American culture. Another program for teachers in Educational Psychology was run by Oklahoma University. These programs are professional and cultural at the same time, aiming at introducing Western culture in language programs and those who teach them.

#### **3.2.4. Conclusion**

It has been shown that Aramco was introduced in the Saudi context as a Western, American environment that brought modernisation and westernisation into the country. It has two major aims: producing and marketing oil on one hand, and developing Saudi Arabia and the Saudis on the other hand. We have also shown

how it managed to make communal links through which cultural influence can be achieved. It started training programs for its Saudi workers from the beginning, and it managed to change them in terms of skills and create a new social middle class from them. Its industrial training programs aim at general development as well as skills in the individual. Through various teacher training programs, it has one aim, namely, developing the professional skills of the teachers working for Aramco to make sure that the job is running smoothly and efficiently. Aramco training programs pay off. For Aramco, 'training' equals 'efficient work'.

Consequently, the following conclusions can be made.

- Although Saudi-owned, Aramco is still clearly influenced by American planning, education, cultural orientation, and American ESP experts in the field of language training.
- Aramco has two purposes, including general development of Saudi Arabia and its oil fields, production, and marketing, and, secondly, developing Saudis through training and educating them according to plans that relate to highly technological industrial job atmosphere and Western cultural environment.
- English in general and VELT in particular, therefore, contributes to employees' general education.
- Teacher training ensures that all employees' get the same kind of course, and that there are clear links to Western methods and values in the teaching process.

### **3.3. VOCATIONAL ENGLISH LANGUAGE TRAINING (VELT)**

#### **PROGRAM: History and Description**

##### **3.3.1. Introduction**

In the previous section, we described the role of Aramco in Saudi Arabia, and its training schemes in the context of the Saudi Arabian education system. In this chapter, we shall introduce one of the schemes in more detail, the VELT program which will be used as an example in the discussion of the socialisation process of ESP learners in companies' cultures and the inclusion of Western cultural values in it as the focus of the thesis. We shall first give a brief account of the historical development of the program. Then, we shall describe the content of the program, its nature, and stated objectives. Furthermore, it will be compared and contrasted to its academic environment including the English programs taught with it.

##### **3.3.2. Historical account of VELT**

###### **3.3.2.1. The need for VELT**

The Arabian American Oil Company (ARAMCO) has been running different English training programs which generally focused on general English in the basic levels 1-4 in the last few years. An urgent need for a job-related English program was highlighted by the rapid expansion of Aramco's Saudi work force in operator and craft positions (Aramco, 1982b:1). It was decided that the program should be communicative to provide the Aramco Saudi trainees with sufficient English training to enable them to communicate well on the job. It was perhaps inevitable but nonetheless significant for our analysis that the contract was won by "American International" (AI) (Aramco, 1982b:1). The AI team was formed from highly qualified members who were either teachers or program designers from the United States and the United Kingdom to work on the program. Members from the



Academic Curriculum Unit in Aramco, mostly American or British, were chosen to work closely with the AI team and participated in the final design.

### **3.3.2.2. Needs analysis**

The AI team were brought to Saudi Arabia to conduct the needs analysis. With the help of the Training Department in Dhahran, in June 1980, they started meeting different people with different positions in different places, speaking to more than 320 people in seven locations (Aramco, 1982b:1). They sought the help of the Director, superintendent, and principals. Then they met with English teachers, trainees, workers on job-sites, clerks, supervisors at gas plants, GOSPs, and power plants.

After conducting the first surveys, the Training Department identified the following seven job categories that needed vocational English:

"Metals, Machine Tools, Machinists (Heavy Equipment), Electrical Maintenance, Instrument Repair, Oil Operators, and Gas Operators"  
(Aramco, 1983a).

They prepared questionnaires for different categories of people and conducted interviews with those who would be of help to them. They also made a survey of most Aramco manuals and Job Skills materials in use or expected to be used by the trainees on the job, and that might necessitate using any of the four linguistic skills.

The needs analysis conducted by the team aimed at investigating the trainees' linguistic needs, and the essential functions and notions they are expected to use those skills for. The listening, speaking, reading, and writing needs were defined, and the essential functions and notions were listed, looking at the level needed for each skill and function. Later that needs analysis, which took around three months, was the basis for the development of the functional/notional VELT program.

### **3.3.2.3. Target population**

The following entry level characteristics of the trainees expected to take the program were determined:

1. beginning or low intermediate English language skills
  2. a minimum of six years government schooling (which Aramco sometimes did not abide by),
  3. jobs in maintenance or operations
- (Aramco, 1982a:2).

It should also have been mentioned that the program was designed for:

4. Saudi nationals
5. Age: 18-50 (Some employees were sent for training although they were very old)
6. New hires or old employees
7. Part-timers or full-timers (some trainees used to study four hours of English in their full time daily, and some only two hours after work hours)

The field survey ended and the team went back to the United States, taking with them all the materials, survey results, and ideas that Aramco wanted them to implement in the program. They started writing lessons based on the company stated requirements.

It was decided to review the lessons before starting teaching the program on February 07, 1981. A number of Arab ITC teachers reviewed the lessons. The major focus of the review was any culturally offensive words, activities, or pictures in addition to typographical mistakes, spelling mistakes, out of level vocabulary items or structures, unneeded activities, and too difficult or too easy exercises.

The charts attached on the following pages show the tracks of the VELT program and their structure in the material, including the breakdown of the levels as revised. However, these illustrations will be more significant when we start describing the two types of ESP in the material, the common core and specialist lessons in the following section. The VELT implementation stage started on February 7th, 1981.

### **3.3.3. VELT: description of the course**

VELT is an acronym which refers to the Vocational English language Training program. It has four levels (A-D) and each level consists of 360 lessons of training (Aramco, 1982a:2) after it was modified to suit the administrative structure of Aramco's training periods; the original design included 300 lessons in each level.

#### **3.3.3.1. VELT as a communicative, notional/functional course**

VELT is a course that aims to enable the trainees to express themselves clearly, and understand messages easily. Meaning is most important, whereas vocabulary, grammar, and pronunciation are considered important tools used for meaning, and not as ends in themselves (Aramco, 1982b:4).

The decision that was taken by Aramco to shift from the structure based programs to a communicative program was a shift of direction in emphasising the importance of enabling the trainees to communicate easily with focus on the communicative message as the structure based programs sometimes failed to get many trainees to this point. Secondly, the general tendency in the field of ELT at that time (1980-1981), when the VELT program was designed, to shift to the communicative approach was becoming strong enough to convince Aramco of it as the solution to its trainees' problems with language communication.

Its approach to language learning (Aramco, 1982b) is based on active learning, company relevance of language practice, and variation in learning situations, using notions from the company environment for functions necessary for that environment.

The major assumption of the development of the four skills of listening, speaking, reading and writing is

"skills are developed in order to equip the trainees with the English necessary to:

- a. complete their technical training activities,
- b. carry out their work for Aramco,
- c. prepare them for advanced study" (Aramco, 1982b:5).

As a functional syllabus, the evaluation in VELT aims

"to evaluate trainees communicative performance in areas identified as necessary and desirable for training or job target. Testing is seen as a device for measuring and proving competence in objectives of each course. As stated in the objectives, minimum standards of performance will be met" (Aramco, 1982b:46).

As criterion-referenced testing, the basis of the test is how well the trainee can accomplish the specific objectives set for each level separately.

### **3.3.3.2. VELT vs. other English language programs in Aramco**

At the time when the VELT program was introduced in February 1981, there were two major programs being run at the Industrial Training Centres (ITCs). One of them was InterCom, the abbreviated name of English For International Communication, intended for high school graduate trainees to develop communication skills, mainly spoken communication. The other one was the structurally based Regular English Program levels 1-4, which accepted technical and non-technical trainees. Both programs use shelf books. The graduates from these two programs usually continued their study in the advanced levels 5-7, which were highly structurally based, as an extension to the two basic programs.

# LEVEL A DEVELOPMENT OF SKILLS

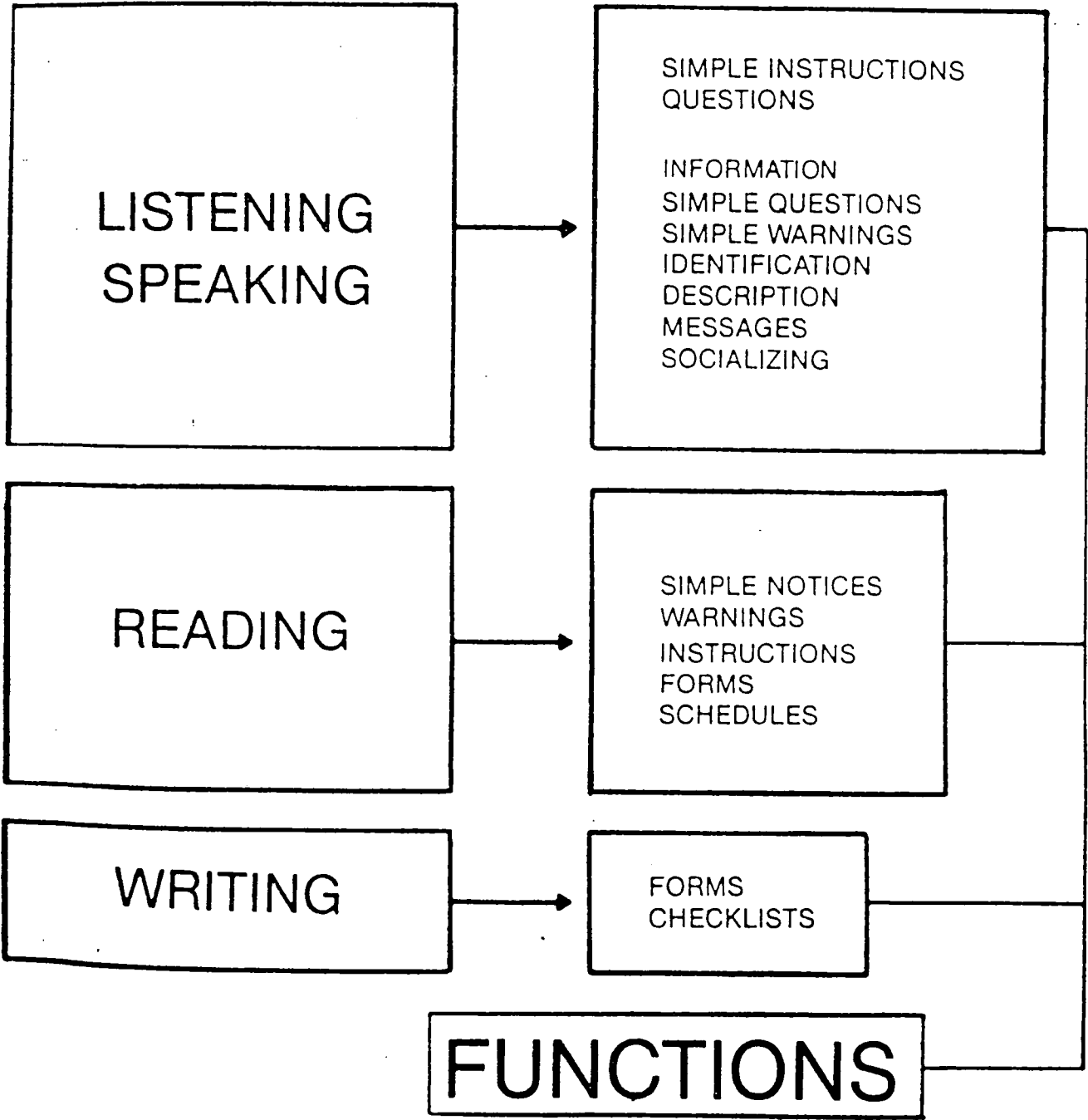


Figure 3.1 (Aramco, 1982b:6)

### **3.3.3.3. Common core and specialist material**

Based on the relevance to the trainees' needs in maintenance and operator jobs in the VELT design, it is made clear that

"The course content is of two types:

1. Common Core Material which is relevant to all craft and operator trainees in the VELT program. The level A, basic material, is all common core.
2. Specialist Material which has been written for particular occupational groups. e.g. gas operators" (Aramco, 1982a:3).

The actual focus of the specialist material is not the technical content itself; it is actually the language functions and notions which the trainees will have to perform and treat in the future on their jobs. English is taught through the context of simple concepts, activities, and processes which are relevant to the job categories involved. The specialist material increases with the advance of the course at the expense of the common core part.

### **3.3.3.4. Pre-technical and technical English**

As an ESP program, and to meet the needs of the learners, the course is different from the general Regular English course in various ways. The communicative focus is one of the important aspects which would help the trainees to use the language out of the classroom communicatively from the beginning. Another aspect is the stress on the different skills. Listening and oral skills are extremely important for certain language functions such as passing on simple messages, requesting objects and actions, asking for information, describing physical objects, etc.

# VELT BRANCHING

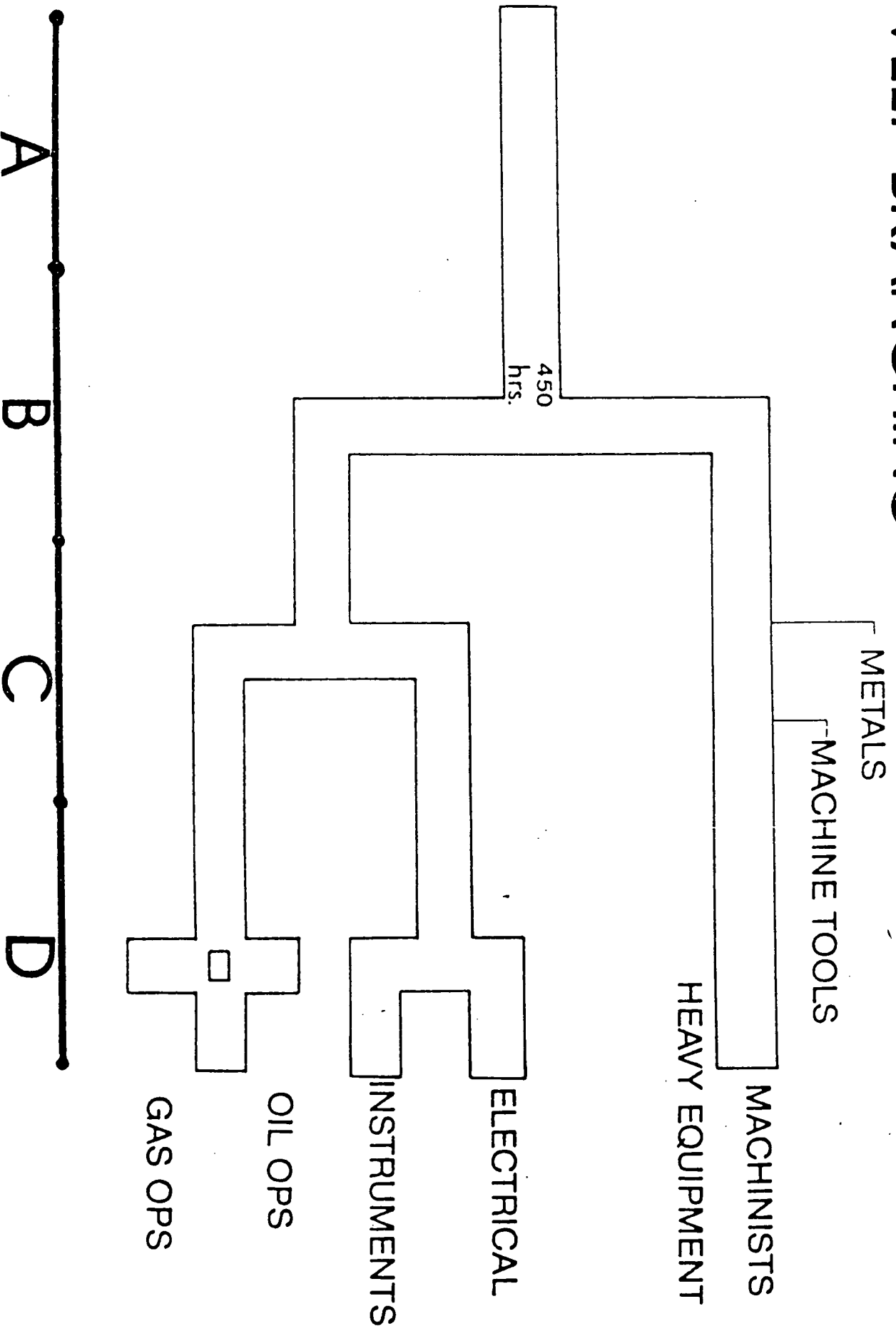
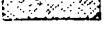


**Figure 3.2. (Aramco, 1982b:10)**

# VELT LEVELS BREAKDOWN CHART

| VELT  | LEVEL CODE       | TEXTBOOK<br>(UNIT) | TOTAL LESSONS<br>PER UNIT | LESSON BREAKDOWN<br>CORE                      | SPECIALIST | TESTS     |
|-------|------------------|--------------------|---------------------------|-----------------------------------------------|------------|-----------|
| A     | 1-A              | A-1                | A.1 - A.80                | CORE                                          |            | 1A-1      |
|       |                  | A-2                | A.81 - A.159              | CORE                                          |            | 1A-2      |
|       | 1-B              | A-3                | A.160 - A.236             | CORE                                          |            | 1B-1      |
|       |                  | A-4                | A.237 - B.10              | CORE                                          |            | 1B-2      |
| B     | 2-A              | B-1                | B.11 - B.91               | CORE                                          |            | 2A-1M/E   |
|       |                  | B-2 M              | B.92 - 170                | 92 - 150 CORE<br>151 - 170 M-TRACK            |            | 2A-2M     |
|       |                  | B-2 E              | B.92 - 170                | 92 - 150 CORE<br>151 - 170 E-TRACK            |            | 2A-2E     |
|       | 2-B              | B-3                | B.171 - 248               | ALL CORE                                      |            | 2B-1M/E   |
|       |                  | B-4 M              | B.249 - C25               | 249 - 250/291 - C25 CORE<br>251 - 290 M-TRACK |            | 2B-2M     |
|       |                  | B-4 E              | B.249 - C25               | 249 - 250/291 - C25 CORE<br>251 - 290 E-TRACK |            | 2B-2E     |
| C     | 3-A              | C-1 M              | C.26 - 110                | 26 - 60/101 - 110 CORE<br>61 - 100 M-TRACK    |            | 3A-1M     |
|       |                  | C-1 E              | C.26 - 110                | 26 - 60/101 - 110 CORE<br>61 - 100 E-TRACK    |            | 3A-1EI/GO |
|       |                  | C-2 M              | C.111 - 191               | 111 - 160 CORE<br>161 - 191 M-TRACK           |            | 3A-2M     |
|       |                  | C-2 EI             | C.111 - 192               | 111 - 160 CORE<br>161 - 192 EI-TRACK          |            | 3A-2EI    |
|       |                  | C-2 GO             | C.111 - 192               | 111 - 160 CORE<br>161 - 192 GO-TRACK          |            | 3A-2GO    |
|       |                  | C-3 M              | C.192 - 274               | 192-200/261-274 M-TRACK<br>201 - 260 CORE     |            | 3B-1M     |
|       | 3-B              | C-3 EI             | C.193 - 272               | 193-200/261-272 EI-TRACK<br>201 - 260 CORE    |            | 3B-1EI    |
|       |                  | C-3 GO             | C.193 - 272               | 193-200/261-272 GO-TRACK<br>201 - 260 CORE    |            | 3B-1GO    |
|       |                  | C-4 M              | C.275 - D55               | 275 - 300 M-TRACK<br>D.1 - 55 CORE            |            | 3B-2M     |
|       |                  | C-4 EI             | C.273 - D.55              | 273 - 300 EI<br>D.1 - 55 CORE                 |            | 3B-2EI    |
|       |                  | C-4 GO             | C.273 - D.55              | 273 - 300 GO<br>D.1 - 55 CORE                 |            | 3B-2GO    |
|       |                  | D                  | 4-A                       | D-1                                           | D.56 - 140 | ALL CORE  |
| D-2 M | D.141 - 220      |                    |                           | 141 - 220M                                    |            | 4A-2M     |
| D-2 E | D.141 - 220      |                    |                           | 141 - 180 EI<br>181 - 220E                    |            | 4A-2E     |
| D-2 I | D.141 - 220      |                    |                           | 141 - 180 EI<br>181 - 220 I                   |            | 4A-2I     |
| D-2 G | D.141 - 220      |                    |                           | 141 - 160 GO<br>161 - 220 G                   |            | 4A-2G     |
| D-2 O | D.141 - 220      |                    |                           | 141 - 160 GO<br>161 - 220 O                   |            | 4A-2'O    |
| 4-B   | D-3 M            |                    | D.221 - 300               | 221 - 300 M                                   |            | 4B-1M     |
|       | D-3 E            |                    | D.221 - 300               | 221 - 300E                                    |            | 4B-1E     |
|       | D-3 I            |                    | D.221 - 300               | 221 - 300 I                                   |            | 4B-1I     |
|       | D-3 G            |                    | D.221 - 300               | 221 - 240 G<br>241 - 300 GO                   |            | 4B-1G     |
|       | D-3 O            |                    | D.221 - 300               | 221 - 240 O<br>241 - 300 GO                   |            | 4B-1'O    |
|       | REVIEW<br>MODULE |                    | 84 LESSONS                | CORE                                          |            | 4B-2      |

## KEY TO TRACKS

|                                                                                     |   |                                                                                     |    |                                                                                     |   |
|-------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------|----|-------------------------------------------------------------------------------------|---|
|  | M |  | GO |  | G |
|  | E |  | EI |  | O |

OCTOBER 1983

Figure 3.3. (Aramco, 1983c)



All trainees need to read notices and instructions in English texts and handouts for their technical courses in the future. The level of difficulty of texts is affected by that of the craft in focus. The trainees would not need to write as much as their need to read, listen or speak. However, their writing skill has to be developed in accordance with the necessity of the language functions, such as the need

"to write brief messages and brief entries into logs and fill in forms, and any students who later are promoted to positions where they have to write reports and memos or need to write in the course of higher study will have to study further to prepare for this" (Aramco, 1981:xxviii).

Simple writing activities are for the students to practice for reinforcement and so that they remember it.

A fairly small number of selected sentence patterns need to be able to be used and produced by the trainees, but a wider range of patterns and structures are needed to be understood and not necessarily produced or used.

"Certain complex passive constructions are frequent in technical writing, for example, so students in later levels of the course will meet phrases like 'The lever must be depressed'. They need to understand this, but need only to remember to produce the simple phrase 'Press the lever' or 'Press the lever down'" (Aramco, 1981:xxviii).

Regarding vocabulary, the trainees are expected to learn well 'active' or 'productive' vocabulary items that they will meet in their readings, whereas they will not have to remember or use productively what we can call 'passive' or 'receptive' vocabulary which they might need only to meet once but not produce.

The technical material presented in VELT is simplified. and the trainees will have the full technical material in their ITS technical classes after finishing their English classes. The trainees are not expected to learn or recall the technical content on tests although it has to be used effectively for teaching the language points.

New structures are presented in the Core lessons. When the trainees come to the technical lessons, they learn new vocabulary items but they use structures that

have already been learned through general Aramco contexts. The trainees should be able to transfer the use of those structures in the more specific contexts.

"The technical words the trainee must learn have been kept to a minimum. Most of the vocabulary items are Sub-Technical. That is, they are useful to the trainee in his specific craft training but also in many other contexts. The very specific technical words are not introduced for recall. They are used for practice of skills in these lessons only. They are 'RECEPTIVE'" (Aramco, 1981a).

### **3.3.3.5. Teacher's Guide and Student's Book**

The VELT material can be seen in two forms: the Teacher's Guide and the Student's Book.

"The Teacher's Guide provides you with a detailed outline for each VELT lesson. When you prepare your lesson you should read the outline carefully, and make sure that you understand what is required at every stage" (Aramco, 1982a:20).

In the Teacher Orientation Handbook of 1982, it is stated that "The core of the VELT program is in this guide" (Aramco, 1982b:13).

The Teacher's Guide supports the Student's Book material. All the activities are well explained in it. The Student's Book has some exercises that need to be carried out under the teacher's supervision according to the instructions in the Teacher's Guide. A sample of the Teacher's Guide is attached.

# TEACHER'S GUIDE

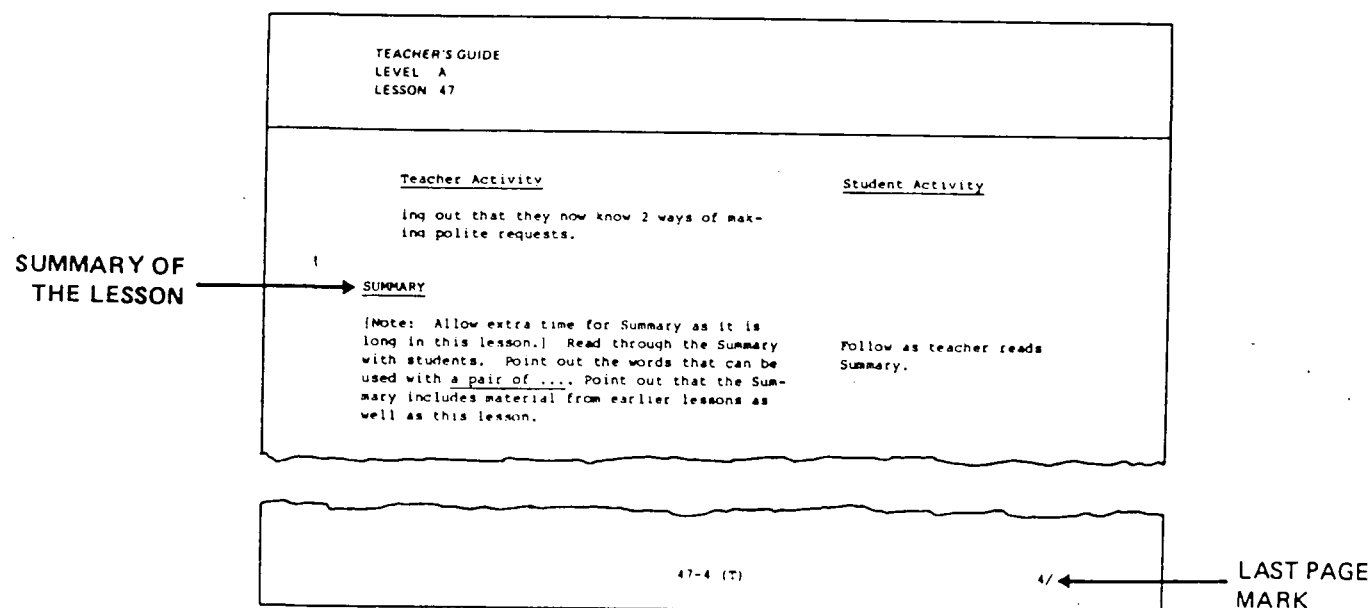
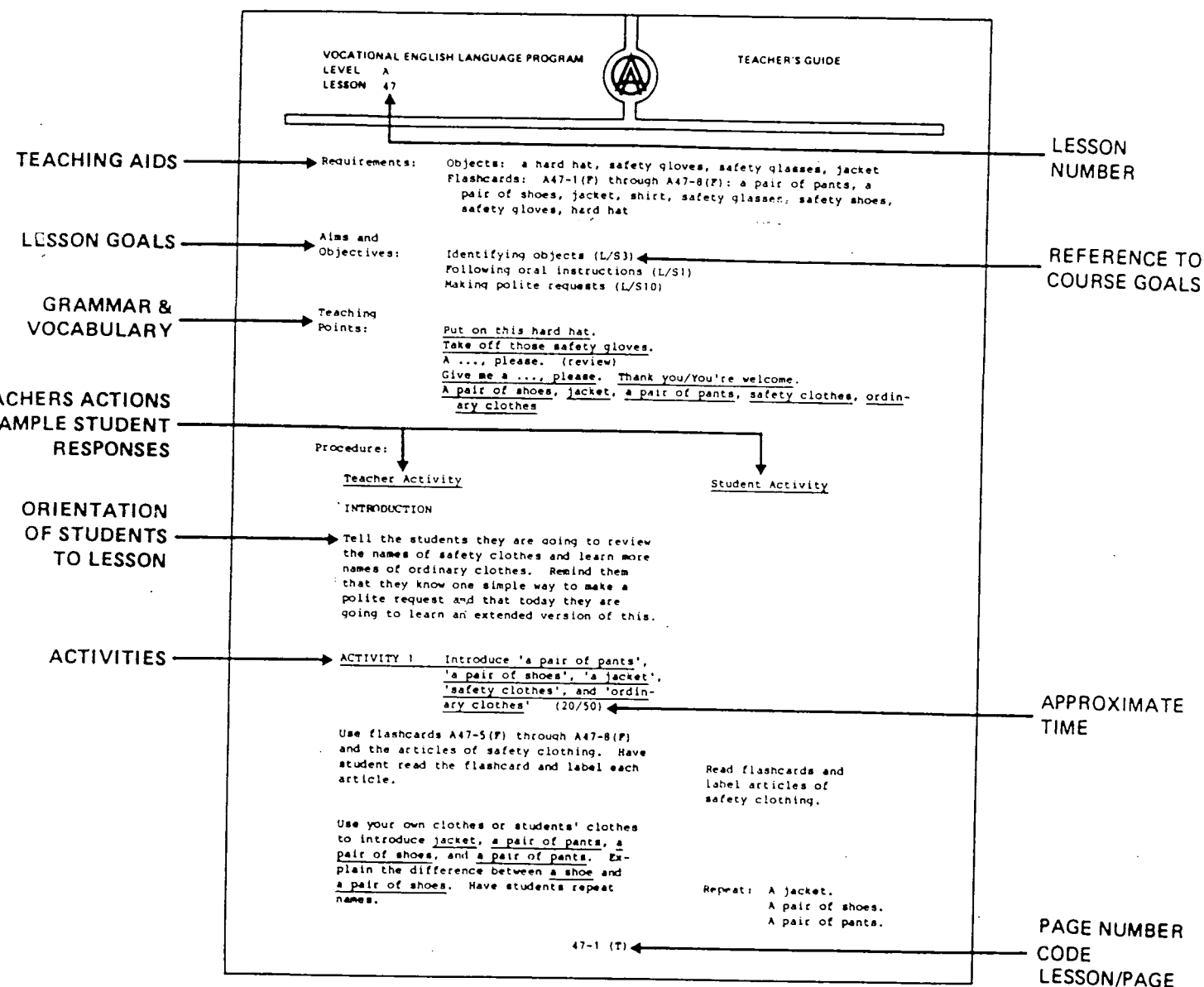


Figure 3.4. (Aramco, 1982b:12)

### **3.3.4.. Summary**

It has been seen that VELT is a vocational ESP program that was needed for Aramco workers to provide them with job-relevant English training. A historical account of the program was given, and the aspect of being notional/functional, communicative was highlighted. It consists of two components: a common core and specialist material, the common core being shared by all seven tracks of the course. It has also been highlighted that VELT contrasts with the other structurally-based English language programs operating in the industrial training centres.

VELT is an ESP program that tries to satisfy all the requirements of a theoretically ideal ESP design. Its role as a notional/functional communicative program is explicit through the material's relevance to the job requirements and company culture. It represents a solid design within the theoretical framework of vocational ESP with a lot of tracking, utilising the concept of common core and simplified specialist material.

The major explicit objective of the program is to provide the Aramco Saudi workers with sufficient English training to enable them to communicate well on the job. As we have seen, however, the program is also part of the company's general aim to contribute to the development of Saudi society, providing an education for employees with minimal general education from the school system.

We have also seen how the introduction of the program involved experts from America and Britain. It is our hypothesis that in the introduction of an ESP course, learners/employees are being socialised not only into the company's culture but by implication into general Western cultural values and concepts, despite the careful attempts in Saudi Arabia as a whole to resist undesired influences.

We shall argue in later chapters that the VELT common core material exposes the trainees to a variety of topics aiming at socialising them into such

Western concepts as 'achievement', 'time', 'rules', 'planning', and 'logical thinking', to familiarise them with the way of thinking needed for the company and for personal development. They are taught a limited number of linguistic skills in addition to a limited set of cultural values. It is not possible for a language program to provide the Aramco trainees with all the cultural knowledge of the huge company. Therefore, the program provides them with skills that are necessary for them to learn more, as well as some cultural knowledge that will keep the door open for more accumulation of knowledge gained through everyday job experiences and new, always-changing company communicative situations.

## **CHAPTER FOUR**

### **BEHAVIOURAL TRAINING IN VELT**

## **4. BEHAVIOURAL TRAINING IN VELT**

### **4.1. RESEARCH METHODOLOGY: CONTENT ANALYSIS**

#### **4.1.1. Content analysis: nature and definition**

There are various methods of research that can be conducted in the field of culture and language. Content analysis is a research method that requires basic skills of "collecting, classifying, ordering, synthesising, evaluating, and interpreting" (Cohen & Manion, 1989:60) based on sound personal judgement. This implies that it can apply to discussing many problems and issues by analysing the content of relevant documents; therefore, it is also called 'documentary analysis' (Jupp & Norris, 1993:37). Content analysis could be used to analyse the content of a selection of educational documents, which are texts that can be considered as forms of data (Jupp & Norris, 1993:49). It is confirmed by Englehart (1972:139) that

"Analysis of content of visual, oral, and written communications yields data useful in the study of a variety of problems in the behavioural sciences"

including education.

Interest in content analysis developed after World War 1; it has been used in the area of language by analysing textbooks for estimating vocabulary difficulty, for instance (Englehart, 1972:140). Units of analysis could be words, sentences, paragraphs, editorials in magazines and newspapers, and even complete textbooks. It is easy to categorise words and sentences, as 'complex' and 'easy' for instance, but it is difficult to categorise paragraphs and texts or lessons or complete textbooks.

The method of content analysis in educational research is considered a kind of evaluation through internal measures of the material, and it is not unrelated to other methods of evaluation like the 'formative evaluation' or 'summative evaluation' (House, 1986) in which

"evaluation measures and assesses the validity of the content, whether it suits the objectives, and whether the methods are appropriate for conveying the content and achieving the objectives" (Murphy, 1985:3).

Cohen and Manion (1989) quote Berelson's (1952:18) definition of content analysis:

"Content analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication" (Cohen & Manion, 1989:511).

Forms of communication could be any, including written materials in form of textbooks. This implies that the major focus of content analysis is the text, which should be described in a systematic and objective way. However, the text has at least two sides involved, the sender and the recipient(s) (Jupp & Norris, 1993:41), whose involvement makes them essential factors in determining the type of communication and its analysis.

Content analysis can be used to produce descriptive information that may be related to themes in educational systems, for instance; it also aims at testing hypotheses by exploring relationships and testing theories (Cohen & Manion, 1989:514).

Content analysis may include linguistic analysis. Barnouw (1973) discusses different ways of identifying the underlying values and attitudes of a culture, including questionnaires, interviews, and project tests. He focuses on linguistic analysis as an essential way to this. He states that

"Another way of identifying the salient attitudes and values of a society is through linguistic analysis. The vocabulary of a society may have reference to concepts not present or less common in other languages" (Barnouw, 1973:59).

Cohen and Manion (1989:63) give an example of the use of content analysis that McClelland conducted to study the relationship between the need to achieve



among members of a society and the economic growth of the same society involved in research.

Content analysis should help the researcher to locate data that are relevant to his study objective. The direct relationships to his objective are usually obvious, but sometimes content analysis is able to explain subtle indirect relationships (Cohen & Manion, 1989:515) that can be helpful in completing the picture of the study. However, it becomes a more difficult task to document the relationship and present strong evidence:

"...content analysis can employ unobtrusive and indirect measures to draw inferences about attitudes and behaviour. In many cases this indirect approach to sensitive issues probably produces more valid information than direct methods such as interview or questionnaire" (Cohen and Manion, 1989:515).

The issue of evaluating the cultural dimension of language programs can be approached "through the analysis of existing books" (Byram, 1986:331).

In the following pages, therefore, we shall use this approach to analyse the VELT material, to clarify the cultural dimension in ESP material. Textbook content analysis is a major method of researching cultural content as

"the textbook plays an important role in determining the nature of the cultural information presented in the classroom" (Byram et al, 1991:303).

#### **4.1.2. Techniques and procedures in content analysis**

Jupp and Norris (1993:40) mention Holsti (1969) explaining his view of content analysis, including five features as follows:

- the procedures should be objective, using categorising and coding systems, and carrying it out according to explicitly formulated rules;
- the procedures should be systematic, that is, used with consistency;
- content analysis should have generality, that is, it should be conducted within a theoretical framework.

- content analysis is expected to be quantitative, that is, it can include counting the frequency of the appearance of themes or words.
- content analysis is seen as the manifest content and surface meaning and not the deeper meanings, like interpreting the intention of the sender or response of the recipient.

The suggested procedure for content analysis used in educational problems can be summed up as follows: defining, or stating the problem, deciding to collect the data by content analysis, specifying the (universe) material (text, or texts) from which the sample is to be taken, sampling the material and selecting the suitable amount of texts to be in the analysis, and then analysing (Englehart, 1972:142). A content classification system needs to be developed in content analysis, which helps a systematic investigation of the objectives.

However, Holsti's suggestions are limiting in some respects and in the approach used in the following pages, it was decided to integrate qualitatively the significance of the meanings of specific texts in VELT, given the particular cultural context for which they were written. It was not considered appropriate to quantify, as Holsti suggests, but rather to interpret the meanings of the text and their relevance to the hypothesis that ESP materials have cultural content, and are not culture-free.

#### **4.1.3. Sampling**

Sampling data can be controversial based on the study sample size. The selection method should be sound and valid to be convincing. This does not necessarily mean that the sample should be huge, but it should be large enough to represent the whole material. A very small sample may not be sufficient to reflect all the behaviours, attitudes, values, and concepts in question.

Cohen and Manion (1989:517) consider random sampling an easy procedure which a researcher can achieve. It could be a more objective method which can

come up with more valid results. However, when the material to study is not very large, it can all be analysed and there is no need for sampling.

If the sampling is adequate, generalisations can be made and applied to the whole material (universe) from which the sample was taken. However, there might be justification in the sampled material to apply the findings and generalisations to a larger area of study including an educational area where new hypotheses and theories are needed for more development and clarification, as Englehart (1972) puts it:

"The adequacy of the sampling of the 'class of behaviours' to which the generalisations are to apply should be a matter of concern. The generalisations derived from the data should usually apply only to the universe of which the sample of content analysed is a representative sample. If, however, the analysis serves to establish a theory, or the hypothesis tested becomes a general principle, applications going beyond the content sampled may be justified".(Englehart, 1972:145)

#### **4.1.4. Content analysis of VELT**

The researcher has chosen the method of textbook content analysis because it can provide a reliable method that can direct the attempt for real examination of the cultural content of foreign language programs. Furthermore, content analysis typically handles cross-cultural studies, as Cohen and Manion (1989:62) suggest:

"... content analysis may form the basis of comparative or cross cultural studies. Another usage ... would be an examination of the content of textbooks at different points in recent history as a means of indicating, say, cultural differences, cultural censorship or cultural change" (Cohen & Manion, 1989:62).

This provides the basis for attempting to investigate the underlying Western values in the practices in an organisation through an ESP program "Content analysis seeks to make inferences" (Jupp & Norris, 1993:42) and the analysis of VELT goes in line with this by trying to make inferences about the possibility of having a cultural content in ESP that is relevant to learners' needs on the job and for their education.

The approach chosen here to identify the cultural values in the VELT material is to analyse the material at two different levels: first, the level which is closely related to work practices and behaviours that are required in job situations. This level involves behaviours related to the workers being prepared to work for an industrial company, being prepared to work for an oil company, and being prepared to work for an international company. The second level is a more abstract one. We shall consider VELT's contribution to trainees' general education, handling the history and geography of Saudi Arabia and Europe, math problem solving and general science concepts, and secondly major Western company values, such as the concepts of 'achievement', 'time', and 'rules', and the thinking abilities of 'planning', and 'logical thinking'.

This is based on the fact that texts can be the carrier of cultural content, can be studied as the form of behaviour and analysed to get to the values and concepts governing rules of behaviour. Moreover, texts, as also mentioned earlier in Chapter Two, record human experiences and thought, as Round (1988:12) stresses:

"And we shall find in most texts - not just in the literary ones - clues and cues pointing to the larger patterns of culture (or of cultures) in which they are to be interpreted."

Thus, interpreting the texts in the VELT program can bring us to the values included in the material content intended to influence the trainees' behaviour in the company in the desired direction and in agreement with the organisation objectives. The analysis of the sample from the VELT material will show the program as the door that opens communication between the organisation and the new recruits, for them to receive some general education that they missed in formal education, understand their organisation's cultural system of thinking and what behaviour is expected of them on the job.

The two areas overlap when we try to interpret the values through the desired practices in the material. Therefore, we can see interpretations of safety and work

schedules, for example, in various areas of values and thinking abilities. The notion and practices of travel reflect the areas of 'planning' and 'achievement', and so on. There is no real dividing line that separates any of the areas in one zone from any other area in the other, or within each zone. This is a characteristic of cultures in which there are various values and meanings that overlap and are shared by all. Western Aramco company socialisation is one process that is evident in all areas.

The second level of analysis deals primarily with aspects of the Western "world view" related to the industrial world, but also evident in the ordinary educational environment and normal life in general. Fogarty (1994) quotes Christie's (1987) definition of world view, stating that

"Although different definitions exist, a world view can be considered as the set of ideas and beliefs that a group of people hold about the world and the people and things in it (Christie, 1987)" (Fogarty, 1994:395).

In this way, the notion of "world view" is closely related to that of the "culture" of a social group, as discussed earlier, and we shall use both phrases in our analysis.

#### **4.1.5. Selection / Sampling for analysis**

The material selected for analysis has been chosen from the general common core material. It is large enough to give a clear idea of the various aspects of the cultural content in the program since the VELT program is as large as 32 books consisting of 1200 lessons 800 of which are common core lessons. Samples of the common core component can shed light on the major issues in the program. Moreover, the selection of lessons is based on the concepts they express. Sometimes a group of lessons would present or relate to a concept, but at other times just one isolated lesson has been chosen because it relates to a concept when the following and preceding lessons do not. Therefore, the selected lessons do not have to be in serial order or in groups. That is, the selection is not systematic in the sense that it represents groups of lessons from the stages of the program; the lessons have been

chosen based on their representation of concepts regardless of being in a group of lessons or isolated.

The researcher has chosen a sample that covers the whole program in terms of representation of ideas and attitudes. As

"content analysis findings are usually discussed, implicitly and explicitly, as being relevant to some larger body of documents than those being coded" (Holsti, 1969:128),

the findings of the analysis will be related to the larger body of the program as well as the ESP field.

The researcher scanned the whole common core material looking for lessons on topics that could reveal if there is a Western cultural and educational dimension in the material. A variety of topics in the material were identified as having some relationship with the cultural dimensions of VELT. A number of more important topics were identified: safety, travel, health care, pollution, maintenance, and work schedules. Based on that, a number of lessons on every topic were selected, with no pre-specified limit on the number of lessons to be analysed.

Some of the themes that were identified as significant indicators of the cultural value dimension in VELT, such as work schedules, safety, travel, and pollution, are used as titles of groups of lessons (modules) or stated as in the objectives of the program, or listed among the lessons aims. This highlights the significance of these indicators, and, perhaps, the intentional inclusion of the cultural dimension in the form of company socialisation.

However, the number of lessons relevant to each topic was not the same. 'Pollution' has comparatively fewer lessons. Therefore, they were all used in the analysis. Safety, health care, and travel have a large number of lessons. Therefore, the researcher tended to be selective but he did not limit himself to a certain number. Other themes / topics were not explicit in aims and objectives, such as 'planning' but these became evident through constant reading of the materials.

The analysis aims at investigating Western cultural and educational dimensions in connection with all topics in the sample, in addition to the behavioural training. As a result of the analysis, three dimensions were identified in the material: the values dimension, the thinking abilities dimension, and the general education dimension, in addition to the behavioural training level identified at the practice level. The values identified in the selection are: 'achievement', 'time', and 'rules'; and the thinking abilities are 'planning', and logical thinking. General education is represented in some knowledge about the history and geography of Saudi Arabia, mathematical problem solving, general knowledge of science, etc.

This process went through an evaluation stage. The researcher thought he could find more emphasis of these concepts in other lessons that belong to other minor topics, and this proved to be valid. The researcher went back to the material, and found that he could include a number of lessons on miscellaneous topics which would provide a better representation of the material.

In some content analyses of vocabulary, for instance, or sentences and structures, it will be easy to do random sampling. In the case of this research, the sampling plan had to be adapted. The plan was restricted to selecting lessons handling certain topics. When the number of lessons was limited, all the lessons were taken, but for other topics, the lessons were selected randomly because of the large number of lessons.

## **4.2. BEHAVIOURAL TRAINING IN VELT**

VELT as the voice of the company represents the way of thinking of an industrial organisation. It tries to instil rules of behaviour which the new recruits, with low education level as explained in Chapter Three, have to learn and follow on

the job as part of the socialisation process and within the framework of the proposed third-level work socialisation which were discussed earlier in Chapter Two. This stage of socialisation will provide behavioural training that is aimed at instilling behaviours that can adapt the new workers to the work requirements at various levels. This behavioural training level in the VELT material reflects the Aramco cultural values and conceptual framework which supports the industrial work. The values and conceptual framework will be discussed in Chapter Five.

The following levels of behaviour can be identified in the VELT material:

1. Being prepared for the world of industrial work.
2. Being prepared to work for an oil company.
3. Being prepared to work for an international company.

This framework is based on the fact that Aramco can be viewed as having three dimensions: It is an industrial company with a large number of jobs related to industrial work in general, and the trainees are becoming electricians, mechanics, instrumentmen, and gas and oil operators. Aramco is also an oil company that requires the workers to have special orientation in the area of oil production environment. The third dimension of Aramco is its being an international company, being engaged in international relations by exporting oil to countries of the world and importing various products from countries of the world, and most important, is having a multinational work force nearly in all areas of work and capacities. This framework will show the behaviours that the workers are supposed to acquire so as to be able to work within the three dimensions that their company has. However, some overlap can be noticed in the three dimensions.



#### **4.2.1. Being prepared for the world of industrial work**

##### **4.2.1.1. Maintaining personal safety: wearing the correct clothes for the job and lifting correctly**

Aramco jobs require wearing the correct clothes which are suitable for the industrial environment. Workers have to wear a shirt and trousers and not the long white dress (thobe) which is the traditional Saudi dress. This will be more convenient to workers on the job. VELT emphasises the significance of wearing the correct clothes on the job in pictures illustrating exercises. The pictures show workers wearing a shirt and trousers and hard hats (A94-1, SB). However, lesson A89 presents some dangerous situations that require wearing a safety hat, safety glasses, and safety shoes. VELT focuses on safety clothes in lessons A98-99, showing illustrations suggesting the necessity to use safety shoes, safety glasses, safety gloves, and hard hats. They are considered essential in workshops like tools which are necessary for work as seen in the picture in lesson A108.

Stories are used to illustrate ideas about safety clothes in the context of safety and health care. Following is a story exercise that requires filling in expressions in blanks. The expressions are filled in already.

"Last Tuesday, the supervisor was giving instructions to Abdulrahman. He was saying "Be sure to wear your safety gloves. These chemicals are very dangerous. If you touch the chemicals, you will burn your hands". But Abdulrahman wasn't paying attention. He didn't put on his safety gloves. He began working with the dangerous chemicals. One hour later Abdulrahman was in the clinic. His hands were badly burned" (B190-1, SB).

Lifting things correctly and safely is introduced in lessons A255 and A282 where the trainees have to learn issuing instructions. "You must lift carefully" (A255-2, SB), "Lift with your legs" (A282-2, SB). This is stressed in lesson A283

where the same practice is reintroduced in a different linguistic form, using 'If': "If you lift a heavy box, lift with your legs" (A283-1, SB).

VELT gives the correct practice and then, sometimes, presents the wrong practice in a different form:

"Omar wanted to carry the heavy box to the table but he was not careful enough. The box was too heavy and he injured his back. He was not at work for one week" (A285-1, SB).

The workers may need to lift boxes or objects during their work, therefore, any accidents while lifting will interrupt the operation.

Personal safety is important for the company, and the effect of personal injury on the company is important, as well. Not being at work for a week is against the economic system of production based on a company work concept which says "Time is money". This is the company's philosophy regarding time utilisation, as will be explained later in Chapter Five. Time is an important factor in work because the salary is paid according to the time spent at work. When the worker is off work, that means loss to the company timewise, workwise, and moneywise.

#### **4.2.1.2. Being punctual**

Being punctual is important for Aramco as an oil company especially for shift work which all oil and gas production depends on. Shift group schedules require sticking to punctuality because of the interrelatedness of the shift times (B218). There are shifts that work successively. This shift work depends on the different times workers work. The number of hours and whether during the day or the night. Therefore, workers have to understand the importance of being on time when reporting to work. Therefore, in lesson B215, a memo is sent to electricians about schedules:

"These are the schedules for next week. Al-Sultan, Ahmed is working Tuesday through Saturday, and he has Sunday and Monday off. Al-Abbas,

Faraj is working Tuesday through Friday, and he has Saturday through Monday, and he has Tuesday and Wednesday off. Al-Habib, Jaffar, is working Friday through Monday, and he has Tuesday through Thursday off" (B215-1, SB).

Work schedules are drawn for the workers to observe. They should remind the workers that work starts and ends at certain times (e.g. 6:30-14:30) (B217).

The way daily schedules are arranged, showing routine activities all through the week (A144 & A146), indicates that the company likes the idea of sticking to organised time and keeping slots for activities, and especially work. The arrangement of slots for activities through the day requires punctuality and doing things on time before the other activities have to be done. This could be like work activities, which have to be scheduled and that depend on each other.

Flying schedules show the importance of punctuality where the trainees have to observe the flying time to the minute. The trainees are advised to arrive on time for their flights by telling them that there are specific flight schedules and buying the ticket earlier can make them save time when arriving at the airport (C253).

Lesson C204 emphasises the significance of being punctual on the job explicitly. Hassan made an air trip and came back late to work on the following day. His wife asked him to hurry up because she wanted him to be on time. When he entered his supervisor's office, he apologised for being late. His supervisor was unhappy with him and reminded him that "Time is money". The job requires the workers to be at work on time. This is why time is also stressed in travel plans when more than one means of transportation could be used (B75).

#### **4.2.1.3. Maintaining a clean and safe jobsite**

The trainees are introduced to the practice of maintaining good and safe housekeeping on the job site in lessons A281 through A284 (Messy Workshop) and they are asked to formulate good housekeeping rules and use them in instructions.

"- There is oil on the floor!  
 Omar, clean the oil up.  
 - The safety glasses are on the floor!  
 Omar, (put away)\_\_\_\_\_.  
 - The workbench is messy!  
 Omar, (clean up) \_\_\_\_\_."  
 (A282-1, SB)

The communicative skills and behaviour that the trainees have to learn and maintain through keeping a safe workshop represents the product of the triangular relationship that needs to be built between the company regulations (system), the employee, and the job-site. This relation has to be positively strong. Without it, the work operation does not succeed. The trainees are asked what they do when there is an incorrect situation.

"If you use tools, what do you do?  
 You put them away.  
 If you work at a workbench, what do you do?  
 You keep it clean" (A284-2, SB).

This is stressed in lesson B36 and A285 where the conditional 'If' is used.

"If there is oil on the floor, clean it up.  
 If you use your tools, put them away" (A285-1, SB).

The picture of a messy workshop in lesson A281 is intended to give a negative attitude to being messy and a positive attitude to good housekeeping

The industrial environment may have safety hazards. It has to be safe to allow workers to work securely and without interruptions. This is why the trainees have to learn how to maintain their environment safe. VELT teaches them:

"A fire has heat.  
 If the fire door is open, you should close it.  
 Keep butane and propane away from heat" (B35-1, SB).

When workers work in a place where there is a safety hazard, it should be removed.

An advice from VELT if there are oil rags in the work area is:

- "a. He should stop working and clean up the oil"
- b. He should put the rags in the bin and close it.
- c. He should stop smoking.
- d. He should put the lid on the can and clean up the floor." (B51-1, SB).

The trainees are supposed to match these sentences to the relevant pictures in the exercise.

To Aramco, most accidents happen when the work environment is not clean or safe. Therefore, the trainees are warned:

"Tools must be in good condition.  
Wear safety shoes.  
Clean the floors.  
Don't use an electric tool and stand on a wet floor" (B37-1, SB).

The program checks on trainees' understanding of the safe and clean environment by presenting some wrong behaviour by workers in pictures similar to the ones in B37 and asking the trainees to answer "What did he do wrong?" (B37-2, SB). Touching electric cords when they are cut is dangerous, therefore, workers should avoid it, as the first picture in lesson A107 suggests.

A safe jobsite also needs securing the safety of the equipment and the safety of the workers as well. The "lockout procedure" and using hold tags on machines that need repair is a way to maintain personal safety by not allowing the workers to use them until they are repaired. This is explained in lesson C20:

"When a piece of equipment is broken and needs to be repaired, the supervisor must inform the workers. First, he puts a lock on the equipment. Second, he fills in a hold tag. Third, he attaches the tag to the equipment" (C20-3, SB).

#### **4.2.1.4. Using tools and machines correctly**

Correct use of tools in industrial work is basic for a successful completion of the job. In lesson A257, the trainees have to learn how "to describe the function of tools" and "to give and follow instructions about correct use of tools", which are the lesson stated objectives.

- "- Don't hammer with a wrench.
- You cut bolts with a chisel.
- You turn screws with a wrench.
- It is difficult to turn nuts with pliers.
- Don't drill holes with a screw driver.
- You turn screws with a screw driver." (A257-1, SB).

The pictures with these sentences (see Appendix) show incorrect practices. The trainees have to learn how to warn others not to do these incorrect practices using two different structure forms "Don't ..." and "It is difficult to ...". They are expected to learn the language structures involved and the practice of the ideas at the same time, give and follow instructions about correct use of tools, which is part of the company's system and practice for life, as will be seen in Chapter Five.

The workers have to use the tools only when they are in good condition and when there is not a safety hazard factor in the environment.

"Tools must be in good condition. ....  
Don't use an electric tool and stand on a wet floor" (B37-1, SB).

Pictures in the lesson illustrate the idea expressively as they show the wrong way of handling tools.

Lesson D70 emphasises the need to take care of tools in various ways as required for every type. The lesson tells about Jack Baker who is a maintenance man and who is still using many of his tools that he had since he had started working because he maintains them regularly to avoid rust, corrosion, dust, and damage. The material is setting Jack Baker as the example maintenance man and is encouraging every worker to be careful of his tools like him and to continue doing that.

However, lesson C242 sums up all what VELT wants the workers to do concerning tools:

"If tools are broken or chipped, they should be replaced. Never use a tool with a broken handle. Have the handle replaced. If safety clothing is in bad condition, it might not protect you against accidents. A hard hat which is dented should be replaced. Do not wear safety glasses which are chipped or scratched. Electrical equipment which doesn't work should be repaired. Do not switch on equipment which doesn't work. Have it repaired by an electrician" (C242-3, SB).

Presenting the topic of friction and lubrication and the effect of each on the condition of the machines and their advantages and disadvantages calls the trainees to learn how to maintain machines as they are going to be using them and being responsible for them. Friction is explained in terms of a danger to the machine if it is not reduced because it causes heat, therefore, an electric motor can burn out because friction can make the fast-moving parts very hot (C222-1, SB). Lubrication is explained in terms of a very important way to reduce friction, for example, of tools, doors, and bicycles because it allows moving parts to move easily (C224-2, SB).

Lubricants that can be used are oil and grease which will give longer life to machines by preventing corrosion of parts (C226-1, SB). However, the workers have to learn to change lubrication oil regularly to keep the lubrication of machine parts correct and efficient (C228-1, SB). It is stressed for workers indirectly that lubrication is essential for machines at work and at home:

"Oil and grease are two kinds of lubricants that are used for lubricating different kinds of mechanical equipment in workshops, in garages and in the home" (C230-1, SB).

VELT emphasises that used tools need cleaning, sharpening, repairing, or oiling, otherwise, they cannot be used (B58 & B59), therefore, workers have to learn to take care of them well (B60).

#### **4.2.1.5. Following the correct first aid procedural treatment**

VELT requires the trainees to seek knowledge in the area of first aid treatment. They should learn how to save life in the context of their work operation.

"Don't forget to read about first aid in Aramco books.  
Remember to ask about first aid courses.  
You might save a life ... maybe your life" (B195-2, SB).

Lessons B187-B200 present the topic of first aid treatment to teach the trainees how to behave in such cases and give them some advice on taking care of themselves and their colleagues who might have accidents and need first aid treatment. The lessons include "Treatment for Shock" (B191), "Treatment for Poisoning" (B192), "Treatment for Burns" (B193), "Treatment for Cuts" (B194), "Treatment for Injury" (B195), "Treatment for Electric Shock" (B196), "Treatment for Chemical Burns" (B197), and "Treatment for Heat Burns" (B198).

The most important thing in the treatment is the procedure that has to include calling the doctor if the accident is serious. Treatment for Shock is explained as follows in the context of a story of a cut injury::

"The man who is injured had an accident. He cut his hand. He is hurt. He is bleeding and he might be in shock, too. Shock can kill. Shock is extremely dangerous. How do you know if he is in shock? His skin is cold and wet. We must give him treatment.  
Cover him.  
Keep him warm.  
Keep him quiet.  
Call the doctor" (B191-1, SB).

However, the different procedures for treatment for various kinds of accidents are presented in lesson B197 and the trainees are supposed to label the procedure for which type of treatment as studied in earlier lessons. Treatment for Cuts is described as follows:

"Wash the cut.  
Find a first aid kit.  
Put antiseptic on the cut.  
Put a band-aid on the cut.  
Call the doctor" (B197-2).

Within the context of first aid, VELT presents many kinds of emergency cases in which the workers have to learn what to do. They are encouraged to offer first aid to the victim and then call the doctor (B191-B200). In lesson B193, there is the story of Mohammed Al-Radhi, a metalsman, who had a burn on his leg and his friend gave him first aid treatment and then called the doctor. However, VELT



resorts to developing the skill of correct judgement where cuts are not always very serious. Calling the doctor is important in emergency cases, because that can save lives. But when the accident does not need a doctor, first aid treatment will be sufficient. "If the cut is serious, you should call the doctor" (B194-1, SB).

**4.2.1.6. Checking with the supervisor before leaving the worksite**

Aramco has to run a smooth operation that is not interrupted by the absence of workers without permission. Workers may need to leave the operation location for some reasons such as feeling sick and reporting to the clinic. However, the supervisor should be informed and the worker should not leave his jobsite before getting permission from him. This is to ensure that work is going on and perhaps somebody else is replacing the absent worker.

Lesson C33 tells the story of Mohammed Ali who felt sick at work. He talked to his friend who informed him that he should talk to the supervisor first, and later his friend talked to the supervisor for him because Mohammed was too sick to wait. The supervisor gave him permission.

"I feel sick. I must go to the doctor," Mohammed Ali said to his friend, Omar.  
"You should tell the supervisor," said Omar.  
.....  
Omar called the supervisor and said, "Mohammed Ali said he is sick and he wants to go to the doctor. He asked me to tell you.  
"Okay," said the supervisor. "Tell him to go right away." (C33-1, SB).

The supervisor represents the authority of the company, therefore, the workers have to keep him informed of their plans.

In a conversation in C34 Abdul-Kadir calls his supervisor on the telephone asking for his permission not to report to work because he does not feel well, and the supervisor advises him to go to the emergency room and to call him the following day if he can't come to work (C34-1, SB). Going home for any reason requires the worker to inform his supervisor. A sentence in a crossword puzzle exercise says:

"If you want to go home, you should talk to your supervisors" (C35-1, SB).

#### **4.2.1.7. Performing a procedure**

Because most industrial work is based on procedures, the trainees have to learn how to perform procedures. Lesson C18 teaches the trainees how to follow a procedure of seven steps when changing a hacksaw blade. Using a hacksaw requires changing the blade when it breaks. The workers have to learn how to change it, using the correct procedure:

- "1. Loosen the wing nut.
2. Detach the other end of the blade.
3. Remove the blade.
4. Fit the new blade into the frame.
5. Attach one end to the handle.
6. Attach the other end to the screw at the other end of the saw.
7. Tighten the wing nut on the other end" (C18-2, SB).

Changing a car air filter (C25) is another example of a procedure that could be followed to perform a correct operation. It is a way to teach the workers how to be self-reliant. However, Changing a tire (C26-30) is another area where the workers have to learn what do in a procedural way, using the correct tools and steps.

"First, use the tire wrench to remove the wheel nuts.  
Now replace the flat tire with the spare tire.  
Put the wheel nuts on and tighten them.  
Lower the car until the tire touches the ground.  
Tighten the wheel nuts a little more,  
Put away the flat tire and other equipment in the trunk" (C29-3, SB).

A procedure has to be followed in an organised way if it is to be completed successfully and safely. This type of procedures have to be followed because they are very close to the workers' life. They use cars as well as tools such as a hacksaw.

In fire-fighting, a procedure is essential to follow to put out fire successfully by operating a fire-extinguisher correctly (B48).

#### **4.2.1.8. Helping others on the job**

Work in a big organisation depends on team work and co-operation of the many tasks in the operation. An Aramco worker may be doing work individually, but most of the time, two or more work together, whether doing on job, or working in one place. And there is the value of helping others when help is needed. Team work is required and help may be needed at different levels, while doing a task or when having an accident. This is part of the educational socialisation process which aims at the gradual development of the sense of mutual responsibility of members of the organisation community.

Emergency cases presented in lessons B191-200 require immediate response from the workers to help each other by providing first aid treatment and then calling the doctor if the case is serious.

However, VELT tends to teach stories about help in another environment: the desert. Emile's story tells that his truck was broken down in the desert and was helped by an Iraqi bedouin. Mohammed also tells a story when he hit a rock with his car while he was travelling across the desert to Riyadh (C246). He got the help from a family who allowed him to stay in their house for a few nights until his car was repaired. People from the town where he looked for a mechanic told him that there was a family who liked to help visitors. It sounds that VELT wants the workers to be like that family, to help others when they are in need of help.

We have seen in this section how the trainees, from a low socio-edu-cultural background and traditional culture, are introduced into the world of industry. In the next section, we see how they are also socialised into the specific environment of the oil industry.

## 4.2.2. Being prepared to work in an oil company

### 4.2.2.1. Being aware of the dangers of chemicals and gases

Chemicals are a factor in the oil industry environment. They are dangerous if mishandled. Workers have to learn how to handle them. VELT gives them messages on the topic for correct behaviour with chemicals: "Watch out! Don't smoke near chemicals". Chemicals can cause fire if you smoke beside them; moreover, "If you are not careful, dangerous chemicals can kill you" (B137-1, SB). Lesson B190 presents a story of Abdulrahman who was advised by his supervisor to wear safety gloves when handling chemicals, but he did not, so the chemicals burned his hands. Therefore, the advice VELT gives the workers is:

"If you touch dangerous chemicals, you will burn your hands. Be sure to wear your safety gloves" (B190-1, SB).

Chemicals can cause burns. Lesson B197 present two situations of chemical burns in short sentences with pictures to match.

- " a. He got acid in his eyes.
- b. He got acid on his hands.
- c. You should wash the burn with a lot of clean water.
- d. You should take off clothes which have chemicals on them" (B197-1, SB).

The workers have to learn how to treat for heat burns which include cutting the clothes away from the burn but not pulling the clothes over the burn (B198-2, SB).

In case of a gas leak, everybody in the jobsite should be warned. Nobody should smoke. Safety equipment should be used if it is suspected that there is a gas leak, because it can kill.

"H<sub>2</sub>S is an extremely poisonous gas. If you breathe in a little of it, you will get very sick. You cannot see it, but you can smell small amounts of it. If you breathe in a lot, it will probably kill you. It smells like bad eggs. Smell is not a test for H<sub>2</sub>S. Proper equipment should be used to test for H<sub>2</sub>S gas" (C36-1, SB).

Lessons C37 and C38 present the need to use H<sub>2</sub>S gas tester, Scott Air pack (a face mask) and J-W Sniffer (a gas tester) in case it is suspected that there is an explosive gas, poisonous gas, or H<sub>2</sub>S in the air. Dangerous gases have to be reported when suspected. The area where it is suspected should be restricted and only those who work to find the leakage can enter (C40).

#### **4.2.2.2. Reporting accidents**

Accidents in the oil industry may happen frequently. The workers are required to help the company by reporting the accidents on the job which will facilitate handling these accidents very fast and correctly. Lesson B200 presents the story of Abdulrahman who had acid in his eyes because he was not wearing his safety glasses while he was working in his workshop and he dropped a battery while he was checking it. Therefore, another worker, Mohammed Ali, reported the accident. Mohammed Ali had the responsibility of reporting the accident perhaps because he witnessed it or he was called as he was near the workshop. He is part of the operation and everything in the company is his responsibility as long as he can do something to help, i.e. there is a gradual process of creating a new sense of mutual responsibility, as argued in a previous section.

How to report the accident is a key issue in the successful reporting. A company man has to be organised in telling the details of the accident. Accurate description of what, where, when, and why the accident happened and most important what it resulted in is essential for those who are going to help, emergency people or doctor. This implies that the reporting worker has to be quiet, rational, alert and not nervous.

Fires are shown as the most dangerous accidents in the oil industry locations that would cost great damage and probably a number of injuries. Lesson B39 presents fire accidents as disastrous in an oil company.

"There was an explosion and fire today at an Aramco tank farm. Many men were working near the tank farm when the explosion happened. First reports say that about 10 men were injured. Many storage tanks were damaged in the explosion" (B39-1, SB).

Lesson B52 presents the procedure of reporting fires, but they should not panic:

"Dial 110 and report the fire.  
Give your name and badge number.  
Speak calmly and clearly.  
Give the location of the fire.  
Describe the type of fire.  
Report any injuries.  
Repeat the information" (B52-1, SB).

However, the fire should also be reported to the supervisor (B55), as the representative of the company reference of authority, control and knowledge.

The summary of lesson B200 tells the trainees what to do in case of reporting an accident.

"Dial 110 and tell them:  
1. Name. Badge number.  
2. Location of accident.  
3. Nature of situation.  
4. Best access route.  
5. Number and type of injuries" (B200-2, SB).

In such a situation, a company man has to be clear-minded and report accidents giving a clear judgement and estimate of the loss.

#### **4.2.2.3. Contributing to reducing environmental pollution**

Oil companies in general have become aware of their responsibilities towards the environment, and we see in VELT how this becomes part of the socialisation. In

this chapter, we focus on the behaviour which is encouraged, and in the following chapter we shall return to the ways in which the underlying values are taught through VELT.

Based on the fact that Aramco is an industrial oil company and it contributes largely to polluting the environment, sea and air, because of its operations in the field of oil and gas production and shipping and producing a lot of chemical waste, it feels it has to carry the responsibility of fighting pollution. Aramco Saudi employees add to the problem by driving cars which increases it. VELT encourages the trainees to help fight pollution. It educates them by telling them that there is a problem of pollution produced by different causes.

"Water pollution is one kind of pollution. It is caused by industry, farms and sewage treatment plants. Oil and dangerous chemicals, if they got into water in large amounts, cause pollution. ... Air pollution is caused by smoke from factories, exhaust from cars, and bad smelling waste and garbage" (D95-1, SB).

Pollution is introduced as a personal danger and health-hazard to alarm everyone. Therefore, the trainees have to protect themselves and try to reduce pollution. VELT tells the workers that they can contribute to reducing air pollution by fixing special equipment on their cars to burn the exhaust better, use unleaded gasoline, and make sure their cars run correctly. They can use public transportation or car-pools or go to work with their friends so that there will be fewer cars on the road (D100-2, SB).

"...Special equipment should be attached to cars to burn the exhaust better, and unleaded gasoline should be used. People should also make sure that their cars run correctly. Public transportation should be used so that there will be fewer cars on the road. Also, people should use carpools, or go to work with their friends, instead of driving their own cars" (D100-2, SB).

#### **4.2.2.4. Driving safely and taking precautions in desert driving**

Aramco oil and gas installations are spread in the vast desert in the Eastern Province in Saudi Arabia. Therefore, travelling between them or commuting to them requires driving on roads in the desert. The dangers of camels and sand on the road and reckless driving can endanger the workers' lives in desert driving, therefore, Aramco wants the workers to learn how to drive safely. A safe driver can be a safe worker on the job, where safety is a major factor in work practices all over the oil and gas installations. Accidents can cause the loss of a well-trained and experienced employee on whom Aramco has spent money, effort and time.

The first step is getting a license. Lessons D71-75 stress the rules of driving safely. They present a story of Hassan who drives his new car without a license. His friend Omar gives him advice and tests him all about driving.

"Hassan had driven his new car without a driver's license when he met Omar. Omar tested his driving and found that it was neither efficient nor safe. So he told Hassan that he should study for his driving test" (D71-4, SB).

The driver's license is a requirement for driving imposed by the government as a rule. It indicates that the driver can be a safe driver. The final sentence in the summary to lesson D71 gives a strong warning to drivers driving without a license who can kill themselves by driving badly:

"Omar knows that a car is similar to a gun. When it is driven by a bad driver, it can kill" (D71-4, SB).

Drivers should reduce speed. Road signs can help drivers learn when to do that, therefore, Aramco workers have to learn them. After asking about the meaning of traffic road signs. Omar asks Hassan, testing his knowledge, to tell him when he should reduce speed, and Hassan answers him:

"When you can't see well; when you are driving on a narrow or winding road; when you are driving near people who are riding motor bikes or bicycles; when you are near schools; ...." (D72-1, SB).



To drive a car one has to get a driver's license, to get a driver's license one has to pass a test, to pass a test successfully one has to understand traffic signs and safe driving rules, to understand these rules one has to study manuals and take things seriously. This is why "Hassan is taking his lessons seriously - better late than never" (D72-3, SB). All workers should be serious about the license learning all about rules of driving.

One of the hazards of driving in the desert, going to an oil rig location, a refinery or a gas plant, or going to check a pipeline, is having an accident by hitting a camel on the road: "He was smoking a cigarette when he hit the camel" (B22).

Lesson A254 starts urging the workers to be careful when driving in the desert and to take necessary precautions. A safe driver has to carry extra water with him.

"You must carry water in the desert.

Why?

Because you can't find water in the desert" (A254-3, SB).

Travel in the desert is dangerous if you do not have enough gasoline and water. Lesson A254 (p. 3, SB) shows a vehicle driven by a Saudi with extra gasoline and water in the back. The notion of safety and the hazards of desert driving is stressed in B69 where a car might break down, therefore, the driver should not panic and should stay with his car until he gets help. This is stressed in B70

Two example stories are given in lesson B79 where there are two dialogues. Abdul Kadir is advised to take extra gasoline, water and food in addition to a map as he was going to check a pipeline in the desert the following day. The second story presents him calling on the radio reporting that his car broke down in the desert, and his friend advising him not to panic and to stay near his car until help comes from security.

These two examples are to convince the trainees that hazards of desert travel are possible, therefore, they have to be careful and familiar with these hazards and the way to face them.

Lesson C246 presents a letter sent by Mohammed to his friend Bob telling him about an accident he had on the way across the desert to Riyadh and hit a rock which stopped the car. A mechanic was needed from a nearby town. The mechanic was absent until the following day. A family allowed Mohammed to stay the night in their house because there were no hotels there. Mohammed called his supervisor and told him that could not make it to work. His supervisor was angry, and wanted him to come back, but he had to wait until his car was repaired.

However, a pre-drive check should be a routine activity performed by safe and careful drivers. Therefore, the workers have to learn that before driving the car, they have to follow a procedure that is part of his procedural behaviour socialisation, as mentioned earlier in this section about 'procedural first aid treatment', and which reflects his logical procedural thinking that will be discussed later in Chapter Five:

"To make sure there is enough water in the radiator.  
To make sure the lights are clean.  
To make sure there is enough fuel.  
To make sure there is enough air in the tires." (B63-1, SB).

When going for a picnic, a driver should take with him a spare tire, tools, and a fire extinguisher in addition to the other picnic requirements (B64). A safe driver is someone who looks ahead and takes his precautions thinking of possible events and weather and road conditions on travel:

""The road conditions might be bad.  
There might be dangerous bends." (B65)  
"There might be rain and wind  
The roads might be wet and windy" (B66).

When preparing for a trip, a driver should bear in mind the distance that he is going to drive to destination (B73). However, it is important to choose the route to follow; it is recommended that safe drivers will drive on highways because they are safer and not old zigzag roads which are full of hazards and accidents (B76).

#### **4.2.2.5. Using maps and compass directions correctly**

Coming into VELT with relatively low education, and therefore, the VELT trainees might not have acquired the skills of using maps and compass directions in travel, they, as new and young drivers, try to learn how to drive on roads. Saudis travel on Saudi roads known to them. Besides, they may travel to the neighbouring Arab countries of Jordan, Syria, Lebanon and even Egypt via Jordan. The Saudi desert is another area that some are fond of driving in or through. The drivers' problems then will be to know where they are exactly and what direction they have to take to reach their destination or come back to their village or town. It is perplexing to drive in the desert, and one might be lost.

VELT teaches the trainees to be familiar with map and compass directions. The concept of using compass directions is introduced in lesson A211 using the map of Saudi Arabia with the help of a compass illustration with all the directions on it. The names of some Saudi cities are given on the map and the trainees are asked to tell their location on the map in terms of Northeast, Northwest, Southeast, or Southwest of some specified towns.

Compass directions are practised in lesson D81 with the help of a map of Europe, which is a new experience to them for their low school education:

"Exercise 2 Locating countries on a map of Europe.

Listen as your teacher gives compass directions for the locations of countries on a map of Europe...Find the locations on the map on the next page...." (D811, SB).

The summary presents the text read by the teacher, focusing on the required direction vocabulary: Northeast, South, North, Northwest, Southwest, Southeast. The trainees are supposed to listen to a student reading locations and incorrect directions and have to fill in the blank spaces in a passage with the correct directions.

"Europe is to the Northeast of Saudi Arabia. The largest countries are France and Germany. Germany is south of France. Italy and Switzerland are north of Germany. Romania is to the Northwest of Hungary. Yugoslavia is Southwest of Austria. Greece and Bulgaria are Southwest of Turkey" (D81-3, SB).

This exercise aims at understanding description of direction and location besides identifying locations on a map. The compass drawing and the map help a lot in illustrating the concept and visualising what any driver should do in case of travelling out of the country or into the desert. Aramco workers have to be familiar with safe travel thinking and procedures. Before setting out, one has to be sure he can identify his way back. A company man is always needed on the job on time and all the time. If he is lost in the desert or fails to reach his job site on time, that may affect others' jobs and operations.

There is another concept combined in this lesson and the lessons that follow. Being familiar with the map of the Western World. European countries are places which Saudis and all the Arabian Gulf people like to travel to. It would be of help to Aramco workers to be familiar with the location of every country. As a context of learning compass directions and map reading, the simple map of Europe here presents a good illustration.

#### **4.2.2.6. Following good fire safety practices**

Because Aramco is an oil company, one of the great hazards that it always feels threatening its installations is fire. In oil installations, there are workshops and other work locations where there are workers who may cause fire because of wrong

behaviour such as smoking in an area where there is a flammable gas or near oily rags, for instance. Therefore, they have to learn how to fight fire correctly.

