

English as a University Requirement at Kuwait University: Opinions of Student-Teachers in the Faculty of Education

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ABSTRACT

English-language courses constitute part of the compulsory requirements in Kuwait University. The study investigates the student-teachers' opinions towards learning English in the Faculty of Education.

Two types of students are admitted to the Faculty, namely the graduates of secondary schools (SSC) and graduates of teacher training institutes (TTI). One of the objectives of the investigation was to elicit and compare the trainees' opinions, in the light of their pre-university qualifications.

The responses indicate poor acquisition of such skills as reading, writing, listening; with the speaking difficulties being the predominant problem. This may explain why a substantial number of students did not find TEFL enjoyable.

The paper also reviews the factors that may lead to the various opinions of students. Finally, some suggestions are presented to improve the status of English in the Faculty and to encourage positive attitudes towards its study.

1. Intruduction

English-language teaching at Kuwait University has many similarities with its teaching in other institutions of higher learning around the world. English is generally regarded as a foreign language rather than a second language. And students at all stages of formal education must study it.

Students at Kuwait University are enrolled after twelve years of schooling. English is a compulsory subject from the fifth year, that is from the first year of intermediate school to the final year of secondary education. Thus, prior to joining the University, students have studied English for eight years. Unfortunately, the standards of teaching are generally low, and the level of English achieved by the students leaves much to be desired. This has led to a widespread feeling of discontent among educationalists and parents, since the majority of secondary school graduates cannot read or converse in English. (Al-Mutawa et. al, 1985).

However, efforts are required to make language learning interesting. This will enable students to master the skills of reading, writing, listening and above all speaking. The students' attitudes, needs and motivations play a critical role in such efforts. They are important in assessing whether their English needs at present or in future are fulfilled.

This study attempts to assess the opinions of student-teachers in the Faculty of Education at Kuwait University towards the study of English as a foreign language. It may be useful at this stage to present some background information about the students of English at the University.

The Faculties in Kuwait University may be divided into two groups for the purpose of this study. They are, first, the English-medium Faculties including Medicine, Engineering and Science and, second, the Arabic-medium Faculties such as Arts, Commerce, and Law.

In the English-medium Faculties, the learning of English language is a pre-requisite for students. Their teaching system presupposes that the student has sufficient command of the English language so as to enable him to pursue his studies without difficulty. However, the language standard of students is often below the requirements of these Faculties. This is apparent from the results of the placement tests. The tests have

consistently indicated that many students obtained low scores in English and had to enrol in intensive remedial courses before proceeding to the required courses (Registration Office, 1985/86).

The status of English is however, different in the Arabic-medium Faculties, where it is considered on the same footing as any other subject. The objectives of its teaching in these faculties are not significantly different from those in secondary schools, i.e. to understand the language to the extent that it will assist students in their work after graduation. Consequently, students can pass compulsory subjects without attaining a high standard in English.

In this respect, the Faculty of Education can be considered in an intermediate position as it combines both the mother tongue and the foreign language as media of instruction. Arabic is used as the language of instruction in subjects such as education, social and Islamic studies. On the other hand, science and mathematics are taught in English.

Approximately two-thirds of the total number of students in the Faculty are graduates of secondary schools. The remaining third of students are graduates of either post-intermediate or post-secondary teacher training institutes. The latter category has been teaching subjects other than English before joining the University. The duration of their teaching varies from one to nearly 15 years. They generally tend to have a low standard in the English language upon enrollment in the Faculty. This is mainly due to the policy of admitting intermediate and secondary school leavers with low average scores to the TTI.

The award of a degree in the Faculty of Education requires completion of 126 credits, of which the Faculty has allocated two courses (i.e. six credits) for English-language teaching as part of the University requirements. These courses may be regarded as sufficient to fulfil the requirements of students undertaking Arabic-medium courses only. Those majoring in science and mathematics require intensive study of the English language. This is the case in the English medium Faculties since all science courses are taught in English. However, these intensive types of courses are not available in the Faculty.

English in the Faculty of Education may thus be regarded as foundation English. It aims at improving the students' language skills that are used for communication purposes in a minimally sufficient way.

Another objective is to supply a firm basis for any later English studies if

the need arises. In addition, a substantial number of students in the first year must take a remedial course, since the enrolment system makes it possible for students with very poor English to enter the University.

One remedial course for five contact hours a week has also been allocated to students with low scores in the placement test. This has replaced the previous practice of three contact hours which was found inadequate to raise the linguistic standard of students (Kharma, 1981, 404).

It is worth pointing out that not all student-teachers are required to study the English-language courses assigned in the Faculty. Students who are trained to be English-language teachers for the post-primary stages are exempted from all these courses. They account for one fifth of students in the Faculty of Education (see Table 7 in the appendix). They study the remedial courses in association with their English-Department counterparts in the Faculty of Arts.

