ENGLISH TEACHER PERCEPTION OF THE CURRENT ENGLISH CURRICULUM AND INSTRUCTION AT A UNIVERSITY IN SAUDIA ARABIA

by

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CERTIFICATION OF PROJECT WORK

We, the undersigned, certify that this project entitled ENGLISH TEACHER PERCEPTION OF THE CURRENT ENGLISH CURRICULUM AND INSTRUCTION AT A UNIVERSITY IN SAUDIA ARABIA by Abdullah Almahmoud, Candidate for the Degree of Master of Science in Education, Curriculum and Instruction in Inclusive Education, is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.

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ABSTRACT

Task design allows teachers to organize and implement tasks according to the specific needs of the learners. The purpose of this research was to evaluate the teacher perception of curriculum and instruction in regards to English language development at a King Saud University, KSA. The study mainly used the quantitative questionnaire technique as a main data collection instrument. The participants are a total of 35 male and 25 female professors who are originally from Saudi Arabia, Egypt, Syria, India, United Kingdom and the United States aged from 25-55 years old. The results showed lack of development of English as a Foreign Language according to teachers' perception in KSA. Teachers from Saudi Arabia and foreign countries advocate for evolution to the curriculum and its integral parts. Yet, the changes have not occurred in the system. This clearly shows that there is less involvement of the teachers in the development of the curriculum. The teachers have not also been able to provide inputs, help write and contribute their own material. This study showed valuable insights into the English Language Curriculum problems and various rectifications, which might help improve the quality of the curriculum and therefore, enhancement in increasing interest of students and developing their skills.

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Introduction

Problem statement

College students all around the world experience a mismatch of the curriculum provided and different learning preferences of students that lead to academic failure (Felder & Brent, 2005). In particular, students in Saudi Arabia recognize a mismatch between the English language curriculum and their learning preferences. This paper is written to focus on curriculum development and task design related to this mismatch. The study will consider the benefits of developing teachers to become task designers in order to improve the curriculum. Tavakoli and Foster (2011) defined task designers as those who are aware of participants' status in terms of diversity, economy, and level of learning. Task design focuses on the process of planning and organizing the work in teaching and learning settings. In an educational context, task design skills may help teachers to modify the English curriculum. The major elements of task design include the scope, the objectives, and the constraints that may be experienced during work, the workflow process, and the required resources (Lawson, 2006).

Task design in the teaching and learning process may involve the selection of the appropriate teaching and learning methods according to the needs of the learners, designing the arrangement of content, and selecting the appropriate learning aids and resources for each group. Therefore, the importance of studying this topic involves designing tasks to ensure the diverse needs of learners are considered and incorporated throughout the curriculum.

Since the major educational institutions in Saudi Arabia shows limitations such as adapting un planned British or American texts, they failed to address the teaching and learning needs of some learners in view of task performance and teaching methodologies (Al-Hazimi, Al-

Hyiani, & Roff, 2004). Task performance in this context refers to situations where students learn by experience and practice in a real life situation (Aktepe, 2015). Therefore, it is important to provide teachers with skills to ensure that they design tasks to match the specific needs of the learners without involving changes to the entire curriculum, which may take a longer time, more effort, and a larger budget. Examples of these tasks include authentic task, modeling, Inquiry or Problem-Based, Experiential, Spiral (Low & Robinson, 2015*).* These task are essential as the Saudi English curriculum has led many English language learners (ELLs) to take a long path to learn and understand English.

As an experienced student from the Saudi Arabian educational system, the researcher have faced many circumstances where the English curriculum made no sense to me, not because it had no value but because the lesson delivery and the teacher strategies did not match my learning styles. I care about this issue because the general English curriculum did not include various methods of performing tasks to meet the needs of the different learners. Enriching the English curriculum to become successful in teaching and learning is important because learners have diverse learning needs, which may not all be included in the basic curriculum (Kolb & Kolb, 2005). Therefore, by providing the teachers with skills in task design, they will be able to design tasks more effectively and better match the English curriculum to the specific learning needs of their students. Enriching the curriculum by better preparing teachers to design tasks that meet the needs of specific learning groups would improve efficiency in the learning process (Kolb & Kolb, 2005). Also, finding answers for these research questions will help the researcher effectively match the English curriculum task design with my future students' different needs. Therefore, the importance of understanding possible ways to develop teachers to become effective task designers is crucial for the benefit of students.

Rationale and Significance

Since the curriculum is developed by selected groups of educators, researchers, and philosophers and since this curriculum is not automatically applied to the classroom, the curriculum may fail to mention some of the better methods of performing different tasks that can fit the needs of diverse learners. The reason for this is that the selected team of curriculum developers may not have enough experience with teaching in general, and with all the learning needs of the diverse groups of learners.

Doing this research is important to establishing the benefits of meeting the learning needs of diverse learners by investigating teachers' skills in task design for the English curriculum in Saudi Arabia. Task design allows teachers to organize and implement tasks according to the specific needs of the learners. Learners possesses weaknesses and strengths in the learning process, which necessitates that the teacher study his or her learners to identify their strengths and weaknesses and design tasks that meet those learning needs. Task-Based language teaching (TBLT) is defined by Nunan's (2004) as a task that encourage classroom work that consist of the learners in understanding, operating, creating, or interrelating in the target language while their attention is dedicated to their grammatical knowledge in order to express meaning, and in which the purpose is to deliver meaning rather than only practice forms. TBLT is part of task-based learning (TBL) in which it focuses in authentic activities that connect students to real life situation. In these tasks, students are more likely to be engaged and motivated, since these tasks are relevant and meaningful to them.

Research Questions: Therefore, the research study aims to answer one major question, and three sub-questions:

1. What are the teachers' perceptions of Saudi Arabian college current English curriculum and instruction with regards to English language development?

    a) What is the preferred curriculum and instruction perception of Saudi Arabian teachers?

    b) To what range are there significant variances among Saudi teachers regarding their curriculum perceptions based on their level of education: Bachelor's, Master's, and doctoral degree?

    c) To what range are there significant variances among Saudi teachers regarding their curriculum perception based on their years of experience?

2. To what extent the type of activities and tasks used in the classroom affect the development of students' skills?

Purpose:

The purpose of this research is to evaluate the teacher perception of curriculum and instruction in regards to English language development at a university in Saudi Arabia.

Literature Review

This paper explores the idea of teachers becoming task designers in order to enrich the English curriculum in Saudi Arabian colleges. In order to better understand task design, this literature review begins by revealing the theoretical framework that is based in second language acquisition theories. The paper then introduces various definitions that scholars have suggested related to Task-Based Language Teaching (TBLT). Also, this literature review focuses on how teachers can become task designers and how this can help in enriching the English curriculum through survey research. This literature begins by examining a popular Second Language Acquisition (SLA) theory called the Monitor Model because it is important to connect theory about learning a second language to appropriate instructional tasks in the second language classroom (English in Saudi Arabia).

Second Language Acquisition Theory: The Monitor Model, Input, and the Interaction Hypothesis

This literature is based on the premise of a popular (SLA) theory called the Monitor Model. As part of the Monitor Model, The Input Hypothesis and the Interaction Hypothesis are hypotheses developed by Stephen Krashen (1982). The Monitor Model explains how acquisition and learning operate; the acquisition system starts with an utterance, and the learning system 'monitors' the utterance to examine and correct errors. Krashen states that monitoring can improve the correctness of an utterance but that there should be some degree of usage. That is because the 'monitor' can sometimes act as an obstacle on the learner's path because it makes the learner focus more on accuracy than fluency (Krashen, 1982).

As for, it strongly focused on the importance of comprehensible input for language acquisition. This hypothesis shows that learners acquire language when they are exposed to input in the target

language that is slightly above their current level of acquired understanding. This can be done by the use of context, knowledge of the world, and extra-linguistic information. This researcher is making the following connection between the Input Hypothesis and TBLT. TBLT is believed to promote language acquisition by providing learners with opportunities to make the language input they receive more comprehensible and closer to real-life language situations (Krashen, 1982). Based on this, it is safe to say TBLT is aligned with Krashen's Monitor Model.

According to the Interaction Hypothesis, learners should be encouraged to participate in meaningful interactions that result in negotiating meaning. In early versions of the Interaction Hypothesis, Long (1983) stressed the importance of negotiating meaning to provide comprehensible input for second language learners. In the interaction hypothesis, learners negotiate meaning, and benefit from implicit and explicit feedback. For example, while learning a second language, learners get to exchange both languages in real life context to make-meaning of the second language concepts and terms, and in which language learning develop communicative competence (VanPatten & Williams, 2015). This communicative competence refers to using a language that includes syntax, morphology or social knowledge in which user communicate correctly.

Task Based Language Teaching (TBLT)

A compelling reason for adapting TBLT is that it is reinforced by some Second Language Acquisition (SLA) theories; the Monitor Model, Input Hypothesis, and the Interaction Hypothesis. There are many ways to design instructional tasks to promote language learning development. One way is called Task-Based Language Teaching (TBLT). TBLT is a learner-focused technique where students' attention is captured by some linguistic elements, such as words and grammatical structures, in a meaningful context related to real-life situations leading to a more communicative approach to English language teaching. According to Ellis (2001) TBLT should use a focused form

to offer the learners a rich language environment where they can notice, construct, and practice proper features of grammar in real-life language situations. For example, teacher could ask the students to think of multiple things that they did yesterday, then she/he guide them to use certain tense (in the past) to write in the given writing blanks. Before articulating the different definitions of a task, it is significant to identify the TBLT that Ellis (2003) described as a method of teaching a second/foreign language which aims to involve learners in authentic language use by having them accomplish a series of tasks. It is a branch of communicative approaches to language teaching where conversation is the fundamental focus of language acquisition. In TBLT, tasks offer the input and output for language acquisition where students can comprehend and articulate the comprehended information given. In TBLT learners are given natural sources of meaningful material, great settings for communicative activities, and supportive feedback, which permits them to practice using the language. For example, one activity that teachers could adapt is giving the students news items and asking them to match captions / scripts / recorded extracts to images; short notes or headlines to longer texts. After that, in a group they can tell how they did problem solving in details using the right verb tense.

Definitions of TBLT. There are various descriptions of what a task is from different viewpoints. These definitions concentrate on different features, components, and characteristics of the task. Nunan's (2004) definition of a task is one of the most commonly used definitions in this research. He defined pedagogical tasks as the following:

> A piece of classroom work that involves the learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form (p.4).

Applying this definition by teachers, will make them think that the main purpose of students' interaction is to have a meaningful and comprehensible learning results. Skehan (2001) stated that a task is an activity in which meaning is crucial, there is a problem to solve, there is some sort of relationship to real-world activities, and the performance has an outcome that can be evaluated. In other words, a task should include a main focus on meaning with some kind of gap where the participants choose the linguistic resources needed to complete the task. It is imperative that such a task has a clearly defined result that is related to students' real-life needs. (Skehan, 2001, p. 12-13).

Moreover, Ellis (2003) defined a task as a strategy that involves learners in logical language development to reach a result that can be assessed in terms of "whether the correct or appropriate propositional content has been conveyed"(p. 16). A main idea all these definitions have in common is the importance of meaning-making. This is because it is essential that students are permitted and encouraged to make meaning in all potential ways. Also, these definitions show that tasks should be related to real-world activities and are assessed based on their outcome. Authentic tasks are stimulating and are motivating with outcomes that can be easily assessed. For example, when having a conversation, a person tries to reserve a table at a restaurant on the telephone, it is simple to assess whether he/she succeeded or failed in achieving the goal. After students accomplish a task, the teacher may choose to go over the language used, fix specific errors, and emphasize specific forms that students may have attempted to use. These tasks also engage cognitive processes and involve both receptive and productive skills that can benefit students' learning process.

Framework of task Design. Before teachers decide to design or implement a task in the classroom, It is recommended by Jeon & Hahn (2006) to know the central elements of the task-based framework include: goals, input data, classroom settings, activity types, and assessment. Nunan (1989) mentioned that goals act as guidelines in the general process of task performance and

make a connection between the task outcome and the general curriculum objectives. Such educational goals can be overall outcomes, such as improving learners' communicative competence or developing language skills, or they can be specific ones, such as making a restaurant reservation in the target language. Input data refers to verbal or non-verbal materials to which the participants in the task must respond when performing a task. Activity types are the different kinds of activities that are planned to help L2 learners improve in the target language, such as information gap, reasoning gap, and opinion gap activities. Finally, an assessment, if carefully planned, is believed to assist in increasing the learners' communicative competence along with all the language skills that are required for achieving the task goals. To this, I would add reflection as a significant component of the task. Learners and educators should be encouraged to reflect on their task experiences. Such reflection will motivate teachers as well as learners, help them to recognize the significance and effectiveness of implementing tasks, and inspire them to develop future plans and actions.

Implementation of tasks Task-based lessons can be structured into *pre-task phase*, *task phase*, and *post-task phase*. In the *pre-task phase* student should be encouraged and prepared to perform the task in a way that will improve the acquisition process by focusing on the cognitive and linguistic demands of the task. Prabhu (1987) states that the pre-task is a task in its own right. It is performed through teacher-class communication, with the teacher using questions to guide the students to the task outcome. For example, teacher can hang a picture, poster or demonstration in the board to raise students' consciousness to subject and task and ask them to think of possible answers. In the *task phase* the teacher can focus on form indirectly or directly through the negotiation of meaning and form or through positive feedback. For example, teacher can ask the students to work with their peers or groups to find the "information gap" using planning, report, and presenting. Finally, in the *post-task phase*, teachers can review the linguistic issues learners' experience of the lesson through

repeated performance, reflection on performance, or attention to form. For example, choosing, classifying and categorizing common words and phrases as a practice of language use in classroom (e.g. dictionary check) and outside classroom. As Ellis (2006) indicated that several studies illustrate that "when learners repeat a task their production improves in a number of ways (e.g. Complexity increases, propositions are expressed more clearly, and they become more fluent) (p. 36)".

Classifications of the task. Classifications are the overall objectives of a task in which it can be used as built-in set of instructions or a work plan for tasks. Classification of tasks is significant for several reasons. One primary reason is to certify that a variety of tasks are integrated into the course. The classification of task can also be used to match task types with the specific requirements or preferences of particular learners. Additionally, the classification tasks provide educators with an agenda for using tasks in their classroom and trying out what works best for their students. For example, the teacher gives students a list of sport events and give them clear instruction to write about the strengths, weakness and overall score of sport teams. In these task classification, students get to know what is required from them, and how to achieve the task's objectives. Research has shown that tasks can be classified in many categories including: pedagogical, cognitive, rhetorical, and psycholinguistic typology (Prabhu 1987; Pica, Kanagy, & Falodun, 1993; Willis, 1996). This paper only will address pedagogical and cognitive classifications.

Pedagogical classifications. As Willis (1996) clarified, pedagogical classifications are centered on an examination of the kinds of tasks frequently found in textbook materials and where learners do not have recognized needs outside the classrooms. Such tasks reveal what learners are required to achieve while performing tasks such as listing, ordering and sorting, comparing, problem-solving, and personal experience sharing tasks. Furthermore, creative tasks such as projects, which include several stages to complete and some kind of research, are also considered to be pedagogical tasks.

Willis himself acknowledges that this classification is not extensive but may help in producing a variety of tasks.

Also, Pica, Kanagy & Falodun (1993) classify tasks based on the type of communication that happens in task achievement. One must consider is that these are just some examples of pedagogical tasks. For example, jigsaw task; involving learners to combine different parts of information to create a whole meaning, or information gap task; where two pieces of information is distributed to two different students or groups in order to simulate their thinking and communications of the missing part (Pica, Kanagy & Falodun, 1993).

Cognitive classifications Alternatively, cognitive classifications are centered on the various types of cognitive processes the task contains. Prabhu (1987) distinguishes three general types of tasks based on the kind of cognition involved. First is an *information-gap activity,* which includes a transferable information from one individual to another, from one form to another, or from one location to another “generally calling for the encoding or decoding of information from or into language". For example, teacher ask students to work in pairs. Each has a different image that should not be presented to their classmate. The two students take turns questioning each other ‘yes or no questions’ to figuer out how these images are different. Second there is a *reasoning-gap activity,* which involves "driving some new information from given information through process of inference, deduction, practical reasoning, or a perception of relationships or patterns" for example, teacher asking the students to decide what course of action is suitable (e.g. cheapest or quickest) for a given aim and within given restrictions. Finally, there is *an opinion-gap activity,* which involves "identifying and articulating a personal preference, feeling, or attitude in response to a given situation" (Prabhu, 1987, p. 46-47). For example, the teacher gives the students a story starter to complete a story in their own opinion. Such tasks are open in the sense that they may have many

possible solutions. It also promotes critical thinking and develop leaner understanding of the given tasks.

Some Problems in Implementing Focus on Form in TBLT. Even though research has demonstrated the pedagogical advantages of applying focus on form in TBLT, many educators actually hesitate to approve TBLT as an instructional method in classroom practice. Richard and Rodgers (2001) indicated that the definitions of tasks are so broad as to include almost anything that involves learners doing something, processes for the design and selection of tasks remain unclear, and the extreme use of communicative tasks may encourage fluency at the expense of accuracy (p.163). Following is a list of some problematic issues that might delay L2 teacher from implementing focus on form in TBLT:

New roles. The type of classroom activities proposed by TBLT imply new roles in the classroom for both learners and teachers. Learners are involved in different meaningful tasks throughout the lesson. They are negotiating meaning, solving problems (puzzles), establishing relationships, and practicing different skills and strategies. Instead of just practicing one selected item, they use their language options and are exposed to the language as a whole. Teachers also have different roles in such classrooms. According to Breen and Candlin (1980), the teacher has three main roles in a communicative classroom. The first is to act as a facilitator of the communicative process; the second is to act as a participant; and the third is to act as an observer. Similarly, one of the most valuable findings of some scholarly articles that are what Yan (2012) mentions about the teacher's role as a facilitator who can assist learners in overcoming difficulties. Moreover, he states that the teacher is also a manager who can organize different activities and games that meet the learners' requirements and expectations. Finally, the teacher is a counselor who guides the individual learners towards a successful path of learning.

Students' lack of proficiency in L2. Many educators, especially in our Saudi context, state that students lack the proficiency to communicate in the L2. Students are not encouraged and therefore are not enthusiastic to speak English in class. Learners often worry about what they are trying to say in a foreign language in the classroom. They are either shy, afraid of making mistakes, fearful of criticism and losing face, produce a pidginized language, or complain that they cannot think of anything to say. Such problems are common among learners and can be addressed by the use of activities that are designed gradually to develop the ability to communicate. It is necessary for teachers to help learners build confidence by encouraging them to work in small groups, learn how to deal with tasks, and use collaborative skills in task-based performance. Instructors should motivate students' interest through the careful choice of topics and tasks, where learners can relate to their own experience and knowledge. Students have to realize that learning using tasks is an important way of developing their L2. Teachers should maximize the use of the target language and focus on accuracy by demanding grammatically correct language and providing positive feedback.

Designing the task. while designing assessment tasks, teachers are required to use effective tasks that can provide opportunities for students to discuss meaning, improve their language options, comprehend how language is used, and practice meaningful interaction. Such tasks like an assessment that promote students' personalization and thoughts are more challenging to design and increase the demands on teachers, since they require a new design and various kinds of item writing, with which teachers may not be familiar. Therefore, some teachers may prefer using traditional, well-practiced approaches over communicative ones.