Trainees are encouraged to follow good fire safety practices. This is felt strongly and taught explicitly in the VELT material. It is important for workers to learn how to fight fire using fire extinguishers that are supposed to be in appropriate places in the jobsite. Lesson B48 describes a procedure for operating a CO2 fire extinguisher, and the trainees are required to provide the missing expressions from the steps, learning from the provided pictures and expressions:

- "1. Pull out the safety pin.
2. Stand close to the fire.
3. Hold the horn by the handle.
4. Point the horn at the bottom of the fire.
5. Squeeze the lever.
6. Swing the horn from side to side.
7. Move away from the fire when it is out.
8. Have another extinguisher close by" (B48-1-3, SB).

In lesson B51, many hazardous situations are presented, giving the correct handling of the situations (discussed in the section about Maintaining a safe industrial environment). Later, the summary presents two fire safety pieces of advice using big capital letters:

"Follow good fire safety practices  
Report fire hazards immediately" (B51-3, SB).

We have seen in this section how VELT socialises the new workers into the specific industry of oil environment. In the following section, we see how they are introduced in the international dimension of the company environment as a company that works in the wider context of the whole world.

### **4.2.3. Being prepared to work for an international company**

#### **4.2.3.1. Being aware of the hazards of international land travel**

Aramco has many truck drivers who transport heavy equipment and goods to different areas in the vast Eastern province. Troubles on the road for truck drivers or light vehicle drivers are similar wherever transportation takes place. However, Aramco workers may need to travel to other countries by car. Driving between countries requires having the energy, wisdom, knowledge, capability and skill for handling troubles on the road.

VELT presents a story of Emile and his trip by truck from Paris to Saudi Arabia for the first time. His friend Jim, another driver, gives him tips of advice asking him to do certain things to avoid trouble on the way especially with the countries' authorities when crossing borders.

"Jim had driven to Saudi Arabia by truck many times when he met Emile. He gave Emile many tips to help him have a safe journey. He told him always to carry correct documents; never to drive too fast; always to carry plenty of fuel and water; never to leave his truck. He told him that exit visas and entry visas are both required in many countries. Emile asked about insurance documents and was told that these too were important. Emile hopes that he will be okay at Passport Controls at the borders that he must cross" (D83-2, SB).

Here, although indirectly, the trainees are encouraged to be careful when travelling out of their countries by land. They have to carry passports with entry and exit visas on them, carry correct documents, for the car for instance, carry plenty of extra water and fuel to face emergencies on the way, and to make sure insurance documents are also with them, perhaps only for their cars. If their cars are full of valuable things, they should not leave them on the road and go and sleep somewhere else. These pieces of advice are for truck drivers, but they apply for all international land travel and car drivers as well.

The route, border, customs, and highway are essential factors the workers have to understand when travelling between countries. They have to ask and learn about the routes to their destination. They have to choose the easier routes even if not highways. Highways are usually more convenient to run over, however, for example,

"the highways in Yugoslavia are very tough and dangerous. Emile needs to know the best and shortest way to get his goods to Saudi Arabia. Jim tells him about the route he used to take." (D82-1, SB).

Routes differ in length, toughness, convenience, etc. As Saudis are fond of travelling by land, they have to be aware of the significance of choosing the correct route.

#### **4.2.3.2. Following international air travel procedures and planning for it**

Air travel has become one of the features of the age and as means of fast movement from one country to another. Working for Aramco also makes air travel relevant for leisure as well as business. Therefore, the trainees have to know about the size of their company as an international company. VELT tells them about the size of their company in terms of the number and nationalities of Aramco employees, including Saudis and their need to travel for study:

"In 1979, Aramco employed 38,000 people in Saudi Arabia. There were 16,000 foreigners. Over 11,000 Saudi employees were on training programs. More than 600 Saudis were abroad. They went to other countries to learn technical subjects" (B119-2, SB).

Many Saudi trainees are developed in Aramco training centres and then sent to get higher degrees in the United States or the United Kingdom, which implies that they travel by air. Flying inside Saudi Arabia is also popular for those who need to travel for the weekend or a few days. The new employees need to have an orientation on flying to other countries and the necessary procedures and regulations of air travel.

To be safe on a flight, there are many restrictions that air travellers have to follow. Therefore, they have to learn that during take off and landing seat must be in upright positions, one should not be smoking, and one should stay in one's seat (C251-1&2, SB). There may be emergency cases on a flight.

"During take off and landing, you must follow the safety instructions. In case of an emergency there is emergency equipment on the plane: life-vests and oxygen masks. There are also emergency exits" (C252-2, SB).

Illustrations accompanying the presentation and exercises are of great help to the trainees to realise the safety message, such as fastening the safety belt.

When someone travels, he takes the most important things expected to be needed on the trip. But before going onto the plane, the traveller has to leave the heavy baggage for the workers to carry and put in the baggage compartment (C253-1, SB). A passenger has to carry a passport when travelling to foreign countries.

"You must have a passport in order to travel outside of Saudi Arabia; so when you travel, don't forget your passport" (C253-1, SB).

A traveller is required to show the passport to immigration of one's own country and the foreign country. One has to wait in the departure lounge until one is called to get on the plane. When arriving in a foreign country, travellers go through immigration before going to get their baggage. They must then take their baggage through customs. The customs officer will ask them what they have in the baggage. There are illegal things which are not allowed into foreign countries and they will be taken away by the customs officer if found (C253-1, SB). However, a traveller should always check that he has all his baggage before leaving the airport.

The trainees have to understand that travel is a group of procedures that have to be followed systematically; they have to be observed fully, otherwise, travel will not be smooth and completed successfully. Travel is like a procedural operation in Aramco; it has to be completed successfully, and every part of the procedure has to be observed.



Emergency on air travel are possible life-threatening hazards. There are procedures the workers have to learn to follow in case of emergency.

"In case there is an emergency you should know where the nearest emergency exit is and how to open the door. ... To open the door, first pull the latch towards you. Next, lift the door up and then, pull the door towards you" (C255-3, SB).

From talking about life vests, the trainees have to learn that before helping the children, the passengers have to help themselves first so that they are able to help others. "Put on your life vest first and then help your child" (C256-3, SB).

VELT encourages the workers to plan for their trips concerning the time of departure and arrival at the destination, considering the route and the ticket fare (C258 & C259). In C259, they are given enough details for the trainees to choose a flight from a flight schedule shown in Exercise 1:

"Your group is going to fly to London ... You all live in Dhahran. Choose the flight you would take. Give reasons. Give reasons why you would not choose the other flights ..." (C259-1, SB).

They are trained to use reasoning in making decisions because that is the way to have a logically acceptable plan.

Workers like to spend their vacation away from home, and they may prefer flying to a city inside Saudi Arabia or outside. Abdulaziz and Anwar tell their preferences for vacation because a city is cheap, for Abdulaziz, and because a city has a rainy and cold weather, for Anwar (A215).

#### **4.2.4. Summary**

We have seen how VELT provides behavioural training aiming to instil behaviours that can adapt the workers to the work environment at various levels. The first level prepares the workers for the world of industrial work,. This level focuses on maintaining personal safety, being punctual, maintaining a clean and safe

jobsite, using tools and machines correctly, following the correct first aid procedural treatment, checking with the supervisor before leaving the worksite, performing procedures, and helping others on the job. The second level prepares them for working in an oil company. It focuses on making them aware of the dangers of chemicals and gases, reporting accidents, contributing to reducing environmental pollution, driving safely and taking precautions in desert driving, using maps and compass directions correctly, and following good fire safety practices. The third level prepares them to work for an international company. It focuses on being aware of the hazards of international land travel and following international air travel procedures and planning for it.

## **CHAPTER FIVE**

### **THE CULTURAL DIMENSION OF 'VELT'**

## **5. THE CULTURAL DIMENSION OF 'VELT'**

### **5.1. INTRODUCTION**

In this chapter, we shall investigate another, higher level of socialisation that VELT represents, that is 'general basic education', 'values', and 'thinking abilities', . As mentioned earlier in Chapter Two, the socialisation process normally aims at developing the behavioural system in individuals to adapt to the way of life in their new environment. This is what we have already described in Chapter Four with respect to the behavioural training in VELT aimed at Aramco new hires that need to learn what to do and how to behave to fit into the company's work system. The second target of socialisation, as also described in Chapter Two, is socialising the individuals into the new community's value system that would adapt individuals to its way of thinking and attitudes. This is what will be described in this chapter with respect to VELT, Aramco and its new recruits .

As socialisation is normally provided through the formal education system at school, and, as mentioned earlier in Chapter Three, as most of the VELT trainees have not completed their formal school education, which results in low level educational background, VELT socialisation makes up for that by providing them with some general / basic education which will create harmonious social relations in the company's community.

The first component aims at providing general / basic education which makes up for the low level education they have because of dropping out from school for various reasons. Aramco provides this component in the VELT material in the areas of Maths, geography, history, topology, and social habits as a contribution to the education of the Saudis that is mentioned in the general aims of Aramco, as explained earlier in Chapter Three.

The value system in VELT aims at, first, developing the workers' value system focussing on Western, particularly American, values of 'time', 'achievement',

and 'rules'. These values are expected to develop their attitudes to work and normal life activities positively.

The third component aims at developing some important thinking abilities in the workers, mainly 'planning' and 'logical thinking' that have a Western origin, and which will have a great impact on the workers' work life as well as on their normal life.

Now, that we have explained the general framework of the chapter, we shall see how the three components contribute to socialising the Aramco trainees into the new work life and community by discussing them in detail as an example of the existence of a cultural dimension in ESP.

In this chapter, we shall see that all the three components can contribute to the overall educational development of the trainees towards the use of developed values and thinking abilities in their life at work and in their normal life in the Saudi community. We cannot draw a clear-cut line between them, and we should not assume that each component is directed only towards a specific area although the emphasis could be clear in that area.

## **5.2. THE GENERAL / BASIC EDUCATION ASPECT OF VELT**

### **5.2.1. Introduction**

Because of the low level education that the learners come into the program with, as most of them are school leavers and dropouts, the program makes up for that part of their formal education that is originally part of the socialisation process in general, as explained earlier in Chapter Two. Therefore, the program provides them with some education in the areas of history and geography for maintaining contact with their national identity during their training time at the ITC; science and

technology for developing their understanding of the changing environment and the natural happenings in it; mathematical operations for developing their mathematical abstraction and problem solving skills necessary in their normal life; and reading and writing as a general activity that all their training is related to.

However, this part of socialisation can also be part of socialisation for work, because the general aim of general education is developing the learners' minds, enlightening them, widening their horizons, and providing them with capabilities that can be used in life situations. Work situations are an aspect of their life, and as mentioned earlier in Chapter Two, work socialisation is a third level socialisation which is an extension of the secondary socialisation, , adding the new work culture dimension.

### **5.2.2. Learning about history and geography topics**

VELT brings in historical topics as educational topics. Involving the local culture, lesson C216 tells a story from Arab history about a village in Oman, on the Arabian Gulf, called Qalhat. Qalhat was a great beautiful and rich city. After visiting it, Ibn Batuta, the famous Arab explorer, described it as the best city in Arabia. The story tells that a Portuguese explorer called Albuquerque came to Qalhat, terrified its people, and later destroyed the city after destroying Muscat, the capital of Oman nowadays. The ending of the story says:

"And some know the story of Albuquerque and they tell their children.  
And the children become angry when they listen" (C216-3, SB).

This ending presents the Arabs as sensitive to their history.

Learning about the geography of Saudi Arabia and the positions of cities on the map and the distances between cities (A188-A189) can give the trainees an orientation of their country's geography which can be a start for the world

geography. Means of transportation are discussed in lesson A191, comparing them in terms of being faster, more expensive, more dangerous, and more comfortable. But in B196, more about the geography of Saudi Arabia is explained, discussing the features of the country, including the famous Rub al-Khali and Nafud deserts, Taif, which is a famous summer resort, Riyadh, the capital, roads to the cities of Abha and Dhahran, and then the high mountains of Hijaz and low mountains of Tuwaiq. However, in discussing the story of Emile's journey from Paris to Dhahran in Saudi Arabia, the trainees are familiarised with the geography of Europe, location of countries, some topography of the land (D81, D82, D84, D86, D90).

The features of topography of the earth are introduced to them in terms of mountains, valleys, and deserts (A193). They have to identify pictures representing each of these features as a high mountain, a deep valley, and a very large desert (p. 1). This is reintroduced in lesson A200 trying to apply this on the topography of Saudi Arabia using only mountains in comparisons.

### **5.2.3. Being familiar with the properties of materials and water cycle**

VELT aims to familiarise the workers with the properties of the different forms of material. They have to learn to differentiate between a conductor material (copper) and a non-conductor material (rubber) (B125) brittle material (glass), elastic material (rubber), strong material (iron), and light material (Aluminium) (B128-1, SB). Other properties could be in the form of solid (steel, iron, rubber), liquid (mercury, water, oil), and gas (carbon dioxide, air, propane) (B129).

Lesson B130 moves with the trainees one step ahead by involving them in an exercise asking them to compare materials using their properties. This educates them in the area of commonly used materials in everyday life as well as in company

life and work. So, they have to use 'stronger', 'more elastic', 'harder', and 'more brittle'. Lesson B131 presents pictures that illustrate the properties.

The program aims to provide the trainees with some knowledge of the water cycle (B95 & B96) to educate them about some natural features of the world that explain other features such as clouds and rain in different countries in the world (B97). The topic is introduced in lesson B92 by discussing the uses of water for daily living, industry, farming, and transportation. Water is described to the trainees as fresh, salt, underground water, and as water that can be in seas, lakes, rivers, and oceans. A clearer explanation is given in lesson B99 which presents diagrams showing how water is transported from wells and springs to farms, refineries, and cities using trucks, canals, and pipes.

The water cycle is summarised as follows:

"Rain comes from the sea. Rain falls on the land. Rain water goes back to the sea" (B96-2, SB).

But earlier in lesson B95, it is explained how "water vapour rises as temperature increases" and how "rain falls as temperature decreases" identifying a logical scientific relationship between the temperature degrees and the process of evaporation and condensation.

#### **5.2.4. Learning mathematical operations and solving problems**

Lesson A242 teaches the trainees to do some arithmetical operations by practising some problems that need little attention to the relationships with gauges, watches, clocks, rulers and tape-measures. The mathematical operations of subtraction, addition, division, and multiplication are practised through some number problems, word problems, and measurements of some parts of illustrations of pipes and an oil rig. The lesson is giving some variety of contexts so that the trainees will



not find this educational element dull because of doing the same tasks. The tasks are more varied in the following lessons and in lesson D147, which reviews the four basic mathematical operations. The relationships between the different dimensions and measurements are explained, so, they learn changing inches to feet, feet to yards, feet to miles, millimetres to centimetres, centimetres to metres, and metres to kilometres. Then they have to learn the relationships between seconds and minutes, hours, days, weeks, months and years in mathematical terms.

The trainees are given the opportunity to practise finding the area of rectangles and squares (A244). More applications on mathematical operations in problem form are presented in lesson A245 using measurement of speed, days, distance, time, and so on. Measurement of area and volume with fractions and decimals is practised in lesson B6, in addition to matching instruments to their units of measurement.

A further development in Maths problems are made by using fractions and decimals of numbers and comparing them (A246). Measuring the volume is also introduced in the same lesson practising by measuring the volume of a box. A review of the units of measurements and instruments is made in lesson A247, using a chart showing the area of measurement (e.g. length, weight), the units of measurement (e.g. meter, grams), and the instruments used (e.g. tape-measure, scales).

The purpose behind this introduction of Maths is to provide some educational aspect of the program that will develop their minds and make up for what they had missed at school. This will be useful for them in their life in general and on the job in specific, because they will be performing jobs using mathematical operations in areas such as reading gauges and measuring areas.

### **5.2.5. Learning about the operation of machines**

VELT teaches about the pulley as "something that raises and lowers things" (C46-2, SB), and the elevator that is "raised and lowered with power from an electric motor" (C47-2, SB) with the help of pulleys. This is part of the educational dimension of VELT. These topics allow them to understand the functions of things they use in their life inside or outside the company.

### **5.2.6. Learning about the natural resources of Saudi Arabia**

VELT shows Saudi Arabia as a country which is full of natural resources, namely oil and gas. Aramco wants its employees to have the Saudi economic dimension in mind and try to see Saudi Arabia within the context of the whole world in terms of oil and production and reserves. Lesson A168 introduces the topic about the countries where there is some oil or there is not any oil. Bar graphs are used to describe the amount of oil reserves in the Middle East and North Africa, showing most reserves in Saudi Arabia (A169). At a larger scale, Saudi Arabia is also shown within the context of the whole world where it has the largest oil reserves in the world and the fourth position concerning gas reserves (A174).

### **5.2.7. Summary**

It has been argued in this section that VELT as an ESP material has provided some general / basic education in the general areas of history and geography, mathematical operations, science and technology and natural features of the world.

This has also been related to the workers' low education background. It has been explained that this educational dimension is to make up for the workers' low education background which did not allow them to go through the complete formal education socialisation, therefore, VELT combines two levels: socialisation for work, and partial formal educational socialisation.

## **5.3. THE VALUES**

### **5.3.1. THE CONCEPT OF 'ACHIEVEMENT'**

#### **5.3.1.1. Introduction**

This section is an attempt to investigate how a large industrial company plans to use an ESP language program to inject a sense of achievement in its workers. That encourages them to maintain a high level of productivity. This will be part of the socialisation process that the company wants the trainees to go through before assigning them to their targeted job sites.

'Achievement' is a concept that exists in the industrial environment very strongly. For the company to create achievement motivation in its trainees, it has to make sure that their own effort is the only thing that brings them good achievement. The essential issue is their independent decision to perform well, that is to achieve what they are there for. The target of the company is to drive the workers to excel and create. The notion and the behaviour are the target; however, the start is the motivation for the notion which is translated into behaviour. This is expressed by Honigmann.(1967) who believes that

"It is reasonable to assume that people become motivated to do well, excel, and achieve; they will translate their drive into behaviour" (Honigmann, 1967:39).

In industrial companies, the individual has to work in more than one area of work, as an independent individual performing a certain job, in a group of workers that belong to a shift, a department or division in charge of a certain group of tasks, and finally in a large company that has many departments and divisions, with rules and regulations aiming at controlling everybody in it. These are the three areas that his socialisation has to work through. His achievement has to be within the three aspects of work in a large company.

The issue of achievement motivation is related to company socialisation. The company trains workers to be self-dependent on the job as they are the ones to take the decision when they have to at time when there is nobody to help or give advice.

The sense of achievement a company asks for can be 'achievement as repayment' and 'self-motivated achievement' (Barnouw, 1973:232). The first category can be interpreted as achievement on the job in terms of productivity that a worker is paid for. The second category is achievement as a result of loyalty to the company and self-commitment out of a real pleasant feeling of being self-motivated to achieve for self-satisfaction. This category involves persistence to get to the target with emphasis on the necessary result of success.

The American researcher McClelland (1961:302 & 303) connects the concept of achievement to the concept of personal success at work as well as the concept of success in business in general.

Discussing cultural objectives in language programs, Van Ek (1986) points out that teaching and learning for sociocultural competence should consider the learner as a human being, addressing his attitudes, value systems and emotions as well, utilising cultural themes that are emotionally charged. Van Ek emphasises the importance of the learning content being clearly related to the learners' experiences and interests, which motivates the learners' behaviour (Van Ek, 1986:60). This can

be seen in the VELT training program which closely relates to the trainees' experiences and job and partly personal interests.

#### **5.3.1.2. Motivation and achievement: an American value system**

Achievement is an American value system that derives from a cluster of cultural values in the American society, as will be demonstrated in this section. Psychologists have tended to differentiate between the desire to achieve and actual achievement (McClelland, 1961:37). McClelland thinks that the achievement motive has often been thought of as a fundamental human need; he tries to make an analogy with the desire to eat and actual eating that the human being has (p. 37) which American psychologists studied as the 'hunger drive'.

Achievement has many conceptual implications and associated meanings that it can be interpreted through: competition with a standard of excellence, self-reliance, personal self-satisfaction, personal training, non-authoritarian work atmosphere, ability, enjoyment, reward, loyalty and self-commitment to work, and future orientation. However, it is also a 'challenge' that is associated with all the concepts mentioned above. Therefore, to understand it fully, we have to explain the American notion of 'challenge' first.

##### **5.3.1.2.1. Achievement and challenge in the American culture**

One of the American values is the concept of 'challenge' that has a special significance for the individual. It is a characteristic concept in American society.

"... an American concept of challenge that overvalues individual competition and hard work over solidarity, and compassion" (Kramsch, 1993:18).

This concept of challenge may be available in other cultures but not necessarily carrying the same connotations and meanings of the American 'challenge'. To the American, 'challenge' is a notion that offers an opportunity of competition that, if achieved, leads to a wide range of "quantitative measures of success" (Kramsch, 1993:19). The word expresses major meanings and the powerful will in the American individual who loves to have "challenges in the useful American sense - those obstacles that one can overcome if one really wants to" (Kramsch, 1993:17). When one says that one will try to achieve a difficult task, others who have a different connotation of the meaning, will call it "demanding the impossible" (Kramsch, 1993:20). A language learner may understand an expression from his point of view representing his cultural connotation of the expression although it may give a different connotation in the culture that it is used in. This is

"valid in its intention, but it raises the problems of wanting to express one world view through the language normally used to express another society's world view" (Kramsch, 1993:20).

A learner of a new language and culture finds it strange when one discovers that a certain concept has another meaning in the new society's culture. There, the learner will confront the new cultural implications of well known notions to him, and that will give him the feeling that he might misunderstand others from other societies, and vice versa. Therefore, if the word 'challenge' is seen from the American perspective, it will provide

"another way of seeing challenges, namely as paradoxes and food for thought, not only as opportunities for action ... For historical and political reasons, the concept of challenge forms the bedrock of American educational ideology" (Kramsch, 1993:21).

The example of the American notion of 'challenge' is an example reminding us of the massive cultural content available in everyday spoken language. It shows how the language in textbooks and literature can provide language learners with opportunities

for thinking of the cultural differences that they can recognise and understand, and which they have to tolerate and handle with an open-minded personality and positive attitude. On the following pages, when we talk about VELT, we shall see how such connotations are present in its language.

#### **5.3.1.2.2. American achievement: a standard of excellence for self-satisfaction**

Measuring the achievement motive was a target for McClelland (1961:40) who gave tests of level of intelligence that "demonstrate whether or not a person is suited to be a leader". He continues by stating that the instructions in the tests

"stress the fact that the individual is about to be evaluated in terms of standards of excellence - intelligence and leadership capacity - which are ordinarily of considerable importance to men in American culture. It is assumed that such instructions will arouse in most of the people to whom the tests were given a desire to do well, a desire to appear intelligent and demonstrate some leadership capacity" (McClelland, 1961:40).

This presents achievement as an American value that requires reaching a standard of excellence that stems from the American notion of challenge discussed above, and which Aramco is introducing in the Saudi Arab culture represented by its Saudi employees studying VELT, as will be described later.

McClelland et al (1953) define the American 'achievement motivation' as "the need for 'competition with a standard of excellence'" (Suarez-Orozco & De Vos, 1994:1236). Barnouw's (1973) idea about 'self-motivated achievement' agrees with McClelland's idea that relates the achievement motive to personal achievement satisfaction. McClelland says that the people with strong achievement motives should try harder, seeking situations where they can succeed in getting the achievement satisfaction at standards they set for themselves (McClelland, 1961:45-46). He believes that people at a given time in a given culture would then start doing

things, that is performing, differently trying to reach a standard of excellence by trying to get achievement satisfaction out of their performance. He concludes that the view of achievement in this context tells us that an increase in achievement (motive) should promote cultural growth (p.46).

An aspect of achievement for self-satisfaction reflects the American sense of enjoyment in life. Valdes (1986a) gives examples of simple pleasures in the American way of life:

" ... 'Baseball, hot dogs, apple pie, and Chevrolet'. In this motto are symbols of clean, wholesome living, simple pleasures in life that represent 'the American way'" (Valdes, 1986a:140).

Thus enjoyment can be achieved through the simple things you have in everyday life, like playing, eating, and driving, or having a decent car.

Sports, too, are activities that occupy an amount of time of people who look for a strong sense of enjoyment; however, this sense of enjoyment has to do with learning and achievement as part of the general educational process. Sports are mentioned in terms of 'times for play' and in which there is learning and personal achievement as doing 'one's very best' (Hall, 1959:53).

#### **5.3.1.2.3. Personal achievement and self-reliance**

Personal achievement is encouraged in the American culture through the "do-it-yourself orientation" (Damen, 1987:195) which is part of the value orientation that Damen (1987) talks about, using a table to show the values included in the American culture, one of which is 'do-it-yourself', aiming at developing self-reliance.

Although the individual is more important than the group in the social context in the American culture, it can't be the same in an industrial company, as the



status of work in groups is more important than the individual. However, the individual achievement is essential when all individuals try to achieve together.

Damen (1987) also analyses the notion of achievement in the American culture through the achievement part of the value orientation she discusses in her book.

"The achievement orientation calls for assessment of personal achievement ... A future orientation is joined to the positive value accorded change and action" (Damen, 1987:196).

She points out that the value of achievement will be in the change that is achieved. She also emphasises future-orientation for the expected positive change and action.

Achievement motivation is established as a socialisation pattern through which personal training takes place, especially within the family by giving the children more freedom to solve their own problems, being independent from continuing ties to parents (Suarez-Orozco & De Vos, 1994:1237). Similarly, as there is individual technological specialisation at work, workers in the field of technology can be given some autonomy on their job to emphasise self-reliance which supports socialisation for achievement (Suarez-Orozco & De Vos, 1994:1237). Martin (1992) looks at self-reliance on the part of the employees as non-authoritarian work atmosphere on the part of the management. She gives as an example a firm by the name of OZCO with objectives focused on providing employees with job security based on their performance, ensuring a pleasant work environment, recognising individual achievements, and helping them gain a sense of satisfaction and accomplishment from their work (Martin, 1992:33). However, she believes that this satisfaction that fosters individual dignity, pride and accomplishment and the motivation to produce quality work depends on the non-authoritarian atmosphere that dominates the work (Martin, 1992:34).

In the context of their research on college students success and failure in their study, Yan and Gaier (1994) talk about recent research on achievement motivation

and four causal factors influencing success or failure in academic performance: ability, effort, task, and luck (Yan & Gaier, 1994:146). We shall restrict the main focus to 'ability' and 'effort'. 'Ability' may be established as a result of 'self-reliance'. This may explain many things in the American culture in contrast to other cultures.

"... the United States is an individualistic culture in which self-reliance and individual competition and achievement are more highly valued and rewarded" (Yan & Gaier, 1994:149).

Yan and Gaier found that American students attributed their academic achievement greatly more to their ability whereas the students from China, Japan, Korea, and Southeast Asia attributed their achievement mostly to effort (Yan & Gaier, 1994:153), which implies that the Asian group lacks the ability stemming from self-reliance.

Presthus relates success in achievement to

"The American creed which holds that there are significant differences in ability between those who succeed and those who do not" (Presthus, 1979:24).

#### **5.3.1.2.4. Achievement and commitment to work**

The individual's behaviour is determined by his expectations in a given social situation. At a second stage, behaviour is influenced by the need for security, recognition, and group acceptance, in addition to social and organisational values in a specific culture. With 'commitment to work', all these combine to improve the individual's achievement on the job (Presthus, 1979:145).

'Security' in organisational (company) work can be attained through hard work, loyalty to the organisation, and commitment to job functions. 'Recognition' can be attained through the same factors, as well as the desire to excel and surpass others in the framework of the group in the organisation. 'Group acceptance' can be

attained through sticking closely to the cultural values of the organisation as the framework and identifier of the group.

Furthermore, individuals' commitment to work is either instrumental or intrinsic (Presthus, 1979:143). Instrumental commitment is based on the interest in the job or to keep the job and a higher salary, whereas intrinsic commitment is based on self-interest. Both types of motivation for commitment to work can be strong enough for workers to excel.

#### **5.3.1.3. Achievement and challenge in Aramco**

The world of Aramco challenging its workers to cross the boundaries of difficult comes from the ideology of work in the West. Aramco has always wanted to cross the boundaries of progress in every field related to its operations and its existence as a business organisation with a multicultural environment. Its existence is connected with the multinational, multicultural workforce that has to work in harmony within one organisational system. This is one challenge that has three dimensions: the operational dimension related to specific job performance, the cultural communication dimension among the members of the company's community, and the third dimension is the cultural communication level within the organisational culture, or system of work, and job values. This is what could be called the internal challenge.

Company rules check the workers' achievement against the standard of excellence that the company wants them to reach. This concept of achievement may be connected with the concept of competition for success in the group, competition which is focused on succeeding in doing the job fully and acting by the company rules. Competition is essential in raising the level of challenge for achievement.

In the context of external, or global challenge, Aramco is an economical power that wants to maintain close contacts with powerful external world markets. In this respect, Clark (1993) quotes what the Saudi Minister of Petroleum Hisham Nazer said:

"'To succeed in the Global economy', said Nazer, 'we must continue, all of us, to cross new boundaries, both philosophical and geographical - some familiar, some difficult, all challenging'" (Clark, 1993:30).

Challenge in the Aramco mind at the higher levels and the wish to achieve stated objectives is to be passed to the company's workers at all levels. Achievement is what the firm is after, and it does what is possible to create that motivation for achievement in its workers to get a higher level of productivity and commitment to work that may be

"a means of achieving scarce values including security, influence, and high income" (Presthus, 1979:143).

This combination represents components of motivation for achievement in the American context of work.

Achievement is, as we have seen, an American concept which is important to Aramco for efficiency reasons. It is seen in the literature as the driving force, the motivation force. It has been defined in terms which reveal its American values, now that we have established the significance of the general concept of achievement as an American value, and the significance of it as a means of meeting Aramco's challenges, we turn to analyse the ways in which VELT presents this value and socialises workers into it.

The analysis of the VELT material has shown two complexes of concepts within the major concept of achievement: planning and achievement within Aramco and its drive for efficiency linked with the concept of enjoyment and reward (achievement and work schedules, achievement in sports, achievement and driving);

planning and future orientation and reward that reflects the importance of thinking ahead.

#### **5.3.1.4. Motivation and achievement in VELT: the introduction of an American value system in the Saudi context**

Personal achievement in a huge company like Aramco is reflected in the industrial achievement of the individual as one of a group of workers working for specific objectives in a work unit, department or division. VELT calls workers to focus on this personal achievement both at work and outside work. This ultimately relates to the overall achievement of the industrial worker in the modern technological world, which requires individual workers to work in groups, and to have the same attitude in all life situations.

The cultural socialisation process that Aramco applies in VELT can be considered both as a means of protecting the company's achievement as well as of developing progress in production. New workers can always be a threat to a company. First, they do not know the work system, the rules, the culture, the way of thinking in the company, and even the exact function they have to perform. Therefore, they are likely to cause some confusion in the work performance as well as the system. In training the new workers, Aramco is spending some extra time and money but that will ensure they will be productive and that will make up for the time and money. Furthermore, the company will be sure its productivity level will be safe and high.

#### **5.3.1.4.1. Planning and achievement within Aramco and its drive for efficiency linked with the concept of enjoyment and reward**

As we have seen, achievement is related to planning and future orientation. Aramco wants its workers to learn how to achieve. Therefore, they have to know how to plan to achieve. VELT tackles topics and presents situations through which it teaches this value to ensure efficiency and motivation. This can be seen in the areas of 'driving' and 'arrival at destination'.

##### **5.3.1.4.1.1. Challenge, enjoyment and reward in achievement**

Achievement is always associated with an objective, exactly as a trip is always associated with a destination. An objective has to be worked for very hard. By analogy a trip has to be planned for and the driver has to drive to reach the target destination.

In VELT Lesson D89, Emile finally arrives in Dhahran. He sends two postcards to his friends from Dhahran. One of them is to his friend Jim.

"  
July 4th, 1981 - Dhahran  
Dear Jim,  
I finally made it to Dhahran" (D89-1, SB).

The postcard is the announcement of achievement. A postcard on a trip, to be sent from destination represents an optimistic side of the journey. It is sent from the target destination symbolically and practically. It symbolises achievement as well as relief from the trouble of travel. It has been a long journey full of problems. It represents the successful end of a challenge.

Emile is someone who brings help to the Saudis: fruits and vegetables. He is identified as one of the foreigners coming to Saudi Arabia for work. This notion of co-operation with foreigners is appreciated and supported by Aramco as a step towards the achievement of harmony between the locals and the foreigners who are in Saudi Arabia, and especially those who work for Aramco.

A detail on both cards signed by Emile is the date. Both are dated 'July 4th', the American Independence day. It is a bright day in the American history; it represents the great achievement of the Americans at the end of a fight for independence. The journey is like the Americans' quest for freedom over a long time of challenge towards the target victory.

We can look at Emile's story as a story about enjoyment; and enjoyment elicits the feeling of achievement. Stories are a part of the literature which represents the language and thought of a culture.

As we saw earlier, play and sport is a way to have a sense of achievement and interaction and cooperation, especially in football. It also takes away the feeling of being bored with the routine jobs that do not have much variety. Sports are encouraged in Saudi Arabia; especially football has increasingly started receiving attention in the country (Schofield & Kemp, 1986). VELT shows pictures of Saudis playing for recreation (C208). Among daily schedule activities VELT material shows that there is time Saudi workers spend, or should spend, engaged in football games with friends. VELT introduces this at different points representing the achievement dimension in sports and the associated value of enjoyment (A139; A140; A144-A147).

Driving is another challenge that can be rewarded by the arrival at a destination. A company man has to be a safe driver who needs to learn how to drive well to get a license. Getting a license means getting an official certificate one can

legally drive a car because one has demonstrated knowledge of driving in theory and practice. That may help reduce accidents, and, consequently, loss of lives. Loss prevention is one of the major concerns in Aramco, and its main purpose is making sure that Aramco employees know how to prevent loss of lives and any other kind of losses in the company.

As speed is one of the main factors in causing accidents, it is the focus of lesson D72. Omar asks Hassan to tell him when he should reduce speed, and Hassan who is learning the rules of driving, answers him knowledgeably:

"When you can't see well; when you are driving on a narrow or winding road; when you are near schools; ...when you are going downhill" (D72-1, SB).

Hassan answers as a company man should, and Omar represents the 'conscience and the mind' of the company. Omar judges Hassan's knowledge before going to his driving test. Hassan is shown in the summary as someone who has finally achieved his target seriously.

"It is good to see that Hassan is taking his lessons seriously - better late than never!" (D72-3, SB).

Achievement is stressed and is always welcomed by the company even if it comes late. A company man has to bear in mind that he is there to perform a role and achieve something. He has to be determined and organised if he wants to be rewarded by achieving his target.

However, the achievement of one thing is just a step, such as knowing the rules of the road. There are other things to be achieved and they need much hard work.

"Okay, you know the rules of the road very well. Tomorrow I'll take you for a driving lesson" (D72-2, SB).

Achievement does not mean 'one' achievement. It is a series of achievements that a company man has to be ready for.



#### **5.3.1.4.1.2. Time planning for achievement**

Achievement and time are interrelated topics as we saw above, the concept of planning and future orientation is part of the complex of achievement concepts. Work schedules combine both concepts and show their strong relationship.

Work schedules, in the form given to the trainees, and with the demands behind them, are an attempt by Aramco to explain a key issue in the process of the workers' socialisation. Work schedules are in the form of time slots that relate to jobs, functions, shifts, and other various activities. The schedules require the workers to observe these periods of time within which jobs and activities have to be completed. The schedules represent the company's attitude towards organising work and activities in the company. Performing these activities within the limited time framework is the immediate objective, but the ultimate goal that the company wants to achieve is putting achievement under control and observation by planning for it. Achievement can thus be boosted and its level improved when the workers understand the value of completing jobs within their limited and planned time framework.

Work schedules presented in lessons B215 and B216 show the planning of work activities and their organisation among workers as shift groups to ensure a targeted efficiency in the Aramco work environment. Rules help in establishing planning and achievement, to which workers can respond positively as long as the organisation of schedules is understandable and manageable. Al-Saad, the supervisor, representing the authority of the company in the work place, a memo to electricians, organising work roles of individual workers:

"These are schedules for next week. Al-Sultan, Ahmed is working Tuesday through Saturday, and he has Sunday and Monday off. Al-Abbas, Faraj is working Tuesday through Friday, and he has Saturday through Monday off." (B215-1, SB).

Shift schedules change for individuals as decided by the supervisor. Planning group schedules requires that individual workers obey the rules for organising work for the anticipated achievement of the company's objectives.

Groups of workers may be labelled for shift work.

"Group A has four days on and three days off. They work Saturday through Tuesday, and they have Wednesday through Friday off. group B has five days on and two days off. ... Group C has five days on and two days off" (B216-2, SB).

Individual workers are expected to perform their roles within the shift groups governed by group schedules.

#### **5.3.1.4.1.3. Achievement and ability, effort, and task**

For Aramco, effort is important for success and achievement. Therefore, workers are encouraged to work hard and understand their environment. VELT stresses understanding the environment and knowing where effort should be directed. Aramco stresses the workers' ability to make an effort to perform a task. The VELT material calls for the three factors of ability, effort and task to be combined. Emergency First Aid treatment is a task that the trainees can learn how to achieve in helping accident victims. Their ability to follow a procedure in giving the treatment needs training and then they can use their ability to perform. The following example shows the importance of organising steps for achievement that ends in calling a doctor.

Wash the cut.  
Find a first aid kit.  
Put antiseptic.  
Put a band aid on the cut.  
Call the doctor. (B197-2, SB).

Explaining the importance of maintaining tools (B60) develops their ability to make an effort to perform the task.

"Sharpen your tools often.  
Oil your tools often.  
Clean your tools often.  
Repair your tools.  
Don't leave your tools outside" (B60-1, SB).

The focus is on developing the ability to achieve in the area of their work. The condition of the tools is related to the workers' ability to perform and the achievement expected from them.

The company thinks of ability as something that can be developed through training, of effort as something that can be exerted sufficiently as long as there is ability, and of the task as something that can be performed whatever the level of difficulty is, as long as the worker has the ability and effort to perform.

Although Saudis are not involved in the research conducted by Yan and Gaier (1994) mentioned earlier, they can be categorised with Asian students who need more development of their ability to perform. Moreover, from the researcher's experience of work with Saudis, they can perform the task whatever level of difficulty it has, once their ability is directed towards that kind of task through training. This should remind us that the American individual's ability has been developed by training through the socialisation process, most probably in both primary and secondary socialisation stages. This implies that the Aramco socialisation process for Saudi workers can develop their ability to perform in the special work situation, bearing in mind that the workers receive a minimum of two-year socialisation in the form of full-time training, in addition to the on-the-job training that handles a very direct and on-the-spot socialisation including issues that are very closely related to everyday work life.

Aramco should focus on the workers' effort after developing their ability. Ability and effort are labelled as internal factors (Yan & Gaier, 1994:154) which

American students consider most significant for success; these factors reflect the great value placed on individualism in the American culture.

In the company, supervisors act as parents monitoring the workers' behaviour which should agree with the company socialisation given in training programs as well as conveyed to them through their supervisors' experiences and their company socialisation. The supervisors also remind the workers of the company's rules they have to follow. However, there will be high achievement motive if they are left on their own after they are provided with sufficient socialisation so that they perform well on the job in industrial situations of safety, maintenance, and managing time, for example.

In Aramco, workers' commitment to work is probably largely instrumental. However, we should admit that there may be some Saudis who are interested in the operation from the point of view of the oil produced being Saudi and that Saudis, from the nationalistic point of view, should be self-motivated for developing the operation.

#### **5.3.1.4.1.4. Achievement and commitment to work**

The 'length of service' notion presented in lesson C212 indicates achievement in the form of loyalty and commitment to work:

"Ibrahim: I joined Aramco in 1966. So I've worked  
for Aramco for fifteen years.

Michael: Fifteen years!

Ibrahim: Yes. I've worked for them for fifteen years.  
Time flies.

Michael: How long have you been a supervisor?

Ibrahim: For three years.

Michael: So how long have you been at Ras Tanura?

Ibrahim: I've been there for five months.

Michael: You like it there?

Ibrahim: Yes, very much" (C212-2, SB).

When someone serves in the company for fifteen years continuously, it indicates that he has loyalty and commitment to his job in the company. Loyalty is an expression of the time concept, but it is not the only one here; working for fifteen years is a great achievement that a worker has made successfully because he is still working happily. A worker may feel secure in a job that rewards and that can make him productive.

In the Saudi culture, bearing in mind the relaxed pace of work influenced by their attitude towards time, in the Saudi nature, as will be described in the section about 'time' in this chapter, with lack of pressure in the government jobs, getting used to hard work and high standard of productivity may not automatically be the result of length of service. Nonetheless, the concept of loyalty is an important one which is evident in this example and elsewhere.

#### **5.3.1.4.2. Achievement in future-orientation and planning**

There is another indirect dimension of achievement in VELT that represents another way of thinking ahead, that is future-orientation combined with planning which as we saw in an earlier section is part of the complex of achievement. We should remember that the Saudi workers in Aramco are its future men on whom the operation will rely. Therefore, the future-orientation introduced in VELT is essential. They should think seriously of their future and the problems expected to affect their life, work, company, Saudi Arabia, and even the world at large, because Saudi Arabia, as an oil-producing country, has a significant role in the world. This dimension is introduced in VELT mainly through looking at the notion of environmental pollution and the problems it causes at the world level, including Saudi Arabia. Following is a description of the levels of treatment of this notion in VELT, involving the notions of planning and thinking ahead, enjoyment and reward.

Aramco is an industrial company whose oil operations pollute the environment. The sea has become an industrial area full of oil tankers and ships carrying products of industry from industrial countries. Many beaches have become installations for sea ports for oil tankers, others for exporting and importing industrial products. Based on the nature of its pure industrial operations, the beach for Aramco is an oil-tanker sea port, and the sea is a way to export oil and get wealth.

Aramco thinks the way the West does. Its concern is the same as Western concerns. Pollution is destroying the whole environment, and this is bad for human health. Sick people cannot be as productive as healthy and happy people who can achieve a lot more at work, if the company can keep them so.

However, the company would like its workers to think ahead about the impact of pollution on their life and the possible role they have to perform if they want their children to enjoy their future. This orientation is focused on the significance of their planning and the reward they get or achieve as a result. The reward will be enjoying the environment in terms of swimming in the sea, sitting on clean beaches, eating fish from the sea, breathing clean air, and remaining healthy.

VELT warns the trainees that sea pollution has become a main worry of the modern industrial world because it is increasing as

"The oceans of the world are becoming more and more polluted" (D97-1, SB),

The topic of pollution is discussed in VELT level D, the last level, to create a future-oriented view of the environment, to work to stop pollution for the children to enjoy it. VELT says:

"If we want our children to enjoy the sea and the fish from the sea, we must stop this pollution now" (D97-1, SB).

We may interpret this call at different cultural levels: the family level, the enjoyment level, and the food level.

VELT addresses the family man's and the tribesman's image in the trainees to fight to save their children. It handles the cultural material with special attention to the trainees as human beings, trying to engage their socio-cultural value systems (the concept of the family in Islamic community) and their experiences and emotional attitudes towards fighting when given responsibilities that have to do with personal and family security.

The importance of the sea to the Saudis is also addressed:

"Traditionally, the people of western Arabia have linked the world of Red Sea and Mediterranean with interior" (Schofield & Kemp, 1986:49).

The sea surrounds the Arabian Peninsula from three sides and has always been the way out for the Saudis. To them, it is the window through which they can see the outside world, and the door through which they can receive the world's products of food, furniture, industrial items, cars, books, and knowledge, and export their oil and acquire a wealth. It is their life and economy.

Although they used to travel in the desert, they enjoyed travelling by sea more. The history of travel at sea is full of stories about trips to interesting places. The sea for them was the place where they really enjoyed their time in addition to being a source for their living. They caught fish and sold them or ate them. They also dived for pearls. Until today there are folklore songs about the sea and the pleasures of being at sea.

However, VELT talks about the enjoyment of nice beaches of modern Saudi Arabia. Jeddah, Dhahran, Ras Tanura, Abqaiq and other beaches are beautiful and enjoyable with their soft golden sand. Saudis play football on the beach, make barbecues, swim, go camping, tell stories at night and sing and dance the Arabian folklore dances. Exercise 1 in lesson C208 asks the trainees to look at a picture and

fill in some expressions in a reading passage with some blank spaces. The picture is described on the same page as follows:

"This is Anwar Al-Shaibani's family. He has fifteen children. All of his family are on a picnic. They are having their picnic by the ocean" (C208-1, SB).

The picture shows the family doing various activities. Some are sitting on a carpet with some food in front of them, others playing football, two of them swimming, and one of them is beside the barbecue. They are enjoying the beach and the sea.

People enjoy the sea by going to the beach and swimming there.

"Also oil from the sea is often carried onto the beaches. That means that people cannot sit on the beach or swim in the sea because it is too dirty (D97-1, SB).

People take their children and families to the beach to enjoy some time. This enjoyment will disappear if pollution spreads. The beaches and the sea are a part of life and a source of enjoyment. Young people have to keep the environment clean so that they can enjoy it. The Western notion of 'enjoyment' in achievement meets the notion of the enjoyment of the sea.

VELT also mentions fish that will die when they are covered with oil spills, but

"Sometimes, the fish do not die, but their bodies contain the poison. If they are caught and eaten by people, those people may become very sick" (D97-1, SB).

VELT tries to make the trainees think ahead. Polluted fish may cause sickness to people.

Another joyful natural element is introduced into the picture:

"Birds which live on or near water may get covered in oil. This causes many of them to die" (D97-1, SB).

Birds are part of nature, and nature has always been a source of joy for man.



VELT addresses the notion of future-orientation through pollution at the food level, too. Pollution is threatening a source of nutrition for people and their families (D97-1, quoted earlier). This adds to the tensity of the challenge to stop pollution. This threat is explained as follows:

"The disposal of oil and chemicals in the sea can cause many problems. For example, some of the chemicals are poisonous. Fish may die, and the number of fish which can be caught and eaten by people is reduced...." (D97-1, SB).

The threat is directed towards all people who eat fish. This makes it essential for everyone to participate in the action of stopping pollution.

The program tells the trainees that they can really be helpful in reducing air pollution. The material presents the causes of air pollution, mainly vehicles and factories. The pollution coming from cars can be partly controlled by group effort that is based on the individual's understanding of the problem and the solution to it.

"Special equipment should be attached to cars to burn the exhaust better; and unleaded gasoline should be used. People should also make sure that their cars run correctly. Public transportation should be used so that there will be fewer cars on the road. Also, people should use car pools, or go to work with their friends, instead of driving their own cars" (D100-2, SB).

Cars are becoming more important for practical purposes as well as prestige in Saudi Arabia where powerful and big cars are more preferred. Technology and civilisation are put in focus here as well as human beings: the products of technology that are desired but unexpectedly harmful, and the workers who are benefiting from another product of technology as workers for Aramco. The challenge is between the desire to enjoy driving a private car or responding to the need to reduce pollution. They have to consider coming with friends in one car, or using buses for transportation. For the better future of their children and the environment, they ought to choose between driving their cars everyday, or using buses. This is the challenge at the personal level. They have to sacrifice their

individual desire and choose the group welfare and the low-level-pollution environment in the future.

#### **5.3.1.5. Summary**

It has been argued that achievement is an important value in the field of industry and essential for industrial organisations whose achievement is their production and workers' productivity translated into the wealth of money and power. From the literature, it has been observed that Americans have their own achievement value system combined with the notion of challenge that represents a quest for achieving the difficult or even the impossible. To Americans, achievement is also a quest for a standard of excellence for self-satisfaction and as a result of self-reliance. For workers, loyalty and commitment to work could be rewarded in the form of enjoyment and security, in addition to the financial reward.

It has also been demonstrated that VELT, as the product of the American mind, injects Aramco trainees with this motivation for achievement in the material that shows examples of motivation and achievement in the form of planning linked to their efficiency at work and in the form of reward in terms of self-satisfaction and money. To the trainees, achievement represents a challenge, reward, self-satisfaction, training for ability, and commitment to work. VELT also presents a future-orientation combined with the notions of planning, enjoyment, and reward as part of the emphasis on the importance of looking ahead in the world of industry and in life in general. Achievement for VELT trainees is a challenge, a quest for achieving the difficult in the highly technological industrial environment, in contrast to the low level education background they have come from.

## **5.3.2. THE CONCEPT OF 'TIME'**

### **5.3.2.1. Introduction**

This section presents the value of time that an ESP program in an industrial company may aim at injecting in its target population. Time in the industrial environment is significant as it is mostly the body of work time. The notion of industrial time represents the Western notion in world of business where 'time is money'. Therefore, it is essential for workers to have a positive attitude towards time in companies which helps to achieve their industrial objectives.

The concept of time in the industrial environment has more than one dimension. In addition to the normal references of time, the industrial environment provides more unusual references that add to its great significance in the normal social and cultural contexts. However, various notions of time reveal cultural differences between nations, peoples, and individuals. Marcus and Slansky (1994) relate these cultural differences to many factors one of which is attitudes towards material, technological progress, and difference in traditions (Marcus & Slansky, 1994:309).

Moving into a new culture is like moving into a place that has another dimension, that is time. Aramco workers live in their own community, and Aramco is a different community planted in the local Saudi community. The entrance gates that lead to job sites or population locations represent the gates to a new culture and, therefore, a new time frame, which, according to Furnham (1994), requires acquainting them with the expectations about this time frame within work and outside work.

To Aramco, the most significant notion of time is that of 'work time', represented in 'working hours', or 'working days'. Related notions of work time

appear in the VELT program: 'shift work time', 'overtime hours', 'work schedule', etc. which have special significance for both the trainees and the company.

We are going to investigate the different dimensions of the notion of time in Aramco and for VELT trainees. However, the consideration of the relationship between practices and values in company culture, which was explained earlier in Chapter Two, will help in clarifying the relationship between the notion of time and the practices that reflect this notion in the interpretations presented in this section. As we saw in Chapter Two, organisational cultures are of two components: practices and values, but the major component lies in practices (Hofstede, 1991:193) and organisational cultures can be described by a number of practice dimensions (Hofstede, 1991:197).

The interpretation of practices encouraged on the job sites in the company reflect much of the notion of time in Aramco's culture. The dimensions of the notion of time interpreted through a number of practices encouraged by the VELT material are based on Hofstede's ideas about practices and values in organisational cultures.

There are 'unwritten rules of time' with sociolinguistic aspects that are reflected in non-verbal behaviour; these rules in various cultures are invisible and carry a different value in each culture (Marcus & Slansky, 1994). These unwritten rules of time are part of cultural learning, and as a company is interested in its workers learning its culture for a better performance, it requires them to understand its particular cultural time frame. Marcus and Slansky (1994) make this point and refer to Hall (1959):

"Hall describes time as a 'core system' that provides a framework for cultural, social, and personal life. However, the fact that each culture has its own particular time frame ... suggests that for a person to function effectively in another culture it is necessary to learn the language of time in addition to the foreign language" (Marcus & Slansky, 1994:308).

As the language of communication in Aramco is English, its culture has to come from the business and industrial English culture which, consequently, has its own

particular time frame. Therefore, for the trainees to work, live, and be successfully adapted to the industrial work atmosphere, they have to understand and learn the cultural notion of time in Aramco as an American company working in Saudi Arabia. First, however, we have to understand how time functions in Saudi Arabia in general.

### **5.3.2.2 'Time' in Saudi Arabia**

The concept of time in Saudi Arabia is of great importance to the field of this study because it reflects a justification for the company to include this concept as a major one in its ESP program, VELT. Lifestyle in Saudi Arabia influences the Saudis' attitude towards time. In a culturgram, that was distributed to U.S. Aramco employees in the process of cultural orientation, life in Saudi Arabia is described as 'relaxed and slow'.

"Life in Saudi Arabia is relaxed and slow paced, and this pace often grates on the rushed American lifestyle" (Brigham Young University, 1982:2).

This description of relaxed and slow paced lifestyle highlights the easy attitude towards time that the Saudis have. The week for the Saudis is five working days with two days weekend, Thursday and Friday. Friday is a day of rest and worship for Muslims. Work in government offices starts at 9 a.m. and ends at 2 p.m. whereas non-government shops open at 8 a.m. and close at 12 noon, and after a break they are open from 4 p.m. to 8:30. During Ramadan, the Muslims' fasting month, working hours are adjusted and most offices are closed by midday (Brigham Young University, 1982:3). Ramadan is treated as a month for rest and not much work.

However, Saudis do not ignore time at work; Saudi workers have been learning how to be punctual at work and to respect the commitment to the principle of working in an industrial environment. However, punctuality is not their concern

when they are not going to work. Thus their punctuality at work contradicts their natural tendency to being unpunctual, as they do not observe punctuality in their commitments and obligations in their social relationships in their local community.

Lee (1983) explains:

"In eastern Saudi Arabia, time is important on the job - there is responsibility to come to work on time - but after hours, people don't specify time. If you asked (a Saudi Arabian) to come over one evening, they would be 'late'. ... A Saudi may ... see someone else on the street on the way to an engagement and would naturally stop to have coffee and chat. An American in a similar position would rush on to the prior engagement" (Lee, 1983:22).

Marcus & Slansky (1994) also contrast between the Saudi concept of time and the American.

"... in Saudi culture, time is less prescribed than in either Japanese or American culture. Prayer time does divide the day, but keeping rigidly to a defined appointment time is not considered essential" (Marcus & Slansky, 1994:311).

Social ties in Saudi Arabia are strong because of the strong relationship within the family and the tribe. Time for the Middle Easterner is like many things that he has; it can be given generously to his friends with a sense of affection and mutual feeling of closeness; it is used for helping friends when needed (Parker et al, 1986:98). However, this may imply that time management with friends might make the Saudi waste some time he needs for work. Time is also thought of from the religious point of view believing that "time is a function of what God and nature decree" (Joy, 1985:47).

Saudis are used to handling several issues, or talking to several people on their affairs, at the same time; they do not assign a special time for one thing or one person. Young people in Saudi Arabia have plenty of free time that they are encouraged to utilise well (Schofield and Kemp, 1986:186).

### **5.3.2.3. The concept of 'time': an American value system**

#### **5.3.2.3.1. 'Time is money'**

For Americans "time in the US. is precious - time is money" (Lee, 1983:22). 'Time is money' is a phrase that was first coined by Benjamin Franklin (Marcus & Slansky, 1994:308). It denotes a lot of values including punctuality. Punctuality is an essential requirement on the job. Workers have to be punctual at all stages of work because of the requirements of industrial operations or business connections.

American punctuality is highlighted by Marcus and Slansky (1994) in contrast with the Saudi concept of time and punctuality:

"... in Japanese and American business cultures, punctuality is considered of great importance." (Marcus & Slansky, 1994:311).

Everyday American language expressions express punctuality very clearly, in addition to other notions of time.

"'Time is money', 'Don't waste time', 'I need to spend some time with you', 'You are just in time', 'Be on time', ... these expressions, familiar to most North Americans and subscribed to, at least superficially, by many, reflect an attitude toward time as a commodity, an entity, some thing to be earned, spent, not wasted, and even saved" (Damen, 1987:180).

Jupp and Hodlin (1975) give teaching the concept of time a major role in their proposal for an industrial program, first, because of its importance in the industrial situation, and second, because their program is for a target population group that come from places where the notion of time is vague and not specific. They are concerned with Asians who come from rural areas, where the significance of the clock is something new to people; they may not understand the significance of time and the effect of being punctual on other areas of work (Jupp & Hodlin, 1975:122). This is an essential point in including the industrial notion of time in industrial English to clarify how time affects work, and to justify their need to learn about time in English. The rural background of these Asian workers with low education is similar to the rural background of most Aramco Saudi workers who

come from the rural area of Hasa (Hofuf) with low level education, as described in Chapter Three.

#### **5.3.2.3.2. 'Time utilisation': an organising and control system**

Americans stress the significance of spending time fruitfully in the context of work which, to the Americans, is most of their life time. Wallerstein (1983) explains about the American cultural values of work,

"Work is central to our lives. ... Because work occupies much of our time, it has been said in the U.S., that we live to work. The U.S. work day normally lasts from 8:30 to 5:00 with a half-hour lunch break. In other areas of the world, attitudes toward work are considerably different. ... promptness and the time clock do not exist as cultural values" (Wallerstein, 1983:160).

Hall (1959:154) claims that in some cultures, other than the American, including Arab cultures, plain sitting may be considered some kind of work, and there is no difference between being active or not active, whereas Americans have the desire and will to work hard for more progress, which is the reward for utilising time.

Stressing the importance of time utilisation, Marcus and Slansky (1994) repeat what Hall (1959) believes about Americans and add that the British, Canadians, and Australians as English speakers, are like Americans, and represent the Western world. In comparison, Marcus and Slansky believe that the picture drawn for Americans and other English speaking peoples contrasts with the peoples of the Middle East, including the Arabs, specifically Saudi Arabia, where people find it unusual and rude to get down to business right away before drinking coffee and having a small talk for developing good working relationships, which would be considered a waste of time for Americans (Marcus & Slansky, 1994:308-309). Americans are



"too much time-bound, driven by schedules and deadlines which in turn thwarted an easy development of human relationships" (Condon, 1986:91).

Americans are time-ridden and are always proud of their attitude towards time which they consider a sign of success. The uniqueness of their serious attitude towards time is described as "unequalled anywhere in the world" (Hall, 1959:9). They dedicate time to work, and to them, lack of attention to the job can be interpreted as lack of professionalism (Condon, 1986:91-92).

Handling and managing time is effective in the human life because all the details of life are connected somehow with time and its management. Hall (1976:119) explains that time can change the whole life of the human being, depending on how it is handled. Hall adds that time is one of the most basic organising life systems because of the definite existence of a temporal dimension in all situational behaviour. Hall continues, saying that

"in discussing time in the West, it is important not to forget that, without schedules, industrial society would be unknown. Dependence on time as organising system can be traced to the need to coordinate activities..." (Hall, 1976:119).

The American notion of time as an organising system interferes with all details of work and other dimensions of life, dominating the daily, monthly, and annual cycles.

Scheduling can mean observing and controlling individuals', groups, and companies' achievement. It is even thought of as subordination of workers to companies, which is expressed by Hall (1976) who states that

"... organisations, particularly business ... subordinate man to the organisation, and they accomplish this mainly by the way they handle time-space systems" (Hall, 1976:17).

The notion of "industrialised and organised importance of time" (Marcus & Slansky, 1994:309) is mentioned as a characteristic of business time in Indonesia, but we can generalise it for all the industrial countries.

Hall (1976) identifies two categories of time: Monochronic time ('M-time') and Polychronic time (P-time). He explains that

"M-Time emphasises schedules, segmentation, and promptness. P-Time systems are characterised by several things happening at once" (Hall, 1976:14).

Hall identifies the American notion of time as monochronic; Americans are serious about time, do one thing at a time, according to importance and priority of activities, and organise their time through scheduling, either explicit or implicit (Hall, 1976:14).

Hall (1976) argues that P-time cultures see time as a "point rather than a ribbon or a road, and that point is sacred" (Hall, 1976:17). This is a reference to the fact that in the American M-time culture, time is like a road that will be travelled from past to future. This is related to scheduling time in slots, and those who do not do will be looked down upon as impractical.

#### **5.3.2.3.3. Time and urgency**

Americans are always in a hurry because they are extremely conscious of time (Marcus & Slansky, 1994:308). Furnham (1994:106) thinks that because time is money and there are time constraints

"Time-urgency ... along with competitiveness, drive and achievement appear to be characteristic of the business world, ... Expectations of how late it may be acceptable to arrive; how long a social or business function or meeting may last; how accurate 'time estimates' should be, etc. are culture bound ..." (Furnham, 1994:106).

People need to learn the local dimensions of time within and outside work when they come to a new community, where the rules that govern the use and understanding of time are mostly implicit and not explicit (Furnham, 1994:106).

This relates to the fact that the rules of time are implicit in practices in the new culture. Sometimes, newcomers to a culture might not be aware of these subtle rules of time. Therefore, they have to be made aware of them by explaining the intercultural differences explicitly. However, even if the dimension of time is explained by isolating rules and subjects and different aspects of time, the newcomer will still need to live the time experiences to be able to grasp the subtle dimensions that cannot be grasped only by explanations.

#### **5.3.2.4. Time in VELT: an American value system introduced in the Saudi context**

##### **5.3.2.4.1. Time: a frame of work in VELT**

The contrast we have established between the American and Saudi punctuality makes us think of the contribution the Saudi workers can make to the company's time and how the company can make them contribute to it fruitfully and as required by its industrial operations.

As Aramco is an oil company and most work in it is highly technological, in addition to employees reporting to work and leaving, they have to be punctual with the production process in the company. The relaxed pace of the Arabs' life concerning time, it is often argued, may cause problems to the Arab business men when they have to conduct business with faster pace cultures. Similarly, it can also cause problems on the Aramco job site where time is to be spent with great concern with technological instruments, gauges, and machines in control rooms.

VELT injects the trainees with punctuality. The Saudi trainees have to have this Aramco job requirement as part of the work system framework that the whole

Aramco identity, as a modern industrial and technological company, is supported by; without it, the operation will fail.

Punctuality is injected through various parts of the VELT material. In the topic concerned with flying, schedules are mentioned to the minute, indicating the great value of time and sticking to the right time of flights. Connections are important in international travel, therefore, they have to be observed. A flight departs at a specific time, 10:25 for example, and arrives at a set time which has to be respected , 15:45 for example. However, VELT encourages planning for a flight by buying a ticket ahead of time (C253) where time is essential for the plan. Buying the ticket earlier is for the passenger to save time and ensure the trip in the correct time and when needed.

In VELT lesson (C259) about 'Travel Plans' and 'Choosing a Flight', Mr Al-Dossary has to choose a flight from three to fly from Dhahran, where he lives, to London. He chooses to fly to London through Jeddah where he made a connection.

"Third, he could fly to Jeddah on the same day, make the connection with the London flight and arrive in the afternoon. Therefore, Mr. Al-Dossary flew to London from Jeddah" (C259-2).

In the summary, which reflects the presentation and the stated schedule on the previous page, page C259-1, the same information is repeated but with emphasis on the fact that the connection to London takes off at 10:25; it is to the minute. Punctuality in flying and catching flights is essential in international air travel. It may have a strong relation with people waiting for passengers at the destination airport, and those who have other arrangements to take care of.

It is the same for Aramco workers. There are special implications for the need for punctuality in Aramco. If the worker is not punctual, the work will be in a mess, colleagues will not be happy, the supervisor will not be satisfied, the Aramco system and regulations will be against him, and finally he will no longer be accepted

as a member of the well-organised company work community; he will be dismissed from work.

Lesson C204 tells the story of Hassan who came in the morning late to work after an air trip, and the supervisor was unhappy with him, although he apologised to him. The supervisor said: "Get to work Hassan. Time is money, you know. Time is money" (C204-1, SB).

Punctuality in Aramco does not only mean sticking to the minute when coming or going. Hundreds of workers work together. Workshifts depend on each other, and workers working in shifts have to be punctual when reporting to work because others will be waiting for them to give them the job and then leave. Punctuality in work shift is essential.

The trainees are exposed to work schedules with the focus on exact time of reporting to work and leaving the job-site (B216-B217). In exercise 1, lesson B217, the trainees are asked to read and understand a work schedule, then fill in the blanks in a passage.

"

| Day        | of    | S | S     | M     | T     | W     | T     | F           |
|------------|-------|---|-------|-------|-------|-------|-------|-------------|
| Week       |       |   |       |       |       |       |       |             |
| Al-Shahri, | 6:30  | - | 6:30  | -     | 6:30  | -     | -     | 6:30 - 6:30 |
| Samir      | 15:30 |   | 14:30 | 14:30 |       |       | 14:30 | 16:30       |
|            | (1)   |   |       |       |       |       |       | (2)         |
| Al-Hilal,  | -     |   | 6:30  | -     | 6:30  | -     | 6:30  | -           |
| Saad       |       |   | 14:30 | 14:30 | 14:30 | 17:00 |       |             |
|            |       |   |       |       |       | (2)   |       |             |

"

(B217-2, SB)

Work schedules in Aramco contain eight hours of regular work time; other work hours beyond the eight hours are overtime hours. This can be viewed as the working hours system in the industrial world in general and in the West in particular, and contrasts with the working day in Saudi Arabia, as we saw earlier. The work starting time and the leaving time are highlighted as important. Six-thirty is the work starting time, and the worker has to be there active at that time. It is an industrial operation where everyone has to be in the right place at the right time.

#### **5.3.2.4.2. Time utilisation and productivity VELT**

Hall (1959) begins chapter one of his book 'The Silent Language' with "Time talks" (Hall, 1959:1), but for Aramco it is 'Time works', because 'time is money'. Workers have to spend fruitful time in the company; they have to be productive during their working hours. They have to work their scheduled work time of eight hours according to work system or regulations in the company. There is a certain hour when work time starts and ends. As "Different parts of the day ... are highly significant in certain contexts" (Hall, 1959:2), for Aramco, the working hours are the most significant part of the day.

Omar gave much of his time to his friend Hassan (D72) who needed help to learn driving and driving rules to get a license. In the context of VELT, this may be viewed in two ways. It may be viewed that time for the Saudis is like any thing else they have; it can be given and used for helping friends, whereas to the Americans, that is not the point of having time which can be utilized for work and money. Another way of viewing this in the context of VELT is looking at this situation of Hassan and Omar (D72) as a 'cultural station' where VELT always wants the trainees

to feel more at home and comfortable with something that reminds them of the local Saudi culture.

Within the framework of productive time, time in Aramco is used as a favour. At the deeper level of interpretation beyond the concept of overtime, overtime hours can make the workers feel they can be financially satisfied, and they feel that Aramco is giving them the chance to feel so. On the other hand, overtime hours can give the workers the feeling of the power of the company to give more aid to the workers or cut it down, although often workers work overtime when the work demands. Lesson C217 deals with the details of 'Aramco Paycheck' where overtime hours have a slot under 'excess hours' that shows how much the worker is to be paid for overtime hours. There is another slot for transportation allowance. The summary presents the situation clearly.

"your pay depends on how many hours you worked (regular and excess); how much money Aramco has paid you for transportation and other costs; and how much money Aramco has deducted for loans. All this information can be found on your paycheck stub" (C217-2).

A significant implication in the dialogue presented in lesson C212, quoted in the section about 'achievement', is carried by the expression that Ibrahim uses, "Time flies". It is used in the context of long service in the company. A worker starts working for the company and then suddenly discovers that work made life go by unnoticed. Busy life passes away quickly, and time runs unnoticed.

The other aspect of this time used to produce and gaining money is spending time seriously. Aramco workers have to be serious about their time. They have to utilise it seriously and not for leisure. The serious positive attitude to time can make it meaningful in terms of achievement and expertise, and adaptability. The trainees have to learn from this notion that the more time is utilised, the more productive they will be at work, and the more expertise and promotion they get from the company.

**5.3.2.4.3. Time: an organising and control system in VELT**

Aramco wants the trainees to be aware that work schedules are there to be followed. But schedules are not only for work. They represent the organisation of one's life time, whether on a daily, weekly, monthly, or yearly basis.

Aramco work activities need to be coordinated in an explicit way using the schedules that allow control, as mentioned earlier in a previous section. Scheduling is essential for the Saudi workers because they come from a culture where time is confused. VELT tries to make the Saudi workers respond to the scheduled utilisation of time in the company. The Time organising system in VELT tries to influence the trainees' notion of time and organise their activities according to their importance and priorities. Examples of work schedules are given in a previous section. However, VELT also tries to shift this utilisation of time and schedules outside work to recreational activities and visiting, to complete the company socialisation of a company man who takes the company system with him at home and in the street.

Lesson B62 presents an organised schedule for daily activities on a weekend. Organising them can ensure they are achieved if time is observed.

|            |                                                                  |
|------------|------------------------------------------------------------------|
| "6:00 a.m. | leave Dhahran.                                                   |
| 7:00 a.m.  | stop in Abqaiq and meet 2 friends.                               |
| 8:00 a.m.  | drive through Shedgum and take<br>one friend to the Aramco site. |
| 8:30 a.m.  | arrive in Hofuf                                                  |
| 9:00 a.m.  | go to the Suq                                                    |
| 12:00 a.m. | eat lunch                                                        |
| 2:00 p.m.  | Stop in Abqaiq and visit a friend.                               |
| 3:30 p.m.  | arrive back in Dhahran."                                         |

(B62-2, SB)



VELT teaches the trainees how to describe work schedules and daily schedules. The summary of lesson (B62) shows a preparation for many activities next Thursday, which is a non-working day. It is a day which is usually full of activities instead of being for rest and laziness. This is an example of how VELT also influences attitudes to time outside work.

Visiting other places in Saudi Arabia is another activity that some people do. The above schedule shows a visit to Hofuf which is a major distinctive old town in the Eastern Province. Thursday for most Aramco's employees is the time when one can go on a long trip, a whole day trip. It can be full of amusement and fun as well as a lot of activities: visiting places, seeing friends, eating at new places, and spending the whole day away from the jobsite. However, these activities have to be scheduled (B62-2, SB). This shows time as an organising system at work and in normal community life.

To take another example, when a shift worker needs to see the dentist, he needs to make an appointment, where time as an organising system is evident. Lesson (C58) presents the company's way of thinking when it comes to making appointments. Mohammed calls the dentist's clinic and tells the secretary that he has a lot of pain in a tooth and that he needs an appointment very soon. She offers him an appointment.

"Secretary: How about next Sunday at 3:30 in the afternoon?

Mohammed: I have to work on Sunday, but I'm off duty on Monday.

Secretary: Okay. You can see the dentist next Monday at 9:00 in the morning.

Mohammed: Next Monday at 9:00 a.m. All right. Thank you" (C58-1, SB).

The cultural point here is the appropriate time for an appointment with the dentist. The company does not want the workers to waste work time when they can find an appropriate time on their days off. VELT is directing the trainees to save work time for work and try to do their private matters, like an appointment, in their

own free time on holidays: the time when there is no loss of work time. Work time is sacred and is the right of the company. Mohammed does not accept the offer on a working day and prefers it to be on a day off. However, emergencies for seeing the doctor/dentist could be during the job time.

Finally, there is the example of travel time. Aramco's operations area is vast; it is the whole Eastern Province including the Empty Quarter, Rub El-Khali Desert, which is a vast desert in Saudi Arabia, and, recently, Nejd. Aramco's employees use all means of travel, cars, trucks, buses, Aramco planes, and other heavy vehicles. 'Travel time' to remote areas is paid to workers who live far from their work sites and have a long commuting time. Lesson C217 talks about travel time as 'transportation' time and talks about it as 'paid time'.

"Your pay depends on how many hours you worked (regular and excess);  
how much money Aramco has paid you for transportation and other costs;"  
(C217-2).

Travel time is considered like 'work time'. Time is valuable to the company as well as to the worker.

Exercise 1 in lesson D84 presents statements about Emile's journey to be marked True or False.

"\_\_\_ 3. Crossing the border between France and Germany will take less time than crossing the border between Hungary and Romania.  
\_\_\_ 4. The border between Bulgaria and Turkey takes the longest time to cross. ....  
\_\_\_ 6. Emile will drive through eight major cities, and he will cross four borders" (D84-2, SB).

Driving time is the company time which has to be a challenge, a fruitful process of working towards the achievement of the job. Driving time makes the major portion of time in travel, because land travel should not mean driving time only (D85-1, SB). Travel time should be planned into driving time, rest time, meal time, sleeping time, and achievement time on the arrival at the destination.

It has already been argued that driving time is the portion that measures the achievement rate. The longer the distance the driver drives, the nearer he is to the destination. Emile says to his friend Jim in a letter that he sent from Istanbul: "I have finally arrived in Istanbul." (D85-1, SB).

#### **5.3.2.4.4. Time, old age and enjoyment**

In this final section, we shall see how the general concept of Western time is related to other aspects of achievement mentioned earlier: future orientation, planning and enjoyment.

Aramco helps its employees to save part of their salaries to which it adds another sum of money. At the end of service, they get a large sum of money from what is called 'Thrift Plan' investment. 'Thrift plan' in Aramco is a plan according to which employees can authorise the company to deduct an amount of between 5-10% of their salary to save it for them. The company also adds an extra amount of money, and finally the whole sum of money is invested in various fields for the benefit of the company employees. In addition to the Thrift Plan, when a worker is retired, he gets a retirement monthly salary.

"Saeed Al-Awad has worked for Aramco since 1955. He is going to retire in five years. When he retires he will have money from Aramco for his old age. Every month since he joined Aramco he has put some of his pay into a bank in Al-Khobar. He has 350,000 Riyals in the bank. This money and the money from Aramco will give Saeed a happy old age" (C215-1, SB).

Old age for Aramco workers is supposed to be 'a happy old age' because Aramco is taking care of that and it has plans to help make it so through the Aramco Retirement Plan (C215-1, SB, Farid's story). This reflects the care of large organisations about old employees from the time they start working until retirement and after retirement.

This creates the sense of belonging and loyalty as well as the feeling of trusting the company system and they tend to be more productive.

Retirement guarantees income for the whole of the employee's life. This shows Aramco like a state or government that runs the same system of retirement and its benefits. The Saudi government has its own retirement plan that covers government employees. Aramco has the addition of a thrift plan that the government does not have. Therefore, end-of-service award for Aramco employees is much larger than Saudi government employees' awards..

However, VELT tells the trainees that Aramco works in line with the government policy for securing their future, and even there is a coordination between both of them concerning the government Social Insurance system which allows the Aramco to deduct 5% of the basic salary and deliver it to the government. The summary of lesson (C219) shows this explicitly.

"Omar Al-Ghazi works for Aramco. He has worked for Aramco for 30 years. It is May. Omar earned 4,000 SR during April. 5% went to Social Insurance. Omar has paid 5% of his salary for Social Insurance since 1973. Omar will be fifty-five years old in December. He hopes to retire then. He expects to have enough money" (C219-1).

The Saudi government runs a Social Insurance plan for all employees in the government or private companies. The private companies have to add 8% of the employee's basic salary to the 5% for the Social Insurance amount paid to become 13% for the benefit of the employee. This Social Insurance saving will benefit the employee who will be paid a monthly salary after a certain age when he is old and retired.

### 5.3.2.5. Summary

It has been argued that time is a concept that can have different dimensions and represent different meanings in various cultures. Time is an American value that has dimensions that differ from the Saudi notion of time. Time to Americans is precious represented in the famous American expression 'Time is money'. The American notion of time carries its specific relationship with its utilisation within work and productivity, success and progress. Its aspect as an organising system has been unique in the world, being close to the notion of scheduling at work and in normal life activities, with the aim of controlling activities in time slots. Time has been considered a challenge that relates to achievement in the form of travel notions and work fulfilment.

It has also been argued that the VELT program tries to teach the trainees the significance of time in an industrial environment as well as in normal life, focusing on its aspects of being an organising and control system in the form of work schedules, a frame of work and utilisation' for success, progress and achievement. Travel can bring up many notions of time. For Aramco, travel time is considered like work time; it has the notion of long and short time that is important in the framework of Aramco that works 24 hours a day. It represents a framework for achievement and challenge at work. However, the notion of 'flying time' is essential for good workers in Aramco because it shows them as hard-workers who utilise time and work for years before noticing time passing. The notion of time as a frame for enjoyment is discussed within the framework of old age and retirement.

