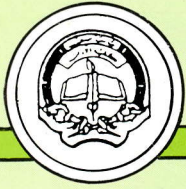


جامعة الكويت



حوليات

كلية الآداب

النقل والتحديث
في تعليم اللغات الأجنبية

د. نايف نمرضما و د. علي حنين حجاج

قسم اللغة الانجليزية وآدابها - جامعة الكويت

١٤٠٩ / ١٤١٠ هـ

١٩٨٨ / ١٩٨٩ م

الحوالية العاشرة
الرسالة الستون



د. عبد المحسن مدعج المدعج
د. د. فؤاد حسن زكريا
د. منصور أحمد بونفسين
د. محمد سليمان المحمد
د. محمد رجب الدزيني

ثمن الرسالة

الكويت ٥٠٠ فلس - البحرين ٧٥٠ فلس - قطر ٨ ريالات - الامارات ٨ دراهم -
السعودية ٨ ريالات - عمان ريال واحد - اليمن الجنوبي ٥٠٠ فلس - اليمن الشمالي ٥
ريالات - العراق ٥٠٠ فلس (نصف دينار) - مصر ٥٠ قرشا - لبنان ١٠ ليرات - الأردن
- ٥٠٠ فلس - سوريا ١٠ ليرات - السودان ٥٠٠ مليم - ليبيا ٨٠ قرشا - الجزائر ١٠
دنانير - تونس ٥٠٠ مليم - المغرب ٨ دراهم.

الاشتراك السنوي لعدد (٨) رسائل		الاشتراك	المجلد
الكويت	افراد	٤,- د . ك	٦,- د . ك
	مؤسسات	١٦,- د . ك	١٨,- د . ك
الدول العربية	افراد	٥,- د . ك	٧,- د . ك
	مؤسسات	١٨,- د . ك	٢٠,- د . ك
الدول الاجنبية	افراد	٣٢,- دولار	٤٠,- دولاراً
	مؤسسات	٦٤,- دولار	٧٠,- دولاراً

لأعضاء هيئة التدريس والطلاب خصم ٥٠٪

جميع المراسلات الخاصة بشروط النشر أو أية إستفسارات أخرى بشأن
الحوليات توجه الى رئيس هيئة تحرير الحوليات - ص . ب : ١٧٣٧٠ الخالدية -
الكويت : 72454

حوليات كلية الآداب

تصدر عن كلية الآداب - جامعة الكويت

دوره علمية محكمة تتضمن مجموعة
من الرسائل وتعتني بنشر الموضوعات التي
تدخل في مجالات اهتمام الأقسام
العلمية لكلية الآداب

الحوالية العاشرة ١٤٠٩هـ / ١٩٨٨م الرسالة الستون

حوليات كلية الآداب

- ١- حوليات كلية الآداب دورية علمية محكمة تنشر مجموعة من الرسائل في الموضوعات التي تدخل في مجالات اختصاص الأقسام العلمية بكلية الآداب.
- ٢- تنشر الحوليات البحوث والدراسات الأصلية باللغتين العربية والانجليزية ويراعى ألا يتجاوز عدد صفحات أي بحث ١٣٠ صفحة ولا يقل عن ٤٠ صفحة.
- ٣- تقدم البحوث مطبوعة على الآلة الكاتبة على مسافتين من ثلاث نسخ على ورق مقاس ٢١ × ٢٩ سم (A4) وعلى وجه واحد فقط وترقم جميع الصفحات بما في ذلك الجداول والصور التوضيحية، وينبغي مراعاة التصحيح الدقيق للطباعة على الآلة الكاتبة في جميع النسخ.
- ٤- يرفق الباحث ملخصاً باللغتين العربية والانجليزية في حدود ٢٠٠ (مائي) كلمة تصدر البحث.
- ٥- ترسم الخرائط والأشكال والرسوم بالحبر الصيني على ورق «شفاف» حتى تكون صالحة للطباعة. أما الصور الفوتوغرافية فيراعى أن تكون مطبوعة على ورق لمّاع، وإذا كانت ملونة فلا بد من تقديم الشريحة الأصلية.
- ٦- يراعى وضع خطوط متعرجة تحت العناوين الجانبية، وكذلك الألفاظ والعبارات التي يراد طبعها بينط ثقیل.
- ٧- تكتب في قائمة المصادر كل التفاصيل المتعلقة بكل مصنف من حيث اسم المؤلف كاملاً مبتدأ بالكنية أو الاسم الأخير، وعنوان المصنف تحته خط متعرج وذكر الأجزاء أو المجلدات واسم المحقق أو المترجم ورقم الطبعة، ومكان النشر ثم اسم المطبعة أو دار النشر ثم سنة النشر ويتبع في قائمة المصادر النظام الآتي:
الطبري، أبو جعفر محمد بن جرير.
- تاريخ الرسل والملوك، تحقيق محمد أبو الفضل إبراهيم، ط ٣، مصر دار المعارف، د. ت.
- جامع البيان عن تأويل القرآن. تحقيق محمد محمود شاكر، ط ٢، دار المعارف بمصر. د. ت.

- الشايب، أحمد، تاريخ النقائض في الشعر العربي، ط ٣، القاهرة، مكتبة النهضة المصرية، ١٩٦٦.

٨- تثبت الهوامش على النحو التالي: -

يذكر لقب المؤلف ثم الجزء ثم رقم الصفحة، وإذا كان للمؤلف أكثر من مصنف في البحث فيذكر لقب المؤلف ثم عنوان المصنف ثم يليه الجزء ثم رقم الصفحة، ويتبع في الحواشي النظام الآتي: -

- الطبري، تاريخ الرسل والملوك، ج ٣، ص ٩١.

- الطبري، جامع البيان عن تأويل القرآن، ج ٢، ص ١٢٠.

- الشايب، ص ٤٠.

٩- توضع أرقام التوثيق بين قوسين وترتب متسلسلة حتى نهاية البحث، فإذا انتهت أرقام التوثيق في الصفحة الأولى عند الرقم (٦) يبدأ التوثيق في الصفحة الثانية بالرقم (٧) وهكذا.

١٠- أصول البحوث التي تصل للحوليات لا ترد ولا تسترجع سواء نشرت أم لم تنشر.

١١- لا تقبل الحوليات البحوث التي سبق نشرها، كما لا يجوز نشر البحوث في مجلات علمية أخرى بعد اقرار نشرها في الحوليات الا بعد الحصول على اذن كتابي بذلك من رئيس تحرير الحوليات.

١٢- عند طباعة البحث المقبول للنشر على المؤلف أن يقوم بمراجعة تجربة الطبع الأخيرة بمطابقتها على الأصل، مع مراعاة عدم اجراء أي تغييرات فيها تختلف عما ورد في الأصل، سواء بالاضافة أو الحذف.

١٣- تمنح ادارة الحوليات لمؤلف كل بحث منشور ثلاثين نسخة مجانية من بحثه.

١٤- ترسل البحوث وجميع المراسلات الخاصة بالحوليات الى: -

رئيس تحرير حوليات كلية الآداب

كلية الآداب - جامعة الكويت

ص. ب : ١٧٣٧٠ الخالدية

رمز بريدي : 72454

الكويت

الرسالة الستون

النقل والتحديث
في تعليم اللغات الأجنبية

د. نايف نمرضما و د. علي حنين حجاج

قسم اللغة الإنجليزية وآدابها - جامعة الكويت

حوليات كلية الآداب - الحولية العاشرة - ١٤٠٩ هـ / ١٩٨٨ م

المؤلفان

د. نايف نمر خرما

- حاصل على دكتوراه الفلسفة في علم اللغة التطبيقي (تعليم اللغات الأجنبية) من جامعة لندن .
- عمل مدرساً ومدرساً أولاً وموجهاً وموجهاً عاماً ومستشاراً لتعليم اللغة الانجليزية بالكويت (وبلدان اخرى غيرها) لسنوات طويلة .
- ساهم في تأسيس مركز اللغات بجامعة الكويت وعمل مديراً له لمدة عامين .
- يعمل حالياً استاذاً مساعداً (مشاركاً) بقسم اللغة الانجليزية بجامعة الكويت .
- نشر عدداً من الأبحاث والترجمات في عدد من المجلات العالمية والمحلية .
- نشر عدداً من الكتب بالانجليزية والعربية في موضوع تخصصه، محلياً وعالمياً، علاوة على معجمين .
- الكتب العربية : أضواء على الدراسات اللغوية المعاصرة ، اللغات الأجنبية : تعليمها وتعلمها .
- الكتب الانجليزية : انظر النبذة بالانجليزية .
- المعاجم : قاموس العبارات الاصطلاحية، والمصباح . علاوة على كتاب في الترجمة بين النظرية والتطبيق (قيد الاعداد) .

د. علي حسين حجاج

- حاصل على دكتوراه فلسفة في علم اللغة التطبيقي من جامعة لانكستر بالمملكة المتحدة .
- عمل مدرساً ومدرساً اول وموجهاً وكبير الموجهين بوزارة التربية بالكويت لعدة سنوات .
- يعمل حالياً محاضراً بقسم اللغة الانجليزي بجامعة الكويت، بالإضافة الى عمله مديراً مساعداً لمدير مركز اللغات للشؤون الأكاديمية .
- نشر عدداً من الأبحاث والترجمات في المجلات المختلفة .
- من الكتب التي نشرت له :
(١) ترجمة كتاب نظريات التعلم، مجلدين، نشر المجلس الوطني للثقافة والفنون والآداب .
(٢) كتاب اللغات الأجنبية : تعليمها وتعلمها (بالاشتراك مع د. نايف خرما) : المجلس الوطني للثقافة والفنون والآداب بالكويت .
(٣) كتاب عن تعليم اللغة الانجليزية للطلاب العرب (لونجمان) .
(٤) قاموس العبارات الاصطلاحية (مع آخرين) لبنان - بيروت .

ملخص

هذا البحث يدعو إلى تبني طريقة جديدة (يدعوها الطريقة البراجماتية) لتدريس اللغة الانجليزية في العالم العربي (وفي البلدان الأخرى التي تتشابه فيها الأوضاع مع الأوضاع السائدة في العالم العربي). وتستند الطريقة الجديدة إلى الاستبصارات والدروس التي استفدناها من الأبحاث العالمية في طبيعة اللغة، وتعلم وتعليم اللغات، ومن التجارب العملية لعدد من طرق وأساليب تدريس اللغات الأجنبية التي تمت على نطاق عالمي وعربي ومحلي خلال نصف القرن الماضي .

يقوم الباحثان أولاً بعرض لأهم تلك الأبحاث والتجارب، ثم يصفان الوضع الحالي في العالم العربي بالنسبة لتعليم اللغات الأجنبية، ثم يعرضان الطريقة الجديدة التي يقترحانها، فيبدأان برسم الاطار اللازم لنظرية في تعليم اللغات الأجنبية، ثم يناقشان ما يجب أن يكون عليه موقفنا من كل من القضايا الهامة الأربعة المتعلقة بهذا الموضوع وهي : الفلسفة التي ينبغي أن يقوم عليها أي منهج جديد لتعليم اللغات الأجنبية، وتحديد أهم وظيفة من وظائف اللغة، وقضية العلاقة بين الشكل اللغوي والوظيفة التي يؤديها، وقضية الأساليب المستخدمة داخل الفصل . ثم يبينان الطريقة المقترحة على المبادئ التي يتمخض عنها تحليلهما للقضايا الأربع .



المجلة التربوية

مجلس أمناء - جامعة الكويت
مجلس أمناء - جامعة الكويت

رئيس هيئة التحرير

د. عبد الرحمن أحمد الأحمد

تنشر البحوث التربوية، ومراجعات الكتب التربوية الحديثة
ومحاضر الحوار التربوي، والتقارير عن المؤتمرات التربوية

• تقبل البحوث باللغتين العربية والانجليزية

• تنشر لأساتذة التربية والمختصين فيها من مختلف الأقطار العربية
والدول الأجنبية

الاشتراكات :

للأفراد في الكويت	٢ د.ك	وللطلاب	١ د.ك
للأفراد في الوطن العربي	٢٠,٥ د.ك	وللطلاب	١٠,٥ د.ك
للأفراد في الدول الأخرى	١٥ دولاراً أمريكياً بالبريد الجوي		
للهيئات والمؤسسات	١٢ د.ك وفي الخارج ٤٠ دولاراً أمريكياً		

توجه جميع المراسلات باسم رئيس التحرير على العنوان التالي :

المجلة التربوية - ص.ب ١٣٢٨١ كيفان - الرمز البريدي 71953 الكويت.
هاتف : ٤٨٣٠٢٦٨

المجلة العربية للمعلوم الانسانية

لضلية : محكمة
تصدر من جامعة الكويت

رئيس التحرير

د . عبد الله أحمد المهنا

المقر : كلية الاداب - مبنى قسم اللغة الإنجليزية
الشويخ - هاتف ٨١٧٦٨٩ - ٨١٥٤٥٣

المراسلات توجه إلى رئيس التحرير :

ص.ب ٢٦٥٨٥ الصفاة
رمز بريدي 13120 الكويت

● نلهمي رغبة الاكاديميين والمثقفين من خلال نشرها للبحوث الاصلية في شتى فروع العلوم الإنسانية باللغتين العربية والإنجليزية، إضافة إلى الأبواب الأخرى، المناقشات، مراجعات الكتب، التقارير.