While designing a task, instructors should validate that the task is not too easy and not too challenging. It is significant to determine the complexity of tasks so that tasks can be matched to the learners' level of development. According to Skehan & Foster (2001), task complexity has to do

with “the required attention needed from the participants” (p. 196). Hard tasks necessitate more consideration than easy tasks.

Assessment. One of the major inhibitors for implementing TBLT is the difficulty in assessing learner’s task-based performance. Within the focus on form in TBLT, language learning shifts from focusing on grammar, structure, and lists of vocabulary deprived of meaning to a more interactive environment of learning where students use communicative tasks for meaningful purposes. Naturally, assessment procedures should reflect that shift. Tests should be designed to measure how learners are able to use language in real-life situations and not how they reproduce memorized language. Assessment procedures, including tests, quizzes, and homework, should be designed in a way that require more than simple recognition of language structures or the ability to form correct sentences; they should reflect how such structures are used appropriately in a meaningful context.

Empirical Studies on Teachers’ Curriculum Development

The impact of teachers’ preparation on curriculum development. Taking some characteristics of TBLT into account, an exploratory qualitative study by Roofe (2015) used individual interviews to explore eight pre-service teachers’ understanding of their preparation for urban classrooms. This study aimed to discover the best forms that student teachers used in order to create context-responsive teaching and learning. The participants of the study included eight student teachers, three females and five males, who were purposefully selected from a group of students who had recently finished their final teaching practicum of 12 weeks of teaching in urban secondary schools. The study has three research questions which guided the data collection: (1) What are the perceptions of pre-service teachers teaching in urban schools in Kingston and St. Andrew? (2) How do pre-service teachers view the adequacy of their training in

relation to sociocultural and economic challenges associated with urban schools? (3) How do pre-service teachers use their knowledge about their school context to affect teaching and learning? The data analysis resulted in six strong themes: contextual emotions, community influence, contextual preparation, knowledge of students, experiential training, and context-based practice. The results showed that aside from their intention to be context responsive, student teachers faced fear, had different levels of preparation, and felt that they lacked experience with the specific concerns related to teaching in urban schools. The data also showed that student teachers used a reflective approach to apply context-responsive pedagogy while ensuring they were being culturally responsive to student's needs. In order to be responsive to school settings, this study stresses the importance of the teacher preparation curriculum as well as teacher practice of different methodology that promotes TBLT and training during professional development in order to enrich both the teachers and the students.

Also, as an advocate for TBLT practices, an action research study conducted by Kayaoglu (2015) is written to shed light on a new model of encouraging teachers to observe their own practices in a more independent manner with the purpose of challenging and improving their individual methods of teaching through their own participatory research. Due to a gap in education practice related to implementing action research as an in-service teacher education strategy, Kayaoglu's (2015) case study was written to determine whether action research by teachers was a practical in-service option for teacher growth and effectiveness in a highly focused system and whether there are integral structural problems that prevent teachers from undertaking action research. The study was conducted in the north east of Turkey using sample of three secondary public school English teachers, who were completing a degree in an institution, who had one to five years of teaching experience, and who had no knowledge of

action research when they attended the institution. Both qualitative and quantitative analysis led to the findings that teachers are capable of practicing action research and that they view action research positively. The teachers also indicated their hope for overcoming gaps in their educational environment that can assist their professional development.

Gao & Wang (2014) conducted an exploratory comparative case study to expand understanding about whether or not the school-based teacher learning community and integrated curriculum and assessment methods are adequate to modify science teaching to become inquiry-based. The study also examines how the teachers' role in communicating the culture of the school influences the planned outcome of improved science instruction. The study employed interview, document, and unit plan data from two high school chemistry teachers in China to study these assumptions. The study centered on these two research questions, which are related to this papers general primary inquires; Are the school based teacher learning community, centralized curriculum, and assessment systems sufficient to change science teaching towards inquiry-based instruction? What are the role of teachers' personal teaching experiences and the culture of teaching in the school in facilitating or compromising the intended outcome of science teaching reform under the influences of centralized curriculum standards through school-based teacher learning community? The participants of the study were two 10th grade chemistry teachers who came from two different high schools in the same district of Beijing, China. The participants were selected purposefully; they were recommended by the department of the chemistry instruction in the school district and were approved to participate in this study. The findings of this study indicate that the formation and authentication of the influential curriculum standards and related materials do encourage the teachers to alter their teaching, but they are not adequate to sustain the change as that requires more authoritative polices and decisions in the

education system to be made. This study calls for a need to prepare teachers to continue changing their teaching practices to match their students' different needs in order to create a meaningful learning community.

Review of related empirical studies. As many teaching practices are short in the application of some characteristic of TBLT, numerous empirical studies on curriculum and teaching development have been conducted to support TBLT and explored the benefits of developing teacher skills to facilitate the enrichment of the educational curriculum. Simmie (2007) suggests that active engagement of the teachers in curriculum implementation through Teacher Design Teams (TDTs) provides several benefits in the enrichment of the curriculum. Therefore, it is important to conduct research that supports the engagement of teachers in curriculum development and enrichment.

Moreover, Huizinga, Handelzalts, Nieveen, and Voogt's (2015) mentioned that the development of teachers' task design skills must be supplemented by educational and subject-matter knowledge to confirm the curriculum is sufficiently developed, as designing the curriculum and verify teaching methods should be based on research-proven effective methods such as TBLT to ensure it appropriateness. Therefore, the study by Handelzalts et al. (2015) supports the improvement of teacher skills by providing support for the enrichment of the curriculum through task design. Also, Mouraz, Leite, and Fernandes (2013) established that the role of the teacher as a real curriculum designer, which requires that the teachers to be prepared with the relevant task design skills, to help with curriculum enrichment. Therefore, the study plays an important role in establishing knowledge for the development of the English curriculum, which is essential in guiding the research for establishing skills that teachers require for contributing to curriculum enrichment.

A qualitative study by Carless et.al. (2011) explains the significance of immediate feedback to learners after they have completed a task. As one of the principals of TBLT is serves as peer and instructor feedback, this study warns that the feedback should be workable in order to act as motivating factor for the learners. This workable feedback should be part of a consistent process as was the case with some award winning teachers. However, the study indicated that workable feedback would only function if challenging tasks are given to learners. Data collection was gathered through the Student Assessment and Feedback Enhancement project, including in-depth, semi-structured interviews with a sample of 10 award-winning educators. The findings suggested that consistent, supportive feedback plays a very essential role in promoting students' self-regulation and learning. This information is useful as it provides another dimension of curriculum enrichment that teachers can use. The study is limited to higher education, making it hard to establish whether it can be applied to other levels of learning. This study will provide information on the feedback specifications of tasks that teachers should be designing.

Skilbeck (2005) described a school-based curriculum which was designated as the main cause for change in education since the early years of the teaching profession. Data in this paper was obtained through reflections on personal experience and conversations with friends who were the participants of the study. The research was limited to English language only, and the participants were directly related to the study as they were also educators.

Handelzalts (2009) suggests that teacher design teams should be put in place to ensure that curriculum enrichment is achieved. Research methods for the article include investigations where teams for other purposes were investigated on their performance. The participants of the research were secondary science teachers which defined the limits of the research. These teachers are relevant since the findings could indicate whether the researched strategies could

work well for other schools. For example, Handelzalts (2009) specified that "working in teams can help teachers translate the school-level ambitions to concrete materials, lessons plans, and eventually teaching." (p. 5) Findings in this research indicate that teamwork in curriculum development acted as a platform through which teachers could share information and come up with an improved curriculum that can be aligned with the learners' needs.

In another article, Ducker (2012) indicated how task- based instructions can be used to enrich the curriculum. In here, Task-based instruction (TBI) is another title for Task-based Language Teaching (TBLT) in which it centered on the use of authentic language and meaningful tasks application of the target language. For example, tasks can be such visiting a doctor or conducting an interview for the purpose of achieving certain language in a communicative approach. The article shows that TBI is significant to be implemented in subject contents. Data was collected for this research through observation, and the participants of the research were the schools that were being observed. Using schools as participants was done in order to view consequences from the institutions that were directly affected by the issue of TBI. This article adds information to the many other articles that have previously looked into the issue of curriculum design and implementation for all the levels of education.

Marsh (2009) explained how school-based curriculum development was used to facilitate curriculum differentiation. Data was collected through other people's research and obtaining the commonly used terms in their presentations. Suggestions provided in this paper "involve examining ways of modifying the content; varying methods of presentation to students; varying methods of practice and performance; and varying the methods of assessment" (p. 7). The participants for this particular paper were teachers from other countries who are already in the teaching profession. Findings for this research indicated that curriculum development is often

looked down upon in many countries due to the resources that are required for the same. Also, the result showed that effective curriculum differentiation requires both thoughtful individual preparation by an educator as well as extensive cooperative preparation with others. As TBLT suggested, authentic practice should be designed to make the learning meaningful. Therefore, for individual preparation, it is very essential for an educator to discover the needs, skills and interests of individual students. It is also essential for each educator to reflect on his/her teaching experiences and favored learning/teaching approaches.

Furthermore, Beecher, & Sweeny (2008) elaborate on how the gap in achievement among learners can be narrowed by curriculum enrichment and differentiation. Specifically, adapting strategies that promote characteristics of TBLT proven to enrich and activate the learning environment. The article focused on a strength-based methodology of schoolwide curriculum enrichment in teaching and learning. The writers raised four important questions; 1. What must the school community collectively believe about children and what motivates children to learn and grow? 2. How does a struggling school become a successful learning community where children are actively engaged and invested in their own learning? 3. What are the essential elements of curriculum and instruction that make this transformation from failure to success possible? 4. How can educators change the remedial instruction paradigm and stress students' strengths as a means to improving student learning and closing the achievement gap? This article is based on 8 years of work within an elementary school (with students in grade 4) and the historical and working documents accumulated during that time. Qualitative and quantitative data were collected from: staff meeting agendas and supporting documents distributed to the staff; the strategic plan; materials prepared for professional development sessions, and documents created for specific areas of the curriculum, including the Global Studies theme in

social studies, mathematics, and reading. As for the quantitative data, it was gathered from the annual Strategic School Profile, a document that is required by the state within which the school was located. Test score data were taken from the reported scores on the state mastery tests for students in grade 4. The study showed that the achievement of improving students' engagement and investment in their own learning was evident in the increase in student achievement and the reduction in the achievement gap. The article concludes that the student success confirmed that determination to change the existing paradigm and explore new dimensions in learning produced effective results. This articles support my argument of the need to adapt some features of authentic approaches such as TBLT.

Willis & Willis (2008), in their book show how task-based learning is important to learners and teachers. Data collection was done through an investigation of the views of teachers regarding task-based teaching methods. Over thirty teachers in twelve countries were the participants selected for interview of this research, which was a good choice as they are the most affected by this research. Using TBLT as their framework Findings show that learners learn by processing written texts, which was not known before by curriculum developers. The limitation of this research is that it focuses primarily on the languages, thus other subjects are not similarly considered.

Moreover, an article written by Sleeter (2008) gives information about how teacher education can be used as a means for delivering useful information to learners of different country of origins. The article goes on to explain that teachers should not rely on how learners are performing at a given time since the current performance of a learner is not directly related to their future performance. Research methods for this work utilize observation. The article focuses on learners of diverse origins and how they should be considered in developing effective

curriculum enrichment. A limitation of this article is that it focuses on diverse ethnicity and fails to consider individual ethnic groups. The article sets the task of improving teacher training to produce teachers who can effectively enrich the curriculum for the governments of different places. This information will improve my research by providing another dimension of curriculum enrichment that often has been ignored.

Furthermore, Könings et al (2005) affirms that there is a lack teachers' incorporation and involvements feedback from the community around to develop the quality of their design and the technique that is implemented. Könings et al (2005) believed that the development of powerful learning environments (PLEs) is essential in modern Education. Similar to TBLT, in PLEs, the learning tasks or problems should base on real-life problems, stimulating for the purpose of producing an active and productive learning process. The authors mentioned that the PLEs' design features are likely to have positive effects on student learning development. Moreover, the author emphasized that teachers' ideas of learning and teaching impact the application of a PLE, as well as the students' perceptions of a learning environment influence their succeeding learning performance and the quality of the learning consequences. The author developed an effective model called "Combination-of-perspectives (COOP)"in which it gathered various viewpoints of educational designers, teachers, and students, which they believed to have positive effects on the power of PLEs.

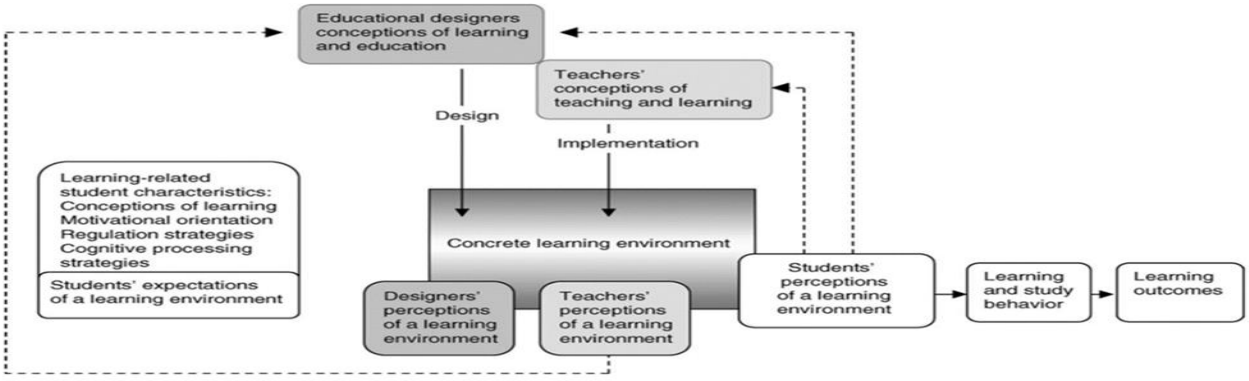

Figure 1: adapted from Könings et al in 2005: combination of perspectives of designers, teachers and students

The previously reviewed articles have brought new knowledge on the issue related to tasks that lack to meet the students' needs thus enhancing understanding of the impact of task design, will improve the research efforts of subsequent scholars. As well as developing teacher trainers who are supposed to integrate developing teachers as task designers into the curriculum. This in turn can improve the quality of education delivered to learners and the training offered to teachers. The new knowledge discussed above is relevant to the education system of any country as the papers used to obtain information were obtained from various parts of the world. However, the review of literature above reveals the gaps in knowledge, especially on the negative side of the research question; future studies should address that gap.

Importance of Lesson Planning. A study by Boyd (2012) was conducted qualitatively as a format of micro analysis of one classroom discourses to analyze the teacher talk. This study affirms that "taking time and being willing to make revisions to well-planned decisions in real time is a critical component of effective teaching, but it requires pedagogical felicity and a willingness to risk going where the lesson did not plan" (p.27) In other words, some teachers focused in their classroom on how to achieve the lesson plan as written, while the important aspect of effective teaching is to make the learning meaningful to the students even without

following the exact lesson plan. In this study, the author observed ELL pull-out classroom of 6 participants and interviewed the teacher of the classroom "Ms. Charlotte" for 6 weeks. The findings suggested that even though her lesson was challenging and the students struggled with it was a success as the teacher did not stick with her lesson plan and she tried using many strategies to decode the words to facilitate students' understandings. Boyd (2012) explained that a lesson plan is not always one-size-fit all package. She mentions that it be culturally and linguistically responsive to what happens in previous lessons Therefore, each lesson "is in turn nestled within a coherent scope and sequence of curriculum and learning experiences" that are authentic and meaningful to the students (p.28) This article is very supportive of TBLT that encourage teachers to take the risk of going beyond and above the lesson plan in order to meet the students' needs and make their learning meaningful.

Saudi Arabian college English Curriculum. Mahboob & Elyas (2014) wrote a paper that examines how the English curriculum meets local needs and practices. Based on an analysis of English language textbooks used in Kingdom of Saudi Arabia (KSA), the scholars found that the Saudi Arabian English curriculum mostly is written to meet the grammatical norms of standard English. The findings of the article suggest that English in Saudi Arabia is in the "process of being nativized" and that this Saudi English reproduces noticeably local cultural, religious, and social values and beliefs. Implication of this study could benefit English teachers to adapt creative tasks that match the students' needs. Also, as stressed by Elyas (2014), some Saudi Arabian English curricula actually conflict with the mainstream Islamic way of talking and behaving which could create a cultural and conceptual shock for Saudi students. Elyas (2014) illustrated an example by referring to one of the books titled 'School Life Around the World',

which has an image of a ‘mixed gender group sitting together’ and communicating; this scene is considered incorrect and conflicts with the general cultural norms of the KSA.

A study by Al Abiky (2014) indicated that there are studies that proved the constant failure in the average reading skills of college students faced with low academic achievement. In his article, Al Abiky (2014) aims to explore the possible influences of students’ age and GPAs on their reading comprehension. One hundred senior Saudi students studying English and Translation in the fall of 2012 at Qassim University, Saudi Arabia participated in the study. The study used a quantitative method that is based on multiple questions from reading passages. The major finding of this research showed that students in the whole study indicated low reading understanding due to the mismatch between the curriculum provided and the assessment given. This study will help educators to improve their teaching practice and curriculum enrichment as it explores that reading without understanding and understanding without applying will not be effective methods of English instruction. Similarly, a study by Al-Seghayer (2014) focused on some key issues that occur in English education in Saudi Arabia. These concerns are identified in four areas; students’ opinions, features of curriculum, instruction, and administrative procedures. The author believes that paying attention to these areas of concern will allow the students, teachers, and administrators to be directed properly in the process of recognizing, examining, and suggesting remedial action for the current issues regarding the Saudi Arabia’s English curriculum improvement. The author concludes his article by stating that the Saudi Arabian curriculum will remain the same unless the teachers and administrators take these four issues into consideration.

Moreover, a study by Barri (2013) aims to explore technology application in Saudi Arabian classrooms. The study specifically focuses on teachers’ opinions of technology

implementation in the curriculum. The participants of the study were a total of 274 classroom teachers chosen from 15 public schools of different programs, genders, and grade levels across one school district in Medina, Saudi Arabia. This was a quantitative study based on the Stages of Concern Questionnaire and an addendum questionnaire. The findings showed that classroom teachers are very interested in the promising results technology offers to the teaching and learning process. However, the study also revealed that teachers faced many important obstacles to technology implementation such as; inadequate in-service training, large numbers of students in the computer lab, limited learning resources center, and the curriculum. These limitations call attention to the need for properly linking technology with the curriculum provided to better enrich learning.

Furthermore, a mixed-method study was conducted by Osman (2015) to examine English Teachers' opinions in the Preparatory Year (PY) program of 'Intercultural Communicative Competence in the Kingdom of Saudi Arabia' (ICC) at King Saudi University. The participants in the study were male and female teachers who had taught in the PY program at the KSU for at least two years. Thirty-seven participants (7 female teachers and 30 male teachers) contributed to this research. During the first stage, the quantitative data were gathered using a survey to determine the forms and trends of teachers' perceptions of ICC objectives and their relevance to the curriculum content and classroom activities. In the second stage of research, the qualitative data were gathered by focus group discussions and class observations. The main findings of this study showed that there is a gap between English teachers' opinions of ICC objectives and their current performance in the classroom and that this gap restricts their methodical integration of the curriculum. The findings also stressed the necessity to integrate other English differences in teacher training sessions.