It has been emphasised that time is there to be spent, not to be saved. However, if it is to be spent, it has to be spent fruitfully and purposefully. Industrial workers have to adapt to the environment and job requirements and adopt the concept that can make them more productive and more stable in their jobs.

### **5.3.3. THE CONCEPT OF 'RULES'**

#### **5.3.3.1. Introduction**

The notion of company rules is another area where Western American culture is introduced. Its discussion in this section will give a clearer idea of another approach to injecting the company workers with its Western values and ideology in an ESP program. Laws and rules need to be learned by the employees who need to be socialised into the system of work and way of thinking in the company. The rules operate on socialising the new and maintaining the socialisation of the old.

VELT workers may have observed rules of work or behaviour in the society during their life even if they do not always understand the reason for these rules, and this is the educational role of VELT, which tells them what and why, bearing in mind that they come into Aramco with low level of education as school leavers or dropouts, as explained earlier in Chapter Three.

In this section, we shall discuss the significance of 'rules' as a Western American industrial business value system that is introduced in the Saudi context as part of company cultural socialisation. Then we will see examples of the significant notions of rules in VELT.

### **5.3.3.2. 'Rules': a Western value system**

#### **5.3.3.2.1. Rules as a system of control of behaviour**

'Rules', 'regulations', and 'laws' are all words with similar meanings, or at least share the same purpose. They are used to control behaviour of people in the community and workers in the work place, as Hofstede says:

"Laws and rules were mentioned ... as ways in which society tries to prevent uncertainties in the behaviour of people. This is very noticeable at the workplace. There are ... many internal rules and regulations controlling the work process,..." (Hofstede, 1991:120).

To achieve a high rate of productivity, rules can tell how to work harmoniously together as a group, and why workers should do so. They control the work process and represent the company's mind, the culture, or 'mental software' as Hofstede (1991) calls it, as explained in Chapter Two.

Workers perform various roles in the work process. The more logical the company's rules are, the more control over workers' behaviour the company can exercise, the more power it can show, and the more stable it and its system can be. This applies to all kinds of rules related to work and internal systems of communication. Without rules, communication cannot take place successfully, e.g. rules of reporting accidents.

Rules can be very effective in removing, or at least controlling conflict in all its forms in the company: between the worker and the system, the boss, the group, and the environment. Rules can also control the quality of work according to the system. In large organisations, rules are needed to help produce competent performers on the job through directing their skills towards precise behaviour in job situations, punctuality, and accurate work performance, as Hofstede (1991) explains:

"The ... need for rules ... can be turned into a talent for precision and punctuality ....  
If you want a competent person to do a job properly, it is often best to provide him or her with very precise instructions on how to do it"  
(Hofstede, 1991:122).

#### **5.3.3.2.2. Rules and legitimation at work**

In Chapters One and Two, it has been argued that ESP training, as well as training in the field of work skills, can provide the knowledge and understanding of the occupational culture values. This knowledge has to be convincing and proved to be true and legitimate, otherwise, it will not be accepted by the workers. This entails that legitimation of knowledge can take place on the job when workers observe and understand relationships between work behaviour and the process and product on the work activity, and how this contributes to the whole work activity, which is called 'the totality of the occupational activity' (Billett, 1994:9). Billet (1994) says that the value of the culture is made explicit as work practice becomes legitimated. It develops the new workers occupational cultural identity as he learns significant work problems and how to solve them (Billett, 1994:9).

This target of training towards having a worker who has a special occupational culture identity with the ability to recognise the significance of key issues in his occupation is also the target of ESP, as will be described when discussing the issue of rules and legitimation in VELT later in this section.

#### **5.3.3.2.3. Rules as an expression of power of the company**

Rules can express the power of the company which impresses the workers and provides them with the feeling of confidence. Power on the side of the company



can improve respect and be a source of pride to the workers as well. Although Hofstede does not express this explicitly, he talks about the results of a survey based on interviews of employees working for a certain organisation. He comments on the interviewees' positive attitude toward their organisation from which they derive their identity:

"The interviewees were very proud of the company; their identity seemed to a large extent derived from it. ... relationships between colleagues seemed to be good-natured, and there was a lot of mutual help" (Hofstede, 1991:187).

Hierarchy rules are another source of the power of the company. Presthus (1979:24) defines organisational hierarchy as "a system for ranking positions ... from the top to the bottom of the organisation" and stresses the notion of its being 'line relationships'. Persons at the top of the hierarchy have a great influence, but not close supervision of the details of the operation.

Americans justify the need and natural creation of the hierarchy based on differences in ability. Presthus relates hierarchy to

"The American creed which holds that there are significant differences in ability between those who succeed and those who do not" (Presthus, 1979:24).

In his research, Hofstede (1991), mentions two extremes of power distance situations in organisations in the context of certain countries' cultures:

"In the large power distance situation, superiors and subordinates consider each other as existentially unequal; the hierarchical system is felt to be based on this existential inequality .... Subordinates are expected to be told what to do. There are a lot of supervisory personnel, structured into tall hierarchies of people reporting to each other . ... Workers are relatively uneducated and manual work has a much lower status than office work. The ideal boss, in the subordinates' eyes, is a benevolent autocrat or 'good father'" (Hofstede, 1991:35).

He argues that most organisations belong to situations which are in the middle.

Hofstede (1991) mentions a model of authority of the organisation that Fayol (1970) states, represented in the combination and co-ordination of personal power

and power of the rules (Hofstede, 1991:146). But he quotes Weber (1976:24) who talks about rules that govern everybody in the organisation, even those who give commands.

"In Weber's conception the real authority is in the rules. The power of the officials is strictly delimited by the rules." (Hofstede, 1991:147).

A North American manager of a business enterprise considers the organisation and work process of first importance, and looks at employees as being more or less supportive of the organisation's system (Condon, 1986:88). This is related to the individual's need to obey the rules as a support to the system of work in the company, and implies that all workers are equal before the rules. Equality among individuals is a basis of respect of others in American culture. This respect is like respecting the law, as Condon says:

"It was found that North Americans regarded 'respect' as bound up with the values of equality, fair play and the democratic spirit. There were no emotional overtones. One respects the others as one might respect the law" (Condon, 1986:89).

Rules represent the ideology of huge organisations. The ideology of the company reflects its fixed values, beliefs, ideas, and rules that represent its ideological policy and economic system. Ideological power is defined by Fairclough (1989) as follows:

"Ideological power, the power to project one's practices as universal and 'common sense', ..." (Fairclough, 1989:33).

The company wants its employees to understand the system as required logical practices that have to be common to all workers according to the logic of the company.

As explained in Chapter Two, language can carry the ideology of fixed rules, ideas, values, concepts, and system of work because of the close link between language and ideology that is stressed by Fairclough:

"nobody who has an interest in modern society, and certainly nobody who has an interest in relationships of power in modern society, can afford to ignore language" (Fairclough, 1989:3).

This reference to modern society includes the industrial world of business and companies where the power in language creates new aspects in the real world of work regulations that are formulated in language that expresses the company's dominating power. The formulation of rules emphasises the fact that language is essential in communicating messages that can be explicit or implicit (Fairclough, 1989:4).

The knowledge, information, rules, and ideological concepts that should not be in dispute by workers can actually create unity among all new workers through the acts/tasks they have to perform in their training and in their work.

Presthus (1979) relates the type of personality of organisations' employees to the organisations' requirements. For example, Aramco wants its employees to be obedient, accept the company's conditions and their status in it, accept and adapt to its values and work according to them, that is to be 'realistic'. Presthus (1979:108) relates this to extrovert personality that accepts the rationality and legitimacy of the existing system. He argues that accepting the values obediently and becoming intensely subject to organisational discipline is essential to success in the organisation (Presthus, 1979:110). Acceptance of the organisational values and obedience can be called organisation's 'conditional love', like parental love that is based on obedience (Presthus, 1989:55).

**5.3.3.3. Rules in VELT: the introduction of a Western value system  
in the Saudi context**

VELT teaches rules for a comprehensive company culture awareness. Aramco is an oil company and the work system is serious and needs full attention and control. VELT reflects this seriousness when it comes to rules as safety, work, health care, travel, handling machines and tools, for example. VELT treats rules in a comprehensive way. It does not highlight rules as only directions without contexts, but as real life situations in the company, as we will see from the examples in this section.

**5.3.3.3.1. Rules as a control system in VELT**

A driver's license is an essential document. One cannot get it unless he takes a test in which he has to show that he can drive safely and use the rules of driving and rules of the road. In lesson D71, Hassan takes a test and fails it because he forgets to do some of the following things while he is driving.

"fasten seat belt  
check brake  
check gears  
look in mirror  
signal before starting  
....." (D71-1, SB).

The trainees have to be aware of the need of safety on the road while driving. Driving rules have to become routine practices for the driver. Moreover, there are road signs that a driver has to observe while driving (D71-2&3, SB).

Roads are long between the company installations. Safety is the most important factor for Aramco when thinking of its employees driving on roads in the desert in all directions. As described earlier in Chapter Three, Aramco workers are

mostly young and poorly educated and reckless drivers. Conditions require safe driving that Aramco insists its employees should practise. Rules of the road are to maintain a high level of safety for the workers and the company.

By describing many accidents that happened because the driver was smoking a cigarette, talking to his friend, or listening to the radio (B22-B24), VELT, expressing the Western way of thinking on safe driving rules, tries to develop a positive attitude towards sticking to the driving rules of the road. Road conditions of a dangerous bend, uneven road, sand and camels on the road, wet road, and men working are introduced (B25). If workers are not careful on driving, which puts them in danger, they may not be careful on the job.

In lesson D72 - Driver Orientation - Hassan's friend, Omar, orientates him on rules of the road. One of the rules in his orientation is observing the speed limit. Speed limit is one of the basic Western driving rules introduced long after the introduction of the cars in Saudi Arabia. Some important rules Hassan needed to learn are "Be careful of animals" and "Never drive when you are tired" and these have to be checked 'True' in the exercise (D75). Other important rules are given to be checked 'False', to train workers to differentiate between right and wrong practices, such as:

"Don't forget to drive faster when the weather is bad", "Don't use mirrors while you drive", "You don't have to stop when traffic lights are on red", "Eat while you drive" (D75).

Work schedules as well as introducing specific concepts of time, as we saw earlier, represent rules of internal control and organisation of jobs based on work requirements as seen by the company represented by supervisors. The rules governing work schedules help bosses make decisions concerning schedules. Shift schedules tend to be changing for individuals based on points that the supervisor can

decide on. Individuals are to obey the rules of the organisation of schedules. Groups of workers may be labelled for shift work:

"Group A has four days on and three days off. They work Saturday through Tuesday, and they have Wednesday through Friday off. group B has five days on and two days off. ...Group C has five days on and two days off" (B216-2, SB).

Group schedules are to mould the individual in the company system as a member in the group. Team-work is encouraged and presented in the form of group shift-work schedules.

Tools and machines are the solid activator of Aramco's operations. They have to be used, maintained, and kept according to some rules that 'company men' have to be aware of. Rules of handling tools can increase their productivity and lifetime. The tools are the tools of production. They represent the power of the company. To maintain the power of the company, the workers have to maintain their tools, to handle them carefully and according to certain rules.

The trainees learn the Lockout procedure which is relevant to using hold tags on machines that need repair and they need to be controlled by supervisors for safety reasons (C20-C23)

Location of the tools represents one of the rules of tools. The picture presented in Exercise 2 lesson A98 (p.2, SB) about arranging tools in the workplace is one of the simplest rules in the company, but it carries one of the most significant messages. The interpreted message that the trainees should understand is: this is the organised way the company wants you to handle the tools, not only the tools, but all company equipment. The picture shows some safety items and some tools in a cabinet, well arranged and in good condition.

Tools are for use, and it is an essential rule to use the right tool for its right function. Many tools are introduced in A256, using the pictures of the tools (knife,

hammer, chisel, drill, saw, ruler) and then Exercise 2 allows the trainees to practise describing their functions, answering the question "What do you do with them?" (A256-1, SB).

Three pictures in lesson A257 show workers using tools incorrectly, and the trainees have to check the correct sentence of the two sentences below each of them.

- "1. Don't hammer with a wrench.  
You cut bolts with a chisel.
2. Use a wrench.  
You turn screws with a wrench.  
It is difficult to turn nuts with pliers.
3. Don't drill holes with a screwdriver.  
You turn screws with a driver." (A257-1, SB).

The company prefers 'appropriacy' between jobs and tools; the appropriate tool should be used for the appropriate job. Mishandling the tools can defeat the appropriate function of each one. The rule of appropriacy is a rule that needs to be observed in all jobs in the company.

Tools are for use, but when they are rusty or not sharp, they are useless. e.g.

"Abdullah cannot use his saw. It is (rusty). It needs cleaning. Mousa cannot use his chisel. It is not (sharp). It needs sharpening" (B58-2, SB).

When a tool is rusty or not sharp enough, it needs cleaning, oiling, or sharpening. This is an easy rule of maintenance. If workers do not follow this rule, they cannot use their tools (B59). Rules are issued in the imperative form in lesson B60.

"Sharpen your tools often.  
Oil your tools often.  
Clean your tools often" (B60-1, SB).

Rules of maintenance and good housekeeping in VELT and the way it handles them come to the standard of formal teaching/learning, as Hall (1959) puts it, where the teacher teaches formal activities, corrects mistakes, and showing the reasons why they are mistakes (Hall, 1959:68-69). The trainees are given the rules of what they should do and should not do with tools, and they are given reasons.

They are treated by the company as beginners, that is, like young learners receiving formal learning, which is part of the socialisation process. Teaching/learning the rules formally socialises the trainees into the use, functions and rules of tools in a Western industrial technological environment, which can create formal rule awareness of the power of these rules and the need to apply them in a controlled way.

Finally, safety on the job involves handling the need to use safety clothes (A254), dangers of gases and Chemicals (B137, B190, B197, C36), using Scott Air-Pack and H2S tester in case of gas leakage (C37), lifting correctly as a personal safety hazard (A286), causes of fire on the job (B40 & B43), using fire extinguisher correctly (B48) causes of electric shock (B37). The lessons on these topics socialise the trainees into the safety issues on the job by issuing rules that justify the need for the knowledge in this area, using stories to show the result of not listening to instructions on safety issues (B190).

#### **5.3.3.3.2. Legitimation of workers' behaviour in the areas of safety and maintenance**

Aramco's rules represent the mentality of the world of industry. Industry is mostly run by machines and computers. Facts and figures are most important in the industrial world. Workers, equipment, product, and money are the first concern of industrial companies. And rules are the only possible way of putting all the factors together in a meaningful form that represents a process and product, that is interaction of all these factors for the definite production of the target product.

Legitimation of workers' behaviour in VELT is established through the knowledge and practices that it wants the trainees to have on the job, especially in



the areas of safety and maintenance. It is fostered by showing the reason why some practices are encouraged, as we saw in the previous section.

Rules of safety and rules of the tools, for instance, are explicit in the VELT material and should lead to the trainees' understanding of the relationship between the required rules and practices to be followed, the values, and the ultimate purpose beyond that, that is, the safety of the personnel, and the company, the saving of the company's time and money, and the contribution to good performance and the productivity in the company. Billett (1994) calls this 'the totality of the occupational activity'. VELT, for example, aims at producing a worker 'company man' who has a distinctive occupational culture identity that helps him work out all his job tasks, identify and handle his significant problems first.

Safety is a notion that mainly relates to the industrial field which is originally connected to the modern world in the West. This brings together two contradictory notions that should always work in harmony. Industry brings good and beneficial products and results into the Saudi community, but it is full of safety hazards in the process of work and production. The industrial environment requires safety rules that can keep the productivity safe through keeping the safety of the personnel, the environment, and the machines.

With this huge size of the company, safety rules protect the reputation of the company as an oil producing company working safely. Personal safety as well as the safety of the job can be harmed if a dangerous situation occurs. Lesson (B200) presents an accident of acid getting into a worker's eyes and on his hands because he was careless as he did not wear his safety gloves and safety goggles. It is true that handling jobs in industrial companies may expose personnel to hazards, but there are rules that govern these hazards. Wearing safety clothes is one of the rules that works for personal safety, as it can be understood from the material at the surface level. At

a deeper level, it can be interpreted that it can save the company's time and money that will be wasted when a worker needs to stay in hospital.

VELT provides the knowledge about safety through giving rules and explaining how the practices in the safety area contribute to the total work atmosphere, as will be seen in the examples later. As mentioned in Chapter Three, VELT has four levels, A through D. Level A starts with simple rules, warnings and directions accompanied by relevant pictures that make them more meaningful. The major aim of lesson (A87) as stated at the top of the first page is "To give rules and warnings" (A87-1, SB). Because rules of safety and warning are usually simple to express and easy to understand, a picture and a short expression will do. The trainees are given three pictures on pages 1&2 of the lesson and they are asked to write a warning for each picture using the expressions provided in the box above the pictures on page 1. Picture 1 shows three students sitting in their seats and the trainees have to choose 'No smoking' for it. The students in the picture represent the trainees, who are not expected to smoke in the classroom. This notion of the rule of 'No smoking' expresses the company's culture. One of the most respected places for individuals is the classroom. Respect is paid to the teacher, to the home of knowledge and learning, and to the academic group. This is a step towards a general education objective that company workers have to start within their initial socialisation process at the ITC.

The second picture shows a gas station, and a man filling up gas into a car tank. The man is smoking when a 'no smoking' sign is fixed on a post at the station. The trainees are expected to choose the expression 'danger' for that picture. The third picture shows a worker walking while a large bar of steel falling from a crane arm. The fourth picture shows a man crossing the road carelessly while the street is crowded with cars. For both pictures, the trainees are expected to write the

expression 'caution'. Lesson (A89) completes the rule. The trainees have to learn 'wear your hard hat, safety shoes, safety glasses'.

From other examples, the trainees have to understand that by following safety rules, they are saving themselves and the company the trouble of losing trained workers and experienced company men. The trainees have to interpret the general message beyond all these safety rules: the safety of workers is the safety of the company. Aramco has set up rules to be noticed, understood, observed, and obeyed. It explains resulting damage and danger that the company and its employees can have in neglecting safety rules

The rules of safety require a report from anybody who witnesses the accident or happens to be the one who has to report perhaps, because he belongs to the same shift or group.

"Mohammed Ali reported the accident. His badge number is 75256"  
(B200-1, SB).

The accident is reported as a number having an accident in this large world of numbers. The worker will be sent to hospital where he will be registered off work. The reporter has to mention his badge number as well; he is also considered a number according to the rule.

As another example, Aramco as an international company has to familiarise its employees with the international rules of movement in the outside modern world when travelling by plane (C251-C260). Safety rules on the plane and at the airport relate to rules of safety and travel. Teaching Aramco workers the international rules of safety and travel relates the workers, the company and its industrial community to the wider international world context.

#### **5.3.3.3. Rules and the power of the company in VELT**

Rules and regulations in VELT are sometimes used to impress the trainees, the new and old workers of the company. Rules express the power of the company. The new workers need to respect the company that they will be working for, and the old ones have to maintain this respect. VELT presents rules to the workers for a targeted change for a better socialisation into the system. The rules are part of the process of socialisation as well as the core of socialisation. They are used as a medium to convey information.

With all this amount of dominating rules, the workers feel the superiority of the company and their inferiority to it, as argued by Presthus (1979) in this section. This feeling of superiority/inferiority is not harmful to the workers as it may be when they are in a normal social situation and an individual feels inferior to and humiliated by another person who is more powerful and maybe aggressive. The trainees have to feel the power of the organisation for necessary obedience to the rules, being proud of belonging to a huge and powerful company, as argued by Hofstede (1991) in this section. The information that the program disseminates to them is indisputable, that is, it has to be accepted in the open communication process between the powerful, superior organisation and the new, inferior future workers.

Aramco hierarchy is handled in VELT by explaining the basic structure and the direct relationship between the upper management employees. Lesson B135 presents descriptions of the jobs of the Chairman of the Board of Aramco and the President of the company. Using true and false sentences, Exercise 1 of the lesson asks the trainees to check the sentences that are true, and the summary gives the correct ones.

"The Chairman of the Board of Aramco is responsible for Aramco.  
He is the most important man in Armco  
The President reports to the Chairman.

He is the 2nd most important man in Aramco" (B135-1, SB).

This system of hierarchy is presented to socialise trainees into 'respect for hierarchy' where everyone on the hierarchy line is shown as being superior and subordinate.

There are Vice-presidents (V.P.) who are also responsible for Aramco.

"The V.P. of G.O. is responsible for .....

The V.P. of O.O. is responsible for .....

The V.P. of M.S. is responsible for .....

All the Vice Presidents \_\_\_\_\_ the President of Aramco" (B136-2, SB).

The trainees are supposed to fill in the blanks with 'Gas Operations', 'Oil Operations', 'Mechanical Services', and 'report to'. These represent the line organisations of Aramco to which the trainees are introduced in Exercise 1 in the form of a hierarchy chart. They are also introduced to the nearer hierarchy to them in the form of a chart placing the foreman, supervisor, specialist operator, operator 1, operator 2, and operator 3 on one line (A273).

The trainees know that the company is huge. However, the impressive thing is that there are rules even at that high level. The President reports to the Chairman, which implies that there are rules they both have to follow. The Vice Presidents, as well, have to show their superiors that they are following the rules. They represent a hierarchy of power, but the rules rule them all. There is no power beyond the power of the rules, as argued by Weber (1976) and Hofstede (1991) in this section.

In Aramco hierarchical system, there are supervisors and subordinates; subordinates do jobs they are told to do. Manual workers have a lower status than some office work but they have a higher status than others. They are considered the ones who produce the wealth for Saudi Arabia. They are the base of oil production, especially those who work in oil fields, as gas operators, and oil operators, or those who work on rigs.

In the Middle East, including Saudi Arabia, the most important opinion in the group is the opinion of the oldest person (Osterloh, 1986:81), the father or the

grandfather, or perhaps, the oldest son when the father is dead. When the group is not the family, again the oldest person in the group represents the most respected voice. In the industrial environment, the basics of the relations in the group is different; the voice of the company comes down to the worker in the form of rules and regulations that reflect the organisational system. However, these rules may come down through a supervisor who is not necessarily the oldest person. The supervisor represents the powerful rules of the company in terms of the one who observes the implementation of the rules in the operation. He is considered like a father, with a humane attitude towards workers, unless the rules are broken. In lesson (C33), because the supervisor trusts his workers and he represents the company that needs to trust the departments and their decisions, he asks Omar to tell Mohammed to go to the clinic right away because he was too sick. In lesson (C34), the supervisor, Al-Marri, advises his sick worker, Abdul-kadir, who called, reporting that he was sick, to go directly to the emergency room without an appointment, and to call him (the supervisor) the following day if he can't come to work.

The power of the rules is treated in VELT to show the trainees that sometimes, if the situation requires, the rules are flexible enough to allow the supervisor to allow a worker to go the clinic if he feels sick, and to stay at home the following day if he still feels sick (C33-C34). This reflects the power of the situational requirement as well as the power of the hierarchy. What the supervisor says is usually the final word concerning the job. Even if what he says is seemingly not correct, he has to be obeyed, because his word is supposed to be for the benefit of the company.

There are other factors that remind Aramco workers of the power of the company. Aramco services and procedures (B225-226, 229-230) are based on rules to be carried out. A worker can get a house loan from Aramco, but there is a

procedure to that. One can get the service when one follows the necessary procedure correctly.

"Abbad: I need a loan for a house. What should I do?

Ahmed: You should talk to Mr. Al-Safani about a loan" (B226-1, SB).

Services in Aramco are many but workers have to know how to get them. They have to ask if they need a service. For every service, there is a procedure. This procedure and other similar ones remind the workers of the authority of the company that has a system like a state. They come under the control of authorities of the government or state over all resources and organisation of help offered to the public. At the deeper level, asking for a loan and having to refer to a person who is in charge of the procedure for giving a loan, can be interpreted as a systematic organisation in referring to authorities, which is an essential aspect of the official relationship between workers and their company.

However, the procedures for these services are also governed by rules. To get a loan to get married, a worker has to have served a certain period of time. Ahmed needs a loan to get married and he asks Mr. Al-Safani for a loan.

"Ahmed asks, "Could you help me, please? I need a loan."

"What should I do?" he asks.

"You should come back next year," Mr. Al-Safani says." (B225-1, SB).

This rule has a great effect on Ahmed's life.

"How long must Ahmed work for Aramco before he can have a loan for a house?" (B225-1, SB).

When a worker works for Aramco the power of the company can affect his decisions and plans. The case may be different in government and private organisations; this rule may be broken easily if there are friends inside the organisation to help get the loan earlier. In Saudi Arabia, 'respect' is paid to those of close relationships, such as tribesmen, relatives, family members, even far relations,

and those who are involved with powerful positions in the government or in the society.

Power relations in health care are shown in lessons B33 & B34 through doctors' instructions of what Khalid and Moosa should and should not do. Therefore, Khalid should stay in bed and should sleep a lot, whereas Moosa should drink a lot of water and should not smoke. Who gives instructions? The doctor has a kind of authority to instruct in form of recommendation and advice. This authority is derived from the fact that doctors care for patients. In Aramco, another dimension is added to the doctor's authority. The doctor represents the company's way of thinking concerning health care: good health results in good performance. The authority of the doctor is part of the authority of the company. Therefore, his instructions should be followed.

A convention is that the medical staff control medicine and recommendation for its use and prescribing it, as well as control of treatment and the type of food a patient has to eat during the period of sickness. This is very clear in lessons D91 & D92 where the medical staff exercise a lot of power on a patient who had a car accident. The medical staff decide what should be done and how many days the cast should stay and how long the patient should be away from work.

#### **5.3.3.3.4. The ideological indoctrination of work in Aramco**

Aramco's system requires rules that have to be respected and obeyed. Workers cannot argue about the well-established rules of the company. This is how the company can impose its ideological power on its employees, in the sense explained in the beginning of this section.

The rules included in VELT, whether explicitly or implicitly, represent the ideology of Aramco. They represent the power of the company presented in the



form of required practices and way of thinking that the workers have to conform to. Aramco has what can be called a 'modern industrial ideology' that needs to be explained to the new hires and imposed upon them. This imposition makes the new workers accept this ideology without the need to convince them. Aramco cannot tolerate any opposition concerning how the company workers have to behave, for example, in case of emergency, safety hazard situation, reporting accidents, and so on, because that is the only possible way accepted and wanted by the company.

Aramco needs a 'real' job community that has the characteristics of one ideology that relates to concepts, rules, and behaviour of work. That will make everybody work in harmony with the rest. None of them are supposed to argue about the safety measures taken when the workers are asked to wear the appropriate safety clothes at work when necessary (A254), when handling dangerous chemicals (B187), when smoking and throwing cigarettes in a garbage can that is full of oily rags (B186), when removing a live electric wire using a metal bar (B196), or when not being careful and getting acid in the eyes (B200).

This is the ideology that Aramco wants its trainees to adopt through their being convinced that Aramco's system of work has to be their own way of thinking. It is a requirement for the success of company socialisation in its training program in general, and in VELT in particular.

The company represents the two categories of social and intellectual power in relation to the workers who come seeking a job with it. The workers are the weaker party because they need a job, they do not know the work system, they do not have the complete qualifications to work in the company; the minimum qualification they have is the wish to work for the company. When they are given the job, their wish is fulfilled, and it is their turn now to fulfil the company's plans and to meet its standards. And there the exercise of the company's power starts.

The complete socialisation process is the ultimate aim of the company that tries to adapt the workers' mentality to accept and cope with the work system, values and job principles, that is, the organisation's culture. As explained in Chapter Two, Hofstede (1991) describes the organisation culture as the 'software of the mind', and it represents the intellectual power of the company that is used to promote the cultural and social adaptation of workers. The company is the body that also has the social power and the workers have to fit in the social community of the company. The company provides the workers with knowledge, work, money, and prestige, and this all represents the body of social power it has. If the workers do not adapt to the company's culture and its social community as workers, they will not be able to belong to the company who requires this adaptation through training, orientations and planned performances.

The workers will never be able to have more power than the company. However, the more they are socialised, the closer they become to the company system, until they start operating from within the framework of the company's intellectual and social power. They will start to be part of these powers, but never use them against the company.

The intellectual power that the company can exercise over the trainees / workers is represented in the knowledge that the company has and that the workers need to operate within the framework of the company system. This power of knowledge is not the only power that the company has. It also has the real power of keeping the worker or firing him. It has the power of the rules that he has to obey, that is, the authority of the company.

#### **5.3.3.4. Summary**

It has been argued that the concept of 'rules' is an important Western, American industrial business value system. Rules function as a company cultural

socialisation system for controlling the workers' way of thinking that influences their behaviour in terms of precision, punctuality, and competence. To Americans, rules express the power of the organisation and organisational ideology through which workers can be indoctrinated. Rules aim at providing the knowledge that justifies and rationalises work behaviour with reference to their significance and contribution to the totality of the occupational activity. Rules also aim at a change towards the building of the identity of a worker who serves the purposes of the organisation through its own cultural identity.

It has also been demonstrated that VELT, as an American ESP program, socialises the new Aramco workers into the American concept of rules which are taught as the expression of the power of Aramco and its ideological system to control the workers' way of thinking and behaviour. They legitimate the workers' required behaviour, mainly in the areas of safety and maintenance, rationalising the ultimate purpose and effect of behaviour in the operational system of the company and providing the knowledge, explaining how these practices in these areas contribute to the total work atmosphere. Rules in VELT also have the role of indoctrinating the workers' into the ideology of work as the only accepted way of successful operation through a 'modern industrial ideology' and way of thinking in the company. VELT generally demonstrates how the company aims at socialising the workers into a new, changed image of a company man who has an adapted mentality to accept and cope with the demands of the modern industrial work environment.

As an institution, Aramco practices social and cultural control over its workers in a way that shows the institutionalisation of a huge organisation aiming at making the individual workers adapt to its regulations, rules, way of thinking and system of work. This is why the first mechanism of control for new employees in Aramco is its training programs.

## **5.4. THE THINKING ABILITIES**

### **5.4.1. THE THINKING ABILITY OF 'PLANNING'**

#### **5.4.1.1. Introduction and definition of the concept**

In this section we shall investigate how VELT socialises poorly educated Aramco workers as ESP learners into the thinking ability of planning through certain communicative language tasks, using certain suitable topics and situations that relate to the company culture. This section shows how the concept of planning is treated as a Western ability that is encouraged by the company because it is significant in the context of the oil industry environment as well as normal life. This derives from the Western industrial cultural world of work.

The word 'planning' has various implications and contexts in human activity. In modern society, it has become an essential component in the structure of the individual's life as well as organisations, governments, education, and economic activities and development. As individuals, we draw up plans to save money, to buy a car, make a trip and come back safely, give a seminar and make it successful, go on a holiday and make it enjoyable, and so on.

"In all these cases, some form of advance planning is necessary if we are to achieve our objectives" (Herington, 1989:1).

And this is where the importance of planning in Aramco lies. It is for the individual worker to be able to plan and achieve, in his work and in his normal life, bearing in mind that he is working in a modern technological company and living in a newly modernised country.

#### **5.4.1.2. Planning: a thinking ability and practice in the West**

Planning has been considered one of the higher-order thinking abilities that is necessary for everyday life as well as for more complex matters, and which is essential for those who are targeted for performing leadership roles, as confirmed by Smith (1992).

"higher-order thinking is ... a mix of high-value attributes or components, such as planning, predicting, monitoring, evaluating, and questioning, together with some impressive couplets of procedures, such as analysis and synthesis, and induction and deduction. Higher-order thinking often includes an 'executive' function that is able to take charge and exercise leadership ... Higher-order thinking is presumed to be more complex, more recondite, requiring more attention and a superior brain" (Smith, 1992:24).

According to Faludi (1973:35), planning promotes human growth and enables man to become the master of his world towards a further human growth. Planning identifies the best way of attaining goals; it contributes to learning and accelerates the control and the process of human growth. Faludi (1973:35), discussing planning theory, emphasises that planning is a way to take intelligent, rational action, and comes as a response to problems.

The planning ability is essential for making decisions and planning results as well. Faludi (1973:38) quotes Quade (1968) saying that systematic planning can help decision-makers choose a course of action by investigating the problem fully and looking for alternatives and comparing them based on the expected consequences, trying to choose an appropriate framework for the plans.

When someone plans, he knows what he is doing and what he is aiming at as a specific objective. Planning is usually preceded by a process of survey to identify the needs or targets, before taking steps to achieve them. This implies that planning is one step before/to achievement. The strong relationship is very clear between

Planning and Achievement. Planning is the present and achievement is the future of planning, or its end.

Planning has many implications in Western thought, mainly as a time-organising system, future-orientation, as a policy and identity modifier, and it takes the form of loyalty and commitment to work. On the following pages, we shall describe them in the literature and then see how these notions are reflected in the VELT material.

#### **5.4.1.2.1. Planning as a time-organising system**

Planning as a time organising system stems from the American love of scheduling and organising life time on a daily, weekly, monthly and even yearly basis, which was discussed in an earlier section about the concept of time. As emphasised by Condon (1986:91), quoted in the same section about time, Americans are described as so much time-bound that they are "driven by schedules and deadlines" which they consider a sign of success because of their universally unique handling of time for organising their life and work, (see also Hall (1959:9), quoted in the same section).

As explained in the section about the concept of time, daily, monthly and yearly cycles are dominated by planning within the framework of its being a time-organising system, affecting all dimensions of life and work because situational behaviour has a temporal dimension (Hall, 1976:119). Hall (1976:17) even considers it the only natural and 'logical' way of organising life. This makes time management a major factor in human life because of its existence in all the details of life. Moreover, Hall emphasises that Western industrial society is completely dependent on time planning in the form of work schedules; he says:

"in discussing time in the West, it is important not to forget that, without schedules, industrial society would be unknown. Dependence on time as organising system can be traced to the need to co-ordinate activities ..."  
(Hall, 1976:119).

In American culture, within the framework of time, activities need to be co-ordinated in accordance with their importance and priorities (Hall, 1976:14).

#### **5.4.1.2.2. Planning as future orientation**

Planning as future orientation in Western / American culture is very clear in relation to the topic of pollution. Environmental pollution has been the result of scientific development and progress in industrial technology. The destruction of the environment and the planet's ecological balance caused by Western progress imported into other cultures is emphasised by Heiman (1994:5). Referring to this, Hofstede (1991:242) discusses the need for planning in the form of intercultural co-operation at the international level to fight the negative effect of economic growth and technological developments on the world ecosystem in the form of acid rain, the problem of the reduction of the ozone layer, long-term climate changes due to the 'greenhouse effect' of increased emission of CO<sub>2</sub> and other gases. The West looks at the plans for fighting pollution as fighting the common enemy of the future of mankind.

Western society looks at the environment as something that can be manipulated to suit Western life (Fogarty, 1994:395). That implies that the environment should be controlled by man to serve Western life requirements, not caring for what happens to it as long as it functions for man's wishes. The Americans' attitude towards controlling nature is also explicitly expressed and planned for, as Barnouw (1973) states:

"Kluckhohn considers the dominant U.S. orientations to be individualism, future time orientation, mastery over nature, and doing" (Barnouw, 1973:67).

The notion of mastery over nature combines both sides of adapting nature to serve the utilitarian purpose of human beings; however, if polluted, then nature, or the environment, should also be changed and the original unpolluted environment should be restored. There is a need for struggle to restore the peaceful natural environment. This presents the notion of the American challenge (Damen, 1987) discussed in section 5.3.1. Future-orientation as one of the dominant American orientations gives an indication of looking ahead at what could happen and what could be done in the future.

The need for natural resources (e.g. oil) to run some technological products or to produce others, resulted in air and water pollution. People living in the modern world, including Saudis, whose country is being developed into a newly modernised and industrialised country, as explained in Chapter Three, are suffering from pollution at different levels and situations. Cars and factories, as western production, are major causes of pollution. Pollution is causing a real ecological disaster if not fully controlled. The mere mentioning of the threat of pollution on the planet's natural resources (air, water, and food) gives the impression that human life is endangered unless people of the whole world co-operate and plan to fight this threat to global ecology.

Pollution has always been a concern to Aramco that has been involved with fighting this problem, feeling its responsibility towards protecting public health in its industrial environment. It also shows its concern with pollution all over the world as an international oil shipper:

"In the environmental realm, the company's commitment to conduct operations so as to protect public health from the harmful pollution of land, air and water is long-standing. In 1991, in an operation lasting many months, Saudi Aramco acted with other Saudi government agencies to successfully protect vital industries along the Arabian Gulf shore when the largest oil spill in history entered Saudi Arabian waters as a result of the



Gulf War. In its role as an international crude shipper, Saudi Aramco has established a Global Oil Spill Coordination Group to respond rapidly and effectively whenever the company operates to protect the environment in the event of a tanker spill. The company has carried out elaborate oil-spill exercises at home and abroad while continuing in-house environmental protection and monitoring programs" (Clark, 1993:30).

#### **5.4.1.2.3. Planning as a policy and identity**

It is emphasised by Baron (1988) that decisions about the future can be 'plans' or 'policies' (p. 428). He explains that a plan can be like planning to go to the movies on a certain day (p. 429) whereas

"A policy is a plan that binds us to perform a certain action regularly or under certain conditions. ... A plan is not a policy when it involves only a single, isolated decision, such as planning to go to the movies on a certain day. A policy applies to a whole class of behaviour that recurs regularly in our lives" (Baron, 1988:428-429).

This implies that to have a well-developed planning ability is to be able to utilise it as a policy that regulates the individual's thinking about various issues of his life, mainly the long term goals, and it becomes a habit that one plans for one's daily, weekly, monthly, and yearly, activities and even life-time goals as a regular way of thinking. It is essential to know that plans and policies influence our personal goals and affect their strength and even change them (p.429). Baron says that individuals are encouraged to take decisions about future plans especially at certain times of transition such as the time of retirement from work and the time of marriage (p.430).

When planning becomes a policy and a regular way of thinking in the individual's personality, it can lead to success on the job and normal life. Planning and plans also frame the individual's identity by clarifying the aspects of his interest, the relevance of his plans to his values, and his way of thinking. Identity is cultural, therefore, it should include the past, present, and future of the individual, including his future plans (Baron, 1988:451). Baron states:

"Although each individual's identity is unique, it consists, in part, of identification with groups" (p. 451),

which indicates that the individual's plans are usually within the framework of a group's culture; however, he says, if the values and goals of a culture are conflicting, the process of forming the individual's identity is often difficult (p.451) because identity is lost in confusion (p.452).

#### **5.4.1.2.4. Planning, loyalty and commitment**

Some organisations plan their work by utilising various means of control of the employees and the operation. Walton (1980) believes that an organisation which

"provides close supervision, simplified tasks, narrow job descriptions, detailed procedures, and relies heavily on formal controls, is designed to function adequately even when member commitment is moderate to low" (Walton, 1980:209).

This planning is for controlling the work operations in the company, but for individuals it could be for checking one's achievements. Commitment to work is mentioned here as a factor that helps in the adequate functioning of the organisation; it is a replacement of the organisation's control regulations, close supervision, and detailed procedures and job descriptions. Organisations are always concerned with maintaining their efficiency. Organisation efficiency is "relative to the securing of necessary personal contributions to the co-operative system" (Barnard, 1981:91). That is, to keep the employees in co-operation with the organisation system for its purpose.

According to Barnard (1981:85), 'loyalty' is a reference to the individual's willingness to co-operate in the organisation. It is also associated with the words 'solidarity' and 'strength' of the organisation. It also implies "the surrender of control of personal conduct, the depersonalisation of personal conduct" (p. 85). The

employee's loyalty and commitment are established when he feels that he has to continue working for an organisation and he plans to keep his job perhaps for a life-time career. Therefore, he gives up his personal conduct for the organisation. This is a characteristic of a company man, as described earlier.

#### **5.4.1.3. Planning in VELT: a Western thinking ability introduced in the Saudi context**

Through VELT, the trainees are encouraged to acquire the ability of planning their job as workers and their life as human beings living in a social community. It introduces them to the notion of long-term planning for themselves, planning their lives, and planning their work activities. This can create a strong link between them as workers and individuals and their work environment as well as their company to whom they have to be committed and loyal.

The planning ability that VELT wants the trainees to learn is 'planning as a policy' which applies to their regular behaviour in their work and normal life. This then forms a link with a line of thought stemming from the seriousness in oil industry environment and work, and in Western thought in general, as explained earlier in this section.

Because VELT tries to build an image of a company man who has all the characteristics of a worker who can bring the operation in his area to a success, planning is seen as one of the essential qualifications that need to be worked on. The image presents an identity of a company man with a set of cultural values and thinking abilities that will regulate all his ways of behaviour. Planning is a thinking ability that VELT tries to make one of the major and dominating characteristics in the identity of the Aramco company man. Planning with both time dimensions, present and future, is highly relevant to Western industrial culture of organisations.

And as the Western culture, represented in Aramco culture, is organised and well established with very clear values, the company man's cultural identity will be formed.

#### **5.4.1.3.1. Planning as a time organising system in VELT**

As mentioned earlier in the section about the concept of time, Saudis have a confused use of time as they tend to handle several issues or talk to several people on their affairs at the same time, that is, they do not tend to plan their time for one thing at a time.

Time for the company represents the ongoing line of production and achievement. It has to be planned to obtain more efficiency. Planning of time is reflected in 'Making an Appointment' with a doctor (C35-1, SB). This is a reference to the need for the workers to organise the utilisation of their company time so that it will not be wasted. Lesson (C58-1, SB) presents 'Making an Appointment with a Dentist' which calls for organising time as a kind of planning ahead for activities that may fail without planning, or so as not to waste other company employees' time, that is the doctor's time.

Work schedules represent the planning aspect of work at the shift work level and time utilisation level. Aramco has operations that have to be going on day and night. That necessitates shift work and having shift workers.

Shift workers are usually organised in groups.

"Group A has four days on and three days off. ...  
Group B has five days on and two days off. ...  
Group C has five days on and two days off. ..." (B216-2, SB)

This grouping of shift work is an organisation step towards having organised production. As work consists of performing roles in the company, grouping means planning of roles which makes roles all supportive of each other. Workers get used to being organised and planned, timewise and workwise, and learn how to divide their time in slots for activities, as explained in an earlier section about time.

This great interest in shift work that the trainees have to understand, as the task of Exercise 1 in lesson B217-2, SB "understanding schedules" suggests, urges the trainees to be aware of the importance of time and work planning so that work goes on and time is not wasted.

VELT also presents scheduling the day activities that can be useful at work and outside work. Lesson B62-2 (summary) presents a future schedule representing a Next Thursday's Schedule (Title) that plans Thursday's (a week-end holiday) activities. These activities are for someone who is not at work. The trainees learn to plan outside as well as inside work.

|            |                                                               |
|------------|---------------------------------------------------------------|
| "6:00 a.m. | leave Dhahran.                                                |
| 7:00 a.m.  | stop in Abqaiq and meet 2 friends.                            |
| 8:00 a.m.  | drive through Shedgum and take one friend to the Aramco site. |
| 8:30 a.m.  | arrive in Hofuf                                               |
| 9:00 a.m.  | go to the Suq                                                 |
| 12:00 a.m. | eat lunch                                                     |
| 2:00 p.m.  | Stop in Abqaiq and visit a friend.                            |
| 3:30 p.m.  | arrive back in Dhahran."                                      |

(B62-2, SB)

#### **5.4.1.3.2. Planning as future orientation in VELT**

The main future orientation that VELT develops in the trainees involves the topic of environmental pollution. We have seen how there has been a world concern with environmental problems, and how Aramco feels responsible. We have also seen how Aramco has tried to contribute to fighting pollution in various ways. Now we see how VELT gives a future orientation about what might happen as a result of pollution and what the results will be if pollution is reduced. This is another way in which it makes efforts to show the way to reducing it with the help of the Saudi workers, and consequently, socialising them into the thinking ability of planning.

VELT introduces what is meant by pollution in the context of water and air pollution, and its causes, referring it to industry, sewage treatment, chemical waste, smoke from factories, exhaust from cars, etc. (D95-1, SB), indirectly explaining the impact of an industrialised environment which is polluted, where the workers live. VELT explains that it is a problem that needs to be solved as it is becoming dangerous as a personal health hazard.

"Air pollution is bad because it is dangerous to health. It can cause your eyes to hurt, and it can also lead to difficulty in breathing. Air pollution can also result in damage to crops" (D96-2, SB).

A real future threat of pollution is explained when related to crops whose damage can threaten man's food and eventually his life. The threat of pollution is personal when talking about the results of hurting the eyes and causing difficulty in breathing. That implies the danger of pollution is too close to ignore and stay passive.

Aramco produces oil, and the program talks about oil as a major pollutant:

"A major pollutant is oil. Tankers are often cleaned out at sea. When they are cleaned, some oil is dumped into the ocean" (D97-1, SB).

The essential point is that as the workers have to cope with living in their industrial world, they have to help fight pollution, and if they do not, they will not enjoy fish from the sea, fresh air, swimming in the sea and sitting on the beach (D97). VELT gives a warning that we should try to reduce tanker collisions in the sea and the influence of cleaning out tankers at sea (D124-2, SB). It is also important to control oil spills because

"Oil spills pollute both the water and the land. As a result of the oil in the sea, fish and other animals die. Beaches can become so dirty that swimming is hazardous" (D129-1, SB).

The future is important to the future workers of Aramco and the future men of Saudi Arabia. They are going to assume jobs that may control the rate of pollution in the area as workers in oil plants, gas plants, and other Aramco plants. Therefore, they have to be warned that

"If we want our children to enjoy the sea and the fish from the sea, we must stop this pollution now. The longer we wait, the worse it will become" (D97- 1, SB).

VELT's notion of pollution, in lessons D95-D100, presents the American notion of 'personal control of the environment' for the time being and for the future, as mentioned by Damen (1987:196) in her analysis of the value orientation of the human relationship to the environment. The Americans think of the environment as changeable for the human well-being. VELT requires 'changing the change' in the environment to restore it as healthy and enjoyable.

The trainees are oriented on the hazards of pollution, and then they are asked to fight it in order to reduce it in the environment. They have been told about the ways to do that. This is to train them to look ahead and anticipate what they can do to reduce pollution in their area. It is a socialisation into a world problem where they are in the middle. They have to understand what might happen in the future, and the

reward if they can help. The reward is for them and their children who can enjoy the sea, beaches, fish, and fresh air in a clean environment.

The program provides some practical solutions to the problem, as advised explicitly in lesson D100.

"...Special equipment should be attached to cars to burn the exhaust better, and unleaded gasoline should be used. People should also make sure that their cars run correctly. Public transportation should be used so that there will be fewer cars on the road. Also, people should use car pools, or go to work with their friends, instead of driving their own cars" (D100-2, SB).

Air pollution is the product of civilisation and technological progress, and through civilised, logical ways of handling technological products, it can be reduced by using unleaded gasoline in the cars or fixing special equipment to cars to burn the gasoline properly (D100-1, SB). Using public transportation and car pools can reduce the number of cars on the road, and eventually, reduce pollution. This is how Saudis should look at pollution for the future.

#### **5.4.1.3.3. Planning for transitional time**

VELT helps the Saudi workers to learn to make decisions and plan for their future in transitional times, e.g. when they have to retire, so they need to save money for a happy old age, and when they need to build a house, probably before getting married.

Lesson C213 presents a story of a worker, an electrician, who has been saving money since he began working in 1965.

"Fayez is an electrician at Aramco. ... He has saved money in his savings account every month since 1970. ... Fayez will be 60 years old this year and will stay working at the end of this year. He wants to use his savings to travel to many different countries (C213-1, SB).



Fayez has been saving for a long time as a part of a plan for the money to serve his old age needs after retirement. However, he is planning to use his savings for travel to enjoy touring different parts of the world. Aramco has many financial saving plans for its employees (C214-2, SB). It encourages saving around 10% of the salary to which it adds a certain percentage and invests all the money for its employees.

Fayez's story of a savings plan indicates that saved money can be used for enjoyment in travel. The notion of enjoyment and a happy old age are stressed in lesson C215 where there are three stories about three workers. Saeed is going to retire and use his savings to visit London and New York that he has been planning to visit with his wife for a long time.

"This money and the money from Aramco will give Saeed a happy old age"  
(C215-1, SB).

It is also mentioned that an Aramco employee gets some money from Aramco when he is retired (C215-2, SB).

The second story is about Adel, 26 years old, who likes to buy things and does not save, but he thinks about saving when he is older:

"Sometimes his father says to him 'You should save Adel,' but Adel says 'will save when I'm older'" (C215-1, SB).

The third story is about Farid who has a loan from Aramco to build a house, and who saves very little but he depends on the Aramco Retirement Plan to help him. He knows he will be okay in the future.

Aramco helps its employees to plan for a secure future; a house loan can be very useful in this direction. There are similar plans in the government employee system. Since Aramco was established in Saudi Arabia from 1933, the government has been following Aramco's steps in taking care of the human development of its employees and improving their living conditions and standards by setting plans

similar to Aramco's, like the Retirement Plan, and House Loan Plan. This is in modern Saudi society. But this was missing in the traditional Saudi society before the oil and even long after the oil was discovered. The Social Insurance Plan is successful in the government system that involves all government employees including Aramco employees.

These three stories represent three different categories of Aramco employee. It is left to the trainees to decide which category to choose for themselves. However, Aramco encourages planning through the way Saeed's story is presented in contrast to Adel's, who is wisely advised by his father.

Aramco wants workers to feel they will be secure in the future. It encourages saving. However, even if there is not saving in the bank,

"when you retire, you will have money from Aramco to help you live happily in your old age" (C215-2, SB).

Retirement is completely attached to money in old age. VELT indicates this strong relationship in future plans of workers by telling the story of Omar and his plans and expectations:

"5% went to Social Insurance. Omar has paid 5% of his salary for Social Insurance since 1973. Omar will be fifty-five years old in December. He hopes to retire then. He expects to have enough money" (C219-1, SB).

This is part of the planning for life with Aramco, because even the old age of Aramco employees will be part of their Aramco life: secure old age. Someone who can make future plans for his old age can plan for an industrial operation which is closer than old age.

Planning for building a house is another area when a Saudi may be in a transitional time. Saudis start thinking about building a house as soon as they get a job and start thinking about marriage, another transitional time. Even if not for marriage, building a house in Saudi Arabia is considered a transition stage in people's life. This is one of the areas in which VELT provides socialisation into the

values of a modern society that is connected directly to planning. They should think about the number of rooms they would like to have and the funding. Usually they ask for a home loan from Aramco who provides this loan according to a queue or regulations.

"Jamal is going to build a house near Dhahran. He prefers a large house. His house will have eight rooms. It will also have two bathrooms. Jamal is going to use cinder blocks for the walls, because they are less expensive than concrete. They are easier to use, too" (C5-1, SB).

The trainees' plans should be based on their preferences and justified by their needs, perhaps for a large or small family, or a house which is not too expensive. However, when planning to build a house, the trainees should be aware of the total cost, which is a major factor in fulfilling the building. Lesson C8 reminds the trainees they have to ask about the total cost of the house that they are planning to build, probably so as to know the amount of money they have to get as a home loan from the company:

"What will the total cost be?  
The total cost will be ....." (C8-1, SB).

In this section, we have seen how VELT socialises the trainees into future planning for transitional time in the areas of saving money for retirement and building a house for a more settled life.

#### **5.4.1.3.4. Loyalty and commitment to work in VELT: planning for a life-time career**

Loyalty and commitment to work can be interpreted as a kind of future planning. Workers plan to stay in the company, and therefore, they need to keep their relationship with the company strong as a future career planning, or even a life-time career planning.

In VELT, lesson C212, quoted in the section about Achievement in this chapter, Ibrahim has worked for Aramco for fifteen years, and he has become a supervisor, which implies that he must have been a hard worker, which is a measure of loyalty, commitment, and for promotion, on the other hand.

"Ibrahim: I joined Aramco in 1966. So I've worked  
for Aramco for fifteen years.

Michael: Fifteen years!

Ibrahim: Yes. I've worked for them for fifteen years.  
Time flies" (C212-2, SB).

Loyalty appears when Mr. Al-Marry asks for a medical appointment on the telephone, and he tells the nurse:

"I was sick and I came to the clinic last week. The doctor said I should stay off-duty. But now I feel well again. I think I can return to light duty" (C35-1, SB).

This reflects the individual's 'honesty' that is needed in the employees and that supports their loyalty and commitment to work. The trainees have to understand that this is their company and their work and their time has to be dedicated to them when they can. The company will appreciate this.

#### **5.4.1.3.5. Planning for travel in VELT: a comprehensive view of one's world**

Planning for Aramco is a comprehensive investigation of all factors of a problem. For a company man, it will improve the possibility of having good judgement by looking at one's world as a whole, as we shall see in the examples to come.

Saudis like to travel a lot, especially by air on vacation in the summer. Therefore, they have to plan for their flights. Plans may be influenced by factors like a cheap ticket, a direct flight, or a suitable time of arrival at the destination. VELT encourages the workers to buy the ticket before going to the airport (C253-1,

SB), that is, arrange ahead of time for air travel, to make sure of the result and so that the plans can be fulfilled. This is like an industrial task that needs planning to be done. Company men need this higher-level ability of thinking for a successful operation.

Lessons C258 and C259 present air travel planning. Lesson C258 introduces the concept of planning for a round trip. The two essential factors in planning for a round trip are money and time. Time is related to the passenger's vacation and flight schedules, whereas money is related to travel fares and the passenger's pocket. In C259, Exercise 1 asks the trainees to choose a plan from a flight schedule to London (Heathrow) and give reasons why the plan is chosen; planning is based on logical reasoning.

"Mr. Al-Dossary flew to London from Jeddah although he lives in Dhahran. There were three reasons for this. First, the direct flight from Dhahran arrived too early in the morning in London. Second, the flight from Riyadh was not direct. Third, he could fly to Jeddah on the same day, make the connection with London flight and arrive in the afternoon. Therefore, Mr. Al-Dossary flew to London from Jeddah" (C259-2, SB).

Making a connection on a flight requires planning ahead of time, based on the traveller's expectations, needs and other plans.

Planning for travel by land has many aspects. One of them is in Emile's Journey in lesson D82 titled 'A Truck Driver's Journey To Saudi Arabia - Route Planning'. The summary on page D82-1, SB, tells the whole story that is on a tape which the trainees have to listen to and then draw three routes from Paris to Istanbul, out of which Emile has to choose one.

"Emile is going to drive his truck to Saudi Arabia for the first time. He is thinking about the route. Jim, his friend, said that the border with Romania is difficult and that the customs there is slow. Emile knows that the highways in Yugoslavia are very tough and dangerous. Emile needs to know the best and shortest way to get his goods to Saudi Arabia. Jim tells him about the route he used to take" (D82-1, SB)

There are three routes, and each of them has its negative sides. However, in a problem-solving technique, one route has to be chosen and followed. Alternatives have to be discussed to reach the correct decision, as explained by Faludi (1973) at the beginning of this section. The presentation of the story suggests considering the route because routes are different in terms of toughness, length, convenience, etc. Many points have to be considered before choosing the correct route, aided by the ability of planning and reasoning.

Planning and judgement depend on other notions involved in the topic. The notions of 'difficult', 'slow', 'shortest way', 'best', 'long', 'tough road', and 'dangerous' (D82-1, SB) (see the quote above) are permanent notions in travel, and they influence planning as they help in getting the comprehensive view of the problem.

Planning can be aided by advice from experienced friends. Jim, Emile's friend (D82-1, SB) gave Emile advice before he started his trip to Saudi Arabia based on his past experience with customs at certain borders, who then decided on a certain route.

"He gave Emile many tips to help him save a safe journey. He told him always to carry correct documents; .. always to carry plenty of fuel and water; ... He told him that exit visas and entry visas are both required in many countries. Emile asked about insurance documents and was told that these too were important" (D83-2, SB).

Planning goes ahead and does not stop at choosing the route. A truck driver has to carry the correct documents of the truck and the goods in addition to the passport as a planned defence line which supports the driver on the borders.

Entry and exit visas (D83-2, SB) are important at the border. Without an entry visa one cannot enter a foreign country. If one forgets to get an entry visa already, one will have to drive back all the way to get it and much time will be lost. Getting an entry visa is one of the major steps in travel planning. VELT puts it simply as a requirement in many countries:

"He told him that exit visas and entry visas are both required in many countries" (D83-2, SB).

The great achievement of travel is for the journey to end safely. The purpose of planning is safe arrival at destination. The workers have a target in their jobs they have to fulfil.

Carrying plenty of fuel and water (also B63-1&2, SB - Pre-drive Check; A254-3, SB - Safety in the Desert) (see below) can save the driver the trouble on the road. The car might consume more fuel than expected and the engine might heat up unexpectedly. On such a long distance drive, it might be difficult to get help in a short time. VELT advises the trainees:

"You must carry water in the desert.  
Why?  
Because you can't find water in the desert" (A254-3).

This case is like an emergency (D83-2, SB) which is a phenomenon in most industrial operations. Workers have to plan what to do in case of emergency. But they should not wait until they are in an emergency case and then think; they are company men, and they have to be well prepared for emergency cases.

#### **5.4.1.3.6. Planning for safety**

The concepts of planning and safety are sometimes combined. In driving and driving activities, they are always there. Saudi Arabia is very large. The Eastern Province is large and nearly all desert. Driving in the desert, whether on asphalt roads or on the sand can be dangerous if the car breaks down. This is why for the safety of the driver and passengers, the driver has to be careful when he is driving and how he should prepare for his trip.

VELT always tries to orientate the trainees about travelling in the desert. In lesson (B63) the trainees are taught what to do before driving a trip; VELT calls it

'pre-drive check' (B63-1&2, SB). The trainees have to match four sentences to four pictures. The structures are:

- "- To make sure there is enough water in the radiator.
- To make sure the lights are clean.
- To make sure there is enough fuel.
- To make sure there is enough air in the tires." (B63-1, SB).

Although there are many more things that need to be checked before starting off, these four steps are essential. Aramco wants the trainees to learn relationships between a certain operation and many points that affect it negatively or positively.

Aramco's employees like trips. They usually make long distance trips. And as a trip is like a project, it also needs planning. The purpose of the trip may be going on a picnic which means having fun and staying sometime away from home. Therefore, one has to take into consideration what one may need, as Exercise 1 in lesson B64 lists:

"Exercise 1 Put a check ( ✓ ) in front of the things you are going to take on your trip.

Things to Take on a Picnic

- |                  |                      |
|------------------|----------------------|
| - charcoal       | - tea                |
| - lighting fluid | - Pepsi              |
| - grill          | - sugar              |
| - lighter        | - coffee             |
| - map            | - bicycle            |
| - watch          | - motorcycle         |
| - money          | - large car          |
| - camera         | - truck              |
| - sunglasses     | - fuel               |
| - warm clothes   | - oil                |
| - food           | - spare tire         |
| - water          | - tools              |
| - milk           | - fire extinguisher" |

(B64-1, SB)

Aramco wants every employee to be a good planner of personal or company projects, because planning brings success to these projects. Aramco is after success in jobs and personal projects.

The 'project' of planning for a trip does not stop here. A company man has to look at it comprehensively. In the Aramco way of thinking, a company man has to



think of all related conditions: Pre-drive check (B63), things to take (B64), weather conditions (including road conditions) (B66), road signs (B67, 77, & 78), hazards (B68) such as the hazards of the desert driving (B69), knowledge about distance to go (B73), how a trip can be made (the means of transportation) (B74).

From these notions, one can see that a trip for Aramco is a big project that has to be considered carefully. A company man has to be able to consider all these factors before setting out. Moreover, in this consideration of the 'planning project' of a trip, the skill of reasoning and justifying through prediction has to be used thoughtfully.

"We are going to take warm clothes because it might be cool"  
(B64-1, SB).

This is one of the relationships that a company man has to learn to use in the company culture because he will face many job situations where he has to use his reasoning skill for better planning on the job, as we shall see later when we talk about gas leakage.

Performing all this is a kind of cultural communication with the physical and socio-cultural environment. Aramco is a company that presents a physical and geographical environment, socio-cultural community, and job cultural community. A company man has to perform this communication with all these factors perfectly.

Company safety is a major concern in the industrial operations. It is a continuous challenge that has to be maintained all the time, 24 hours a day. Lesson C37 introduces three types of safety equipment:

1. H2S tester: gas tester.
2. Scott Air Pack: face mask.
3. J-W Sniffer: gas tester.

Their functions in testing for explosive gas is explained. In lesson C38 there is more about their use, showing how to plan for such a challenging situation when there is a gas leak.

"Hydrogen Sulfide (H<sub>2</sub>S) is an extremely dangerous gas. It is almost always found in Saudi Arabian crude oil. H<sub>2</sub>S is a toxic gas. If we breathe in a little, it can kill us. H<sub>2</sub>S is a flammable gas. It can burn easily or cause explosions. H<sub>2</sub>S is a colourless gas. We cannot see it, but in small amounts we can smell it. It smells like bad eggs. Because H<sub>2</sub>S is very dangerous we must test the air. An H<sub>2</sub>S tester will show if the air contains any H<sub>2</sub>S. If there is H<sub>2</sub>S in the air, a Scott Air Pack or other special equipment for breathing must be worn" (C38-1, SB).

This represents giving the knowledge and the steps to plan for a small industrial operation and the need to face a challenging hazardous situation that ends with the achievement when the worker fulfils the job. This achievement is highly dependent on planning.

#### **5.4.1.4. Summary**

In this section, we have seen how the higher-order thinking ability of planning has been encouraged in the Western World as a basis for a time-organising system in the areas of scheduling of work and normal life activities, as future orientation with an example of the notion of pollution, as a policy that leads to forming an individual's identity with planning as a regular basis of life, and in the form of loyalty and commitment to work in organisations.

After explaining the importance of planning as a requirement of human development in Saudi Arabia and in Aramco in that context, examples from VELT have shown how the material socialises them into the thinking ability of planning as a time-organising system in scheduling, future orientation in the area of pollution, for transitional time in the form of saving money for old age and building a house,

for life time career through loyalty and commitment to work, for travel as a comprehensive view of one's world, and for safety especially in travel.

It has also been argued that this socialisation is expected to develop the workers' ability to plan on the job which needs planning in every operation, at a low or high level. In the following section, we shall see how VELT socialises the workers into the ability of logical thinking.

## **5.4.2. THE 'LOGICAL THINKING' ABILITY**

### **5.4.2.1. Introduction and definition of logic**

In this section we shall see how VELT socialises Aramco workers into the use of logical and systematic thinking that they need on the job and in their normal life activities due to most trainees' low education level as school dropouts. We shall also see how logical thinking is presented as one of the higher level concepts that is related more to thinking about relationships of actions and practices.

Smith (1992:12) stresses the importance of thinking by defining the relationship between thinking and learning, considering thinking as the manipulative factor of learned information:

"Learning is regarded as the acquisition of information; memory its recovery, and thinking its manipulation".

Industrial operations need systematic thinking to run their activities. In industrial communities, workers are the major support of the industrial operations. They are considered the force that pushes the wheel round. The work force has to be made aware of the importance of systematic thinking in running work in such a large company like Aramco.

Logic has been defined as a science of the necessary laws of thought, as Henle (1968) quotes Kant (1885) saying that

"logic is a science of the necessary laws of thought, without which no employment of the understanding and the reason takes place ..." (Henle, 1968:93).

Therefore, logical thinking is that which follows the laws of thought and connects thoughts and meanings based on these laws.

#### **5.4.2.2. The origin of logical thinking: a Western value**

Logic has a Western origin and dates back to Socrates, Plato and Aristotle. Hall (1976) mentions

"... the concept of logic, which is an invention of Western culture dating back to Socrates, Plato, Aristotle. 'Logic' enables men to examine ideas, concepts, and mental processes ..." (Hall, 1976:187).

Its utilisation in examining ideas and mental processes comes from the fact that logic is everywhere in everyday life.

Logical thinking is expressed through the use of logical relationships in everyday language. Logical relationships in the language are required to be simple for better understanding in everyday life. Expressing rules has been given as an example of the significance of simple logical relationships. Wason and Johnson-Laird (1972:218) argue that the understanding of rules and regulations has become a problem that affects our everyday life. They refer this to the complicated form of logical relationships, giving as example the official rules and regulations, concerned with social security, pension schemes, etc., which are issued by government departments and are not easy to understand. They state that

"The main source of trouble in such documents, however, is due to the concatenation of qualifying clauses, linked by words such as 'but', 'unless',

'except', etc., which probably seem completely arbitrary to most people" (Wason & Johnson-Laird, 1972:219-220).

Criticising the long continuous prose with complex logical relationships, Wason and Johnson-Laird's (1972) assumption is that

"the logical relationships are just too complex to be adequately reflected by the syntax of continuous prose" (p. 220).

But they suggest using a 'logical tree' that would reflect all the logical relationships clearly. Wason and Johnson-Laird (1972:220) call for simple expressions of logical relationships in the rules. The logical structure of rules should be simple enough to be reflected by eliminating the complex connections between clauses, that block comprehension of the rules.

Now that we have seen that the origin of logical thinking is Western, in the following part we shall see the types of logical thinking and relationships that are encouraged and their significance in the individual's work and normal life.

### **5.4.2.3. Logical thinking**

#### **5.4.2.3.1. Reasoning**

Reasoning is one of the higher-level concepts of learning which are usually more difficult to attain (Haygood & Bourne, 1968:240). Reasoning is a rational process through which one can reach a correct conclusion. It has to be through thinking and considering different factors in a situation. Reasoning essentially depends on the ability to formulate steps in using inferential processes with accurate language (Carrol, 1964:93).

The relation of reasoning to the concept of thinking is emphasised and made clear by Smith (1992:19). He considers reasoning as a common definition of thinking as it is sometimes used synonymously with the general meaning of the word

'thinking'. He explains that reasoning is sometimes used to justify a conclusion that is already made, and sometimes to convince somebody to accept a conclusion, which implies that it could be used to talk about the past, as in the first category, or about the future, as in the second category. Smith emphasises that thoughts or actions can be tied strongly together by using 'chains of reasoning' that make the links. However, the "ability to reason comes with understanding what you are endeavouring to reason about" (Smith, 1992:19-20).

People may reach different conclusions because people from different cultures reason differently (Gellatly, 1986:167; Smith, 1992:21), based on the fact that cultures are different, as argued in Chapter Two. Smith (1992:21) says:

"The way we reason is not the way people in other cultures reason - not because we have different levels of skill, but because we have different worldviews. Culture is the way we rationalise the world".

Smith develops his argument showing the difference in different peoples' reasoning as a cultural characteristic:

"... it is usually not difficult to find a convenient rationale for our reasoning about why we did what we did. If we wanted to - and could see things from the other person's point of view - we could find other people's rationale for thinking the way they do" (Smith, 1992:21).

Sometimes occupations can cause this difference in reasoning between people (Smith, 1992:20); therefore, teachers might reason differently from doctors and politicians, and so on. Even within the same occupation people might reason differently due to the position they reason from. This is emphasised by Smith (1992) who explains differences in reasoning based on many factors including cultures, values, occupations, different personalities, and understanding the reasoning topic and why one needs to reason.

However, when logic conflicts with the values of the individual, values usually win because they are stronger than logic, although these should not often

conflict since, as mentioned earlier, people from different cultures reason differently.

Smith states that

"values and common sense are what humans have that is better than logic, and humans use their values and commonsense to override logic." (Smith, 1992:22).

Cultural values and common sense are consequences of our experience, and therefore, they create differences in reasoning and cause disagreements because of the different points of view different individuals have; decisions and conclusions we formulate about the world cannot be all governed by the rules of logic (Smith, 1992:23). However, the acceptability of a conclusion is the focus of reasoning. Although Smith emphasises that logic cannot be a ruling principle behind our decisions and conclusions about the world, Baron (1994:168) suggests that logic would be more useful if we could make it more relevant to everyday reasoning.

Time is a cultural issue which might influence logical thinking. The logic of time is included in the concept of time as seen by the Americans. Hall (1976) argues that

"Monochronic time is arbitrary and imposed; that is, learned. Because it is so thoroughly learned and so thoroughly integrated into our culture, it is treated as though it were the only natural and 'logical' way of organising life" (Hall, 1976:17).

However, there is another side of the logic of time behind which the company's purposes of subordinating the worker resides, as was emphasised by Hall (1976:17) and explained in the section about the concept of time earlier in this chapter. Workers' logical way of thinking is the company's logical way of thinking in terms of handling time. This view of time becomes as narrow as the company can allow, as it is assumed that the workers' time is the company's time.

Simple logical relationships can be expressed by the use of some simple expressions that enable the learners to relate the logic they learn to everyday activities and dialogues, as Wason and Johnson-Laird says:

"a fairly elementary logical system which, together with negation, involves the combination of the clauses expressing propositions by such connectives as 'and', 'or', and 'if ... then'" (Wason & Johnson-Laird, 1972:40):.

However, teaching logical thinking is an objective that needs planning. Four logical descriptions are mentioned by Wason & Johnson-Laird (1972:79) and used for teaching logical thinking. They give examples which show that some are fairly sophisticated and not relevant to simple logical relationships in everyday dialogues or activities:

- Making logical statements based on 'logically pure' descriptions, is a sophisticated logical procedure. e.g.

"Either the engine requires oil or the pump is faulty, but not both".

- Another simple logical relationship is 'temporal' when descriptions establish a temporal relation between the two events. e.g.

"The liquid freezes when the temperature is not zero".

- 'Causal' description is also a simple logical relation that is available in VELT. e.g.

"If the liquid freezes at all the temperature must be zero".

- A fourth logical description is 'frequential' that explicitly introduces the notion of the frequency of events. e.g.

"The engine always requires oil, and the pump is usually faulty" (p. 79).

Communication is the implementation of the functions of the language and its use. An individual can become a successful communicator only when he knows what he is communicating, why he is communicating it, and the language forms that can be most effective to give the communicative message. Kline and Delia



(1990:178) stress these components of communication on the basis that they contribute to the the development of the individual's logical thinking. Then Kline and Delia (1990) conclude that there is a need for research in the field of communication which should aim at providing easy communicative tasks to develop the individual's system of reasoning.

Inference is a way of logical thinking that takes place under the umbrella of reasoning. People usually tend to draw inferences when reasoning about everyday matters or about logical problems, and

"An inference is said to be made, or drawn, when on the basis of particular assertions (the premises) we move to a conclusion not explicitly contained within the original assertions" (Gellatly, 1986:159).

It mainly involves deduction and induction processes. Deduction is inference in which the conclusion is guaranteed by the premises.

"e.g. All men are mortal. Socrates is a man. Therefore Socrates is mortal" (Gellatly, 1986:160). The third sentence is the conclusion, which can be deduced from the first two. In inductive inference, which is a complex kind of inference, the premises cannot guarantee the conclusion which is kept as probable only. Everyday situations are used for teaching logical relationships of deduction. Therefore, the meaning of the statement is taken to be fundamental rather than depending on the superficiality of the premises, as Wason and Johnson-Laird argue:.

"The only viable notion of logical form for the analysis of everyday inference, is one which takes the 'meaning' of statements as fundamental rather than the purely superficial disposition of the words within the premises" (Wason & Johnson-Laird, 1972:94).

This encourages simplicity and relevance to everyday contexts in teaching logical thinking, which could be of more interest to the learners.

We have explained the logical relationships of reasoning and justifying and inference, and in the following part, we shall move to explaining the essential logical relationship of cause and effect.

#### 5.4.2.3.2. Problem solving

Baron (1994) views problem solving as "any thinking task" (p. 49) in which

"only one possibility is counted as achieving the goal, and the main difficulty is in finding that possibility" (p. 49).

Therefore, we can say that problem solving is looking for possibilities and a quest for answers and ways to achieve a target. This concept is reflected in Baron (1994:49):

"A problem (in the sense of a thinking task) arises when a person has a goal to achieve and does not know how to achieve it".

Chi and Glaser (1985:229) explain that one must perform some operations to achieve the goal. However, often there are rules that govern the operations and present what can be called constraints or obstacles. Therefore, problem solving is closely related to the concept of challenge and achievement, as it helps, as a thinking process, to work for achievement.

Chi and Glaser (1985:229) define a problem as a situation in which one is trying to reach a goal, and must find a means for reaching it, and give examples of problems figuring out puzzles, solving algebra problems, deciding how to budget a limited amount of money, etc.. However, they stress that

"Often the most important and difficult problems we have to solve are those that we encounter in everyday life outside the classroom" (Chi & Glaser, 1985:229).

One of the primary aims and activities of the American elementary school, as described by Clausen (1968:156), quoted by Kerckhoff (1972:65) is "providing guidance and models for problem solving; maintaining their meaning and relevance", which implies the interest in developing this ability at school for its importance.

Problem solving has four steps (Gagne', 1966:138; Johnson-Laird, 1985:177; Baron, 1994:70-71):

- Understanding the problem.
- Devising a plan.
- Carrying out the plan.
- Looking back (Checking).

In his conclusion, Baron explains that in looking for possibilities, problem solving requires the use of already-acquired knowledge, and that individuals learn from problem solving which is a different study from the study of learning which is concerned with the acquisition of knowledge (Baron 1994). Chi and Glaser (1985:27) also emphasise that problem solving represents the most intelligent human activities, and that the knowledge about objects, events, and even ourselves is stored in the memory and later influences our worldview and how we relate our experiences to each other and how we solve everyday problems. However, Gagne' (1966:131) explains that problem solving involves the capability of applying a rule:

"The kind of human capability that is acquired in problem solving seems to be a capability of applying a rule to any number of specific instances".

Problem solving is closely connected to education (Baron, 1994:49) where it is used in placement and intelligence tests. Education made it very popular and desired in that field. At the same time it is used for developing children's abilities to solve problems and arrive at the only possible correct solution to a problem. Individuals' deductive reasoning abilities can be tested through the problem solving approach (Johnson-laird, 1985:176).

Cowan (1984:29) encourages teaching higher intellectual skills, especially problem solving through communicative activities. Markee (1988:13) says that ESP characteristically utilises problem solving techniques for promoting appropriate communicative development of individuals. Dorrity (1983:145) suggests using

logical problem solving exercises for developing the logical thinking of civil engineering ESP students. He argues that problem solving presents a challenge to them. Therefore, he presents a problem in a story form, and another mathematical problem (p.147). Both problems were challenging and up to their higher level of education. This indicates that problem solving should suit the learners' education level and give them appropriate tasks. Huckin (1988:64) suggests a problem solving activity that may take many class periods for Engineering students studying ESP. This is not practical for VELT learners who have low level education. Moreover, Wallerstein (1983:3) argues that problem solving in the classroom can be utilised to discuss problems which students meet or may meet in their daily life and that

"encourages students to develop a critical view of their lives and the ways to act to enhance their self-esteem, and improve their lives".

Damen (1987:195) attributes 'cause and effect logic' to Americans in a table showing 'some implicit cultural assumptions' in North American culture with a contrast of other no-specific cultures' approach of 'knowing' in contrast to American 'logic'. She argues that teaching cause-and-effect is useful as a process that teaches logic.

Cause and effect is a scientific process that is focused in English language programs for science and technology more than English for other purposes because of the nature of study, for example, in the Nucleus common core program (Bates, 1978). However, it is a thinking process that is encouraged in every area or field of work and study because it supports the logical way of thinking to reach knowledge.