● نحرص على حضور دائم في شتى المراكز الأكاديمية والجامعات في العالم العربي والخارج، من خلال المشاركة الفعالة للأساتذة المختصين في تلك المراكز والجامعات.

● صدر العدد الأول في يناير ١٩٨١ .

● نصل إلى أيدي ما يزيد على عشرة آلاف قارئ.

الاشتراكات

- في الكويت : ٣ دينار للأفراد خصم ٥٠٪ للطلاب، ١٤ ديناراً للمؤسسات .
- في البلاد العربية : ٤ دينار كويتي للأفراد، ١٦ ديناراً للمؤسسات .
- في الدول الأجنبية : ٢٠ دولاراً للأفراد، ٦٠ دولاراً للمؤسسات .

نرفق قيمة الاشتراك مع قسيمة الاشتراك الموجودة داخل العدد .

تصدرها
جامعة
الكويت

مجلة العلوم الاجتماعية

مجلة فصلية أكاديمية تعنى بنشر الأبحاث والدراسات
في مختلف حقول العلوم الاجتماعية .
رئيس التحرير : د. فهد ثاقب الثاقب

مشرفان للأكاديميين العرب .
تتبع أكثر من (٨٠٠٠) لمختر .

الاشتراكات

للمؤسسات : ١٢ دينار في الكويت .
١٥ دولار أمريكي في الخارج
للأفراد : ٢ دينار في الكويت ، ٤ دينار للطلاب
٥ دينار أو ما يعادلها في الوطن
المعز .

١٥ دولار أمريكي في الخارج .

الوزع في الكويت والخارج : مجلة العلوم الاجتماعية

توجه جميع المراسلات الى رئيس التحرير على العنوان التالي :
مجلة العلوم الاجتماعية - جامعة الكويت / ص.ب ٥٤٨٦ / الكويت
هاتف : ٢٥٤٩٤٢١ / فاكس ٢٢١١٦

قسمة اشتراك

يرجى اعتماد اشتراكي في المجلة لمدة

☐ سنة واحدة ☐ سنتان ☐ ثلاث سنوات ☐ اربع سنوات
بعدد () نسخة

ارفق طية قيمة الاشتراك نقدا / شيك

☐ رجاء الاشعار بالاستلام و / أو ☐ ارسال الفاتورة

..... الاسم :

..... المهنة / الوظيفة :

..... العنوان :

.....
.....
.....

التوقيع / / التاريخ



قسم الاشتراكات

حوليات كلية الاداب

ص.ب : ١٧٣٧٠ الخالدية
الكويت 72454

البريد الجوي
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١٠٥ - تاريخ الإقامة : الكويت []
١٠٦ - تاريخ التكوين : []

التعليم : ثانوي ☐ جامعي ☐ ماجستير ☐ دكتوراة ☐

طبيعة المهنة : اداري ☐ أكاديمي ☐ مهني ☐ أخرى ☐

مواضيعك المفضلة : لغوية ☐ اجتماعية ☐ تاريخية ☐ أدبية ☐ متنوعة ☐

١- كيف نحصل على الحوليات؟

☐ شراء ☐ اشتراك ☐ استعارة

٢- هل تصلك الحوليات في الوقت المناسب؟

☐ نعم ☐ لا

٢- ما رأيك بحجم الحوليات؟

مناسب ☐ کبیر ☐ صغیر ☐

٤- كيف ترى مواضيع الحوليات؟

متنوعة ☐ غير متنوعة ☐

٥- ما هو الطابع العام للحوليات؟

☐ لغوي ☐ اجتماعي ☐ تاريخي ☐ جغرافي ☐ متنوع

٦- هل تقرأ الحوليات بانتظام؟

☐ نعم ☐ لا ☐ احيانا

٦- هل تقرأ الحوليات فقط إذا كان موضوعها له علاقة بتخصصك؟

☐ لا ☐ نعم

1- هل تقرأ الحوليات فقط إذا كنت ستستعين بمادتها كمرجع لبحث؟

☐ لا ☐ نعم

٥- هل تحتفظ بالحوليات بعد قراءتها؟

☐ نعم ☐ لا ☐ أحياناً

١٠- شعار الحوليات على الغلاف هل يتناسب وطبيعة الحوليات؟

☐ لا ☐ نعم

١٠- ما مقياسك لنوع طباعة الحوليات؟

جيد ☐ متوسط ☐ ضعيف ☐

١٠- ما رأيك بسعر الحوليات؟

☐ مرتفع ☐ قليل ☐ مناسب

١١- اقتراحات ترى أنها تساعد على تطوير الحوليات وخدماتها للقارىء؟



صدر من هذه الحوليات

الحولية الأولى لعام ١٩٨٠ :

- ١ - الجذور الفلسفية للبنائية.
- ٢ - صفحات مجهولة من تاريخ ليبيا.
- ٣ - ابن قلاص، حياته وشعره.
- ٤ - الأمير تنكر الحسامي.
- ٥ - التدرج الطبقي الاجتماعي في بعض الأقطار العربية (باللغة الانجليزية).
- ٦ - علي أحمد باكثير
- ٧ - تحليل اخطاء الطلبة العرب في استعمال أدوات التعريف والتكرار الانجليزية (باللغة الانجليزية).
- ٨ - دولة المالليك ودولة مغول الفعجاق.
- ٩ - المرأة والفلسفة.

الحولية الثانية لعام ١٩٨١ :

- ١٠ - الروابط العائلية القرابية في مجتمع الكويت المعاصر.
- ١١ - البيئة والسلوك.
- ١٢ - عمالية الحضارة الاسلامية ومظاهرها في الفنون.
- ١٣ - لورنس ومخطوط، دراسة أدبية سيكلوجية، مقارنة.
- ١٤ - آل قدامة والصاخية.
- ١٥ - أسلوب إذ في ضوء الدراسات القرآنية والنحوية.
- ١٦ - مفهوم التفسير في العلم من زاوية منطقية.
- ١٧ - العمل الاجتماعي في المجال التربوي.

الحولية الثالثة لعام ١٩٨٢ :

- ٢٥ - نحاة القيروان
- ٢٦ - من وثائق الحرم القدسي الشريف المملوكية
- ٢٧ - الفصاحة: مفهومها وبم تتحقق قيمها الجمالية.
- ٢٨ - مشكلة التأويل العقلي عند مفكري الاسلام في المشرق العربي وخاصة عند ابن سينا
- ٢٩ - واقع التاريخ في رواية وجوب العنف (باللغة الانجليزية)
- ٣٠ - مكانة رواية روينسون كروزو في القصص اللايوطوي (باللغة الانجليزية).
- ٣١ - مفهوم المعنى «دراسة تحليلية»
- ٣٢ - الوصايا ومدى تطورها في العصر العباسي الأول.

الحولية الرابعة لعام ١٩٨٣ :

- ٢٥ - نحاة القيروان
- ٢٦ - من وثائق الحرم القدسي الشريف المملوكية
- ٢٧ - الفصاحة: مفهومها وبم تتحقق قيمها الجمالية.
- ٢٨ - مشكلة التأويل العقلي عند مفكري الاسلام في المشرق العربي وخاصة عند ابن سينا
- ٢٩ - واقع التاريخ في رواية وجوب العنف (باللغة الانجليزية)
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- ٣١ - مفهوم المعنى «دراسة تحليلية»
- ٣٢ - الوصايا ومدى تطورها في العصر العباسي الأول.

١٨ - وحدة ميثافيزيقيا أرسطو ومنزلة

- د . أبويعرب المروفي
د . أمام عبد الفتاح

الحوليات الخامسة لعام ١٩٨٤ :

- ٢٠ - نظرة في قرينة الاعراب، في الدراسات النحوية القديمة والحديثة.
- ٢١ - الأخرويات الاسلامية في الكوميديا الالهية (باللغة الانجليزية).
- ٢٢ - تسع وثائق في شئون الحسية على المساجد في الأندلس.
- ٢٣ - مشروع سوريا الكبرى وعلاقته بضم الضفة الغربية.
- ٢٤ - مفاهيم العلاج النفسي واثمات التفاعل داخل الأسر المريضة (النشأة والتطور).
- ٢٥ - يوسف أحمد المطوع
- ٢٦ - محمد عيسى صاخية
- ٢٧ - توفيق علي الفيل
- ٢٨ - الأستاذ/ سعيد زايد
- ٢٩ - رشا حمود الصباح
- ٣٠ - محمد رجا الدريني
- ٣١ - عزمي موسى اسلام
- ٣٢ - سهام الفريخ

الحولية السادسة لعام ١٩٨٥ :

- ٢٥ - نحاة القيروان
- ٢٦ - من وثائق الحرم القدسي الشريف المملوكية
- ٢٧ - الفصاحة: مفهومها وبم تتحقق قيمها الجمالية.
- ٢٨ - مشكلة التأويل العقلي عند مفكري الاسلام في المشرق العربي وخاصة عند ابن سينا
- ٢٩ - واقع التاريخ في رواية وجوب العنف (باللغة الانجليزية)
- ٣٠ - مكانة رواية روينسون كروزو في القصص اللايوطوي (باللغة الانجليزية).
- ٣١ - مفهوم المعنى «دراسة تحليلية»
- ٣٢ - الوصايا ومدى تطورها في العصر العباسي الأول.

الحوالية السابعة لعام ١٩٨٦ :

- ٣٣ - بردة البوصيري قراءة أدبية وفلكورية
- ٣٤ - الارشاد النفسي تطور مفهومه وتميزه
- ٣٥ - اتجاهات الآباء والأمهات الكويتيين في تنشئة الأبناء وعلاقتها ببعض المتغيرات
- ٣٦ - علم العمران الخلدوني وعلم الاجتماع الحديث (باللغة الانجليزية)
- ٣٧ - قبيلة تميم العربية بين الجاهلية والاسلام
- ٣٨ - عيوب الكلام ، دراسة لما يعاب في الكلام عند اللغويين العرب
- ٣٩ - المواقع الاسلامية المندثرة في وادي حلي
- ٤٠ - البحر في شعر الأندلس والمغرب .

الحوالية الثامنة لعام ١٩٨٧ :

- ٤١ - البيئة المائية في الاردن (باللغة الانجليزية)
- ٤٢ - وثائق جديدة عن حملة ستان باشا إلى اليمن (سنة ٩٧٦ هـ/ ٦٨ - ١٥٦٩ م)
- ٤٣ - التوجيه والارشاد النفسي للأطفال غير العاديين (دراسة تحليلية)
- ٤٤ - المراحل الارتقائية لمنهجية الفكر العربي الاسلامي
- ٤٥ - عبدالله بن سبأ دراسة للروايات التاريخية عن دوره في الفتنة
- ٤٦ - ضماير الغيبة اصولها وتطورها
- ٤٧ - قبيلة اباد منذ العصر الجاهلي حتى نهاية العصر الاموي
- ٤٨ - تاريخ العلاقات التجارية بين الهند ومنطقة الخليج العربي في العصر الحديث
- د . عبد المالك خلف التميمي

الحوالية التاسعة :

- ٤٩ - أضواء على ملكة سبأ
- ٥٠ - دراسة سوسولوجية حول ظاهرة الشيخوخة ودور الخدمة الاجتماعية
- ٥١ - هجرة الكفاءات العلمية العربية ودور مجلس التعاون في الافادة منها
- ٥٢ - الفتح الاسلامي لبلاد وادي السند
- ٥٣ - الدولة والتجارة في العصر البيزنطي الاوسط
- ٥٤ - مدن التنمية في فلسطين المحتلة
- ٥٥ - الغزو الفرنسي للجزائر في وثيقة امريكية معاصرة
- ٥٦ - رحلات جلفر الرحلة إلى ليبياوت
- د . محمد ابراهيم مرسي
- د . جلال الدين الغزاوي
- د . محمد رشيد القبيل
- د . سعد محمد حديقة الغامدي
- د . وسام عبدالعزيز فرج
- د . محمد مدحت عبد الجليل
- د . منصور ابو خمسين
- د . محمد رجا الدبريني

الحوالية العاشرة :

- ٥٧ - التغير الاجتماعي في الدول المتجه للنفط (مجتمع الكويت)
- ٥٨ - حركة مسيلمة الحنفي .
- ٥٩ - الجاحظ والنقد الادبي
- د . نورة الفلاح
- د . احسان صدقي العمد
- د . وديعه طه نجم

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One more point. Since we have agreed that the ultimate objective of foreign language teaching and learning should basically and essentially be the ability to communicate — probably particularly with native speakers of the FL — we should, at a later stage, pay special attention to the different **styles** used by those native speakers in different social situations. This can and should, of course, be started early in the course, but should be intensified at the advanced level.

Finally, in order not to stagnate because of satisfaction with any current situation, any organization responsible for FL teaching should set up research and development committees (R & D) or bodies made up of the “best” minds in the country to undertake the responsibility of monitoring, advising, and carrying out the necessary theoretical and empirical research. Foreign language teaching and learning is an on-going business, and, like all other aspects of education, should be open to assessment, **reassessment**, innovation and follow-up all the time.