Methodology

Step One: Topic Selection

The researcher collected literature that represented the theories of SLA, TBLT, empirical studies, and teacher performance to support the idea of developing teachers to become task designers that enrich the English curriculum. The topic selection was based on personal interest as Pan (2013) stresses the importance of providing the reason for research. The relevant literature used in this research was gathered from online academic sources. Educational websites such ERIC were also narrowly used to obtain information that would make the research successfully conducted. The sources chosen were mostly from journals that were published within the past ten years to ensure that the information was relevant to the research and current trend in academia. These dates ranged from 2005 to 2015. There are also significant journals referenced from the 1980s and the 1990s that offer background information and provide the origins of ideas in the more recent literature.

Step Two: Review of Literature

After finding over 1500 journals, narrowing my selection to fit the focus and research question was the next step. Reading different text books, qualitative journals, quantitative journals, or mixed journals enabled the researcher to have a broader view of the theoretical framework that was to be used. Then, the literature was organized thematically by common ideas and claims. The process of eliminating the unrelated topics gave the researcher a greater knowledge of the narrowed topic of interest and its concepts related to the development of teachers as the designer of classroom tasks, teachers' practices, and school contexts.

A central hypothesis of this study was that Saudi teachers should have a reliable and clear curriculum viewpoint that should be corresponded with their favoritism of curriculum development models in order to effectively participate in curriculum development procedures.

Step three: The researcher' Background and Role

Although the researcher played an inactive role with the participants as the participants had full responsibility for completing the surveys, the research involved in replaying or meeting any participants who wanted to further explain or provide thoughts of modifications. As for the researcher's background, the researcher has been born in Saudi Arabia, Riyadh, but has been experiencing many different cultures and events as he has traveled to many countries around the world such as: The United States, Switzerland, Indonesia, Egypt, and United Arab Emirates. The researcher has specialized in scientific major in high school, and majored in Arabic Language for undergraduate degree. Being an insider the Saudi Arabian educational context with level-variation of curriculum and teaching development of tasks and designs allow the researcher to realize the gap that necessitate the needs for change in the Saudi Arabia pedagogical implementations. Before earning a B.A in Arabic, the researcher worked in administrative and human resources fields where he dealt with statistics and facts to develop and solve field-problem. This study adapted past experience and knowledge to investigate ways to develop teachers to be task design facilitator and enrich the English curriculum.

Step Four: Research Questions

The central inquiry of this research centers on answering the following one major question, and three sub-questions:

1.What are the teachers' perceptions of Saudi Arabian college current English curriculum and instruction with regards to English language development?

a) What is the preferred curriculum and instruction perception of Saudi Arabian teachers?

b) To what range are there significant variances among Saudi teachers regarding their curriculum perceptions based on their level of education: Bachelor's, Master's, and doctoral degree?

c) To what range are there significant variances among Saudi teachers regarding their curriculum perception based on their years of experience?

2. To what extent the type of activities and tasks used in the classroom affect the development of students' skills?

Step Five: Design of Study

The study is designed to examine ways for Saudi teachers' to be task designers and facilitators to enrich the English curriculum at King Saud University, Riyadh, Kingdom of Saudi Arabia (KSA). In order to answer the posed questions, the study adapted a cross- sectional design which typically depends on using a survey approach to collect information on the "attitudes, opinions, or lives of various groups, either total populations or sub groups sampled from those populations. I used this type of study design as it allow me as a researcher to collect data from a population, at a specific short point in time. The aim of this particular design is both to state trends across all groups and to detect any variances among the sup-groups" (Worthen, Sanders, and Fitzpatrick, 1997, p.350). Therefore, the study mainly used the questionnaire technique as a main data collection instrument.

The purpose of choosing questionnaire approach among other alternative instruments is that it is the most appropriate tool as the study concentrated on specific curriculum perspectives

and curriculum development approaches. It is also supported by Kerlinger (1964) who argues that "survey research is an appropriate technique used to determine what people think, need, and what they do" (Kerlinger, 1964, p. 394). Moreover, as the study aimed to examine a large number of teachers, using questionnaire will advantage the study as Ary et al. indicate, "the questionnaire is typically an efficient and practical tool, and allows for the use of a large sample" (Ary, et al., 1979, p.17). Another value of using survey technique is that it is cost-effective in regard to both time and money (Babbie, 1986; Kerlinger, 1964). The questionnaire was conducted into the following areas: demographic data of the participants including teaching level and years of experience.

Step Six: Required Materials

Getting approval from Human Subject review (HSR). A required fulfillment of conducting this study is to submit an application of human Subject review (HSR). The main purpose of the HSR is to certify the protection of human subjects by looking to the review, approval, modification, or disapproval of research requests submitted by faculty, staff, or students. The HSR is in charge of communication, record protection, reporting, observing, teaching the campus community about ethical problems, and the managing of all research activity including human subjects. For this paper, HSR has approved the topic and the research procedures for this research and it is valid from July 8, 2016 through July 7, 2017 (see appendix C).

Dean of the Site approval. The dean of King Saud University will review the study aim, design and instruments to give a final decision of either denial or approval of the proposed study. In most cases, these procedures are almost always accepted, but the delays occur for further research study explanation, modification and for ensuring confidentiality in gathered

information. In this paper, an approval from the dean of King Saud University was obtained on July 11, 2016 (see appendix D).

Applying for scientific journey. Saudi Arabian Cultural Mission (SACM) in the US allows students with scholarships, to apply for "Scientific Journeys" to Saudi Arabia and to other countries in order to gather data for research purposes. The process for obtaining an approval from SACM for such journey is to provide SACM with the following documents: a request for Scientific Journey, an academic recommendation letter from the advisor, a research proposal, a full academic records, and a consent from the institution where the study is conducted. After submitting all essential documents, the researcher requested Scientific Journey by SACM portal to conduct the study in Riyadh, KSA. For the purpose of this research, on July, 12, 2016, SACM has approved the summer scientific journey.

Step Seven: Data Instruments

A. Demographic information of the participants including gender, age, country of origin, degree, years of experience, and teaching level.

B. Teachers' questionnaires: This study employed a survey which was originally adapted from Almalki (2014) who utilized several studies to fit the purpose of his research such as (Edwards & Fitzpatrick, 2002; Yook, 2010; Aqel, 2009). As this paper's aims and focus of the study agrees with many claims that Almalki (2014) proposed in his research, the surveys items were appropriately selected, then they were reviewed, edited, and the researcher added item (1,7, 8,9, 12, and 16) to match directly the research questions and main study focus. Also, the researcher used some guidelines suggested by Edwards & Fitzpatrick, (2002) to develop the survey in regards assessing ESL programs.

As a total of 21 survey questions, the researcher adapted only 15 general questions from Almalki (2014) that works as the basic inquiry-materials to reveals teachers' perceptions of the given curriculum and instruction at King Saud University. The survey's aim of asking the teachers is finding possible ways to develop English curriculum and be facilitators in task design. These questions were purposefully selected to reflect on the practical instructions at KSU. Although all participants are fluent in English and majored in English at KSU, the survey is translated in Arabic as the majority of the participants considered English as a second language. The main language of the surveys was in English, and Arabic translation of the surveys were attached. The purpose of the translation is to provide assistance to any words that might not be familiar with the participants. Also, the translation will ensure accuracy of the meaning from English to Arabic and vice versa. The Arabic translation was reviewed and checked by two translators who currently work at King Saud University. After these two steps of reviewing both English content and Arabic, the researcher followed given feedback and made changes to make the surveys ready for participants' input.

Rationale for selecting survey items:

No.	Item	Justification of asking the question
1	Current English curriculum and instruction provided is considered effective.	This question will enable the researcher to have basic teachers' opinion about their perception of current English curriculum. (RQ1)
2	English curriculum and instruction facilitate developing students thinking	This question will enable the researcher to have basic knowledge of the types of activities used

	skills (e.g. critical thinking, problem solving, and creative thinking skills).	in the current English curriculum that develop students' skills. (RQ2)
3	English curriculum and instruction focused on interpersonal skills (e.g. managing groups and cooperative learning).	This question will enable the researcher to have basic knowledge of the types of activities used in the current English curriculum that develop students' skills. (RQ2)
4	English curriculum and instruction focused on students' communication skills (e.g. speaking and listening).	This question will enable the researcher to have basic knowledge of the types of activities used in the current English curriculum that develop students' skills. (RQ2)
5	English curriculum and instruction only focused on theoretical aspects.	This question will enable the researcher to have basic teachers' opinion about their perception of their preferred/ implemented current English curriculum. Do they teachers teach the curriculum from theoretical view? or Do they implement communicative activities? (RQ1a)
6	English curriculum and instruction encourage students with field experience in practice based learning.	This question will enable the researcher to have basic knowledge of the types of activities used in the current English curriculum that develop students' skills. (RQ2)

7	Teachers will reflect on teaching experiences and develop their teaching practice by taking into account students' previous learning development.	This question will enable the researcher to have basic teachers' opinion about their perception of their current English curriculum and their possible development based on years of experiences. (RQ1c)
8	The curriculum should be fixable to students' needs and each tasks given should continuously be revisited and evaluated.	This question will enable the researcher to have basic teachers' opinion about their perception of their preferred/ implemented current English curriculum. Do they teachers consider reflecting on their own teaching and verify the task methods to meet the students' needs (RQ1a)
9	English curriculum and instruction matches students' different needs.	This question will help the researcher understand basic knowledge of the types of activities used in the current English curriculum that develop students' skills. (RQ2)
10	Curriculum directions and support materials are clearly written and function as meaningful and valuable tools.	This question will enable the researcher to have basic teachers' opinion about their perception of their preferred/ implemented current English curriculum. (RQ1a)
11	Instructional materials, including technology resources, aid the	This question will help the researcher understand basic knowledge of the types of

	foundation and viewpoint of the curriculum.	activities used in the current English curriculum that develop students' skills. (RQ2)
12	Instructional materials (textbooks, teachers' books and activities) are varied based on the teachers' current level of education.	This question will enable the researcher to have basic teachers' opinion about their perception of their relationship of teachers' level of education and the English curriculum implementation. (RQ1b)
13	Necessary abilities across the four skills areas (reading, writing, listening and speaking) are recognized and are function as whole integrated instruction.	This question will help the researcher understand basic knowledge of the types of activities used in the current English curriculum that develop students' skills. (RQ2)
14	Instructional approaches and learning activities are constructed on the curriculum learning objectives	This question will help the researcher understand basic knowledge of the types of activities used in the current English curriculum objectives that develop students' skills. (RQ2)
15	Various methods to language teaching such as content based and communicative language teaching are offered.	This question will enable the researcher to have basic teachers' opinion about their perception of their preferred/ implemented current English curriculum. (RQ1a)
	Teaching performs and instructional strategies used in the overall design of	This question will enable the researcher to have basic teachers' opinion about their perception of

16	the curriculum varies on the teachers' level of education.	their relationship of teachers' level of education and the English curriculum implementation. (RQ1b)
17	Teaching procedures and approaches being used in the curriculum are very important in developing students' language skill.	This question will help the researcher understand basic knowledge of the types of activities used in the current English curriculum objectives that develop students' skills. (RQ2)
18	Objectives and expectations for students learning are clearly connected.	This question will enable the researcher to have basic teachers' opinion about their perception of their preferred/ implemented current English curriculum. Do they plan a head for students' outcomes and compare after implementation? (RQ1a)
19	The curriculum and instruction build a structure for all students to get high levels of competency of vital knowledge and skills.	This question will help the researcher understand basic knowledge of the types of activities used in the current English curriculum objectives that develop students' skills. (RQ2)
20	The curriculum and instruction give the students a knowledge to be ready for the workplace and/or continuing education.	This question will help the researcher understand basic knowledge of the types of activities used in the current English curriculum objectives that develop students' skills. (RQ2)

21	The curriculum and instruction are culturally suitable and integrates other cultures as well as students' own culture.	This question will enable the researcher to have basic teachers' opinion about their perception of current English curriculum as if its culturally-reflective or not. (RQ1)

Table 1: Rationale for selecting survey items

Step Eight: Choosing Participants

This study is designed to include a large sample of participants from King Saud University to arrange for statistically meaningful data. The participants were randomly selected from English Language and Literature Department at King Saud University, which is one of the seven departments in College of Arts. All faculty members are first-class English language and literature instructors who provide high quality levels of instruction and research both on the undergraduate and postgraduate levels. Randomly selected participants have different specializations, such as applied and theoretical linguistics, English and American literature, and literary criticism. A total of 35 male and 25 female professors are originally from Saudi Arabia, Egypt, Syria, India, United Kingdom and the United States who are aged from 25-55 years old. 90 % of the participants were Saudi Arabian teachers and only 10% will be from other countries around the world. At first, a total of 80 teachers received an email along with the study purpose and design for the purpose of participants' recruitment. Only 60 targeted participants were asked to sign a consent from to allow the researcher to include their data in the study but as de-identified participants.

Step Nine: Study Procedure

This study was conducted in 12 weeks during the summer term of 2016. The study begun in June, 2016 and concluded in August, 2016. Prior to the data collection, the researcher obtained consent letters from HSR, King Saud University, and SACM. Participating teachers were asked to be gathered in meeting room for further explanation and study process. The study's aim, instruments, and participants' rights and responsibilities have been explained in depth. Then, they were invited to complete paper survey that was originally adapted from Dobson and others. Participants were given adequate time to review, ask for clarification, and complete the instruments in four weeks. They were asked to submit their responses anonymously in a locked cabinet for confidentiality, individual privacy, and for better trustworthy results. Furthermore, all participants were given a letter describing the research aim and design along with participants' rights, for example: "the participation in this survey is only based on voluntary basis. If the participate agrees to participate, all of your responses will be kept confidential. Only the principal investigator had access to the teachers' responses. The questionnaire had no risk and there is no disadvantage for refusal to participate. Also, participants may withdraw from the study anytime by returning the questionnaire without completing it, without any consequence or loss of services or benefits for which they will be otherwise eligible. The Principal investigator provided his cell number, email address and mailing address for any inquires related to accomplishing these surveys."

Step Ten: Collecting Surveys

The teachers' participants were given four weeks to complete the surveys. Time was arranged by the researcher for documents collection at the dean's main office drop box. As soon

as the surveys are collected, English responses have been kept confidential and private and the Arabic versions submitted were translated into English and then kept in a private location. Each survey was numbered so that the Arabic version and English version had the same number for security and confidentiality.

Step Eleven: Organizing and Coding Data

Coding the demographic data. The variable gender was coded in numbers where 1 signifies male and 2 signifies female. The variable degrees, Bachelor's, Master's, and Ph.D was coded in numbers 1 to 3. The demographic data also included years of ages that stated with these ranges 20-30, 30-40, 40, 50, and 50-60. While coding the years of experience, the researcher used numbers from 1 to 4 to represent less than 3 years, 5-10, 10-15 and more than 15. The level of teaching was coded as follows; beginner (pre level 1-3); 1, intermediate (4-6); 2, and advance level (7-8); 3. The country of origin was coded as their well-known country code. The following table (table2) explains the coding system that the researcher used in organizing the database.

Category	Gender	Age	Education Level	Expertise Level	Experience of Teaching	Home Region	Satisfied with curriculum
Variable (Code in brackets)	Male (1)	20-30	Beginners (1)	Bachelors (1)	< 3 (1)	KSA (1)	Yes (1)
	Female (2)	30-40	Intermediate (2)	Masters (2)	5-10 (2)	Europe (2)	No (2)
		40-50	Expert (3)	Doctorate (3)	10-15 (3)	US (3)	
		50-60			15 + (4)	Asia (4)	

Table 2: The coding system

Step Twelve: Analyzing Data

Surveys' analysis: The researcher designed a database using Microsoft Excel. The database included survey number, demographic variables (i.e. gender, age, country of origin, degree, years of experience and level of teaching), and answers .The researcher analyzed the data using four stages: First, the average score per item was calculated, and then the researcher found any overall trends per element. Second, the researcher tracked rate of recurrence per element (e.g: A) and per subcategories (e.g.: A1, A2, A3 and A4). The subcategories are created depend on the themes of questions in order to answer the researsh question simply. Also, the researcher tried to find inconsistency within categories (A, B, C, D and E) by doing analysis per item to decide whether trends occur within each item. Then, the researcher created pivot tables to examine the relationship between significant issues and teachers' viewpoints regarding this study's focus. More explicitly, the researcher analyzed the data to see if there are any unexpected or remarkable results or trends after the statistics were calculated (percentages and averages for partacipants' answers). Thirdly, the researcher created tables and figures to demonstrate notable trends between two variables. With the use of Excel, the researcher explained the data in a graphics (see the results section) that was permitted the researcher and reader to simply comprehend the differences between two variables, such as the dissimilarities in views of male and female teachers to the survey items. As a final step, the researcher expanded in writing interpretations about the data, reporting the results and summarizing the emerged findings. Below is the participants' demographical data along with their survey result in two tables (Table 3) and (table 4).