Decisions are mostly built on the basis of the way people think. Workers in the industrial environment, as well as scientific environment, often need to make important decisions related to the operation. Therefore, by developing their cause and effect logical thinking in them, they can clearly understand logical relations

between issues on the job site and what happens, or may happen, and the result, whether it is good or bad. This relationship of cause and effect can be very distinctive in occupational ESP programs because of its real significance in occupational fields.

#### **5.4.2.3.3. Analysing and synthesising**

Smith (1992:25) defines analysing and synthesising as "particular characteristics of reasoning that are commonplace and inseparable". Analysing and synthesising are higher-order logical thinking processes that Smith (1992:24) considers characteristics of persons who are fit to become leaders.

"It implies that some kinds of thinking are low-grade, low-quality, inferior imitations or substitutes for the 'real thing'" (Smith, 1992:23).

Low-grade thinking is known for the natural and the habitual, careless, untutored state of the brain, and by contrast, higher-order thinking involves many higher-value abilities and attributes such as planning, predicting, evaluating, questioning, analysis and synthesis, induction and deduction (Smith, 1992:24). Stewart (1972:22) argues that many foreign students studying in the United States do not have analytical minds compared to American students .

Not everybody is able to exercise higher-order thinking, which discriminates between people who can handle and people who cannot handle this quality of thinking for a more serious and elevated level of thinking. People who can exercise higher-order thinking are those who are the best academic achievers, such as professors, doctors, engineers, philosophers and scientists. The subjects of higher-order thinking are everyday elements and commonplace; they are not unusual. Therefore, we plan, predict, evaluate, question, analyse and synthesise every day.

Analysing and synthesising are two related processes of thinking that cannot be separated from each other; they share the notions of 'parts' and 'whole', even though from different angles, as explained in Smith (1992):

"What is called 'analytic thought' is thought that focuses on detail, on parts rather than the whole, that is perhaps particularly persistent and critical. ... What is called 'synthetic thinking' is supposed to bring elements together. But the details we perceive are always related to a larger picture, parts to a whole. The world cannot be perceived in fragments; every figure needs a ground in order to be distinguished" (Smith, 1992:25).

With the Western origin of industry and technology, analysing and synthesising are two important Western educational skills that workers working in technological plants have to have and be able to do.

#### **5.4.2.4. The importance of logical thinking in Aramco**

Thinking is an important process for Aramco workers. It is essential in processing information, or what is learned. When Aramco wants the workers to think logically and systematically, it wants them to have analytical minds that can find relationships between actions, practices, or concepts that will enable them to fit into their job more efficiently.

However, teaching the workers logical and systematic thinking should not imply that they will have to learn the logic of Socrates and Plato, although the major focus is training them to see the logical relationships between things, actions, operations, and causes and results. This is mainly in the framework of the company, but not ignoring their personal lives for present and future development of their personality and maintaining satisfactory living conditions, bearing in mind their poor education that was described in Chapter Three. This is seen in lessons C221 and C222 about the logical relationship of cause and result which involves many other logical relationships. This will be discussed later on the following pages.

Bearing in mind the call to simplify logical relationships in the expression of rules by Wason and Johnson-Laird (1972:220), as mentioned earlier in this section, and because VELT introduces a large number of rules of work as a major concept of the Western culture, and the company culture, in the oil industry environment, these rules have to be of simple logical relationships. This implies that VELT trainees could be at a great disadvantage if the rules included in VELT were complex and the understanding of these rules was difficult. They might not understand them although they are a major focus in the material, including the rules of safety, health care, travel, house loan, and so on.

Since the workers are wanted to function well on the job, they have to understand the logic of the industrial company system. This logic cannot be understood without thinking that can find relationships between cause and result, values and reflected practices, action and response, time pressure and scheduling, work rules and punctuality, and so on.

As we saw earlier, this logic of time is shown in work schedules where the workers' relationship with the company is rationalised through their work time. They have a specific amount of time (eight hours) to spend productively according to their contract with the company, and this is another logical reason behind the scheduled work time. This logic of schedules is also intended for the company to subordinate the workers through them, as Hall (1976:17) says.

VELT uses simple logical relationships and sometimes simple logical trees (e.g. being very sick, not very sick, in lesson B229). talking about Aramco services and procedures in the area of health care and going to clinic. If an employee is sick he goes to clinic;

"If the employee is very sick, he stays in the clinic or goes home. If the employee is not very sick, the doctor fills out Form 155 and gives it to the employee" (B229-1, SB).

Then the two alternatives are drawn in a tree diagram which has more steps, as encouraged by Wason & Johnson-Laird (1972:220) as explained earlier in this section. It is developed more in lesson B230 (See Appendix), showing the simple procedural logical relationships between one condition and the steps to be taken.

#### **5.4.2.5. Logical thinking in VELT**

##### **5.4.2.5.1. Reasoning in VELT**

As argued earlier in this section, reasoning and justifying is a logical way of thinking that leads to making correct decisions. Aramco workers need to learn the Western way of reasoning in their work, and since the structure of different cultures varies, people from different cultures, and even of different occupations and positions, reason differently, as argued earlier in this section. Aramco workers need reasoning to come to conclusions that relate to their job-life and their social life. This will be in the context of their being educated by developing their thinking process satisfactorily when coming to decision-making on the job and justifying procedural jobs or actions.

In accordance with Barons' (1994) suggestion that logic would be more useful if it was more relevant to everyday reasoning, as explained in this section, the logic of the company, its rules, and all its concepts and values require the workers to adopt a new Western worldview to be able to understand and adapt to all the organisational and Western culture they are exposed to and fit in their job.

The logical way of thinking that VELT tries to teach the Aramco workers is not a sophisticated system. It does not use sophisticated forms of logical inference, for example. At the linguistic level, VELT focuses on the basic forms of inference



of their daily life at work and out of work. This is taught through utilising a fairly simple logical system which uses expressions such as 'and', 'or', 'if', 'because', etc.

Explaining the water cycle, VELT shows the logical scientific relationship between the degrees of temperature and evaporation and condensation in the form of rising water vapour and falling rain (B95 & B96). This is a step towards a logical scientific explanation of natural features of the world. This is an educational part of the process of socialising the trainees into the world of general knowledge.

Here, there are logical relationships that agree with the categorisation of the four logical relationships that Wason and Johnson-Laird (1972) made, as described earlier in this section. For example, a causal and temporal relationship is expressed logically by using 'as':

"Water vapour rises as temperature increases" and  
"Rain falls as temperature decreases" (B95-3, SB).

In lesson B96, the trainees are given sentences in two columns where they have to complete sentences with temporal and causal logical relationships, so they can form sentences like:

"As the sun heats the sea, some seawater changes to water vapour.  
As the water vapour cools, it changes to clouds" (B96-1, SB).

However, VELT tries to socialise the trainees into a more comprehensive view of a process like 'the water cycle'. Therefore, it introduces a flow diagram that shows the development of causal, temporal logical relationships between every step and the other within the framework of the whole process, but this time using different connectives such as 'when', 'then', and 'finally'(B97).

In lesson B106 Exercise 1, the trainees are given pictures that show tools in bad conditions and they are asked to discuss their condition in pairs. Exercise 2, True and False statements present the reasoning part of the topic.

- "1. Jasim's saw doesn't work well because it's rusty.
2. Jasim's tools are not in good condition because he doesn't take care of them.
3. The chisel isn't sharp because it needs oiling"

(B106-3, SB).

Understanding the relationship between the bad condition of tools and their bad performance is part of the thinking and reasoning skills that lead to the conclusion that the workers have to maintain tools by oiling, cleaning, and repairing them. The trainees have to come to that conclusion or inference gap, probably in discussion in class.

Workers need to be logical when they plan to build a house. They have to consider their need of area, number of rooms and facilities, then they have to consider the cost in terms of money which they will get as a house loan from the company.

"Jamal is going to build a house near Dhahran. He prefers a large house. His house will have eight rooms. It will also have two bathrooms. Jamal is going to use cinder blocks for the walls, because they are less expensive than concrete. They are easier to use, too" (C5-1, SB).

The trainees have to learn that their preferences have to be justified by practical reasons.

The introduction of properties of materials (brittle, strong, elastic, light) (B128) and comparing materials in terms of these properties (stronger, harder, more elastic, more brittle) (B130), then discussing why some material is used for making something (e.g tools) and not another, gives the trainees the opportunity to learn reasoning by seeing the link between a solid and strong material and its use for making a tool that needs to be strong and powerful, or the use of an elastic material to make tires. However, to consider why some material is not used is another way of reasoning and drawing inference:

"Glass isn't used for making tools because it is very brittle" (B128-3, SB).

Classifying materials under labels of the states of matter of 'solid', 'liquid', and 'gas', and 'rough' and 'smooth' helps the trainees understand the world of materials in terms of use, which has a general educational purpose.

Choosing a route for a long distance trip depends on logical reasoning to make a decision with all factors taken into consideration. However, there might be one special reason that determines the choice.

"Emile chose Luigi's route because it is the shortest. If he had taken Hans's route, he would have had to drive across the Rafha Desert. If he had taken Erik's route, he would have had to drive through the high mountains in Turkey" (D87-1, SB).

This is one of the problem solving tasks that the trainees have to discuss according to the development of Emile's trip.

Travelling by air direct to the destination is easier and more convenient. However, it will be more convenient to travel via another airport when the arrival time at the destination is more significant to the passenger (C259-2, SB). Giving the learners the factors related to air travel for them to decide routes by reasoning and arriving at the best time for them develops their justifying skills and reasoning abilities. This is seen in lesson C259 when Mr. Al. Dossary has to choose a flight to London that suits him more because he does not want to arrive in London too early. In Exercise 2, lesson C257, the trainees are trained on using the questions "Have you ever ...?" "Did you like ...?", and "Why?". The last question 'Why?' is an essential technique for training the Aramco workers to think of the reason or rationale for whatever they say or whatever personal view they give. The exercise is on personal liking for air travel. This relates to building the complete personality of the Saudi workers. These skills are advanced ones and relate to the identity of the company

man targeted by VELT. This can also be related to knowing the purpose of every step at work, i.e. logical actions and order of steps of work.

VELT also teaches the trainees how to reason and understand the logical relationships between objects, tools and machines (B171-B180) in terms of similarities and differences in the areas of shape, material and function, for instance; they learn classification systems:

"A knife A pair of scissors A hacksaw A file  
How are all of these similar?  
They are all similar because they are all tools.  
Why is a file different from the others?  
A file is different because it is not used for cutting.  
A file is different because the others are used for cutting" (B178-2, SB).

This awareness of classification can develop their own running of their work, especially when it comes to using objects for specific functions.

VELT does not teach a superficial level of logical relationships of inference. Its inference is more relevant to meanings expressed in real situations; it is used for teaching inference as a basic rule of real life at work and out of work. The meaning of the statements in their real contexts is fundamental to purpose of teaching about inference and other logical thinking relationships.

#### **5.4.2.5.2. Problem solving and cause and effect in VELT**

Problem solving is a technique that is introduced in VELT to develop the trainees' logical thinking abilities in their everyday work and normal life activities and challenges. Problems are presented in the material in various forms, including mathematical word and number problems, and many other situations that they will face on the job and in normal life.

VELT trainees are taught the numbers in English, handling numbers in mathematical problems that can help in developing the thinking skills of problem-solving that need some mathematical calculations as well as calculating steps.

"1. An elevator is at the 17th floor. It goes up 5 floors. Then, it goes down 10 floors. Finally, it goes up two floors. What floor is the elevator on now?  
A. 30th floor      B. 14th floor      C. 2nd floor D. 3rd floor." (C47-1&2, SB).

This is an example of word problems that combine mathematics and real life situations. They are not highly sophisticated but they need concentration and calculation.

In the topic of pollution, VELT discusses the notion through two of the four steps of problem solving which were mentioned by Baron (1994) and discussed earlier in this chapter: understanding the problem and devising a plan in a future-orientation frame. Therefore, the notion of pollution is explained, examples are given, causes and results are described, and then the material encourages the trainees to follow some instructions to reduce the danger of pollution for the future, explaining the possibility of fighting it, securing an enjoyable life for their children and maintaining the environment safe and clean.

Packing things can show logic in handling different kinds of materials. Lesson C231 uses a normal packing of things bought in a supermarket including fragile and liquid materials.

"When you move things it is important to pack them carefully. Some things are fragile, others may spill. Some things can be packed right way up, upside down or on their sides" (C231-1, SB).

This is an example of an activity that the workers may have in their jobs. Arranging things within a specific area can fit into the logic of reasoning and classification as well. Lesson C232 presents an arrangement task as the trainees have to fit a number

of boxes of different dimensions in a van, considering the fact that there is one which has fragile material.

"Do you think everything will fit in the moving van?  
Sure! It will fit if it's loaded correctly" (C232-2, SB).

The picture provided on the same page also suggests that loading correctly needs logical arrangement to avoid the trouble of having different dimensions and fragile material in loading.

Sifting evidence to explain events, and discovering a new concept which extracts order out of apparent disorder aims at developing the thinking ability in the workers. This can be of great advantage to the company as its workers start relating causes with results and seeing the points at which measures can be taken for safety and at what points it can be safe in gas plants, refineries, workshops, etc.. The closer the content of the lessons to the company work, the more explicitly logic is taught in the framework of cause and result, for example. For example, there is a picture of a worker working with an electric saw with oil on the floor while sparks make it possible for fire to start. Another picture shows a worker smoking near a garbage can where there are oily rags, and if he throws the cigarette in the garbage can, fire will start. Both situations are dangerous and the trainees have to learn and practise the following:

"- What might happen?  
- They might cause a fire" (B186-1, SB).

A company man has to have insight into dangerous situations where health can be hurt. Cause and effect is one of the major relationships that a company man should understand in such industrial settings where he should be most of his time in or near areas that can be dangerous to safety and health if they are carelessness. "What

might happen?" is an alarming question that triggers the need to be careful in industrial situations.

"a. Abdulkarim's cigarette caused the fire.

b. Oil on the floor caused the fire" (B187-1, SB).

The clearer the cause-effect relationship is, the more aware and careful workers will be. "If you are not careful, dangerous chemicals can kill you" (B187-1, SB).

Prediction can develop the learners' insight and seeing ahead of time what the result or effect could be, and prediction is a branch of the logical relationship of 'cause and effect'. VELT introduces the trainees to the skills of prediction at a simple level. The topic of the dangers of chemicals is utilised:

"What will happen if you drink a lot of poison?

You will kill yourself" (B189-1, SB)

"If you touch dangerous chemicals, you will burn your hand" (B190-1, SB)

Prediction has a direct relationship with the workers' life in the company; they need to have it on the job because of the significance of learning maintaining personal safety and the safety of the work place.

The questions 'What might happen?' and 'What will happen?' can develop the company man's skill of predicting injuries and emergencies (B189-1, SB). This is also related to the role of health care and first aid. The purpose is to raise awareness of the need to be able to respond and act immediately in such difficult moments in an industrial environment or normal life when logical behaviour is required to save lives. This is also a normal need in the local community. A company man has to represent Aramco as a modern technological body in the local community.

Lesson B24 presents an accident and the trainees have to practise the use of the questions "what happened?" and "why did it happen?" and the answers to them, which show a strong emphasis on the logical relationship of cause and effect.

"A: What happened?  
B: He had an accident. He hit a truck,  
A: Why did it happen?  
B: Because he wasn't paying attention" (B24-1, SB).

Lesson A285 teaches the language required to describe an accident that Omar was involved in. Logic and direct words are used for justifying the accident. The cause of the accident in "... he wasn't careful enough. The box was too heavy" is given first. The effect in "... he injured his back. He was not at work for one week" is expressed in a logical way.

The concept of the states of matter and their changes because of heating or cooling presents some scientific knowledge that illustrates the relationship between cause and effect and contributes to trainees' general education. Lesson B132 teaches the trainees the following information.

|                         |                                      |
|-------------------------|--------------------------------------|
| "At 100°C, water boils. | It changes into vapour.              |
| At 0°C, water freezes.  | It changes into ice.                 |
| Above 0°C, ice melts.   | It changes into water" (B132-2, SB). |

Using the topic 'Friction and Lubrication' (C221 & C222) to teach the logical relationship between various factors that affect each other logically is closely relevant to the different notions of saving time, effort, and money. In lessons C221 and C222 using the notions of 'friction' 'rough surface', 'smooth surface', 'heat', 'damage', 'maintenance', 'expensive', 'and 'lubrication' teaches the workers to be able to express the logical relationship between each pair and among all of them in general to develop the workers' broad understanding of the natural world. They have to know why friction should be reduced, and to realise the bad effect of friction on machines they handle in their jobs, and consequently, the loss of money through the maintenance of changing damaged parts.



In lesson C221, the major aim of the lesson stated at the top of the page is "to express cause and result", referring to 'friction and damage'.using a reading passage that reads:

"Friction is caused when two surfaces move against each other. There is more friction if the surfaces are rough than if they are smooth. Friction causes heat. If you rub your finger against a rough surface, you will find that it becomes warm. Friction also results in wear. Moving parts for example, on a bicycle, are worn down. That means they have to be replaced" (C221-1, SB).

The summary to the lesson presents the notion of cause and result very simply in a short relation-diagram.

"

|                     |                           |
|---------------------|---------------------------|
| Friction ----- heat | Friction causes heat.     |
| Friction ----- wear | Friction results in wear. |

" (C221-1, SB).

Lesson C222 presents the solution to the problems by introducing the process of 'Reduction of Friction'. The example is from the workers' work environment, that is machines, with a specific example of 'electric motors', then using the following diagram:

"

|          |                        |
|----------|------------------------|
| Friction | -----                  |
| -----    | Damaged parts          |
| Friction | -----                  |
| -----    | Electric motor too hot |
| Friction | -----                  |

" (C222-1, SB).

Diagramming is a popular organised form of showing knowledge of relationships by isolating the close relationships between factors as well as showing the systematic thinking of the process.

The lesson moves forward to addressing the solution to the problem: reducing friction. In Exercise 2 (C222-2, SB), there are many strong logical

relationships that the company wants the workers to learn, in order to link the elements of the problem of friction as a cause and damage as a result. These relations are between:

- 'the notion of moving parts' and 'friction',
- 'the notion of moving parts' and 'smooth surface',
- 'friction' and 'the surface area',
- 'wheels' and 'friction reduction',
- 'narrow rails' and 'friction reduction',
- 'narrow rails' and 'wheels' and 'smooth surface'.

If this is put in a diagram, it shows a full view of all these logical relationships and an analysis of identifying a problem and a solution. This analysis, learned by workers, can develop strategies for systematic and critical thinking. Such language tasks can be part of daily activities in which logical deductions are presented and practised. They are expected to identify this relationship in other cases. As a problem solving task, this is called a 'logical task', as Henle (1968) calls problems used to teach logical thinking. The trainees should not fail to accept the logical task, therefore, they have to identify the problem, the logical relationship with the solution and other factors. They have to end up with a logical conclusion. Failure to accept the logical task (Henle, 1968:98) means they have failed to meet the company's expectations for them to have a clear understanding of their role in the company. It will be a real failure if they can't complete the diagram in lesson C221 and answer the questions in lesson C222. If they can do, it means they have learned adequate logical thinking, and their "logical adequacy of deductions" (Henle, 1968:98) is present in the context of the logical and systematic way of thinking in the company and can be used in understanding the relationships connecting their everyday problems reasonably.

#### **5.4.2.5.3. Analysing and synthesising in VELT**

Moving from the general to the particular, or from the particular to the general, is another component of higher-order thinking that VELT teaches the trainees to follow in order to develop their analytical thinking.

VELT socialises the trainees into the logical thinking skills of analysing and synthesising at a simple level that makes up for the missed opportunity of education at school. Checking information, analysing it, and then giving a conclusion, or judgement, are closely related skills that can bring operations to success and save lives, in case of emergency (B191-200), for instance. VELT tries to develop these two skills in many various ways and through other different skills utilising various situations and contexts, and at different levels of VELT training (A,B,C,D).

Lesson B199 has two stated aims:

- To understand descriptions and explanations, and
- To pass on messages and reporting.

The trainees listen to the tape telling about four accidents of 'touching live wire and having an electric shock', 'using chemicals and someone burning himself', 'explosion near GOSP and someone having a shock', and 'smoking in workshop and someone burned badly'.

The exercise requires listening to the report on the four accidents that are written in the exercise in the Student Book, and the trainees have to understand the cause of each accident and fill in the information in the blank spaces. Not mentioning all the skills, the trainees have to associate cause with result starting with the result. They have to see the relationship between cause and result, that is synthesising pieces of information that make a unity in terms of what can create one situation. Synthesising the lines of accidents and being able to recognise the real relationships between cause and result.

VELT utilises the topic of water to teach the trainees to analyse the water cycle process in stages of heating water, evaporation, condensation, and water falling as rain (B95-B96). The same thinking ability is focused in B99 about 'Transporting Water', where diagrams are used to show an overall picture of the use of wells and springs providing water to farms, refineries, and cities. The trainees are asked in Exercise 2 to analyse these diagrams and use information to complete the sentences in the exercise.

In lesson A165, the trainees are asked to categorise a number of nationalities into two categories, 'from Asia' and 'from Africa', which is an analysis task.

Utilising the topic of rainfall in Saudi Arabia and the Middle East in lesson B97, the trainees are asked to complete sentences in using the information from the map of Saudi Arabia provided in the same lesson, by analysing the details about rainfall in word form and in symbols analysing the key on the map.

Lesson B92 provides the trainees with a chart and asks them to complete it with words connected to the uses of water, and which shows the logical relationships among water, fresh water, salt water, underground water, rivers, and water from lakes, rivers, oceans, seas, and springs. Ultimately, the chart, as a whole, will synthesise the uses of water.

A company man has to be able to synthesise pieces of information and give judgements and decisions. Out of his responsibility, the worker is a complete representative of the company wherever he is. Therefore, he has to do what is good for the company and what may save its body and employees' lives.

Procedural thinking is part of the analysis and synthesis operations, because it depends on separating steps within the context of a larger unity, that is the whole procedure. Velt teaches the trainees to follow procedures in different areas of their training. In lesson C18, they have to learn how to change a hacksaw blade using a

procedure. Successful operations may be based on procedural systematic thinking which is a requirement for solving problems for life as well.

Procedural thinking is taught often in the material because of its importance not only in the field of oil and gas operations, but also in the field of industrial work and craft skill. Changing the air filter (C25), and Changing a tire (C26-30) are other examples. VELT tries to instil procedural thinking in the trainees' minds even in building a fire, which is considered an easy task, but has to be successful. In lesson B42, the trainees are asked to number the sentences in the procedure:

"Light the paper with a match.  
Put the paper into the hole.  
Put the lighting fluid on the charcoal.  
....." (B42-1, SB).

Fire fighting needs a procedure and systematic operation of the fire-extinguisher (B48) to ensure the success of the fighting.

Procedural systematic thinking has a special emphasis in VELT. When there is a car accident with any company man, he has to fill out a Report Form. Procedural steps have to be followed. Details on the Report Form are many (D94-3, SB). The story of the car accident with a bicycle and the injury of the rider in Exercise 2 on the previous page (D94-2. SB) tries to familiarise the trainees with the procedures in such a case. A prominent aspect of the story is what one should do in case of someone's injury because of the accident.

#### **5.4.2.6. Summary**

In this section we have argued that the logical thinking processes of reasoning, problem solving and analysis and synthesis are Western in origin, and their importance lies in their use in everyday activities and their expression in

everyday language. It has also been demonstrated that VELT socialises Aramco workers into these logical thinking processes, by teaching the logical relationships and expressing the logical thinking in the topics and procedures used in the material, aiming at developing their thinking abilities which could be used fruitfully in their jobs. We have also argued that this is particularly significant in a context where trainees have a low level of education. Their secondary socialisation is therefore mentioned in the VELT program.

## **CHAPTER SIX**

### **CONCLUSIONS and RECOMMENDATIONS**

## **6. CONCLUSIONS AND RECOMMENDATIONS**

### **6.1. CONCLUSIONS**

#### **6.1.1. Introduction**

The main hypothesis of this study is that although ESP appears to be culture-free, it can have a cultural dimension that aims to socialise workers into Western cultural values and thinking abilities. The other side of the proposal is that ESP can carry out the responsibility of providing general / basic education to workers with low level education. In this chapter, the summary of the study will be presented after which the conclusions will be formulated and then the recommendations will present the most significant implications of the study in the field of ESP and socialisation in occupational settings in organisations.

#### **6.1.2. Summary of the study**

The study has been conducted over five chapters in addition to the Introduction.

The **Introduction** introduces the issue of the relationship between culture and language, and then the major interest of the study as organisational culture in occupational ESP due to the spread of large companies in the world and the significance of English as a main universal language of communication.

The introduction sums up the thesis hypotheses as follows:

1. ESP must have culture content as it cannot be culture-free.
2. An ESP program written by Western writers for 'Eastern' learners introduces Western values in the form of cultural concepts.
3. VELT, an example ESP program, introduces American values to Saudi learners, a target population who are originally with little education.



4. VELT introduces American 'business' (Aramco) values to Saudi learners/employees so that they will adapt to its organisational culture.
5. ESP, and VELT as an example, can carry the responsibility of providing general education to poorly educated ESP learners.

The introduction explains that vocational ESP programs appear to be culture-free because they refer only to the workplace, and not to the original country of the language. However, considering the fact that language is the carrier of cultural values that influence the individual's values and way of thinking, the research investigates the content and implications of ESP material in an industrial environment that can be the first stage of socialisation into an industrial company. It tries to see how far an ESP program written for a non-native environment, specifically Arabic / Islamic Saudi inevitably has a Western cultural dimension. It also discusses the capability of an ESP program to provide a general education element for the workers who come into the program with low level education.

The main hypothesis of the study is formulated in terms of socialisation theory: ESP in an industrial environment can be the first stage of socialisation into an industrial company which provides a Western cultural dimension.

It is argued that the study is significant in three ways. The research results will clarify the relationship between ESP and culture and show if ESP can hold a cultural educational dimension or not. The second significant dimension lies in the relevance of the research to the world of industry where organisations can start planning more explicitly including cultural content in their ESP programs with the aim of creating a new image of a 'company man' who can adapt to work and way of thinking in the company. The third point concerns the capability of ESP to hold an educational purpose of providing general education to workers of poor education.

**Chapter One** presents the literature review in the field of ESP. This chapter is devoted to three main issues: the definition of ESP as a developing and much demanded approach to English Language Teaching (ELT). The definition of ESP necessitates looking at various variables of purpose, learners' age, time constraint, ESP categories, content of the course and the influence of register analysis and discourse analysis.

The most important ESP syllabus design approaches are discussed to place VELT in context. The discussion of the needs analysis issue in ESP shows that cultural needs have been neglected and that it is necessary to consider them in this stage and in the syllabus design. The same point is noted in the discussion of the syllabus design where the absence of the consideration of the cultural dimension is evident. The discussion of implementation of ESP courses tackles the ecological argument which indicates that exported ESP programs may not succeed in Third World countries, for instance.

Problem areas in ESP are discussed and the seriousness of insufficient research in the field of ESP is highlighted as it leaves the cultural issue untackled, and the use of the common core in ESP unclear. The concept of common core is considered as an ambiguous concept without much literature on it because of the little research in the field. This makes us ask: which part of ESP can/should have a cultural dimension, common core or specialist material, or both? The conclusion in this chapter is that the cultural dimension of ESP has not been adequately identified.

**Chapter Two** presents the literature review of the relationship between culture and language which sets the grounds for the analysis of the VELT program in Chapters Four and Five. The nature of the relationship between culture and language is explained with the definition of the concept of culture as a set of values and practices that are embodied in the language and transmitted across generations, and

that can be learned / taught. Culture is defined as a system of communication, shared knowledge and meanings, that can be transmitted across generations through language, and that is the content of a socialisation process with language as the major instrument of that process. To have a better understanding of the relationship between culture and ESP occupational purposes, we discuss the notion of 'organisational culture' which Hofstede (1991) calls 'the software of the mind'.

This chapter then presents an investigation of learning / teaching culture in foreign language education. The discussion shows that as culture is the context of communication, it can be taught in the classroom. Therefore, the teaching of culture as an educational goal of FLE, where the ways of thinking and values can be taught indirectly and unconsciously, is an important and feasible process. This section ultimately stresses the need to integrate culture and language in foreign language programs. Although there are some opposing views described in this chapter, their points are refuted on the argument that communication is the ultimate purpose of learning the language, and culture is the context of language communication among people. Moreover, the analysis of VELT in Chapters Four and Five proves that culture is an integrated part of language and can be taught / learned.

To set the grounds for the appropriate cultural content in ESP, a section about the psychological dimension of cultural learning is presented with focus on the learners' fear that new culture values may threaten their cultural identity, and that the Western cultural values may contrast sharply with certain other cultures' values, creating a negative attitude towards the culture and the language. Here it is stressed that the cultural content included in FLT should be appropriate enough to create a positive attitude in the learners and that cultural learning should aim at presenting cultures as points of view and not as right and wrong.

A section in this chapter is devoted to the concept of socialisation. Socialisation has been defined as the process through which an individual is

provided with the attributes of a human being, including the acquisition of attitudes, values, and behaviours of a specific culture. This is the basis of the thesis which claims that foreign language learning can provide socialisation into a new culture whose attitudes, values, and behaviours are learned with the language, and that organisational culture, as presented in VELT, is learned as a third-level stage of socialisation into work through which workers learn the values and behaviours of the company. It stresses that language is the medium of socialisation as it embodies the cultural knowledge in terms of values and behaviours.

The relationship between culture and ESP is investigated first by placing ESP in the context of being an approach to ELT and its strong association with the communicative and notional-functional approaches which would indicate the importance of including cross-cultural content as part of ESP syllabus. It explains the close relationship of ESP to culture through the notions in ESP which relate to values that go beyond the topics that relate to work, such as 'achievement', 'time', 'rules', and 'planning' and 'logical thinking' which are discussed in Chapter Five.

Finally, in this chapter it is suggested that common core can be the place that can develop the cultural content as it can express communication far from the specialist material. It can provide role-playing exercises that embody the cultural load of the company and its value system.

**Chapter Three** describes VELT learners' local cultural environment in Saudi Arabia. The sociocultural background is explained in terms of the cultural values related to the family and tribe combined with Islamic religion; there are the grounds of the sharp contrast with Western cultural values. This leads to the discussion of the Western influence in the change of values through the new Western environment of Aramco whose existence brought change to Saudi Arabia through modernisation. The education system in Saudi Arabia is described and the educational goals are

related to the aims of fostering Arabic Islamic values with some opening to the Western culture without sacrificing their own. Moreover, a section on the English language teaching (ELT) in Saudi Arabia is introduced to see the great demand for English in the country and the great interest in introducing the Saudis to a foreign cultural dimension that widens their horizons and provides them with scientific knowledge of the world. However, the poor ELT background is described to show their poor introduction to the Western culture through language in the school system. The cultural content of Aramco training schemes is explained within the framework of discussing the attitudes towards teaching Western culture in Saudi Arabia. There are opposing views, arguing that cultural colonisation may take place through ELT and ideas might be introduced in conflict with Islamic cultural values.

The second part of Chapter Three introduces and explains the role of Aramco as the Western environment in Saudi Arabia that brought the winds of change. It established communal links in the areas of building schools, hospitals, giving loans for building homes and establishing a mobile library that moves to different towns in the Eastern Province. The major focus is on the Aramco training background that presents unmatched training operations in the field of English training and handicraft training. These started in 1941, focusing on company education and culture with respect to safety education and fire prevention. It is also described that the company recruited two American universities to qualify teachers in the field of language and culture education, probably for the aim of maintaining American cultural education through the teachers.

The chapter also introduces VELT as one of the Aramco Training Schemes that was needed as a result of the rapid expansion of Aramco operations and the need for a job-related program. To describe the original cultural background of the program, a section explains the process of producing it by the American International team who came to Saudi Arabia and wrote the program after a three-month needs

analysis stage. To account for the inclusion of the common core component which holds the cultural content, a description of the tracks is given and detailed as seven operator and maintenance job categories. A description of the target population characteristics is provided, showing the low level of education the workers enter the program. Description of the program also shows the basic approach followed as a communicative, notional-functional course. From the analysis of the objectives, it is concluded that cultural objectives are unstated, but they can be inferred from the analysis of the learning material in Chapters Four and Five.

**Chapter Four** explains the research methodology of content analysis. Another section presents the behavioural training in VELT that represents the explicit cultural level in the organisational culture. To show how the desired behaviour in VELT training can influence the workers' practices, a three-dimensional framework is presented, namely with respect to workers being prepared for the world of industrial work, being prepared to work for an oil company, and being prepared for an international company.

**Chapter Five** is a more abstract three-dimensional analysis taking the levels of general education, Western cultural values, and thinking abilities in which VELT socialises Aramco workers. The general education content is presented in the handling of topics such as history, geography, maths, and some general science. The Western values identified in VELT are 'achievement', 'time', and 'rules'; the thinking abilities identified are 'planning' and 'logical thinking'. The analysis of these three dimensions demonstrates that there is a Western cultural dimension in ESP, which can socialise company workers into Western values that are essential to the occupational situation. This provides evidence that should encourage researchers to conduct further research in order to establish a generalisation about the issue of the

relationship between culture and ESP. The analysis in Chapter Five is also to demonstrate that ESP can take the responsibility to socialise workers with a low level of education into general education.

In this chapter, it is also demonstrated that each of the three dimensions can involve the workers' personality in two ways. The first relates to the company where they need special characteristics to behave appropriately within the company environment, whereas the second is the development of the general overall personality since many of these characteristics are relevant to normal life in their own community. These two aspects of personal development form the image of a 'company man' who lives for the company and makes a good representative of the company outside in the community.

### **6.1.3. Findings of the study**

The findings of the study can be divided as follows: the general relationship between culture and ESP, the structure of ESP, socialisation and education in ESP, the issue of general education in an occupational environment, organisational culture in ESP, English training in Aramco (or VELT), and finally findings related to language teachers.

#### **6.1.3.1. Findings related to the general relationship between Culture and ESP**

##### **a. Western culture values as universal values**

It has been argued that VELT as an ESP program socialises the new workers of Aramco into the Western values of 'achievement', 'time', and 'rules', and the

higher-order thinking abilities of 'planning' and 'logical thinking'. If we agree that this Western cultural dimension included in VELT is an original component of Western culture, and the concepts are valuable in the field of work and in normal life, it will then be valid to state that ESP is not culture-free. It will also be acceptable to include these values in ESP programs designed for similar learning situations in any part of the world. We can generalise that they are all required for work life and personal life. Developing them is necessary for developing the way of thinking of the worker and the human individual as long as individuals have aims to plan for, a need to know and abide by the rules to follow, and think logically to achieve them. However, the question is: can we say that these values, and other similar values, can be considered universal? If yes, then, can their universality be identified by being only Western, or will they be labelled as universal values? If they are universal, they need not be seen as contrasting with Islamic values. They may be new, as a consequence of modernisation of a traditional society, but they do not represent a challenge / threat to Islamic culture. At the personal and organisational level, they are motivating and beneficial values. Therefore, they are expected to be desired in all situations.

#### **b. Cultural contradiction between Western culture in ESP syllabus and the local culture**

It has been argued in Chapter One that the cultural dimension of ESP has not been considered because of insufficient acceptable and high-standard research in the field. It has not been identified that ESP cultural dimension is available. Holliday and Cooke (1983) suggest that ESP courses should be modified for situations in Third World countries because of their unsuitability to the social situation, therefore, ESP smells and is shunned and, like a plant is difficult to grow overseas. This could be an indication of the cultural aspect of ESP which makes it sound strange in other



environments, and which should make course designers think much before designing a course for a certain environment.

Although it is generally agreed that culture is implicit in the language, it can be checked and investigated and that makes it possible for designers to check the aspects of Western culture that suit or do not suit the target environment, as explained earlier about Saudi Arabia. Culture in the Arab Islamic counties is so sensitive that it can lead to the success or failure of a program, and that was emphasised by Heiman (1994) who confirms that the imported Western progress in the field of science and technology contrasts sharply with the spiritual side of the Islamic culture values, as discussed in Chapter Two.

Therefore, we can reconfirm our argument in Chapter Two that when occupational socialisation takes place in a foreign language, with its implicit cultural values and meanings, the process can involve sharp contradiction of learners' native cultural values. This is like any other cultural situation when cultural values contradict. Then, the danger here is that socialisation may not be achieved because of this contradiction. Moreover, the learners' attitude will be negative towards the language as well as the occupational culture in focus.

To avoid this contradiction and unwanted response from the learners, course designers have to check that the program does not have contradictory values or ideas in the offered program. This implies that they need to be familiar with the learners' local culture and its major values. They need to get consultation perhaps from people of the native culture.

### **c. The use of local and target language culture**

Teaching the language, using local culture contexts will be successful, especially if there are many elements in the target language culture that are refused for religious factors or even socio-cultural factors as it is the case in Saudi Arabia

and other Islamic and Arab countries, as explained in Chapter Two. It will not be liked, it will even be refused to use 'pub', 'love', 'drinking wine' or 'taking drugs' as a context for teaching the language. The contexts have to be chosen carefully so that they agree with Islam and the Arab traditions and moral values. And here, as it is in VELT, using some nice and encouraging contexts from Saudi Arabia or Islamic traditions will be of great help for giving self- confidence to the learners in addition to supporting the program. Additionally, is it not an experience that can be lived in a different way to learn a foreign language through one's traditions and values? Is it not a new combination for the learners that adds to the flavour of learning a foreign language where they can see themselves in a different mirror? I guess this is another different experience that, as mentioned earlier, Byram (1989) calls for, and it is worth experiencing by those who are willing to learn a new language and for those who are trying to spread their language. Investigating case studies will be able to shed light on this issue. Results can be taken from teachers of the programs.

#### **e. Cultural studies & social and political change**

Based on the assumption that a language program can socialise learners into a new cultural dimension, which may carry a new ideology of thinking, as noted in Chapter Five, it is possible that language programs may be used for creating an ideological influence on the learners. Therefore, cultural studies may aim to influence the social as well as political attitudes in the language learners. By exposing them to Western culture in English, it is possible that some change in the social and political attitude may occur towards Americans in particular and Westerners in general. The change in the political attitude means more power to the Western world when English learners in Third World countries start to look with respect to the Western social and political system and thought. The association with the Western social system is a spread of the representation of the Western social

ideas, and this change can lead to the acceptance of the Western existence in the area. This may relate to cultural colonisation that the West runs for and Third World countries fear. However, this is usually an unstated objective in the material, as we saw in quoting Lee (1983), Street (1993) and Heiman (1994), in Chapter Two.

If that is a purpose of spreading the Western culture, it should be noted that the amount and type of cultural content included in the foreign language programs, specifically English, should be carefully considered. It is possible to plan the explicit cultural content in language teaching, especially with the type of topics to be handled to convey the cultural values and concepts, cultural content which is explicitly or implicitly colonising has to be criticised.

Based on the second part of our argument about the inclusion of a cultural dimension in ESP, stated in Chapter Two, although it appears that occupational ESP aims at teaching language only and is culture-free, the analysis of VELT has shown that it can have a second normal secondary socialisation process within the occupational context and with the aim of socialising the workers into the Western cultural values. The major characteristic of this stage of socialisation is the focus on main values and thinking abilities in addition to the basic educational element, as mentioned earlier.

### **6.1.3.2. Findings related to the structure of ESP**

#### **a. ESP and General English**

From the overview of ESP in Chapter One, we can conclude that the nature of ESP with the specific elements of its definition, namely purpose, specificity, learners' age, content and categories, distinguishes it from general English courses. Although it started just a little more than thirty years ago, it is flourishing and its significance is increasing in the fields of EOP and EAP. However, it seems that

comparative studies are needed to decide if Western cultural values provided by programs such as VELT are different and how different from those provided by general English.

#### **b. ESP and common core**

We have argued that one of the major problems in the field of ESP is that research about common core in ESP has been ambiguous and insufficient to clarify all its features and dimensions. It has been argued in Chapter One that common core has a great potential to provide a unifying base for various specialisations, to introduce an organisation's policy, and provide for social survival in the job environment. Moreover, it can be used as an intermixed part, or even as a separate program. It can express an emphasis on specialist and appropriate activities that Robinson (1991:4) requires for ESP, and in which the targeted language functions are taught. The essential emphasis in common core can be on concepts, skills, terminology, and functions which are common to various disciplines or tracks in ESP programs.

Therefore, research should focus on the load in common core, both linguistic and cultural load. The results of the relevant research should remove this ambiguity, show merits of common core, and encourage its use, solving problems that institutions suffer because of their effort to provide highly specialist material that creates difficulties in design, methodology, implementation, and teacher training. Too highly specialist material may demand the preoccupation with subject matter which may require getting specialised experts into the ESP classroom, like an engineer for an English for Engineering class. Although this is a solution to the problem of having to teach specialist content, it represents a diversion from the target. However, this is not a call to use general English instead of ESP because common core is ESP and not general English. But this could be a solution in many

cases where the cultural content is not taken into consideration, as noted in Chapter One and argued in Chapter Two.

**c. Vocational ESP syllabus design, needs analysis and content**

From the discussion about ESP in Chapter One, and the analysis of VELT in Chapters Four and Five, it has been demonstrated that demand for ESP will never diminish in vocational ESP programs in handling job functions. However, it should be stressed that accurate needs analysis will be essential to give farther insight into the real requirements of the learning situation including the learner, the institution, and the study field. In particular, syllabus designers should not forget the sociocultural dimension where it is an essential requirement for the educational purpose of the program. But there should be a clear consideration of the type, amount and direction of the cultural points to be included in any ESP program based on the learners' local culture.

**d. Analysis of cultural needs**

Vocational ESP designers should have stronger links with job sites during the needs analysis and survey stage where they can collect data that cannot be gathered from books, forms, regulations, handouts, and so on. There, they can get clearer ideas as well as workers' reactions and impressions about work operations and company system. That can provide great inspiration in designing classroom activities and including content material and subject matter. This can also allow the designers to see the cultural relevance of the language and Western cultural implications at work.

#### **e. Socialisation, common core and ESP**

Based on the argument that socialisation is a process that transmits cultural behaviours and underlying rules and concepts unconsciously, then a socialisation process through an ELT program can be effective and can socialise new employees into the new cultural world of work through a new language. And based on our argument in Chapter Two, that language is the carrier of culture, then a language program teaches the culture of the language and socialises the learners into new values and behaviours unconsciously.

Because learners tend to be more motivated to learn what is relevant to their life, an ELT program can utilise more relevant topics and contexts to teach through. In an ESP program, the job-related topics and contexts have the greatest relevance and are expected to be highly motivating to the learners. However, more topics of general interest could also be used to teach relevant values. Our example program, VELT, has mostly provided job-related topics and other general topics such as travel, pollution, health care, building a house, and so on, which enriches the context material with highly motivating content. As mentioned in Chapter One, this is suggested by Robinson (1991:4) who argues that it is not essential in ESP to use specialist language and content as long as specialist and appropriate activities are used, and she concludes that there are cases which prove that general language and content are best. This leads us to the point that a common core component of ESP where there is insistence on specialist language and content, can be a useful and important part in all ESP programs, especially in occupational ESP, when organisational culture is necessarily taken into consideration.

#### **f. Culture in ESP & General English - Western and local cultures**

Although it is normally assumed by the Middle Eastern culture in general, and the Islamic culture in particular, that Western culture in EFL always comes with

ideas and values that sharply contrast with the Islamic culture, it can also be very positive when its appropriate cultural content is directed to specific situations. This is another difference between ESP and general English, the objectives of the latter being for social survival in contrast with English-speaking people and, sometimes, academic purposes for new students coming to study in Western universities. This implies that English programs can better suit the Arab World when they are specifically designed for its environment with a close look at the suitability of the cultural dimension to the Arabic and Islamic culture in addition to the required occupational culture.

#### **6.1.3.3. Findings related to socialisation and education in ESP**

##### **a. Socialisation: gaining and not losing identity**

As seen from our analysis of VELT in Chapter Five, the program socialises the learners into many values and thinking abilities and aspects of basic education, with the aim of adapting them to a new environment. This implies that the personality of these workers is developing into the new dimensions of the identity of a company man who has to adapt to the modern world of oil technology and industry environment. We argued above that adapting to new cultural values does not necessarily mean losing one's identity. On the contrary, it can be a gaining process in which the learner gains a new image of a more capable individual who can stand the challenges of the environment.

If this is confirmed, it will be valid to say that a positive attitude can be established in the learners who can feel the positive dimension of the new cultural values. This positive dimension can be fostered if they do not feel a contrast between their original socialisation and the cultural values or practices offered. Moreover, they will be motivated for the new professional culture as long as they can

see the positive relationship between this culture and personal as well as professional development. VELT has given Aramco workers a good example of the benefits they can get in adapting to the new culture offered to them, by seeing how they can think and behave in the company at work and in their normal life outside work, such as in the areas of safety, travel, pollution, health care, maintenance, and other topics relevant to their life.

#### **b. Socialisation in VELT, and communication within company system**

The cultural dimension in VELT also facilitates communication within the company system, work, and native speakers. Socialisation into Western values of 'achievement', 'time', and 'rules' is essential for establishing strong communication links. The control system of the organisation through time, rules, and the need for achievement at work can elevate the worker to a communication level with the Western identity of the organisation. This leads to a higher level of performance at work and normal life, which is the ultimate goal of company socialisation.

### **6.1.3.4. Findings related to general education in occupational environments**

#### **a. ESP and general education**

Due to the fact that some vocational occupational ESP target populations can be of relatively low education, ESP programs can have a general education objective in their syllabus design to make up for what learners missed in formal education, as we have seen in VELT. This will then support the necessity to use a common core component of ESP which can hold this part of the program, aiming at providing the learners with some cultural knowledge of the geography and history of their country, maths, general science, and any other general educational knowledge. It should be noted here that common core can provide the specialist activities using general



language of education. When handling the function of describing a location, solving a problem, telling a story, or describing a scientific process or operation, the language functions are similar to those of specialist activities.

When the target population learners have a higher level of education, another level of education may be required. This should be investigated and determined at the needs analysis stage before designing the syllabus, and when the characteristics of the target population are specified. Nonetheless, there is an argument for a general education element in ESP and there is still more research needed to investigate how far ESP can fulfill the responsibility of providing a general education element in its language and culture syllabus design.

#### **6.1.3.5. Findings related to organisational culture in ESP**

##### **a. Planning in large organisations and organisational culture in language programs**

Since large organisations, such as Aramco, prefer to have every thing in a plan, they should take in their strategic planning the cultural considerations which outline into the major steps towards successful socialisation of their employees at all levels and in all capacities. Language training is a fast approach towards cultural learning in international companies that need employees with a high level of foreign language command and full adaptation to the new organisational environment.

The findings in the content analysis of VELT present some evidence to decision-makers in training in large organisations that organisational culture can be disseminated in an ESP language program without the need of a large orientation program that is usually conducted in direct pieces of advice. Explicit orientations can be useful to some extent, but the implicit cultural dimension in a language program may produce a better effect on learning the culture and the language.

However, an ESP program should have a major aim of providing for the personal development of learners, focusing on both professional and private aspects, as we have seen in Chapter Five. In these two images, there should be connections that allow each of them to influence the other positively. The professional cultural program should tackle both sides.

#### **b. Organisational culture and a committed company man**

Organisations always try to prepare company men to be good representatives of them in the local community and abroad wherever one may be identified to a company as related. VELT tries to socialise the workers into the image of a 'company man' who has the characteristics of the loyal and committed employee and who has the values of the company stemming from Western culture. Other ESP programs in company could also try to satisfy that objective by providing a company cultural load that makes the company man proud of and satisfied with what he gets from his company in terms of the modern technological world values as well as job values. Vocational ESP cultural socialisation should heighten self-awareness as company employees, encourage flexible attitudes towards the company system and increase the seriousness of work atmosphere.

With the spread of large organisations, there are differences in their cultures due to the fact that they represent different work communities that take from their cultural environments. Therefore, their values may also be different or at least their priorities may be different because of the different products and objectives.

The analysis of VELT in Chapter Four includes a pattern of behavioural training which focuses on what new workers have to do. This analysis also shows that the behaviour is at three levels, as described in the summary above as well. These three levels are the major levels of work where the workers are going to perform, and become the focus, although there may be others.

Due to the fact that VELT is a large program, 32 books for all tracks, it is possible to include an extensive behavioural training and cultural content, because of the long training period the trainees go through. As smaller organisations may not be able to spend all this time on training, they will have to focus on the most important behaviours and values as priorities.

e. Companies can represent an important cultural community for the individual worker/employee. Therefore, its cultural values have to be of great importance to him as they will represent a system for his thinking and behaviour.

#### **6.1.3.6. English training in Aramco**

##### **a. The influence of the communicative and notional-functional approaches on the inclusion of cultural content in occupational ESP**

The design of VELT is based on the learners' needs as a program following the learner-centred approach. Yet the analysis of the VELT material shows that the VELT trainees need a cultural learning component in their ESP training program, even though the statement of the VELT objectives mentions only the linguistic needs including vocabulary, grammatical structures, and notions and functions which enable them to communicate successfully on the job. This strong connection with the communicative approach and the notional-functional syllabus makes it clear that cultural content is potentially available because, as was explained in Chapter Two, these two approaches have taken account of the socio-cultural relevance of topics. The topics that are handled in VELT are notions that relate to the behavioural level of the company culture and the practices that are encouraged in the company culture, such as following work schedules and maintaining tools. These two examples given

above represent communicative messages that are explicitly expressed in the language aiming at influencing the workers' behaviour on the job.

However, beyond these communicative messages about behaviour on the job, there are values that produce these behaviours. Tool maintenance represents the value of achievement related to the concept of ability, effort, and task in the American culture as the company looks at the task as something that can be done as long as effort is exerted and there is ability to exert the effort, and this ability can be developed by training.

The issue of safety implies that rules are used as a control system of work and operation familiar in American and Western companies. Following work schedules is a required practice, and serves as a tool of internal control of the system as well as a time-organising system. Furthermore, it is connected to scheduling activities through planning and logical thinking. These various reflections of one single topic in VELT indicate that VELT has the capability to socialise new workers, and the concepts involved, 'achievement', 'time' and 'rules', are a strong factor influencing the operation positively.

The above discussion suggests that occupational ESP programs contain cultural values and practices needed in the work environment. It socialises learners into new Western values and thinking abilities that are necessary to develop work performance and aspects of personality. Priority is given, however, to the most needed values and abilities in the organisation.

#### **b. The inclusion of a cultural dimension in language programs**

It has been argued in Chapter Two, and demonstrated in the analysis of VELT in Chapters Four and Five, that a cultural dimension provides, first, a context through which language can be presented, second, a meaningful communication context that relates directly to the target language country, or language community as

in the case of Aramco, and third, a set of shared meanings and values that the learners will need to communicate through in using the language. Therefore, it is essential to include this cultural dimension in language programs that serve these functions.

### **c. The relevance of Western cultural values to the Saudi Arabian situation**

The analysis of VELT in Chapter Five shows that it carries a cultural content in the form of 'achievement', 'time', 'rules', 'planning', and 'logical thinking'. VELT uses various contexts related to the world of industrial work, oil industry, and company work in addition to normal life contexts of travel, for instance.

We argued that all this cultural content is Western, and this is explained in the analysis of each of the values and abilities involved. However, this brings us to the issue of the adaptation of the individual to the new cultural environment through a socialisation process of language learning. Moreover, it also brings in the issue of outside program designers who, according to Robinson (1991), may bring alien cultural perceptions and different views on teaching and learning in the learning situation in an institution.

The American International team are outsider program designers of VELT. Their cultural perceptions and values and way of thinking are different from those of the Saudis. They may have deliberately included a cultural dimension into VELT although the cultural objectives are not stated in the VELT objectives.

However, even if the adoption of a new culture is a contrast to the local culture, we find in VELT that the values and thinking abilities identified are above all of value to the organisation as well as to the individual. Being socialised into these values does not necessarily aim at creating a critical understanding of local values or at changing the local Saudi Islamic / Arabic culture. The company is interested in maintaining the Saudi culture values which mostly come from Islam.

This is why the company arranged for many Aramco Arab teachers to review the program before implementing it, looking for any culturally offensive points, or pictures, as the Academic Curriculum Unit American staff told the teachers who reviewed the program. This may be an indication that the cultural content is pre-planned in the design of the program even though it is not stated in the objectives. However, what is evident from our analysis of VELT is the aim of creating a positive attitude towards Western culture, Americans, and Aramco as an American company. It would not be in Aramco's interest to create any confrontation with the Saudi government and community by spreading Western cultural values that are unacceptable to the Saudi nationals. Therefore, we may say that VELT aims at providing the new employees with a new additional set of values, not replacing old ones:

- a body of knowledge about key aspects of the company cultural practices;
- some understanding of how and why some of these practices develop and become necessary in the company community;
- an appreciation of the link between English language and Aramco's practices, the understanding of an industrial company and its culture-specific verbal and non-verbal behaviour, and the ability to use them in a way related to the company values.

From these explicit company culture-specific values, the company wants the workers to be socialised into the implicit values of the Western modern world of technology which Aramco belongs to.

#### **6.1.3.7. Findings related to language teachers**

##### **Stated and unstated cultural objectives**

If cultural content is included in language programs, and it has to be, language teachers have to be informed about this content and purpose. This is significant

because teachers might not be aware of the unstated objectives of the program. If they know, they will be able to work for these cultural objectives more efficiently. They may be able to make things more explicit. However, if the cultural objectives are unstated and it is not intended for them to be known explicitly, it is the designers' problem if the program fails because of the inclusion of that undesired cultural content.

Culturally-oriented local teachers (non-native teachers) may be able to contribute to the teaching of the target language culture by showing, and encouraging, a positive attitude towards the new culture. Including situations that show cultural differences through contrastive situations can teach more of the target language culture.

## **6.2. RECOMMENDATIONS**

Based on the previous discussion of the findings of the study, the following recommendations can be made:

### **1. More investigation on other ESP programs**

Because the current research has been tested only on one example ESP program, this approach to the teaching of English for Specific Purposes and the inclusion of the cultural dimension in it needs further study to test its validity in the field. More examples will give a solid basis to the theory of the existence of the cultural dimension in the original design of programs based on the fact that language is always the carrier of culture and it has unconscious cultural patterns that can be absorbed with the learning of the language, as argued earlier in Chapter Two. However, it would be more successful if future studies were varied in terms of the

type of material to be analysed, as ESP may have technical material and common core material or only one type of them, as explained in Chapter One. It should be stated that analysing only one example could be one step on the way which would ultimately help in directing research in the right direction. However, generalising can be more stabilised when the approach is tested on more examples and the results of new studies confirm the validity of the thesis.

Moreover, it should also be noted that looking for the cultural dimension in an ESP program, a language program that does not meet all the characteristics of general English programs because of its specific purpose, as argued in Chapter One, requires looking for cultural values that are not necessarily of the normal interests of general English; the analysis should look for job or study value systems and relevant practices, based on its relevance to a job or study.

Therefore, it would be interesting to choose another example ESP program in another area, e.g. in the area of business language teaching or science and technology, which could give a stronger dimension to the thesis in this area. It would also be worth studying a small program as a variety since the example in this study is a huge program.

## **2. Content in ESP**

Content in ESP may have more than one type. The technical content is supposed to be the major context for specialist language functions. The cultural content is the second major context. Therefore, the division of the material should be into two major parts: common core that holds the cultural content, and the major body of the specialist lessons that holds the technical content.



### **3. Common Core in ESP and the cultural dimension**

A common core component in ESP is not necessarily a permanent part in all ESP programs but it will be an essential part if organisational culture is to be included. A common core component will be needed to include the cultural load. Designers and sponsors should not aim at a very short ESP course which might not be of much help if we compare it to a larger one with a cultural dimension. Even though the company's time is very precious, training, educating, and socialising its employees should be a major aim of any programs involving them.

### **4. Culture and education**

Language teaching programs should not neglect educational objectives. VELT is a response to a late call, as VELT was implemented in 1981. It has an educational purpose as the target population needs that educational component to make up for the opportunity they missed from their education. Therefore, it is recommended that more research be conducted on the educational element that ESP can have in more programs to test the results that we have found in the analysis of VELT, which suggests the capability of ESP to carry out this responsibility.

### **5. Company culture and education in ESP**

More consideration should be given in ESP by syllabus designers to the key issue of company or organisational culture that can serve for company culture learning and an education purpose that increases the ESP learners' awareness of concepts that benefits them in the context of a company system of work.

### **6. Professional sub-cultures**

It is recommended that a further study be conducted on the VELT material that relates to tracks not included in the common core material, but which may be

common to two or more tracks. Therefore, this requires looking at the M-Track material, the E-Track material, the EI-Track material, and the GO-Track material. There may be some more to discover of the ESP professional sub-cultures.

## **7. Needs analysis in ESP**

Needs analysis for ESP in large organisations should be given sufficient time, sufficient effort, and efficient researchers who are experienced in the field. The ample time will enable the researchers to observe more and study the case more and the results will cover a lot more issues than it could be for a shorter time. More time entails more effort that comes up with a wide range of serious steps towards a more accurate diagnosis of the needs. Efficient researchers have more insight into situations of large organisations. Their experience will guide them and they will focus directly on the major issues to handle first. Moreover, that will enable them to investigate cultural needs more precisely and carefully.

## **8. Cultural communicative activities**

The ESP program should present the trainees with activities that make them live the cultural experience in focus by being involved in a communicative situation that encourages them to feel and behave according to the regulations, rules of behaviour, principles of work and value system in the organisation.

## **9. Teachers' cultural orientation**

EFL teachers should be given an idea of the cultural dimension expected to be learned by the learners to enable them to focus on them in the teaching process and try to observe the learners' understanding and observing of them. Then, the teachers will be able to function better in the classroom.

On the other hand, the teacher may be better qualified to understand the relevance of the cultural dimension of the EFL program due to his being closer to the learners and their environment, which can allow him to judge the validity, the usefulness, and the appropriacy of this content to the learning situation, bearing in mind the learners' cultural values, attitudes, and interests. Therefore, native speakers should be advised to come closer to their students, trying to understand their cultural values, norms and traditions, read about the country and try to communicate with students, as Joy (1985) suggests. Cross-cultural orientations, as Lee (1983) suggests, can be useful in showing the difference which enables them to teach the Western cultural dimension more efficiently. They have to be trained how to handle cultural issues as points of view and not right and wrong. Non-native speakers can be trained in handling cultural issues by showing how a Western cultural dimension can develop workers' and individuals' personality without conflicting with their traditional value system. They can also go through cultural programs through organised qualifying certificates as Aramco did by bringing in American universities to qualify its language teachers for Masters degrees.

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**APPENDICES**

**APPENDIX - A: TERMINAL AND MAJOR GOALS AND OBJECTIVES FOR THE VELT PROGRAM**

LISTENING/SPEAKING (L/S 1)

| LEVEL | LEARNING FROM DEMONSTRATIONS                                                                                                                                                                                                     |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D     | CAN learn from a step-by-step demonstration how to do something or how something works. BUT cannot handle complex abstract concepts easily without simplification, clarification and exemplification.                            |
| C     | CAN learn from a step-by-step demonstration how to do something or how something works provided that there is a visual element, the subject matter is simple and the instructor exercises tight language control.                |
| B     | CAN begin to learn from a step-by-step demonstration how to do something or how something works, provided that the subject matter is concrete and that there is constant hands-on participation and very tight language control. |
| A     |                                                                                                                                                                                                                                  |

LISTENING/SPEAKING (L/S 2)

| LEVEL | UNDERSTANDING LECTURES                                                                                                                                                 |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D     | CAN follow simplified lectures and explanations on topics related to his field, provided that many of the concepts presented are already familiar.                     |
| C     | CAN follow short lectures and explanations provided that the subject matter is largely familiar, and provided that there is frequent exemplification and illustration. |
| B     |                                                                                                                                                                        |
| A     |                                                                                                                                                                        |



LISTENING/SPEAKING (L/S 3)

| LEVEL | UNDERSTANDING FILMS, TAPE/SLIDE PRESENTATIONS, ETC.                                                                                                                       |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D     | CAN learn from these media provided that the subject is related to his field, that the concepts are concrete and that the language is simplified for non-native speakers. |
| C     | CAN learn from short, approximately 3-minute runs of these media, allowing frequent opportunity for checking of understanding.                                            |
| B     | CAN be taught through the medium of slides accompanied by tapes using very tightly controlled language.                                                                   |
| A     | CAN use slides to learn simple procedures where the meaning is carried by the slides rather than the words.<br>CAN learn vocabulary from slides.                          |

LISTENING/SPEAKING (L/S 4)

| LEVEL | GIVING AND RESPONDING TO INSTRUCTIONS AND REQUESTS                                                                                                                |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D     | CAN follow and issue instructions/requests related to his field, provided that sequential instructions are of limited length and complexity and no slang is used. |
| C     | CAN follow and issue series of alternate instructions, provided that these are given slowly and clearly.                                                          |
| B     | CAN follow and issue very short series of instructions, provided that these are given slowly and clearly.                                                         |
| A     | CAN follow and issue the simplest instructions presented singly in minimal, direct language.                                                                      |

LISTENING/SPEAKING (L/S 5)

| LEVEL | ELICITING AND CHECKING INFORMATION                                                                                                                                                                   |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D     | CAN ask for and check information relating to more complex processes, abstract concepts, etc. in his field, BUT may still require rephrasing by the instructor before full understanding is reached. |
| C     | CAN ask questions including requests for rephrasing, reasons, etc. on concrete and simple abstract matters, CAN rephrase that information to allow the instructor to check understanding.            |
| B     | CAN ask factual questions including requests for rephrasing, reasons, etc., BUT can only rephrase that information in the simplest terms.                                                            |
| A     | CAN ask simple, factual questions related to concrete, visible objects.                                                                                                                              |

LISTENING/SPEAKING (L/S 6)

| LEVEL | UNDERSTANDING REGULATIONS                                                                                                                                                                                                                                                                                       |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D     | CAN understand complex and general safety regulations related to specific processes, plant sites, etc. and the reasons for them, provided that these are within his field, and CAN understand all other rules and regulations relating to his work, except the most complex (e.g., those in legal phraseology). |
| C     | CAN understand relatively complex safety instructions related to specific pieces of equipment and places. Will need help with any complex rules and regulations relating to his work.                                                                                                                           |
| B     | CAN understand simple safety instructions related to specific pieces of equipment and places, and simple general rules relating to his work.                                                                                                                                                                    |
| A     | CAN understand very simple warnings and rules of the 'Look Out', 'No Smoking', 'Always carry your I.D.' type.                                                                                                                                                                                                   |

LISTENING/SPEAKING (L/S 7)

| LEVEL | GIVING DESCRIPTIONS AND EXPLANATIONS                                                                                                      |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------|
| D     | CAN give accurate and relatively complex descriptions and explanations of equipment, processes and abstract concepts within his field.    |
| C     | CAN give accurate descriptions of equipment and processes. CAN give simple explanations of abstract concepts where these are familiar.    |
| B     | CAN give simple, accurate descriptions of physical objects, equipment and processes, and very simple explanations.                        |
| A     | CAN describe but not explain the current state of work in hand. CAN give simple, accurate descriptions of physical objects and equipment. |

LISTENING/SPEAKING (L/S 8)

| LEVEL | PASSING ON MESSAGES AND REPORTING                                                                                                                 |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| D     | CAN pass on relatively complex messages in his field provided that no slang is used, and can report on actions, requests, etc.                    |
| C     | CAN report on sequences of actions performed or to be performed. CAN pass on short messages accurately.                                           |
| B     | CAN report on short sequences of actions already performed. CAN pass on short messages in words close to the original, but not always accurately. |
| A     |                                                                                                                                                   |

LISTENING/SPEAKING (L/S 9)

| LEVEL | PARTICIPATING IN ROUTINE MEETINGS                                                                                                                                                             |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D     | CAN participate in routine meetings, and contribute to them, where these relate to familiar work, routines, etc. WILL require occasional rephrasing, explanation, etc.                        |
| C     | CAN participate in meetings where these relate to familiar work, routines, etc. BUT his contribution will be limited. Frequent rephrasing, explanations, etc. will be required.               |
| B     | CAN only participate in meetings limited to simple instructions, the conveyance of factual information, etc. CANNOT contribute beyond asking simple questions, for example for clarification. |
| A     |                                                                                                                                                                                               |

LISTENING/SPEAKING (L/S 10)

| LEVEL | SOCIALIZING                                                                                                                                                                                                                                                                |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D     | CAN make limited conversation on many topics with employees who are native speakers of English. CAN show a visitor around and explain his own area of work only. CAN answer only predictable questions related to his field.                                               |
| C     | CAN show a visitor around and give simple explanations of his area of work. CAN hold limited conversations with employees who are native speakers of English where these are restricted to factual information and simple expressions of likes/dislikes, preferences, etc. |
| B     | CAN answer simple, factual questions from visitors. CAN give them simple directions. CAN hold factual conversations with employees who are native speakers of English on job, marital status, domicile, etc., provided that the native speaker makes language concessions. |
| A     | CAN only deal with visitors or English-speaking employees beyond simple politeness formulae. CAN only deal with visitors or employees who are native speakers of English at the level of simple politeness formulae.                                                       |

READING (R 1)

| LEVEL | UNDERSTANDING DESCRIPTIONS OF EQUIPMENT AND PROCEDURES                                                                                                                                     |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D     | CAN understand the majority of complex descriptions of equipment and procedures in his field and can relate them to accompanying illustrations, BUT will continue to need occasional help. |
| C     | CAN understand relatively complex descriptions of equipment and processes and can relate to these to accompanying illustrations, BUT his understanding will not always be accurate.        |
| B     | CAN understand simple descriptions of equipment and processes and can relate these to accompanying simple illustrations. WILL require his understanding to be checked.                     |
| A     | CAN understand very simple descriptions of physical objects and places, and can relate them to very simple accompanying illustrations.                                                     |

READING (R 2)

| LEVEL | UNDERSTANDING EXPLANATIONS                                                                                                                                                                                                                                                |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D     | CAN extract most relevant information from relatively complex reading matter such as manuals and can relate it to accompanying illustrations, BUT cannot be fully relied on to understand all important points. CAN understand simple abstract concepts within his field. |
| C     | CAN extract most relevant information from relatively simple training and can relate it to accompanying illustrations. CAN begin to understand reading matter dealing with abstract concepts.                                                                             |
| B     | CAN understand simple, factual explanations of physical objects and equipment, and can relate them to simple accompanying illustrations.                                                                                                                                  |
| A     | CAN understand single-sentence explanations of physical objects and equipment, and can relate them to very simple accompanying illustrations.                                                                                                                             |

READING (R 3)

| LEVEL | UNDERSTANDING INSTRUCTIONS                                                                                                                |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------|
| D     | CAN follow the majority of complex instructions related to his field, provided that these are factual and the subject matter is familiar. |
| C     | CAN follow series of alternate instructions within his field, provided that these are given in relatively simple language.                |
| B     | CAN follow sequences of instructions, provided that these are given in simple language.                                                   |
| A     | CAN understand very simple instructions of the 'Press Here', 'Don't Touch' type.                                                          |

READING (R 4)

| LEVEL | UNDERSTANDING REGULATIONS                                                                                                                                                                                                                                           |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D     | CAN understand complex and general safety regulations related to specific procedures, plant site etc. within his field, and the reasons for them, and other rules and regulations relating to his work, except the most complex (e.g., those in legal phraseology). |
| C     | CAN understand relatively complex safety instructions related to specific places and pieces of equipment. WILL need help with the more complex of the rules and regulations relating to his work.                                                                   |
| B     | CAN understand simple safety instructions related to equipment and places within his field, and simple general rules relating to his work.                                                                                                                          |
| A     | CAN understand very simple warnings and rules of the 'Caution', 'Wear Helmets', 'I.D. required' type.                                                                                                                                                               |

READING (R 5)

| LEVEL | UNDERSTANDING MESSAGES, MEMOS, ETC.                                                                                                                                            |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D     | CAN understand relatively long and complex messages, etc. provided that the content matter is within his field, that no slang is used, and any handwriting is clearly legible. |
| C     | CAN understand short messages, etc., even though complex.                                                                                                                      |
| B     | CAN understand short, simple messages on thoroughly familiar topics.                                                                                                           |
| A     | CAN understand very simple messages only.                                                                                                                                      |

READING (R 6)

| LEVEL | UNDERSTANDING SKETCHES, FLOW DIAGRAMS, SCHEMATICS, ETC., AND RELATED WRITTEN MATTER.                                                                                                   |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D     | CAN understand sketches, etc., and related written matter in course materials, manuals, catalogues and inventories related to his field provided that the basic concepts are familiar. |
| C     | CAN understand many sketches, etc., relevant to his field and related simple written matter in training texts and catalogues, BUT will require occasional additional explanation.      |
| B     | CAN understand simple sketches, etc., of physical objects and processes, and most related captions, BUT will require substantial additional explanation.                               |
| A     | CAN understand only very simple sketches of familiar physical objects, and their related labels and short, simple captions.                                                            |

WRITING (W 1)

| LEVEL | FORM-FILLING                                                                                                                                                                                      |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D     | CAN complete all standard forms relevant to his field with minimal help and can complete all form filling types of tests required in his training.                                                |
| C     | CAN complete all standard forms relevant to his field, BUT will sometimes need help with more complex forms. CAN complete all form-filling types of tests required at this level of his training. |
| B     | CAN fill out forms using familiar language BUT will usually need help in understanding what is required.                                                                                          |
| A     | CAN fill out single words and numbers in forms using very simple language.                                                                                                                        |

WRITING (W 2)

| LEVEL | WRITING LETTERS, MEMOS, MESSAGES, SHORT PARAGRAPHS, ETC.                                                                                                                                                 |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D     | CAN write memos, etc., on relatively complex matters within his field. CAN write short paragraphs as required in training assignments or tests. Such mistakes as are made will not affect communication. |
| C     | CAN write relatively simple memos, short test answers, etc., on familiar topics.                                                                                                                         |
| B     | CAN write simple memos, short test answers, etc., consisting of a few sentences.                                                                                                                         |
| A     |                                                                                                                                                                                                          |



WRITING (W 3)

| LEVEL | NOTE-TAKING                                                                                                                                                                                                                                                   |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D     | <p>CAN take sufficient notes from telephone calls, etc. on which to construct accurate messages.</p> <p>CAN takes notes from a text, provided that is clearly organized, the subject matter is familiar, and the purpose of the notes is clearly defined.</p> |
| C     | <p>CAN take notes from telephone conversations, etc. BUT only if given the opportunity to check their accuracy.</p> <p>CAN take notes from simple, very clearly organized texts when told clearly what information to look for.</p>                           |
| B     | <p>CAN take accurate notes on only very simple, factual matters delivered slowly and clearly, or on very simple texts in response to direct questions.</p>                                                                                                    |
| A     |                                                                                                                                                                                                                                                               |

**APPENDIX - B: TEACHING MATERIAL FROM 'VELT'**



AIMS:            To give rules and warnings

EXERCISE 1    Warnings

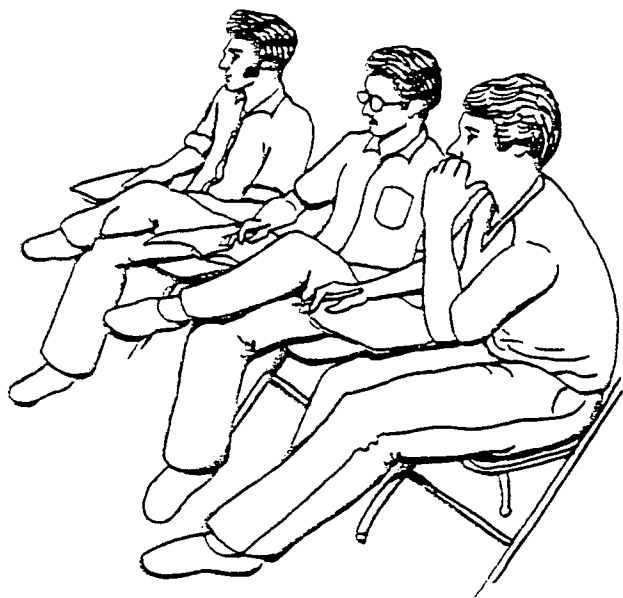
Write a warning for each picture. Use the words in the box.

NO SMOKING!

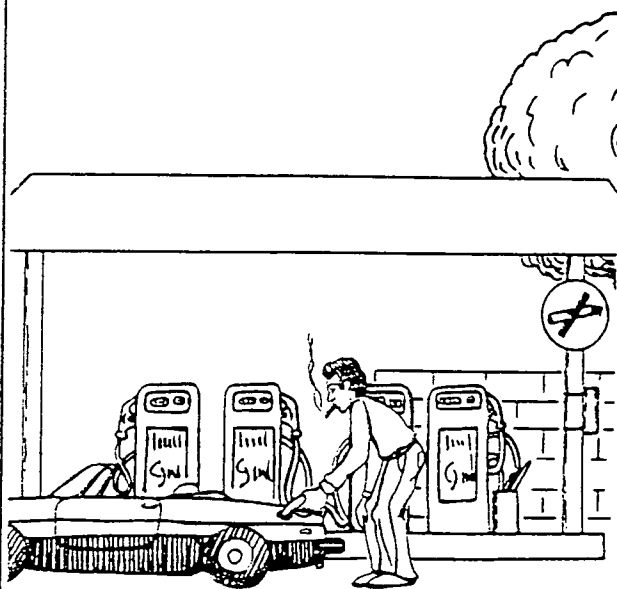
CAUTION!

DANGER!

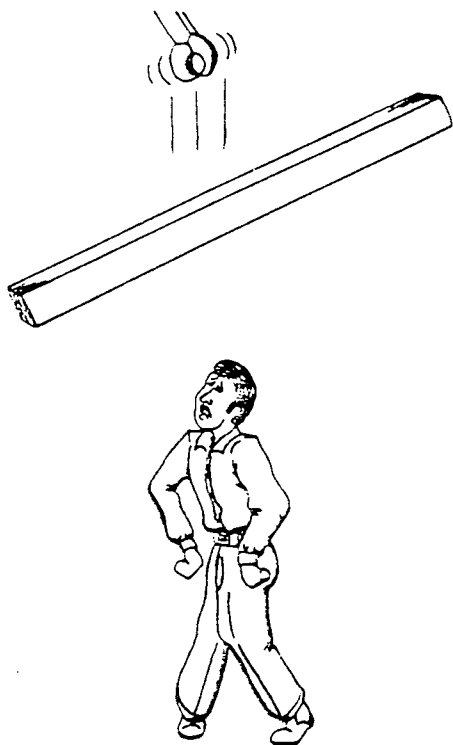
1.



2.