In conclusion, it is our belief that the general framework drawn in the final part of this paper together with the detailed recommendations given in part (4) on each aspect of the current ELT situation would be of help both for the policy makers and those who are responsible for implementing that policy. Such a framework would not only improve the state of affairs, but will also make ELT realistic and more enjoyable both for teachers and students. It would also hopefully make it more fruitful.

taboo and only group-work, role-playing, games, and other so-called communicative activities were recommended. We believe that this has not been the attitude conducive to good teaching and learning. Our teachers have perhaps been wise enough not to adhere closely to such advice, but often to depend on their own experience, or even intuition, as to what best suits a given situation and employ whatever technique they found appropriate for teaching a certain linguistic aspect. We would also take this attitude that our teachers have already adopted. **We believe that no practice or activity that leads to the learning of a particular linguistic form or function should be prohibited by the material-writer or the syllabus planners, or avoided by the teachers.** Keeping in mind that the final aim of FLL should be for the learners to acquire the **ability to communicate** in that language, we believe that we need various types of activities to help the learner reach that aim. Some of those may be totally formal or structural, others may be wholly communicative, whereas a third type — probably the predominant type — should combine both dimensions of the FL. In other words, once we have decided to adopt an approach to grading, selecting and sequencing EFL teaching-learning content based on language **uses** most appropriate to the learner at a given stage (guided by his/her needs, age, level of maturation and conceptualization), any technique of teaching (brought from any previous methodology) becomes **legitimate** as long as it is appropriate. We can represent this diagrammatically in figure 3 below:

Techniques in a Pragmatic Approach

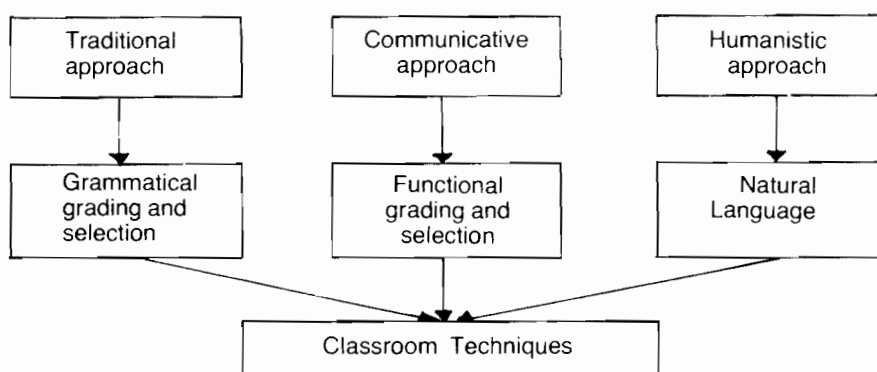


Figure — 3

a programme based mainly on language structure, i.e. form, has been tried out, but with limited success (cf. the audio-lingual method of FLT above). Almost the same fate was met by the other programme based solely on language functions (cf. the communicative approach to FLT above). Consequently, there is no way out of the present situation but to look for a method which should combine the two language dimensions. In this respect we can be guided by what is now called **communicative grammar**⁽⁹⁰⁾ which is based on language functions. Thus we can, for instance, start in the early stages by focussing on those linguistic forms where both form and function coincide; then proceed gradually to present more forms and functions relevant to the various situations, all the time employing the technique of **recycling** to introduce other (or expand into other uses of) functions at later stage, and so on. The most sophisticated relationships between form and function should naturally be left until an advanced stage. **All** language functions, however, have to be presented in **situations** which are genuine or at least well-simulated. Needless to say that progression, i.e. grading and sequencing, should take the learners' ages and level of maturation and conceptualization into consideration. The topics on which linguistic units are based should, therefore, be of the type that could appeal to, and consequently, **arouse the interest** of the specific group of the FL learners at every stage.

Fourth: Our stand from the techniques employed by the teachers in their classrooms.

We have seen very specific techniques devised and strongly recommended by proponents of one FLT method or another during the present century. All other possible techniques were usually excluded in favour of those recommended. We have observed grammatical analysis and parsing as well as translation employed by advocates of what we now call the **traditional or grammar-translation method**. Our teachers were later advised by audio-lingualists to discard those old techniques and to exclusively adopt the **new** techniques of minimal-pair drill and pattern practice, as well as memorization and reproduction of dialogues, etc. Only a few years later, and often up till the present, such techniques were considered

(90) cf. Leech and Svartvik, 1975.

formal aspects, such as pronunciation and some other morphological and syntactic features which seem at this stage to be basic for later learning, it is only natural that we should be teaching more forms than functions at the earlier stages. Let us exemplify. We can, for instance, start with those functions that are immediately related to the "content" or "situation" chosen to be focussed on, e.g. **introducing self**: (I am Ali; I am a pupil; I am 10 years old, etc.) or (Where we live: We live in a flat/village, big house; it is small or big; there are two bedrooms, a living room, a garden, etc.) In this presentation, at this early stage of the course, some, and only some, attention is paid to the above function but **most** attention is given to grammar-structures in terms of practice, drilling, etc. (See Techniques below).

But it is also natural that this ratio between structures and functions should progressively change in favour of functions until these become predominant at the advanced stage. Yalden has summed this up in a drawing that is reproduced here.⁽⁸⁹⁾

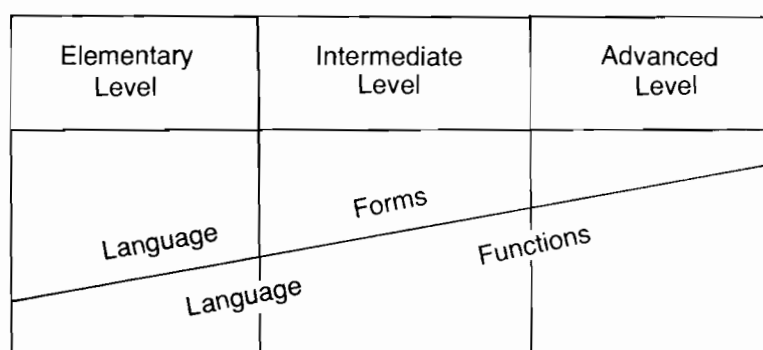


Figure 2

The other part of the third point, i.e. formal and functional dimensions of language, is a very thorny one. If we could agree on the ratios of the two dimensions in the FL syllabus and teaching materials, could we also agree on a solution to what we consider as the most important and difficult issue in FLT, namely: the **selection**, **grading** and **sequencing** of language items, and how to integrate the forms and the functions of the language in the FL programme? Such

(89) Yalden, 1983: 122. cf. figure 2.90. cf. Leech and Svartvik, 1975.

learners. This will, in our opinion, allow great flexibility in designing the various syllabi for the different groups of learners. Having said this, we still seem to be confronted, as others have been, with an irritating question in this area, namely: **Should we postpone the presentation of the functional dimension of language** until the learners have had some command of the formal aspect, particularly if we are dealing with children in a school situation? This question has arisen recently because of the great difference between teaching the **native** language at school (where the emphasis is usually on the formal aspect) and teaching the **foreign** language. In the former case, most of the basic functions of the native language will have already been learnt before school, and what the child does at school is to be introduced to the written form of his language. The latter case is, of course, quite different since the foreign language is going to be learnt from scratch, and both the formal and the functional dimensions are new to the child. But is this really the case? First, it must be remembered that a great number of linguistic functions are universal and the child does not actually start learning the FL with a tabula rasa in this respect. Of course there are differences in some of the ways employed by various languages to express the same functions, but the great number of similarities should not be ignored; in fact they should be fully exploited. Secondly, as far as the formal dimensions of the FL are concerned, we are aware of the fact that languages may be similar or different in various linguistic aspects, usually depending on how closely any two languages are related, or how widely they are separated. This is an area which has received a great deal of attention and study,⁽⁸⁸⁾ and we feel we need not say more about it.

Going back to the original question, namely, whether we should postpone the presentation of language functions until the learners have acquired some knowledge of the formal aspects of language, we would like to say the following. It is not only possible, but very strongly recommended, that **form and function should be presented at one and the same time**. This is feasible if we start with the simple functions, i.e. where the form directly expresses the function, thus exploiting the learner's knowledge of such simple functions in his native language. But since there are certain, so-to-speak, primitive

(88) James, (1980) and Fisiak, (1981) are two surveys of such studies.

One aspect of this philosophy, we believe, has already been clarified by others, namely, **the overall picture** or framework of a FLT theory such as the one we have just described. Other factors may in the future have to be added, depending on the advances made in the various disciplines, or the emergence of other relevant disciplines; but the basic set-up is there, and we can adopt it for the time being.

Second: Our stand from language itself and its most important function.

Although such function may differ from one situation/community to another, it seems that even this point has already been resolved at the world level. Whatever other functions language is supposed to serve, its **communicative-humanistic function** is considered world-wide as the most essential, owing to the tremendous amount and degree of development in the last few decades in transport, communication and mass media. Consequently, we can here take the stand that the F.L should be taught in order to serve this purpose in particular and prior to any other purposes that a specific situation might require.

Third: Our stand from the issue related to the two basic dimensions of language, i.e. the formal and the functional.

This issue has to be resolved right at the outset, because it has, in our opinion, been the main source of difference in methodological outlooks between the various schools that we have mentioned earlier above. In order to be able to arrive at a satisfactory solution to this problem we would better break it up into two parts.

The first part has to do with the appropriate proportion of each of the two dimensions which has to be presented to the learner of the FL in order to enable him to **use** the language **accurately**, fluently and **appropriately** in the various social situations. The logical solution seems to be to strike a balance between the two dimensions. But this does not mean that half the syllabus should be formal, the other half functional. It simply means that this ratio should be decided on the basis of the age, experience, needs and level of each group of

These theoretical foundations and whatever research is carried out in any of the disciplines constituting them should, according to Stern with whom we agree, pass through the filter of the **second level**, called **inter level**. Here the research carried out should be empirical in nature, and should be **applied** to a special situation, i.e. the situation in which the educational plan is to be designed and implemented. This research should cover the content, i.e. language itself, as well as both the language learning and language teaching processes which are going to take place in that particular context of situation. Whatever stands the empirical test of this level would be considered by the planners and policy makers to be appropriate and applicable in that situation and would serve their own purposes.

The outcome of the second level filter is usually governed by two groups of factors at the **third practical level**. The first group consists of **methodology** and its various components: the objectives of FLT in general, and those of every group or level of students in particular; the **content** or the linguistic and cultural syllabus on which are based the actual teaching **materials** and **procedures** or classroom techniques to be actually employed by teachers inside their classrooms; and finally the system and means of **evaluating** the teaching- learning outcome, which should include not only the student's performance on tests, but also the teacher's efficiency and accomplishment as well as the appropriacy of the teaching- learning materials used.

The second group of factors at this level include **organization**, planning and administration at the various levels and types of education, including adult and informal education. It also includes the extremely important factor of teacher education or training.

After presenting this comprehensive view of what a language teaching framework should consist of, let us now suggest what any appropriate approach to FLT should take into consideration. We believe that a **clear stand** from each of the four following points should be adopted before any further steps could be taken.

First: Our stand from the rationale or philosophy which should constitute the foundation and the general framework of our approach.