Survey No.	Gender	Age	Education Level	Expertise Level	Experience of Teaching	Home Region	Satisfied with curriculum
1	2	40-50	2	3	3	1	1
2	1	30-40	1	2	2	3	2
3	1	30-40	3	1	1	2	2
4	1	40-50	2	1	2	1	1
5	2	20-30	3	1	1	3	1
6	2	30-40	1	1	1	4	1
7	2	30-40	1	3	2	1	2
8	1	30-40	2	2	2	2	1
9	1	30-40	2	1	1	1	1
10	1	40-50	2	3	3	1	2
11	1	40-50	1	3	3	1	2
12	2	30-40	1	2	1	2	2
13	2	30-40	3	2	1	3	1
14	1	50-60	3	3	3	3	1
15	2	20-30	1	1	1	4	1
16	1	50-60	1	3	3	1	2
17	2	30-40	2	1	1	1	1
18	2	30-40	3	1	1	4	1
19	2	30-40	3	2	2	1	2
20	1	30-40	3	2	2	2	2
21	1	30-40	2	2	2	3	2

Table 3: Participants' demographical data

Survey No.	Gender	Age	Education Level	Experitse Level	Experience of Teaching	Home Region	Satisfied with curriculum
1	Female	45	Masters	Expert	15	Riyadh	Yes
2	Male	32	Bachelors	Intermediate	5	US	No
3	Male	30	Doctorate	Beginner	2	UK	No
4	Male	42	Masters	Beginner	8	Riyadh	Yes
5	Female	29	Doctorate	Beginner	1	US	Yes
6	Female	30	Bachelors	Beginner	2	India	Yes
7	Female	35	Bachelors	Expert	7	Riyadh	No
8	Male	33	Masters	Intermediate	9	Syria	Yes
9	Male	32	Masters	Beginner	1	Riyadh	Yes
10	Male	47	Masters	Expert	11	Riyadh	No
11	Male	49	Bachelors	Expert	12	Riyadh	No
12	Female	32	Bachelors	Intermediate	4	UK	No
13	Female	35	Doctorate	Intermediate	3	Riyadh	Yes
14	Male	52	Doctorate	Expert	14	Riyadh	Yes
15	Female	26	Bachelors	Beginner	1	Riyadh	Yes
16	Male	54	Bachelors	Expert	13	Riyadh	No
17	Female	31	Masters	Beginner	2	Riyadh	Yes
18	Female	34	Doctorate	Beginner	2	Riyadh	Yes
19	Female	32	Doctorate	Intermediate	5	Riyadh	No
20	Male	37	Doctorate	Intermediate	6	Riyadh	No
21	Male	36	Masters	Intermediate	8	Riyadh	No
22	Male	46	Masters	Expert	9	Riyadh	No
23	Male	49	Bachelors	Expert	9	Riyadh	Yes
24	Female	34	Bachelors	Intermediate	4	Riyadh	Yes
25	Female	39	Doctorate	Intermediate	8	Riyadh	No
26	Female	32	Masters	Beginner	4	Riyadh	Yes
27	Male	33	Masters	Intermediate	8	Riyadh	Yes
28	Female	41	Masters	Expert	12	Riyadh	No
29	Female	51	Doctorate	Expert	24	Riyadh	No
30	Female	52	Doctorate	Expert	22	Riyadh	Yes
31	Male	49	Masters	Intermediate	15	Riyadh	Yes
32	Female	37	Bachelors	Beginner	10	Riyadh	No
33	Male	30	Bachelors	Beginner	3	Riyadh	Yes
34	Female	31	Masters	Intermediate	5	Riyadh	Yes
35	Male	31	Doctorate	Expert	6	Riyadh	No
36	Female	32	Masters	Expert	5	Riyadh	No
37	Male	35	Masters	Intermediate	4	Riyadh	No
38	Female	36	Doctorate	Intermediate	6	Riyadh	Yes
39	Female	45	Doctorate	Expert	17	Riyadh	No
40	Male	48	Doctorate	Expert	20	Riyadh	Yes
41	Male	46	Bachelors	Intermediate	10	Riyadh	Yes
42	Female	24	Bachelors	Beginner	1	Riyadh	Yes
43	Female	24	Bachelors	Beginner	1	Riyadh	Yes
44	Male	42	Doctorate	Expert	18	Riyadh	Yes
45	Female	25	Bachelors	Beginner	1	Riyadh	No
46	Male	52	Masters	Expert	24	Riyadh	No
47	Female	31	Masters	Intermediate	6	Riyadh	No
48	Male	36	Masters	Intermediate	8	Riyadh	No
49	Male	25	Bachelors	Beginner	1	Riyadh	Yes
50	Male	24	Bachelors	Beginner	1	Riyadh	No
51	Male	46	Doctorate	Expert	22	Riyadh	No
52	Male	45	Masters	Expert	20	Riyadh	No
53	Male	32	Masters	Intermediate	7	Riyadh	No
54	Male	55	Masters	Expert	30	Riyadh	No
55	Male	51	Doctorate	Expert	24	Riyadh	Yes
56	Male	54	Bachelors	Expert	25	Riyadh	No
57	Male	46	Doctorate	Intermediate	15	Riyadh	Yes
58	Male	26	Bachelors	Beginner	1	Riyadh	No
59	Male	25	Bachelors	Beginner	1	Riyadh	No
60	Male	43	Masters	Intermediate	15	Riyadh	No

Table 4: Participants' demographical data

Data Analysis (Results and Interpretation)

The data was collected from 60 participants, through a survey designed by the researcher. The sections here show different and analytical information in order to collect information. The information has been organized into parts, which focus on what the data presents. Therefore, raw data and its results are presented here along with the interpretation. Also, the researcher provides various aspects of the study conducted and the tools used for analysis. Furthermore, the researcher gives a respect and deep understanding of the aspects and elements of the English Language curriculum presented in the education system at a University in Saudi Arabia, where it is examined as well as investigated.

Aspects of the study

The Curriculum, which has been under investigation, is an English Language within the bounds of the Kingdom of Saudi Arabia. Also, the data collected from students of schools and other educational institutions, which take up English as a foreign language. In addition, the cultural traits and socio-linguistic aspects of the region have been taken into consideration by the researcher. The investigator has designed the survey individually and he is completely responsible for it. The researcher is aware of the culture and the use of the language in the region and he has constantly updated the instrument survey if needed.

Considering the nature of the study, the main classification of the data is done with the following aspects, which covers the environment of investigation:

1. Demographical study
2. Responses to the various questions in the instrument (Survey questions).

Reliability of data

The samples have been taken from population of the Saudi Arabia University, King Saud University where English Language is part of their curriculum. Therefore, 60 teachers

from important regions of Kingdom of Saudi Arabia are taken for this investigation. There are 35 males and 25 females participating between the age group of 25-55 years. The Rural and Urban regions are strategically selected which cover most of the country. Adding diversity and flexibility to the research will thereby add new dimensions to the study.

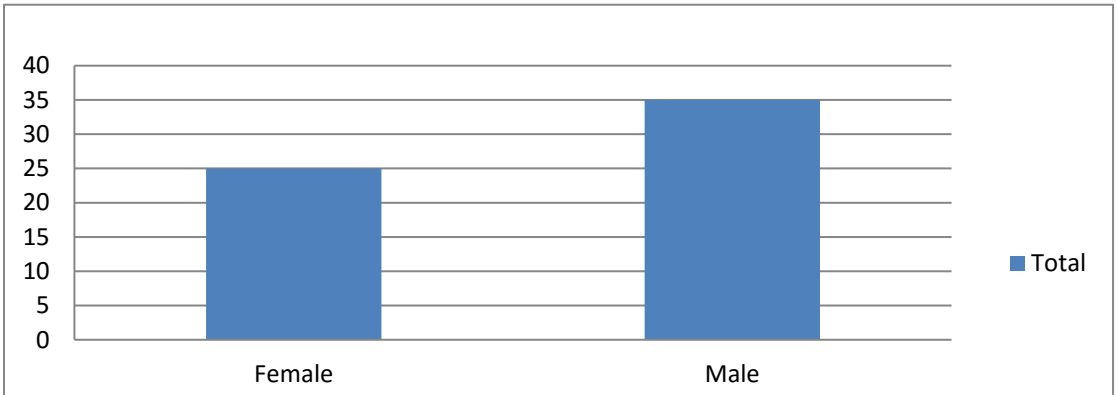

Figure 2.1 : Teachers' gender at KSU

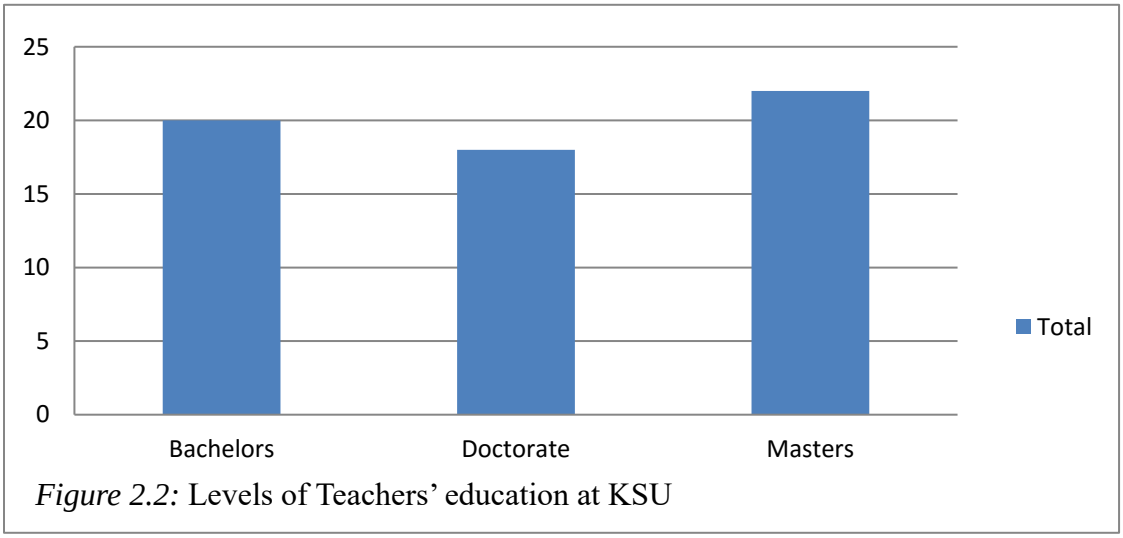

Figure 2.2: Levels of Teachers' education at KSU

Tools used for data analysis

The data is collected and analyzed in Microsoft Excel. The graphs are also generated in the same tool in order to maintain consistency in the data input and analysis. Each graph is presented along with information as from where it has been taken from the Excel Workbook.

Approach for data analysis

A systematic approach is used for data analysis in all stages. The data has been collected and inputted into the Worksheets. This step called Data Warehousing, where the information is categorized and prepared for further analysis. Once the Data Warehousing is done, the different stages of analysis are employed based on the database created. The graphs are created accordingly to the data inputs and the results appeared. The different patterns of the scores and answers are observed through the data and its graphs, which help identify the consistencies of the research study. The different stages of the analysis are given here below:

The first stage is conducting a statistical operation of calculating the average score per item. The data analysis is done by observing and analyzing the trends and patterns. The second stage is looking to find the rate of occurrence of an item in all sub categories, which were finalized to discover the best possible answers for the research question. The deviations and inconsistencies are checked in the data for each category and question to observe the findings. The third stage is creating tables of relationships between teachers and various data elements identified through the survey. The tables are created for various relations other than the survey instrument elements. This includes identifying the difference in thinking of the genders, approach to the research and the data contribution based on demographics. Also, this includes any such relation that has been created in table using special tools for multi-dimensional analysis in Microsoft Excel or otherwise, which can help in finding answers to the research question. All these relations are identified by looking for the key data elements, which correlate to the research question and the curriculum and ones that the researcher thinks they are best in providing answers. The final stage is to interpret the data and make discussion on it to give insights and help understand the approach to resolving the issues, which are hampered due to

the problems in the research question. The conclusions lay platform for research on the future and readiness for unmatched events, which might occur.

Results

The analysis also includes looking at the results of the individual question in the instrument survey along with the data elements that the researcher has identified important for looking at the discrepancies or irregularities in the data collected. The graphs of the data are mostly column charts that were easy to follow and have well labeled axis. Also, there are pie charts to show the comparisons between participants in percentage %. Moreover, some of the key points from the survey instrument which are used as point of reference and factors influencing the research study are; interpersonal skills, thinking skills, communication skills, theoretical aspects, field experience, attitude of the teacher, acceptance by student, knowledge for workplace and cultural integration. Interpretation of each category and subcategory is carried onto the discussion and conclusion section to get an overall answer to the research question.

Interpretation

This section looks at the interpretation of the data, which is analyzed based on the methodology mentioned above. The following sections have been divided into headings, which show what aspect of the study is being analyzed and interpreted. In addition to this, the researcher used alphabetical order A, B, C, D and E to categorize the items in the survey instrument for better analytical control and understanding. Moreover, the researcher used numbers besides the alphabet for the subcategories such as A1, A2, A3 and A4. Figure 3 below shows the results of the survey instrument that has been answered by 60 participants in KSA.

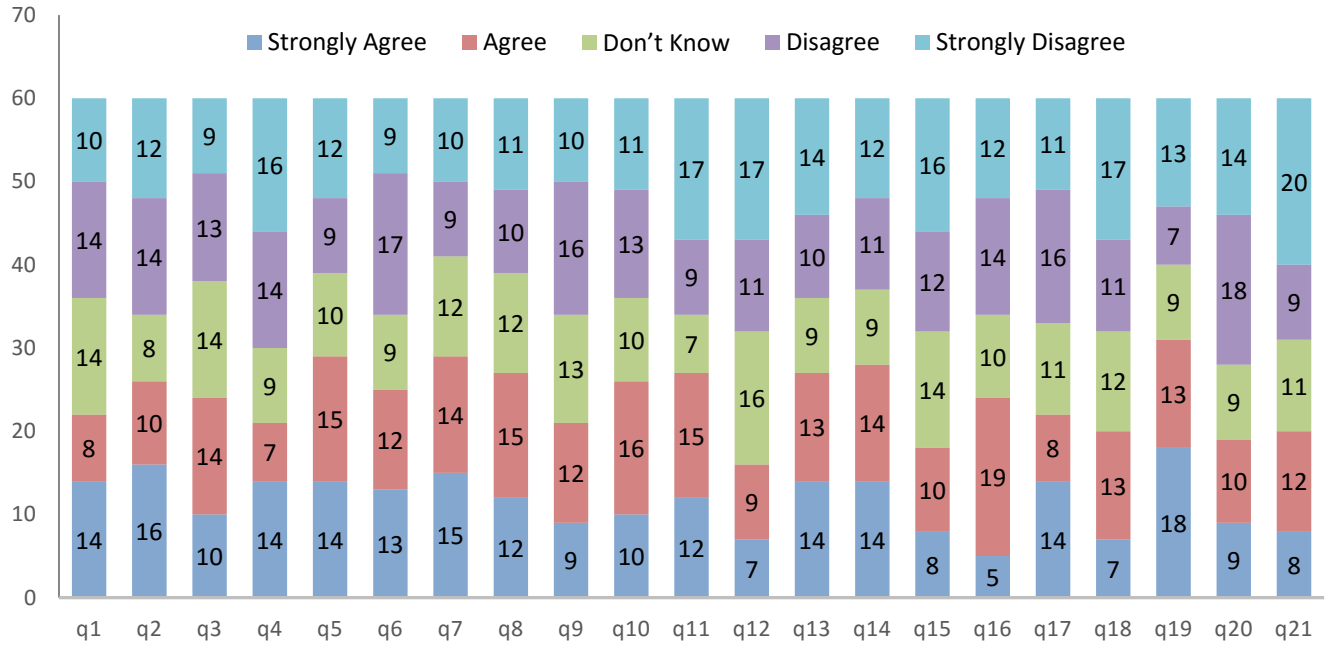

Figure 3: Participants' survey results

Basic Teaching Methodology

Basic Teaching Methodology looks at the teacher's perspective and their teaching methods using the curriculum. Moreover, it looks at the skills development in student through the teaching as per the program. This is further divided into sub categories of *Approach to the Curriculum and Skills Development* (A). These are taken under the Items A1, A2, A3 and A4 and analyzed as below.

Approach to the Curriculum (A1)

A1 subcategory is about if *Current English curriculum and instruction provided is considered effective*. This area of the survey examines the responses from the teachers in order to find the distribution of the effectiveness in visual format. This is important, as the teachers giving instructions should be able to find the course module effective to have a positive impact

on the students and assess the learning of the language easily. The data graphs and its interpretation are given below.

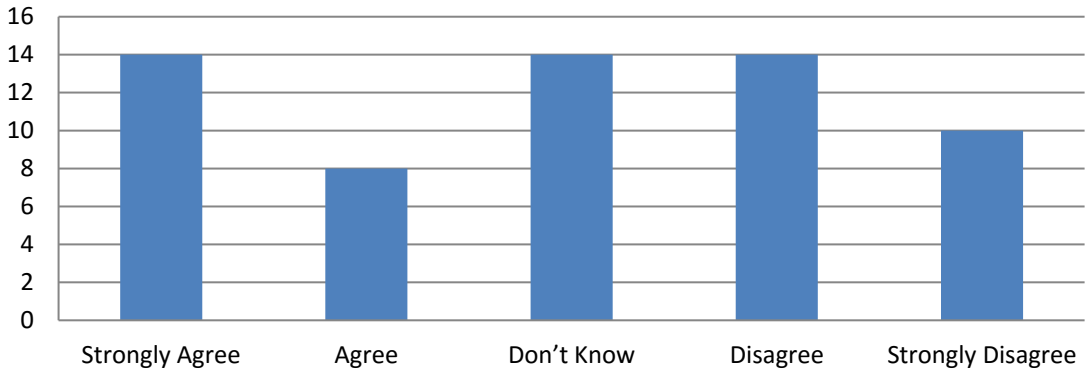

Figure 4.1. Item A1: Current English curriculum and Instruction provided is considered effective

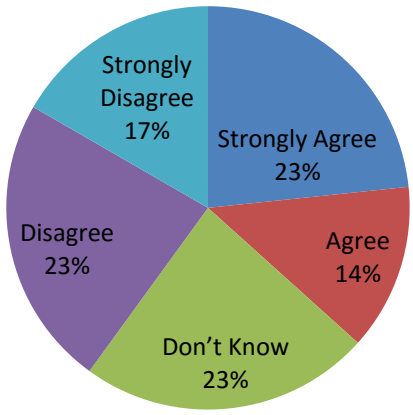

Figure 4.2. Item A1

Figure 4.1 above shows that all the participants see the English Curriculum and its instructions with mixed feelings. The Likert Scale scores are divided uniformly which indicate that criteria are not enough to assess the reception of the curriculum. The teachers who are strongly agreeing are more than the ones whom strongly disagree, with values 14 and 10 respectively. Also, the numbers of teachers who agree are less than ones who disagrees. The mean for teachers who agree is 11 and those who disagree, is 12. The factor of 'Don't Know' requires

that different dimensions of the survey should be investigated to get better insight of the study. In general as the figure 4.2 chart shows, a total of 40% of the teachers think that the curriculum and instruction are not effective. In contrast, 37% of the teachers are agreeing and seeing the curriculum and the instruction as effective. The 3% between general agreement and disagreement even if it is low gives a hint that the curriculum and instruction in KSA needs to be revised.

Skills Development (A2, A3 and A4)

The charts below are about the skill development, which has categorized into A2, A3 and A4. Category A2 is about the statement: *English current curriculum and instruction facilitate developing students thinking skills (e.g. critical thinking, problem solving, and creative thinking skills)*. This survey question focuses on the wider scope of the thinking ability of the students to be able to solve problems and be able to apply the rules of the language and have creative approach when it comes to language aspects such as grammatical parts, vocabulary development, and lexical database for effective communication skills.

In addition, category A3 is about interpersonal skills. It has been stated in the survey interment as: *English current curriculum and instruction focused on interpersonal skills (e.g. managing groups and cooperative learning).* The researcher has chosen this survey question because the participants' educational background is different and this will affect the instruction process and the students' development skills as well.