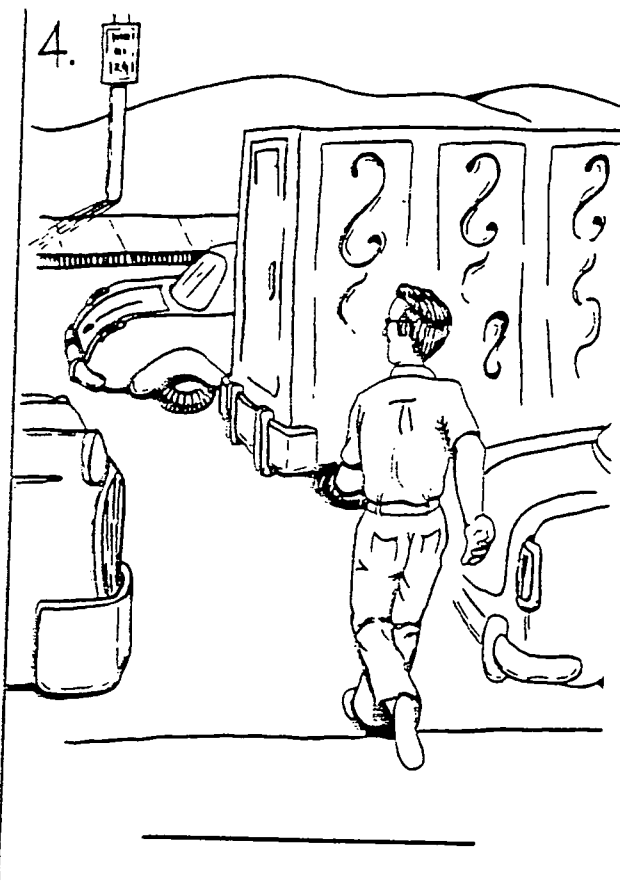


3



\_\_\_\_\_

4.



\_\_\_\_\_

EXERCISE 2    Numbers

Read these. Then write the figure beside each word.

five \_\_\_\_\_ seven \_\_\_\_\_ eleven \_\_\_\_\_ twenty \_\_\_\_\_

thirteen \_\_\_\_\_ four \_\_\_\_\_ nine \_\_\_\_\_ twelve \_\_\_\_\_

zero \_\_\_\_\_ fifteen \_\_\_\_\_ eight \_\_\_\_\_ ten \_\_\_\_\_

fourteen \_\_\_\_\_ seventeen \_\_\_\_\_ one \_\_\_\_\_ three \_\_\_\_\_

two \_\_\_\_\_ six \_\_\_\_\_ sixteen \_\_\_\_\_ eighteen \_\_\_\_\_



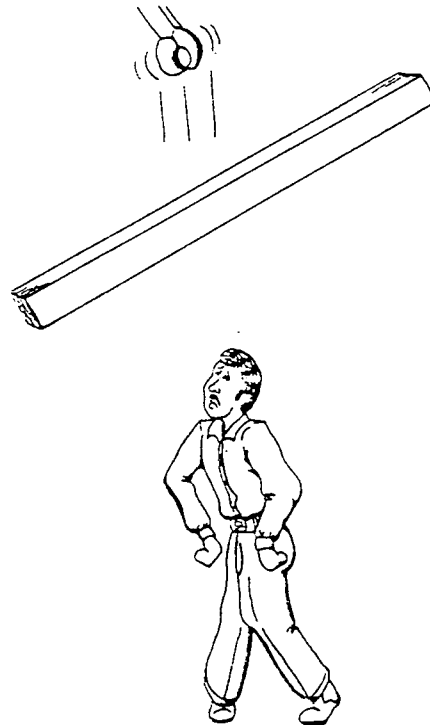
AIMS: To follow safety rules and warnings  
To practice asking questions  
To practice pronunciation and intonation in questions

EXERCISE 1 Complete the Sentences

Look at the pictures. Complete the sentences with these words:

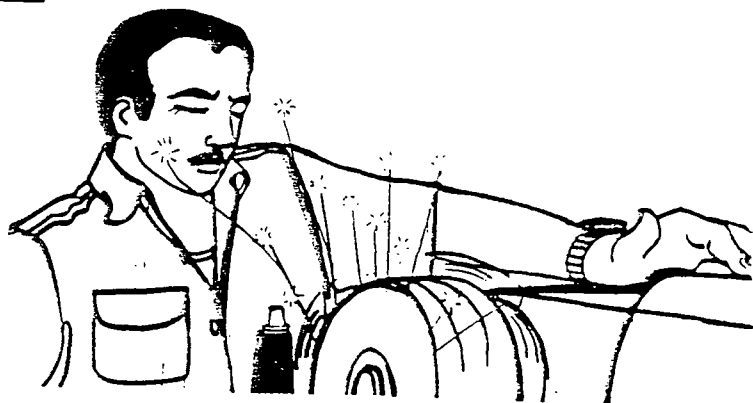
hard hat      safety shoes      safety glasses

Wear your \_\_\_\_\_

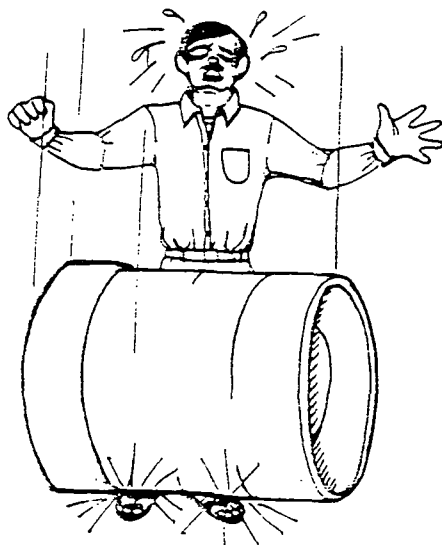


EXERCISE 1 (continued)

Wear your \_\_\_\_\_



Wear your \_\_\_\_\_



(89-2)

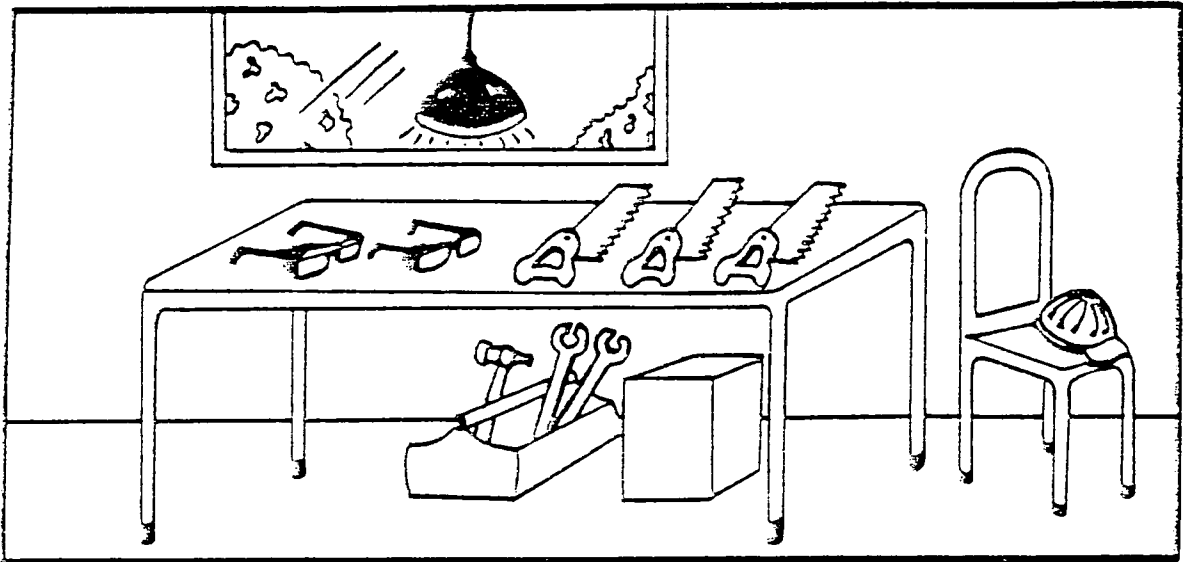


NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

AIMS: To express location

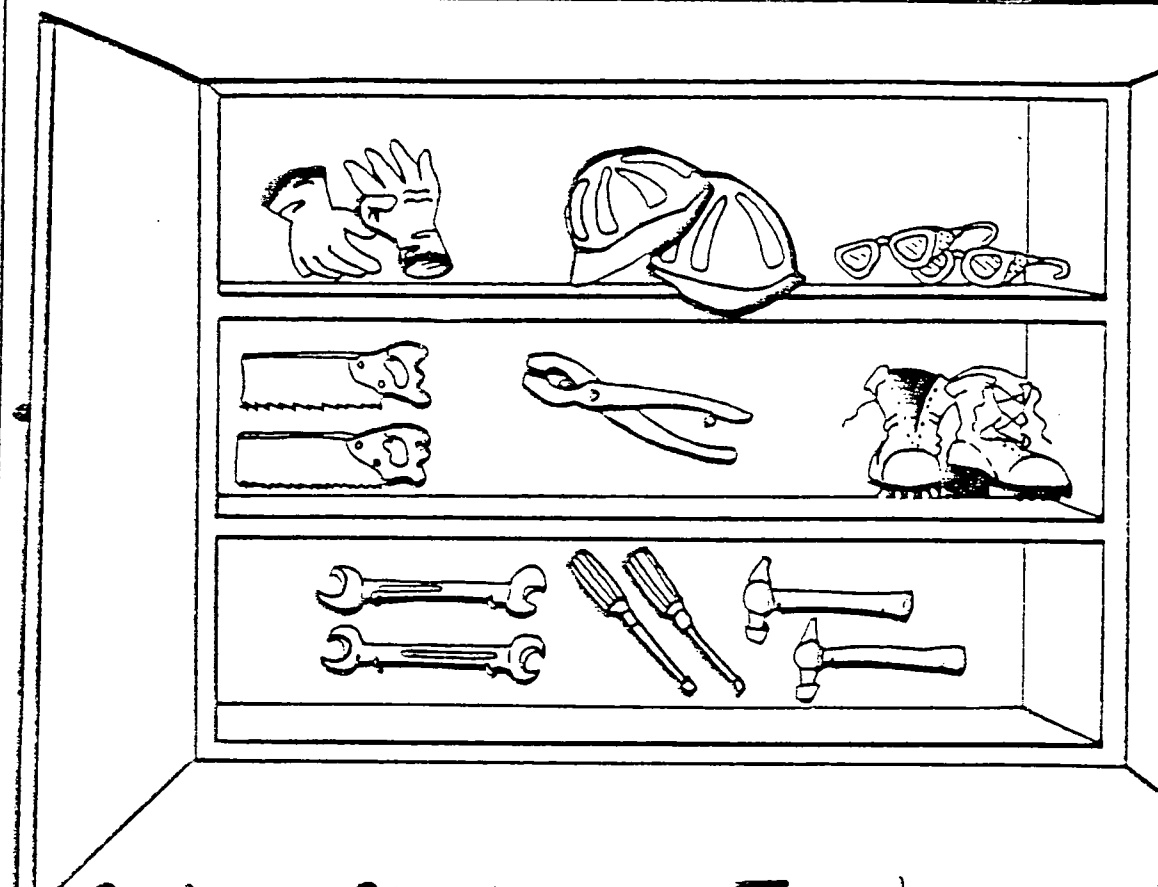
EXERCISE 1 Look at the picture



Fill in the blanks with is / is not / are / are not.

1. There \_\_\_\_\_ 3 saws beside the box.
2. There \_\_\_\_\_ a box under the table.
3. There \_\_\_\_\_ tools in the toolbox.
4. There \_\_\_\_\_ 6 pairs of glasses on the table.
5. There \_\_\_\_\_ a hard hat under the chair.

EXERCISE 2      What's in the Cabinet?



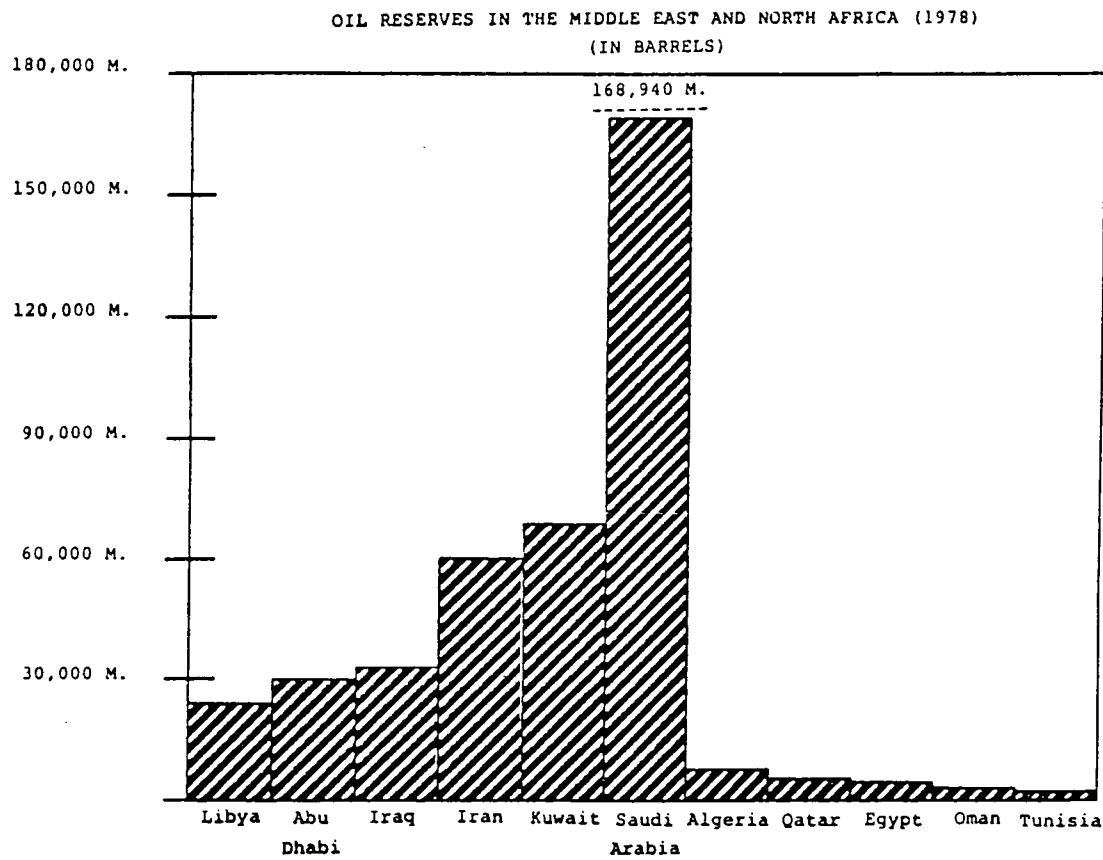
| Safety Clothes | Tools |
|----------------|-------|
| _____          | _____ |
| _____          | _____ |
| _____          | _____ |
| _____          | _____ |
| _____          | _____ |





AIMS:            To describe how much oil there is in The Middle  
                  East and North Africa

PRESENTATION     Oil in The Middle East and North Africa



EXERCISE 1 Check the correct sentences

1. Saudi Arabia does not have any oil \_\_\_\_\_
2. Morocco does not have any oil. \_\_\_\_\_
3. There is not any oil in The Sudan. \_\_\_\_\_
4. There is not any oil in Kuwait. \_\_\_\_\_
5. Algeria has some oil. \_\_\_\_\_
6. Jordan does not have any oil. \_\_\_\_\_
7. There is some oil in Iraq. \_\_\_\_\_
8. There is some oil in Libya. \_\_\_\_\_
9. There is some oil in Lebanon. \_\_\_\_\_
10. Qatar has some oil. \_\_\_\_\_

EXERCISE 2 Answer these questions with 'a little' or 'a lot'

1. Is there any oil in Saudi Arabia? Yes, \_\_\_\_\_
2. Is there any oil in Kuwait? Yes, \_\_\_\_\_
3. Is there any oil in Oman? Yes, \_\_\_\_\_
4. Is there any oil in Libya? Yes, \_\_\_\_\_
5. Is there any oil in Qatar? Yes, \_\_\_\_\_

SUMMARY

|                                      |           |
|--------------------------------------|-----------|
| How much oil does Saudi Arabia have? | A lot.    |
| How much oil does Oman have?         | A little. |



AIMS: To describe types of transportation  
 To make comparisons  
 To ask questions about comparisons

DHAHRAN TO RIYADH

How many hours?      How expensive?      How fast?      Comfortable?

|             |          |      |         |     |
|-------------|----------|------|---------|-----|
| plane       | 1 hour   | 70R. | 400 kph | yes |
| bus         | 5½ hours | 20R. | 70 kph  | no  |
| car         | 5 hours  | 30R. | 80 kph  | yes |
| train       | 9 hours  | 40R. | 44 kph  | yes |
| motor-cycle | 7 hours  | 8R.  | 60 kph  | no  |
| camel       | 6 days   | 5R.  | 8 kph   | no  |
| bicycle     | 5 days   | -    | 10 kph  | no  |

Which is faster, \_\_\_\_\_ or \_\_\_\_\_ ?

Which is more expensive, \_\_\_\_\_ or \_\_\_\_\_ ?

Which is faster, \_\_\_\_\_ or \_\_\_\_\_ ?

Which is more dangerous \_\_\_\_\_ or \_\_\_\_\_ ?

Which is more comfortable, \_\_\_\_\_ or \_\_\_\_\_ ?

SUMMARY

|             |                                             |
|-------------|---------------------------------------------|
| Comfortable | This car is more comfortble than that car.  |
| Expensive   | This book is less expensive than that book. |



AIMS: To describe the geography of Saudi Arabia  
 To interpret symbols on a map

SUMMARY

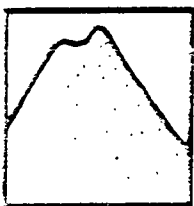
a high mountain

high mountains

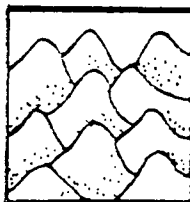
a deep valley

deep valleys

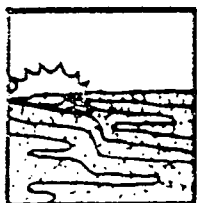
a very large desert



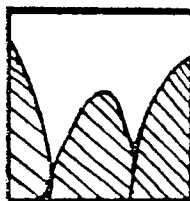
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



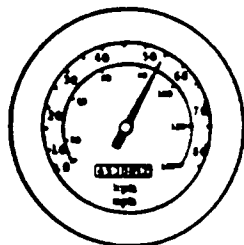
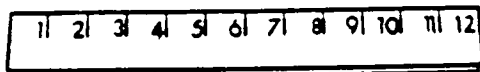
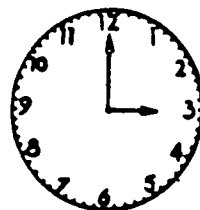
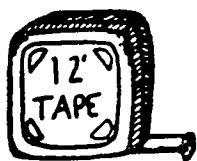
AIMS: To do some arithmetical problems

EXERCISE 1 Reading arithmetical problems

Read the following out loud.

|                   |                     |                     |                   |
|-------------------|---------------------|---------------------|-------------------|
| $20 + 4 = 24$     | $30 - 4 = 26$       | $4 \times 10 = 40$  | $100 \div 20 = 5$ |
| $58 + 3 = 62$     | $20 \times 3 = 60$  | $75 \div 3 = 25$    | $48 - 4 = 44$     |
| $83 - 31 = 52$    | $12 \times 9 = 108$ | $42 + 34 = 76$      | $400 \div 50 = 8$ |
| $268 + 180 = 448$ | $65 \times 5 = 325$ | $1025 \div 25 = 41$ | $279 - 112 = 167$ |

EXERCISE 2 Measurements



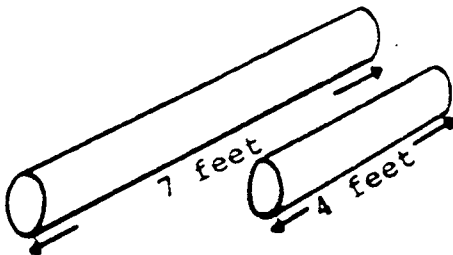
1. The odometer reads 3458 kilometers in Dhahran and 3472 kilometers in Dammam. How far is it from Dhahran to Dammam?

14 kilometers

$3472 \text{ km.} - 3458 \text{ km.} = 14 \text{ km.}$

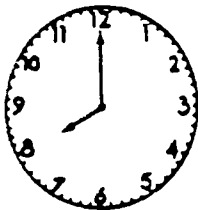
2. One pipe is 7 feet long.  
One is 4 feet long. How  
long are the two pipes?

\_\_\_\_\_ feet + \_\_\_\_\_ feet =  
\_\_\_\_\_ feet.



3. The two clocks show when  
the movie begins and when  
the movie ends. How long  
is the movie?

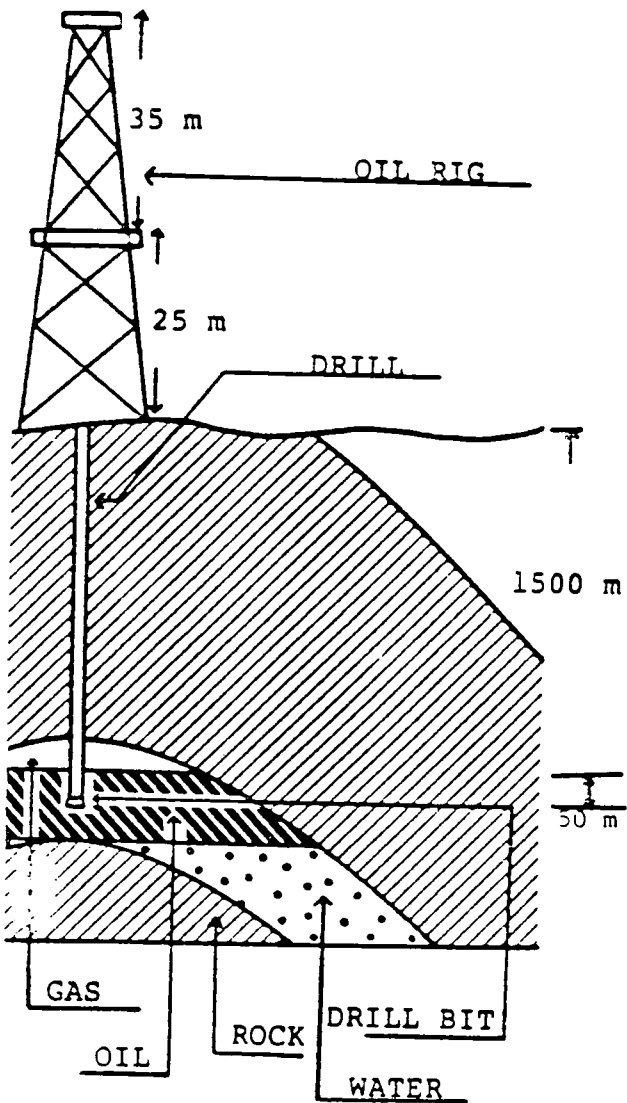
\_\_\_\_\_ - \_\_\_\_\_ =  
\_\_\_\_\_



4. Look at the picture of  
an oil rig and well.  
How deep is the oil?

How tall is the oil rig?

How long is the drill?





AIMS: To understand math problems  
To take notes

EXERCISE 1 Math

Mark the correct problem.

1.  $8 - 9 =$   
 $8 + 9 =$   
 $8 \times 9 =$

2.  $6 + 8 =$   
 $6 - 8 =$   
 $6 \times 8 =$

3.  $4 \times 9 =$   
 $4 - 9 =$   
 $9 - 4 =$

4.  $10 - 5 =$   
 $10 \div 5 =$   
 $10 + 5 =$

5.  $7 \text{ inches} + 4 \text{ inches} =$   
 $7 \text{ inches} - 4 \text{ inches} =$   
 $7 \text{ inches} \times 4 \text{ inches} =$

6.  $7 \times 8 =$   
 $8 - 7 =$   
 $7 + 8 =$

7.  $8 + 16 =$   
 $16 - 8 =$   
 $16 \div 8 =$

8.  $6 \div 2 =$   
 $6 \times 2 =$   
 $6 - 2 =$

9.  $50 + 60 =$   
 $15 + 60 =$   
 $50 + 16 =$

10.  $8 \div 4 =$   
 $4 - 8 =$   
 $4 \div 8 =$

11.  $8 \text{ feet} + 4 \text{ feet} =$   
 $8 \text{ feet} - 4 \text{ feet} =$   
 $8 \text{ feet} \times 4 \text{ feet} =$

EXERCISE 2 Note taking

Take notes and figure out problem.

1. Mohammed's speed \_\_\_\_\_  
Moosa's speed \_\_\_\_\_  
Who is faster? \_\_\_\_\_  
How much faster? \_\_\_\_\_



NAME \_\_\_\_\_

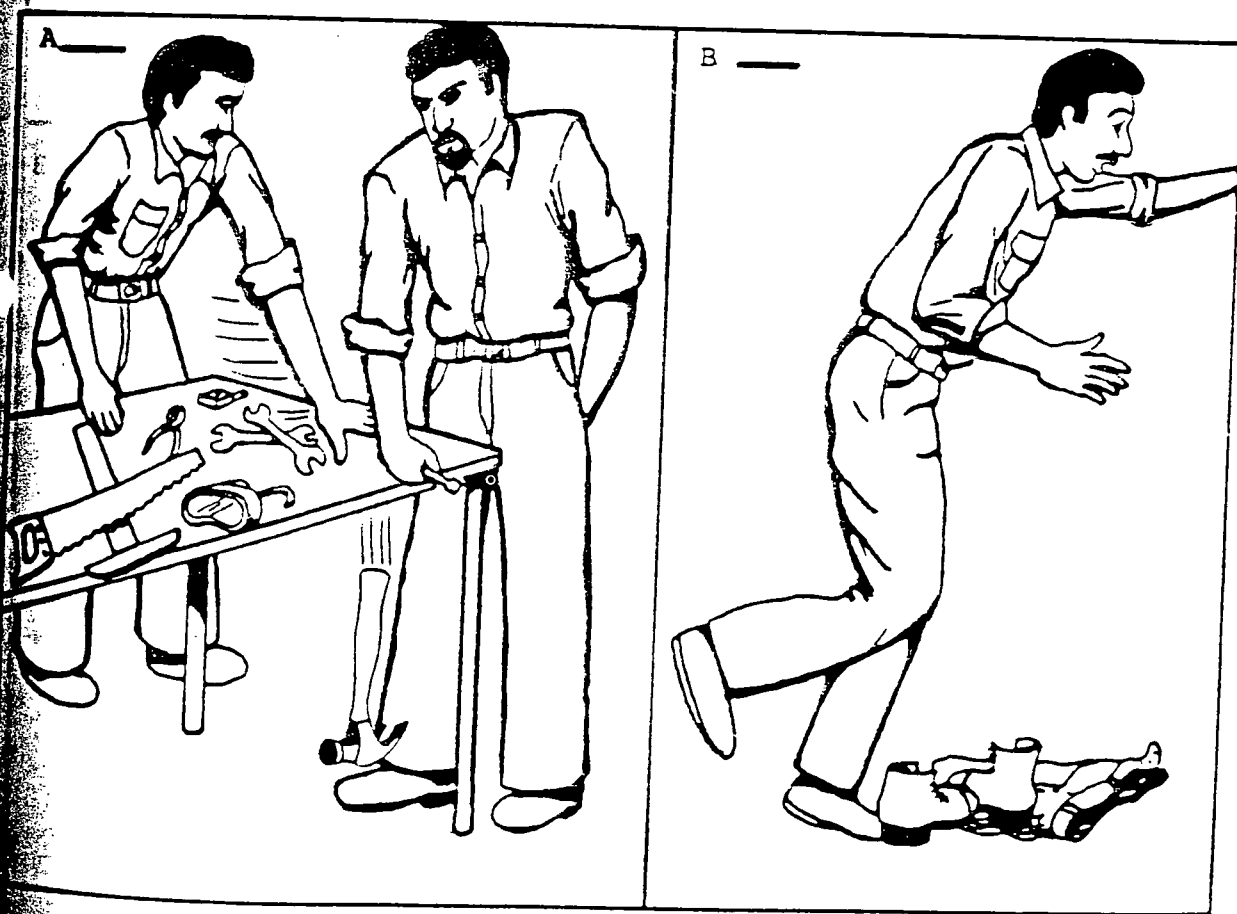
DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

AIMS: To review giving instructions  
To express obligation  
To practice writing instructions

EXERCISE 1      Safety Rules

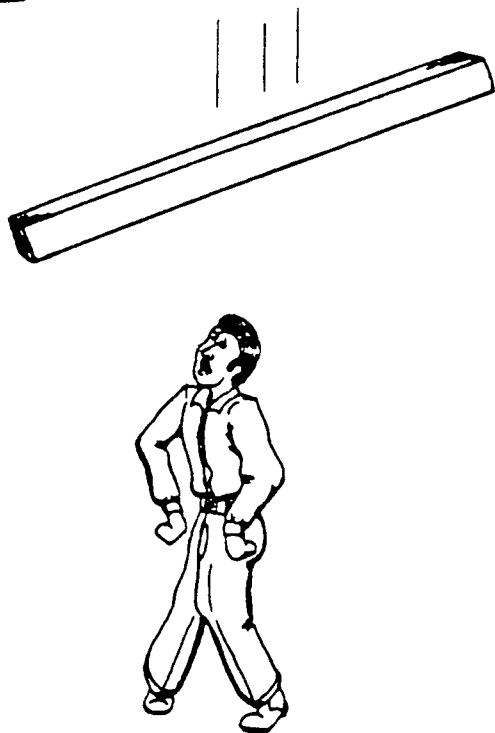
Look at the pictures on this and the next page. Write a sentence under each picture. Use the words from the table below.

1. You must put away your safety clothes.
2. You must put away your tools.
3. You must clean the table.
4. You must wear safety glasses.
5. You must wear a hard hat.
6. You must clean the floor.

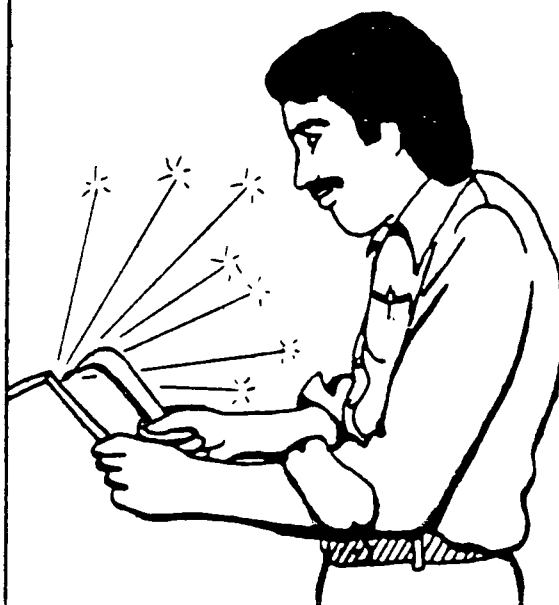




C



D



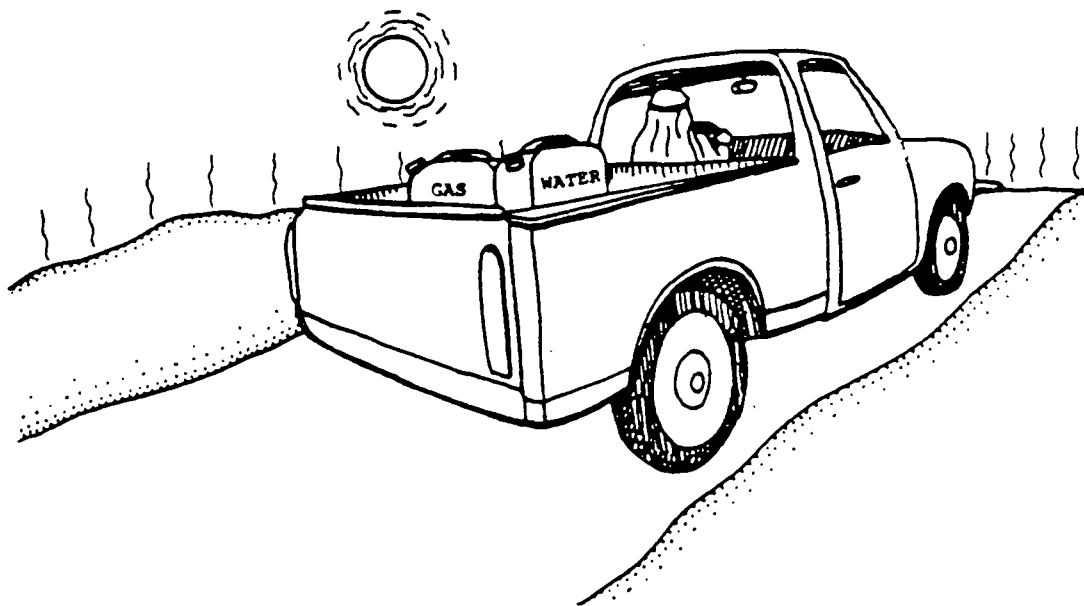
E



F



(254-2)

PRESENTATION 1    Safety in the DesertSUMMARY

Put away your tools.

Why?

Because it's dangerous.

You must carry water in  
the desert.

Why?

Because you can't find water  
in the desert.



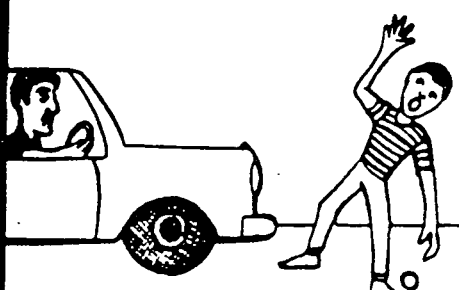
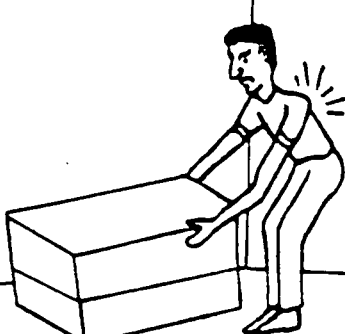
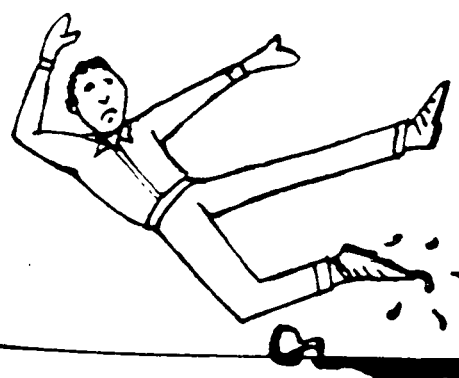
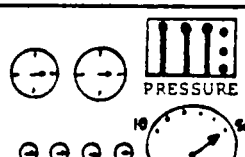
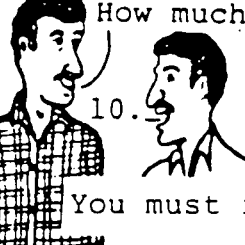
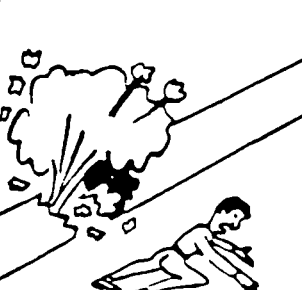
NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

AIMS: To understand safety regulations

EXERCISE 1 Prevent Accidents

Complete the sentences.

|                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A</b></p>  <p>You must drive _____.</p>  | <p><b>C</b></p>  <p>You must lift _____.</p>                                                                                                                                                                                                                                                                                                                                               |
| <p><b>B</b></p>  <p>You must walk _____.</p> | <p><b>D</b></p> <div data-bbox="649 1482 913 1681">  <p>How much?</p> </div> <div data-bbox="649 1681 913 1968">  <p>10.</p> </div> <div data-bbox="928 1437 1256 1769">  </div> <p>You must read gauges _____.</p> |

SUMMARY

You must lift carefully.

You must drive slowly.

To prevent accidents, you must clean the floor.

To prevent accidents, you must read gauges carefully.



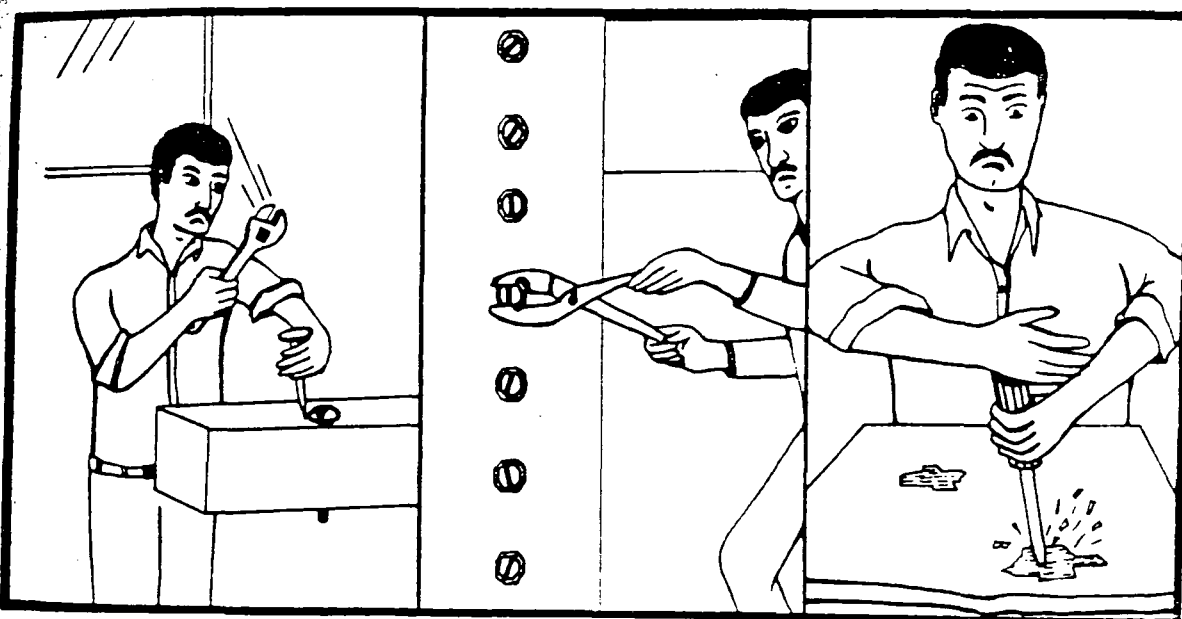
NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

**AIMS:** To describe the function of tools  
 To give and follow instructions about correct use of tools

EXERCISE 1 Check the correct statements

Look at the pictures. Read the sentences below. Are they correct? Check ☒ the correct sentences.



1.

2.

3.

Don't hammer  
 with a wrench.

\_\_\_\_\_

\_\_\_\_\_

You cut bolts  
 with a chisel.

\_\_\_\_\_

\_\_\_\_\_

2. Use a wrench.

\_\_\_\_\_

\_\_\_\_\_

You turn screws  
 with a wrench.

\_\_\_\_\_

\_\_\_\_\_

3. Don't drill holes  
 with a screwdriver.

\_\_\_\_\_

\_\_\_\_\_

You turn screws  
 with a screwdriver.

\_\_\_\_\_

\_\_\_\_\_

It is difficult to  
 turn nuts with pliers.

\_\_\_\_\_

\_\_\_\_\_

(257-1)

SUMMARY

a nail

nails

Don't hammer nails with a wrench.

Use a hammer.

It is difficult to hammer nails with a wrench.

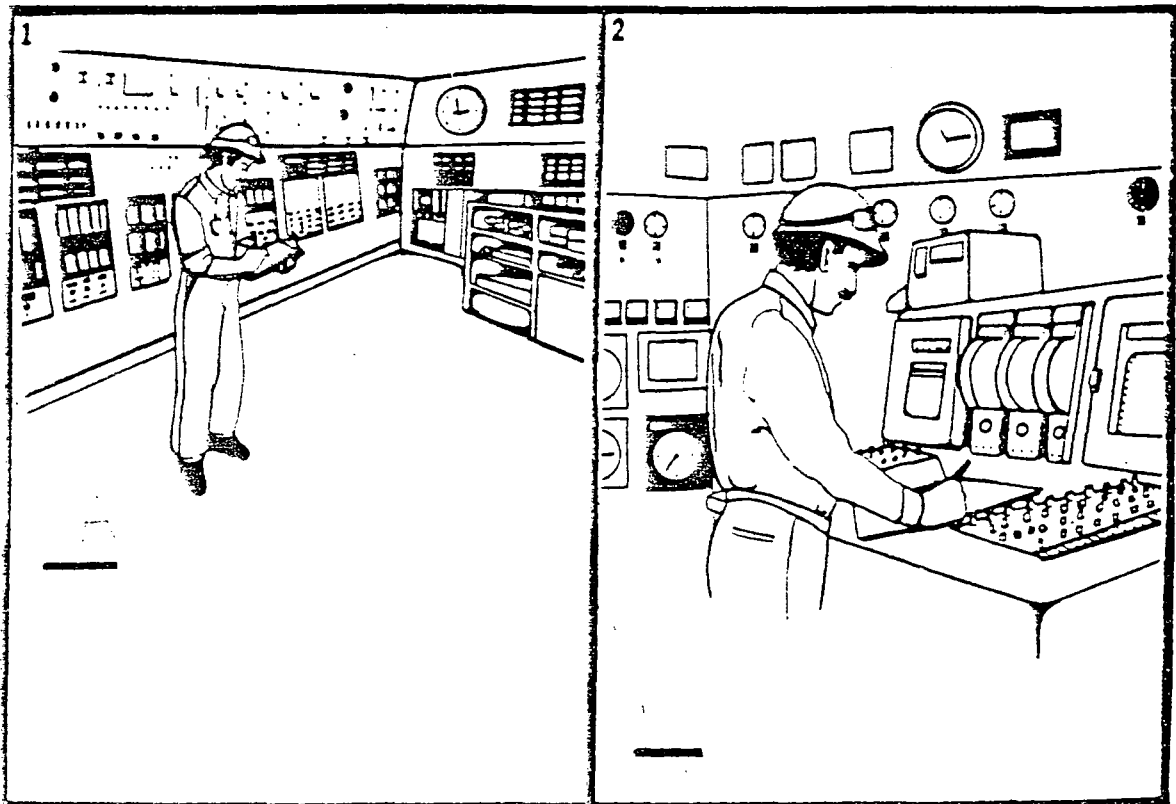


AIMS: To describe job activities

EXERCISE 1 Matching

Write the letter of the sentence under the correct picture.

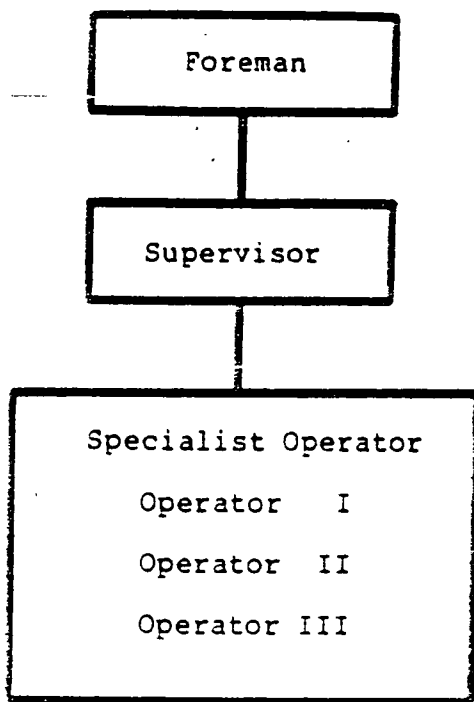
- A. Saleh works in an oil refinery.
- B. He talks to the foreman everyday.
- C. He informs the other workers about the jobs.
- D. He records temperatures and pressures.
- E. He sometimes fills out log sheets.
- F. He often checks the equipment.





(273-2)



SUMMARY 1.Oil Refinery

2.

Saleh records temperatures and pressures.

He often checks equipment.

He informs the other workers about the jobs.

3.

See Log Sheet on next page.

(273-3.)



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

AIMS: To identify and describe dangerous situations  
To formulate good housekeeping rules  
To issue instructions

EXERCISE 1 Help Mostafa clean up the workshop

Write one instruction for each dangerous situation.

EXAMPLE: There is oil on the floor!

Omar, clean the oil up.

or

Omar, clean up the oil.

1. The safety glasses are on the floor!

Omar, \_\_\_\_\_  
(put away)

2. The workbench is messy!

Omar, \_\_\_\_\_  
(clean up)

3. The nuts and bolts are on the workbench!

Omar, \_\_\_\_\_  
(put away)

SUMMARY

Clean oil up immediately.

Put tools away.

Wear safety glasses.

Lift with your legs, not with your back.

Clean the floor up.

Clean up oil. = Clean oil up.

Put away tools. = Put tools away.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

AIMS: To identify and describe dangerous situations  
 To learn what to say if there is a dangerous situation

SUMMARY

|                                                                                |                                  |                                             |                                                     |
|--------------------------------------------------------------------------------|----------------------------------|---------------------------------------------|-----------------------------------------------------|
| 1.                                                                             | There is oil<br>the floor.       | Clean up oil<br>immediately.                | If there is oil<br>on the floor,<br>clean it up.    |
| 2.                                                                             | There are tools<br>outside.      | Put tools away.                             | If you use tools,<br>put them away.                 |
| 3.                                                                             | A man is lifting<br>a heavy box. | Lift with your legs,<br>not with your back. | If you lift a<br>heavy box, lift<br>with your legs. |
| A: If there is oil on the floor, what do you do?<br>B: You clean it up.        |                                  |                                             |                                                     |
| A: There was oil on the floor.<br>B: What did Omar do?<br>A: He cleaned it up. |                                  |                                             |                                                     |



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

- AIMS: To identify and describe dangerous situations  
To give instructions for preventing dangerous situations

EXERCISE 1 Dangerous Situations

Check the sentence you hear.

EXAMPLE: There is oil on the floor. \_\_\_\_\_

There are tools on the floor. ✓

1. The floor is messy. \_\_\_\_\_  
The workbench is messy. \_\_\_\_\_
2. The tools are outside. \_\_\_\_\_  
The tools are inside. \_\_\_\_\_
3. Clean oil up immediately. \_\_\_\_\_  
Clean it up immediately. \_\_\_\_\_

SUMMARY

If you use tools, what do you do?

You put them away.

If you use a machine, what do you do?

You wear safety glasses.

If you work at a workbench, what do you do?

You keep it clean.

If the floor is messy, what do you do?

You clean it up.

If there is oil on the floor, what do you do?

You clean it up.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

AIMS: To describe an accident

EXERCISE 1 Omar's Injury

Read the paragraph below. Then answer the questions. Draw a circle round the correct answer (a), (b) or (c).

Omar is a mechanic. He works for Aramco. Last Monday there was an accident in his workshop. There was one heavy box on the floor. The other boxes were on the table. Omar wanted to carry the heavy box to the table, but he was not careful enough. The box was too heavy and he injured his back. He was not at work for one week.

1. What is Omar's job?
  - (a) He is an operator.
  - (b) He is a mechanic.
  - (c) He is a teacher.
2. Where was the heavy box?
  - (a) It was on the table.
  - (b) It was under the table.
  - (c) It was on the floor.
3. Why did Omar lift the box?
  - (a) He wanted to carry it to the table.
  - (b) He wanted to open it.
  - (c) He wanted to put it on the floor.

SUMMARY

Omar injured his back. He lifted a box, but he was not careful enough. The box was too heavy.

injure - an injury



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: CAR ACCIDENTS - Causes

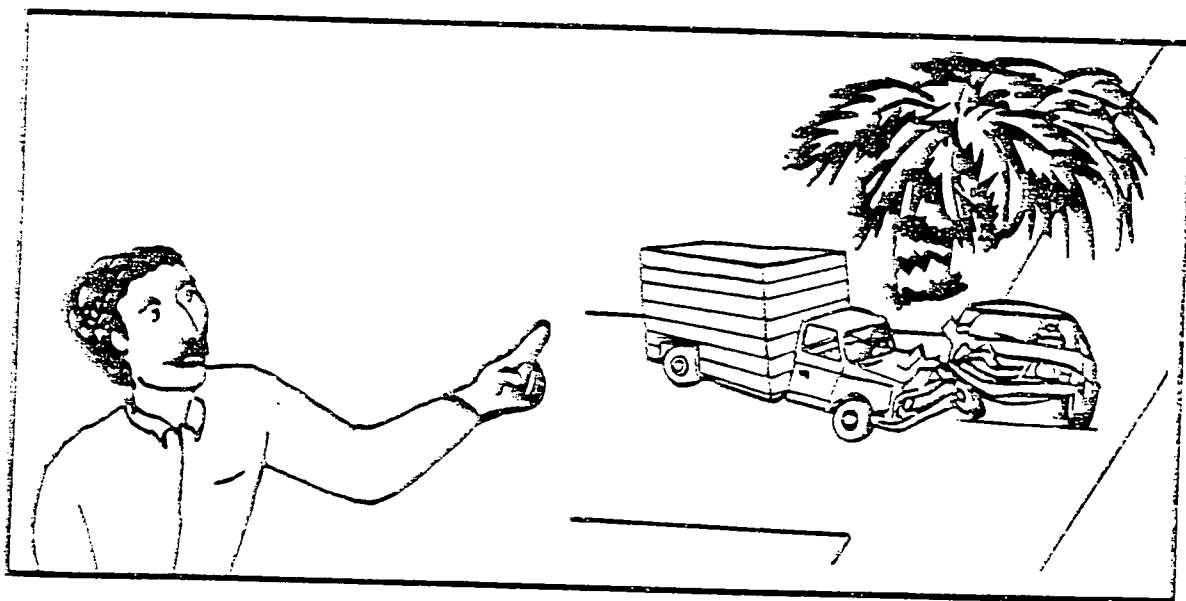
AIMS: To give reasons for accidents  
To ask and answer questions

EXERCISE 1 Could he ...?

Look at pictures on next page. Write the number of the correct picture before each sentence.

- \_\_\_\_\_ The bus couldn't stop.
- \_\_\_\_\_ The bus stopped.
- \_\_\_\_\_ The driver could see the truck.
- \_\_\_\_\_ The driver couldn't see the truck.

SUMMARY



What happened?

- A: What happened? B: He had an accident. He hit a truck.
- A: Why did it happen? B: Because he wasn't paying attention.
- A: Couldn't he see the truck? B: No, he couldn't.

( 24-1 )





NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: FIRE HAZARDS

AIMS: To describe hazards  
To give safety instructions

EXERCISE 1 Taking care of hazards

Complete the following sentences using the correct phrase from the box below:

keep it away from heat  
close it  
clean it  
repair it

1. If your car has a broken gauge you should \_\_\_\_\_.
2. If a fire door is open you should \_\_\_\_\_.
3. If there is propane in the workshop, you should  
\_\_\_\_\_.
4. If the workshop is messy you should \_\_\_\_\_.

SUMMARY

A fire has heat.

If the fire door is open, you should close it.

Keep butane and propane away from heat.

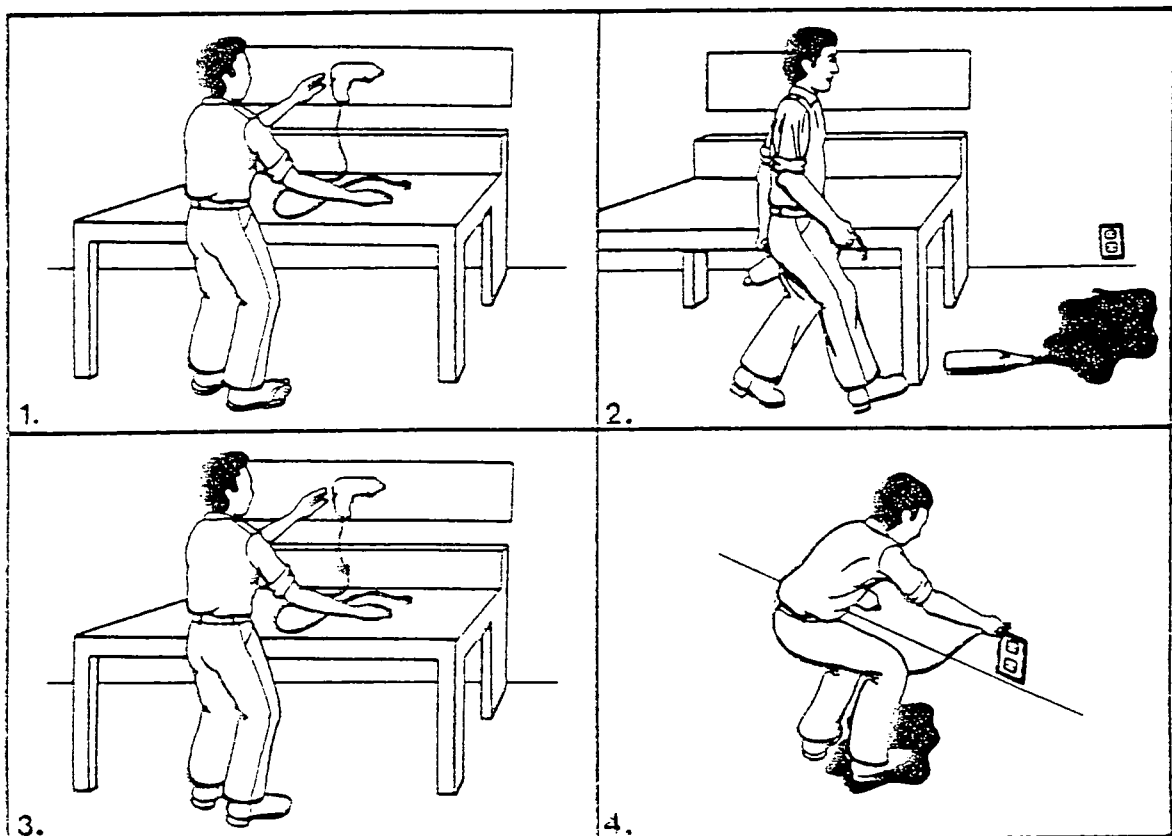


TITLE: ACCIDENTS AT WORK

AIMS: To describe an accident  
To give safety rules  
To understand safety rules

EXERCISE 1

Write the number of the picture before the correct safety rule.

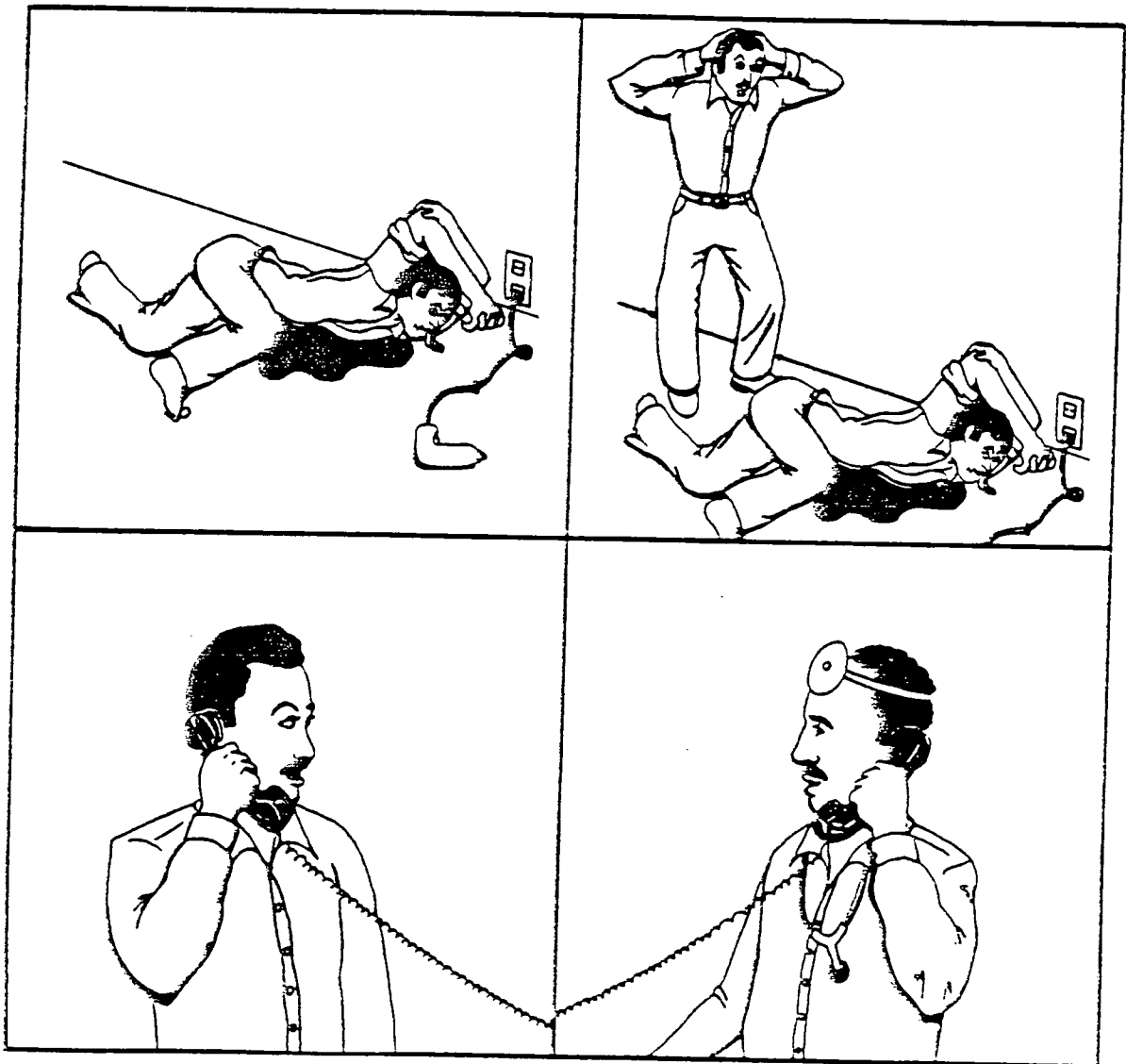


- \_\_\_\_\_ Tools must be in good condition.
- \_\_\_\_\_ Wear safety shoes.
- \_\_\_\_\_ Clean the floors.
- \_\_\_\_\_ Don't use an electric tool and stand on a wet floor..

SUMMARY

Follow as teacher reads. Then give answer to question.

What did he do wrong?



A: Are you Okay?

B: No, I'm not. I got an electric shock.

A: I am going to call a doctor.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: ACCIDENTS

AIMS: To read and understand a description of an accident  
To locate and record the main points of a description

EXERCISE 1 The Accident

Read this news report and tell your teacher about the accident.

- [1] There was an explosion and fire today at an Aramco
- [2] tank farm. Many men were working near the tank farm
- [3] when the explosion happened. First reports say that
- [4] about 10 men were injured. Many storage tanks were
- [5] damaged in the explosion.

EXERCISE 2

Follow your teacher's directions.

1. \_\_\_\_\_? [ ] \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_? [ ] \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_? [ ] \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_? [ ] \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_? [ ] \_\_\_\_\_  
\_\_\_\_\_

SUMMARY

There was an \_\_\_\_\_ at an Aramco tank  
farm today. \_\_\_\_\_ say about 10 men  
were injured and many storage tanks were damaged.



AIMS: To follow and give instructions  
To put instructions in the correct order

SUMMARY

Building a Fire

- \_\_\_\_\_ Light the paper with a match.
- \_\_\_\_\_ Put the paper into the hole.
- \_\_\_\_\_ Put the lighting fluid on the charcoal.
- \_\_\_\_\_ Put out the fire.
- \_\_\_\_\_ Put the grill over the charcoal.
- \_\_\_\_\_ Dig the hole.
- \_\_\_\_\_ Put the charcoal on the paper.
- \_\_\_\_\_ Crush the paper.



TITLE: FIRE PREVENTION - How to operate a CO<sub>2</sub> Fire extinguisher

AIMS: To describe how a CO<sub>2</sub> extinguisher worked  
To give instructions on how to use a CO<sub>2</sub> extinguisher

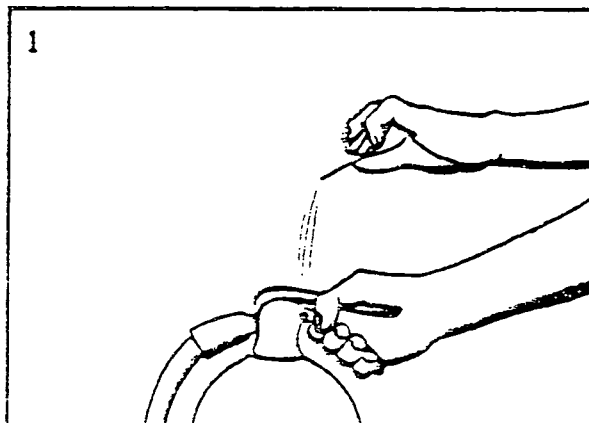
EXERCISE 1 Writing Instructions

Put words from the list below in the spaces in the sentences to make correct instructions. Look at the pictures for help.

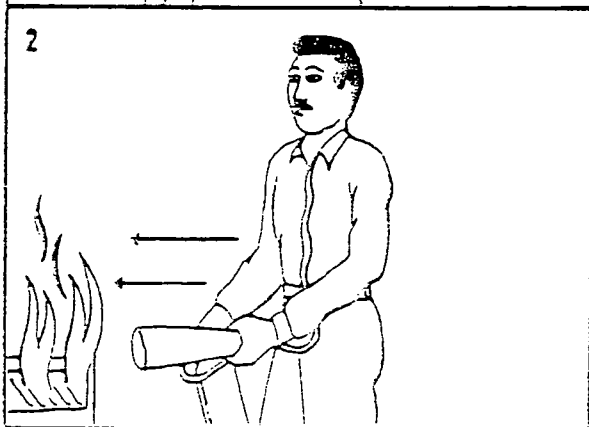
Pull out      by the handle      Point      squeeze      move

INSTRUCTIONS

1. \_\_\_\_\_  
the safety pin.



2. Stand close to the fire.



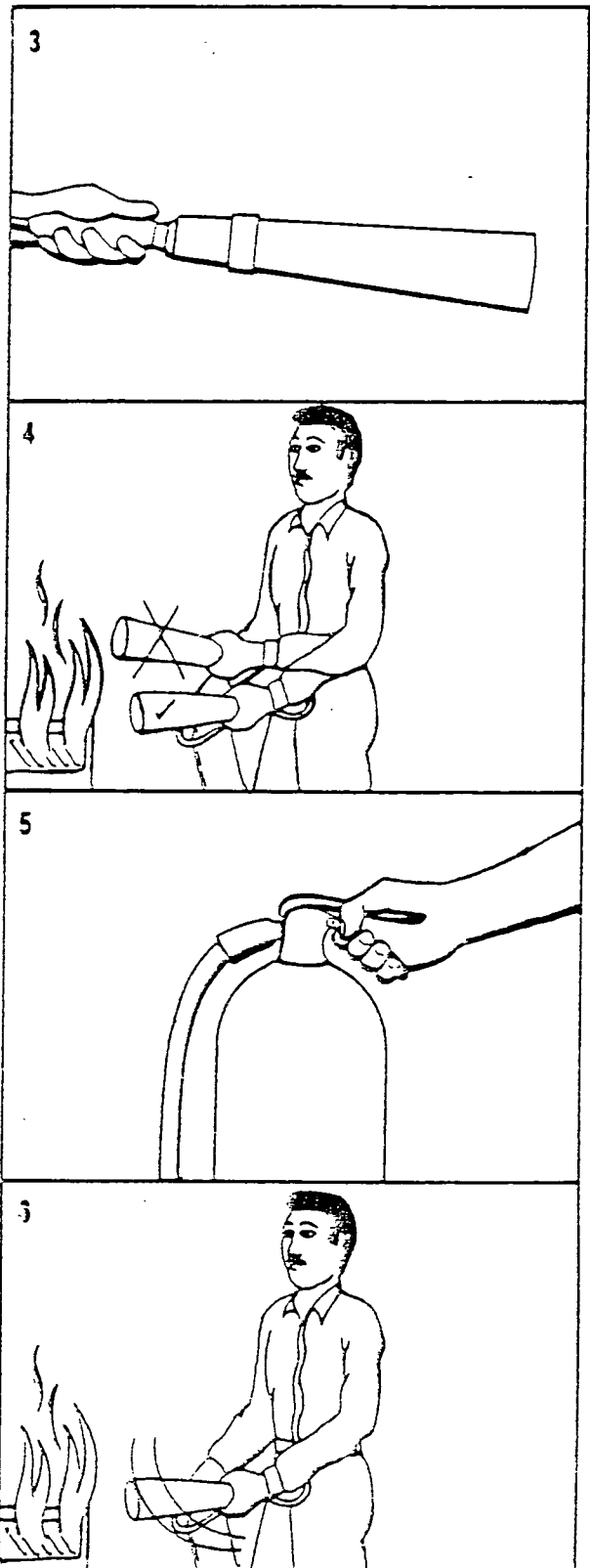
3. Hold the horn \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_ the horn  
at the bottom of the  
fire.

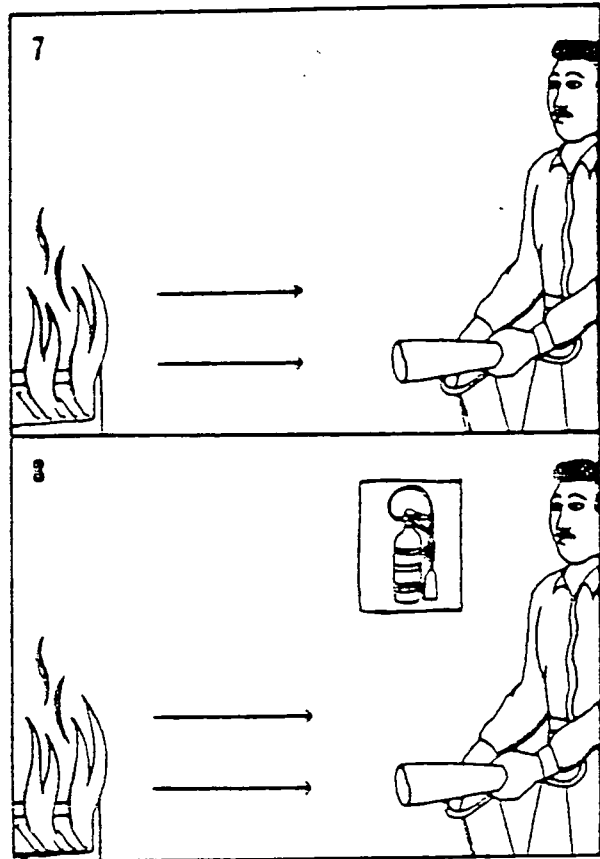
5. \_\_\_\_\_  
the lever.

6. Swing the horn from  
side to side.



7. \_\_\_\_\_ away  
from the fire when it  
is out.

8. Have another extinguisher  
close by.



### SUMMARY

squeeze - squeezed

open - opened

press - pressed

move - moved

flow - flowed

change - changed

cover - covered

extinguish - extinguished

go - went

To operate an extinguisher means to use an extinguisher.

Point the horn at the bottom means hold the horn there.

Swing from side to side means move from left to right  
and repeat this.

Move away from the fire means walk away but look at the fire.





TITLE: FIRE PREVENTION - Hazardous Situations

AIMS: To identify and describe hazardous situations  
To describe cause and effect

EXERCISE 1 To Prevent Fires

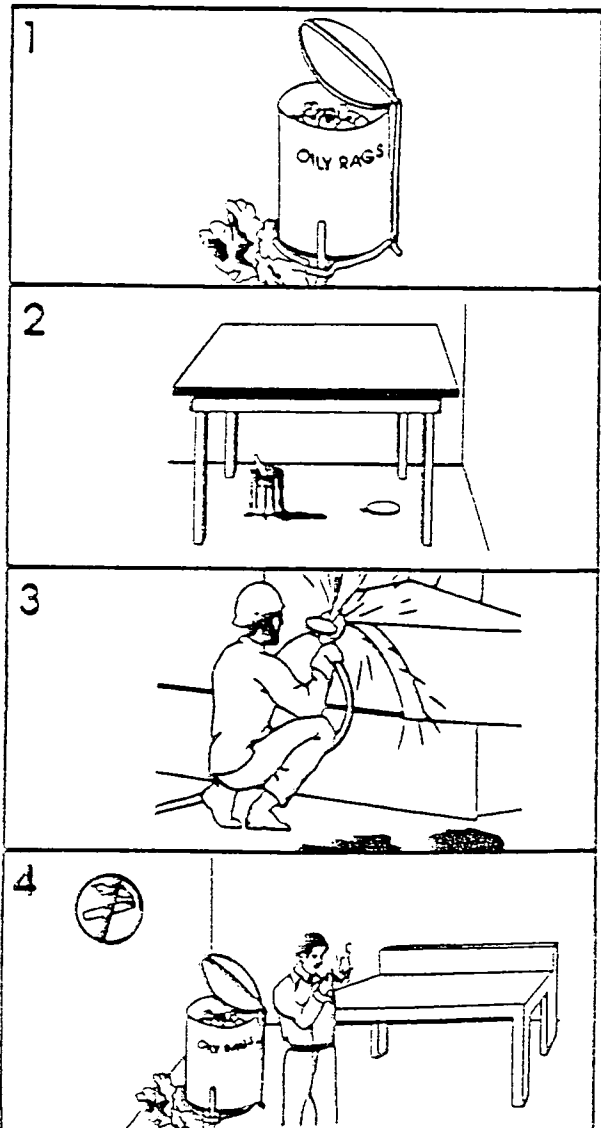
What should he do? Draw lines from the sentence  
to the correct picture.

a. He should stop  
working and clean  
up the oil.

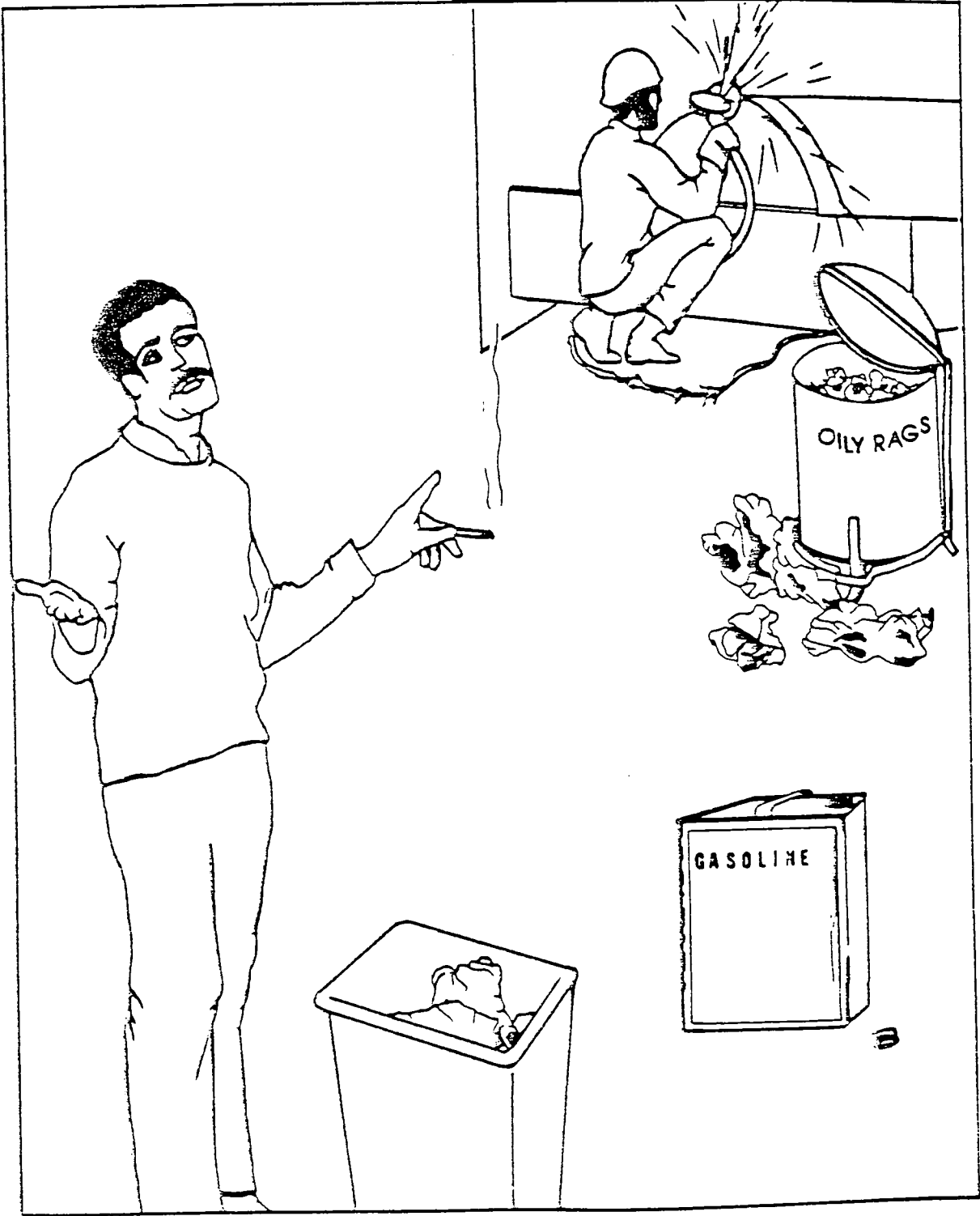
b. He should put the  
rags in the bin and  
close it.

c. He should stop  
smoking.

d. He should put the  
lid on the can and  
clean up the floor.



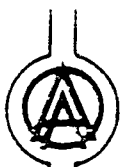
EXERCISE 2. Circle the hazards



SUMMARY

FOLLOW GOOD  
FIRE SAFETY PRACTICES

REPORT  
FIRE HAZARDS  
IMMEDIATELY



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: FIRE PREVENTION - What do you do in case of a fire?

AIMS: To report fires  
To pass on messages clearly

EXERCISE 1 Reporting Fires

Dial 110 and report the fire.

- . Give your name and badge number.
- . Speak calmly and clearly.
- . Give the location of the fire.
- . Describe the type of fire.
- . Report any injuries.
- . Repeat the information.

FIRE A

Location: In the electrical workshop.

Type: Very large Class C fire.

Number of injuries: 1 man.

FIRE B

Location: In the oil refinery.

Type: Very large Class B fire.

Number of injuries: 10 men.

SUMMARY

What do you do in case of a fire?

Don't panic! Dial 110 and report it.



TITLE: TOOL MAINTENANCE - Damaged Tools

AIMS: To talk about the condition of tools  
To say what needs to be done

EXERCISE 1 What's wrong with it?

Look at the picture on the right. Then fill in the blanks as appropriate. Use the words in the boxes.

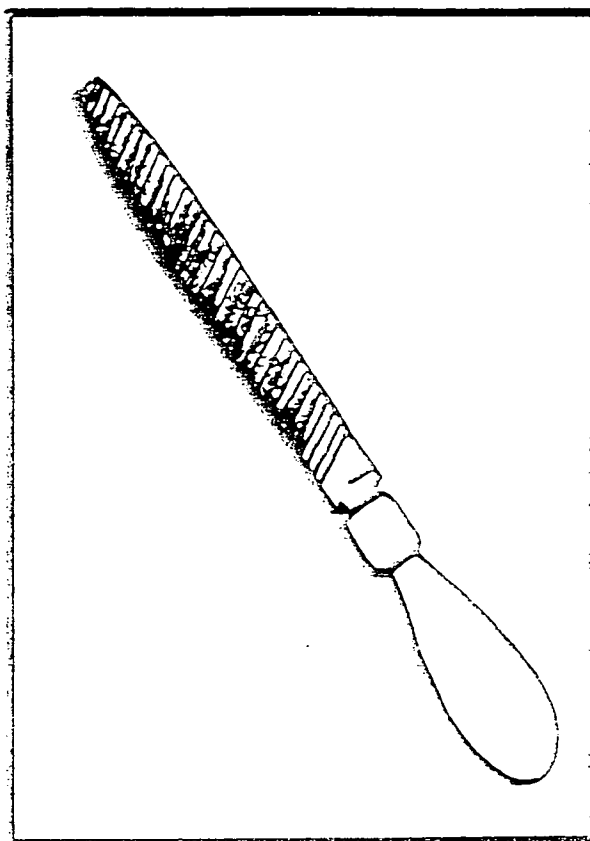
|        |
|--------|
| rusty  |
| sharp  |
| dirty  |
| broken |

|    |       |            |
|----|-------|------------|
| It | needs | cleaning   |
|    |       | sharpening |
|    |       | repairing  |
|    |       | oiling     |

Mohammed cannot use his file.