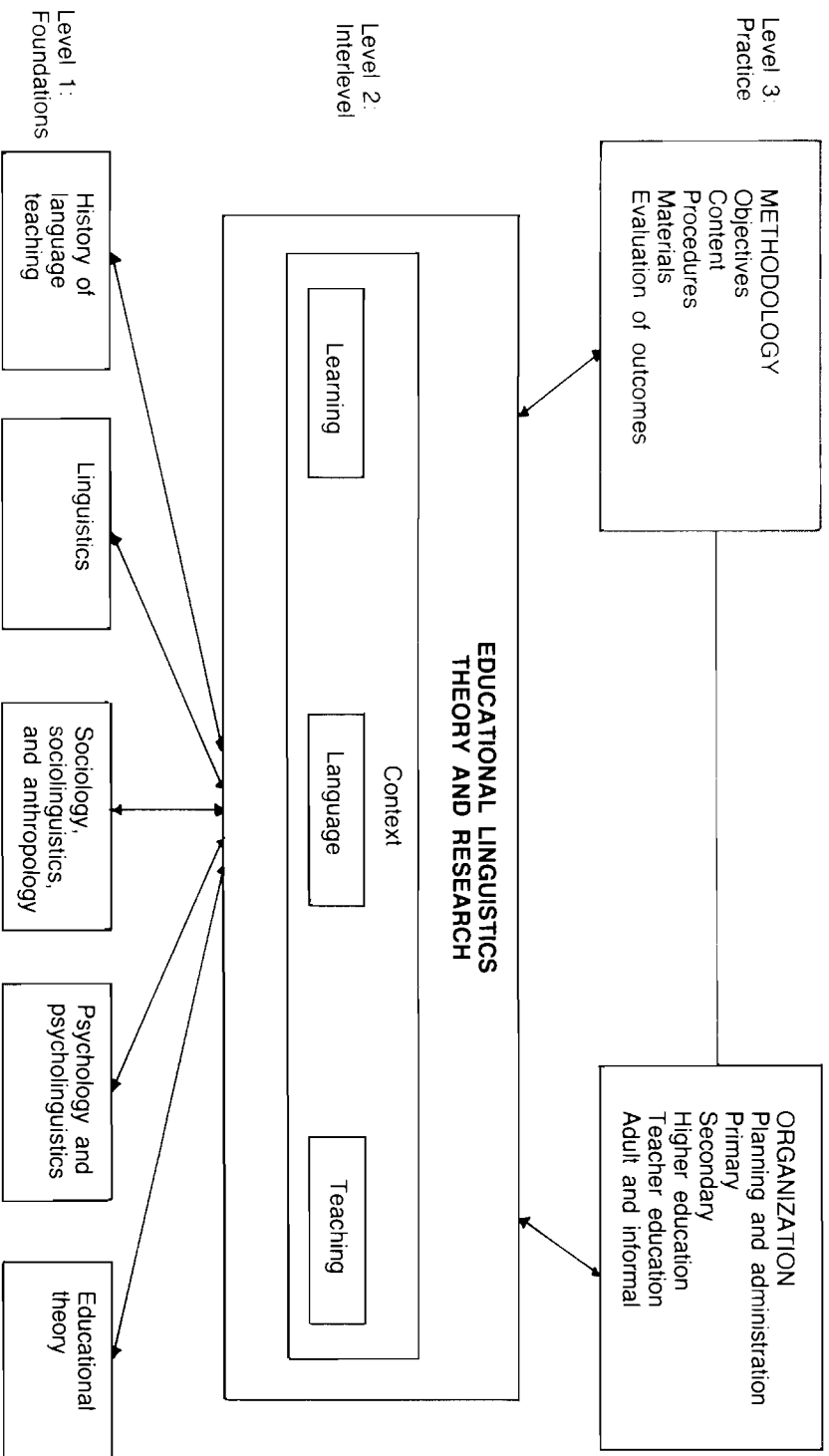


Figure 1. general model for second language teaching

the **overall picture** which emerges out of the way the various components are organized and inter-related.

The other complementary remark is that we are not going to reject whole methods simply because they have become old, or because any of them has not worked out as one integrated package. This does not, however, mean that we are going to be **eclectic** in the sense that we choose bits and pieces from here and there and come up with a new approach.⁽⁸¹⁾ We are going to suggest a **pragmatic approach**, one that should be applicable and flexible, and in the final analysis, down to earth. But it will also be an approach firmly based on strong **theoretical foundations** as will soon become clear.

Finally, we will use the term **approach** in the sense suggested by Anthony⁽⁸²⁾ to cover the whole language learning/teaching operation, in both its theoretical and applied aspects.

The Suggested Approach

Let us now proceed to present the suggested approach.

Perhaps a very good beginning would be to have a look at Stern's recent model of a foreign language teaching theory—reproduced in figure 1 below⁽⁸³⁾ — in order to give an idea of what we have in mind in terms of the components of a FLT situation which should affect (and be affected by) our approach, methodology and techniques. The figure shows the three levels of the whole picture. **At level 1** we take notice of the theoretical foundations of the model, namely: linguistics, psychology and sociology/anthropology, to which Stern adds **educational theory** as well as **history of language teaching**. The reason for adding this last element is the belief held by many people as early as 1965⁽⁸⁴⁾ and later by Stern⁽⁸⁵⁾ and Van Els **et al**⁽⁸⁶⁾ that "ignorance about what has been done, said and thought in the past (has been) one of the causes of the fad-like changes in F.L.T."⁽⁸⁷⁾

(81) see also Girard (1986) for an interesting discussion of "the eclectic way."

(82) Anthony, 1963 : 63-67.

(83) Stern, 1983 : 44

(84) Mackey, 1965.

(85) Stern, 1983.

(86) Van Els et al, 1984.

(87) ibid : 143

far as **English** is concerned, it has ceased to be only either British or American. There are now more than half a dozen “Englishes” used around the world either as the native language or as a lingua franca. Consequently, English has to a great extent been **deculturized**, and thus can be taught to any group of people with any cultural background in such a way as to arouse no conflict between the two cultures concerned.

A **final lesson** that we have learnt is to distinguish between English as a **foreign** and English as a **second** language. In the former case, there is usually one fully-fledged native language, such as Arabic in our case, which serves all the purposes of the community. In such case, the **need** for learning a foreign language such as English, arises from **instrumental** — rather than **integrative** — motivation, and the purpose is usually educational or pragmatic.⁽⁷⁹⁾ On the other hand, in the latter case, the new language learnt is either required by a bilingual community, as it is the case in Canada for instance, or is the lingua franca, as it is the case, for instance, in India, the Philippines and Nigeria, owing to the multiplicity of native languages in the country. The difference between the two cases, often ignored or confused, is of paramount importance particularly with respect to the **attitude** towards the foreign language (and probably its speakers too) and the **motivation** to learn it. These two basic factors in foreign language learning and teaching should be borne in mind whenever a foreign language course is being planned and designed.

Clearing the Ground

Now that we have set the stage, what are we going to perform on it? Let us prepare for our performance by clearing the ground from one or two misconceptions.

In the first instance, although we are going to suggest a **new** approach to foreign language teaching, we should make it very clear, right from the outset, that the element of novelty will not lie in the components of such approach (e.g. grammatical or functional dimensions, techniques, educational media, etc.) be they major or minor components; each of these components has most probably, been tried out sometime somewhere.⁽⁸⁰⁾ Novelty will be seen more in

(79) cf. Gardner and Lambert, 1972.

(80) cf. Mackey, 1965 and Kelly, 1969.

that we should not reject anything simply because it is old or traditional.

Another important lesson that we have also learnt is that, before designing any foreign language course for any of our communities, we should carry out our own research particularly in the area of the **NEED** for the foreign language. Sadly enough, we have contributed little in this field either to our situation or to the international community. Without full awareness of what a specific community needs in terms of which foreign language (English, French, etc.), what brand (colloquial, literary, scientific, technical, etc.) of the foreign language, what level and for what purpose the community, or even each large sector of that community, needs the foreign language, it is useless even to start thinking of setting a foreign language course and bear the huge cost involved in implementing it. The fact that a great deal of research on various aspect of FLT has been carried out in **developed** countries, particularly the U.S.A. and West Europe, should not discourage us from conducting our own research. On the contrary, because the situations there are often quite different from our own as far as FLT is concerned in terms of the questions raised above, there is more reason to carry out our own research. The kind of outside research that might be more useful to us should be that carried out in less developed countries such as East Europe, India, the Far East, Africa, South America, etc. since there is more similarity between the conditions prevailing in those countries and our own. But again the differences deserve special study on our part.

Of particular significance to us also is the lesson we have learnt that what has been recommended for **adults** in terms of F.L. teaching and learning should be treated very critically when **children** are concerned. We do not have to elaborate this point; the difference in **age** carries with it so many physical, cognitive and affective factors that have to be taken into consideration.

Another lesson that we have learnt has to do with **culture**. So far, and for various reasons that need not be mentioned here, it has been **assumed** that language and culture are inseparable. Nowadays, we do not take that for granted. Although language is certainly the most important component of culture, we believe that, as

as has been the case so far, not only in our case, but also worldwide. The fact is that “while (other) sciences have advanced by approximation in which each new stage results from an improvement, not rejection, of what has gone before, language-teaching methods have followed the pendulum of fashion from one extreme to the other.⁽⁷⁷⁾ and we have during the last two or three decades, unfortunately been carried away by enthusiasm to every new change in fashion. One of the reasons for this swing of the pendulum has been the sudden change in the source disciplines particularly linguistics and psychology. We fully agree with Politzer that “FLT should not be the child of fashion of any new development in the source disciplines. New **insights** in the source disciplines should not automatically lead to different foreign language teaching procedures.”⁽⁷⁸⁾

A corollary of this lesson that we have also learnt is that we should not look down on everything that smacks of **tradition** and exalt everything that smells of innovation. Let us give a glaring example. During the heyday of behaviorism and descriptive structuralism, the study of meaning in linguistics, even the inclusion of a semantic element in the process of language analysis, was taboo. One reason for such attitude was that in the so-called ‘traditional grammar’ **meaning** was employed as one of the criteria for such analysis. However, only less than two decades later, **meaning** propped up again and assumed a central role in linguistic analysis at the hands of the T.G. grammarians. And whereas linguistic **mechanical** sentence pattern drills constituted the backbone of structural grammar teaching, they became taboo with T.G. grammarians (or rather with those who tried to apply T.G. grammar for teaching purposes) and more so with present-day proponents of **communicative** grammars and communicative foreign language teaching. Nowadays, however, we are realizing that sentence-pattern drills and similar types of grammatical drills which focus on language form (vs language function) can have their useful place in the overall foreign language syllabus and in the techniques employed. A great number of other examples can be cited to prove the point, namely,

(77) Mackey, 1965 : 138

(78) Politzer, 1972: 5

personal traits will have different influences on different individuals, and will help teachers cater for **individual differences**.

In this respect, such affective factors have recently been boosted by radically changing patterns of knowledge (e.g. information explosion as conveyed via mass media, particularly T.V., Video and computers) and living (e.g. immediate and direct telephone contact and ease of travel almost to any part of the world). To neglect such aspect is to do harm to teaching and learning other languages.⁽⁷⁶⁾

Lessons Learnt

If these are the main insights we have gained from our awareness of the research and experimentation carried out mostly outside the Arab World, what are the most important lessons we have learnt from our own experience? And will those lessons have their impact on our thinking and planning of appropriate programmes for each of our specific countries? Or shall we continue to be swept away by the theories, ideas and proposals coming from outside our own situations, as has been the case so far?

We believe it is high time we stood on our own feet as far as TEFL is concerned. After all, we are the people mostly affected by whatever plans we design, and it is our children who are being taught English as a foreign language for our own specific purposes. Moreover, we ought to have learnt valuable lessons from our own long experience in the field, and those lessons should influence our thinking, decision making and planning. This does not, in any way, mean that we must isolate ourselves from the rest of the world. On the contrary, the insights we have gained from other people's theorising, thinking and experimentation, and our awareness of the need to employ the new facts of life in improving upon and enriching our education, are invaluable; but we think that they are not quite adequate for our own purposes, at least not in the way they are being applied in ELT in other countries and very often in our own countries too.

Now what are some of those lessons learnt?

In the first instance, we have learnt that we cannot, and should not, from now on, swing our pendulum from one extreme to the other

(76) cf. Shulman, 1987.

the former and adds to it the social-cultural rules of communication. We might even add what we might call a

“processing” competence, one that enables the communicator (i.e. speaker or hearer) to:

- (a) mentally/subconsciously process the content of message (s) and gear his/her contribution according to the requirement of the situation.
- (b) mentally/subconsciously adapt his/her presupposition in the light of the increasing (or perhaps decreasing) presuppositions generated by the interaction.
- (c) appreciate and understand the motives underlying the other party's (parties') contribution and accordingly deliver his/her own contribution; in other words, adding a “humanistic” dimension (positive or negative as the case may be) to the communicative situation.

In this way, a processing competence enables one to encourage (or even discourage) the continuation, expansion, or changing the direction of the course of interaction as much as his/her “legitimate” right as a participant allows.

The **third insight** we have learnt is that learning a foreign language requires positive attitudes and personal involvement on the part of the learners. In other words, foreign language learning is influenced by **affective factors**. “Each learner brings into the classroom an extremely complex array of attitudes, motivations and feelings. Some of these will be general characteristics of his personality (e.g. sociability, shyness, capacity for perseverance, tolerance for new situations), while others will be more specifically related to learning a language (e.g. attitudes towards the language, fear of failure as a result of previous learning experience). What takes place in the classroom is influenced by — and, in turn, exerts an influence on — a whole range of these so-called ‘affective factors.’”⁽⁷⁵⁾ For example, a learner's motivation will enhance his/her success, and vice versa; a learner's extrovert or introvert personality will influence his learning in general or his learning of certain language skills in particular, and so on. Here we are in an area where certain affective factors, such as a relaxed atmosphere in the classroom, will have general influence on all learners, whereas other

(75) Littlewood, 1986:23

teachers, planners, material designers, etc. used to focus on the study, and the teaching and learning, of the **structure** of the language concerned. Both major schools of psychology (behaviorism and cognitive psychology) and of linguistics (descriptive structuralism and the generative transformational school) concentrated on the **formal systems of language**, the latter school, in fact, dealing with language in the abstract and divorcing it altogether from its **use in society**, as the following widely cited statement attests:

Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.⁽⁷³⁾

More recent studies, however, have shifted our attention to this very aspect of language, namely its **social use** to fulfil certain **functions** and to **communicate appropriately** with other human beings. Here we are daily discovering certain situational, social and cultural rules which govern our use of the verbal (and non-verbal) means of communication, including the conversational strategies that are employed by native speakers to get the messages across. We are now also aware of the fact that, although there are functions, registers and strategies that are **common** to all human beings, these may **differ** considerably from one culture to another depending on the degree of affinity that holds between any two cultures ⁽⁷⁴⁾ Moreover, we are not limiting ourselves to the sentence level (as has been the case until recently), but are going beyond that to the oral **discourse** and the **written text**, both of which, in spite of some common features between them, require special strategies and techniques in order to be properly conducted.