The last subcategory of the title A (Curriculum *and Skills Development*) is about curriculum and communication skills. A4 has been stated in the survey as***:*** *English current curriculum and instruction focused on students' communication skills (e.g. speaking and listening).* This question looks at the basic core elements of the language. The researcher has chosen this category to analyze the general impact of the basic language on the students and how the teachers assess the curriculum

with respect to that. The curriculum language skills such; speaking and listing has been focused in this category to see how the students learn and able to obtain the communication skills. The charts analysis of A2, A3 and A4 s as below:

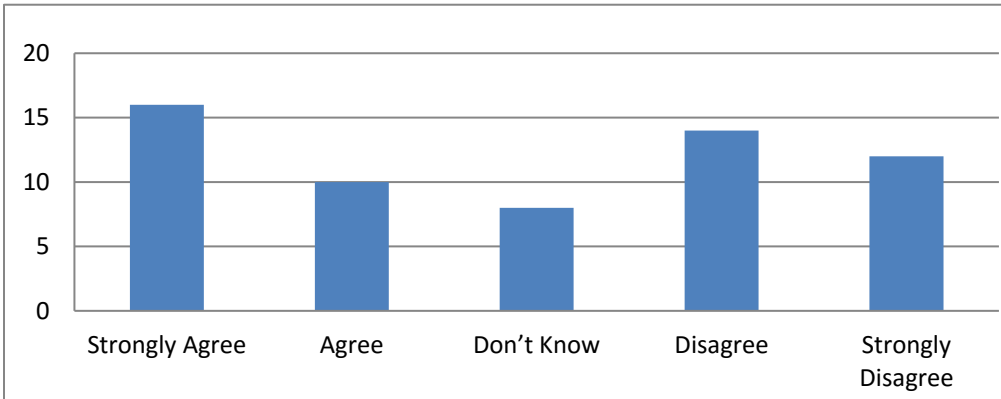

Figure 5.1. Item A2: English current curriculum and instruction facilitate developing students thinking skills (e.g. critical thinking, problem solving, and creative thinking skills)

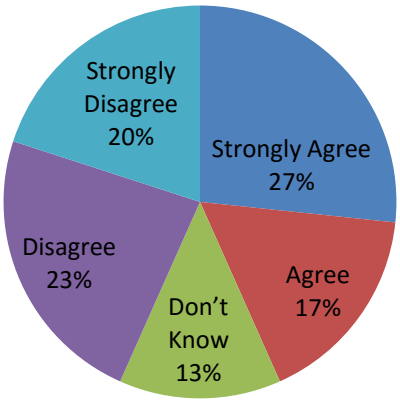

Figure 5.2. Item A2

It is clearly seen from figure 5.1 above that the views of the teachers seem to be conflicted on this survey question as there is equal distribution of the answers across the Likert Scale. Taking the mean for the positive responses, which is 13 and the negative ones, which is 13, we can see that they are identical. The numerical value 'Don't Know' category on the Likert Scale is almost similar to the values of the positive and the negative responses. There can be little

deviation towards the negative response thereby prompting that the survey part has negative impact on teachers as well as students. In figure 5.2, the majority of participants, around 44% think that the curriculum and instruction are helping and aiding in developing the students thinking skills. In contrast, around 43.33% think oppositely while 13.33% cannot know. But less than 1 % which is between the general agreeing and disagreeing cannot prove that the curriculum and instruction are good in developing thinking skills. There is a need for deeper investigation in this area.

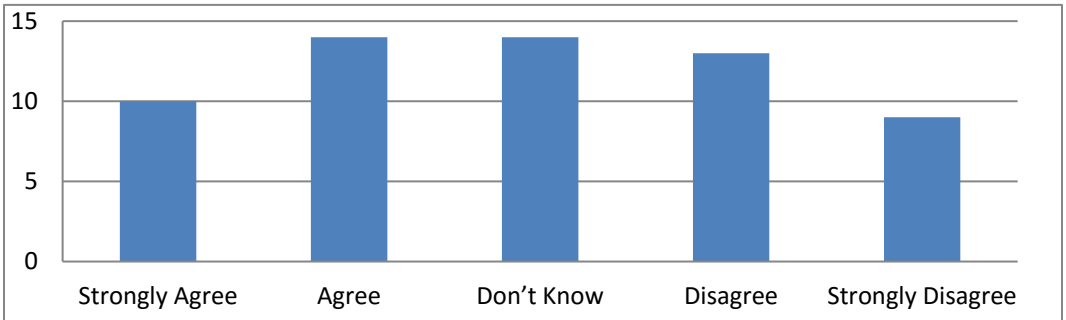

Figure 6.1. Item A3: English current curriculum and instruction focused on interpersonal skills (e.g. managing groups and cooperative learning)

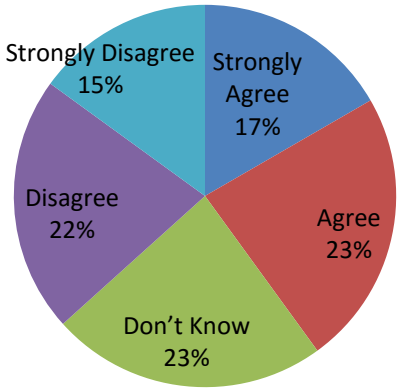

Figure 6.2. Item A3

The distribution of the responses with the above survey question (A3) shows that teachers who agree with the curriculum helping in developing cooperative learning are in their counts similar to the teachers who disagree. There is a big percentage of 23.33%, of teachers who are not sure if the unit modules of the curriculum can help the students in any way. So the near percentages between general agreement and disagreement reveal that the teachers' viewpoints are various according to their experiences and backgrounds. Also, this indicates that the English Language Curriculum cannot be judged if it develops students' skills or not. Accordingly, there is a need for extra investigation to decide that.

A2 and A3 questions in the survey are connected with the research question. It helps find the patterns and trends effectively in the thinking of the teachers. It has thus revealed, that the correlation between creativity, thinking and interpersonal skills exists are dependent on each other and thus can be taken as a bivariate or multiple variables for further analysis to see the impact of the curriculum on the development of these skills.

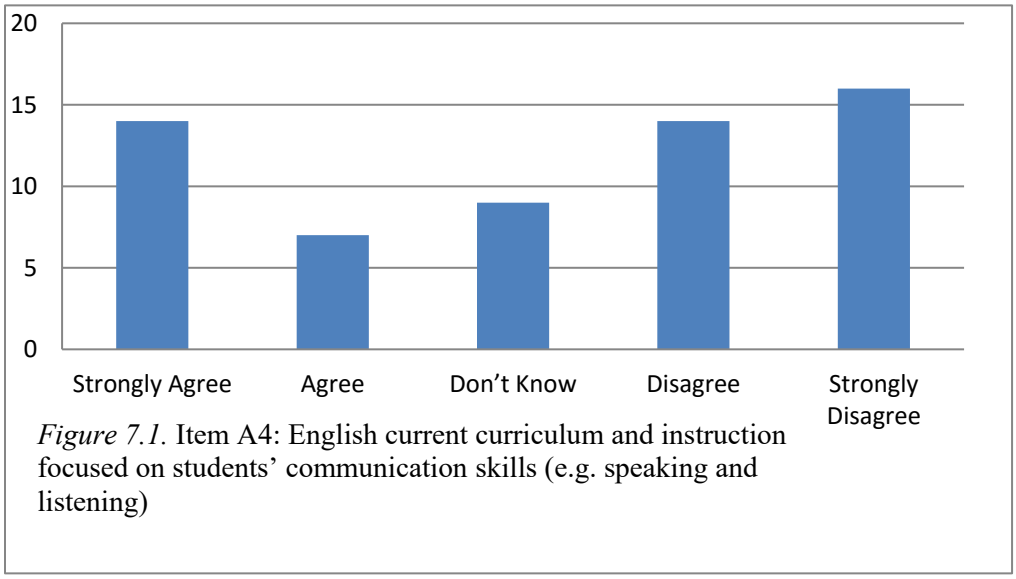

Figure 7.1. Item A4: English current curriculum and instruction focused on students' communication skills (e.g. speaking and listening)

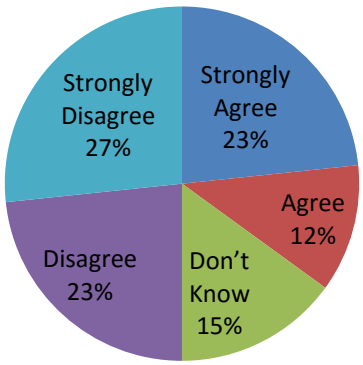

Figure 7.2. Item A4

There is clear evidence in figure 7 that the large numbers of teachers (around 50%) are not happy with the communication skill development although there are teachers with little experience and are from countries which do not have English as their main communication language. The exponential increase towards the negative feedback indicates that relative mean between the two scales of measurement are changing thus, the standard deviation is high as there is variance in the values of consecutive measurement.

In summary, the answers of A2 and A3 questions show that the teachers' viewpoints are different and various. If we see agreement in developing thinking skills, we on the other hand see disagreement. Also, if we see disagreement in developing interpersonal skills, we on the other hand see agreement. So, A2 and A3 do not give any evidence if the curriculum and instruction provide developing in students' thinking and interpersonal skills. But, in A4, there is an indication of teachers' unsatisfying about curriculum and instruction in developing students' communication skills.

Field experience and learning development (B5, B6 and B7)

This section takes into consideration category B5, B6 andB7. It focuses on the theoretical and practical framework, which is an essential and integral part of the curriculum.

Theoretical aspects (B5)

For theory and fundamental concepts, category B5 is taken which is *English current curriculum and instruction only focused on theoretical aspects.* **T**his category is chosen by researcher to analyze the application of the core concepts as discussed above in the sections of the survey. This is to see if the grammatical and literary concepts of the language have been applied to the daily use and professional communication and if efforts are made to practically implement them. The theoretical analysis of the curriculum also includes looking at the theoretical framework if it has been drafted according to needs of the student for their benefits.

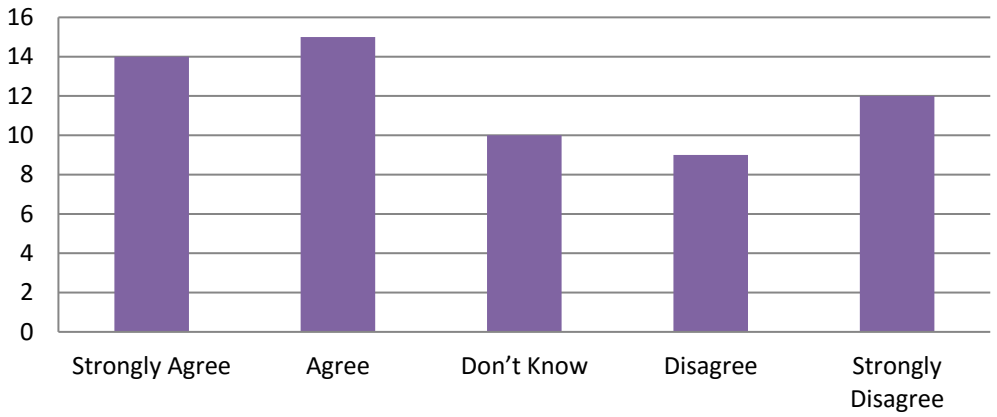

*Figure 8.1.*Item B5: English current curriculum and instruction only focused on theoretical aspects

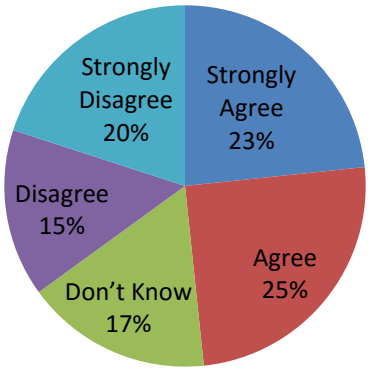

Figure 8.2. Item B5

The statistical analysis of the data in figure 8 above shows that the measures of central tendency are inclined towards the affirmation with the mean being higher than the negative feedback. The graph further clearly shows that the mean of the negative feedback is almost as same as that where the teachers are not sure. Therefore, the overall impact is that the teachers (total of 48%) who agree that curriculum is more theoretical are higher than those who disagree (total of 35%). Hence, there is enough evidence to suggest that the framework of the curriculum is rigid and focused on theory than development of other skills.

Practical skill development (B6)

Category B6 appears in the survey instrument as: *English current curriculum and instruction encourage students with field experience in practice based learning***.** This category is chosen by the researcher for the purpose of looking at the curriculum on a different aspect by adding dimensions which serve as supplement to the category listed above. The impact of the curriculum should act as an encouragement for practice based learning for students who have some background to English Language. The main aim is to look if the curriculum ignites a desire to look at extra material and make students continuing their learning.

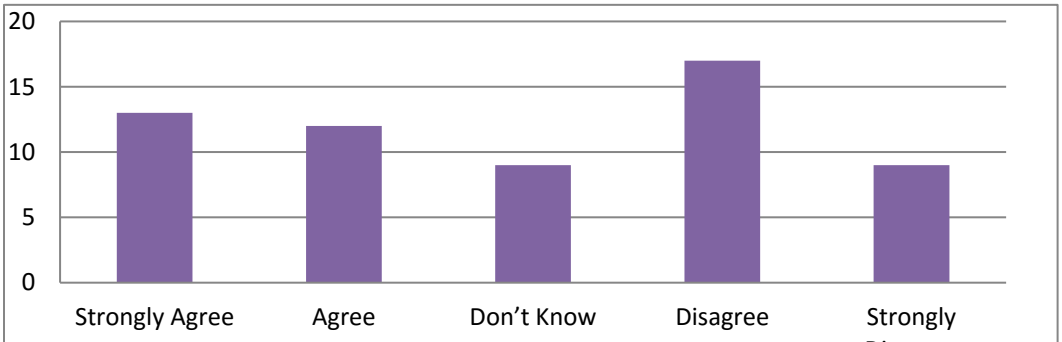

Figure 9.1.Item B6: English current curriculum and instruction encourage students with field experience in practice based learning

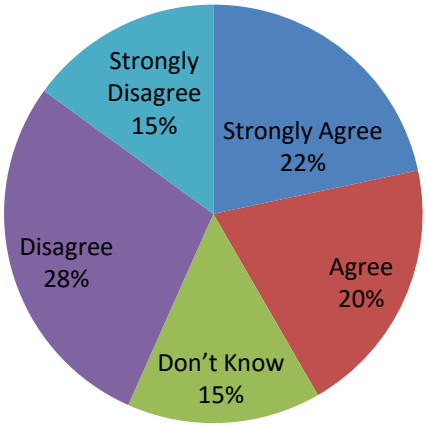

*Figure 9.2.*Item B6

The data in figure 9 shows clearly small hint that the teachers do not agree with the category of the survey instrument. Yet, the average of the positive feedback and negative would be almost the same thus showing that there is need to do further analysis to see which teachers have highest percentage of disagreement. But at all, the tendency towards general disagreement (43%) is narrowly higher than agreement (42%) around just 1%. So, it is revealed from B5 and B6 charts that the participants think that the curriculum focused on theoretical aspects and there is some ignoring of developing students' practical skills.

Development of teaching practice (B7)

Looking further in the same topic, category B7 is stated as: *Teachers will reflect on teaching experiences and develop their teaching practice by taking into account students' previous learning development.* This category means that the teacher focuses on the teaching practices to help enhance the practical learning to facilitate the theory learnt in class. Also, this category is created out of the requirement of the teacher to provide their inputs to help the students in learning the language. Teachers with many years of experience best handle the approach as they

can prepare their course plan. It is essential for the curriculum that the measures of central tendency are inclined more towards affirmation from the teachers with high teaching experience. The teachers can also provide support to other teachers in developing the plan for assisting students

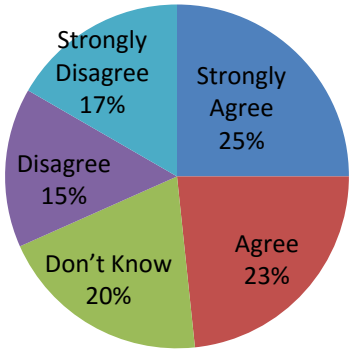

Figure 10.2. Item B7

In figure 10, although there is high numerical value of 12 for teachers who are not sure, the mean of the teachers who agree with the curriculum with respect with teaching practice by understanding the background of student is 14.5 while the average of the teachers not agreeing is 9.5. The variation is high and the standard deviation will show some interesting results if calculated for this category. If the teachers who agree are experienced teachers, then it can be said that the curriculum needs to introduce changes where teachers are given more freedom to focus on the core concepts as well as the custom design of the course based on their experience and the background of the student. The researcher can prompt for changes in the design of the curriculum for better flexibility in teaching and therefore, better results.

Student needs (C8, C9, C10, C11 and C12)

The third category (C8, C9, C10, C11 and C12) investigates students' needs and analyzes the program. This is important, as it will show where the changes need to be brought in the curriculum for the students, if any.

Perspective of teachers for student Needs (C8)

C8 has been itemized in the survey instrument as: *The current curriculum should be fixable to students' needs and each tasks given should continuously be revisited and evaluated*. This category is separate from the previous one as it has the same foundation but differs in a way that it involves practice session to analyze their assessment. It is essential to do this as the students will help provide the necessary feedback for the teachers to be able to develop their teaching strategies and not just on the student's background.

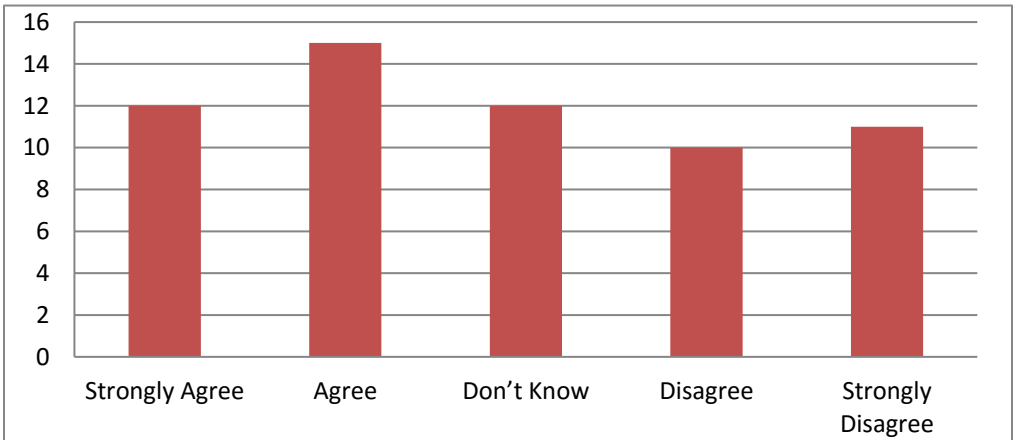

Figure 11.1. Item C8: The current curriculum should be fixable to students' needs and each tasks given should continuously be revisited and evaluated

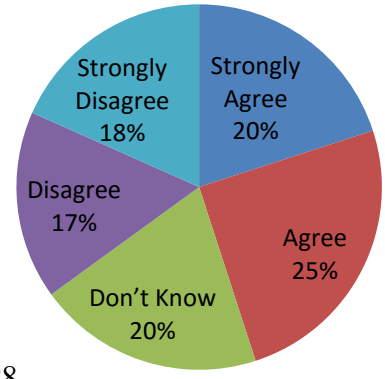

Figure 11.2. Item C8

Analysis in figure 11 shows that the mean for teachers who agree is 13.5 and those who disagree are 10.5. Further analysis shows that the teachers who disagree are young teachers with little experience in teaching. Twelve participants out of sixty of the teachers are unsure with the category of the survey and they represent high percentage of 20% of the teachers. This leaves only 80% of the teachers who only able to contribute in this category. In general, there is no doubt in the teachers' mind that the curriculum should evolve in time and incorporate new modules for each of the students' needs. There is total agreement of 45% of the teachers whom see that the curriculum should be flexible and changeable according to the students' needs. Also, the data indicates that the teachers want to focus on the needs of students and make the program cordial for both students and instructors.

Curriculum material analysis (C 9, C10 and C11)

The needs of students also give rise to change in material or the use of learning aids both visual and auditory. This is focused in C9, C10 and C11.