It is \_\_\_\_\_.

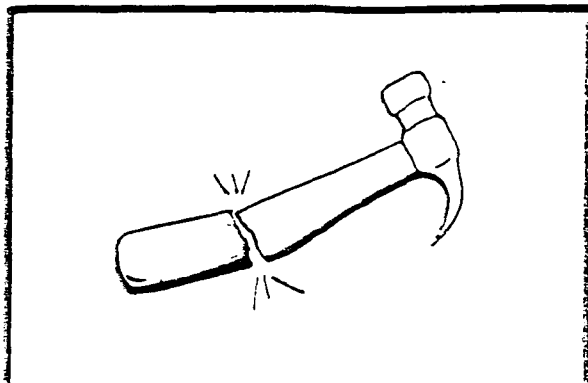
It needs \_\_\_\_\_.



Omar cannot use his hammer.

It is \_\_\_\_\_.

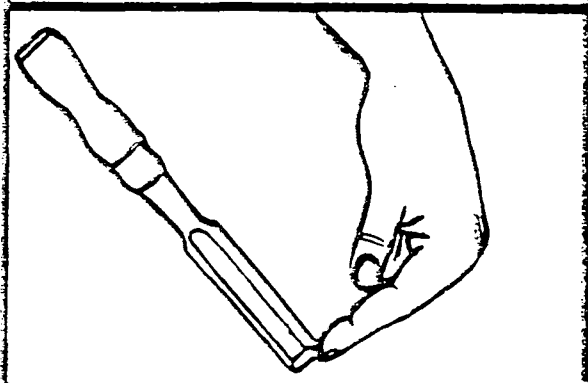
It \_\_\_\_\_  
\_\_\_\_\_.



Moussa cannot use his chisel.

It is not \_\_\_\_\_.

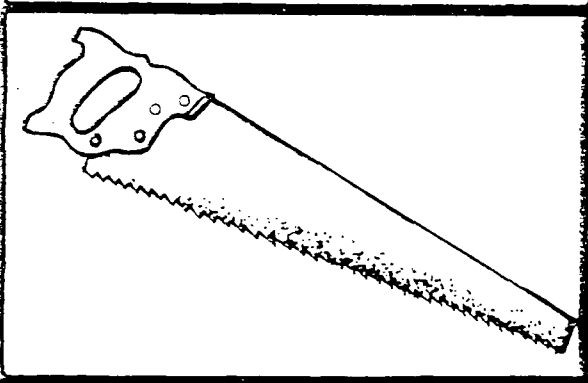
It needs \_\_\_\_\_.



Abdullah cannot use his saw.

It is \_\_\_\_\_.

It needs \_\_\_\_\_.



### SUMMARY

Jasim's tools are not in good condition because he does not take care of them. His saw is rusty. It needs oiling.



TITLE: TOOL MAINTENANCE - Rules

AIMS: To talk about damaged tools

To understand rules for taking care of tools

EXERCISE 1 Jasim and Khalid

Listen to the conversation. Then read each question and circle the correct answer.

1. What is the matter with Jasim's hammer?
  - a. It is rusty.
  - b. It is broken.
  - c. It is jammed.
2. Why can't Khalid use Jasim's file?
  - a. It is too sharp.
  - b. It is broken.
  - c. It is too dirty.
3. What is wrong with Jasim's drill?
  - a. It is jammed.
  - b. It is broken.
  - c. It is not sharp.
4. What does Jasim's chisel need?
  - a. It needs oiling.
  - b. It needs sharpening.
  - c. It needs repairing.
5. Why can't Khalid use Jasim's tools?
  - a. Because they are not new enough.
  - b. Because Jasim is cleaning them.
  - c. Because they are not in good condition.

SUMMARY

Sharpen your tools often. Oil your tools often.  
Clean your tools often. Repair your tools.  
Don't leave your tools outside.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: PREPARING FOR A TRIP - Future Schedules

AIMS: To describe plans for a trip  
To describe a work schedule  
To fill in a schedule

EXERCISE 1 Listen and then fill in words from the box.

Aramco Gas and Oil Operators' Schedule

Next Thursday:

| Operator            | Time    |           |
|---------------------|---------|-----------|
|                     | Morning | Afternoon |
| 1. Sa'ad and I      |         |           |
| 2. Mostafa and Musa |         |           |
| 3. Abdul-Rahman     |         |           |

|                     |                              |
|---------------------|------------------------------|
| talk to the foreman | read and record temperatures |
| do housekeeping     | read and record pressures    |
| fill in log sheets  | inspect equipment            |



SUMMARY

| <u>Next Thursday's Schedule</u> |                                                                 |
|---------------------------------|-----------------------------------------------------------------|
| 6:00 a.m.                       | leave Dhahran                                                   |
| 7:00 a.m.                       | stop in Abqaiq and meet 2 friends                               |
| 8:00 a.m.                       | drive through Shedgum and take one<br>friend to the Aramco site |
| 8:30 a.m.                       | arrive in Hofuf                                                 |
| 9:00 a.m.                       | go to the suq                                                   |
| 12:00 a.m.                      | eat lunch                                                       |
| 2:00 p.m.                       | stop in Abqaiq and visit a friend                               |
| 3:30 p.m.                       | arrive back in Dhahran                                          |



TITLE: PREPARING FOR A TRIP - Predrive Check

AIMS: To give reasons  
To express purpose  
To understand purpose

EXERCISE 1 Look at the pictures on the next page. Write the correct number on the line.

Why is he checking the car?

\_\_\_\_\_ To make sure there is enough water in the radiator.

\_\_\_\_\_ To make sure the lights are clean.

\_\_\_\_\_ To make sure there is enough fuel.

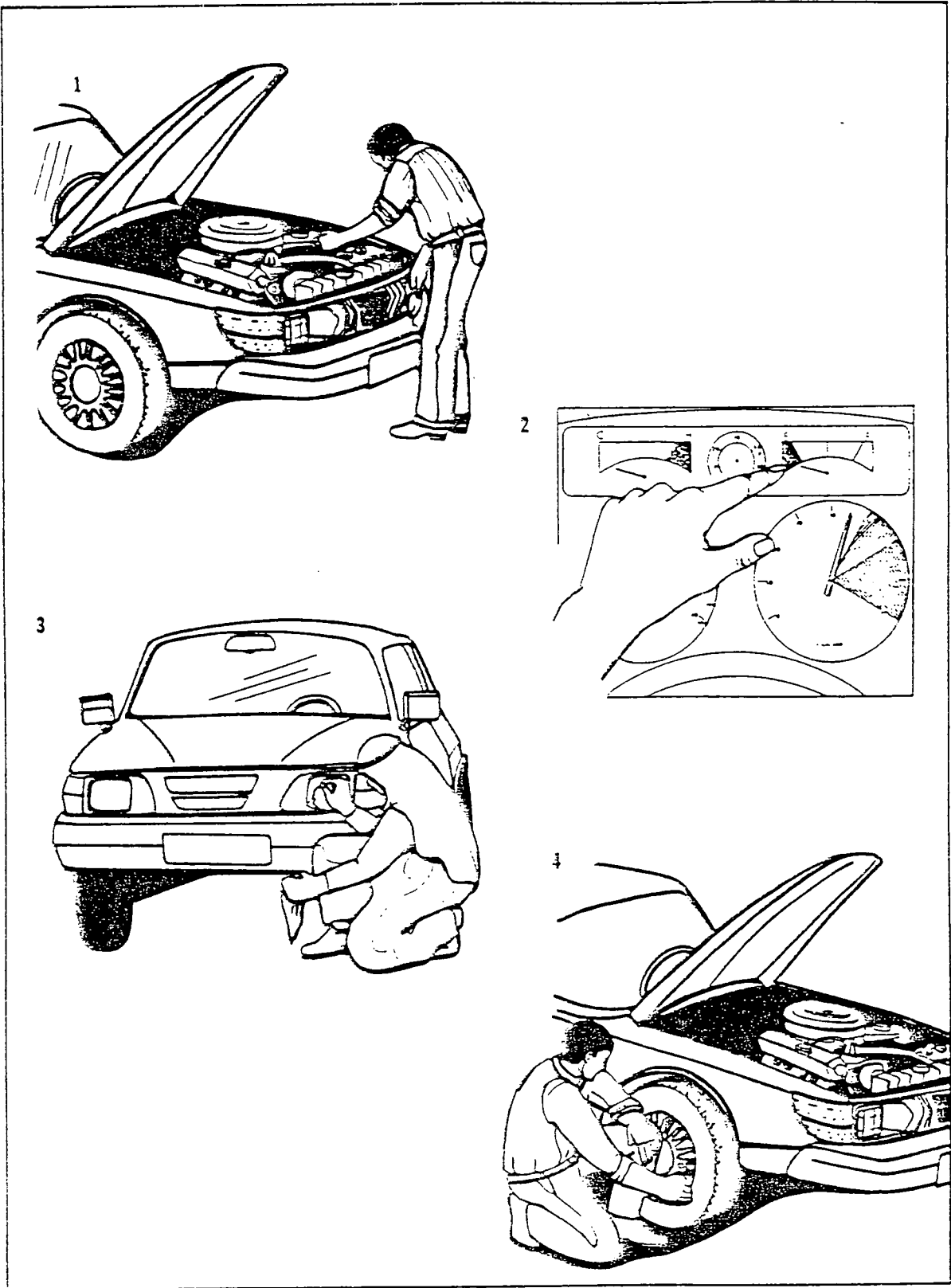
\_\_\_\_\_ To make sure there is enough air in the tires.

SUMMARY

Follow as teacher reads.

|                               |                                              |
|-------------------------------|----------------------------------------------|
| Why are you learning English? | <u>So that</u> I can be an<br>Aramco worker. |
|-------------------------------|----------------------------------------------|

|                                          |                                             |
|------------------------------------------|---------------------------------------------|
| Why are you going to check<br>the tires? | <u>To make sure</u> there is<br>enough air. |
|------------------------------------------|---------------------------------------------|





NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: PREPARING FOR A TRIP - Things to Take

AIMS: To make plans

EXERCISE 1 Put a check ( ✓ ) in front of the things you are going to take on your trip.

Things to Take on a Picnic

|                      |                         |
|----------------------|-------------------------|
| _____ charcoal       | _____ tea               |
| _____ lighting fluid | _____ Pepsi             |
| _____ grill          | _____ sugar             |
| _____ lighter        | _____ coffee            |
| _____ map            | _____ bicycle           |
| _____ watch          | _____ motorcycle        |
| _____ money          | _____ large car         |
| _____ camera         | _____ truck             |
| _____ sunglasses     | _____ fuel              |
| _____ warm clothes   | _____ oil               |
| _____ food           | _____ spare tire        |
| _____ water          | _____ tools             |
| _____ milk           | _____ fire extinguisher |

SUMMARY Follow as teacher reads. Then write words on lines.

Our Trip

We are going to go to the \_\_\_\_\_.

We are going to take \_\_\_\_\_, \_\_\_\_\_,  
a grill, a lighter and food because we want to cook lunch.

We are going to take warm clothes because it might be cold.

We are going to drive a large car because there are going to  
be a lot of people. We \_\_\_\_\_  
to take a spare tire, tools and a fire extinguisher.

We are going to take food, charcoal, sunglasses and a camera.



TITLE: PREPARING FOR A TRIP - Possible Events

AIMS: To express possibility

EXERCISE 1

Listen to the tape, read the questions,  
then circle the correct answer.

1. Is Mostafa going to play football on Thursday?
  - a. Yes, he is.
  - b. No, he isn't.
  - c. He might.
  
2. Is Khalid going to buy a new car?
  - a. Yes, he is.
  - b. No, he isn't.
  - c. He might.

SUMMARY

|                                             |                                        |                                   |
|---------------------------------------------|----------------------------------------|-----------------------------------|
| Are you going to meet a friend on Thursday? |                                        | I don't know.<br>I <u>might</u> . |
| What <u>might</u> happen?                   | He <u>might</u> have an accident.      |                                   |
| The road conditions <u>might</u> be bad.    | There <u>might</u> be dangerous bends. |                                   |



TITLE: PREPARING FOR A TRIP - Weather Conditions

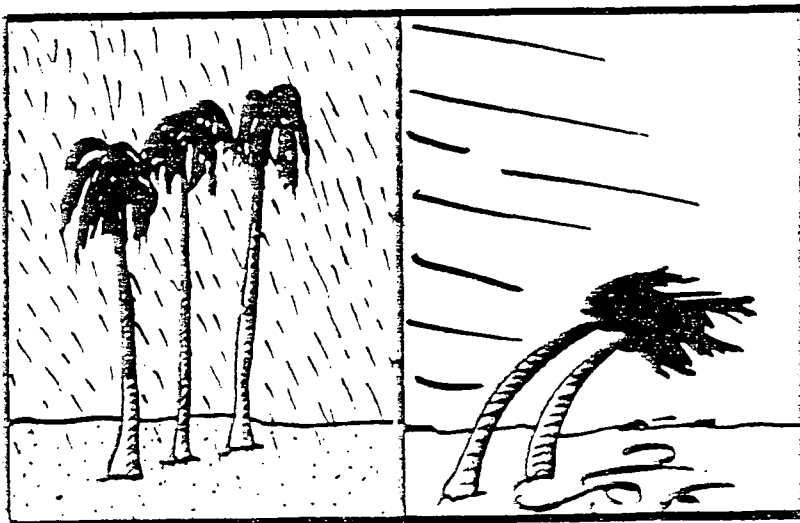
AIMS: To elicit information  
To describe weather and road conditions  
To fill in a chart  
To express possibility

EXERCISE 1 Filling in a chart

Listen to your teacher play the weather forecast. Write the weather and road conditions in the chart. The words you need are in the box.

rain wet wind sand okay humid windy

|          | Weather Conditions | Road Conditions |
|----------|--------------------|-----------------|
| Dhahran  |                    |                 |
| Al Hofuf |                    |                 |
| Abha     |                    |                 |
| Jeddah   |                    |                 |



SUMMARY

There might be rain and wind.  
The roads might be wet and windy.



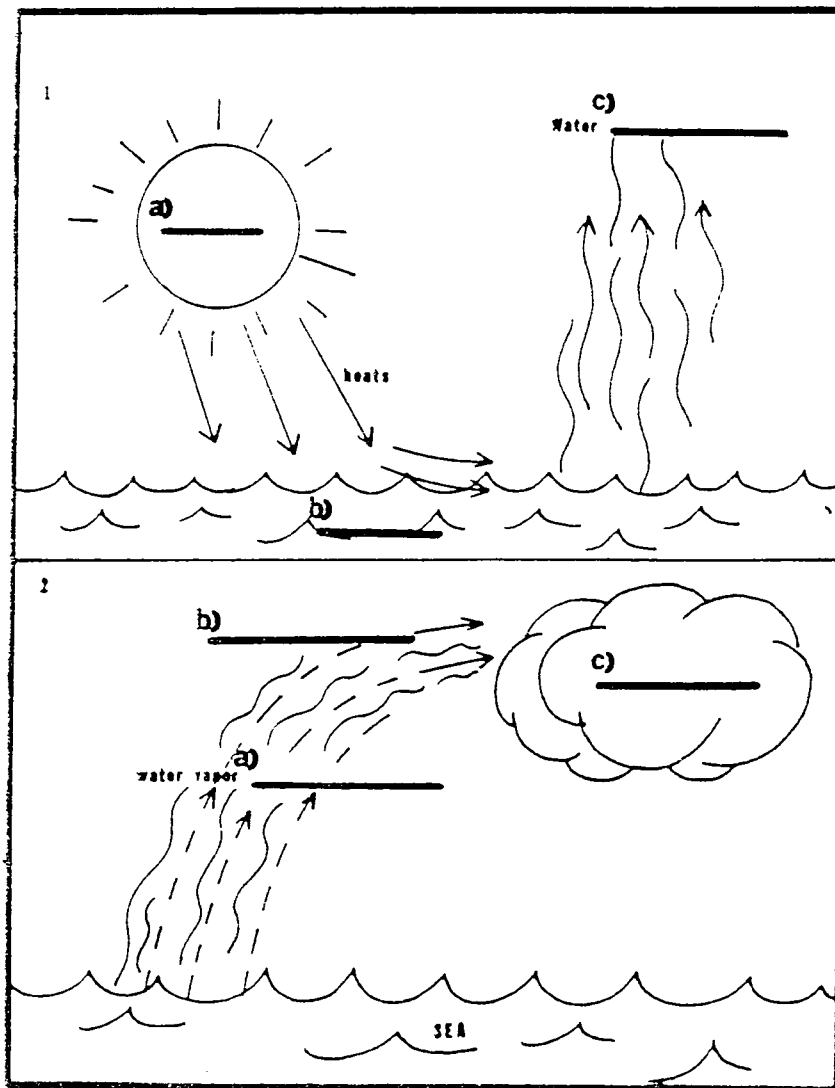
TITLE: WATER - The Water Cycle

AIMS: To learn to describe how rain occurs and why rain falls

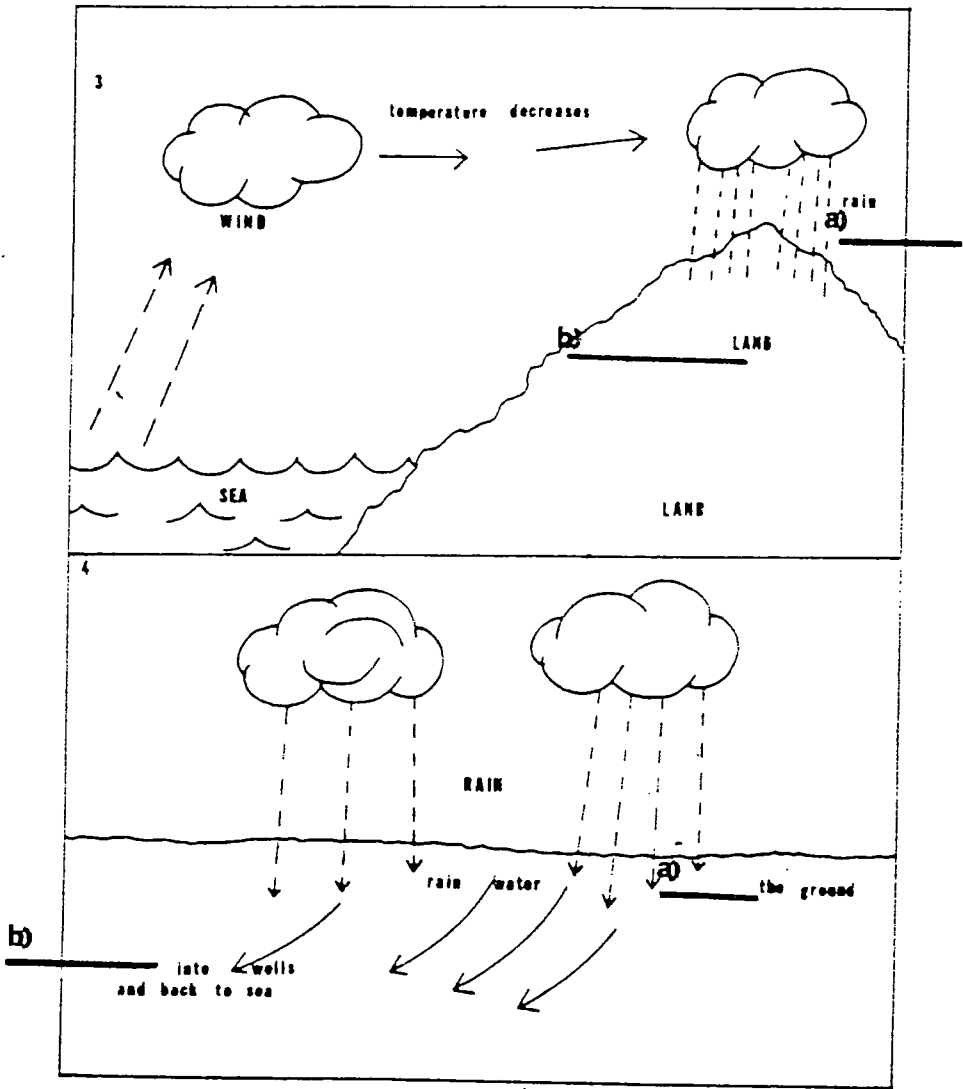
EXERCISE 1 Labelling Pictures

Choose words from the sentences on the board and put them in the drawing where you see \_\_\_\_\_.

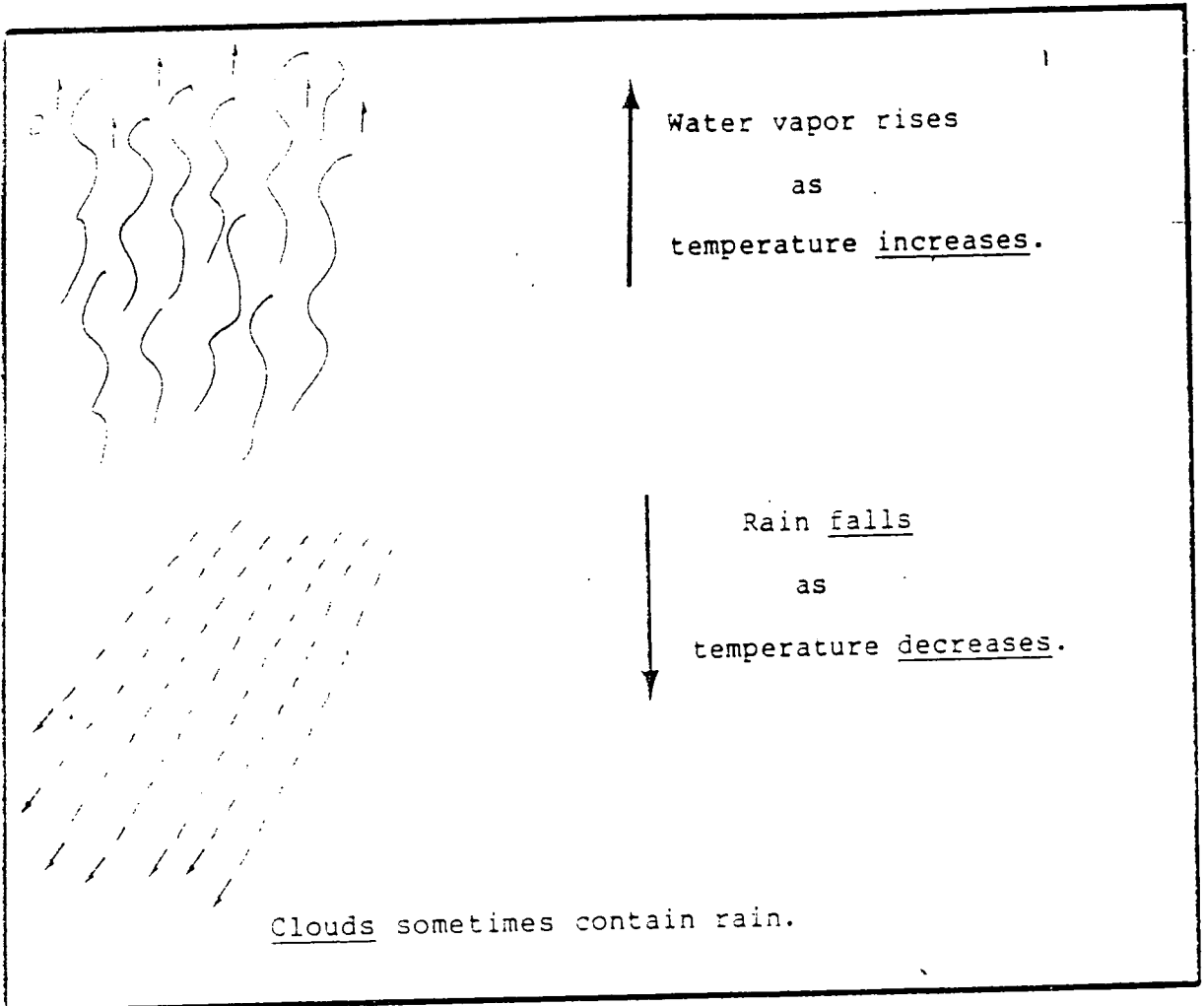
How rain occurs and why it falls.



(95-1)





SUMMARY



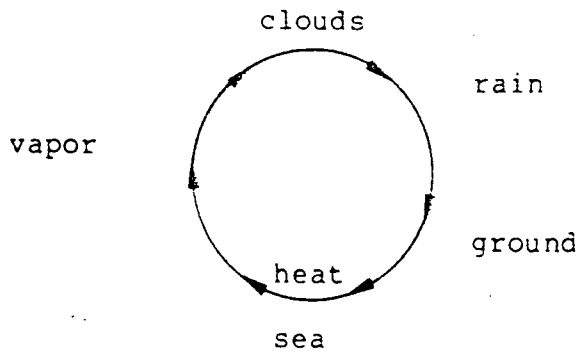
TITLE: WATER - The Water Cycle

AIMS: To read and talk about the water cycle

EXERCISE 1 The Water Cycle

Choose a statement from the column on the right to complete the sentence which begins in the column on the left. Put the letters A through H next to the statement you choose.

|                                  |                          |                                                        |
|----------------------------------|--------------------------|--------------------------------------------------------|
| A                                | <input type="checkbox"/> |                                                        |
| As the sun heats the sea,        |                          | the temperature decreases.                             |
| B                                | <input type="checkbox"/> |                                                        |
| As the water vapor rises,        |                          | rain falls.                                            |
| C                                | <input type="checkbox"/> |                                                        |
| As the water vapor cools,        |                          | it cools.                                              |
| D                                | <input type="checkbox"/> |                                                        |
| When the wind pushes the clouds, |                          | the rain water goes into the ground.                   |
| E                                | <input type="checkbox"/> |                                                        |
| As the clouds go over high land, |                          | into wells and underground rivers and back to the sea. |
| F                                | <input type="checkbox"/> |                                                        |
| As the temperature decreases,    |                          | some sea water changes to water vapor.                 |
| G                                | <input type="checkbox"/> |                                                        |
| After the rain falls,            |                          | it changes to clouds.                                  |
| H                                | <input type="checkbox"/> |                                                        |
| Finally, the rain water flows    |                          | they move to the land.                                 |

SUMMARYThe Water Cycle

Rain comes from the sea.

Rain falls on the land.

Rain water goes back to  
the sea.

As

As I am speaking, you are listening.

As you are listening, you are reading too.

These happen at the same time.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: CONDITIONS OF TOOLS

AIMS: To describe condition

To give explanations

To ask and answer questions

EXERCISE 1 Tools in Bad Condition

Talk about Part A with your partner.

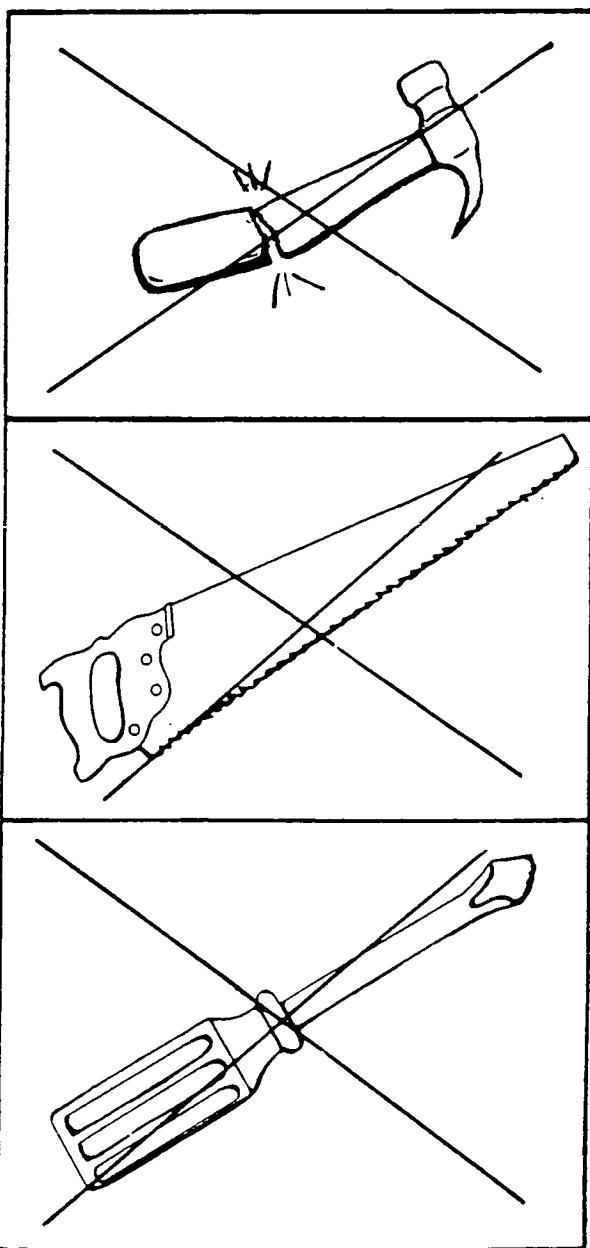
Then he will talk to you about Part B.

Part A1 Work Assignment

You are working in your workshop but you have no tools. You have to do these things:

1. Cut some pipes.
2. File some metal.
3. Drill some holes.

Part B2 Your Tools



( 106-1 )

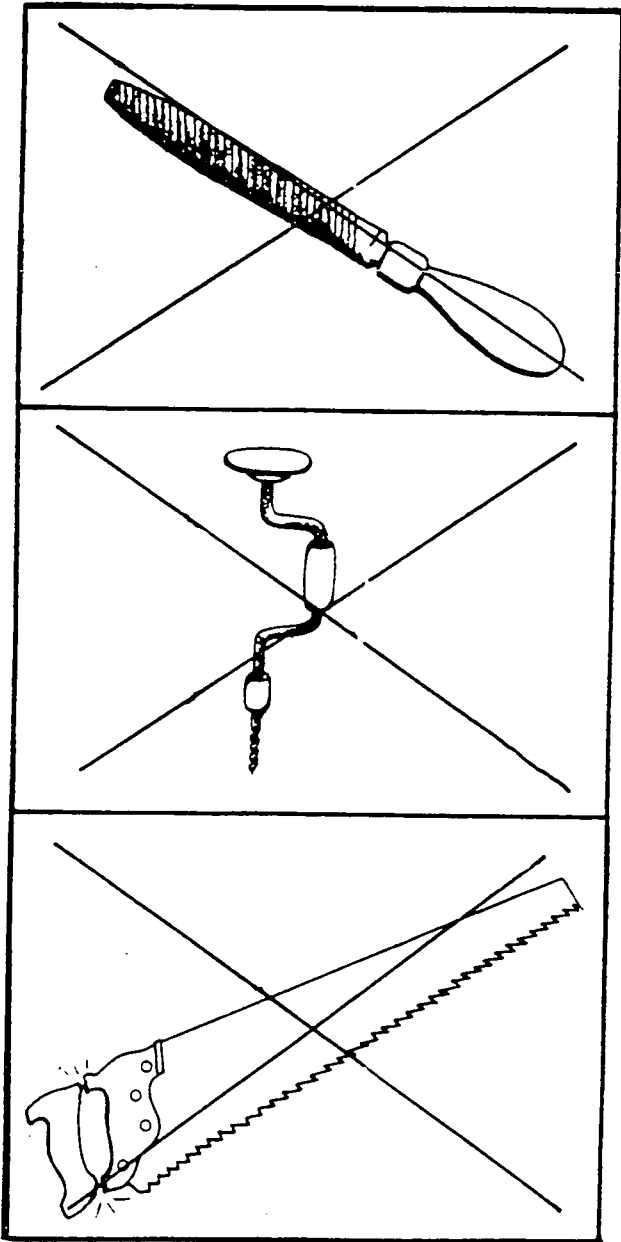
EXERCISE 1 (Continued)

Talk about Part A with your partner. Then talk about Part B.

Part A2 Your ToolsPart B1 Work Assignment

You are working in your workshop and your tools are not in good condition. You have to do these things:

1. Take some screws out of some wood.
2. Cut some wood.
3. Hammer some wood together



(106-2)



TITLE: ARAMCO EMPLOYEES AND TRAINEES

AIMS: To understand a presentation  
To ask and answer questions  
To fill in a chart

EXERCISE 1 Pair Work

Ask your partner questions in order to fill in words and numbers on the chart. Look at the Summary box if you have to.

| ARAMCO EMPLOYEES AND TRAINEES: 1979           |        |           |
|-----------------------------------------------|--------|-----------|
| PEOPLE                                        | NUMBER |           |
|                                               | 22,000 | EMPLOYEES |
| Foreigners                                    |        |           |
| TOTAL ARAMCO EMPLOYEES<br>(includes trainees) |        |           |
| in Saudi Arabia                               |        | TRAINEES  |
|                                               | 640    |           |
| TOTAL TRAINEES                                |        |           |

SUMMARYAramco Employees and Trainees.

In 1979, Aramco employed 38,000 people in Saudi Arabia.

There were 16,000 foreigners. Over 11,000 Saudi

employees were in training programs. More than 600

Saudis were abroad. They went to other countries to

learn technical subjects.



TITLE: PROPERTIES OF MATERIALS

AIMS: To understand an oral presentation  
To fill in a table  
To describe materials

EXERCISE 1     Cassette Tape

Listen the the tape. Circle the correct answers.

|          |                                  |                   |
|----------|----------------------------------|-------------------|
| aluminum | <u>conductor</u> / non-conductor | light / heavy     |
| copper   | conductor / non-conductor        | light / heavy     |
| iron     | conductor / non-conductor        | light / heavy     |
| steel    | conductor / non-conductor        | strong / weak     |
| rubber   | conductor / non-conductor        | elastic / brittle |
| chalk    | conductor / non-conductor        | elastic / brittle |

SUMMARY

|                                                             |
|-------------------------------------------------------------|
| brittle                      /                      elastic |
| Both chalk and glass are brittle. Rubber is elastic.        |





TITLE: DESCRIBING MATERIALS AND GIVING REASONS FOR THEIR USE

AIMS: To describe materials  
To express reasons

EXERCISE 1 Writing Descriptions

PART A: Circle the correct answer.

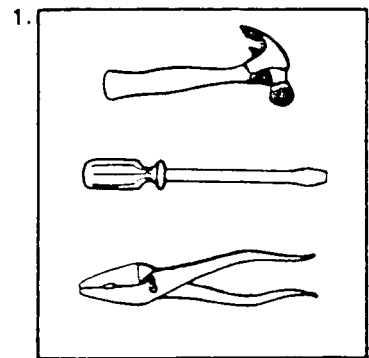
1. Glass is \_\_\_\_\_ material.
  - a. a brittle
  - b. an elastic
  - c. a strong
2. Iron is \_\_\_\_\_ material.
  - a. a weak
  - b. an elastic
  - c. a strong
3. Rubber is \_\_\_\_\_ material.
  - a. an elastic
  - b. a brittle
  - c. a red
4. Aluminum is \_\_\_\_\_ material.
  - a. an elastic
  - b. a light
  - c. a blue

PART B: Circle the correct answer.

1. Glass is \_\_\_\_\_ brittle.
  - a. not
  - b. extremely
  - c. fairly
  
2. Iron is \_\_\_\_\_ strong.
  - a. fairly
  - b. very
  - c. not
  
3. Rubber is \_\_\_\_\_ elastic.
  - a. very
  - b. not
  
4. Aluminum is \_\_\_\_\_ light.
  - a. fairly
  - b. not

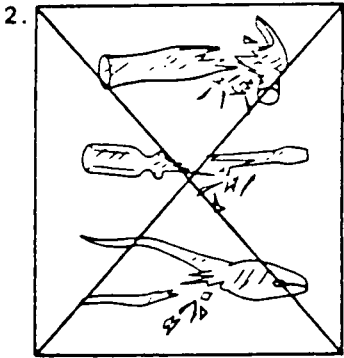
EXERCISE 2 Expressing Reasons

Listen to your teacher. Write a sentence about the picture.



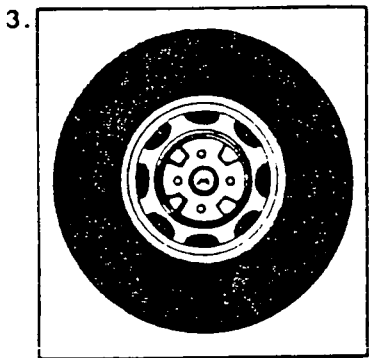
**Steel**  
  
**extremely**  
  
**strong**

\_\_\_\_\_ is used for  
making \_\_\_\_\_  
because it is \_\_\_\_\_  
\_\_\_\_\_.



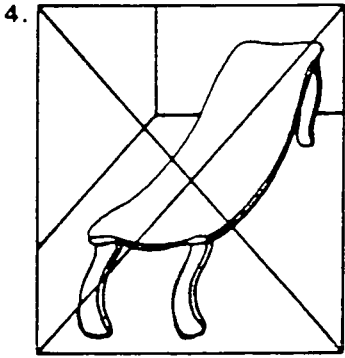
**Glass**  
  
**very**  
  
**brittle**

\_\_\_\_\_ is not used  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



**Rubber**  
  
**very**  
  
**elastic**

\_\_\_\_\_ is \_\_\_\_\_  
for \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_.



**Rubber**  
  
**very**  
  
**elastic**

\_\_\_\_\_ not  
\_\_\_\_\_  
**tables** \_\_\_\_\_  
\_\_\_\_\_.

SUMMARY

What kind of material is glass?

It's a brittle material.

Glass isn't used for making tools because it is very brittle.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: HOW WATER CHANGES

AIMS: To read a description

EXERCISE 1 How Water Changes

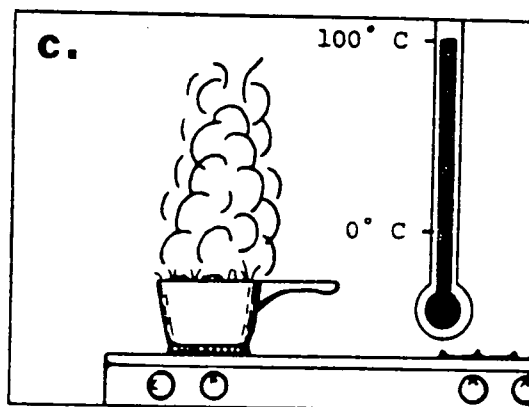
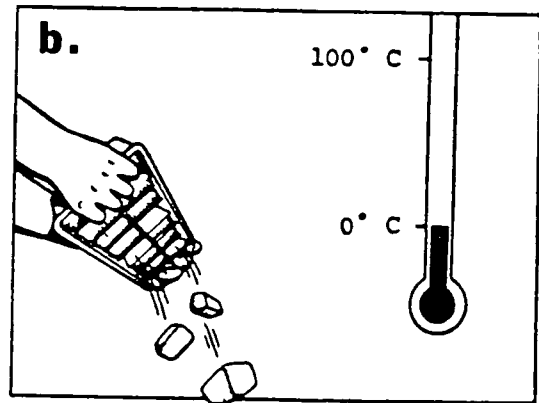
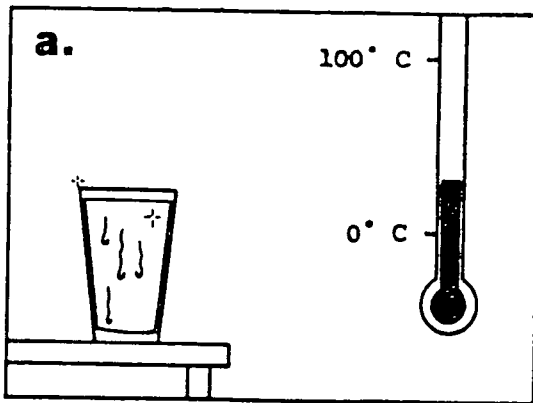
Read the following and fill in the blanks. Use these words:

|       |      |         |        |
|-------|------|---------|--------|
| ice   | heat | freezes | warms  |
| melts | cool | boils   | liquid |

1. Water is a liquid. We can \_\_\_\_\_ it and the temperature rises. It gets hotter. At 100°C, the water \_\_\_\_\_.
2. Water is a \_\_\_\_\_. We can \_\_\_\_\_ it and the temperature falls. It gets colder. At 0°C, the water \_\_\_\_\_. It changes into \_\_\_\_\_.
3. Ice is a solid. Water is warmer than ice. In a glass of water and ice, the water \_\_\_\_\_ the ice. Above 0°C, the ice \_\_\_\_\_.
4. Complete the following. Use the information from above if you want.
  - a. At 100°C, \_\_\_\_\_.
  - b. At 0°C, water \_\_\_\_\_.
  - c. Above 0°C, ice \_\_\_\_\_.

EXERCISE 2 Matching Descriptions to Pictures

Find all the sentences which describe each picture.  
Put the letter in the blank.



1. \_\_\_\_\_ Water freezes at 0°C.
2. \_\_\_\_\_ Water changes into vapor at 100°C.
3. \_\_\_\_\_ At 100°C, water boils.
4. \_\_\_\_\_ Ice melts at temperatures above 0°C.
5. \_\_\_\_\_ Water becomes ice at 0°C.
6. \_\_\_\_\_ When ice melts, it becomes liquid.
7. \_\_\_\_\_ Water becomes a gas at 100°C.
8. \_\_\_\_\_ Water becomes a solid at 0°C.

SUMMARY

|                        |                        |
|------------------------|------------------------|
| At 100°C, water boils. | It changes into vapor. |
| At 0°C, water freezes. | It changes into ice.   |
| Above 0°C, ice melts.  | It changes into water. |



TITLE: WORKING FOR ARAMCO - Aramco Hierarchy

AIMS: To identify order  
To understand an oral presentation  
To describe hierarchy

EXERCISE 1 True or False?

Check the sentences below that are true.

- \_\_\_ 1. The Chairman of the Board of Aramco is the most important man in Aramco.
- \_\_\_ 2. The President is responsible for Aramco.
- \_\_\_ 3. The President reports to the Chairman of the Board.
- \_\_\_ 4. The President is the most important man in Aramco.
- \_\_\_ 5. The Chairman of the Board is responsible for Aramco.
- \_\_\_ 6. The President is the 3rd most important man in Aramco.

SUMMARY

The Chairman of the Board of Aramco is responsible for Aramco.  
He is the most important man in Aramco.  
The President reports to the Chairman.  
He is the 2nd most important man in Aramco.



NAME \_\_\_\_\_

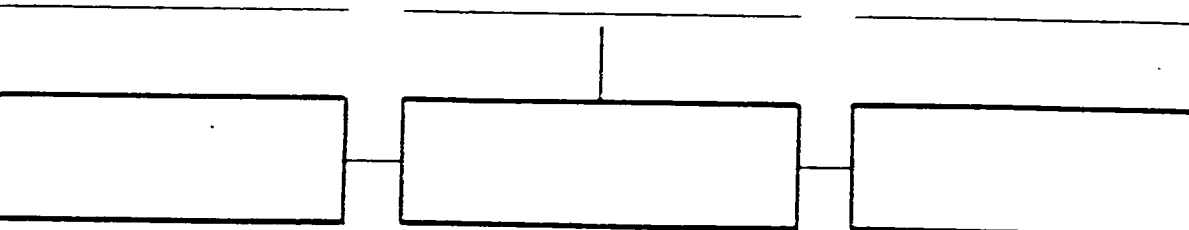
DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: WORKING FOR ARAMCO - Line Operations

AIMS: To understand an oral presentation  
To complete a diagram  
To write sentences

EXERCISE 1 Listen to your teacher. Follow his directions and fill out the hierarchy chart, using the words in the box to help you.

The Chairman  
President  
V.P.  
Oil Operations  
Gas Operations  
Mechanical Services



EXERCISE 2      Complete the Sentences

Complete the sentences below, using the phrases from the box.

Gas Operations  
Oil Operations  
Mechanical Services  
reports to  
responsible for  
report to

The Chairman of the Board of Aramco is \_\_\_\_\_ Aramco.

The President of Aramco \_\_\_\_\_ the Chairman.

The V.P. of G.O. is responsible for \_\_\_\_\_.

The V.P. of O.O. is responsible for \_\_\_\_\_.

The V.P. of M.S. is responsible for \_\_\_\_\_.

All the Vice Presidents \_\_\_\_\_ the  
President of Aramco.

SUMMARY

The Vice President of Gas Operations (G.O.)

The Vice President of Oil Operations (O.O.)

The Vice President of Mechanical Services (M.S.)



EXERCISE 1 Read and answer the questions:

Dial 110. Tell them:

|                                   |                                                                 |
|-----------------------------------|-----------------------------------------------------------------|
| 1. NAME.<br>BADGE NUMBER.         | What's your name? _____<br>What's your number? _____            |
| 2. LOCATION OF<br>ACCIDENT        | Where was he working? ' _____                                   |
| 3. NATURE OF<br>SITUATION         | What was he doing _____<br>when the accident<br>happened? _____ |
| 4. BEST ACCESS<br>ROUTE           | Where are you? _____                                            |
| 5. NUMBER AND TYPE<br>OF INJURIES | What injuries<br>does he have? _____                            |

SUMMARY

Dial 110 and tell them:

1. Name. Badge number.
2. Location of accident.
3. Nature of situation.
4. Best access route.
5. Number and type of injuries.

REPEAT

SUMMARY

A knife. A pair of scissors. A hacksaw. A file.

How are all of these similar?

They are similar because they are all tools.

Why is a file different from the others?

A file is different because it is not used for cutting.

A file is different because the others are used for cutting.



TITLE: SIMILARITIES AND DIFFERENCES

AIMS: To describe similarities and differences  
To recognize expressions with the same meaning  
To paraphrase

EXERCISE 1 Do they mean the same thing?

Mark the pairs of sentences which mean the same thing.

1. He should stay in bed.  
He should not get up.
2. Omar is repairing his car.  
Omar is washing his car.
3. This pipe is as long as that one.  
This pipe is as short as that one.
4. The blue car is as large as the green one.  
The blue car is not as small as the green one.
5. Box A is heavier than Box B.  
Box B is not lighter than Box A.
6. If you heat water to 212°F, it boils.  
If water is heated to 212°F, it boils.
7. How are the two cars different?  
What's the difference between the two cars?



TITLE: FIRST AID - Accidents, Injuries and Fires

AIMS: To identify hazards  
To give safety instructions  
To give reasons for hazards  
To state possible cause

SUMMARY Read Summary.

What might happen?

They might cause a fire.





TITLE: FIRST AID - Causes of Hazards and Death

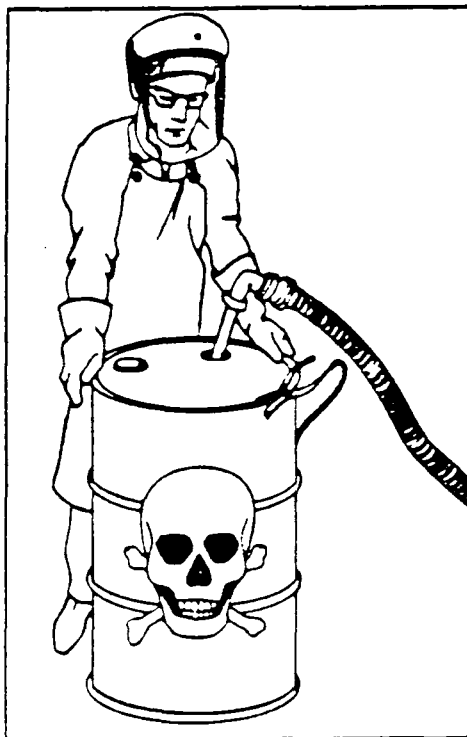
AIMS: To state cause

EXERCISE 1

Listen to the tape. Then, circle the correct answer.

1. What caused the fire?
  - a. Abdul-Karim's cigarette caused the fire.
  - b. Oil on the floor caused the fire.
2. What happened to Abdul-Karim?
  - a. He was killed in the fire.
  - b. He had some burns on his arm.

SUMMARY



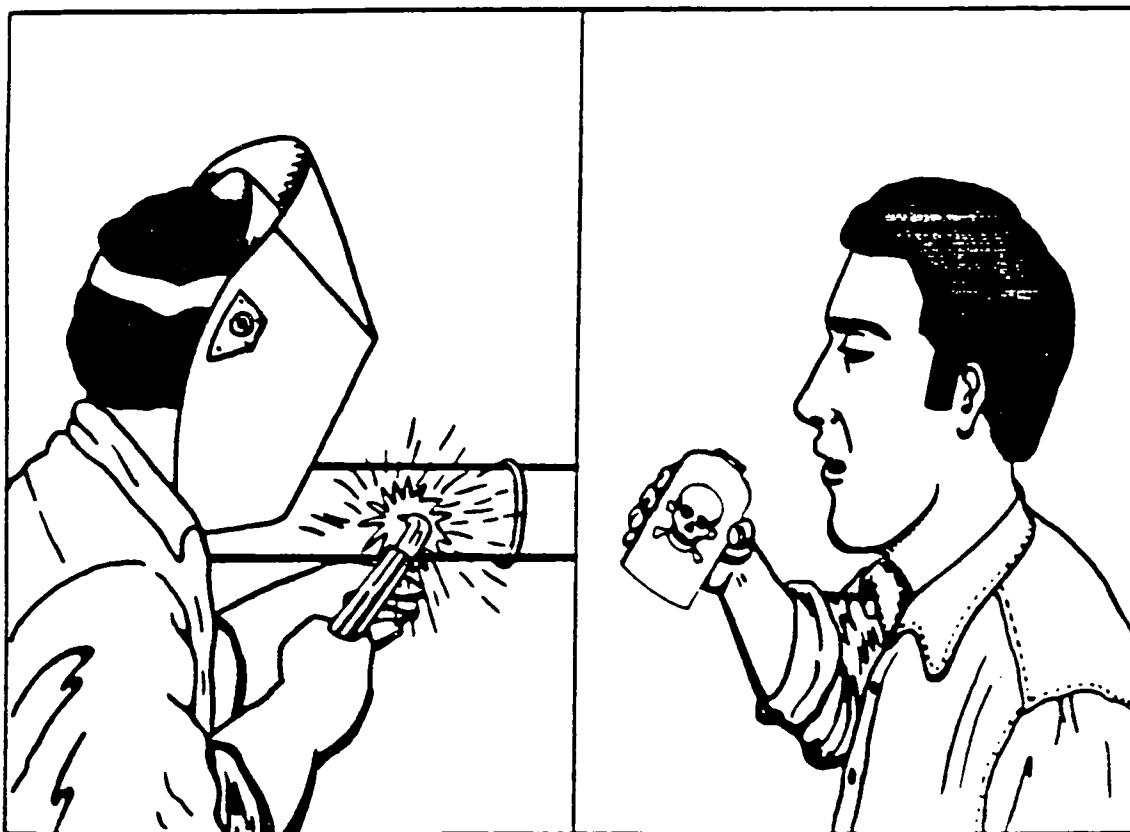
If you are not careful, dangerous chemicals can kill you.



TITLE: FIRST AID - Predicting Injuries and Emergencies

AIMS: To describe what will happen in the future  
To define a new word

SUMMARY



What will happen?

He will burn his hand.

What will happen if you  
drink a lot of poison?

You will kill yourself.

What's an antiseptic? It's something that prevents infection.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: FIRST AID - An Accident

AIMS: To describe what will happen  
To describe what happened

EXERCISE 1 Listen to the story.  
Then fill in missing words from box.

|               |                     |        |       |
|---------------|---------------------|--------|-------|
| safety gloves | paying attention    | will   | hands |
| be sure       | dangerous chemicals | clinic |       |

Last Tuesday, the supervisor was giving instructions to Abdulrahman. He was saying, " \_\_\_\_\_  
to wear your safety gloves! These chemicals are very  
dangerous. If you touch the chemicals, you \_\_\_\_\_  
burn your hands." But Abdulrahman wasn't \_\_\_\_\_  
\_\_\_\_\_. He didn't put on his  
\_\_\_\_\_. He began  
working with the \_\_\_\_\_.  
One hour later Abdulrahman was in the \_\_\_\_\_.  
His \_\_\_\_\_ were very badly burned.

SUMMARY

If you touch dangerous chemicals, you will burn your hands.  
Be sure to wear your safety gloves.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: FIRST AID - Treatment for Shock

AIMS: To describe injuries  
To check information  
To give instructions on treatment

EXERCISE 1

Follow paragraph as teacher reads. Read silently.

The man who is injured had an accident. He cut his hand.  
He is hurt. He is bleeding and he might be in shock, too.  
Shock can kill. Shock is extremely dangerous. How do you  
know if he is in shock? His skin is cold and wet. We must  
give him treatment:

Cover him.

Keep him warm.

Keep him quiet.

Call the doctor.

SUMMARY

How do you know if he is in shock?

His skin is \_\_\_\_\_ and wet.

If he is in shock, \_\_\_\_\_ him;

keep him \_\_\_\_\_;

\_\_\_\_\_ him quiet; call a \_\_\_\_\_.





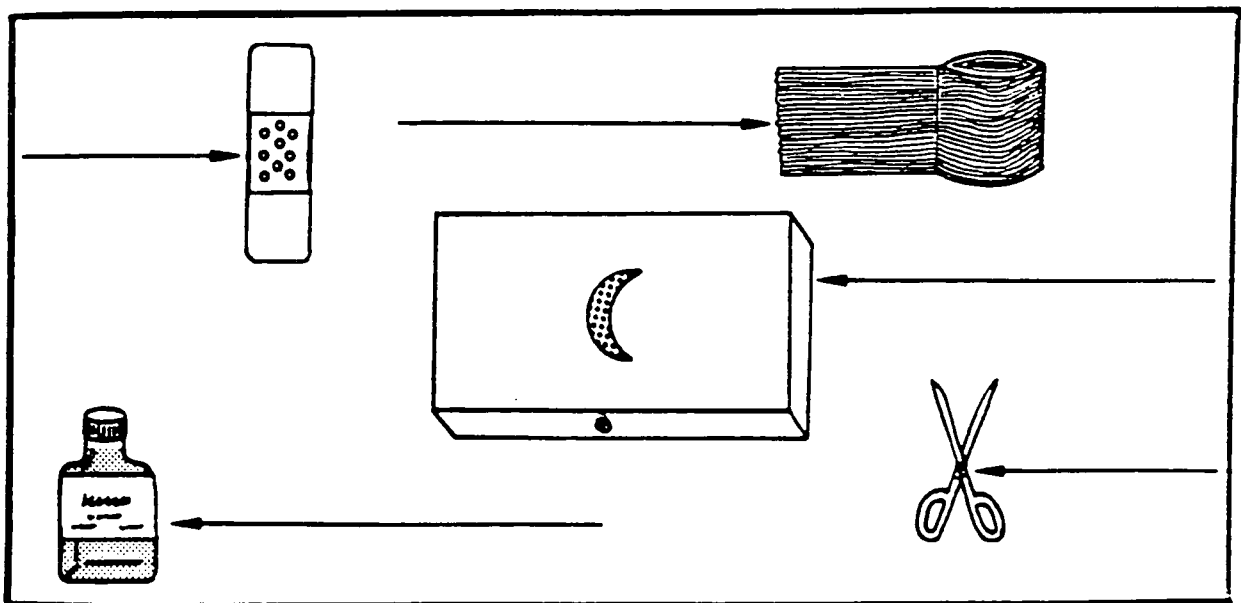
TITLE: FIRST AID - Treatment of Cuts

AIMS: To give warnings  
To issue a sequence of instructions  
To follow a procedure

EXERCISE 1 Labelling a First Aid Kit

Read words in box. Label diagram below as teacher holds up each item.

|               |            |          |         |          |
|---------------|------------|----------|---------|----------|
| FIRST AID KIT | ANTISEPTIC | BAND-AID | BANDAGE | SCISSORS |
|---------------|------------|----------|---------|----------|



SUMMARY

First: You should wash the cut.  
Next: You should find the first aid kit.  
Then: You should put antiseptic on the cut.  
Then: You should put a band-aid on the cut.  
Finally: If the cut is serious, you should call the doctor.



TITLE: FIRST AID - Treatment of Injury

AIMS: To describe what happened  
To give instructions  
To complete sentences

EXERCISE 1 Treatment

Read sentences in box. Tell which treatment each sentence refers to. Then, complete sentences in appropriate treatment columns.

|                                |                                |
|--------------------------------|--------------------------------|
| Call the doctor.               | Wash the cut.                  |
| Find a first aid kit.          | Keep him quiet.                |
| Keep him warm.                 | Put antiseptic on the cut.     |
| Give him a glass of water.     | Cover him.                     |
| Treat for shock.               | Take the poison to the doctor. |
| Give him salt and water.       | Put a band-aid on the cut.     |
| Cut the clothes near the burn. |                                |

1. Treatment for Shock

Cover \_\_\_\_\_  
\_\_\_\_\_ warm.  
\_\_\_\_\_ quiet.  
\_\_\_\_\_ the doctor.

2. Treatment for Burns

\_\_\_\_\_ shock.  
\_\_\_\_\_ clothes  
\_\_\_\_\_ near the burn.  
\_\_\_\_\_ salt and  
\_\_\_\_\_ water.  
\_\_\_\_\_ the doctor.

3. Treatment for Poisoning

\_\_\_\_\_ a glass of water.  
Take \_\_\_\_\_ to the doctor.  
\_\_\_\_\_

4. Treatment for Cuts

\_\_\_\_\_ the cut.  
Find a \_\_\_\_\_.  
Put antiseptic \_\_\_\_\_.  
Put a \_\_\_\_\_ on the cut.  
\_\_\_\_\_ the doctor.

EXERCISE 2    What happened?

Listen to your teacher's description.

Write shock, poison, burn, cut next to number.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

SUMMARY

Don't forget to read about first aid in Aramco books.

Remember to ask about first aid courses.

You might save a life ... maybe your life.



TITLE: FIRST AID - Treatment of Chemical Burns

AIMS: To tell what to do in case of chemical burns  
To give and follow instructions

EXERCISE 1 Chemical Burns

Match each picture with a descriptive statement.

a. He got acid in his  
eyes.

1. \_\_\_\_\_

b. He got acid on his  
hands.

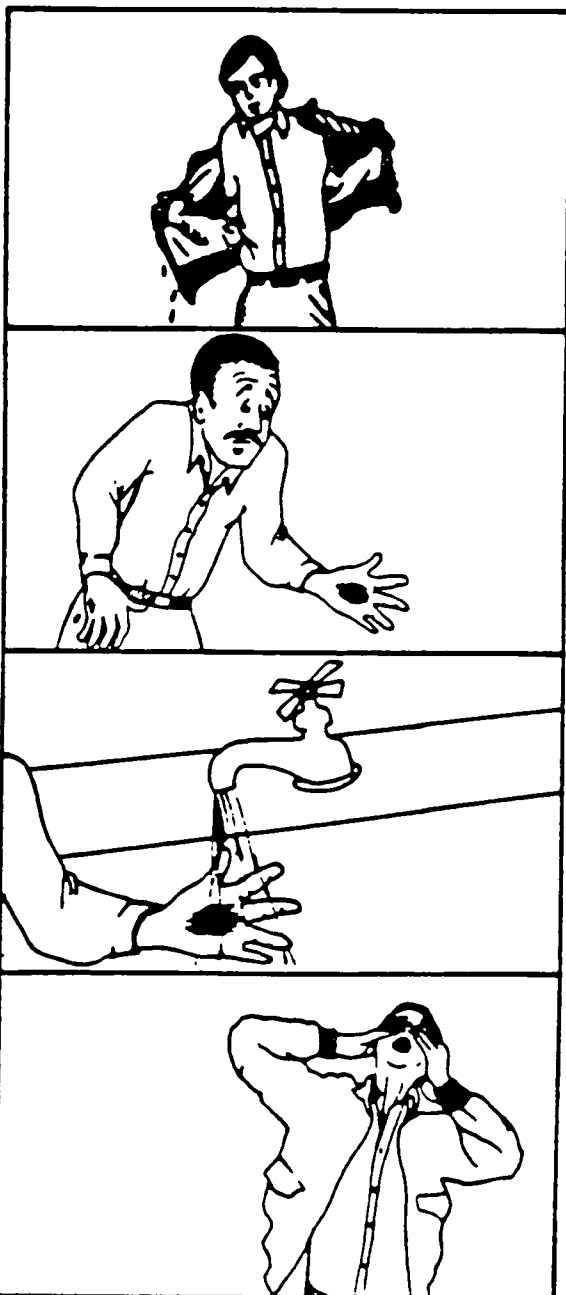
2. \_\_\_\_\_

c. You should wash the  
burn with a lot of  
clean water.

3. \_\_\_\_\_

d. You should take off  
clothes which have  
chemicals on them.

4. \_\_\_\_\_





NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: FIRST AID - Reporting an Accident

AIMS: To understand descriptions and explanations  
To pass on messages and reporting

EXERCISE 1

Listen to the cassette tape and fill in the cause of each accident. Use the phrases in the box to help you.

|                     |                     |
|---------------------|---------------------|
| touched live wire   | using chemicals     |
| explosion near GOSP | smoking in workshop |

ACCIDENT

CAUSE

1. He got an  
electric shock.

\_\_\_\_\_  
\_\_\_\_\_

2. He burned  
himself.

\_\_\_\_\_  
\_\_\_\_\_

3. He was  
badly burned.

\_\_\_\_\_  
\_\_\_\_\_

4. He is  
in shock.

\_\_\_\_\_  
\_\_\_\_\_

SUMMARY

Faisal burned himself.

Abdullah drank poison and killed himself.

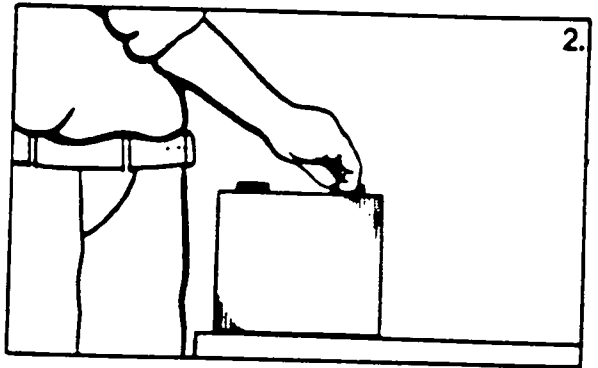
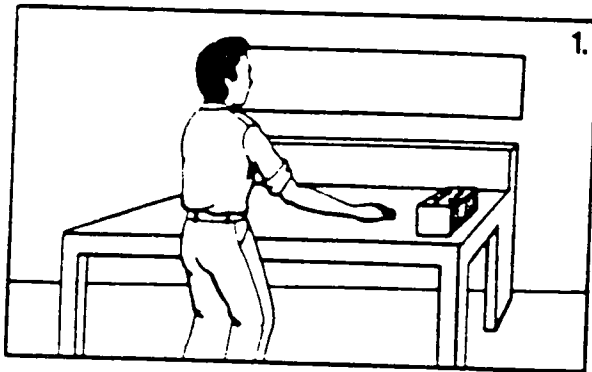


TITLE: FIRST AID - Reporting an Accident

AIMS: To understand messages  
To pass on messages and to report accidents

Abdulrahman was working  
in the workshop in  
Dhahran.

He was checking the acid  
in a battery.

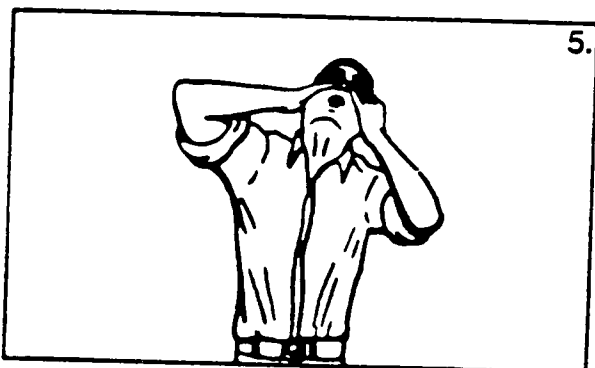


He wasn't wearing safety  
glasses.

He dropped the battery ....



.... and got acid in his  
eyes and on his hands.



Mohammed Ali reported the  
accident. His badge number  
is 75256.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: WORK SCHEDULES - Days On and Days Off

AIMS: To describe schedules  
To read a message  
To fill out a schedule

EXERCISE 1 Filling in a Schedule

Read the memo. Then, complete the schedule on the next page.

M E M O

To: Electricians Date: January 21, 1981  
From: Al-Saad, Samir, Supervisor  
SUBJECT: Schedules

These are the schedules for next week.

Al-Sultan, Ahmed is working Tuesday through Saturday, and he has Sunday and Monday off. Al-Abbas, Faraj is working Tuesday through Friday, and he has Saturday through Monday off. Al-Zahrani, Saad is working Thursday through Monday, and he has Tuesday and Wednesday off. Al-Habib, Jaffar is working Friday through Monday, and he has Tuesday through Thursday off.

| Day of Week      | S | S | M | T | W | T | F. |
|------------------|---|---|---|---|---|---|----|
| Al-Sultan, Ahmed | + | - | - | + | + | + | +  |
| Al-Abbas, Faraj  |   |   | - | + | + |   |    |
| Al-Zahrani, Saad |   |   |   |   |   | + |    |
| Al-Habib, Jaffar |   | + | + |   |   | - |    |

SUMMARY

Ahmed is an electrician in Dhahran. This week he works five days and he has two days off.

Faraj is an electrician, too. He works Tuesday through Friday, but he has Saturday through Monday off.

Saad is an electrician. He has four days on and three days off.





NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: WORK SCHEDULES

AIMS: To identify information  
To take notes  
To fill out a schedule

EXERCISE 1 Identifying Schedules

Listen to your teacher. Take notes on your schedule.

Group \_\_\_\_\_

Days On \_\_\_\_\_

Days Off \_\_\_\_\_

Saturday

Saturday

Sunday

Sunday

Monday

Monday

Tuesday

Tuesday

Wednesday

Wednesday

Thursday

Thursday

Friday

Friday

EXERCISE 2     Filling in Schedules

Look at your notes from EXERCISE 1. Fill in your schedule.

| Day of Week | S | S | M | T | W | T | F |
|-------------|---|---|---|---|---|---|---|
| A           |   | + | + |   |   |   | - |
| B           |   | - | + |   |   | + |   |
| C           | + |   |   | - |   |   | + |
| D           | - |   |   | + | + |   |   |

SUMMARY

Group A has four days on and three days off. They work Saturday through Tuesday, and they have Wednesday through Friday off.

Group B has five days on and two days off. They work Monday through Friday and they have Saturday and Sunday off.

Group C has five days on and two days off. They work Wednesday through Sunday, and they have Monday and Tuesday off.

Group D has four days on and three days off. They work Sunday through Wednesday, and they have Thursday, Friday, and Saturday off.



TITLE: WORK SCHEDULES - Overtime

AIMS: To describe schedules  
To ask and answer questions  
To read a schedule  
To fill in a written passage

PRESENTATION 1

Schedule A

| Day of Week        | S | S                      | M                     | T                     | W              | T | F |
|--------------------|---|------------------------|-----------------------|-----------------------|----------------|---|---|
| Al-Zahrani,<br>Isa |   | 6:30-<br>16:00<br>(1½) | 6:30-<br>15:00<br>(½) | 6:30-<br>16:30<br>(2) | 6:30-<br>14:30 |   |   |

Schedule B

| Day of Week           | S | S                     | M              | T              | W                      | T              | F |
|-----------------------|---|-----------------------|----------------|----------------|------------------------|----------------|---|
| Al-Shaibani,<br>Ahmed |   | 6:30-<br>15:30<br>(1) | 6:30-<br>14:30 | 6:30-<br>14:30 | 6:30-<br>16:00<br>(1½) | 6:30-<br>14:30 |   |

EXERCISE 1     Understanding Schedules

Read the schedule. Fill in the blanks in the passage.

| Day of Week         | S                     | S              | M              | T              | W                      | T              | F                     |
|---------------------|-----------------------|----------------|----------------|----------------|------------------------|----------------|-----------------------|
| Al-Shahri,<br>Samir | 6:30-<br>15:30<br>(1) | 6:30-<br>14:30 | 6:30-<br>14:30 | -              | -                      | 6:30-<br>14:30 | 6:30-<br>16:30<br>(2) |
| Al-Hilal,<br>Saad   | -                     | 6:30-<br>14:30 | 6:30-<br>14:30 | 6:30-<br>14:30 | 6:30-<br>17:00<br>(2 ) | -              | -                     |

Last week, Samir worked Thursday through \_\_\_\_\_  
and had Tuesday and \_\_\_\_\_ off. He  
worked 2 hours of overtime on Friday and \_\_\_\_\_ hour of overtime  
on Saturday.

Saad worked \_\_\_\_\_ through Wednesday and had  
Thursday through Saturday off. He worked \_\_\_\_\_ hours of  
overtime on Wednesday.

SUMMARY

Saad worked a few hours of overtime on Wednesday.

How many hours of overtime did he work?



TITLE: ARAMCO SERVICES AND PROCEDURES - Requesting Information  
about a Loan

AIMS: To express actions in the future  
To read a description  
To understand spoken conversation

EXERCISE 1 Requesting a Loan

Read the questions. Then listen for the answers on the tape.  
Do not write the answers.

1. What does Ahmed need?
2. Is Ahmed a new employee?
3. How old is Ahmed?
4. Is he married?
5. When is he going to get married?
6. When should Ahmed talk to Mr. Al-Safani again?
7. How long must Ahmed work for Aramco before he can  
have a loan for a house?

SUMMARY

Ahmed says: "I'm going to get married."

Mr. Al-Safani says, "Congratulations!"

Ahmed asks, "Could you help me please? I need a loan."

"What should I do?" he asks.

"You should come back next year," Mr. Al-Safani says.

"Thank you for your time," Ahmed says.

"You are very welcome," Mr. Al-Safani says.



TITLE: ARAMCO SERVICES AND PROCEDURES - Requesting Help and Information

AIMS: To request help and information  
To understand spoken conversation

PRESENTATION 1      Abbad Needs a Loan

Practice this conversation.

Abbad: Could you help me, Ahmed? I have a problem.

Ahmed: Sure. What's wrong, Abbad?

Abbad: I need a loan for a house. What should I do?

Ahmed: You should talk to Mr. Al-Safani about a loan.

Abbad: Thank you for your help, Ahmed.

Ahmed: You're welcome.

SUMMARY

He said you should talk to him tomorrow.

Could you help me?

Sure. What's wrong?

Thanks for your help.

You're welcome.



TITLE: ARAMCO SERVICES AND PROCEDURES - Sick on the Job

AIMS: To describe procedures  
To ask for clarification  
To read a flow chart

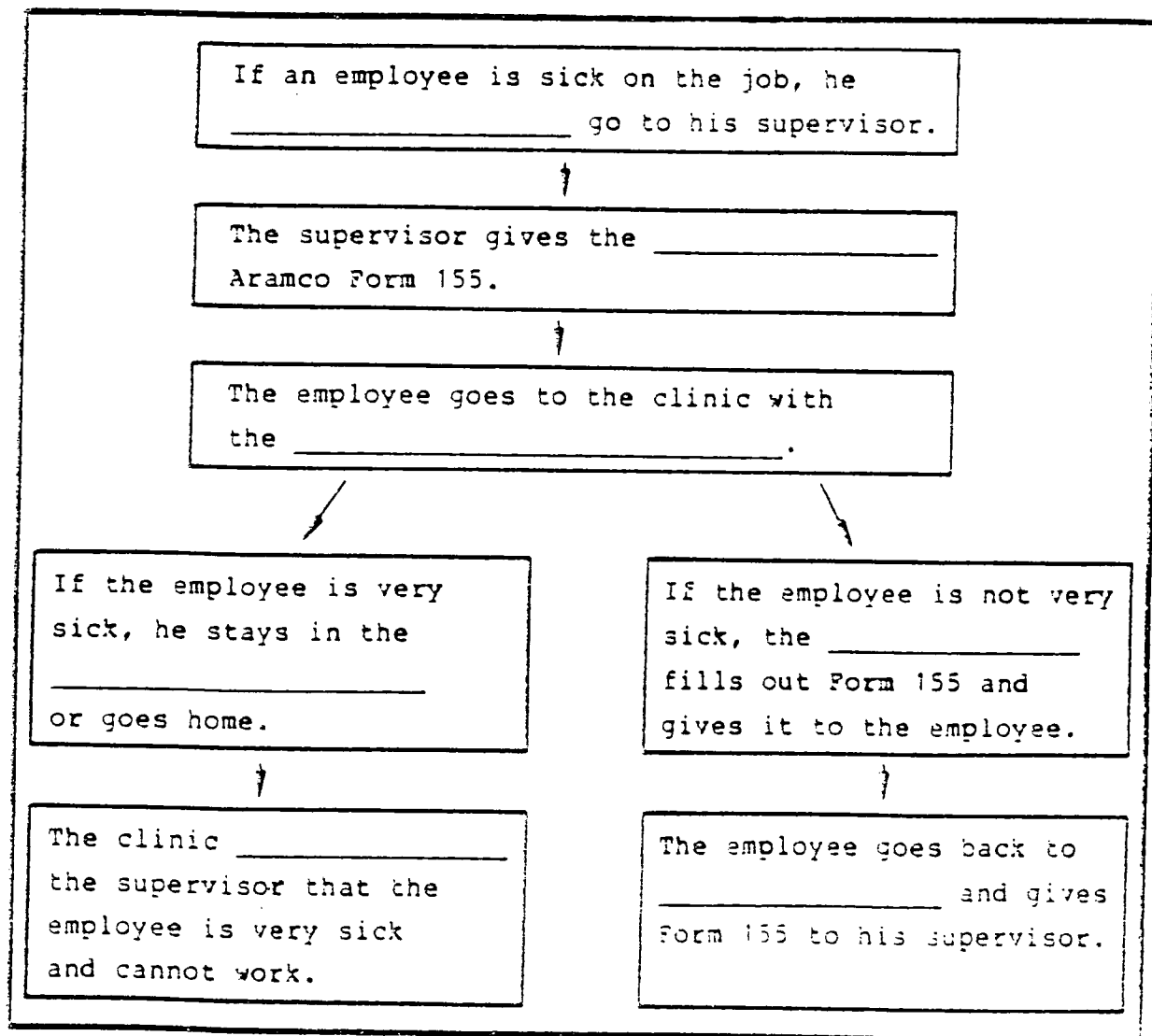
PRESENTATION 1 Asking for Information

If I am sick on the job, what should I do?

What happens next?

Excuse me. I did not understand. What does that mean?