To sum up this point, we are now dealing not with Chomsky's **linguistic competence** (i.e. knowledge of the linguistic systems), but with Hymes' **communicative competence**, which subsumes

(73) Chomsky, 1965:3

(74) cf. Saville-Troike 1982.

A Pragmatic Approach to ELT in the Arab World

Insights learned

Now that we have summarized the main linguistic as well as the learning and teaching controversies that are raging at the present time and surveyed the specific Arab ELT situation, we turn to a way out, an approach we expect to be suitable for ELT current and future practices. In order to do that we have first to sum up what we think are the most important insights gained from the controversies which may be instrumental to the definition and delimitation of the approach suggested. These, in a nutshell, are the following:

First: That we can learn a foreign language both naturally (or unconsciously) in a non-formal school setting, the way a child learns its mother tongue, and simultaneously formally (or consciously) in a formal situation such as the school environment. Krashen's **monitor theory**, emphasizing learning through natural acquisition while excluding any learning through formal teaching, has not been, and we doubt if it will ever be, validated. Even if it were partly validated by such projects as the **immersion programme** in Canada, and the **Bangalore Project** in India, the requirements necessary for the success of such projects may not be feasible in other situations such as those that prevail on a large scale in the Arab World and in several other parts of the world. Moreover, it is being empirically proved everyday that a great deal of foreign language learning takes place within the environment of the school, or a similar institution, even when the most traditional teaching methods are employed. (The present writers are the products of such methods.) At the same time observation tells us that **natural** foreign language learning (call it 'acquisition,' if you like) is a daily phenomenon, even among adults; (foreign maids working in Arab homes are a case in point).

The **second insight** is that learning to communicate in a language involves much more than learning its formal systems, phonological, morphological, syntactic and even semantic. Until recently — as has been mentioned above in some detail — linguists, psychologists, and consequently foreign language

— Pupils are better aware of study skills techniques: note-taking, summarising, reporting and extensive reading.

— The communicative approach has opened students' eyes to English available outside the classroom, e.g. television and travel for which they have found that their school English is useful.

On the other hand, the main weaknesses of the communicative change could be summed up in the following points:

— Ability to write English has not improved to the level required. In fact, grammatical mistakes have in a way increased. This also applies to speaking and punctuation. Tolerance and the desire to get pupils to learn from their mistakes have been less effective than expected.

— Although it is recognized that reading is the skill most required in particular for study purposes at post-school levels, the approach, in its version applied in the Arab World, has not generated sufficient interest to motivate or enable students to develop reading outside textbooks.

— Pupils at the end of the secondary stage have not acquired a core of basic linguistic structures on which to build their growing communicative competence.

— As pointed out earlier in this paper, the approach and its techniques of teaching have not sufficiently provided for the needs of individualising learning.⁽⁷²⁾

(72) cf. Bratton, 1984; Swan, 1985; Coward, 1986; and Byrd, 1986 for similar criticisms).

Furthermore, while most classroom activities in a communicative approach, e.g. group and pair work, communicative dialogues, selective listening and reading comprehension, purposeful writing and the like, are expected to be pupil-centred, it is often the case that they are still dominated by the teacher. Faced with many problems such as insufficient pronunciation preparation, difficult vocabulary, grammar and concepts, inability to use English for the given activity and inability to read or write adequately, very often as a result of varying degrees of the language competence of the various students in one and the same class, the teacher finds his way out of this in resorting to question and answer techniques or to mere explanations (even to the extent of explaining in Arabic). A better approach to the problem may require adopting both techniques: questions and answers and explanations followed by carefully selected and appropriate communicative exercises.

Another "chronic" problem, hinted to above, is that of individual differences. Virtually all classroom situations have pupils who have varying degrees of abilities, interests and language proficiencies. With the emphasis a communicative approach puts on communication and the conveyance of messages allegedly even at the expense of accuracy, teachers are often deprived of techniques such as correction of mistakes, repetition and immediate reinforcement. The materials also do not provide for various pupils working at different paces. There is no enrichment material for the high achievers nor remedial material for the weak students.

The Students

While this paper, and indeed the whole of the teaching process, have the students as their first and central concern, it is important to highlight some aspects of the impact of the change in approach on them. As Hajjaj⁽⁷¹⁾ has argued, some of the merits could be seen in the following:

- There is more confidence in using the language, especially spoken English, and in less formal situations.
- There is more readiness to learn and use the language where better/more exposure is available, e.g. in studying English-medium specializations, or in travel.

(71) Hajjaj, 1985.

grammar as the backbone of their grading.

One of the most significant distinctions between the communicative approach and all previous approaches lies in the grading of teaching materials. A communicative approach to language teaching and learning implies a totally different approach as far as the target language is concerned. In place of structural or grammatical grading there might be organization of language around the concept of the different role relationships people play or around the functions of language such as giving information, agreeing, requesting and so on. This distinction does not imply abandoning completely those techniques related to the teaching of grammar or the manipulation of language for the sake of mastering the mechanics and structures of that language. Although there may be differences between approaches and methods, when it comes to the implementational stage, to use Anthony's terminology again, then any technique is legitimate provided it is appropriate and serves a definite purpose in the teaching-learning process.

Against this background and in the light of the Arab World's experience in using communicative language teaching, the following observations can be made:

- There have been cases where teachers have been able to use this concept of appropriacy of techniques effectively even when there was no explicit reference to grammar, or to manipulation of language.
- Many teachers, however, were at a loss when asked to abandon all previous techniques and to use only communicative techniques.
- Other teachers were quick to assimilate new techniques without feeling any sort of contradiction between old and new techniques. They could perceive that communicative techniques do not conflict with, but rather develop further, their ability to teach more effectively.
- Other teachers continued to use older techniques such as translation, grammatical explanations, repetition drills, teacher-centred techniques and so on, where they could have achieved better results if they had adopted new techniques.

— **Approaches to innovation:** In centralized systems of education innovation means, as is often the case, introducing a country-wide change applying to all schools and teachers. Some, often limited, trialling/experimentation takes place but this is very soon followed by “adoption” in all schools. Logistically, this change involves a lot of expenditure on printed materials, software and hardware. It also involves, or should involve, re-organization, new roles and practices and possibly new buildings. The result is that not all change requirements are met. A better approach could be to adopt innovation in a manageable number of schools to which other schools could be added every year.⁽⁶⁸⁾

— **Sustaining interest in innovation:** There is often a general enthusiasm at the initial stage of the introduction of change. However, this enthusiasm gradually weakens until some of its aspects are no longer in use.⁽⁶⁹⁾ This could be attributed to the absence, or the insufficiency of, a mechanism for continued and sustained follow-up, including the maintenance, repair and replacement of equipment as well as follow-up of the educational gain.

Classroom Techniques

Anthony⁽⁷⁰⁾ draws a useful distinction between approach, method and technique. ‘Approach’ is a philosophy or a mind set, ‘method’ is concerned with selection and grading of teaching and learning materials, while ‘technique’ means the way used for accomplishing specific tasks for specific objectives. In Anthony’s words, an approach is axiomatic, a method is procedural and a technique is implementational.

Prior to the structural approach, and indeed during the period in which that approach was in very common use, there was little confusion or controversy concerning the techniques appropriate to the teaching and learning of language. These techniques were consistent with prevailing approaches and methods centering around the teaching of language structures and teacher-centred activities. Both the grammar-translation and the structural approaches had

(68) cf. a successful example of this, namely, the unit/credit system secondary schools in Kuwait).

(69) cf. self-study materials, language laboratories and OHP transparencies.

(70) Anthony, 1963.

Before the structural approach, the classroom environment was confined to a fixed seating arrangement with students sitting in rows facing the teacher who initiated almost all activities. Apart from the blackboard, and in certain cases, a small classroom book-case and a few wall pictures, nothing more was expected. Such an environment was easy for the teacher to manage. Indeed it was taken for granted and no further demands were made on teachers or learners. The use of the structural approach necessitated introducing some modifications such as seat rearrangements to cater for group or pair work and the bringing-in of a cassette recorder and tapes as well as other visual aids such as wall-charts, flash cards, etc. This has naturally added some sophistication, but most teachers were able to handle this fairly satisfactorily although many others tended to continue with just chalk and talk.

Seen in the light of later development, such an environment seems very inadequate, and has to be improved upon or altered completely. Communicative language teaching necessitates a more flexible classroom organization, new types of teacher-pupil or pupil-pupil interaction, more varied and also better-quality auditory, visual and audio-visual presentation, simultaneous individual, pairs and group-task competition. Communicative language teaching, if and when it has to be truly communicative, has to rely on other, more advanced, means such as videos and computers.

What actually happens in the Arab situation where a communicative approach has been adopted is that such a classroom environment has not been fully created. This is mainly the result of reasons beyond the teachers' control. No language classrooms as such have been sufficiently provided. Teachers have to rearrange chairs and desks as much as teaching materials require, to bring as many required teaching aids as they could carry, and in every lesson to spend some of the pupils' precious time in preparing the scene for a communicative exercise. How long can teachers' and pupils' enthusiasm for, and interest in, communicative teaching-learning be sustained under such circumstances?

Among the difficulties one can mention just two in more detail: approaches to innovation and sustaining interest in innovation.

emphasize is that innovation should begin with the teacher well before actual implementation takes place, so that this innovation does not come as a surprise. Secondly, the type of English language education available to the teacher in pre-service as well as in-service training should prepare him fully for the change. At the moment, we are undergoing a change in university and teacher-training institutes as well as in in-service training towards developing programmes reflecting the communicative nature of language and language learning as well as communicative methodology.

However, in a situation where almost a radical change has been introduced, the following observations could be made with reference to teachers:

- The initial attitude towards communicatively-biased materials was favourable. The teachers welcomed more interesting materials.
- The teachers themselves have learnt a great deal from those materials especially as far as the functions of language are concerned.
- The changing mood has made them more alert and more interested in knowing more about the change introduced.
- They have expressed some doubt about the feasibility of some of the teaching techniques suggested.
- They disliked the idea of “avoiding” grammar and of too much tolerance of students’ mistakes.
- They continued to use techniques they felt useful disregarding instructions to the contrary.
- They feel much happier and more at ease with techniques of teaching which draw simultaneously upon traditional, structural and communicative materials.

Classroom Environment

Classroom environment refers to all the objects (chairs, desks, tables), equipment (recorders, projectors, tapes, films), aids (chalk-board, posters) and similar other things available or could be made available in the classroom. This environment also refers to the arrangement and display of these things in the classroom as well as to how they are manipulated in the teaching-learning process. Furthermore, it refers to extending the use of the above mentioned objects, equipment and aids outside the classroom such as library facilities, the language laboratory and the self-study environment.

regulations: teaching load, timetables, extra-school duties, etc. all of which contribute to restricting the teachers' freedom of action. An ELT teacher has to face other problems not faced by other teachers. He/She has to teach a foreign language outside its socio-cultural context to learners who have already acquired their own first language. This they use for all purposes of communication and, therefore, see little reason why they should learn another foreign language. It is not even a bilingual situation where the learner is highly motivated to learn a second language.

Furthermore, all teachers are expected to have a very good command of the foreign language and master not only the subject-matter of the course they teach but also the teaching techniques capable of achieving the aims underlying the teaching of the course. While it is often the case, that many teachers do meet these requirements, it is not always the case with the Arab teachers of English. Most Arab teachers have learnt English in the Arab World itself and have had only a limited, if any, opportunity to experience the use of authentic English in the appropriate cultural and social contexts. Those teachers have also to cope with rapid methodological innovations unknown to other school curricula. This does not imply that all Arab teachers have a limited/inadequate competence in English or its methodology. Many teachers have indeed had the chance to attain a highly advanced level, but we are talking about the majority who have not had such a chance.

In our experience we feel that many teachers are more at ease with traditional and structural approaches. Among the reasons we might mention in this respect are the following: **Firstly**, in older approaches, the teacher's task was more clear-cut and clearly specified. We mentioned earlier that even mediocre teachers, who had only a limited knowledge of English, could handle their job easily. **Secondly**, teachers felt that they were not necessarily exposed since all they had to do (e.g. teaching substitution tables) was well defined. **Thirdly**, they could easily assess the progress of their pupils in the type of language they were teaching.

Naturally, we do not imply that older approaches are better than new ones, or that Arab teachers of English lack the ability or interest to adopt and implement new approaches. What we wish to

(c) All tests — and we are referring here to end-of-the-year and general certificate tests — have been in writing, thus depriving students of the assessment of their oral proficiency in the language. The same applies to listening comprehension except in a few cases.