C9 has been listed in the survey as: *Current English curriculum and instruction matches students' different needs.* The main focus of this category is to serve as a preliminary category to the previous two categories analyzed. It tries to dissect the curriculum to see if the course

itself has modules, which serve as the main foundation of understanding the different needs of the students, and matches them with curriculum. The curriculum would require a change if the percentage of teachers who disagree are higher than those who agree.

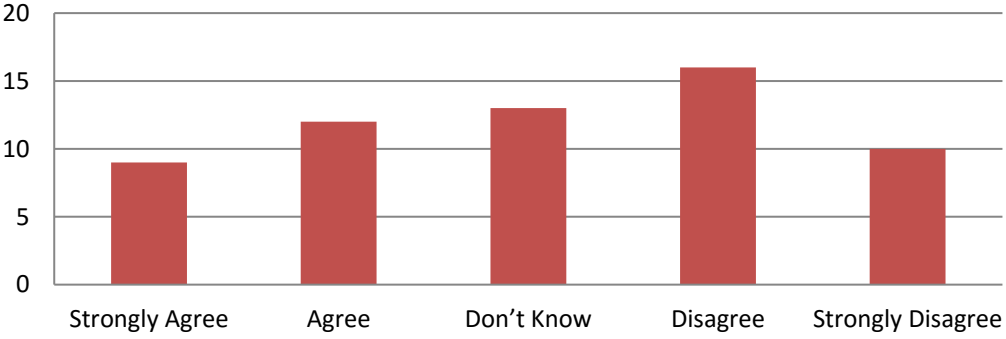

Figure 12.1. Item C9: Current English curriculum and instruction matches students' different needs

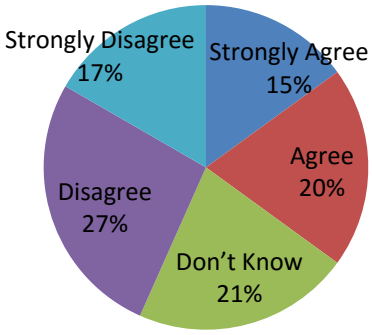

Figure 12.2. Item C9

The figure 12 above shows that the teachers who are not able to answer are 13 with 21.66% of the total. The average of the teachers who agree is 10.5 with a total percentage of 35%. The teachers who do not agree are 26 at whole, making up 43.33% of the total, with mean of 13, and are more experienced than ones who agree. This shows that curriculum should be overhauled with respect to meeting student different needs.

Moving towards C10, which has been stated in the survey as: *Current Curriculum directions and support materials are clearly written and function as meaningful and valuable tools*. The main aim of the category is to analyze the material based value of the curriculum. This focuses on the structure and the learning material provided as result of it. The teachers have to respond to this part of the survey by making sure that they agree that fundamentals of the written material can benefits the students. The teachers should agree in this matter to avoid making any changes to the structure of the English Curriculum.

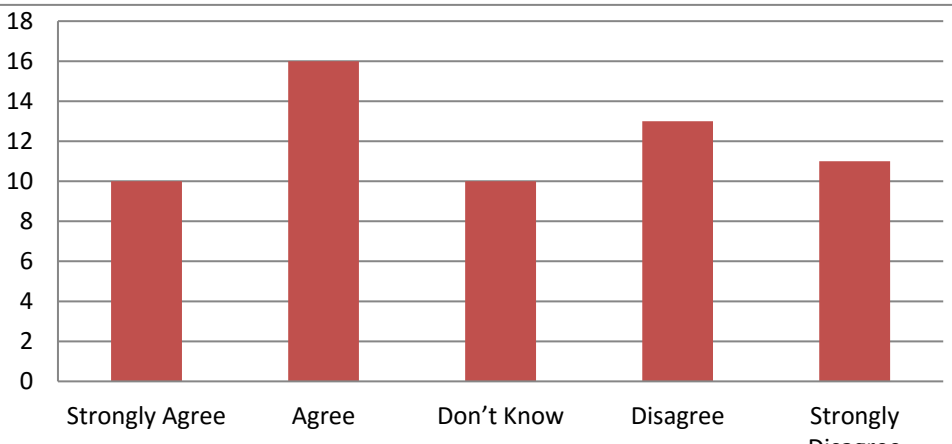

Figure 13.1. Item C10: Current Curriculum directions and support materials are clearly written and function as meaningful and valuable tools

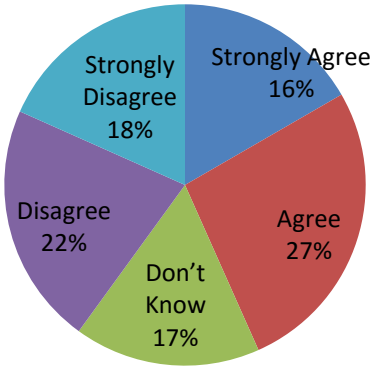

*Figure 13.2.*Item C10

As seen in figure 13.1, the mean of the teachers who agree with the curriculum material being well written and serve as valuable tools is 13. The total number of agreeing teachers is 26 providing 43.33% of their important inputs. The teachers who do not agree are 24 and their mean is 12. The total percentage of these teachers as seen in figure 13.2 is 40%. The results are close and little variance in the means show that the standard deviation may also not produce results which may have any conclusive evidence in it. Therefore, the analysis shows that there is need to further investigation on this matter. The means are also almost same as that of the teachers who could not give their inputs, which is 10.

Moving towards C11, which has been stated in the survey as: *Instructional materials, including technology resources, aid the foundation and viewpoint of the curriculum*. There is a need for this category in the overall analysis that will test the curriculum from the teachers' perspective. Teachers assess the instructional material and investigate if they are synchronous or well aligned with the main curriculum purposes. This particular category is similar to the previous one but focuses on the instructions and its weightage in accordance with the overall program of this curriculum.

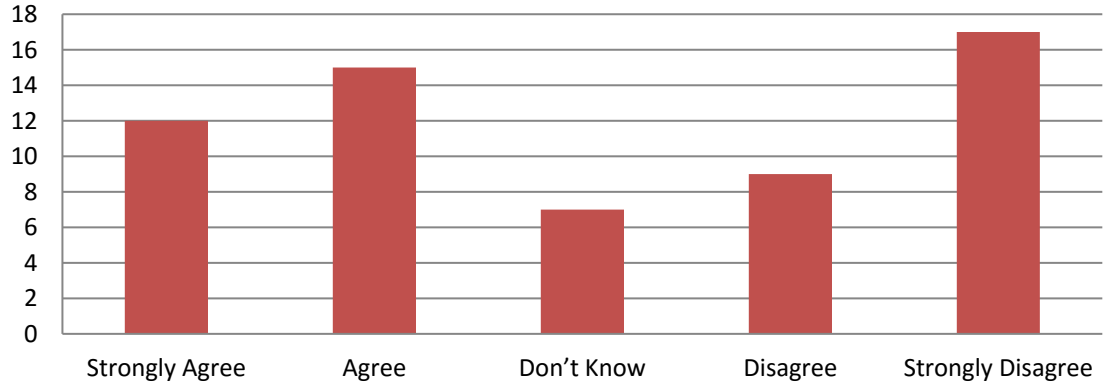

Figure 14.1. Item C11: Instructional materials, including technology resources, aid the foundation and viewpoint of the curriculum

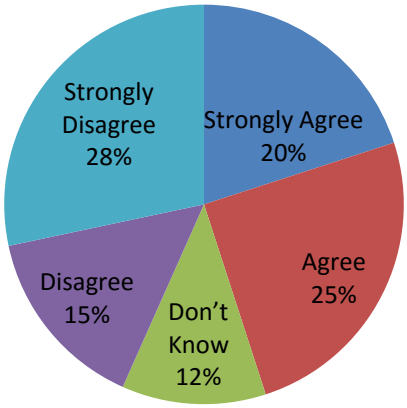

*Figure 14.2.*Item C11

According to figure 14, the measure of central tendencies for particular category is again almost the same with respect to mean of the teacher who agree and disagree. The teachers who are not sure of the answers are 7, which is a small percentage of 11.6%. The mean of the teachers who agree is 13.5 and for teacher who disagrees is also 13.5. Yet, on further analysis it can be seen that the teachers who strongly agree are just 12 while those who disagree are 17. Although the variance can point to a valid conclusion, it is not enough evidence and thus, the information cannot give decisive information and further investigation is required as the values are statistically similar.

Teacher input based on level of education (C12)

C12 has been stated in the survey as: *Instructional materials (textbooks, teachers' books and activities) are varied based on the teachers' current level of education.* This is an important part of survey as it focuses on the inputs that are given by teachers based on their expertise in the language field. The curriculum is based on variable expertise and instruction material accordingly. Furthermore, this category of the survey looks to analyze the curriculum by introducing the experience as the second variable in the analysis. The instruction material is

based on the teachers experience so that the teacher is able to impart the information to the student based on their understanding

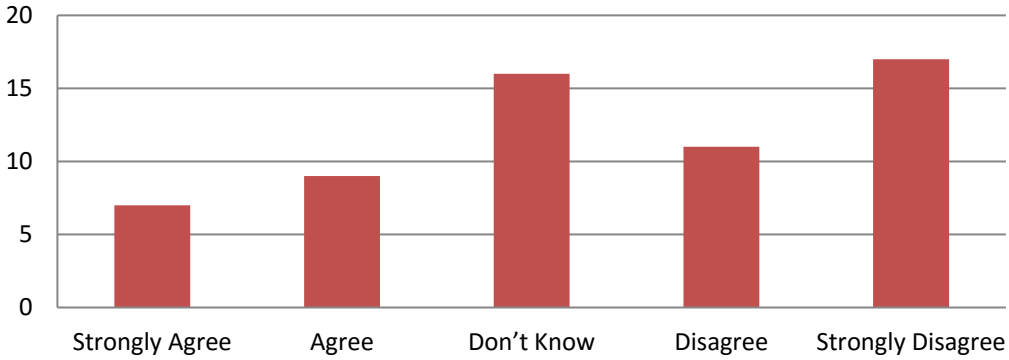

Figure 15.1. Item C12: Instructional materials (textbooks, teachers' books and activities) are varied based on the teachers' current level of education

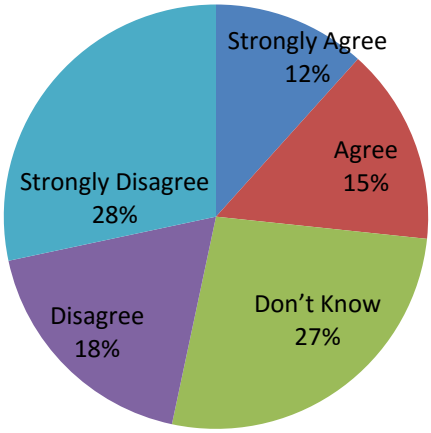

Figure 15.2. Item C12

The analysis of figure 15 shows that there are very few teachers who agree with the category with mean being 8 while those who are against it have mean of 14. The percentages of teachers who have not contributed with a certain answer are 26.66%, which are more than quarter of the participants. Thus, the teachers feel that the material is uniform and lacks the flexibility of a variable design based on the experience factor.

Instruction approach (D13, D14, D15, D16 and D17)

This part looks at approach to impart the English education through proper instructions. This is covered in category D under D13, D14, D15, D16 and D17. This section is divided into linguistic skills development and teacher perspective for learning aids and instructions.

Linguistic skills development (D13)

D13 was stated as: *necessary abilities across the four skills areas (reading, writing, listening and speaking) are recognized and are function as whole integrated instruction*. This category considers all the skills areas of the language and tests the curriculum beside it to see the overall language learning and impact on students from the teachers' perspectives. This category is synchronous with the research question. It shows that the instructions can help develop the skills and they uniquely develop in time as the instructions are passed as per the requirements and time frame set by the program.

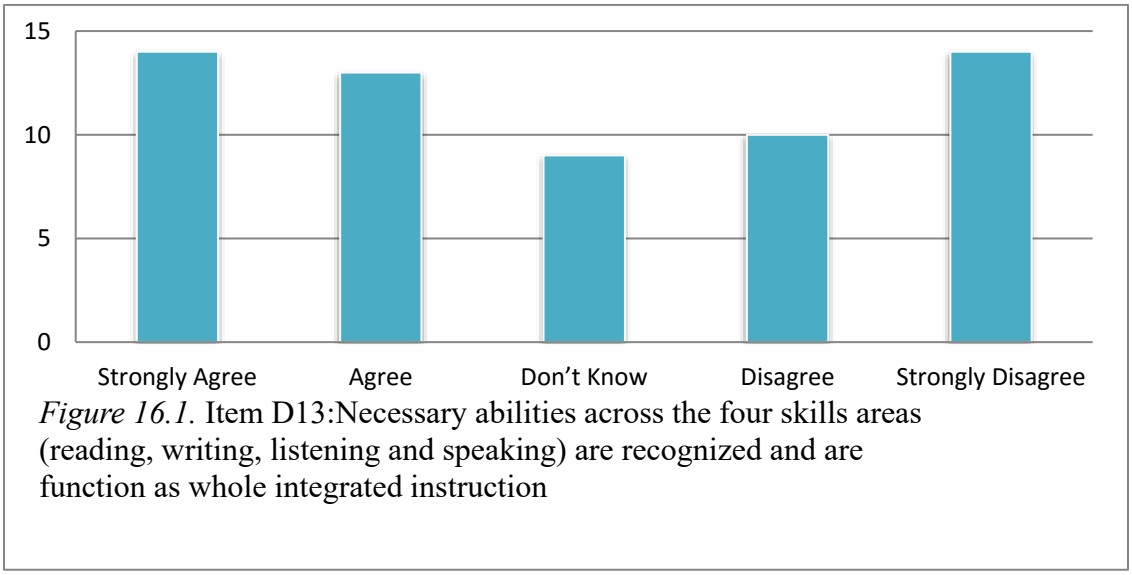

Figure 16.1. Item D13:Necessary abilities across the four skills areas (reading, writing, listening and speaking) are recognized and are function as whole integrated instruction

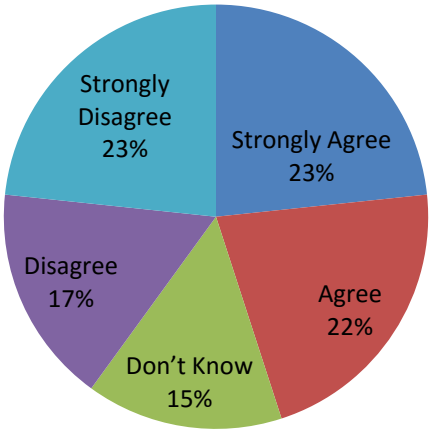

*Figure 16.2.*Item D13

In figure 16, the teachers who strongly agree are same as those who strongly disagree. Looking at the second level of feedback it can be seen that the numbers of teachers who agree are more than that of the ones who disagree. The average of the affirmative teachers is 13.5 while the average of the teachers who have negative impact is 12. Thus, even if the difference between total agreeing and disagreeing is so small around 5%, it can be seen generally that the curriculum has approach, which is fundamentally good and has all the qualities to help develop the four areas of skills needed to learn the language.

Teacher perspective on instructions and aids (D14, D15 and D16)

Instructional aids are covered between D14-D16 which have been detailed as: *instructional approaches and learning activities are constructed on the curriculum learning objectives* (D14), *various methods to language teaching such as content based and communicative language teaching are offered* (D15) and *teaching performs and instructional strategies used in the overall design of the curriculum varies on the teachers' level of education* (D16).

D14 question in the survey serves as extension to the previous section but with main focus again on instructions and their approached by looking at the overall integrated structure of the curriculum. The researcher wants to see if the instructions follow the patterns of the curriculum learning objectives and if it is properly aligned with the learning activities. D14 charts are listed as below:

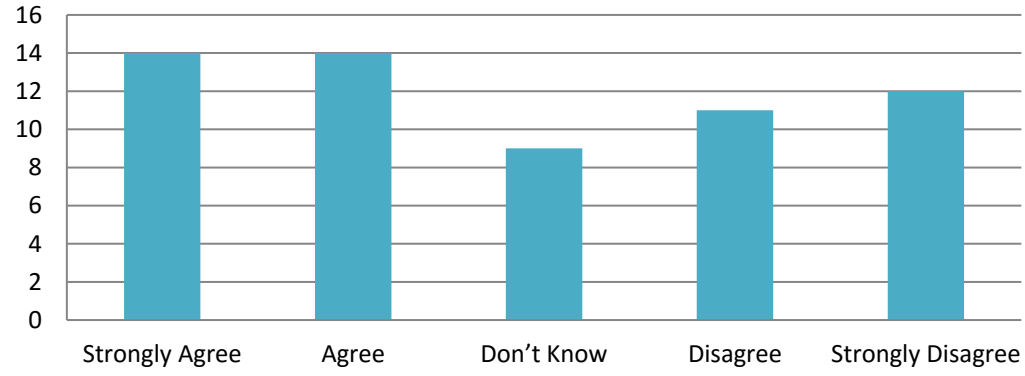

Figure 17.1. ItemD14: Instructional approaches and learning activities are constructed on the curriculum learning objectives

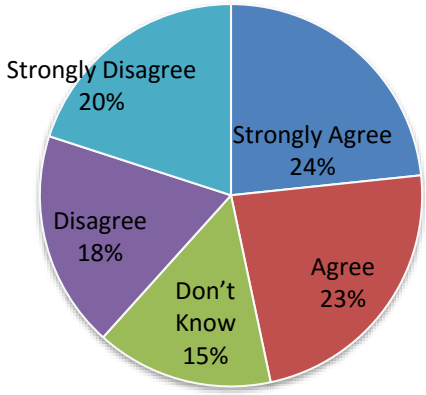

Figure 17.2. Item D14

There is clear evidence in figure 17 that the teacher agree with the fact that instructions and learning activities are based on the curriculum learning objectives. 28 teachers agree on this, which makes a percentage of 46.66% as compared to the percentage of 38.33% for teachers who do not agree. It can be said that there are still some divided opinions but still the

instructions and learning activities are constructed in accordance. Yet, it is better to do some developments in this category to ensure that the education progressed all the time.