SUMMARY





TITLE: ARAMCO SERVICES AND PROCEDURES - Injury on the Job

AIMS: To describe procedures  
To ask for clarification  
To understand a spoken conversation  
To read a flow chart

EXERCISE 1 Injury on the Job

Write these words in the sentences.

injury, employee, supervisor, fill, clinic, form

Injury on the Job

1 If an \_\_\_\_\_ has an accident on the job,  
he goes to his supervisor or another worker goes.

2 The \_\_\_\_\_ gives the employee  
Aramco Form 155.

3 The employee goes to the \_\_\_\_\_ with the form.

4a If the \_\_\_\_\_ is very  
bad, the employee stays in the  
hospital or goes home.

4b If the injury is not bad,  
the doctor will take care  
of it, sign the \_\_\_\_\_  
and gives the form to the  
employee.

5a The clinic tells the supervisor  
that the injury is very bad and  
the employee cannot work.

5b The employee goes back to  
work and gives Form 155  
to his supervisor.

6a When the employee goes back to  
work, he must \_\_\_\_\_ out  
Accident Report Form 3208.





TITLE: TYPES OF BUILDING MATERIALS

AIMS: To describe and compare building materials  
To give reasons  
To read a short story

EXERCISE 1 Jamal Builds a House

Read the story. Then write short answers to the questions.

Jamal is going to build a house near Dhahran. He prefers a large house. His house will have eight rooms. It will also have two bathrooms. Jamal is going to use cinder blocks for the walls, because they are less expensive than concrete. They are easier to use, too.

1. What size house does Jamal prefer?  
\_\_\_\_\_
2. Where is Jamal going to build his house?  
\_\_\_\_\_
3. How many rooms will Jamal's house have?  
\_\_\_\_\_
4. Which materials is he going to use for the walls?  
\_\_\_\_\_
5. How many bathrooms will Jamal's house have?  
\_\_\_\_\_
6. Is concrete more expensive than cinder blocks?  
\_\_\_\_\_
7. Is concrete more difficult to use than cinder blocks?  
\_\_\_\_\_
8. Why is he going to use cinder blocks for the walls?  
\_\_\_\_\_



TITLE: BUILDING A HOUSE - Total Cost

AIMS: To describe cost  
To ask questions  
To read a chart

SUMMARY

Part B.

7. Description of house:

| Kitchen     | Bedroom(s)     | Bathroom(s)      |
|-------------|----------------|------------------|
| <u>1</u>    | <u>3</u>       | <u>1</u>         |
| Dining room | Living room(s) | Total # of rooms |
| <u>1</u>    | <u>1</u>       | <u>7</u>         |

8. Area: Total Area: 127 sq. meters

9. Materials and Cost:

| Type of Building Material | Quantity    | Cost of material             |
|---------------------------|-------------|------------------------------|
| <u>Cinder block</u>       | <u>2600</u> | <u>4</u> SR per <u>block</u> |

10. Total Cost: 10,400 SR

Employee signature: Mohammed Al-Dawood Date: 10/8/83

What will the total cost be?

The total cost will be .....



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: USING EQUIPMENT - Changing a Hacksaw Blade

AIMS: To write sentences  
To describe procedure  
To match meanings

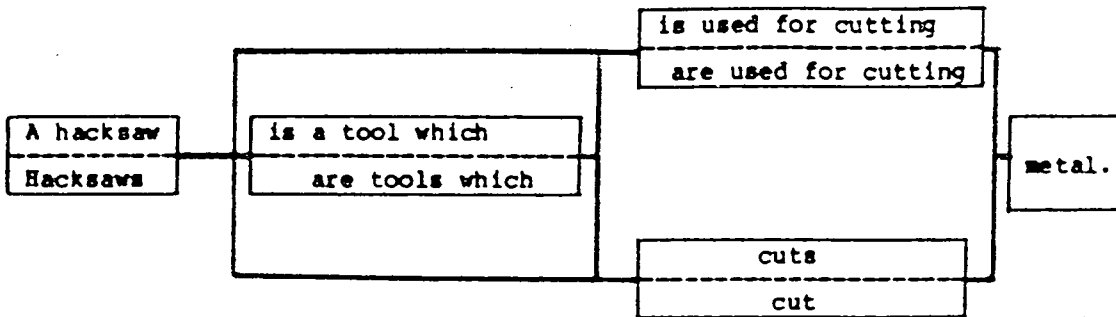
PRESENTATION 1 Checklist for Procedure

Check Here

|                                                                |  |
|----------------------------------------------------------------|--|
| Loosen the wing nut.                                           |  |
| Detach the other end of the blade.                             |  |
| Remove the blade.                                              |  |
| Fit the new blade into the frame.                              |  |
| Attach one end to the handle.                                  |  |
| Attach the other end to the screw at the other end of the saw. |  |
| Tighten the wing nut on the other end.                         |  |

EXERCISE 1 Writing Sentences

Look at the diagram below. Then, see how many sentences you can make.  
Write your sentences in the spaces below.



1. Hacksaws are used for cutting metal.

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

SUMMARY

1. Loosen the wing nut.
2. Detach the other end of the blade.
3. Remove the blade.
4. Fit the new blade into the frame.
5. Attach one end to the handle.
6. Attach the other end to the screw at the other end of the saw.
7. Tighten the wing nut on the other end.

**TITLE:        LOCKOUT PROCEDURE**

AIMS: To describe a procedure  
To take notes

PRESENTATION 1

1. What must the supervisor do when there is broken equipment?
2. What must he do first?
3. What must he do second?
4. What must he do third?

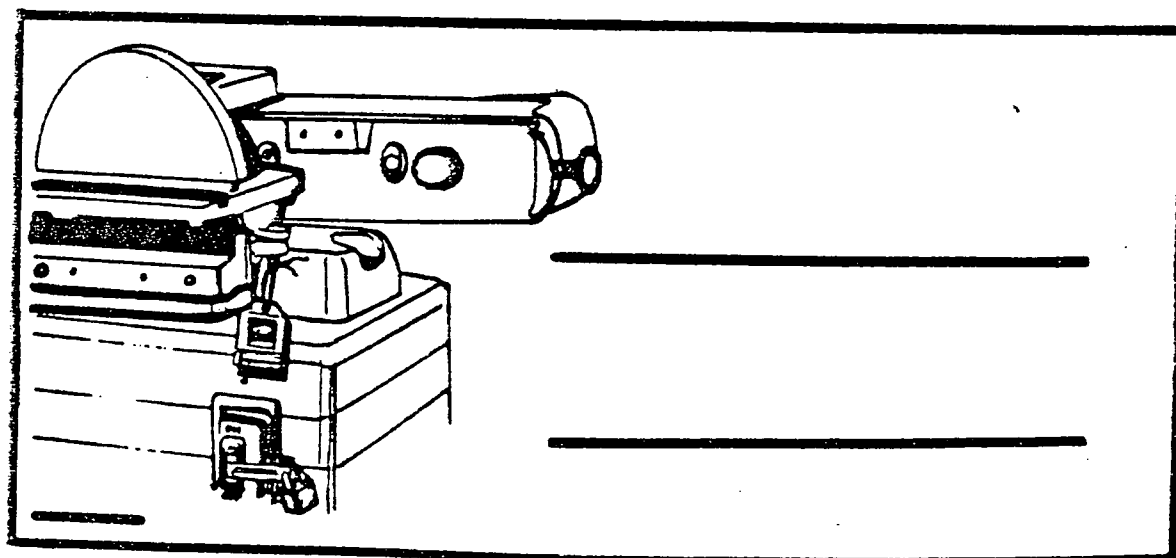
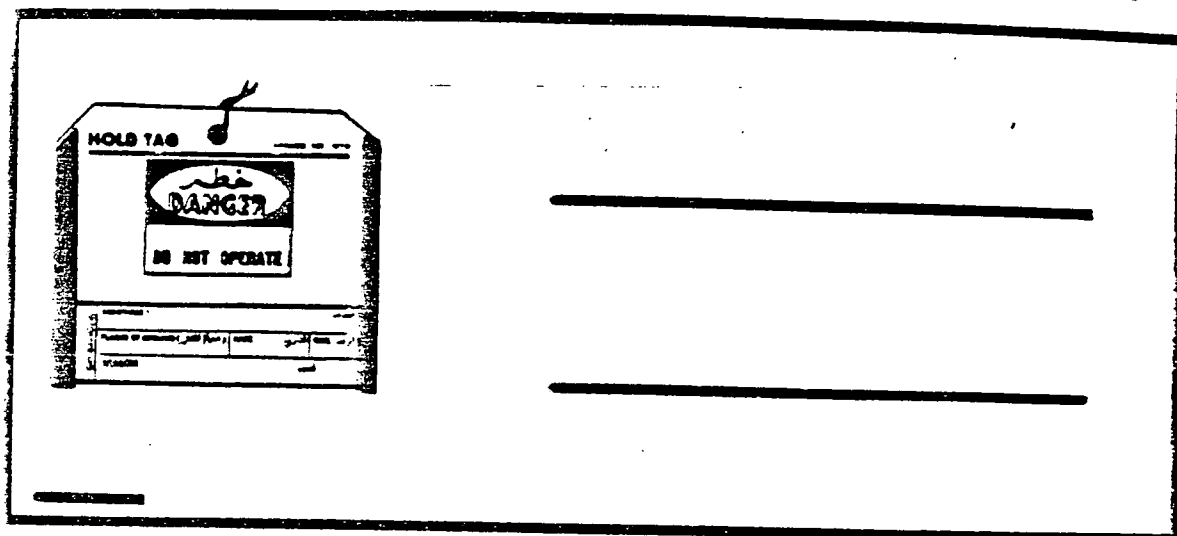
## EXERCISE 1      Taking Notes

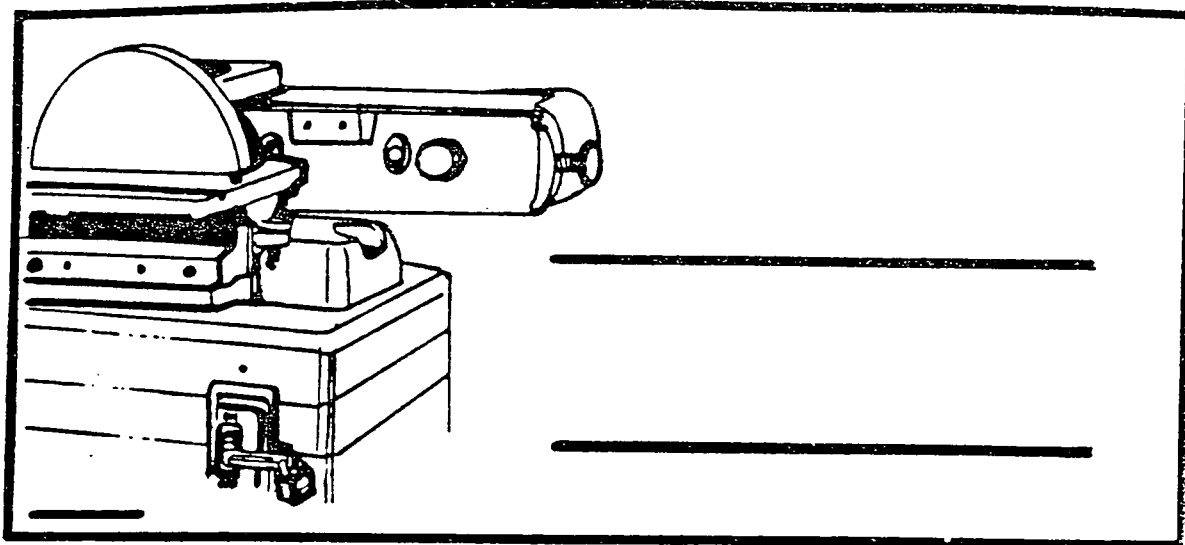
Listen to your teacher. Take notes on what he says:

This image shows a single sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears slightly aged or off-white. There is no handwriting or other markings on the page.

EXERCISE 1 Describing Lockout Procedure

Look at the pictures. Put them in order and describe the procedure.



SUMMARY

When a piece of equipment is broken and needs to be repaired, the supervisor must inform the workers. First, he puts a lock on the equipment. Second, he fills in a hold tag. Third, he attaches the tag to the equipment.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: USING EQUIPMENT 2 - Changing a Tire

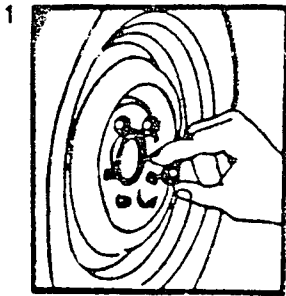
AIMS: To follow a sequence of instructions  
To write sentences

EXERCISE 1 Replacing the Tire

Listen to the instructions given by your teacher. Underline the words which will help you to remember the instructions.

1. replace wheel nuts  
remove jack handle  
turn spare tire
2. replace spare tire  
remove flat tire  
repair wheel nuts
3. tighten spare tire  
loosen jack  
take off wheel nuts
4. lower jack  
raise car  
loosen tire
5. loosen wheel nuts  
tighten tire  
turn jack handle
6. take out equipment and flat tire  
leave flat tire  
put away trunk



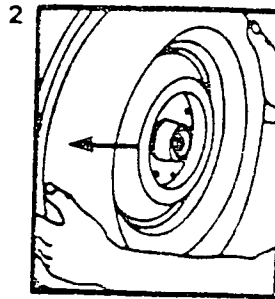


What should you do?

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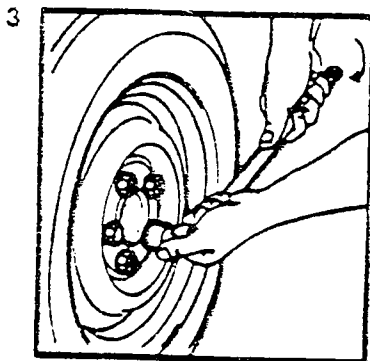


What should you do?

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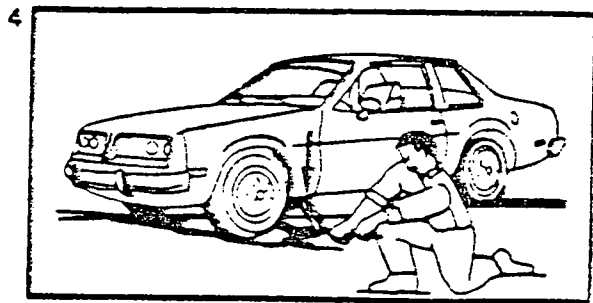


What should you do?

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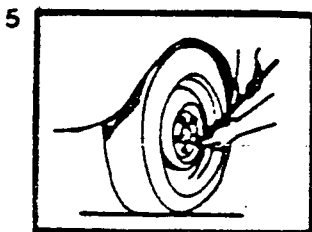


What should you do?

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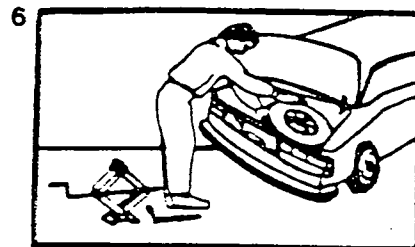


What should you do?

---



---



What should you do?

---



---

SUMMARY

First, use the tire wrench to remove the wheel nuts.

Now replace the flat tire with the spare tire.

Put the wheel nuts on and tighten them.

Lower the car until the tire touches the ground.

Tighten the wheel nuts a little more.

Put away the flat tire and other equipment in the trunk.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: HEALTH - Reporting Sick

AIMS: To report sick  
To read a passage and answer questions

PRESENTATION 1

|                 |                  |         |              |
|-----------------|------------------|---------|--------------|
| backache        | headache         | earache | stomach ache |
| pain in the leg | pain in the foot | dizzy   |              |

Write two here: \_\_\_\_\_  
\_\_\_\_\_

EXERCISE 1 Reading

Read the following passage:

Mohammed Ali went to work at 7 a.m. He felt a little sick but he didn't think it was bad. But at 11 a.m. he felt worse. He was dizzy, he had a pain in his stomach and head, and he decided to leave work and see the doctor.

"I feel sick. I must go to the doctor," Mohammed Ali said to his friend, Omar.

"You should tell the supervisor," said Omar.

"I am too sick. I don't want to tell him. I must go to the doctor now!"

"I understand, Mohammed Ali," said Omar. "You go to the doctor now. I'll speak to the supervisor."

Omar called the supervisor and said, "Mohammed Ali said he is sick and he wants to go to the doctor. He asked me to tell you."

"Okay," said the supervisor. "Tell him to go right away."

SUMMARY

|             |                                                               |
|-------------|---------------------------------------------------------------|
| Mohammed:   | I feel sick. I'd like to go home. Please tell the supervisor. |
| Omar:       | Okay.                                                         |
| Omar:       | Mohammed said he feels sick. He wants to go home.             |
| Supervisor: | Okay.                                                         |



TITLE: HEALTH - Reporting Sick

AIMS: To report  
To make requests  
To give reasons

EXERCISE 1 AND SUMMARY

Read the dialogue as you listen to the cassette tape.

Abdul-Kadir: Hello. I want to speak to the supervisor, Mr. Al-Marri.  
Al-Marri: Al-Marri speaking. Who's this?  
Abdul-Kadir: It's Abdul Kadir Al-Adlan.  
Al Marri: Yes, Abdul-Kadir.  
Abdul-Kadir: I don't feel well today, so I can't come to work.  
Al Marri: I'm sorry about that. What's the matter?  
Abdul-Kadir: I have a headache and a pain in my eyes.  
Al-Marri: Maybe because of the heat. It's very hot today.  
Abdul-Kadir: Maybe. Yes.  
Al-Marri: Is it bad?  
Abdul-Kadir: I don't know.  
Al-Marri: You should go to the emergency room.  
Abdul-Kadir: I don't have an appointment.  
Al-Marri: You don't need an appointment to go to the emergency room.  
Abdul-Kadir: Okay. Thank you.  
Al-Marri: Call me tomorrow if you can't come to work.  
Abdul-Kadir: Okay. Goodbye.  
Al-Marri: So long.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: HEALTH - Making an Appointment

AIMS: To understand a conversation

EXERCISE 1 Dialogue

Read the following telephone dialogue between a nurse at the Aramco clinic and a patient.

Nurse: Hello. Aramco Clinic. Can I help you?  
Al-Marri: Yes. I'm Omar Al-Marri. I'd like an appointment with the doctor, please.  
Nurse: What's the matter, Mr. Al-Marri?  
Al-Marri: I was sick and I came to the clinic last week. The doctor said I should stay off-duty. But now I feel well again. I think I can return to light duty.  
Nurse: I understand. Is 2 p.m. okay?  
Al-Marri: That's fine.  
Nurse: Goodbye, Mr. Al-Marri.  
Al-Marri: Goodbye.

EXERCISE 2 Crossword Puzzle

Use these clues to fill in the crossword puzzle on the next page.

Across

1. "What's the \_\_\_\_\_?" "I don't feel well." (6 letters)
2. You wear a shoe on your \_\_\_\_\_. (4 letters)
3. He is not well, \_\_\_\_\_ he can't come to work today. (2 letters)
4. "He has a pain in his head." "You mean he has a \_\_\_\_\_?" (3 letters)
5. If you're sick, you should go to the \_\_\_\_\_. (6 letters)
6. He works at the clinic. He's a \_\_\_\_\_. (6 letters)

Down

3. If you want to go home, you should talk to your \_\_\_\_\_. (11 letters)
4. He's holding a pen in his \_\_\_\_\_. (4 letters)
7. He has \_\_\_\_\_ in his hand (1 and 4 letters)
3. He has a pain in his ear. He has an \_\_\_\_\_ (7 letters)
9. A pain in your tooth is called a \_\_\_\_\_ (9 letters)
10. You have two of these to walk. (3 letters)
11. I \_\_\_\_\_ my finger with a knife. (3 letters)

Look at the clues on Page 1 and fill in the crossword puzzle.

|    |     |    |  |    |     |    |  |  |    |  |  |
|----|-----|----|--|----|-----|----|--|--|----|--|--|
| 1. | 7.  |    |  | 8. |     |    |  |  |    |  |  |
|    |     |    |  |    |     | 9. |  |  |    |  |  |
|    |     |    |  |    | 2.  |    |  |  |    |  |  |
|    |     |    |  |    |     |    |  |  | 3. |  |  |
|    |     |    |  |    |     |    |  |  |    |  |  |
|    |     |    |  |    |     |    |  |  |    |  |  |
|    |     | 4. |  |    |     |    |  |  |    |  |  |
|    |     |    |  |    |     |    |  |  |    |  |  |
| 5. | 10. |    |  |    | 11. |    |  |  |    |  |  |
|    |     |    |  |    |     |    |  |  |    |  |  |
|    |     |    |  |    |     |    |  |  |    |  |  |
|    |     |    |  |    |     |    |  |  |    |  |  |
|    |     |    |  |    | 6.  |    |  |  |    |  |  |
|    |     |    |  |    |     |    |  |  |    |  |  |

SUMMARY

- A:

He is sick. He is off-duty.
- B:

Does he have an appointment to see the doctor?
- A:

No.
- B:

What about Sam?
- A:

He's well again. He's working but only on light duty.

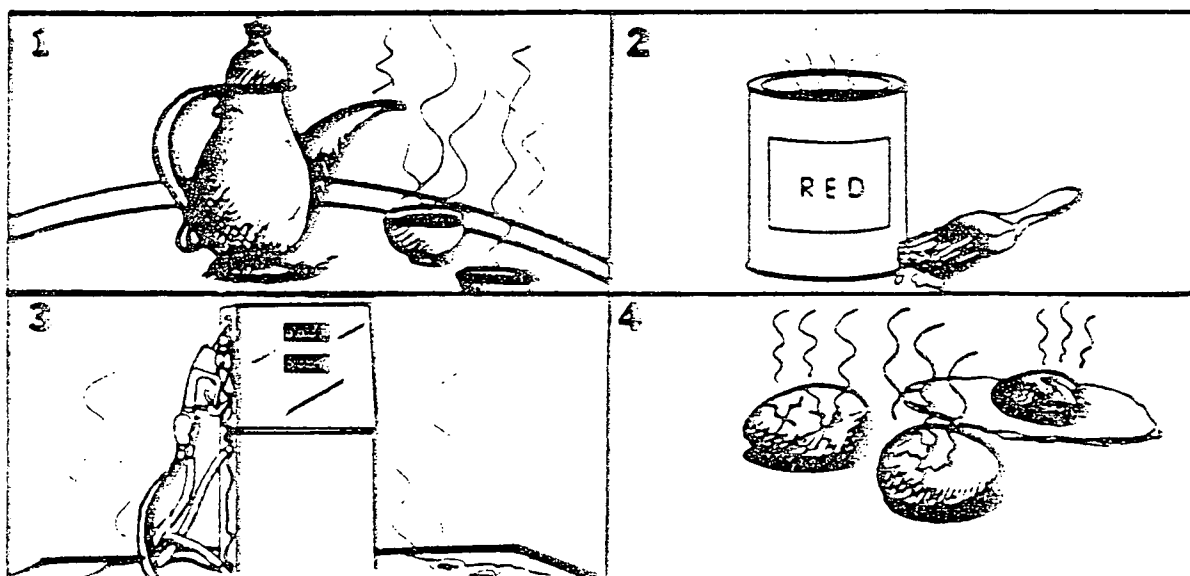


TITLE: IDENTIFYING AND DESCRIBING DANGEROUS GAS

AIMS: To identify and describe dangerous gas

EXERCISE 1 Talking about Smell

What do you smell? I smell ....



EXERCISE 2

- A: Can you smell that?  
B: Yes. It smells like bad eggs.  
A: Then, it's probably  $H_2S$ . Maybe it's a leak.  
B: Poisonous gas! We should report it.

SUMMARY

|                                                                                                                                                                                                                                                                                                                                                                        |                           |                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------|
| poison<br>poisonous                                                                                                                                                                                                                                                                                                                                                    | $H_2S$ = Hydrogen Sulfide | smell<br>breathe in |
| <p><math>H_2S</math> is an extremely poisonous gas. If you breathe in a little of it, you will get very sick. You cannot see it, but you can smell small amounts of it. If you breathe in a lot, it will probably kill you. It smells like bad eggs. Smell is not a test for <math>H_2S</math>. Proper equipment should be used to test for <math>H_2S</math> gas.</p> |                           |                     |



TITLE: DANGEROUS GAS - H<sub>2</sub>S

AIMS: To understand a reading passage

EXERCISE 1 Reading

Read the following passage. New words are underlined and their definitions are given below.

The Dangers of H<sub>2</sub>S

Hydrogen Sulfide (H<sub>2</sub>S) is an extremely dangerous gas. It is almost always found in Saudi Arabian crude oil.

H<sub>2</sub>S is a toxic gas. If we breathe in a little, it can kill us.

H<sub>2</sub>S is a flammable gas. It can burn easily or cause explosions.

H<sub>2</sub>S is a colorless gas. We cannot see it, but in small amounts we can ~~smell~~ it. It ~~smells~~ like bad eggs.

Because H<sub>2</sub>S is very dangerous we must test the air. An H<sub>2</sub>S tester will show if the air contains any H<sub>2</sub>S. If there is H<sub>2</sub>S in the air, a SCOTT AIR-PAK or other special equipment for breathing must be worn.

Definitions: TOXIC means the same as poisonous. FLAMMABLE means it will explode or catch fire easily. COLORLESS means it has no color.

EXERCISE 2 Matching

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| _____ 1. H <sub>2</sub> S tester  | A. Has H <sub>2</sub> S in it     |
| _____ 2. Scott Air-Pak            | B. Can kill us                    |
| _____ 3. H <sub>2</sub> S         | C. Poisonous                      |
| _____ 4. Colorless                | D. Hydrogen Sulfide               |
| _____ 5. Toxic                    | E. Burns easily                   |
| _____ 6. Flammable                | F. Safety equipment for breathing |
| _____ 7. A little poisonous gas   | G. Has no color                   |
| _____ 8. Saudi Arabian crude oil. | H. A gas tester                   |



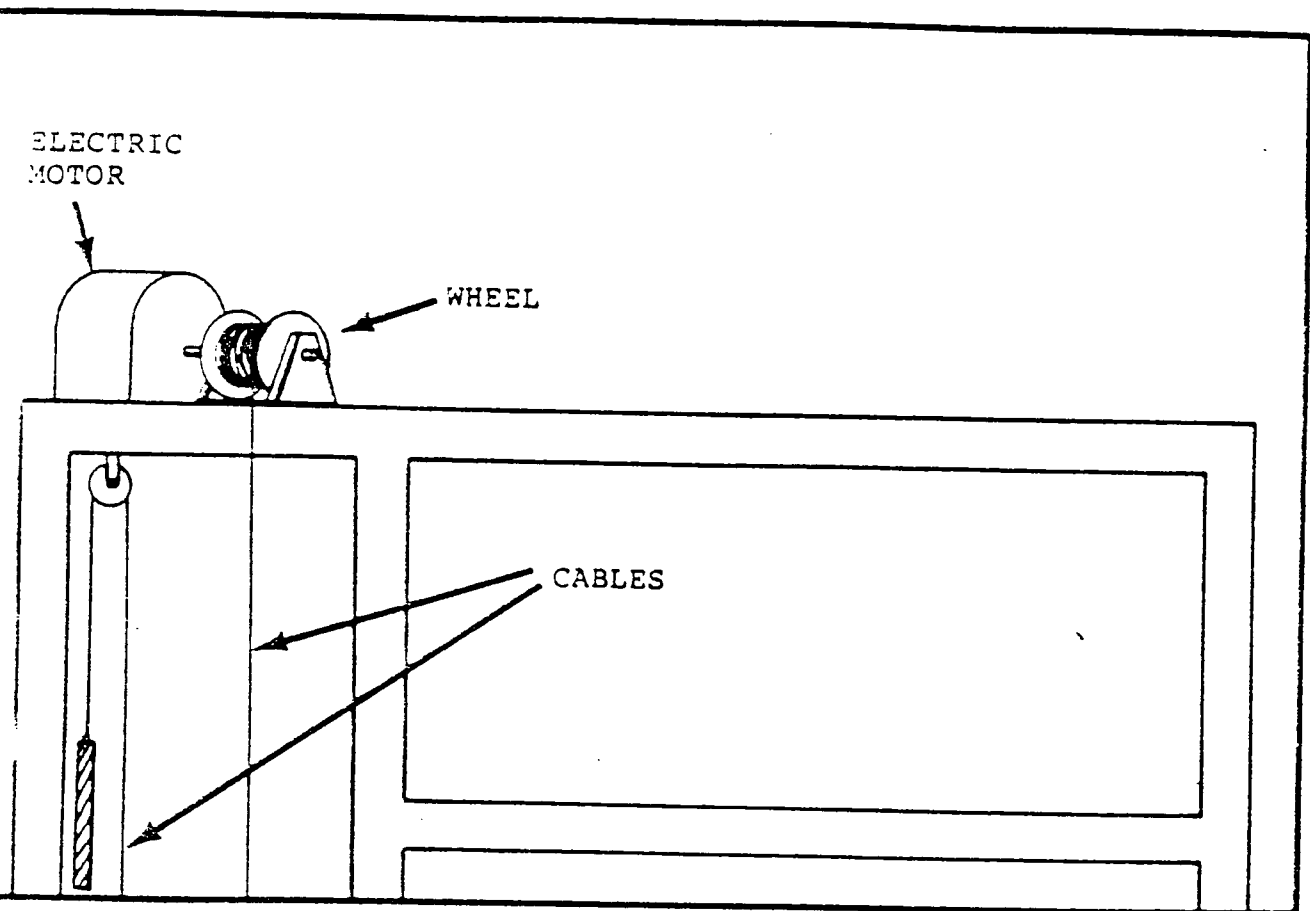


TITLE: ELECTRIC MOTORS AND MACHINES - How An Elevator Works

AIMS: To understand an oral presentation  
To describe equipment

EXERCISE 1 Problem Solving

Read the questions below and answer them by choosing the best answer ... A, B, C, D, ... below each problem.



1. An elevator is at the 17th floor. It goes up 5 floors. Then, it goes down 10 floors. Finally, it goes up two floors. What floor is the elevator on now?  
A: 30th floor  
B: 14th floor  
C: 2nd floor  
D: 3rd floor

2. An elevator goes up one floor in 5 seconds. How many seconds does it need to go from the first floor to the 12th floor?
- A: 5 seconds
  - B: 12 seconds
  - C: 55 seconds
  - D: 60 seconds
3. Look at the picture. It shows an elevator cable on an electric motor. What direction will it turn in order to raise the elevator?
- A: Clockwise
  - B: Counterclockwise
  - C: Up
  - D: Down
4. Look at the same picture. What direction will it turn in order to lower the elevator?
- A: Clockwise
  - B: Counterclockwise
  - C: Up
  - D: Down

SUMMARY

The elevator is raised and lowered with power from an electric motor. The cable is joined to the top of the elevator and goes around the wheel. When the motor turns one way the elevator goes up. When it turns the other way the elevator goes down. The direction of the elevator is controlled by people in the elevator.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: A DENTIST APPOINTMENT

AIMS: To make an appointment over the phone  
To understand spoken conversation  
To ask and answer personal questions

EXERCISE 1 Making an Appointment with a Dentist

Listen to the tape. Put these words in the conversation below:

|         |     |      |      |          |
|---------|-----|------|------|----------|
| serious | see | feel | soon | off duty |
|---------|-----|------|------|----------|

Mohammed: Hello. Is this Dr. Richard's office?

Secretary: Yes, it is.

Mohammed: I don't \_\_\_\_\_ well. I have a toothache.

Secretary: Is it \_\_\_\_\_?

Mohammed: Yes, I have a lot of pain. I need an appointment very  
\_\_\_\_\_. When can I see the dentist?

Secretary: How about next Sunday at 3:30 in the afternoon?

Mohammed: I have to \_\_\_\_\_ Sunday, but I'm off duty on  
Monday.

Secretary: Okay. You can \_\_\_\_\_ the dentist next Monday at  
9:00 in the morning.

Mohammed: Next Monday at 9:00 a.m. All right. Thank you.

Secretary: You're welcome.

SUMMARY

|                                                                                                                |
|----------------------------------------------------------------------------------------------------------------|
| I don't feel well. I have a toothache. I need an appointment very soon.<br>You can see the doctor next Monday. |
|----------------------------------------------------------------------------------------------------------------|

|                                                        |
|--------------------------------------------------------|
| Soon, feel, toothache, backache, stomach ache, serious |
|--------------------------------------------------------|



TITLE: STUDY SKILLS - Dictionary, Glossary, Prefixes

AIMS: To identify relevant information  
To define words and phrases  
To check information  
To use a glossary  
To recognize common affixes

EXERCISE 1 Late Again Hassan!

Read the following story as your teacher reads. Then read it silently.  
There will be words that you do not understand. Look for their meaning  
in the lists of words after the story.

Hassan Al-Radhi works for Aramco. Yesterday he returned from Jeddah on a nonstop flight. He sat in an aisle seat next to a Pakistani carpenter. Hassan went to Jeddah to visit his friend, a Swedish engineer. The plane was very late and Hassan didn't get to bed until 2 a.m. He had to get to work at 6 a.m. Hassan woke up at 5 a.m. He was very unhappy. "I'm going to be very late!" he said to his wife.

"Hurry up, Hassan!" his wife said.

Hassan didn't shave or shower or eat breakfast, but he took his vitamins. Then he put on his clothes and drove to work in his car. It was raining and the road was dangerous. "I am glad I have nonskid tires!" said Hassan.

He arrived at work at 7:45 a.m. and went immediately to his supervisor's office to apologize. He knocked at his supervisor's door quietly. "Come in!" said the supervisor. Hassan went in.

"Late again Hassan!" said the supervisor.

"I'm sorry I'm late, Mr. Al-Madani. I overslept," said Hassan politely. "My flight from Jeddah was very late. I only had a couple of hours sleep."

"But don't you have an alarm clock?"

"No, I don't. I don't usually need one. I have a wife. She's an early bird usually."

"And what happened to your wife this morning?" asked the supervisor.

"She overslept too," said Hassan, and he smiled. The supervisor looked at his watch and frowned. "Okay. Get to work, Hassan. Time is money, you know. Time is money."

Glossary

|                 |                                                                                                                     |
|-----------------|---------------------------------------------------------------------------------------------------------------------|
| aisle           | - similar to 'corridor'. The aisle of a plane is the area between the seats. You walk up and down the aisle.        |
| alarm clock     | - ضيق                                                                                                               |
| apologize       | - يعتذر                                                                                                             |
| carpenter       | - someone who makes things with wood                                                                                |
| couple          | - means two. If you have a couple of friends, you have two.                                                         |
| early bird      | - someone who likes to get up early                                                                                 |
| engineer        | - مهندس                                                                                                             |
| frown           | - look angry                                                                                                        |
| glad            | - happy, pleased, contented                                                                                         |
| hurry up        | - اسرع                                                                                                              |
| immediately     | - حالا                                                                                                              |
| knocked         | - طرق                                                                                                               |
| nonskid         | - the opposite of skid                                                                                              |
| nonstop         | - it doesn't stop. A plane that is nonstop flies from Jeddah to Dhahran without a stop in Riyadh or any other city. |
| overslept       | - to sleep too much or too long. "Hassan overslept."                                                                |
| politely        | - بأدب                                                                                                              |
| quietly         | - بهدوء                                                                                                             |
| returned        | - came back                                                                                                         |
| seat            | - similar meaning to chair                                                                                          |
| see             | - visit                                                                                                             |
| shave           | - to remove the hair on your face                                                                                   |
| shower          | - to wash yourself by standing under a flow of water                                                                |
| smiled          | - ابتسم                                                                                                             |
| Swedish         | - a man from Sweden is Swedish. He also speaks the Swedish language.                                                |
| 'Time is money' | - this means that time is useful. You can 'spend' time as you spend money ... well or badly.                        |
| unhappy         | - opposite of happy                                                                                                 |
| vitamins        | - a kind of medicine that people take to be well                                                                    |

Questions

1. Why did Hassan go to Jeddah?  
\_\_\_\_\_
2. What time does Hassan usually begin work?  
\_\_\_\_\_
3. Where was Hassan sitting on the plane?  
\_\_\_\_\_
4. What did Hassan's wife tell him to do?  
\_\_\_\_\_
5. What is a carpenter?  
\_\_\_\_\_
6. Why are nonskid tires useful in rainy weather?  
\_\_\_\_\_
7. If you have a couple of books, how many do you have?  
\_\_\_\_\_
8. What's the opposite of 'smile'?  
\_\_\_\_\_
9. What does 'time is money' mean?  
\_\_\_\_\_
10. What is the opposite of 'unhappy'?  
\_\_\_\_\_

The Summary for this lesson is at the end of Lesson C210.  
See Sections 18, 19 and 20.



NAME \_\_\_\_\_

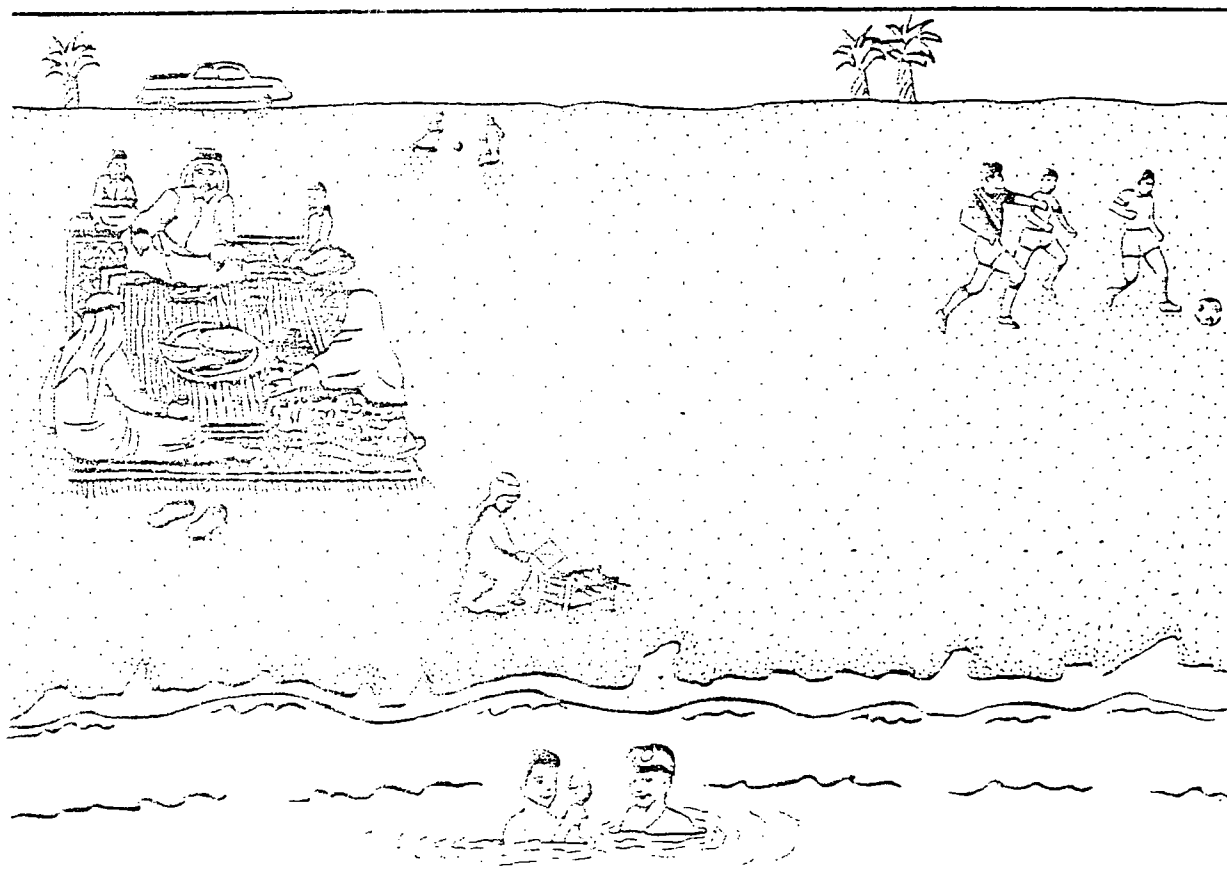
DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: HAMID'S FRIENDS

AIMS: To identify people and things  
To ask and answer questions  
To complete sentences

### EXERCISE 1

Look at the picture. Then read the description and fill in the sentences with the missing information. Use anyone, someone, no one, everyone.



This is Nawar Al-shaibani's family. He has fifteen children. All of his family are on a picnic. They are having their picnic by the ocean.

1. \_\_\_\_\_ is on a picnic.
2. \_\_\_\_\_ is cooking.
3. \_\_\_\_\_ is listening to the radio.
4. There isn't \_\_\_\_\_ playing tennis.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: WORKING FOR ARAMCO 2 - Length of Service

AIMS: To express period of time  
To ask and answer questions  
To complete sentences  
To listen for specific information

EXERCISE 1

Read the sentences below. Listen to the tape and complete the sentences by making true statements about Michael and Ibrahim.

Michael from British Aerospace

Michael's daughter has been at school \_\_\_\_\_

Michael has lived in Saudi Arabia \_\_\_\_\_

Michael has worked for British Aerospace \_\_\_\_\_

Ibrahim from Aramco

Ibrahim has worked for Aramco \_\_\_\_\_

Ibrahim has been a supervisor \_\_\_\_\_

Ibrahim has lived in Ras Tanura \_\_\_\_\_



SUMMARY

Michael: ... and my daughter, Mary, has been at school for six years now. She lives with my wife's mother in London.

Ibrahim: How long have you lived in Saudi Arabia now, Michael?

Michael: Oh, I've lived here for ... for ... eight years.

Ibrahim: Have you worked for British Aerospace for eight years?

Michael: No, I haven't. First I worked for Kanoo Travel in Al Khobar for two years .. so I've worked for British Aerospace for ... for .. about six years. What about you? How long have you worked for Aramco?

Ibrahim: I joined Aramco in 1966. So I've worked for Aramco for fifteen years.

Michael: Fifteen years!

Ibrahim: Yes. I've worked for them for fifteen years. Time flies.

Michael: How long have you been a supervisor?

Ibrahim: For three years.

Michael: So how long have you been at Ras Tanura?

Ibrahim: I've been there for five months.

Michael: You like it there?

Ibrahim: Yes, very much.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: WORKING FOR ARAMCO 2 - Savings

AIMS: To express time  
To ask and answer questions

SUMMARY

Read the sentences. Then fill in the missing information in the sentences below.

Fayez is an electrician at Aramco. He began working for Aramco in 1965. In 1970, he opened a savings account at the Al Khobar bank. He has saved money in his savings account every month since 1970. He now has more than 50,000 SR in his savings.

Fayez will be 60 years old this year and will stop working at the end of this year. He wants to use his savings to travel to many different countries.

1. Fayez has worked for Aramco since \_\_\_\_\_.
2. Fayez has saved money for \_\_\_\_\_ years.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: WORKING FOR ARAMCO 2 - Saving for Retirement

AIMS: To understand an oral presentation  
To ask and answer questions

PRESENTATION 1 Aramco Employee Biographies

Read the following biographies in silence. Read the glossary below them and ask your teacher to explain anything you do not understand.

1. Saeed Al-Awad

Saeed Al-Awad has worked for Aramco since 1955. He is going to retire in five years. When he retires he will have money from Aramco for his old age. Every month since he joined Aramco he has put some of his pay into a bank in Al Khobar. He has 250,000 Riyals in the bank. This money and the money from Aramco will give Saeed a happy old age. Saeed has wanted to visit London and New York for many years. When he retires he and his wife are going to do that.

2. Adel Al-Radhi

Adel Al-Radhi has worked for Aramco for two years. He is twenty-six years old and isn't married yet. Adel likes to buy things and doesn't save. He says, "I am young. I have a lot of time to save." He has a Datsun car, a cassette player and many other things, but he doesn't have any savings. Sometimes his father says to him, "You should save, Adel." But Adel says, "I will save when I am older."

3. Farid Al-Yousuf

Farid Al-Yousuf has worked for Aramco for six years. He is married and has one child, a boy called Mansour. He has a loan from Aramco to build a house and has some money deducted from his pay every month. He also saves money in a bank in Dammam when he can. Sometimes he can't save any money because he uses all his pay. But he knows that the Aramco Retirement Plan will help him. He has his house and he knows he will be okay in the future.

Glossary

old age: Sixty-five years of age, or more, is old age.

retire: When you stop working you retire. People usually retire because they are getting old. You can also retire because of sickness or because you have enough money.

retirement: See retire. 'He retired when he was sixty' means the same as: 'He began his retirement when he was sixty.'

EXERCISE 1    Asking and Answering Questions

Prepare questions to ask another group about the biography of the Aramco employee assigned to you by your teacher. You should write the questions or notes for questions in the space below.

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SUMMARY

Retirement is when you stop work, usually between fifty and sixty years old. When you retire, you will have money from Aramco to help you live happily in your old age.



TITLE: A STORY FROM ARAB HISTORY

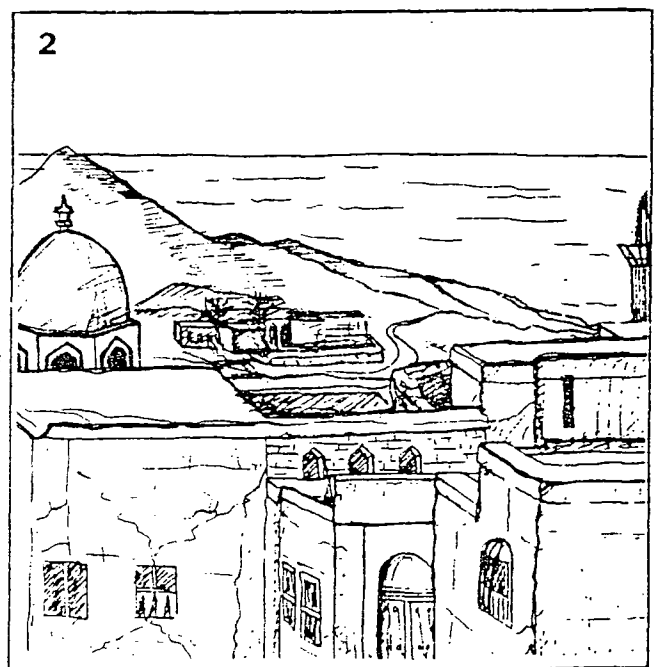
AIMS: To understand discourse  
To ask and answer questions  
To use a glossary

PRESENTATION 1 Story: Qalhat and Albuquerque

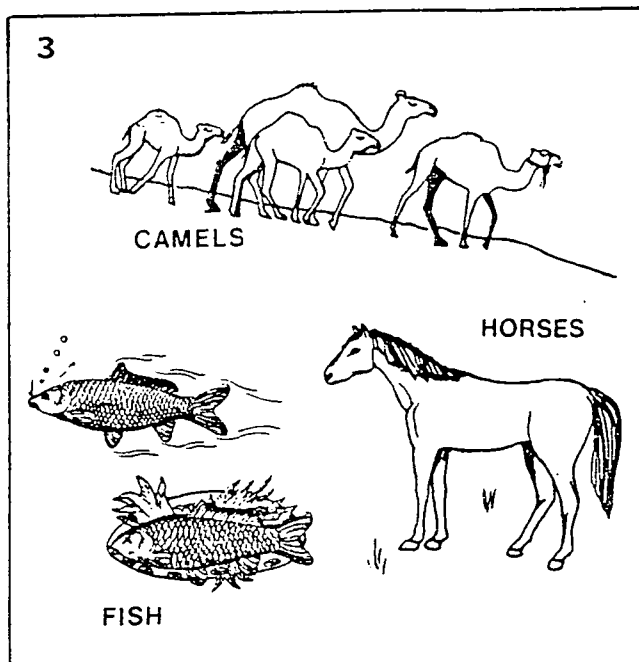
There is a village in Oman called Qalhat. It is about 5 miles (8 kilometers) north of Sur and about seventy-five miles (120 kilometers) north of Ras Al Hadd, the most easterly point of Arabia.



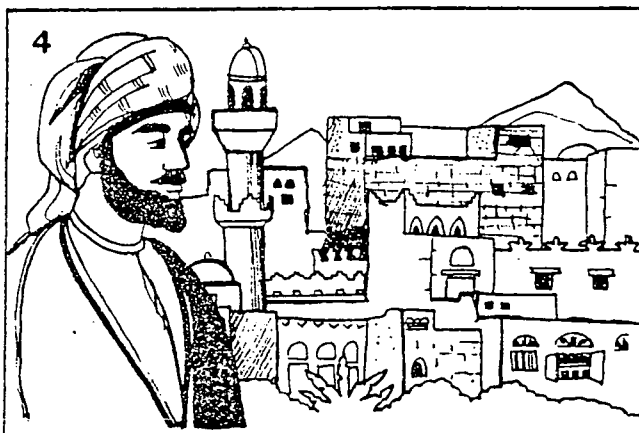
If you visit Qalhat you will see only a few houses, a small mosque and two or three small shops near the sea. In back of the village are high mountains and a valley called the Wadi Hilm. There aren't any trees in Qalhat. The village has neither piped water nor electricity.



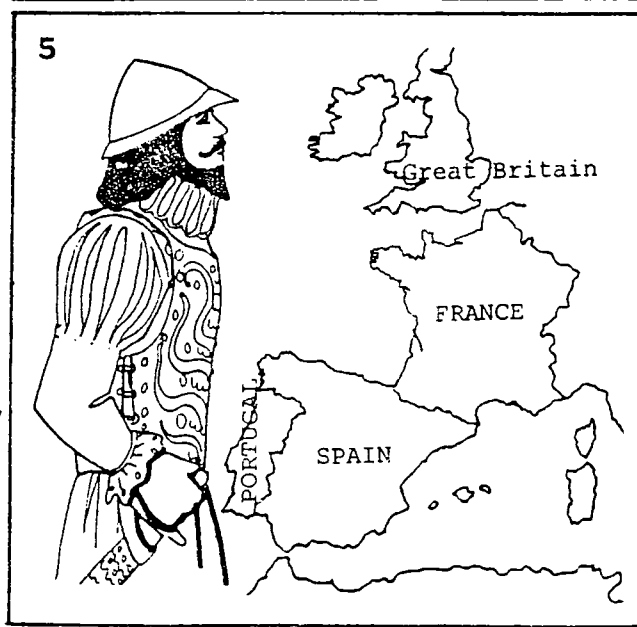
But hundreds of years ago,  
Qalhat was a great and  
beautiful city. The people of  
Qalhat were rich and exported  
horses, camels and fish. Ibn  
Batuta, the Arab explorer, saw  
Qalhat then and said, "Qalhat  
is the best city in Arabia!  
Its people are the richest!  
Its mosques are the most  
beautiful!"



But look at Qalhat now. What  
has happened since Ibn Batuta  
saw it?



After Ibn Batuta saw Qalhat, a  
Portuguese explorer called  
Albuquerque came to Qalhat. He  
saw the beautiful city and the  
wealth in the suq. When he saw  
Qalhat, he said, "I have never  
seen a richer city! I have  
come from Portugal. Give me  
your city!"



The people of Qalhat were afraid. They said, "We have seen your ships and your guns. The city is yours."

"Good," said Albuquerque. And you will pay me money every month."

The people were unhappy but they agreed. Albuquerque left Qalhat and sailed to Muscat. He destroyed Muscat and killed many people.



A few months later, Albuquerque returned to Qalhat and destroyed that city too. Nobody knows why. Then an earthquake finished the job that Albuquerque started.



So, if you visited Qalhat today, you would not think that it has a long history. But the people can see the ruins of their old city. And some know the story of Albuquerque and they tell their children. And the children become angry when they listen.



( 216-3 )

Glossary

- agreed: Means to say: "Yes, okay." when someone asks you something. E.g.,  
A: Will you come to Al-Khobar with me?  
B: Okay. Yes. I agree.
- beautiful: Means the same as the Arabic word 'Jameel'. E.g., The Aseer is a beautiful area of Saudi Arabia.
- destroyed: Has a similar meaning to 'damage'. But if you destroy something you cannot repair it. E.g., if you burn a piece of paper, you DESTROY it.
- easterly: Means 'in the east of'.
- earthquake: When the earth moves. E.g., there was a very bad EARTHQUAKE in Tabas in Iran in 1978.
- explorer: Someone who travels and finds new places.
- export: To sell to other countries. E.g., Saudi Arabia EXPORTS oil.
- fish: Animals that live in the sea. See picture.
- great: Means the same as the Arabic word 'azeemah'.
- gun: An instrument that kills people. See picture.
- history: The story of the past. If you read about people who lived 200 years ago, you are reading history.
- horses: Animals that men ride on. Arabia is famous for its beautiful horses. See picture.
- Portuguese: People who come from the country of Portugal are called PORTUGUESE.
- rich: People who have a lot of money, land, etc. are said to be rich.
- ruins: Buildings that are destroyed or badly damaged.
- sail: Means to travel on the sea. To travel by ship.
- ship: Something that moves on water. E.g., an oil tanker is a kind of ship.
- village: A small place where people live. A village is much smaller than a city.
- wealth: If you have a lot of money or buildings or land, you have wealth. E.g., Saudi Arabia gets its wealth from oil.



EXERCISE 1 True or False?

Read the following sentences about the story you have read. Mark the sentences T (true) or F (false) according to the story.

1. Qalhat is one hundred and twenty kilometers from Ras Al Hadd. \_\_\_\_\_
2. Ibn Batuta was a Portuguese explorer. \_\_\_\_\_
3. Albuquerque went to Muscat after Qalhat. \_\_\_\_\_
4. Qalhat was a city but it is now a village. \_\_\_\_\_
5. An earthquake destroyed Qalhat before Albuquerque arrived. \_\_\_\_\_

EXERCISE 2 Questions

Answer the following questions about the story.

1. Why was Qalhat a rich city?  
\_\_\_\_\_
2. Who saw Qalhat first, Ibn Batuta or Albuquerque?  
\_\_\_\_\_
3. What is an explorer?  
\_\_\_\_\_
4. What did Albuquerque do to Qalhat?  
\_\_\_\_\_
5. What village is between Qalhat and Ras Al Hadd?  
\_\_\_\_\_

SUMMARY

What has happened to Qalhat since Albuquerque visited it?

It has become a village.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: WORKING FOR ARAMCO 2 - Future Plans

AIMS: To make future plans  
To interpret graphs and diagrams

EXERCISE 1 Computing Retirement Pay

Study the blank retirement pay diagrams below. Fill them in as you teacher reads the relevant information.

1. Fahd Al-Mansour

Salary

Number of Years with Aramco

2% of \_\_\_\_\_ = SR \_\_\_\_\_ x \_\_\_\_\_

Monthly Retirement Pay = SR \_\_\_\_\_

1. Malek Al-Harbi

Salary

Number of Years with Aramco

2% of \_\_\_\_\_ = SR \_\_\_\_\_ x \_\_\_\_\_

Monthly Retirement Pay = SR \_\_\_\_\_

SUMMARY

Omar Al-Ghazi works for Aramco. He has worked for Aramco for 30 years. It is May. Omar earned 4,000 SR during April. 5% went to Social Insurance. Omar has paid 5% of his salary for Social Insurance since 1973.

Omar will be fifty-five years old in December. He hopes to retire then. He expects to have enough money.



TITLE: FRICTION AND LUBRICATION - Cause and Result

AIMS: To learn from a demonstration  
To express cause and result  
To ask and answer questions  
To read a passage

EXERCISE 1 Reading

Read the passage and complete the exercise below.

Friction is caused when two surfaces move against each other. There is more friction if the surfaces are rough than if they are smooth.

Friction causes heat. If you rub your finger against a rough surface, you will find that it becomes warm. Friction also results in wear. Moving parts, for example, on a bicycle, are worn down. That means they have to be replaced.

Find another word or phrase used in the passage that can be used in place of the underlined phrases.

1. Friction results in wear.

\_\_\_\_\_

2. If you move your finger against a rough surface, you will cause friction.

\_\_\_\_\_

3. Moving parts are damaged because of friction.

\_\_\_\_\_

4. Damaged parts have to be removed and new parts installed.

\_\_\_\_\_

SUMMARY

Friction → heat

Friction causes heat.

Friction → wear

Friction results in wear.



TITLE: FRICTION AND LUBRICATION - Reduction of Friction

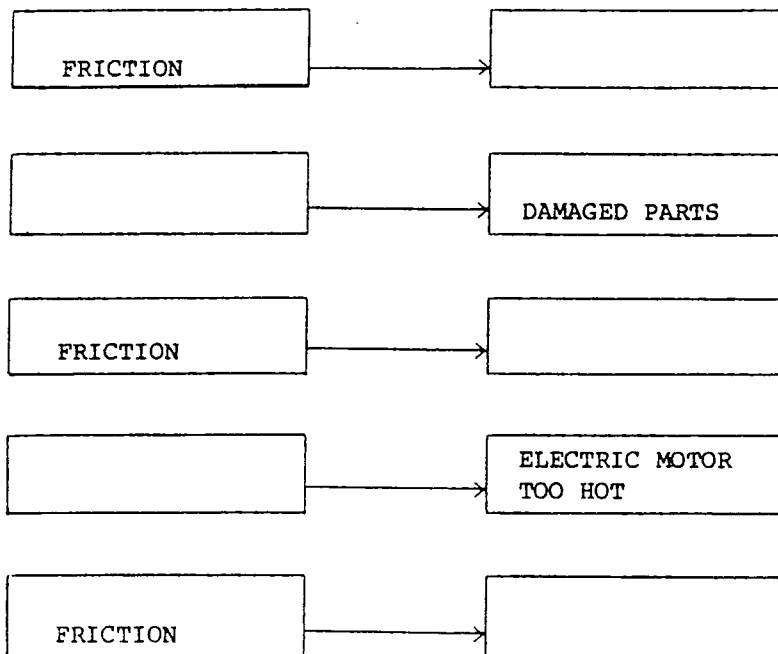
AIMS: To follow a presentation  
To describe cause and result  
To read an explanation

EXERCISE 1 Reading

Read the passage. Underline the sentences which describe cause or result.  
Then complete the diagrams below using the information in the passage.

In machines, electric motors, etc., we usually try to reduce friction. This is because friction results in wear. Too much friction causes moving parts to become damaged. They then have to be replaced, and this is expensive.

Friction is also dangerous because it causes heat. In an electric motor, for example, where the parts move very fast, friction can result in the motor becoming too hot. This can lead to a burn out.



EXERCISE 2     Reducing Friction

Read the passage and answer the questions below:

There are various ways to reduce friction. One way is to make the surfaces of the moving parts smooth. Another way is to reduce the surface area of the parts that rub against each other. Wheels also reduce friction. A train is an example of all these. It has wheels which run on narrow rails. Both the wheels of the train and the rails are made of smooth metal.

1.    How many ways to reduce friction are described in the passage?  
\_\_\_\_\_
2.    Which are they? (Underline the parts of the passage that describe these ways.)  
\_\_\_\_\_
3.    Why is a train a good example?  
\_\_\_\_\_

SUMMARY

Friction can be dangerous. It can lead to a burn out. There are various ways to reduce friction. You will learn more about these in the next lessons.



TITLE: FRICTION AND LUBRICATION - Lubricants Review

AIMS: To understand a written explanation

PRESENTATION 1 Reading Passage

- [1] A lubricant is usually a kind of oil which is used to reduce friction.  
[2] It is applied to mechanical parts that rub together in order to allow  
[3] these parts to move more easily. There are many different kinds of  
[4] lubricants. Some are liquid and some are solid. Oil is a liquid  
[5] lubricant which comes in an oil can or an aerosol can. The oil in the  
[6] aerosol can is usually lighter and thinner, and it is especially useful  
[7] when a large area needs to be lubricated, for example, chains on bicycles  
[8] and equipment. These liquid lubricants form a thin slippery film on the  
[9] parts that are covered and prevent the parts from wearing down.
- [10] Grease is a solid lubricant which is thicker and heavier than oil. It  
[11] comes in a can or barrel and can be hard or soft. A grease gun is used  
[12] for applying grease. It consists of a metal casing, which contains the  
[13] grease, a handle which you pump and a tip or nozzle, which the grease  
[14] comes out of. With a grease gun it is possible to lubricate areas that  
[15] are difficult to reach, for example, areas under a car.
- [16] In addition to reducing friction, a lubricant is also used to prevent  
[17] corrosion. When a lubricant covers a mechanical part, it  
[18] does not allow oxygen, humidity or acids to damage the metal. The  
[19] lubricant prevents chemicals from corroding the surface of the  
[20] metal. Both grease and oil lubricants help prevent corrosion.
- [21] Lubricants are useful in many ways. The most important use of a lubricant  
[22] is to reduce friction. By reducing friction, the use of lubricants  
[23] reduces wear and heat and allows parts to move easily. Lubricants also  
[24] help to prevent parts from corroding. The kind of lubricant that is  
[25] used depends on the kind of part that needs lubrication, the location  
[26] of the part and its function in a piece of equipment. Oil and grease  
[27] are two kinds of lubricants that are used for lubricating different  
[28] kinds of mechanical equipment in workshops, in garages and in the home.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: MOVING - Packing

AIMS:

- To follow a demonstration
- To describe position
- To give instructions
- To make suggestions

PRESENTATION 1



SUMMARY

When you move things it is important to pack them carefully. Some things are fragile, others may spill. Some things can be packed right way up, upside down or on their sides.



NAME \_\_\_\_\_

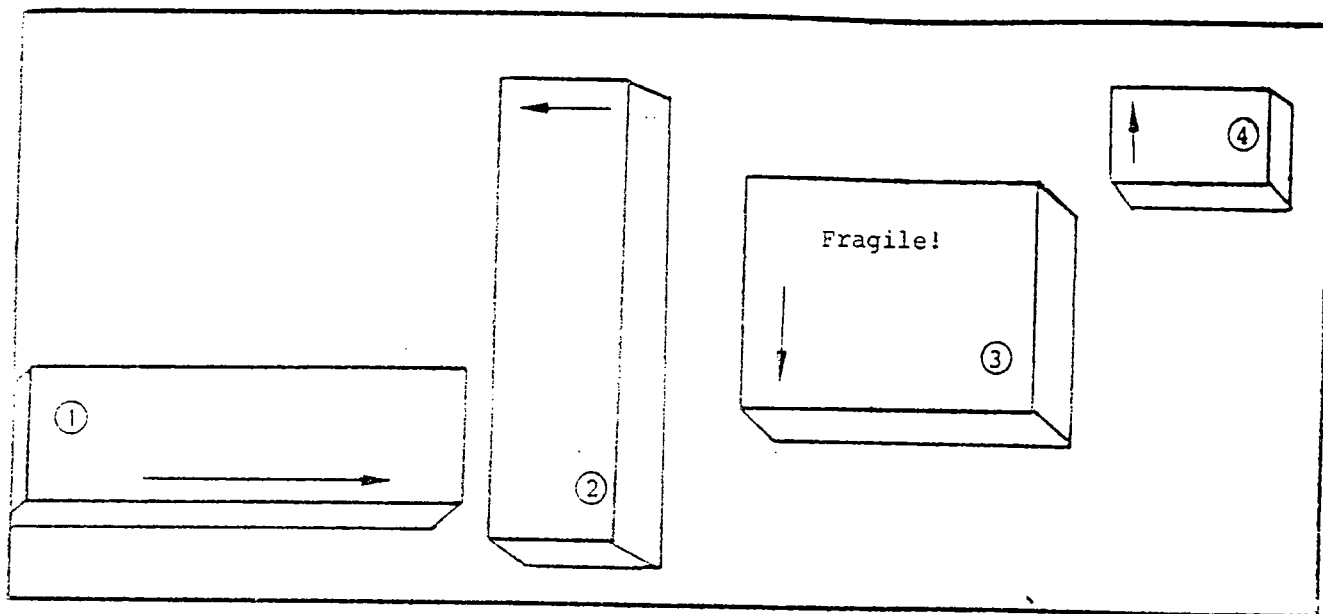
DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: MOVING - Does Everything Fit?

AIMS: To describe position  
To give instructions for loading a van  
To write sentences

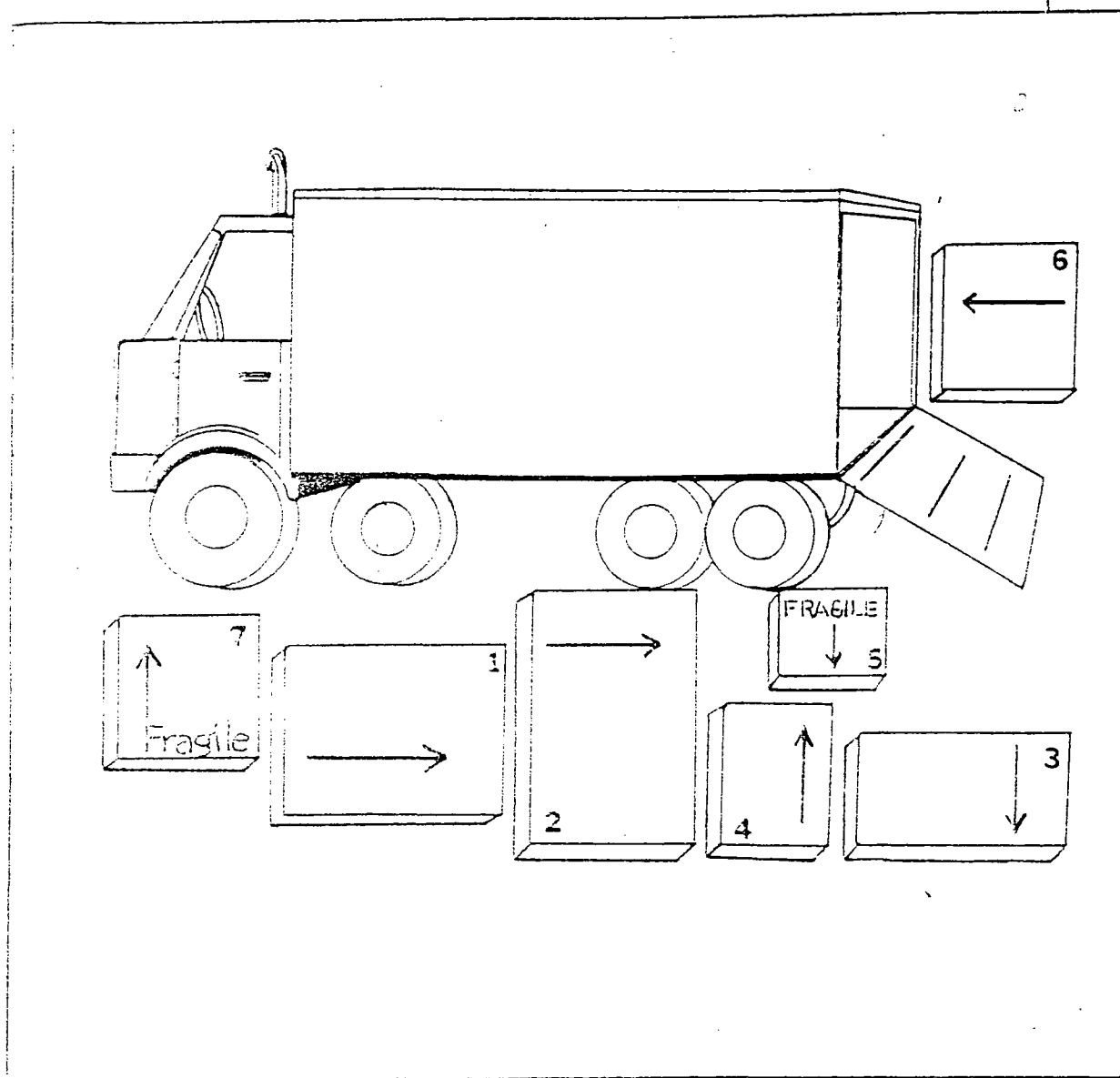
EXERCISE 1 Writing Sentences

Look at the picture. Then describe the position of each box.



1. The long box is on its side \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.



SUMMARY

Do you think everything will fit in the moving van?

Sure! It will fit if it's loaded correctly.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: MAINTENANCE AND REPAIR - Describing Condition. 2

AIMS: To listen for information  
To take notes  
To pass messages

EXERCISE 1 Reporting Condition of Tools And Equipment

Listen to Abdulla's report and take notes in the space below.

This section of the report is about \_\_\_\_\_

Items that are  
in bad condition.

What is wrong  
with them.

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Now help your group to complete this checklist.  
In the middle column, check all the tools which are in bad condition.

Checklist

|    | <u>Items in Bad Condition</u> | <u>What is wrong with them?</u> |
|----|-------------------------------|---------------------------------|
| 1. | <u>Handtools</u>              | <u>Problem</u>                  |
|    | chisel                        |                                 |
|    | wrench                        |                                 |
|    | hammer                        |                                 |
|    | ball-peen hammer              |                                 |
|    | rubber mallet                 |                                 |
|    | file                          |                                 |
|    | pliers                        |                                 |
|    | tape rule                     |                                 |
|    | hacksaw                       |                                 |
|    | knife                         |                                 |
|    | screwdriver                   |                                 |
|    | handsaw                       |                                 |
| 2. | <u>Electric Tools</u>         |                                 |
|    | lathe                         |                                 |
|    | electric drill                |                                 |
|    | electric saw                  |                                 |
|    | drill press                   |                                 |
| 3. | <u>Safety Clothing</u>        |                                 |
|    | hard hat                      |                                 |
|    | safety glasses                |                                 |
|    | safety shoes                  |                                 |
|    | gloves                        |                                 |
| 4. | <u>The Workshop</u>           |                                 |
|    |                               |                                 |
|    |                               |                                 |
|    |                               |                                 |
|    |                               |                                 |

SUMMARY

If tools are broken or chipped, they should be replaced. Never use a tool with a broken handle. Have the handle replaced.

If safety clothing is in bad condition, it might not protect you against accidents. A hard hat which is dented should be replaced. Do not wear safety glasses which are chipped or scratched.

Electrical equipment which doesn't work should be repaired. Do not switch on equipment which doesn't work. Have it repaired by an electrician.

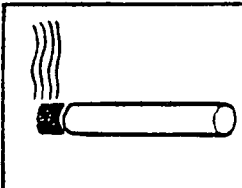
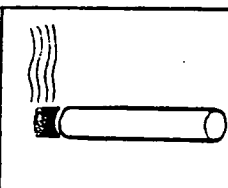
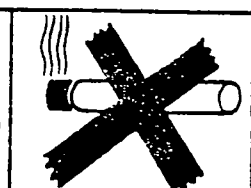
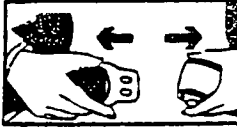
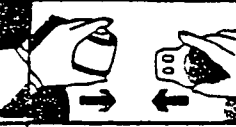
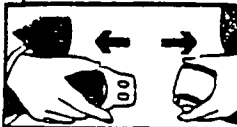
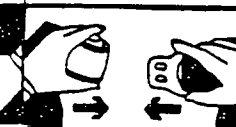
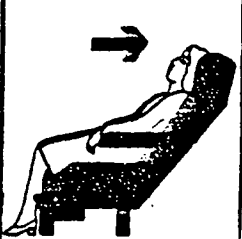
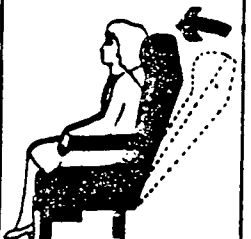
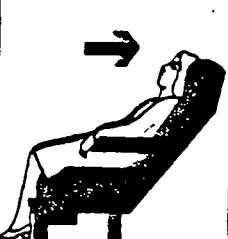
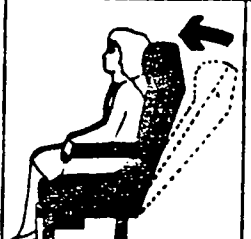
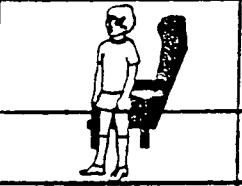
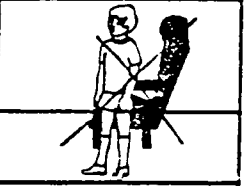
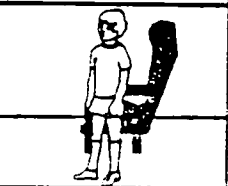
EXERCISE 2 Understanding Safety Instructions

Listen to the tape, and check the pictures below which match the instructions you hear. Part 1 is for take off and landing; Part 2 is during flight.

ARAMCO  
AVIATION  
DEPARTMENT



SAFETY  
INSTRUCTIONS

| DURING TAKEOFF & LANDING                                                                                                                                                                                                                                                                                                                        | DURING FLIGHT                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                              |                                                                                                                                                                                 |
|     |     |
|                                                                                                                                                                            |                                                                                                                                                                               |
|                                                                                                                                                                            |                                                                                                                                                                               |
|                                                                                                                                                                            |                                                                                                                                                                               |



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

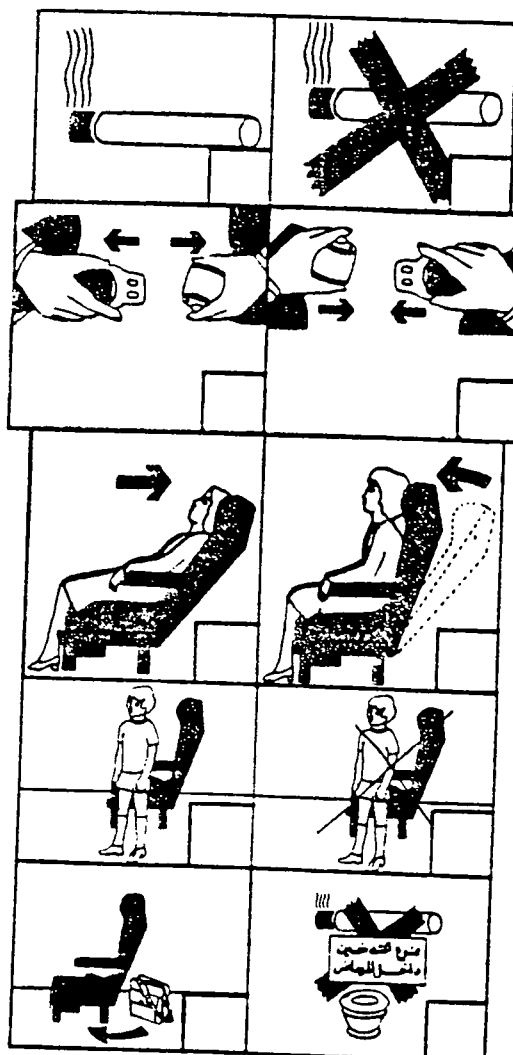
TITLE: FLYING - Understanding Safety Instructions

AIMS: To understand safety instructions  
To write safety instructions  
To read about safety instructions

EXERCISE 1 Understanding Flight Instructions

Match the instructions on the left with the pictures on the right by writing the correct number in the box beside each picture.