(d) Apart from objective tests, all assessment has been done subjectively reflecting examiners' own biases and beliefs. Byrd gives a similar view on English language testing in the Arab States. He writes:

"...the observed tests did not treat oral or listening skills, failed to focus on reading skills, and never had students write in any authentic genres. The old adage, "Test what has been taught," is certainly amiss here. Tests, as they are now, bear little relationship to what is happening in the English language curriculum. Furthermore, the methodology of testing is completely at odds with the classroom teaching procedures."⁽⁶⁷⁾

Owing to the strong impact that tests and exams have on the teaching/learning process, certain changes have to take place in this area. Here are some suggestions:

- Tests should be able to reflect in a better way the pupils' performance of the language in its spoken and written forms. Listening comprehension and interviews could be adopted provided a structural-assessment plan can be prepared.
- Emphasis should be given on informal tests such as ongoing assessment conducted by the teacher over an extended period, indeed over the whole term or school year.
- Other individualized patterns of tests and assessment should be attempted such as project-work, extra reading and preparation, participation in school English language activities and the like.
- Given the limited time devoted to English on the school timetable, greater weight and more marks should be assigned to homework and group/pair work done outside the classroom.

Teaching-Learning Activities

Teachers

All teachers in a formal system of education have to accept a degree of authority imposed upon them. There are administrative

(67) Byrd, 1986: 21

"unattractive"⁽⁶⁴⁾ to being "a bold, interesting attempt,"⁽⁶⁵⁾ this last trend is indeed gaining ground.⁽⁶⁶⁾

Tests and Assessment

English language tests in the Arab World have passed into three stages of development reflecting the change that has been taking place in methodology. Before the adoption of the structural approach, tests consisted mainly of guided-composition writing, reading comprehension with open-ended questions, questions on the content of textbooks, grammatical points, such as correction of verbs and transformations, lexical items and finally translation.

With the adoption of the structural approach, objective tests of the multiple-choice and matching types were adopted (in some countries at least) for testing various discrete linguistic points such as grammar, spelling, punctuation, at times pronunciation and stress, and reading comprehension, in addition to the essay-type or open-ended questions for composition, paragraph-writing, and summary-making. Translation from English into Arabic and vice versa also remained a continued practice.

The adoption of the communicative approach necessitated introducing modifications on the above procedure. This change has been manifested in the introduction of questions on the identification and use of language functions as well as purposeful writing such as letter-writing, description, reports and dialogue completion or summarising a passage with a certain purpose in mind.

In all these types of tests the following features could be noted:
(a) As in teaching, all these types of tests have been given with a lot of guidance and control, e.g. guide words, simplification of situation. Rarely, if ever, pupils were asked to write freely.

(b) Tests were made in highly idealized contexts. For example, the vocabulary of the test remained within the limits of those words that students learn in the course of their study and no new words were ever allowed.

(64) cf. Taha and Ali, 1985.

(65) cf. Coward, 1986.

(66) See below.

mistakes, sustained repetition, and language "use" intentionally designed to practice the language. But the classroom world is different from the real world outside and its main aim is to equip the learner with the means necessary for him to function effectively once he leaves school and has to rely on himself/herself in interacting with others.

A second assumption that the materials are based on is that acquiring a second language is very much similar, if not identical, to first language acquisition. But the cognitive and learning strategies employed in acquiring a second language are in fact different from those employed in acquiring the first language. Moreover, in the case of Arab learners of English, neither their age, nor the aim of learning English, nor the learning conditions are similar to those of a native English child learning his own language.

In spite of those remarks, it could be said that the introduction of communicatively-based materials in the Arab World has certainly been a major move towards better English language teaching-learning. The nature of the materials and the teaching learning activities involved have brought a very desirable change, such as a cheerful, lively and realistic use of language. Furthermore, the use of varied materials and educational media, in addition to authentic language have effected a change which is welcomed by learners, parents and educators alike. However, materials more appropriate to Arab learners in terms of grading, selection, and cultural load are still required. The literature provided by the Gulf Arab States Educational Research Centre could, again, provide a useful source for such materials.

"Materials" has so far been referring to published materials written by contract with international publishers (notably OUP) in cooperation with local educational authorities and revised in the light of feedback from classroom application. In addition, there are some specially developed materials either for use at the country level, (e.g. **New English Course for Iraq**), for certain schools (e.g. English for Unit/Credit-Schools, and Religious Education in Kuwait) or for particular instructional focus (**Practice Your Tenses**, and **Aids to English** in Bahrain). Although evaluation of these attempts has varied, from being "unnatural, forced, inauthentic"⁽⁶³⁾ and

(63) cf. Byrd, 1986.

grammatical items, particularly sentence patterns. But schools were usually provided with guidelines on the general and specific objectives of ELT and on lesson preparation, teaching of various skills, the use of teaching aids and testing techniques. All these were embodied in a booklet published by Ministries of Education and called "English Language Syllabus."⁽⁵⁸⁾

Such was the pattern until very recently when a new type of syllabus began to appear. Such a syllabus specifies the final language aims expected to be attained at the end of school education, cognitive and affective behavioural objectives, a grammatical syllabus, functions and notions, and also a list of suggested topics to be dealt with, all graded in terms of what is to be covered in every year of an ELT course. Such a syllabus⁽⁵⁹⁾ reflects work done in other non-Arab situations⁽⁶⁰⁾ but has been formulated in such a way as to be appropriate to the Arab learners' cultural background and the instrumental purposes underlying their learning of English.⁽⁶¹⁾ However, it is important to state here that such a syllabus has not as yet been brought sufficiently to the notice of practicing teachers.⁽⁶²⁾ An awareness of the contents of this syllabus will bring new meaning and purpose into language teaching and learning. It will also help the teachers to substitute or supplement some parts of the existing teaching materials with others reflecting more of the Arab and Islamic values, attitudes and culture.

Materials

The materials written with the communicative approach in mind are characterized by being more "natural" than "neutral," reflecting and helping learners to practice the use of language. Because grammar as such is not a topic we deal with in normal speech, materials tend to de-emphasize it. The same applies to correction of

(58) cf., for example, **English Language Syllabuses for the Intermediate and the Secondary Stages**, issued by the Ministry of Education, Kuwait.

(59) cf. the work done in the context of the Gulf Arab States Educational Research Centre: Kharma et al, 1983.

(60) e.g. the council of Europe; cf. Van Ek, 1976.

(61) cf. Brown, 1980.

(62) This has been clear in the recent Bahrain Seminar on "Tradition and Innovation in ELT" (1986). Teachers attending the seminar were enthusiastic about the new proposed GASERC syllabus, another indication of increasing interest in innovation in ELT.

complaining, and the like,⁽⁵⁶⁾ the approach recognizes the importance of the interpersonal aspects of language learning and teaching and the use of language in **social contexts**. Furthermore, by its emphasis on authenticity, whether in terms of life-like classroom interaction or by exposing the learner (e.g. in listening and reading comprehension) to examples of the Western way of life, the communicative approach recognizes the need for introducing various aspects of culture. What may be suggested for the Arab World, in this respect, could be a systematic approach to the introduction of affective and cultural objectives. Such objectives could be drawn in such a way as to be derived from cultural, social, ecological and individual sub-systems (e.g. values, habits of thought, interpersonal relations, shared patterns, etc.) common to Arab and non-Arab societies as well as differences between them.

Such objectives for Arab learners of English have indeed been drawn. This has been done in the context of the Gulf Arab States Educational Research Centre (GASERC). A statement on objectives has recently,⁽⁵⁷⁾ been prepared by the Centre and circulated to the seven Arab countries concerned. It is interesting, in this respect, that the above-mentioned statement recognizes that the objectives identified can be classified into three types/stages:

- a) Objectives that are readily applicable
- b) objectives that can be applied periodically depending on the gradual development of conditions and factors favourable to the educational process;
- c) objectives that serve the purpose of individual self-development and advancement in and after school.

Syllabus Design

The idea of a syllabus was in the past equated with materials' content as expressed in the chapters or units of a course book. To prepare a syllabus as an initial step to writing materials, discussing them before trialling, and later producing a final version was not a common practice.

With the introduction of the structural approach the syllabus continued to be thought of as linguistic content in terms of lexical and

(56) cf. Wilkins, 1972.

(57) cf. Kharma et al, 1982.

own impressions of how the change has influenced ELT in the area, matching its various aspects against a background of the components that make up an ELT situation. These components will be divided into two large groups, the first comprising the objectives and tools, the second the teaching-learning activities.

Objectives

Before the introduction of the structural approach, teachers were not generally aware of the final objectives of English language teaching. ELT was seen as a school subject similar to mathematics or history. Therefore, teachers' concern was centred around the content rather than the objectives. All that mattered was to teach a body of grammatical structures and lexical items, and their application to reading and writing. The idea that school English might be relevant to post-school study skills or general communication, say in jobs or travel, might have been there by implication but rarely, if ever, highlighted to or by teachers.

In the context of the structural approach, with its emphasis on the primacy of speech, and on learning language by practice, teachers became better aware of the objectives. For example, a realization of the usefulness of school English as a means of communication began to be felt.

In the communicative approach, with its emphasis on learner-centred activities, role-playing and the performance of specific tasks, among others, together with its explicit focus on the functions of language, the ultimate objectives of ELT mentioned above have become clearer to teachers. However, because of administrative reasons, centralized educational systems (e.g. public examinations), and lack of experience in the use of English by most teachers, the older view of English as a school subject still persists. Many teachers still see that their main responsibility lies in teaching a body of linguistic knowledge.

Moreover, a communicative approach implies identifying not only cognitive but also affective objectives, as well as objectives related to culture. By its focus on language as a means of communication for "performing," rather than just "reporting" on things and actions, e.g. greeting, requesting, apologizing, giving instructions, inviting,

and more importantly, to expect and, in a way, to accept innovation.

What we also imply is **firstly** that there is always a potential for change, its acceptance and assimilation. **Secondly**, the change necessitates approaching teachers in such a way as to gain and maintain their confidence and very gradually lead them into the territory of the desired innovation. **Thirdly**, that change should be introduced in a practical way that appeals to teachers. **Fourthly**, that the structural approach could be seen as a useful base from which to start new and more useful changes. Accordingly, since the change to the structural approach was generally welcomed as a response to changing needs for English, by the same token, a close link, or rather a justification should be established between, say, an adoption of a communicative approach and a growing demand for English for various purposes. This brings us to the present stage of ELT in the Arab (Gulf) area.

The Present State of ELT in the Arab World

It is interesting to notice that the Arab World has been quick to take up new trends in ELT. The introduction of the structural approach came when many other countries were continuing to use older methods. In some Arab countries, in particular in the Arab Gulf Area, the need for a change and an awareness of the existence of the communicative approach came well ahead of other countries, indeed before many other foreign language teaching situations. Yet, it is interesting also to note that, at this point in time, there exists at least three situations in relation to the communicative approach in the Arab World. **Firstly**, there are countries that are still using the structural approach. **Secondly**, there is at least one country in which there is an on-going experimentation with various kinds of materials that are communicatively oriented. **Thirdly**, more than one country have committed themselves to materials that are communicative in nature. In this respect, three general observations can be made. **Firstly**, in almost all these situations, the impact of the communicative approach could easily be felt. **Secondly**, while change is desirable, countries differ on the appropriate time for its introduction. **Thirdly**, the change in the approach has usually carried over-all changes in the way ELT components (e.g. objectives, materials, examinations, in-service training, etc.) are viewed. In what follows we will attempt to give our

Student-wise, the introduction of the audio-lingual/structural approach was also suitable. They started to learn and use language in its spoken and written forms instead of merely understanding written texts. With all the mechanical and repetitive exercises, at the end of the day they ended up with a common core of the language consisting of basic structures, a workable lexical knowledge and at least a potential of skills which could be triggered once a better opportunity, say, in higher education or in everyday situations, arose.

We do not intend to imply that the structural approach was the ideal one. Seen in the light of recent developments, particularly the emergence of the communicative approach, and more recently humanistic/psychological approaches,⁽⁵³⁾ the limitations of the structural approach are quite obvious. It is now almost an accepted fact of life that recent developments in linguistics, psycholinguistics, sociolinguistics and pedagogy have brought about almost a radical change in our approach to language teaching and learning. However, what we do imply is that, given that teachers of English in the Arab World have a limited experience in, and to a great extent a limited command of, the language, the approach was innovative in its day and was, locally as much as internationally, seen as an improvement on previous approaches. Also remembering that world-wide communication and information-exchange was much less extensive than it is today, and that our present knowledge of and sensitivity to the nature of language, and to language learning and teaching were mostly non-existent, we can venture to say that the approach was quite appropriate at the time.⁽⁵⁴⁾ Judging by our own experience as teachers and supervisors of teachers, teachers' reaction to the approach was not only favourable but also enthusiastic.⁽⁵⁵⁾ In fact, the approach helped teachers in more than one way. They started for the first time to voice their criticism of the materials in use rather than take them for granted, to supplement those materials in terms of extra exercises and reading texts, to experiment with classroom techniques and lesson preparation as well as with the use of audio-visual aids,

(53) see above.

(54) cf. also Swan's recent criticism (1982) of the communicative approach.

(55) We will also argue in the next section how teachers (perhaps also in the other non-Arab, ELT situations) have contrived to use audio-lingual techniques even under a communicative approach cover.

filling spaces, providing derivatives of parts of speech and at times analysis of sentences into their main constituents. Curriculum development in the proper sense of the term was mostly lacking everywhere.