In D15 category, the content and communicative language based methods are important part of a curriculum and supplement the instructions and learning activities as discussed above. These methods aid the teaching of the language and helps in the ability to grasp the most difficult concepts, thereby developing a platform for the student to further base their learning on. The researcher has chosen this question in the survey in order to check the consistency of the curriculum or learning facilitations as its core functionality. D15 charts are listed as below:

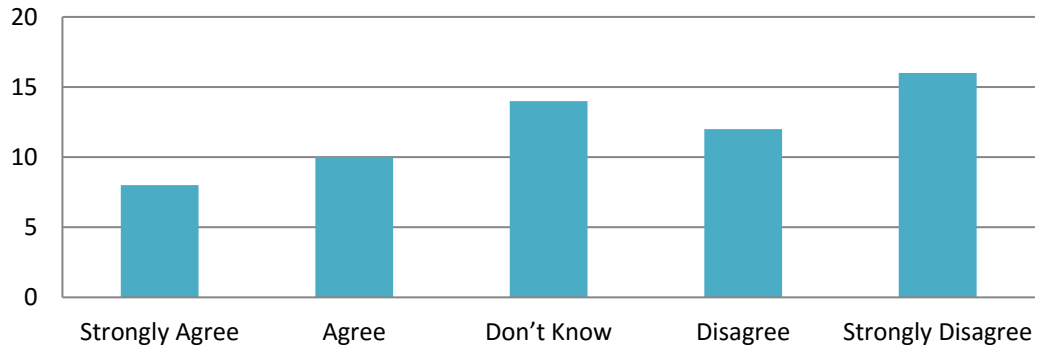

Figure 18.1. Item D15: Various methods to language teaching such as content based and communicative language teaching are offered

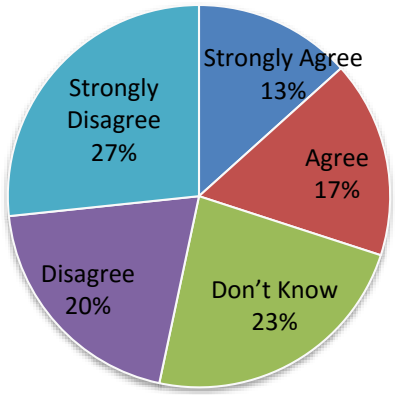

Figure 18.2. Item D15

In figure 18, it is highly indicates that the teaching methods such as content based instruction (CBI) and communicative language teaching (CLT) are not provided and used well. The responses from the teachers clearly show that they do not agree with the methods offered in the curriculum. The mean for teachers who agree is 9 and for those who disagree are 14. The total teachers who do not agree are 46.66%, which is almost half of the participants. Thus, there is no doubt that the curriculum lacks the correct methods for correct linguistic learning delivery.

The resersher in D16 category, focuses on module delivery and lecture plan as part of teaching duties and instructional strategies. This serves as a supplement again where the teaching level of experience was considered earlier in the analysis. Its objective is to see if the teachers create their lecture plan differently for the students in order to make sure they understand the instructions. The design should facilitate this and give certain degree of freedom to the teachers to plan their teaching based on their history of expirence. The charts of D15 are listed below:

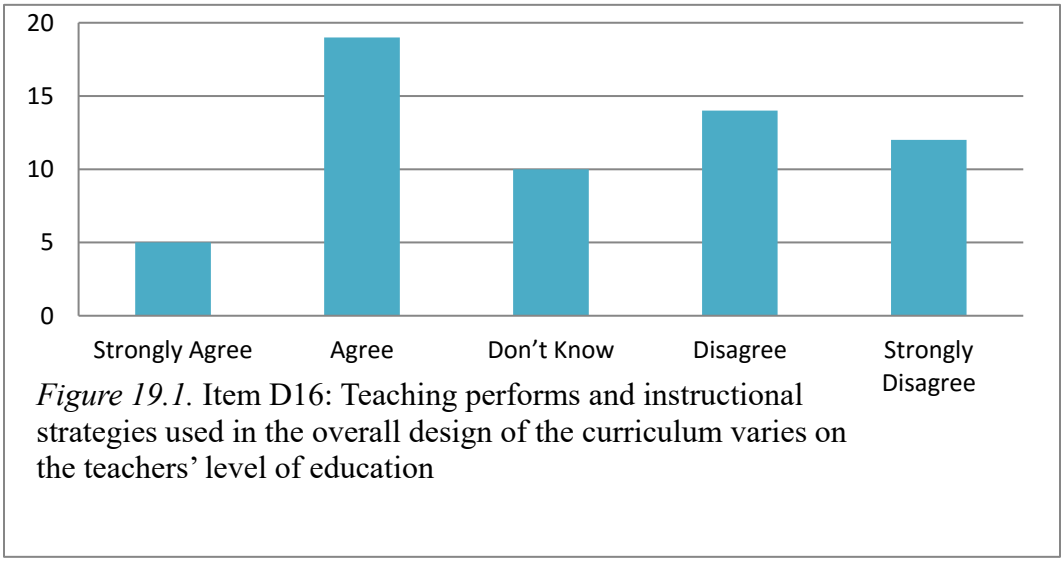

Figure 19.1. Item D16: Teaching performs and instructional strategies used in the overall design of the curriculum varies on the teachers' level of education

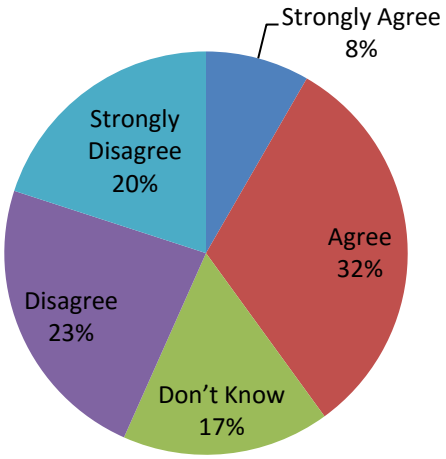

Figure 19.2. Item D16

As seen in figure 19, the teachers seem to agree to the point that delivering the concepts of the language is based on the level of experience and is part of the curriculum design. There are 19 teachers who agree making up 31.66%, while the ones who strongly agree are less as compared (8%). So, 40% of the teachers agree to the question statement. But, the total teachers who disagree are high in numeric value of total 26 which around 43%. Thus, it can be seen that the design of the curriculum is in accordance with instructional strategies based on teaching experience but further analysis is required to see how this can be improved.

Teacher perspective on instruction approach (D17)

D17 detailed in the survey as: *teaching procedures and approaches being used in the curriculum are very important in developing students' language skill*. Language skill is taken into focus here to see the impact of the teaching procedures and the approaches taken. Although the researcher has not taken into consideration the variable of experience in this category, the aim is to assess the approached used in the design for the language skills development.

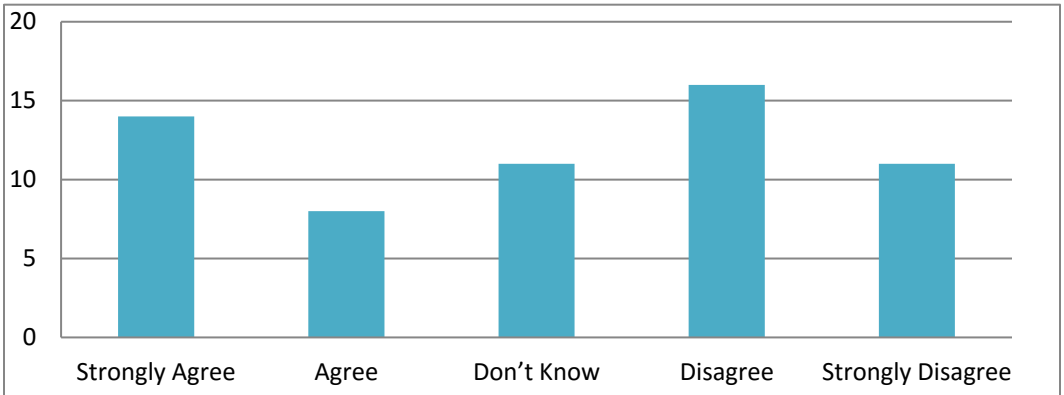

Figure 20.1. Item D17:Teaching procedures and approaches being used in the curriculum are very important in developing students' language skill

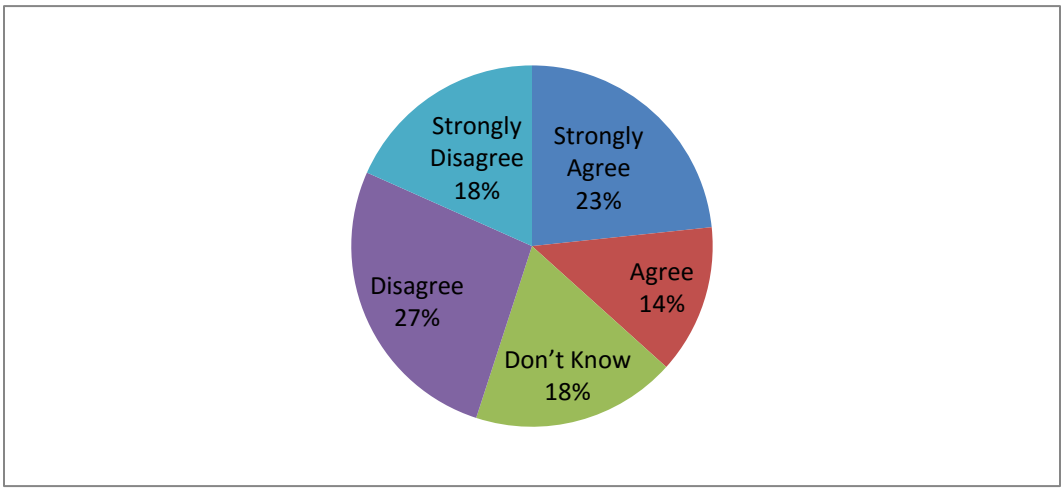

Figure 20.2. Item D17

The mean in figure 20 for teachers who agree is 11 while the mean for those who do not agree is 13.5. There is slight variance clearly showing difference in opinion. The experienced teachers will have a different point of view based on their teaching background and this reflects in the variance as calculated here. The percentage of teachers who agree are 36.66% and that of the disagreeing teachers is 45%. This category requires another dimension of analysis for conclusive evidence.

Connection between knowledge and skills (E18, E19, E20 and E21)

Knowledge and skills development are connected to each other, which are analyzed in this section (E). The skills have been discussed above (previous categories) but the survey has shown that there is another set of skills, which are required. These are skills for workplace education and integration of the language in the cultural aspects of the country and accepting it as part of society even as a foreign language. This is done in Category E from E18 to E21.

Curriculum infrastructure (E18, E19 and E 20)

This was involved in the survey as**:** *objectives and expectations for students learning are clearly connected* (E18), *the current curriculum and instruction build a structure for all students to get high levels of competency of vital knowledge and skills* (E19) and *the current curriculum and instruction give the students a knowledge to be ready for the workplace and/or continuing education* (E20).

E18 looks at the non-academic part of the curriculum, which is the objectives of the program and the impact on students along with desired results. The teachers will have to look at the objectives listed and give their feedback based on their qualifications and experience.

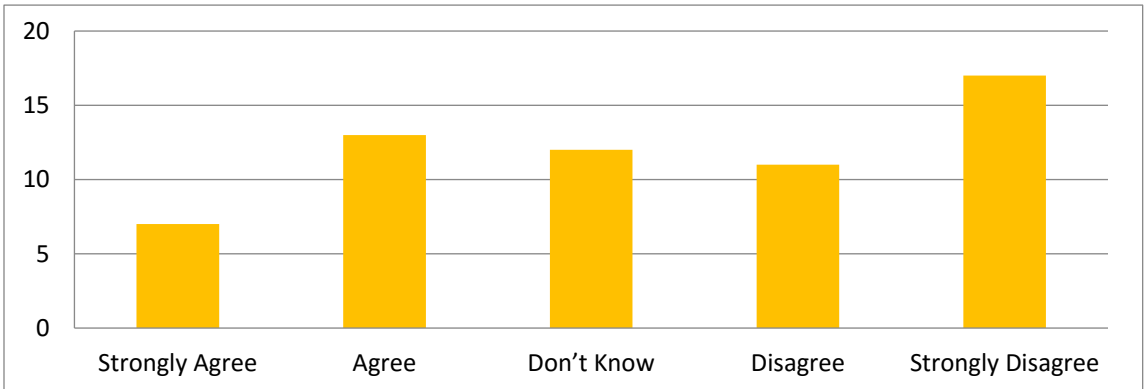

Figure 21.1. Item E18: Objectives and expectations for students learning are clearly connected

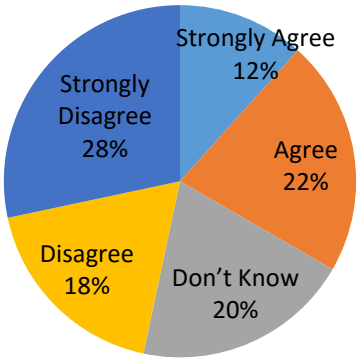

Figure 21.2. Item E18

Figure 21 clearly shows that large number of teachers does not agree about objectives, which have been listed. On further analysis, it shows that teachers with large number of teaching experience completely disagree with the design. Moreover, this numerical value results in high percentage and it is a factor, which brings variance in the analysis, as the mean would be high for teachers who disagree. Considering the ratio analysis, which is 1.4:1, the teachers who disagree are 1.4 times more than the ones who agree. So, the carts clearly approved that there is no connection between the objectives and expectations and the outcomes for students learning. Thus, this makes the education system for English language unprofessional.

Moving towards E19, the category talks about high level of competency which requires the current curriculum to be innovative in design where the students are able to use the language at highest level and able to compete in the global market by using the communication skills learnt in this program. This is shown by Chappell (2014) where the sociocultural and ecological perspectives are considered as well as development of learning in-group of candidates. The researcher wants to assess the structure to see if vital knowledge can be imparted after the basic one.

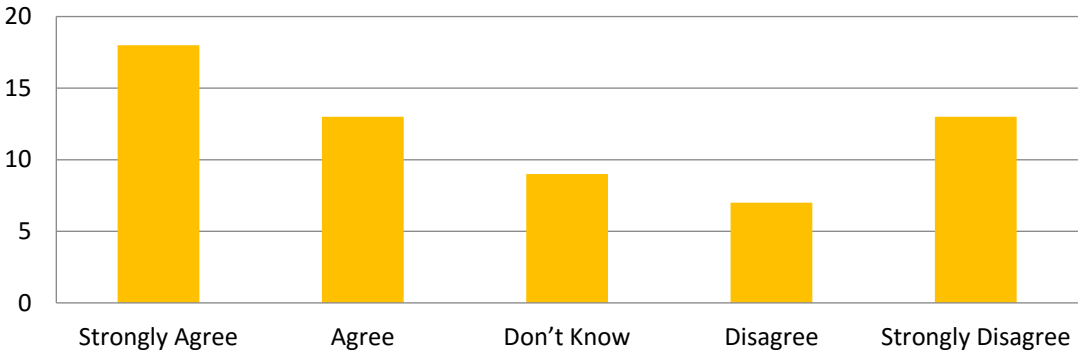

Figure 22.1. Item E19: The current curriculum and instruction build a structure for all students to get high levels of competency of vital knowledge and skills

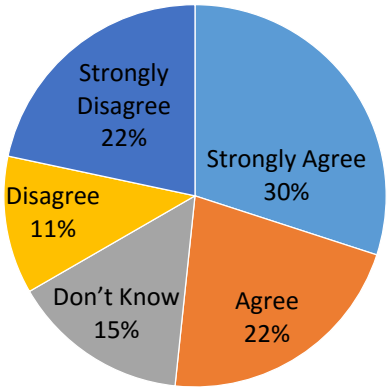

Figure 22.2. Item E19

According to figure 22, the teachers who strongly agree on this matter are numerically higher than other categories and total teachers who agree making up 51.66% of the participants agreeing. This clearly suggests that the idea of introducing the curriculum in King Saud University is considered to be a very good academic move by the teachers as the structure building variable will help them give the students vital knowledge and skills.

Moving towards E20, this category is an extension of the previous one but with variation of focus on workplace readiness as a demonstration that the students will be able to practically

implement their knowledge gained in their daily lives as shown by White (2010) where activities are designed to help students improve their English Skills through valuable resources especially in the area of professional work and further studies. The teachers should agree more than disagree in this matter in order to provide more weightage to the previous category.

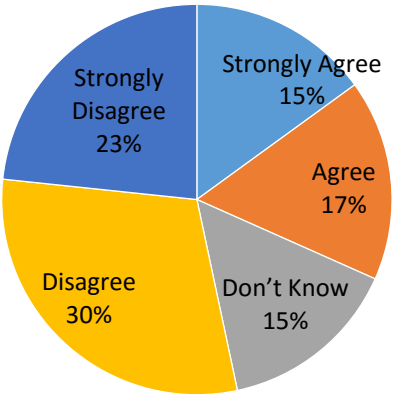

Figure 23.2. Item E20

The mean of teachers as seen in figure 23 who agree is 9.5 which are far less than 16 for teachers who disagree. The percentages are also 31.66% and 53.33% respectively. Based on the previous data, this is the highest percentage of negative feedback recorded which shows that teachers feel that the curriculum has potential as per previous analysis, but cannot provide the students the necessary skills to be able to practically implement the learned skills in the professional area of their work. The data further concludes that teachers also do not feel that the students will be able to use this knowledge for further studies of English where even more complex forms of language are introduced.

Dynamics of linguistic evolution (E21)

The E21 statement in the survey acts as the overall view of the curriculum and the benchmark for linguistic evolution. Also, E21 tries to understand the dynamics of linguistic

evolution with the progressing Saudi Arabian Economy and Workplace culture. E21 has been stated as: the current curriculum and instruction are culturally suitable and integrates other cultures as well as students' own culture. In E21, the researcher observes that different cultures are present in the teaching environment and in the country. King Saud University is also a multi-cultural University and it is important to see if the curriculum has an aspect of bringing different cultures together and integrating them for better functioning and breaking the bounds which can cause hindrance to language learning.

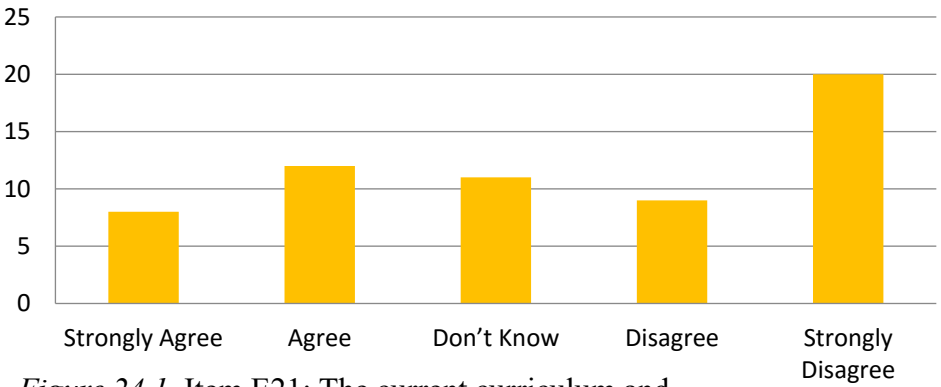

Figure 24.1. Item E21: The current curriculum and instruction are culturally suitable and integrates other cultures as well as students' own culture

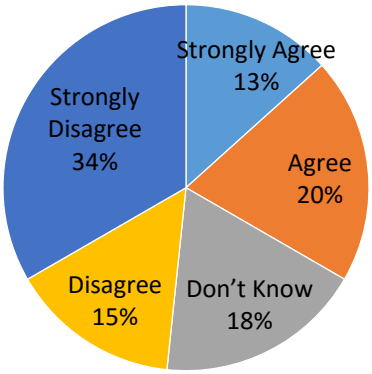

Figure 24.2. Item E21

In figure 24, there is a high numerical value of teachers who strongly disagree while those who strongly agree are far less. The mean varies a lot as the mean for teachers giving more weightage to the negative feedback is 24.5 while the positive one (the total teachers who agree) is 10. The high percentage of total disagreeing (49%) indicates that the curriculum and instructions in KSU are not culturally suitable which means that there is somehow no integration between other cultures and students' own cultures. And this will result that the students will face difficulty in the future work and real life.