1. Smoking allowed
2. Seat must be in upright position
3. Fasten seat belt
4. No smoking in toilets
5. You can leave your seat
6. Do not smoke
7. You can unfasten seat belts
8. Stay in your seat
9. You can adjust the seat
10. Carry on luggage must be placed under seat





NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: FLYING - Emergency Equipment

AIMS: To give safety instructions  
To state the purpose of emergency equipment

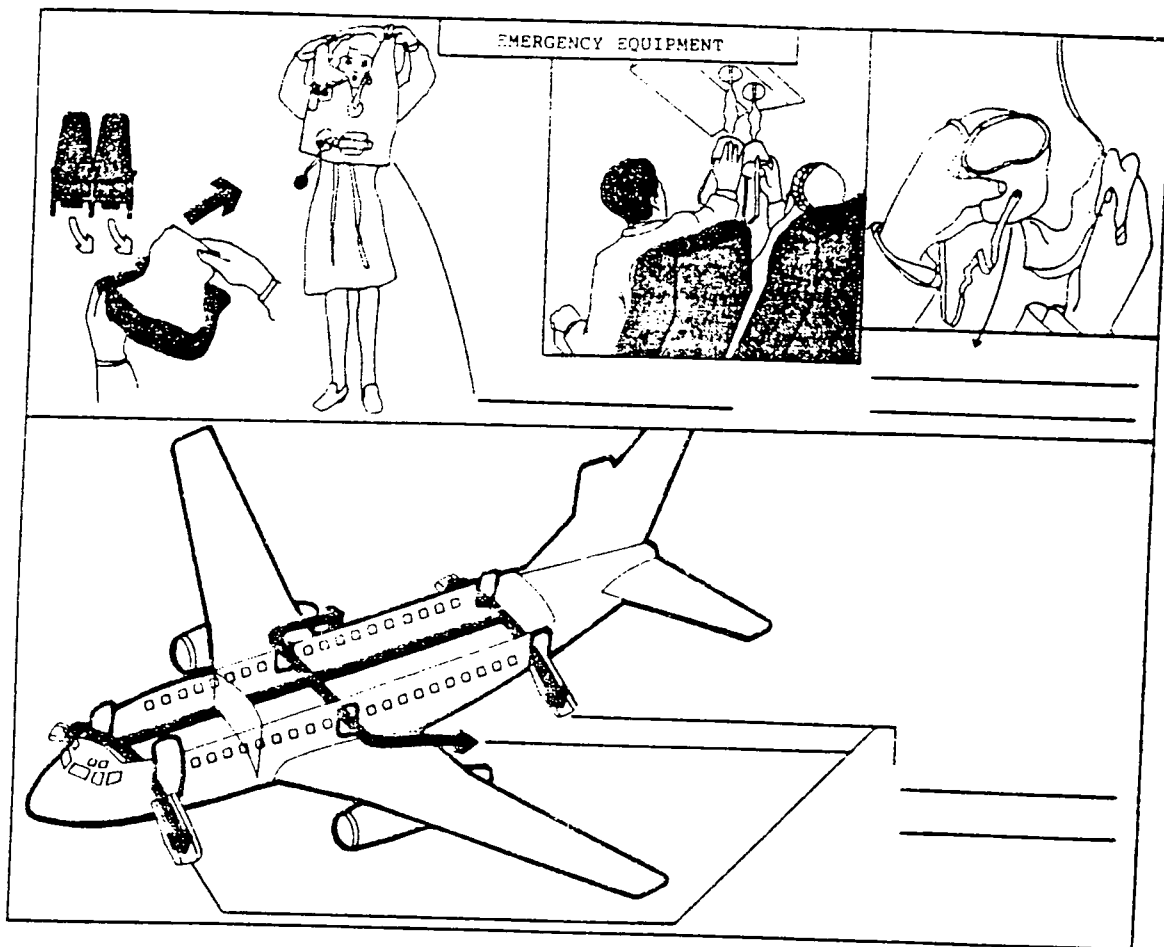
PRESENTATION 1 Giving Safety Instructions

Look at the picture below. Tell this man what he must do during take off.  
Practice with your partner.



EXERCISE 1 Emergency Equipment

Label the pictures.

EXERCISE 2 Explaining the Purpose of Emergency Equipment

Answer the questions below about emergency equipment on an airplane.  
Use: "In case ...."

1. Why is there a life vest under your seat on a plane?

---

2. Why are there oxygen masks on an airplane?

---

3. Why does an airplane have emergency exits?

---

SUMMARY

During take-off and landing, you must follow the safety instructions. In case of an emergency there is emergency equipment on the plane: life vests and oxygen masks. There are also emergency exits.





NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: FLYING - Traveling by Air

AIMS: To describe a procedure  
To read for information  
To write answers to questions

EXERCISE 1 Reading

Match the underlined words with the pictures on the next page. Write the number of the picture on the line beside the words.

Traveling by Air

Here are some points to remember when you are traveling by air.

First, it is better to buy your ticket before going to the airport. You can then be sure of your flight and you will save time when you arrive at the airport.

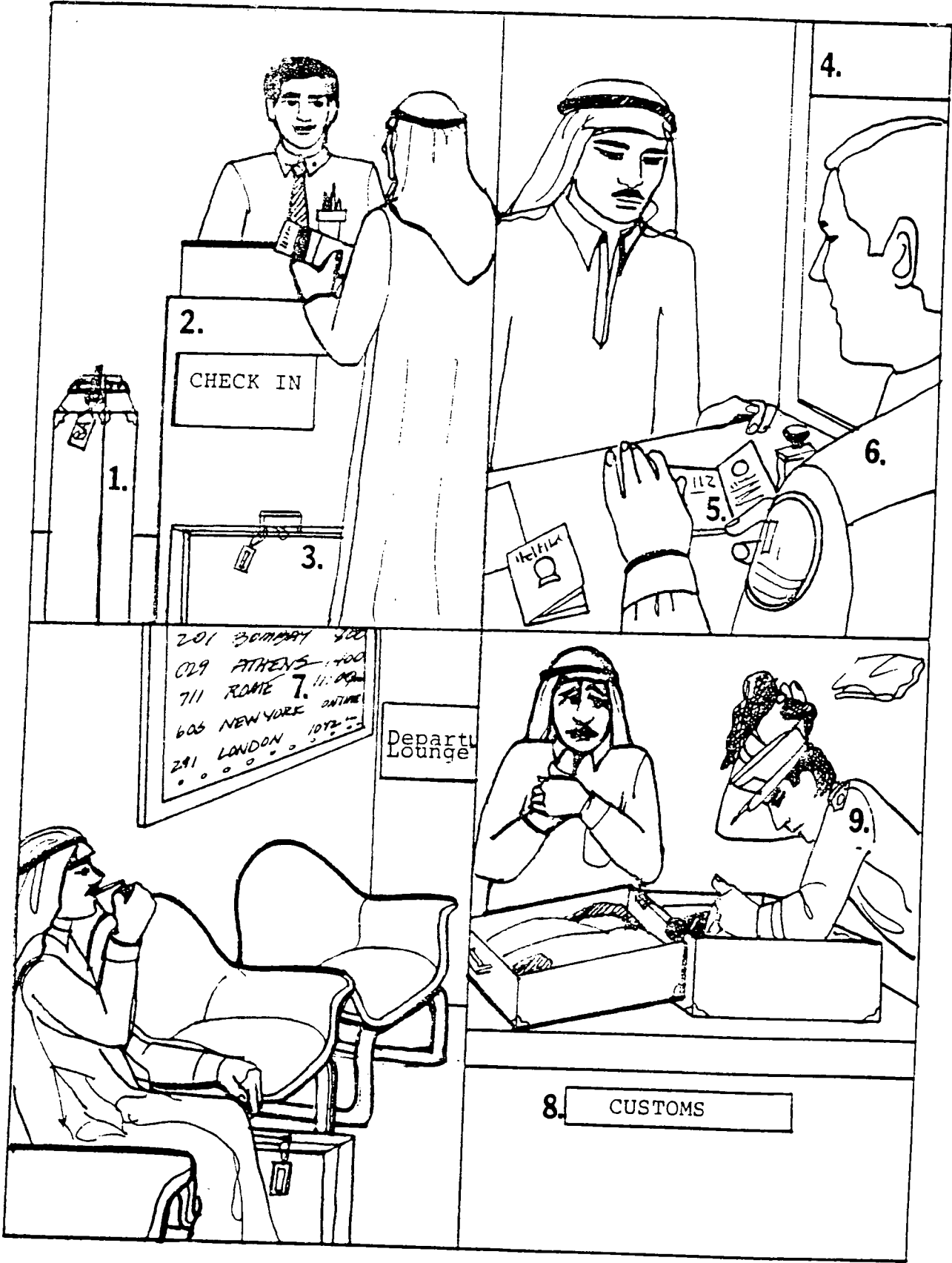
If you already have your ticket, go to the check in desk \_\_\_\_\_. This is the place where you show your ticket and leave your baggage \_\_\_\_\_. You must leave the big, heavy baggage, and this is carried onto the plane by the airport workers. You can take a small bag onto the plane with you and put it under your seat. This is called carry on baggage \_\_\_\_\_.

After checking in, you go through immigration \_\_\_\_\_. This is the place where you show your passport \_\_\_\_\_. You must have a passport in order to travel outside of Saudi Arabia; so when you travel, do not forget your passport!

Next, you go to the departure lounge \_\_\_\_\_ to wait for your flight. Here you can sit and have tea or coffee before getting on the plane. You must wait in the departure lounge until you are called to get on the plane.

After your flight, when you arrive in a foreign country, you have to go through immigration again. That means you must show your passport to the immigration officer \_\_\_\_\_ who represents the country you are visiting. After going through immigration, you go to get your baggage. You must then take your baggage through customs \_\_\_\_\_. The customs officer will ask you what you have in your baggage. There are some things which you are not allowed to carry into another country. If you have any of these things, and the customs officer \_\_\_\_\_ finds them in your baggage, he will take them away.

Always check that you have all your baggage before leaving the airport.



EXERCISE 2    Answering Questions

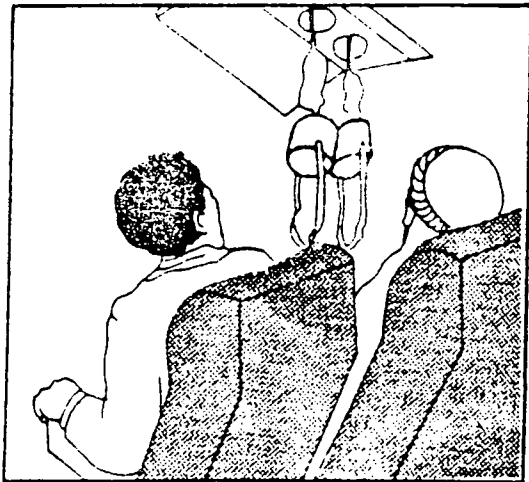
Write answers to these questions.

1.    What is one way to save time when traveling by air?  
\_\_\_\_\_  
\_\_\_\_\_
2.    What do you do at the check in desk?  
\_\_\_\_\_  
\_\_\_\_\_
3.    What should you do before going to the departure lounge?  
\_\_\_\_\_  
\_\_\_\_\_
4.    When you arrive in a foreign country, what must you do first?  
\_\_\_\_\_  
\_\_\_\_\_
5.    Where do you go after getting your baggage?  
\_\_\_\_\_  
\_\_\_\_\_

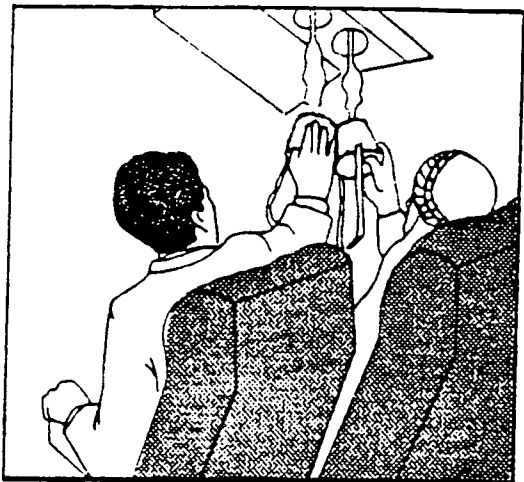
SUMMARY

In this lesson, you have practiced reading for information about traveling by air. You should know the meaning of these words:

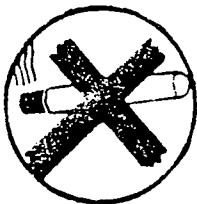
baggagecheck inimmigrationdeparture loungecustomspassport



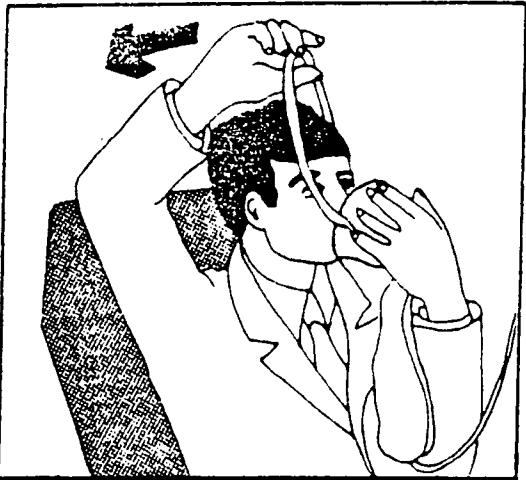
A



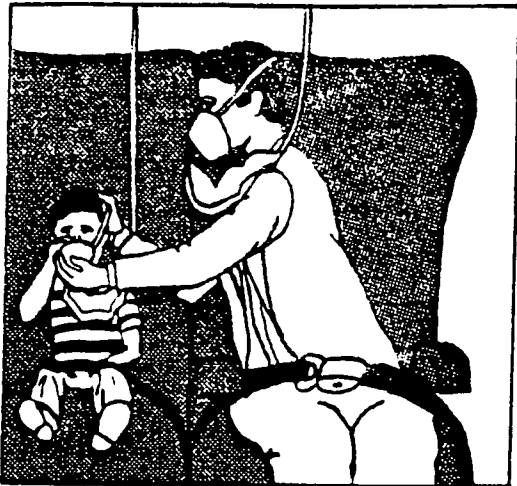
B



C



D



EXERCISE 2    Life Vests

Read the instructions below the passage. Then write the number of the instruction in the correct blank.

The airplane is equipped with life vests. There are three things to remember about the life vest: where it is located, how to put it on and how to inflate it.

(1) \_\_\_\_\_

Identify it by the red tab attached to it. Do not remove the life vest at this time. However, if you are unable to locate it, (2) \_\_\_\_\_

\_\_\_\_\_.

To put it on, (3) \_\_\_\_\_.

(4) \_\_\_\_\_ and (5) \_\_\_\_\_

\_\_\_\_\_. If you are traveling with a small child,

(6) \_\_\_\_\_ and

(7) \_\_\_\_\_.

Notice the tab which is marked 'Pull'. To inflate the life vest (8) \_\_\_\_\_

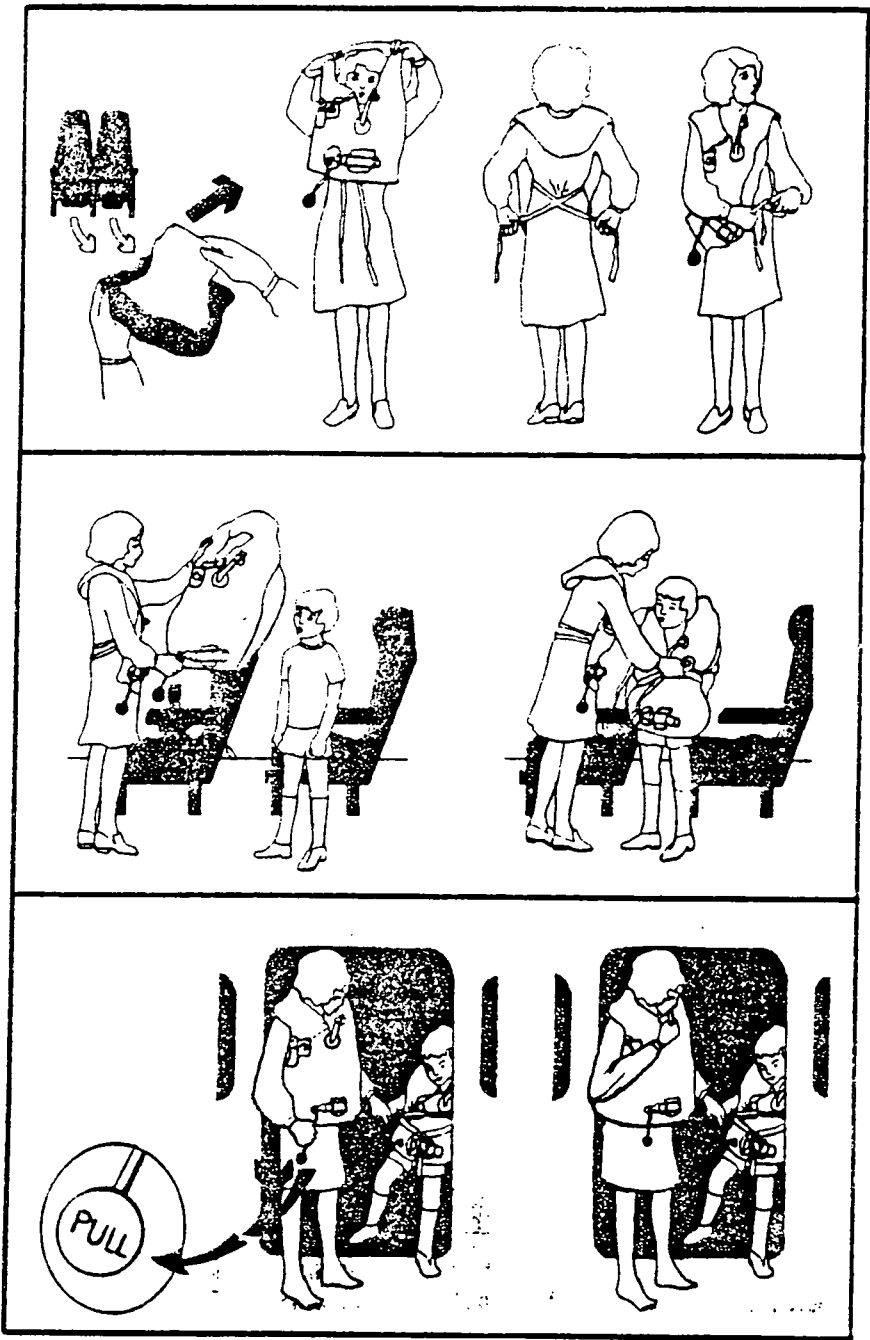
\_\_\_\_\_. However, do

not inflate the life vest before leaving the airplane. (9) \_\_\_\_\_

\_\_\_\_\_.

- A. put on your life vest first
- B. pull firmly and quickly on the tab
- C. then help your child
- D. Your life vest is under your seat
- E. Pull the straps around your back
- G. ask a flight attendant to help you
- H. fasten them in front
- I. The life vest can also be inflated by blowing into the tube





SUMMARY

You have practiced instructions for using a life vest and an oxygen mask. It is important to listen to flight attendants when they give you safety instructions.

EXERCISE 2 Have you ever ...?

Ask the person next to you questions to find out if he has been to the place, if he liked it and why. Ask about any place you want for the last one.

You may want to use the following types of questions:

Have you ever been to ...?

Did you like ...?

Why?

| PLACE   | BEEN THERE? | LIKED? | WHY? |
|---------|-------------|--------|------|
| America |             |        |      |
| Kuwait  |             |        |      |
| Jeddah  |             |        |      |
| Medina  |             |        |      |
| Hofuf   |             |        |      |

SUMMARY

Schedules for airplanes usually use the 24 hour clock. From the ~~schedule~~ in PRESENTATION 1, you know that the flight from Riyadh departs at 1100 and arrives at 0740. The flight number is SV 185. It goes via ~~Amman~~.

Omar, have you ever been to England?

No, I've never been there.



NAME \_\_\_\_\_  
DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: FLYING - Travel Plans

AIMS: To listen to a conversation and fill in information  
To ask and answer questions about flight schedules and fares

EXERCISE 1 Flight Schedules and Fares

Listen to the conversation on the tape. Fill in the missing date, times and fares you hear. Write in times using the 24 hour clock form (1530, etc.).

Flights to London (Heathrow)

1. All flights depart on \_\_\_\_\_

2. Flight Times

|     | <u>From</u> | <u>Departs</u> | <u>Arrives</u> | <u>Direct</u> |
|-----|-------------|----------------|----------------|---------------|
| (a) | Dhahran     | _____          | _____          | YES           |
| (b) | Riyadh      | _____          | _____          | NO            |
| (c) | Jeddah      | _____          | _____          | YES           |

Roundtrip Air Fares

|     |             |          |
|-----|-------------|----------|
| 3.  | <u>From</u> |          |
| (a) | Dhahran     | SR _____ |
| (b) | Riyadh      | SR _____ |
| (c) | Jeddah      | SR _____ |

4. Flights between Dhahran and Jeddah

Departs Dhahran at \_\_\_\_\_. Arrives Jeddah at \_\_\_\_\_.

SUMMARY

Flight Schedules and Fares

What time does the plane from Jeddah to London depart?

It departs at 0130. (1:30 a.m.)

What time does it arrive?

It arrives at 0530. (5:30 a.m.)

How much is the roundtrip air fare?

It's 5,534 Saudi riyals.

It's a direct flight. - It does not stop at other cities.

Go ahead. - Please start now.

Go on. - Please continue

I've got that. - I've written that down.





NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: FLYING - Travel Plans

AIMS: To give reasons  
 To understand an explanation

EXERCISE 1 Choosing a Flight

| <u>Flights to London (Heathrow)</u> |                |                | <u>2/8/81</u> |
|-------------------------------------|----------------|----------------|---------------|
| <u>From</u>                         | <u>Departs</u> | <u>Arrives</u> | <u>Direct</u> |
| Dhahran                             | 0130           | 0530           | YES           |
| Riyadh                              | 0730           | 1545           | NO            |
| Jeddah                              | 1025           | 1545           | YES           |
| <u>Flight to Jeddah</u>             |                |                |               |
| Dhahran                             | 0655           | 0850           | YES           |

Your group is going to fly to London on the date above. You all live in Dhahran. Choose the flight you would take. Give reasons. Give reasons why you would not choose the other flights. Make notes below to help you to explain.

We would fly to London from \_\_\_\_\_

REASONS: \_\_\_\_\_

REASONS WHY WE WOULD NOT FLY FROM \_\_\_\_\_

OR \_\_\_\_\_

PRESENTATION 1     Mr. Al-Dossary's Choice

Mr. Al-Dossary flew to London from Jeddah although he lives in Dhahran.

There were three reasons for this.

First, the direct flight from Dhahran arrived too early in the morning in London.

Second, the flight from Riyadh was not direct.

Third, he could fly to Jeddah on the same day, make the connection with the London flight and arrive in the afternoon.

Therefore, Mr. Al-Dossary flew to London from Jeddah.

PRESENTATION 2

a.     He did not fly from Dhahran although he lives there.

He did not fly from Dhahran although the flight was direct.

He flew from Jeddah although he first had to go there from Dhahran.

b.     The flight to London from Dhahran departed and arrived too early.

The flight from Riyadh was not direct and took too long.

Therefore, Mr. Al-Dossary flew from Jeddah.

SUMMARY

Mr. Al-Dossary did not fly to London from Dhahran although he lives in Dhahran. He did not want to arrive in England early in the morning.

He did not fly from Riyadh because the flight was not direct.

Therefore, he flew to Jeddah from Dhahran in the morning, made his connection with the 1025 flight and arrived in London at 1545.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: TAKING A DRIVING TEST - The Driver's License

AIMS: To describe a process  
To give advice  
To answer factual questions

EXERCISE 1 Checklist of Hassan's Mistakes

Listen to the tape and check the things that Hassan forgot to do while he was driving.

|                                  | No |
|----------------------------------|----|
| fasten seat belt                 |    |
| check brake                      |    |
| check gears                      |    |
| look in mirror                   |    |
| signal before starting           |    |
| turn right                       |    |
| turn left                        |    |
| stop at STOP sign                |    |
| yield at YIELD sign              |    |
| look carefully for other traffic |    |

EXERCISE 2

Listen to the tape and write the procedure for getting a driver's license in the space provided.

First: \_\_\_\_\_  
Next: \_\_\_\_\_  
Then: \_\_\_\_\_  
Finally: \_\_\_\_\_

EXERCISE 3

Study the road signs below. Listen to the tape and underline the correct meaning of the first four signs.

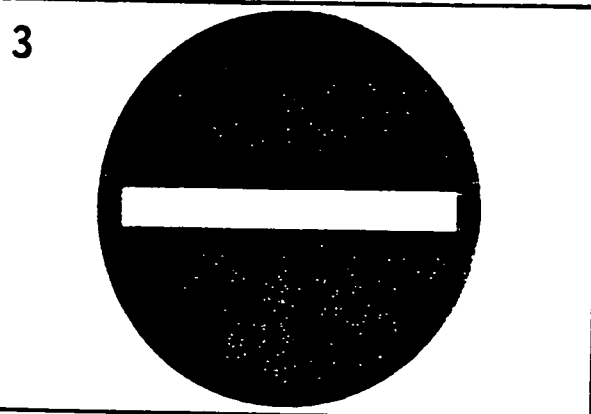
- A. Stop
- B. Don't Stop
- C. Yield



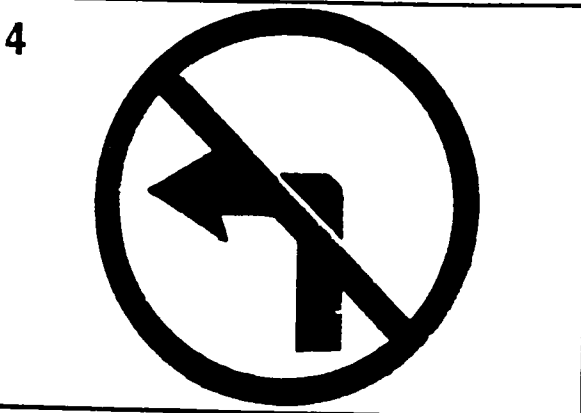
- A. Parking
- B. No Parking
- C. Waiting



- A. Enter
- B. Yield
- C. Do Not Enter



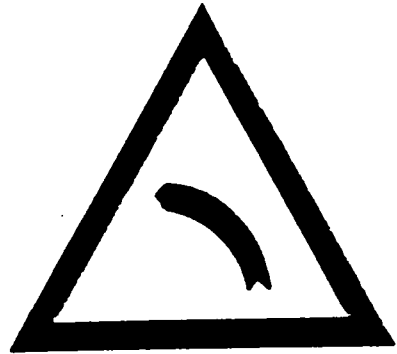
- A. Do Not Turn Right
- B. Do Not Turn Left
- C. Do Not turn



Underline the correct meaning of the following signs. Discuss the answers with your partner.

- A. Narrow Road
- B. Dangerous Bend
- C. Right Curve

5



- A. Do Not Run
- B. Children Crossing
- C. Stop

6



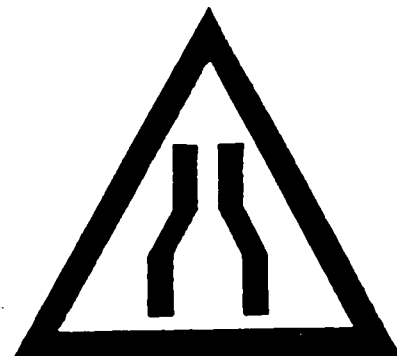
- A. Road Works
- B. Road Narrows
- C. Road Closed

7



- A. Dangerous Bend
- B. Road Narrows
- C. Road Widens

8



SUMMARY

Hassan had driven his new car without a driver's license when he met Omar. Omar tested his driving and found that it was neither efficient nor safe. So he told Hassan that he should study for his driving test. Hassan did not know his road signs, so he has gone home to study his driving manual. Omar knows that a car is similar to a gun. When it is driven by a bad driver it can kill.

So, "Good luck, Hassan! We hope that you pass your driving test!"



TITLE: TAKING A DRIVING TEST - Driver Orientation

AIMS: To give advice  
To follow directions and instructions  
To understand a reading passage

READING PASSAGE Omar Explains the Rules of the Road

About a week after Omar had talked to Hassan about his poor driving and his need to take his driving test, he visited Hassan at his house. Omar went into Hassan's living room and saw his friend studying his driving manual: 'Driving in Saudi Arabia'.

"I am glad to see that you are studying driving carefully," said Omar. "If you had done it before you wouldn't have to do it now. Still, 'better late than never' (1)."

Hassan looked up and said, "Test me. I know it all." He gave his manual to Omar.

"Okay," said Omar. "First, are you permitted to park if you see this sign?"

"Yes," said Hassan. "But you must be careful, although it is permitted."

"And what does this sign mean?" asked Omar.

"It means that animals might cross the road. You must watch out for animals."

"Very good. And this?" asked Omar.

"That means that the speed limit (2) is 50 kph. You can't go faster than 50 kph, but you can go slower than that."

"And this one? What does this road sign mean?" asked Omar.

"It means that you are not permitted to park (3)."

"Very good," said Omar. "You know your road signs very well now."

"I know," said Hassan. "Now ask me some other questions about safe driving."

"Okay. Tell me when you should reduce speed," asked Omar.

"When you can't see well; when you are driving on a narrow or a winding (4) road; when you are driving near people who are riding motor bikes or bicycles; when you are near schools; when you are driving in a built up area (5); when you are going downhill and when you are coming to the top of a hill. Is that everything?"

"Very good. Almost everything," said Omar.

"You should also drive slowly when you are passing animals and people near the road," said Hassan.

"That's right," said Omar. "Now tell me some things that are not permitted."

"You mustn't turn right when the traffic lights (6) are red unless there is an arrow on the lights pointing right; you mustn't throw anything out of your car window; you mustn't pass cars on a curve; you mustn't drive when you are tired or taking certain medicines; you ..."

"Very good," said Omar. "Finally, tell me something in your car which is very useful to you when you drive .. the most useful thing?"

"The horn," said Hassan.

"Wrong (7)." The mirror. Always use your mirror."

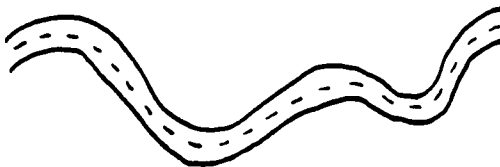
"You're right. I read that," said Hassan.

"Okay. You know the rules of the road very well. Tomorrow I'll take you for a driving lesson. There is a lot more to being a good driver than just knowing the rules. Now, I'd like a cup of tea, please."

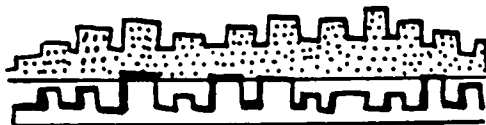
"Certainly," said Hassan.

### Glossary

1. 'better late than never' - this means that although you may do something late, it is better to do it late than not to do it at all
2. speed limit - this means the same as 'maximum speed'
3. park - to leave your car at the side of the street or in a 'car park'
4. winding road - a road with bends and curves (see picture)



5. built up area (see picture)  
- a location with a lot of buildings, people, cars



6. traffic lights (see picture)



7. horn (see picture)





EXERCISE 1 Sentence Completion

Complete the following sentences so that they agree with what you read in the reading passage.

1. The mirror on your car is \_\_\_\_\_  
\_\_\_\_\_
2. You can turn right when the traffic light is on red if \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. If you see a road sign that has a large P on it, it means that \_\_\_\_\_  
\_\_\_\_\_
4. You should slow down when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SUMMARY

Hassan has studied his driving manual well. Omar has tested him and thinks that he knows enough to try driving carefully on the road. It is good to see that Hassan is taking his lessons seriously - better late than never!



TITLE: TAKING A DRIVING TEST - Hassan's Test

AIMS: To understand a written description  
To identify relevant information

READING PASSAGE

Hassan had many driving lessons with Omar. His driving got better. He was soon parking the car well; driving carefully; using the lights and the mirror; obeying the rules of the road; starting and stopping smoothly; wearing his seatbelt; etc. Omar decided that his friend could take the test.

He drove Hassan to the Driving Test Center. While he was driving he spoke to Hassan. He told him not to forget the things he had learned and to watch out for all road signs and obey them. He also told him to be very careful while driving and not to drive too quickly. He told him that he was certain Hassan would pass the test.

"I wouldn't have been ready to take the test without your help," said Hassan.

"Good luck!" said Omar. "I will wait for you here."

Hassan took the driving test. First, he did the quiz. Then, he went driving with the examiner. An hour later he returned to Omar who was sitting and waiting for him.

"Did you pass or fail?" asked Omar.

"I passed," said Hassan.

"Did you make any mistakes?"

"A few but they were not serious. But I would have failed if you hadn't helped me," said Hassan.

"Congratulations! What are friends for?" said Omar.

EXERCISE 2 Hassan's Quiz

Hassan took a quiz to test his knowledge of the rules of the road. He got 15 correct and five wrong. His score sheet is on the right. Read the 20 statements and re-check Hassan's paper. Circle the numbers that he got wrong.

|                                                            | NO<br>or<br>FALSE                       | YES<br>or<br>TRUE                   |
|------------------------------------------------------------|-----------------------------------------|-------------------------------------|
| 1. Before you drive, do a pre-trip check.                  | 1. <input type="checkbox"/>             | <input checked="" type="checkbox"/> |
| 2. Always stop at STOP signs.                              | 2. <input type="checkbox"/>             | <input checked="" type="checkbox"/> |
| 3. Always stop at YIELD signs.                             | 3. <input type="checkbox"/>             | <input checked="" type="checkbox"/> |
| 4. The speed limit is the minimum speed.                   | 4. <input checked="" type="checkbox"/>  | <input type="checkbox"/>            |
| 5. Never park on a hill.                                   | 5. <input type="checkbox"/>             | <input checked="" type="checkbox"/> |
| 6. Don't use your mirror while you drive.                  | 6. <input checked="" type="checkbox"/>  | <input type="checkbox"/>            |
| 7. You must always wear a seatbelt.                        | 7. <input type="checkbox"/>             | <input checked="" type="checkbox"/> |
| 8. Watch out for children.                                 | 8. <input type="checkbox"/>             | <input checked="" type="checkbox"/> |
| 9. Eat while you drive.                                    | 9. <input type="checkbox"/>             | <input checked="" type="checkbox"/> |
| 10. Be careful of animals.                                 | 10. <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 11. Continue to drive when you are tired.                  | 11. <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 12. Don't forget to drive faster when the weather is bad.  | 12. <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 13. Always signal before you turn.                         | 13. <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 14. Never use hand signals.                                | 14. <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 15. In Saudi Arabia we drive on the left.                  | 15. <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 16. You don't have to stop when traffic lights are on red. | 16. <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 17. You must be very careful near schools.                 | 17. <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 18. The speed limit shows the maximum speed.               | 18. <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 19. Never drive when you are tired.                        | 19. <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 20. Always be polite to other drivers.                     | 20. <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

EXERCISE 3      Why Hassan was Wrong

Refer to Hassan's mistakes in EXERCISE 2 and write a sentence or two explaining why he was wrong.

# 3

*Always slow down at yield signs and stop if necessary. Continue when traffic is clear.*

# \_\_\_\_\_

# \_\_\_\_\_

# \_\_\_\_\_

# \_\_\_\_\_

SUMMARY

Before Hassan took his driving test, Omar said, "Good luck!" to him. Hassan passed the test and Omar said, "Congratulations!" We should say, "Congratulations!" to Omar, too. Without him Hassan wouldn't have passed the test!



NAME \_\_\_\_\_

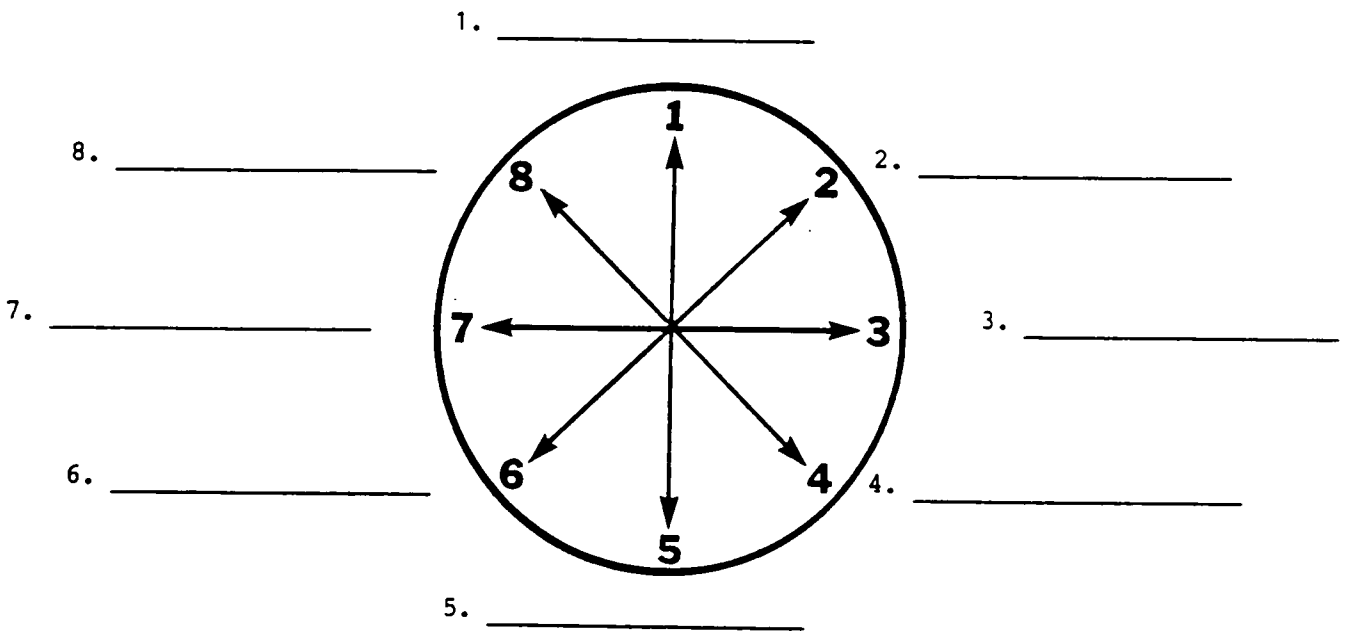
DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: A TRUCK DRIVER'S JOURNEY FROM EUROPE TO SAUDI ARABIA

AIMS: To identify locations on a map  
To ask for information on direction and location  
To describe direction and location

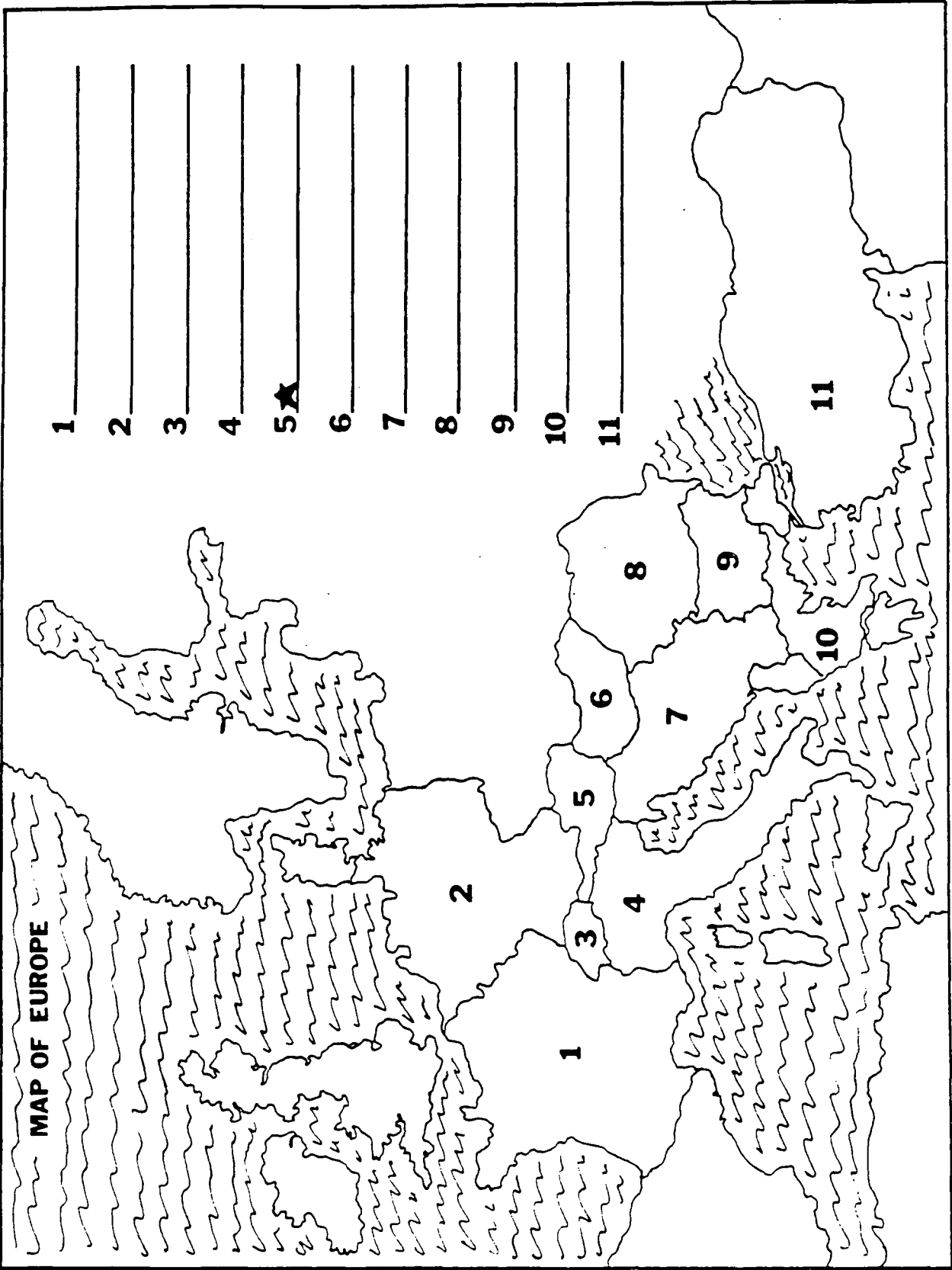
EXERCISE 1 Filling in Compass Directions

Listen as your teacher gives a compass direction. Fill in the direction in the correct blank.



EXERCISE 2 Locating Countries on a Map of Europe

Listen as your teacher gives compass directions for the locations of countries on a map of Europe. Find the locations on the map on the next page. Fill in the countries' names as your teacher spells them.



SUMMARY

Listen to the student read the Summary. It is not correct. Correct the mistakes out loud. Then fill in the correct directions.

Europe is to the northeast of Saudi Arabia. The largest countries are France and Germany. Germany is south of France. Italy and Switzerland are north of Germany. Romania is to the northwest of Hungary. Yugoslavia is southwest of Austria. Greece and Bulgaria are southwest of Turkey.

Europe is to the (1) \_\_\_\_\_ of Saudi Arabia. The largest countries are France and Germany. Germany is (2) \_\_\_\_\_ of France. Italy and Switzerland are (3) \_\_\_\_\_ of Germany. Romania is to the (4) \_\_\_\_\_ of Hungary. Yugoslavia is (5) \_\_\_\_\_ of Austria. Greece and Bulgaria are (6) \_\_\_\_\_ of Turkey.



NAME \_\_\_\_\_

BADGE # \_\_\_\_\_

DATE \_\_\_\_\_

TITLE: A TRUCK DRIVER'S JOURNEY TO SAUDI ARABIA

ROUTE Planning

AIMS: To describe routes  
To report what happened  
To give advice

EXERCISE 1

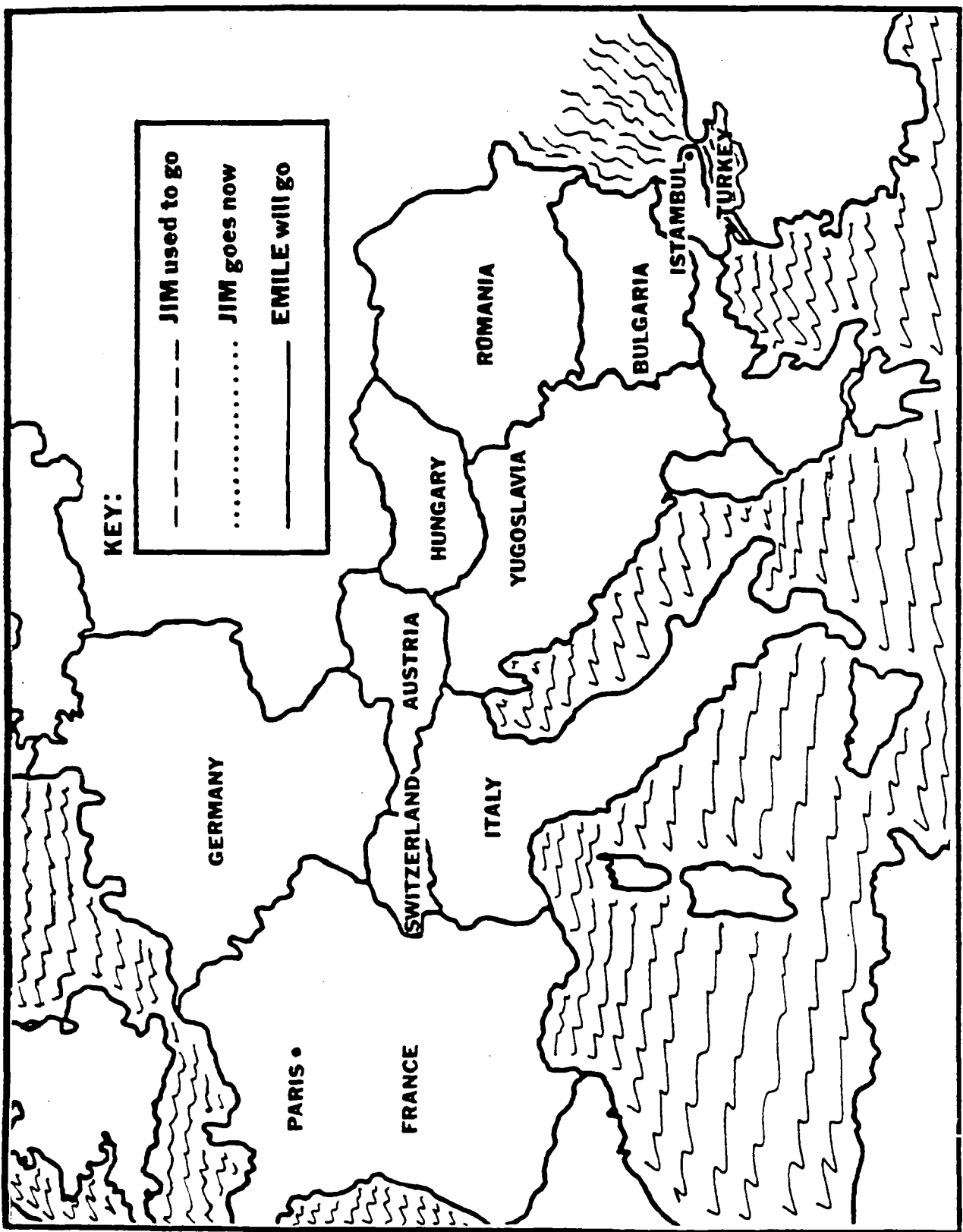
Look at the map on Page 2. Study the map and ~~the~~ Listen to the tape and draw the three routes from Paris to Istanbul that are described.

SUMMARY

Emile is going to drive his truck to Saudi Arabia for the first time. He is thinking about his route. Jim, his friend, said that the border with Romania is difficult and that Customs there is slow.

Emile knows that the highways in Yugoslavia are very tough and dangerous. Emile needs to know the best and shortest way to get his goods to Saudi Arabia. Jim tells him about the route he used to take.







NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: A TRUCK DRIVER'S JOURNEY TO SAUDI ARABIA - Tips

AIMS: To give advice  
To follow safety precautions  
To take notes

PRESENTATION 1 Pre-tape Glossary

- highway police - police who are responsible for highways and transportation
- extra - means the same as spare, e.g., "This truck has six tires. Four are on the wheels and two are spare."
- tip - useful information
- thieves - people who take goods from other people
- documents - usually pieces of paper. Your Aramco ID card is a kind of document. So is your passport.
- passport control - a section of an airport or border area where officers check passports
- insurance - a system which pays you money if you have an accident or damage your vehicle or become sick in a foreign country, etc.
- visa - a document that many countries ask for from people who are visiting or travelling through the country. It is usually put into your passport.
- entry - the opposite of exit. You go through the point of entry of a country when you enter it/when you go into it
- exit - the opposite of entry. You go through the point of exit of a country when you exit from a country/when you leave it.

EXERCISE 1    Note Taking

Take notes on the tips given to Emile by Jim in the tape. Write things that Emile should do under Do ... and things that Emile should not do under Don't .... An example is done for you.

Do ...

Carry plenty of fuel.

Don't ...

Drive faster than the speed limit.

SUMMARY

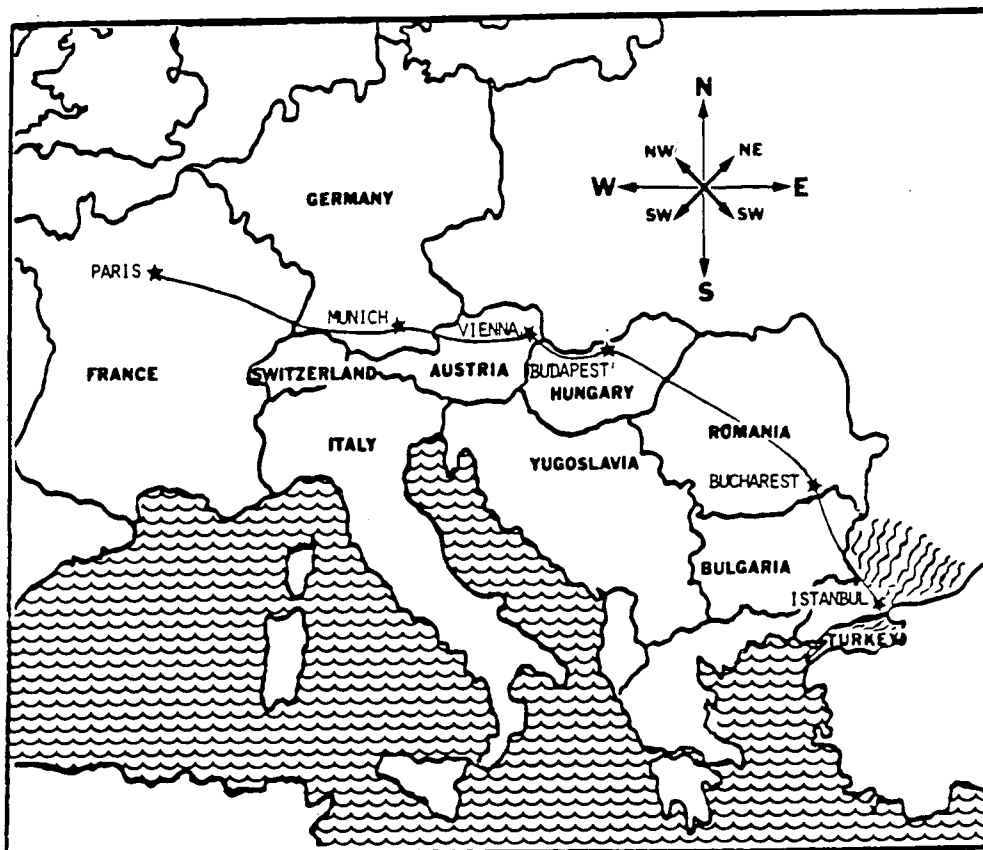
Jim had driven to Saudi Arabia by truck many times when he met Emile. He gave Emile many tips to help him have a safe journey. He told him always to carry correct documents; never to drive too fast; always to carry plenty of fuel and water; never to leave his truck. He told him that exit visas and entry visas are both required in many countries. Emile asked about insurance documents and was told that these too were important. Emile hopes that he will be okay at Passport Controls at the borders that he must cross.



TITLE: A TRUCK DRIVER'S JOURNEY FROM EUROPE TO SAUDI ARABIA - The Schedule

AIMS: To describe a route  
To elicit and check information  
To fill in charts

PRESENTATION 1 Emile's Route



EXERCISE 1 True or False?

Mark the statements T for true and F for false.

- \_\_\_\_\_ 1. It will take Emile longer to drive from Vienna to Budapest than from Paris to Munich.
- \_\_\_\_\_ 2. The drive from Budapest to Bucharest is the longest part of the journey.
- \_\_\_\_\_ 3. Crossing the border between France and Germany will take less time than crossing the border between Hungary and Romania.
- \_\_\_\_\_ 4. The border between Bulgaria and Turkey takes the longest time to cross.
- \_\_\_\_\_ 5. From Bucharest, Emile will drive northwest to Budapest.
- \_\_\_\_\_ 6. Emile will drive through eight major cities, and he will cross four borders.

SUMMARY

Paris, Munich, Vienna, Budapest, Bucharest, and Istanbul are the important cities that Emile will drive through. In this lesson we have talked about how long each part of the trip will take. For example, the drive from Paris to Munich will take ten hours.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: A TRUCK DRIVER'S JOURNEY TO SAUDI ARABIA - A Border Crossing

AIMS: To give reasons  
To listen for specific information  
To fill in forms

EXERCISE 1 Filling in an Immigration Form

Study the immigration form below. It is similar to the one filled in by Emil at the Iraqi border. Listen to the tape. It contains all the information for you to be able to complete the form. Fill in the form, using the information Emile gave to the Iraqis.

|                                                  |                                                                 |
|--------------------------------------------------|-----------------------------------------------------------------|
| NAME: _____                                      |                                                                 |
| NATIONALITY: _____                               | AGE: _____                                                      |
| DESTINATION: City: _____<br>Country: _____       |                                                                 |
| WHAT IS THE PURPOSE OF YOUR VISIT TO IRAQ? _____ |                                                                 |
| HOW MANY DAYS WILL YOU STAY IN IRAQ? _____       |                                                                 |
| PASSPORT NUMBER:<br><u>732661</u>                | CITY AND COUNTRY OF RESIDENCE:<br>City: _____<br>Country: _____ |

SUMMARY

Emile chose Luigi's route because it is the shortest. If he had taken Hans's route, he would have had to drive across the Rafha Desert. If he had taken Erik's route, he would have had to drive through the high mountains in Turkey.

He was lucky that the immigration officer at the Iraqi border gave him a visa. If he hadn't got the visa at the border, he would have had to go back to Damascus.



TITLE: A TRUCK DRIVER'S JOURNEY TO SAUDI ARABIA - A Breakdown in Iraq

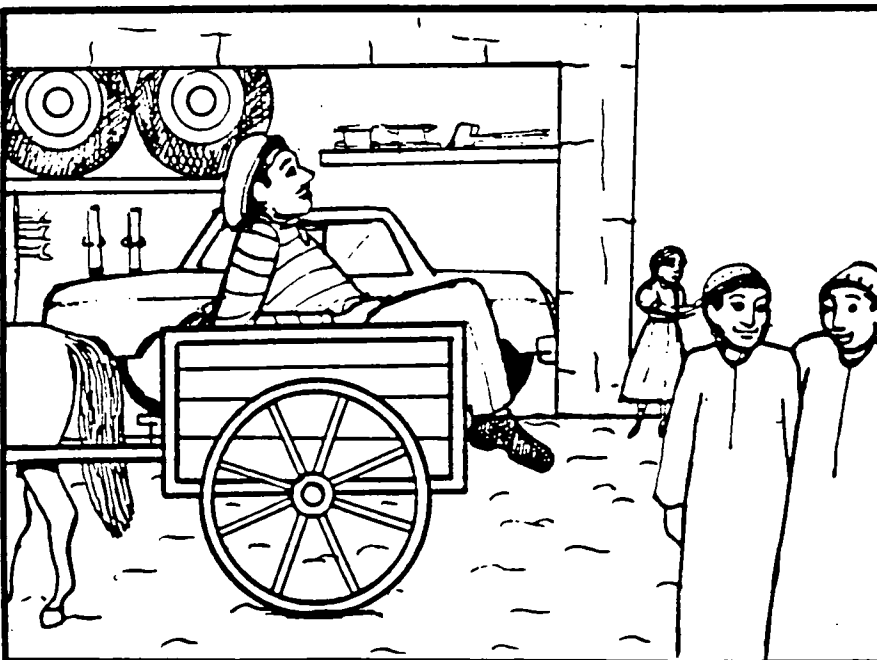
AIMS: To write sentences  
To report what happened

PRESENTATION 1



A breakdown ... front axle ... desert of southern Iraq ... no spare axle ...  
don't leave vehicle ... sat down ... waited ...

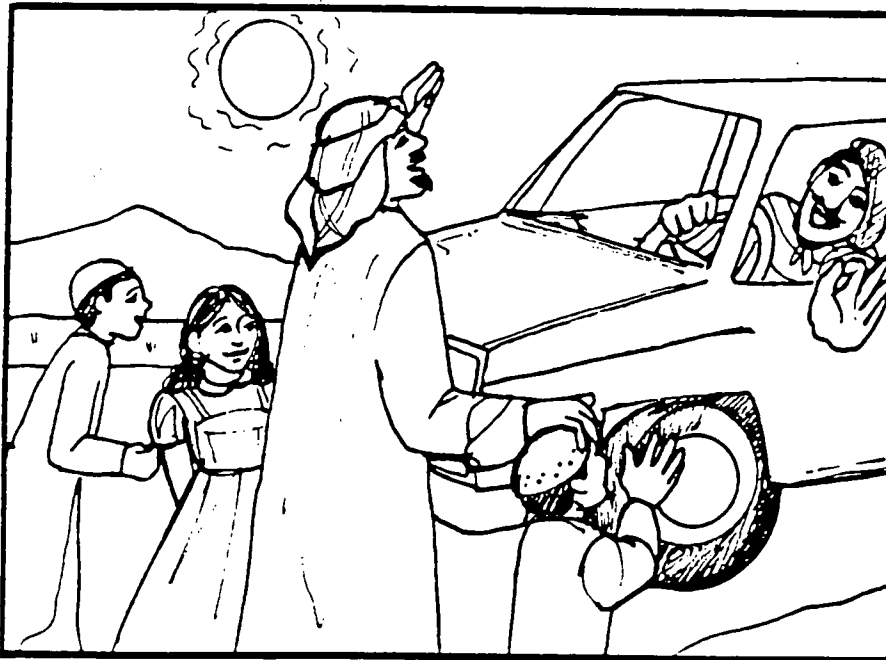
PRESENTATION 2



a man with a donkey and a cart ... his name: Omar ... a village called Kalthum  
... an auto repairshop ... stay at my house ...

PRESENTATION 3

evening ... hospitality ... a meal ... repair the truck ...

PRESENTATION 4

next day ... truck repaired ... say goodbye ... Thanks for the hospitality  
... continued on his way.



## EXERCISE 1      Writing a Report

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## SUMMARY

Although Emile was unhappy when he had the breakdown, he was happy to meet Omar and the people of Kalthum and to have their hospitality. He feels fine and very happy as he continues his journey towards Dhahran.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: A TRUCK DRIVER'S JOURNEY FROM EUROPE TO SAUDI ARABIA

AIMS: To understand written messages  
To report what is said  
To talk about the past

PRESENTATION 1 Emile's Postcards from Dhahran

Read the two postcards, and then say what Emile told Jim and Luigi.

July 4th, 1981 - Dhahran.

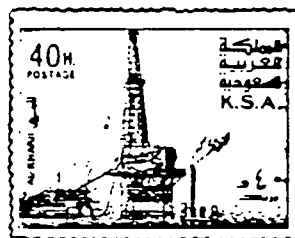
Dear Jim,

I finally made it to Dhahran!  
It took me six days to get here  
from Istanbul.

I forgot to get a visa for  
Iraq, so I had to fill out  
some forms at the border. Also,  
my truck broke down in the  
desert, but some friendly  
Iraqis helped me.

See you soon!

Emile



Mr. James Johnston,

15 Rue Cabanis,

Paris, Cedex 115

France.

July 4th, 1981 - Dhahran

Dear Luigi

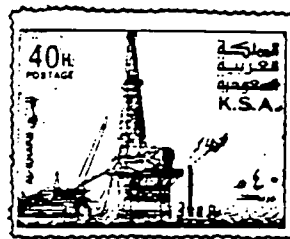
I followed your route from  
Istanbul to here. If my truck hadn't  
broken down in Iraq, I would  
have gotten here by Monday.

I wish I'd bought some spare  
parts!

I hope to stay in Saudi Arabia  
for two weeks. The sea is very  
beautiful.

See you soon!

Emile



Mr. Luigi Pellegrini,

Poste Restante,

Istanbul,

Turkey.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: AN ACCIDENT - In the Hospital

AIMS: To understand a conversation  
To ask questions about a conversation  
To understand a written description

EXERCISE 1 Conversation with the Doctor

Read the conversation as you listen to the tape.

Doctor: Well, Amir, you had quite an accident. How are you feeling?

Amir: (Groan) Oh, I feel terrible. My leg really hurts.

Doctor: Yes, I think it's broken. We're waiting for the X-rays. We won't be able to operate until we've seen them. Nurse, you should take his blood pressure.

Nurse: I did. It's normal and so is his pulse.

Doctor: Good. Haven't the X-rays come back yet?

Nurse: Yes. Here they are. They just came.

Doctor: Hmm. Just as I thought. We'll have to operate on your leg and then put it in a cast.

Amir: How long must I wear the cast?

Doctor: Probably for six weeks ... possibly longer.

Amir: Oh no! Will I be able to walk with a cast?

Doctor: No, for the first few weeks you must stay in bed. You mustn't move your leg at all. You really should get a lot of rest. After that, you can walk with crutches.

Amir: Can you tell me how long I will have to stay in the hospital?

Doctor: You'll have to stay here for at least two weeks.

Amir: When will I be able to go back to work?

Doctor: I'm afraid you won't be able to start work until November.

EXERCISE 1 (Continued)

Read the questions below and mark them T for true or F for false. If they are false, correct them to make them true.

\_\_\_\_\_ 1. The nurse took Amir's blood pressure and pulse.

\_\_\_\_\_

\_\_\_\_\_ 2. Amir's blood pressure is not normal.

\_\_\_\_\_

\_\_\_\_\_ 3. The doctor can't operate until he sees the X-rays.

\_\_\_\_\_

\_\_\_\_\_ 4. Amir's arm is broken.

\_\_\_\_\_

\_\_\_\_\_ 5. The doctor won't have to put a cast on.

\_\_\_\_\_

\_\_\_\_\_ 6. Amir will not be able to walk for the first month.

\_\_\_\_\_

\_\_\_\_\_ 7. Amir will be able to go back to work in October.

\_\_\_\_\_

EXERCISE 2 Writing Questions about a Hospital Report

Read the following passage and then write questions as directed below.

Farid had a bad accident in his car. He was taken to the hospital. After he had X-rays taken the doctor examined him. Farid asked what was wrong with his arm. The doctor told him that the X-rays showed his arm to be broken. The doctor operated on Farid's arm. He put it in a cast. After the operation, the doctor told Farid he should rest. He mustn't move his arm. The doctor gave Farid some medicine to help him sleep. Farid asked when he should take the medicine. The doctor told him he should take it at night. Farid wanted to know when he could go home and the doctor told him in a month. The doctor said he must leave the cast on for two months. Farid wanted to know when he could go back to work, and the doctor said in three months.

Write questions which Farid might ask the doctor about his arm. The words on the right will help you.

1. Farid: \_\_\_\_\_ (arm)

Doctor: It's broken.

EXERCISE 2 (Continued)

2. Farid: \_\_\_\_\_ (arm)  
Doctor: No, you mustn't move your arm.
3. Farid: \_\_\_\_\_ (medicine)  
Doctor: Take it at night.
4. Farid: \_\_\_\_\_ (go home)  
Doctor: In a month.
5. Farid: \_\_\_\_\_ (leave cast on)  
Doctor: For two months.
6. Farid: \_\_\_\_\_ (back to work)  
Doctor: In three months.

SUMMARY

"Can I get up and walk?"

He wanted to know if he could get up and walk.

"When can I go home?"

He wanted to know when he could go home.

"How long should I stay in bed?"

He asked how long he should stay in bed.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: POLLUTION.

AIMS: To learn from an oral presentation and answer questions  
To read a written passage and transfer information

EXERCISE 1 Pollution

Read the passage. Then, refer to the passage to complete the blanks in the outline.

When the environment becomes very dirty, we say it is polluted. Water pollution is one kind of pollution. It is caused by industry, farms, and sewage treatment plants. Oil and dangerous chemicals, if they get into water in large amounts, cause pollution. Animal wastes, fertilizers, and pesticides drain from farms into lakes, rivers, and oceans.

Another kind of pollution is air pollution. Air pollution is caused by smoke from factories, exhaust from cars, and bad smelling waste and garbage.

Pollution

1. Water pollution is caused by:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. sewage treatment plants

2. \_\_\_\_\_ is caused by:

- A. smoke from factories
- B. \_\_\_\_\_
- C. \_\_\_\_\_

SUMMARYenvironment

Our environment is everything around us, for example, air, water, and land.

polluted

We say that air and water which are dirty are polluted.

pollution

When there are unclean substances in the environment, we say there is pollution.

waste

Substances which cannot be used and are not needed are called waste.

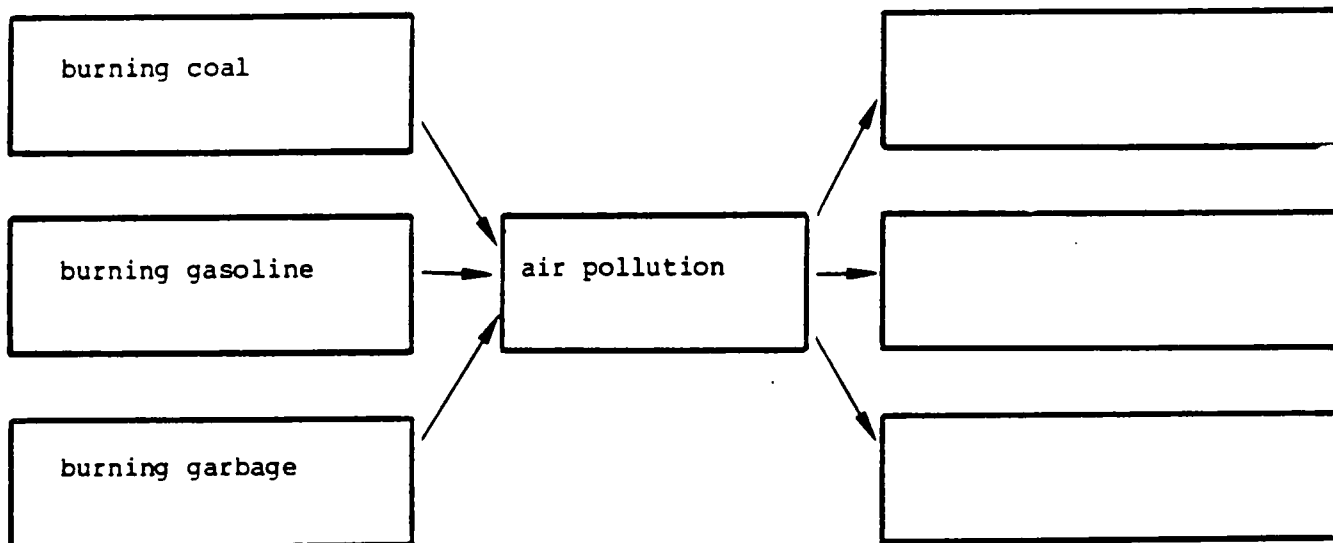


TITLE: ENVIRONMENT - Air Pollution

AIMS: To learn from an oral presentation  
To describe cause and result  
To write sentences

EXERCISE 1 Complete the Diagram

Use the information your teacher gives you to complete this diagram.



EXERCISE 2 Writing Sentences

Use the diagram to write sentences about the causes and results of air pollution

Use can cause/can lead to or can result in.

EXAMPLE: Burning coal can cause air pollution.

Write your sentences here:

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SUMMARY

Many things can lead to air pollution: for example, exhaust from cars or smoke from factories. Exhaust from cars is produced by burning gasoline. Gasoline often contains lead, which is a poisonous substance. Smoke from factories often results from burning coal. Burning coal produces sulfur dioxide, a gas dangerous to health.

Air pollution is bad because it is dangerous to health. It can cause your eyes to hurt, and it can also lead to difficulty in breathing. Air pollution can also result in damage to crops.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: ENVIRONMENT - Water Pollution

AIMS: To read an explanation  
To read for specific information  
To read for detail

PRESENTATION 1      Reading Passage

- (1) The oceans of the world are becoming more and more polluted. Waste materials are often dumped in the ocean because people do not know what else to do with them. They think that the ocean is big enough that the waste will not cause a problem. But pollution of the oceans is becoming a bigger problem every day. The more waste you dump, the more polluted the sea becomes.
- (2) Factories produce many waste products in addition to the products which we need. For example, chemicals are often produced which cannot be reused. Factories often dispose of these chemicals by dumping them in the ocean. This causes pollution.
- (3) A major pollutant is oil. Tankers are often cleaned out at sea. When they are cleaned, some oil is dumped into the ocean. Accidents can also cause oil pollution. If tankers are damaged, in a collision, for example, the oil that they carry may spill out into the sea.
- (4) The disposal of oil and chemicals in the sea can cause many problems. For example, some of the chemicals are poisonous. Fish may die, and the number of fish which can be caught and eaten by people is reduced. Sometimes the fish do not die, but their bodies contain the poison. If they are caught and eaten by people, those people may become very sick.
- (5) Birds which live on or near the water may get covered in oil. This causes many of them to die. Also oil from the sea is often carried onto the beaches. That means that people cannot sit on the beach or swim in the sea because it is too dirty.
- (6) If we want our children to enjoy the sea and the fish from the sea, we must stop this pollution now. The longer we wait, the worse it will become.

EXERCISE 1 Causes and Results

Which are the causes of water pollution? Underline those given in the passage.

- Dumping chemicals in the ocean.
- Poisonous fish.
- People sitting on the beach.
- Oil spills.
- Tankers being cleaned at sea.

Which are the results of water pollution? Underline them.

- Tankers being damaged.
- Fish dying.
- People getting sick from eating poisoned fish.
- Oil on beaches.
- Seabirds getting covered in oil.
- Children falling into the sea.

EXERCISE 2 Word Study

See how each of the words below is used in the passage. Then complete the sentences below with the words in the chart.

|         |           |           |           |
|---------|-----------|-----------|-----------|
|         | pollutant | pollution | polluted  |
| dispose |           | disposal  |           |
|         | poison    |           | poisonous |
| produce | product   |           |           |

- 1. A substance which pollutes is called a \_\_\_\_\_.
- 2. Dumping chemicals into the sea causes \_\_\_\_\_.
- 3. Eating a fish which contains \_\_\_\_\_ can kill you.
- 4. Factories \_\_\_\_\_ products which we can use and also products which we cannot use.
- 5. Factories often \_\_\_\_\_ of waste products in the sea.
- 6. The \_\_\_\_\_ of waste products in the ocean causes pollution.
- 7. Many chemicals are \_\_\_\_\_. That means they can make you sick.
- 8. The sea is becoming more \_\_\_\_\_, the more waste we dump into it.

SUMMARY

In this lesson you read about how the disposal of chemicals and oil in the sea leads to water pollution. The more waste that is dumped, the more polluted the sea becomes.



NAME \_\_\_\_\_

DATE \_\_\_\_\_ BADGE # \_\_\_\_\_

TITLE: ENVIRONMENT - Prevention of Air Pollution

AIMS: To understand a conversation  
To understand instructions and rewrite them

EXERCISE 1     Listening to a Conversation

Listen to the conversation on cassette tape and fill in the blanks with the words you hear.

Bob: Our training instructor talked about \_\_\_\_\_ today.

Jack: Oh, what did he say?

Bob: He said that we have to try to \_\_\_\_\_ water pollution because it can make people sick. He also said we are losing some of our food supply because many fish are being \_\_\_\_\_.

Jack: Did he say anything about air pollution?

Bob: Yes, he said that a lot of it is \_\_\_\_\_  
\_\_\_\_\_ the exhaust from cars.

Do you know anything about pollution from cars?

Jack: I don't know much, but I know that we need to try to prevent it.

Bob: How can we prevent it?

Jack: Well, you can \_\_\_\_\_ special equipment to your car to burn the exhaust better. And if you have the special equipment, it's a good idea to use unleaded gasoline.

Bob: What's that?

Jack: It's a kind of \_\_\_\_\_ that doesn't pollute the air as much when it is burned. You can also prevent pollution by making sure your car runs correctly.

Bob: Do you think it's a good idea to use public transportation, like \_\_\_\_\_?

Jack: Yes, because if more people use public transportation, there will be fewer cars on the road to cause pollution. Another good idea is to use a carpool.

Bob: What's a carpool?

Jack: Oh, that's when several people drive together to work, instead of each person driving his own \_\_\_\_\_. As with public transportation, this means that there are fewer cars on the road and less pollution.

Bob: So, we can reduce pollution.

Jack: Yes, if we try, there are ways to reduce it.

### EXERCISE 2    Rewriting Instructions

Read the passage to yourself. Underline all instructions as you read the passage.

The exhaust from cars can cause air pollution. It is necessary to try to prevent this pollution. There are several ways to do it. Special equipment should be attached to cars to burn the exhaust better, and unleaded gasoline should be used. People should also make sure that their cars run correctly. Public transportation should be used so that there will be fewer cars on the road. Also, people should use carpools, or go to work with their friends, instead of driving their own cars.

Rewrite the instructions given in the passage. Use the example as a model.

EXAMPLE: 1. Special equipment should be attached to cars to burn the exhaust better.

Attach special equipment to cars to burn the exhaust better.

2.

---

---

3.

---

---

4.

---

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5.

---

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SUMMARY

Ahmed: Farid, do you know any ways to prevent air pollution?

Farid: Well, our training instructor told us some ways.

Ahmed: What are they?

Farid: You can attach special equipment to your car and you can use unleaded gasoline. You can also make sure your car runs correctly. Another way is to use public transportation and carpools.



TITLE: OIL IN TOBU - Oil Spills

AIMS: To understand a written passage  
To write titles  
To complete a crossword puzzle

PRESENTATION 1 Oil Spills

There are many causes of oil spills. Some examples are damaged equipment, collisions and bad weather. Sometimes an oil spill is the result of more than one problem. For example, if the weather is foggy and a tanker's radar is not working properly, a tanker may run aground. Although some oil spills cannot be prevented, most of them can be prevented if proper equipment and procedures are used.

Oil spills have a lot of bad results. A major one is pollution. Oil spills pollute both the water and the land. As a result of the oil in the sea, fish and other animals die. Beaches can become so dirty that swimming is hazardous. Another bad result of oil spills is the cost. Oil which would have been sold is lost. Money is spent trying to clean up the spill. Equipment and tankers which are lost must be replaced. As a result of damage to fish and beaches, the fishing and tourist industries can lose a lot of money. Finally, people may die as a result of explosions or fires.

It is important to control oil spills because of the damage they cause. There are several ways to control spills. The first is to prevent spills from happening. Making sure that all equipment is working properly is one way to help prevent accidents. Another way to control spills is to report spills as soon as possible. The sooner a spill is reported the sooner it can be cleaned up. This means there will be less damage from the spill. A third way is to keep the spill from becoming larger and to clean up the oil. It is important to restrict and remove the oil as soon as possible so that the damage will be as little as possible. The method for doing this depends on the location of the spill, the amount of oil spilled and the weather conditions.

EXERCISE 1 Titles

Write a title for each paragraph in the passage in PRESENTATION 1.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

(29-1)