With the introduction of the audio-lingual or structural approach, new realities emerged. First, pre-service and in-service teacher-training found a potentially large area to exploit. Teachers began to see the importance and relevance of learning theories (albeit deeply rooted in behavioural psychology) to English language teaching. They were also introduced to a systematic approach to teaching and testing, the former manifesting itself in techniques of presentation, repetition, drilling, and reinforcement, individually, and in pairs or groups, the latter expressing itself in objective tests for discrete language items and reading comprehension in addition to the well known types of essay, or open-ended questions. Systematicity manifested itself in other ways: in correcting pupils' mistakes; in the use of audio-visual aids, particularly tape-recorded materials; in giving priority to speech over reading and writing; and, most significantly, in a gradual and clearly identified progression in teaching the materials.

In retrospect, it is difficult to see other than the advantages of such a situation.⁽⁵²⁾ The change from the "no-approach" to the structural approach was by no means radical or revolutionary. After all the grading of teaching materials, with the basic structures of the language as its backbone, remained more or less the same. The selection of materials shifted from literary texts to what was called realistic or everyday English, though in effect it was merely a neutral type of English. Whatever it was, teachers — most, if not all, of whom were, as they still are, non-native speakers of English and with limited experience in it outside the school context, found it easy to understand and teach. The systematic techniques referred to above were easy to handle even by a mediocre teacher. Culturally, the neutral types of materials were not exacting; on the contrary, they were a source for generating confidence.

(52) For details see Kharma, 1967 & 1972 etc.

Tradition and Innovation in ELT: An Arab Perspective.

Over the last twenty-five years or so, two major changes, in line with changing trends in linguistics, psycholinguistics, sociolinguistics, and methodology, have been introduced in English language teaching in the Arab World, and particularly in the Arab Gulf States. These two changes are the adoption, firstly, of the audio-lingual (or aural-oral, or structural) approach in the early 1960s, and, secondly, of the communicative (or functional/notional) approach toward mid 1970s. In this section of the paper, we will attempt, guided by our own personal experience in the field, to examine the roles and limitations of these two approaches in terms of their innovatory effects and practicality in an Arab cultural context. The earlier change will serve only as a background, and consequently our main interest will be in the more recent change, i.e. the communicative approach. This is still an on-going activity and arouses a great deal of controversy not only among applied linguists, syllabus designers, materials writers and inspectors, but, more importantly, among teachers, including Arab teachers of English.

Background

The ELT practices which prevailed before 1960s, in the Arab Gulf States in particular, were characterized by the following: **Firstly**, the objectives of ELT were stated only in general terms as providing students with the ability to use language in its spoken and written forms. Detailed and specific objectives in terms of classroom and out-of-classroom tasks and skills suited to each level tended to be absent. **Secondly**, teaching materials were of a global nature, not specifically addressed to Arab countries. **Thirdly**, teacher qualifications ranged from a school leaving certificate to a university degree in English literature. In-service training was very limited and often consisted of short orientation courses. Accordingly, teachers were often left to decide for themselves the types of teaching techniques they favoured. Those were often a mixture of grammar-translation and other techniques for the presentation and drilling of discrete language items (i.e. vocabulary and structures) and for teaching reading and writing. It was difficult to identify any systematic classroom approach to the use of audio-visual aids which were mostly absent anyway. Testing consisted of answering questions,

- (1) They have emerged out of working with small groups and in situations where the target language is taught as a second/foreign language in its own environment (e.g. teaching English to foreigners in the U.S.A. and Canada). They are also addressed to adult learners, not to children.
- (2) They emphasize informal acquisition of language as a subconscious activity as much as, if not greater than, formal learning.
- (3) They rely heavily on "immersion," that is, exposing learners to a great deal of natural English.
- (4) They give full priority to listening and speaking, particularly in the early stage, at the expense of other skills.
- (5) They rely upon a warm, unthreatening relationship with the teacher/counsellor, as well as the learner's growing independence and security in the foreign language.
- (6) "The learners are encouraged to shed their everyday expectations and anxieties, to feel relaxed and confident, and to engage their deeper personalities in the learning experience."⁽⁴⁹⁾
- (7) "A common characteristic of all [these] approaches is that they assign no essential function to the procedures of language analysis and graded presentation which we have come to associate with second language teaching."⁽⁵⁰⁾

The interest in these newer approaches is just beginning, though it is difficult in any case to see how they can be applicable to large-scale, formal foreign/second language teaching situations. But these situations can surely benefit from the insights these approaches emphasize such as "positive ... personal involvement which may be brought about by factors such as a happy atmosphere, interesting ('mind-engaging') activities and an absence of negative feelings."⁽⁵¹⁾

To exemplify from an area we are most familiar with, let us now shift from the general to the more specific. We will have a quick look at what has been going on in the Arab World during the last few decades in so far as ELT is concerned.

(49) Littlewood, 1986 : 31

(50) *ibid* : 31

(51) *ibid* : 32

language teaching.”⁽⁴¹⁾

However, despite these criticisms and the arguments supporting them, the communicative approach has gained increased popularity, not only in English for Special/Specific Purposes, which has witnessed its early application, but also at school level as well. A quick look at most, if not all, course books that have appeared in the last few years will show that they concentrate more on language **use** in social situations than on grammatical structures. It is true that few, if any, of such materials claim that they adopt a communicative approach to teaching English as a foreign language in its totality, but, also equally, none of these courses claim that they are solely based on a structural approach.⁽⁴²⁾

Humanistic/Psychological Approaches

According to Roberts, the communicative approach is largely “syllabus-central” and remains in general terms “structural ... it still seems to be based on the assumption that there is some semi-algorithmic way of working from communicative needs to linguistic realizations It is obsessed by language, and the learner ... still emerges as some sort of stereotype...,”⁽⁴³⁾ whereas humanistic approaches such as the Silent Way,⁽⁴⁴⁾ Community Language Learning,⁽⁴⁵⁾ and Suggestopedia⁽⁴⁶⁾ emphasize the affective context in which language learners operate. On the other hand, psychological approaches, such as the Monitor Theory⁽⁴⁷⁾ tend to focus attention on the language processing mechanism operating on the input. Both approaches direct their attention to the learner as a human individual. These approaches, however, have “no particularly disciplined way of looking at language, and often [shrink] from the idea that the syllabus and the teacher can be legitimate authorities and should on occasion prescribe.”⁽⁴⁸⁾ Taken together, these approaches could be seen as having the following common characteristics:

(41) Swan, 1985:11

(42) Hajjaj, 1985 : 313

(43) Roberts, 1982 : 174.

(44) Gattengo, 1972.

(45) Curran, 1976.

(46) Lozanov, 1979.

(47) Krashen, 1981 and 1982.

(48) Roberts, 1982 : 174

essentially on the **theory of competence and performance**⁽³²⁾ and their extension into **communicative competence**⁽³³⁾ and **speech act theory**,⁽³⁴⁾ as well as earlier works⁽³⁵⁾ on the **context of situation**. Therefore the theoretical (linguistic, psychological, sociological) assumptions underlying the approach, as well as its pedagogical manifestations, imply a new set of procedures in attending to the process of teaching and learning. Although, as Roberts argues, it is not yet easy to describe the approach succinctly, "especially as there are... no precisely established teaching procedures to be associated with it which constitute a **method**... in the conventional sense,"⁽³⁶⁾ the following may constitute the main guidelines to the approach.⁽³⁷⁾

- (1) Knowing (a foreign) language implies not only grammatical competence but communicative competence.
- (2) In place of structural grading, there might be organization of language around the concept of the different role relationships people play, or around language functions such as agreeing, requesting, describing, etc.
- (3) Selection of content is based on cognitive and affective knowledge suitable to the learner, dividing it into activities rather than grammatical units, involving learners into various forms of negotiating meaning, and focussing on the **use** rather than the **usage** of language.
- (4) The approach is concerned with contexts which culturally and intellectually cause learners to use the target language.
- (5) Learners' mistakes should be viewed as a sign that learning is taking place and, therefore, require a flexible treatment.

Since its emergence in the early 1970s, the approach has been subject to criticism. This has ranged from skepticism: it posits an ideal teaching-learning situation,⁽³⁸⁾ to expression of caution:⁽³⁹⁾ its being eclectic in practice,⁽⁴⁰⁾ to its being "largely irrelevant to foreign

(32) Chomsky, 1965.

(33) Hymes, 1972.

(34) Austin, 1962; Searle, 1969.

(35) e.g. by Firth, 1957.

(36) Roberts, 1982 : 97

(37) cf. Widdowson, 1978; Wilkins 1978; Breen and Candlin, 1980; Morrow; 1981; Hajjaj, 1985 among others.

(38) Meys, 1973.

(39) Widdowson, 1973.

(40) Roberts, 1982.

These approaches, however, have never remained static; there have always been attempts at improving teaching and learning. The attempts were made in the light of developments in linguistics, psycholinguistics, pedagogy, and practical experience in various situations. The two most important attempts in this respect are:

(1) **Eclecticism:** This was an attempt to minimize the negative effect arising from limiting the teaching of language to one method (e.g. direct method, audio-lingual approach, or grammar-translation method). By using an eclectic approach based on techniques belonging to those various methods, it was hoped that teachers would become able to better meet the needs of the teaching-learning situations. For example, a teacher using a direct method or an audio-lingual approach could use Arabic translation of lexical items as a short cut, instead of using the time-consuming techniques of demonstration or explanation of new, particularly "abstract," words. Similarly, a teacher using the older, grammar-translation, method could employ substitutional drills or question-answer techniques. However, such eclecticism was only possible because all these methods adopted a grammatical grading of materials. In a communicative approach, where grading is based on the functions of language or role playing, such eclectic attitude is unlikely to be successful. Later in this article we will examine what we call a "pragmatic" approach as an alternative to both eclecticism and the rigid attitude based on adopting one approach in its entirety.

(2) **Situationalization and Contextualization:**

While situationalization implies using physical demonstration of notions and objects to present and practice grammatical structures, contextualization requires an attempt to control the language structures likely to occur in a specific context.⁽³⁰⁾ Both attempts are, however, restricted to grammatical grading and little, if any, "authentic" language is likely to be used.

The Communicative Approach

On several grounds, the communicative approach departs radically from all previous approaches: grammar-translation and the various types of structural teaching.⁽³¹⁾ The approach is based

(30) Hajjaj, 1986 : 5

(31) cf. Wilkins, 1972, 1978; Widdowson 1978; Candlin, 1971, Breen and Candlin 1980; Brumfit, 1980; Roberts, 1982; Swan, 1985; Littlewood, 1986 etc.

in applying a range of new methods and techniques that claim to treat the learner as a "whole person." However, Roberts is justified in his classification on several grounds. The remaining part of this section will be devoted to a brief examination of the three types of approaches which will also, by implication, support Roberts' suggestion.

The Traditional Method Approach

Under this title, Roberts includes not only the grammar-translation approach, but also various methods based on the structural approach such as the direct method, the audio-lingual approach and the cognitive code-learning theory. These latter approaches are by now well known not only in terms of their linguistic and psychological principles, but also owing to their wide-spread application from the 1940s up to the 1960s, and even up to the present time in several countries of the world. The main common features among these approaches are the following:

(1) They are mainly teacher-centred in which the teacher initiates and terminates every activity. Learners rarely, if ever, have the opportunity to conduct any activity on their own.

(2) Related to this is the fact that these approaches emphasize what we report or describe by means of language rather than what we do through language. As Wilkins argues, "while reporting or describing are acts that we would like to carry out through language, they are by no means the only ones that are important for the learner of a foreign language."⁽²⁸⁾

(3) Traditional approaches are interested in teaching language as a finished product, rather than as a developing process.

(4) The grading and selection of materials are solely grammatical, "on the assumption that the major problem in learning a foreign language is to master the structure of that language and that this problem requires almost exclusive attention."⁽²⁹⁾

(5) Traditional approaches concern themselves either with literary norms of English (as in Grammar-Translation) or with a neutral type of English (audio-lingual teaching). The varied authentic uses of language of various communicative purposes are not attempted, particularly in the earlier stages of teaching the language.

(28) Wilkins, 1972 : 12

(29) Roberts, 1982: 96

Language Teaching

Teaching is the process by means of which learning is expected to take place. "Teaching is guiding and facilitating learning, enabling learners to learn, setting the conditions for learning."⁽²⁵⁾ In the following section, an attempt will be made to examine the various ways of how teaching foreign languages, (particularly English as a foreign language, E.F.L.) has been pursued, and to assess their relative importance in the actual learning of the language, as well as the controversies that are going on in this respect.

Approaches to F.L.T.

"... teaching necessarily begins with a teacher's understanding of what is to be learned and how it is to be taught. It proceeds through a series of activities during which the students are provided with specific instruction and opportunities for learning, though the learning itself ultimately remains the responsibility of the student."⁽²⁶⁾ The issue Shulman raises for teaching and learning generally, sums up much of the development, and indeed the controversies that have been going on in ELT circles for a long time. A quick glance at recent ELT history would show that, at times, ELT methodology focussed on the role of the teacher as a conveyor of language as a finished product or a complete system of structures; at other times, it focussed on the learner as an acquirer of language as a developing process. Sometimes, it is conscious learning of the language forms or even functions, with the teacher playing an instrumental role; at other times, it is the subconscious acquisition that receives most attention.