Discussion and Conclusion

Overview of study and findings

The study so far has shown a streamlined approach with major parts being divided into steps in order to better organize the material for enhanced analytics and understanding. The four stages covered above have given good understanding of the research problem. Yet, the results and interpretation present new dimensions of understanding of the research question. Hence, it is important to further organize them in order to draw best conclusions.

The following sections show the significance of the findings, which are essential for showing the foundation of the conclusion and lays grounds for future research. This section also includes the limitations to show what caused obstacles in the report being more comprehensive than it are.

The section, which shows the answers to the research question forms the fundamental level of conclusion section, covering all the important studied from the four stages of investigation and gives details of the conclusions drawn based on the findings.

The last section looks into the future by looking at the pattern and trends of social, economic and environmental sustainability and suggesting various changes to the approach to the research in the coming few years for continual development of this topic.

Significance of the findings

The systematic and logical approach of the investigation as shown by Cummins & Davison (2007), has revealed some very valuable information and knowledge from the data digging, such as strong disagreement among participating teachers about the competency of the current English Curriculum. This is attributed to the categorization of the various aspects which have resulted in giving a better grasp of the research question and hence, the results.

The significance of the study and its findings lies in the fact that it covers a range of issues, which help answer the research question. It shows the discrepancies and the elements which are useful for identifying patterns and trends and help do predictive analysis as well, further preparing the researcher for unprecedented events as mentioned earlier in this report. This also helps in developing the policies and regulations as shown by Kirkpatrick (2015) for the Asian market segment. The policies shown by the author can lay the foundation for the changes in the English Curriculum in question here. The relations shown are comprehensive and help in the objectification which also further show the inter relations between the different aspects further giving better understanding of the research question and possible answers. This will be shown in the conclusion section. The findings have shown a comprehensive analysis by targeting the research question by dividing it into sub-questions. These subcategories along with the research question are as below:

1. What are the teacher's perception of Saudi Arabian College current English Curriculum and instruction with regards to English Language Development?

a. What is the preferred curriculum and instruction perception of Saudi Arabian teachers?

b. To what range are there significant variances among Saudi teachers regarding their curriculum perceptions based on their level of education: Bachelor's, Master's, and Doctoral Degree

c. To what range are there significant variances among Saudi teachers regarding their curriculum perceptions based on their years of experience?

d. To what extent the type of activities and tasks used in the classroom affect the development of the students' skills?

Limitation of the findings

Although the research is exhaustive and comprehensive, it has its limitations, which are discussed here. The first limitation is more in the dimensional aspect of the study rather than the defined domain in which the investigation has been done. The perspective of the teachers has been taken which are considered to be more mature participants with educational qualifications, experience and better understanding of the subject than the students to give their views in this matter. The study was designed with these factors being the core. The limitation of the dimension if the student's view would have helped collect more data for better data analysis which would have resulted in more meaningful knowledge.

This gives rise to the second limitation that there was paucity of time and inclusion of more research material or data would have resulted in failure of the project research due to time constraint and matter of such importance would have not been analyzed properly.

In addition to this, another limitation comes forward in form of the intangible material of this research that the variety of software and statistical tools were not used for deeper analysis even though Microsoft Excel is capable of doing most things as other software, which was required for this research.

Conclusion: answer to the research question

This section focuses on answering the research question based on the interpretation given in the report above. The following sections go through the heading in the results one by one, giving conclusions. The section summarizes by giving an overall conclusions and answers for the researcher and recommendations for this study for the future.

Lack of development of EFL in Kingdom of Saudi Arabia

The results above show that there is lack of development of English as a Foreign Language in the country. Being one of the major aspects of the Curriculum Analysis, this section and the results it is based on can be concluded in two major sub headings as the findings have shown various elements which play a deciding factor in giving conclusions. It can be seen from the results that the curriculum has not changed much in the last few years, which clearly shows there is lack of development in the country for the language. This is seen from the data presented in Category A. The results have shown that teachers with different regions and level of education and experience have different experiences of quality English Curriculum that seems to be stagnant in Saudi Arabia. This is shown below in the following sections.

Lack of adequate material for teaching – field and theory

The results have shown a sharp increase in teachers who have admitted that the curriculum focuses more on theoretical concepts and less on the field experience of the students. Therefore, it can be concluded that the curriculum is not dynamic in nature and tends to shift to a period of stagnation after going through the basic and fundamental grammatical and literary principles.

It fails to serve as an extension to the knowledge of the students where the students will either go on researching more on the subject for expansion of knowledge or use it in the field either on daily basis, or in their professional fields. In addition, it can also be concluded that the course contents are not given carful thought. There is also lack of learning aids that help facilitate new language learning.

Moreover, it lacks the flexibility to enhance the skills of a student based on its prior learning and engage the student in the program by stimulating its learning ability through external stimuli like graphical images, video footage and exposure to English usage in other countries of the world. It is recommended by task designers to modify the theoretical aspects such as Basic English skills; grammar and vocabulary to be practical and professional as well as authentic of students' real life-events.

Less Freedom to Teachers

The last section of the survey questions looks at evolution of the subject. Hence, it looks at the instructional approach, material development as well as the curriculum as per Poulson (1998); that can facilitate the overall the development of the language skill in students. It also looks at the facility in the core subjects in the schools for future benefits.

It can be concluded that the teachers from Saudi Arabia and foreign countries advocate for evolution to the curriculum and its integral parts. Yet, the changes have not occurred in the system. This clearly shows that there is less involvement of the teachers in the development of the curriculum. The teachers have not also been able to provide inputs, help write and contribute their own material.

Involvement of the teachers should be with the administration of the educational institutes and they should be able to provide their views and help in making new policies and regulations. Because, they are not only having wide experience and qualifications but also they interact with students on daily basis and learn about their pre-requisites for learning the language.

Little support from administration

The administration of schools and the Ministry also do not have close contacts with the teachers as a result of which valuable feedback cannot be provided to them. It is observed that little has been done to change the curriculum which suggests that the lack of contact between the two groups have resulted in giving impression to the administration that the curriculum being delivered is in the best interests of the students and the infrastructure doesn't need to be changed. The administration is satisfied that the language is being taught in schools but it doesn't get information from the teachers to take further action. It is recommended from the education ministry to adopt systematical and effective contact between teachers and administration which help in elaborate the whole education components.

Lack of research for professional development

There is strong evidence from Category D that the all four skills of English Language need to be revised and the curriculum is not comprehensive. There are many teachers who strongly disagree that the curriculum does not have much to offer as a package with complete instructions.

This helps the researcher to conclude that such a curriculum at the root or fundamental education level such as schooling will not help the student develop the skills which are required in the professional field such as managerial jobs.

The economy of Saudi Arabia is changing. More multinational companies are establishing their offices in major cities. Most of the firms use English as a Language for everyday work and medium of business communication. The current curriculum does not support such professional development in all categories of the language and in its instructions. There is also lack of knowledge and skill development and it can be concluded that there is no correlation or

connection between the two (Language learning and skills' development that is needed in the business life).

Inability to integrate English as part of cultural enrichment

The last section of the study shows that the trends and patterns observed are that the teachers strongly disagree with the curriculum can help the student in the workplace with the current modules. In addition to this, there is an observation that the teachers feel that curriculum provides cultural enrichment. There is very little evolution in the program for the past many years where it may take the role of integrating the language in the Saudi Culture for better understanding of its utility in the society both personally and professionally.

It can be concluded further that English is still taken as a foreign language in Saudi Schools. The purpose of English is not well explained in the curriculum. It also further does not establish the fact that Saudi Arabian Culture is not being interfered with by imparting English as core subject in schools.

This may be due to fear among teachers that inability to have freedom to use and express thoughts in the language will hamper the students as they will lose touch with the language and will distinguish the language as not being a part of the Saudi Arabian Workplace.

Overall it can be concluded, that the Curriculum at present in the Kingdom of Saudi Arabia, for English Language, needs to be changed as the multi-dimensional analysis has shown that the Curriculum has no scope of growth and offers little incentive for students to learn the language.

Moreover, there is perhaps no stimulation of brain for the students, which helps them gather and incorporate the core and complex features of the language. Also, there might be absents of promoting innovative thinking that can be induced from the students or interest them to conduct research in their free time to develop and hone their language skills. Also, the aids

used do not enable cognitive thinking thereby, causing greater efforts from the teachers to help them learn a language which, to the student, is a boring and a daunting task rather than a subject which can be a catalyst in their career development.

The economy and job sector of Saudi Arabia is changing. With the current curriculum, there is no scope for the student to be linguistically proficient and enable them to acquire a job in the market where their native language and English are both used extensively. Therefore, the program provides basic functional language development skills that are not adequate for achieving proficient linguistic, grammatical and lexical skills required to compete in international markets for the aspiring candidates.

Recommendations for future research

The study conducted above has shown valuable insights into the English Language Curriculum problems and various rectifications, which might help improve the quality of the curriculum and therefore, enhancement in increasing interest of students and developing their skills. In regards of the first research question: *What are the teachers' perceptions of Saudi Arabian college current English curriculum and instruction with regards to English language development?* The study results showed that teachers are aware of absent elements of the Current English curriculum. However, some of the teachers have limited control on changing the curriculum. The research has also shown constant research needs to be done in order to have continual improvements in the field of linguistics which serves as source of secondary language for young aspiring students as new concepts should be added by task designers to have linguistic developments. Thus, it is important to add an extra dimension, as mentioned above in the report, in order to have better data collection, analysis and results interpretation in the future.

The inclusion of new actors such as head authorities of educational institutions, principles and students can help get richer perspective. They can add their own views thereby showing the changes in curriculum, which may be required.

Moreover, changes are not the only improvements, which can be done. Kingdom of Saudi Arabia is undergoing a revolutionary change in its industrial, economic and cultural sector prompting changes in employment where English is must for international businesses and delegations. Thus, surveys can also include the market analysis of major businesses, executives and stakeholders, who can be potential employers in the future for the present student generation of the country.

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Appendices

Appendix A

Curriculum and Instruction in Inclusive Education, State University of New York University of New York at Fredonia Fredonia, New York

Survey (Adapted from Almalki, 2014)

ENGLISH TEACHER PERCEPTION OF THE CURRENT CURRICULUM AND INSTRUCTION IN REGARDS TO ENGLISH LANGAUGE DEVELOPMENT AT A UNIVERSITY IN SAUDIA ARABIA

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December, 2016

Appendix B

Survey (Adapted from Almalki, 2014)

Example:

No.	Item	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
1	English curriculum provided is considered effective.	X				

*This indicates that the respondent strongly agree that English curriculum provided at KSU are effective.

Please, answer to the following questions by putting X or a number in space.

Please read the following statements, then decide if you: (1) strongly agree (2) agree (3) do not know (4) disagree (5) strongly disagree. For example, if you strongly disagree with a statement, you should put X as exemplified in the following example. We are just interested in your opinion and there is no correct or wrong answer.

Teachers' perception of Current English Curriculum instruction at KSU

No.	Item	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
1	Current English curriculum and instruction provided is considered effective.	X				
2	English current curriculum and instruction facilitate developing students thinking skills (e.g. critical thinking, problem solving, and creative thinking skills).					

3	English current curriculum and instruction focused on interpersonal skills (e.g. managing groups and cooperative learning).					
4	English current curriculum and instruction focused on students' communication skills (e.g. speaking and listening).					
5	English current curriculum and instruction only focused on theoretical aspects.					
6	English current curriculum and instruction encourage students with field experience in practice based learning.					
7	Teachers will reflect on teaching experiences and develop their teaching practice by taking into account students' previous learning development.					
8	The current curriculum should be fixable to students' needs and each tasks given should continuously be revisited and evaluated.					
9	Current English curriculum and instruction matches students' different needs.					
10	Current Curriculum directions and support materials are clearly written and function as meaningful and valuable tools.					
11	Instructional materials, including technology resources, aid the foundation and viewpoint of the curriculum.					
12	Instructional materials (textbooks, teachers' books and activities) are varied based on the teachers' current level of education.					
13	Necessary abilities across the four skills areas (reading, writing, listening and speaking) are recognized and are function as whole integrated instruction.					
14	Instructional approaches and learning activities are constructed on the curriculum learning objectives					

15	Various methods to language teaching such as content based and communicative language teaching are offered.					
16	Teaching performs and instructional strategies used in the overall design of the curriculum varies on the teachers' level of education.					
17	Teaching procedures and approaches being used in the curriculum are very important in developing students' language skill.					
18	Objectives and expectations for students learning are clearly connected.					
19	The current curriculum and instruction build a structure for all students to get high levels of competency of vital knowledge and skills.					
20	The current curriculum and instruction give the students a knowledge to be ready for the workplace and/or continuing education.					
21	The current curriculum and instruction are culturally suitable and integrates other cultures as well as students' own culture.					

Appendix B (Arabic version)

استبيان

مثال :

* المثال يشير إلى أن المشارك يوافق بشده على أن المناهج الانجليزيه في المملكه العربيه السعوديه فعاله .

أرجو التكرم بالاجابه على الأسئله التاليه عن طريق وضع اشاره خطأ أو رقم في الفراغ المناسب .

الرجاء قراءه العبارات التاليه ومن ثم قرر إذا ما كنت: (1) توافق بشكل مطلق أو (2) توافق إلى حد ما أو (3) لا تعرف أو (4) لا توافق أو (5) لا توافق مطلقاً. فمثلاً إذا كنت لا توافق بشده على عباره معينه عندئذ يجب عليك وضع علامه خطأ كما

الرقم	البند	أوافق مطلقاً	أوافق	لا أعرف	لا أوافق	لا أوافق مطلقا
1	تعتبر مقررات اللغه الانجليزيه المقدمه فعاله	X				

في المثال الموضح أعلاه. نحن فقط متشوقون لرأيك ولا يوجد هناك إجابه صحيحه أو خاطئه.

وعي المعلمون بمناهج اللغة الانجليزيه في المملكه العربية السعوديه

الرقم	البند	أوافق مطلقا	أوافق	لا أعرف	لا أوافق	لا أوافق مطلقا
1	تعتبر مقررات اللغه الانجليريه المقدمه فعاله					
2	مقررات اللغه الانجليزيه المقدمه طورت من مهارات التفكير لدى الطلاب : (مثلاً: التفكير الناقد ، حل المشكلات ، مهارات التفكير الابداعي)					
3	مقررات اللغه الانجليزيه تركز على مهارات التعامل مع الآخرين (مثل : اداره المجموعات، التعليم التعاوني)					
4	مقررات اللغه الانجليزيه تركز على مهارات التواصل لدى الطلاب (المخاطبه والاستماع)					
5	مقررات اللغه الانجليزيه تركز على الجوانب النظريه فقط.					
6	مقرارات اللغه الانجليزيه تمنح الطلاب الفرصه للممارسه الميدانيه في المدارس					
7	المنهج يعكس تقدما ذا مغزى من المستوى الأدنى للأعلى					
8	منهج المعلم مرن قابل للتنمية من خلال النظر إلى نتائج الطلاب					
9	مقررات اللغه الانجليزيه تلبي احتياجات الطلاب المختلفه وتبني من خلال تقييم الأداء.					
10	أدله المنهج والمواد المسانده مكتوبه بصوره واضحه وتعمل باعتبارها ادوات مفيده وذات مغزى					
11	المواد التقنيه تساند أهداف وفلسفه المنهج					
12	المواد التعليميه (الكتب الدارسيه، أدله المعلمين، كتب النشاط) تختلف على حسب درجة التحصيل العام للمعلم.					
13	القدارات الأساسيه من خلال المهارات الأربع (القراءه ، الكتابه ، السماع ، التحدث) محدده وذات أولويه في تصميم المنهج.					
14	الاستراتيجيات التعليميه وأنشطه التعلم مبنيه على أهداف المنهج					

15	يقدم المنهج الأساليب المختلفه في تدريس اللغه الانجليزيه مثل التعليم القائم على المحتوى (Content based instruction) و التعليم عن طريق التواصل اللغوي (Communicative language teaching)					
16	الأساليب والاستراتيجيات التدريسيه المستخدمه في بناء المنهج تختلف على حسب درجة التحصيل العلمي للمعلم.					
17	الأساليب والاستراتيجيات التدريسيه المستخدمه في بناء المنهج ذات أهميه قصوى في تطوير مهارات الطلاب					
18	الأهداف والتوقعات بالنسبه لتعلم الطلاب واضحه ومحدده					
19	منظومه المنهج تجعل الطلاب يحصلون على درجات عاليه من الكفاءه فيما يخص المعرفه والمهارات الحيويه					
20	يتيح المنهج للطلاب تطوير مهاراتهم واعدادهم لمكان العمل أو التعليم المستمر					
21	يراعي المنهج التنوع الثقافي بالإضافه إلى ثقافه الطالب.					

Appendix C

FREDONIA
STATE UNIVERSITY OF NEW YORK

8 July 2016

Abdullah Almahmoud
c/o Kate Mahoney, Ph.D.
Language, Learning and Leadership
College of Education
The State University of New York at Fredonia

Re: Abdullah Almahmoud—English Teacher Perception of the Current C and I in Regards to English Language Development as a University in Saudi Arabia

Your research project using human subjects has been determined Category 1, Exempt, under the United States Department of Health and Human Services Code of Federal Regulations Title 45 Public Welfare, Part 46 Protection of Human Subjects, 46.101, Subpart A (b) (1) and/or (2). This document is your approval and your study titled "English Teacher Perception of the Current C and I in Regards to English Language Development as a University in Saudi Arabia" may proceed as described. **Your approval is valid from July 8, 2016 through July 7, 2017.**

Thank you for keeping the high standards relating to research and the protection of human subjects under the auspices of the State University of New York at Fredonia.

Thank you for keeping the high standards relating to research and the protection of human subjects under the auspices of the State University of New York at Fredonia.

Sincerely,

Judith M. Horowitz, Ph.D.
Associate Provost, Graduate Studies, Sponsored Programs
and Faculty Development
Human Subjects Administrator

Appendix D

بسّم الله الرحمن الرحيم

سعادة الأستاذ الدكتور وكيل الدراسات العليا والبحث العلمي في جامعة الملك سعود
حفظه الله

1

السلام عليكم ورحمة الله وبركاته، وبعد

أفيدكم علمًا بأني مبتعث عن طريق برنامج خادم الحرمين الشريفين في الولايات المتحدة الأمريكية، لدراسة الماجستير في جامعة SUNY Fredonia ولدي دراسة حول "وعي المعلم عن مناهج اللغة الإنجليزية وأثرها على المتعلم في تطوير اللغة الإنجليزية" وأرغب في مقابلة مجموعة من الأساتذة ليتسنى لي الاطلاع على مفهوم المعلمين، والإفادة من ذلك في بحثي وذلك خلال الفصل الدراسي الأول القادم من عام ١٤٣٧ - ١٤٣٨هـ.

خلال تلك الدراسة سوف يتم اختيار عدد من المعلمين لعمل استبيان، علما بأن المشاركين لهم حرية الاختيار وحتى الانسحاب في أي وقت، وعلمًا بأن جميع المعلومات سوف يتم حفظها بخصوصية تامة ولكل مشارك الحق في قبول أو رفض المشاركة في الدراسة.

فآمل من سعادتكم الموافقة على الدراسة لمتابعة مجريات البحث.

وتقبلوا شكري وامتناني

المبتعث:
عبد الله عبدالرحمن المحمود
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تمت الموافقة على إجراء الدراسة .