In a recent survey article, Roberts⁽²⁷⁾ departs rather radically from the usual classification of ELT approaches into grammar-translation, structural/audiolingual and communicative approaches. He suggests a classification consisting of three different basic approaches: **the traditional method approach, the communicative approach**, and the **"humanistic/psychological"** or **"whole-self-engagement"** approach.

Roberts' addition of the humanistic approach is motivated by the recent surge of interest, particularly in the United States and Canada,

(25) Brown, 1980:8

(26) Shulman, 1987.

(27) Roberts, 1982.

change of approach to the study of language learning was also strongly influenced and enhanced by the emergence of Chomsky's Generative Transformational Grammar, and this led to a great number of experiments into the language learning process that the child goes through. The child was looked at now as an active partner in the process doing a great deal of the language learning activity with the help of his mental abilities and his innate linguistic competence. In brief, the new approach stressed "the mental activities of the language learner himself, and strongly **question [ed]** the relevance of such external factors as imitation, frequency of stimulus, and reinforcement."⁽²¹⁾

Finally, in this section, we turn to what is known as "the procedural approach." Since both the behaviouristic and cognitive approaches to language learning took extreme positions, a later reaction to them took the form of a procedural approach. "This procedural approach, while maintaining a mentalistic outlook, exhibits a renewed interest in the **structure** and **function** of children's linguistic input, and has caused a shift in the discussion, away from innate versus learned linguistic ability, and towards the children's cognitive capacity to discover structure in the language around them and to put these discoveries to **use**."⁽²²⁾ The most important tenet of this approach is that "both internal and external factors play a role in the development of language...."⁽²³⁾

More recently, however, discourse/text analysis and research into the sociolinguistic dimension of language acquisition and language learning have provided us with a wealth of information about the influence of society on language learning.⁽²⁴⁾ Although these studies do not constitute a fully-fledged theory of language learning, they draw our attention to this sociolinguistic aspect which we have to bear in mind when considering the various psycholinguistic theories of language learning. This aspect has also proved to be of special importance recently as far as foreign language teaching methodologies are concerned.

(21) *ibid* : 28.

(22) *ibid* : 26

(23) *ibid* : 31

(24) For an excellent summary, see Klein 1986.

ways of thinking within disciplines, yet parallel approaches across disciplines."⁽¹⁶⁾

The central issue in the **behaviourist approach** ⁽¹⁷⁾ is the observable or overt behaviour and the factors that influence this behaviour. As far as language learning is concerned, effective behaviour means the production of correct utterances in **response** to **stimuli**. If an utterance is positively **reinforced**, it becomes habitual. This reinforcement comes through repetition, or imitation. Verbal behaviour that is not reinforced is weakened and may be extinguished. The emphasis in this approach lies on the role of the environment on the child who is said to be born with a **tabula rasa** and has to learn everything from the outside world around him. "Because the theory has to explain the (learning) behaviour of all animate beings, no allowance is made, in the explanation of human behaviour, for such non-observable, specifically human, factors as plans, intentions, attitude, etc. Indeed, the elimination of such concepts is considered to be a prerequisite for a scientific analysis of behaviour"⁽¹⁸⁾ including linguistic behaviour. As far as language learning is concerned, **imitation** is a strong contributing factor; so is **reinforcement**, already mentioned above. It is reinforcement, according to this theory, which encourages the child to repeat the production of correct, i.e. grammatical, structures, and avoid ungrammatical utterances. In brief, the explanation of the whole language learning process is done in a superficial, mechanical manner, excluding the most important aspect of language, i.e. **meaning**. No wonder, therefore, that this theory was to give way to a more profound one, termed the cognitive or mentalistic theory.

The cognitive or mentalistic approach, which was initiated by Chomsky's now famous review of Skinner's **Verbal Behaviour**,⁽¹⁹⁾ looks at human behaviour as far more complex than animal behaviour. "According to Chomsky, a description of language behaviour cannot be just a description of external stimuli and concomitant responses, but it primarily has to be a description of the innate ability of human beings to learn a language."⁽²⁰⁾ This drastic

(16) *ibid* : 9

(17) Skinner, 1957.

(18) Van Els, 1984:26

(19) Chomsky, 1959.

(20) Van Els, 1984 : 27

sentences that a native speaker is capable of creating or understanding. In addition, (such a) grammar should not generate sentences that a native speaker would reject,"⁽¹³⁾. Furthermore, the approach is more interested in the underlying system of language (i.e. **competence**) than in actual speech (i.e. **performance**). Another aspect of the approach is the distinction it makes between the **surface structure** and the **deep structure** of the sentence. Finally, the generative approach attempts to find out not only the rules of each language individually but also more general laws (i.e. **Universal Grammar**) that pertain to all languages. That is, it attempts to investigate the possibility of a universal deep structure of all languages.

It is well known now that the approach, since it was first advanced by Chomsky in 1957, has been a powerful new tool for vigorous research into the nature of language and related disciplines. In its more recent developments, as in the areas of phonology and semantics, it provides novel and more systematic information than ever before. However, linguists have started to move away from concern with issues related to sentences in isolation and are becoming more concerned with the relationship between **form** and **use** of language, with discourse analysis, text linguistics and pragmatics.⁽¹⁴⁾

Language Learning

"Parallel Polarization" is a term used by H. Douglas-Brown⁽¹⁵⁾ to refer to some striking similarities between linguistic and psychological research in the philosophies and approaches of the two disciplines. While the traditional approach to the study of language enjoyed no such parallelism to any psychological/learning theory, the structural approach to language description gave way to the generative approach. Similarly, the behaviorist approach to language learning was superseded by increasing attention to cognitive psychology. "The respective revolutions in thinking are important for the second language teacher to understand, because they highlight contrastive

(13) Liles, 1971:7

(14) See, for instance, Coulthard, 1977; de Beaugrande and Dressler, 1981; Leech, 1983, and Brown 1984.

(15) Douglas-Brown, 1980:9

history, dialectology and traditional grammar.⁽⁹⁾

The structural approach does not constitute one single model; rather, it is a compendium of various approaches.⁽¹⁰⁾ However, "all these models can be seen to form variants of a single structural approach to the analysis of language and they have, for the most part, provided broadly similar contributions to modern language teaching."⁽¹¹⁾

Guided, therefore, by some explicit theory, the structural approach describes the **spoken language** of individuals and communities as it stands at the current moment. It limits itself to **language form** "as the single objective, observable and verifiable aspect of language, thus relegating **meaning** to a subordinate place."⁽¹²⁾ The description consists of the segmentation and classification of utterances of recorded data into different levels such as phonemes, morphemes, words, groups and sentences.

Perhaps the most crucial drawback of the structural approach, but that which has paradoxically exerted the strongest influence on language teaching and learning, was **the exclusion of meaning and an excessive concern with grammatical form**. However, this and other criticisms have only appeared after the emergence of generative approaches to language description and of cognitive learning theories.

The **generative approach**, on the other hand, is not content with describing the rules of language arrived at by the analysis of a corpus of sentences (i.e. the formal properties of language), or with describing the content (i.e. the meaning) of language forms. Rather, scholars of this school were trying to arrive at "an adequate grammar of English (for example) which should enable a person to produce not just those sentences that have been said in the past, but all the

(9) See for example the works of H.Sweet (1899), F.de Saussure (1916), L. Bloomfield (1933), C. Fries (1952), J. Firth (1952), R. Lado (1957), among others.

(10) e.g. Halliday's Systemic Grammar (1964), Pike's Tagmemic Grammar (1960), Well's Immediate Constituent Grammar (1947) etc.

(11) Roulet, 1975:20

(12) *ibid* : 21.

The Nature of Language, Language Learning and Language Teaching

The Nature of Language

Language is a species-specific complex activity, i.e. restricted to human beings only; and attempts have always been made to define, observe, describe, and even explain⁽⁵⁾ language behaviour. Various disciplines such as linguistics, psychology, philosophy, sociology and many others converge in their efforts to study language. This is not the place to discuss all these issues in detail. Our immediate concern is, however, to examine those approaches to the study of language that have had their impact on language learning and teaching. We will limit the discussion to the three main approaches to the description of language, namely, the traditional, the structural and the transformational-generative approach.

The oldest of these is the so-called **Traditional Approach** in which the description of language was very closely modelled on Latin. The traditional approach “takes no account of present day language usage and imposes norms generally derived from the language of the great authors of previous centuries.”⁽⁶⁾ Language description was limited to written language and excludes spoken language altogether. It adopted “an essentially analytic presentation,” giving grammatical definitions and explanations, and rules “frequently of logicosemantic character which are insufficiently explicit, often false.....”⁽⁷⁾ The traditional approach has received a great deal of criticism. Some of the criticism, “.. has been carried too far ... and lost sight of the virtues of the traditional grammar: (this grammar) was particularly strong in its approach to the sentence; its weaknesses lay in the inadequacy of its treatments of units smaller than the clause, and in its artificial division of parsing and analysis.”⁽⁸⁾

The second surge in the attempt to identify the nature of language and to analyse its system was the emergence of the **Structural Approach**. This approach was guided by scholarly contribution of different disciplines such as anthropology, psychology,

(5) cf. Chomsky, 1965

(6) Roulet, 1975:5

(7) ibid, 11 & 14.

(8) Scott et al, 1970:216.

FLT: An On-Going Controversy

In the context of foreign language learning and teaching three main issues should be discussed, namely: the aims of foreign language learning and teaching; the state of human knowledge on the nature of language, language learning, and language teaching; and finally, guided by those aims and that knowledge, how the process of learning and teaching takes place.

Aims

Learning (or acquiring) another-language (beside one's own) is not simply a linguistic exercise; rather, it constitutes learning a new way of life, and going beyond one's own culture. One must, therefore, have good reasons to enter into this enterprise. Although some may argue ⁽³⁾ that learning a second language may have literary/artistic, philosophical as well as **social aims**, most people nowadays argue that the last aim is the most important one. ⁽⁴⁾

This aim has in fact remained unchanged in spite of all the other changes in our views concerning the nature of language and of the processes of learning and teaching. What has indeed changed, in this respect, is the magnitude and scope of the teaching-learning activity, and the ways in which it has been pursued. While, in the past, it was limited, to certain groups and purposes (e.g. religious purposes), it is now practised by almost all sectors of many communities (e.g. English as a foreign language in Arab countries). However, it might not be sufficient at all to say that becoming bilingual serves a social purpose, or that it involves using the new language as a means of communication. Much more is indeed involved. For example, the Arab World has its own fully-fledged and historically and internationally well-established national language, i.e. Arabic, which is used for all social/communicative purposes. But English remains an important, perhaps indispensable, means of education, particularly higher education, as well as of certain other activities (e.g. business or travel) where English rather than Arabic is much more commonly used. Analogies to this situation are found in various other communities.

(3) e.g. Kelly, 1969

(4) cf. Roberts, 1982

Introduction

Over the last twenty-five years or so, foreign language teaching (FLT), particularly Teaching English as a Foreign or Second Language (TEFL) or (TESL)⁽¹⁾ has witnessed some major changes. These changes first emanated from dissatisfaction with traditional approaches based on teaching grammar and translation, and later on came as a result of advances in psychology and linguistics, and more recently, in sociolinguistics. The changes and their impact on foreign/second language teaching are now well-documented⁽²⁾

However, in spite of such a long period of theorization, experimentation and application of various approaches, the issue has remained as unresolved as ever: how best, or perhaps, how appropriately, can the teaching and learning of a foreign language be tackled? In this paper an attempt will be made to offer two surveys and a projection.

Firstly, the main trends, as seen today, will be summarized. Secondly, TEFL developments and the controversies that have accompanied them, particularly in the Arab World, will be discussed in some detail. Thirdly, and finally, a suggestion will be made for the adoption of a **pragmatic approach** which the writers of this paper feel may be most appropriate, not only in the Arab World, but also in similar situations elsewhere.

-
- (1). Although TESL should differ widely from TEFL in both theory and teaching methodology, the two terms are often used indiscriminately, particularly in the U.S.A. We will be using the former term consistently in this paper since it is a much more accurate description of the situation we are dealing with.
 - (2). (See for example: Kelly (1969), Roulet (1975), Roberts (1982), Yalden (1983); Swan (1985); and in the context of the Arab World: Kharma (1969) and (1972), Hajjaj (1985) Kharma and Hajjaj (1988a) and Kharma and Hajjaj (1988b).
-

ABSTRACT

This paper advocates a pragmatic approach to ELT in the Arab World. This approach should be based on the insights that have been acquired and the lessons learnt from research into language, language learning and language teaching and from experimentation with the various approaches, methods and techniques of F.L.T. in different parts of the world, including the Arab World, during the last half century.

After giving an overview of such research and experimentation, and describing the present state of ELT in the Arab World, the main principles underlying the new approach are presented. First the framework of a F.L.T. theory is drawn. Then our stand from each of the four main issues in F.L.T. is clarified. These issues are: the rationale of any new approach, the most important functions of language, the issue related to the two basic dimensions of language, namely: form and function, and the issue of techniques employed in the classroom.

The pragmatic approach suggested is then based on the principles emerging from the analysis of each of the four issues. It is suggested that such an approach would also be appropriate to other situations similar to those prevailing in the Arab World.

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