2. Overview of the problem

There are many aspects to the problems associated with English-language teaching in Kuwait. One of the major factors may be ascribed to the teachers' insufficient command of the basic language skills. Although a substantial number of EFL teachers in Kuwait are reasonably good in reading and writing, they still suffer from proficiency in speaking (Kharma, 1977). Their linguistic standard has remained low in spite of the extended in-service training courses conducted by the Ministry of Education (Al-Mutawa, 1983). Consequently their teaching achievements fall below expectations. In addition to causing frustration among pupils, teachers instill grammatically wrong patterns which are difficult to eradicate at later stages. Moreover, English-language teachers at the University may fail to deal successfully with these deficiencies. As a result University students are subjected to further frustrations from continuous corrections to their use of language. This may in turn lead to poor motivation and to a negative attitude towards English-language study. It may also reduce the standard of TEFL in the University. Any improvement in the standard of prospective teachers will therefore have far-reaching implication. The present investigation is an attempt in that direction.

3. Questions to be Answered by the Study

The study attempts to elicit the opinions and attitudes of students at the Faculty of Education through answering the following questions:

- 1- What is the status of TEFL in the Faculty?
- 2- What are the objectives of studying English in the Faculty?
- 3- What is the linguistic standard of students at the Faculty?
- 4- What are the students' reactions towards learning English?
- 5- What are the problems in TEFL encountered by the students?
- 6- What are the students' suggestions for improvement of TEFL in the Faculty?

4. Review of Literature

A limited amount of research has been undertaken in Kuwait relating to the topics of the present study. Thus Kharma investigated the status of the skill of reading in English as a foreign language at Kuwait University (Kharma, 1981). The respondents were heads of departments in four faculties. They emphasised the need of university students to master the reading skill in order to enable them to consult the relevant sources in their studies. In their view such an objective could not be attained satisfactorily, without securing high motivation and adequate training from the early stages of language learning.

A more recent study was concerned with investigating the motivation (reasons) of new entrants for studying English as a foreign language at the University (Al Shalabi, 1982). It consisted of 11 items classified into instrumental, integrative and general. The majority of students cited the instrumental and general motivations for language learning. The highest ratings were given to the following instrumental items: "to be an educated person" and "to get a higher degree" (Ibid, 1982, p. 93).

Similar investigations have been undertaken to assess the students' self-assessed proficiency in English at the University of Puerto Rico (Fayer, et. al. 1984); and to solicit the opinions of former students of a higher institute about the most useful aspects of English they experienced in their jobs (Wright, 1980). Reference may also be made to the analysis of students' opinions towards language teaching at the University of Texas at El Paso (Walker, 1983).

5. Limitations of the Study

It will be recalled that the Faculty of Education was unable to secure English-language courses for three semesters after its establishment in 1981. When the English-language Unit was set up in the second semester of the academic year 1981-83, the total number of students was 560. Yet

only eight classes were opened to cater for 120 students. The remaining students were allowed to enrol in the English courses assigned for Arts and Science Faculties until the Unit was equipped with sufficient staff.

The present investigation is confined to students enrolled in the language courses in the Faculty. The students majoring in English are excluded since the courses being analysed do not apply to them.

6. The Sample

The sample of the study therefore consisted of the first group of students in the Faculty of Education undertaking English-language courses when the English-language Unit was established. Their total number was 118. Two thirds (66.4%) of them were secondary school graduates (SSG) and the remainder (33.6%) were graduates of teacher-training institutes (TTI). The percentage of females was 72.4% while the male candidates accounted for 27.6%.

7. Tools of the Study

A questionnaire was devised and distributed to student-teachers in April 1983. The purpose was to ascertain their opinions towards TEFL in the Faculty of Education. Also, it was aimed at comparing the opinions of secondary school graduates (SSG) with the teacher-training institute graduates (TTI).

The questionnaire included a number of factual items to elicit some information on the students' background, in addition to the questions related to opinions. Such areas as sex, age, nationality and pre-university qualifications have been included to gain an adequate understanding of the trainees' opinions.

A number of steps were taken to refine the questionnaire before its final distribution. The first draft was discussed with two educationists specializing in TEFL and Educational Psychology from the Language Centre and the Faculty of Education of Kuwait University, for critical examination. Their comments and suggestions were assessed and some of them were incorporated in the revised draft.

The second draft was subsequently distributed, for face validity, to a group of ten students representing secondary school and (TTI) graduates. Their replies indicated that the items of the questionnaire were successful in

eliciting a variety of responses. In the third stage, the questionnaire was distributed to the remaining students.

The final draft of the questionnaire comprised 19 items. Some questions included more than one part. Had these been counted independently the number would have been considerably greater. These items can be grouped into six categories:

- 1- The status of English as a university requirement in the Faculty of Education, items 11, 17.
- 2- Objectives of studying English in the university, item 14.
- 3- The ability to learn English, consisting of items 6, 7, 12, 16.
- 4- Reactions to learning English; items 8, 9, 10, 17.
- 5- Difficulties in learning English; item 18.
- 6- Suggestions to improve teaching English in the Faculty of Education; item 19.

The forms were prefaced by a declaration that the purpose of the enquiry was purely scientific; and that no identification of individual students would be made.

8. The Results

8.1 Analysis of Data

The questionnaire was completed by 77 SSG and 39 TTI students. This is a very favourable response since only two questionnaires were discarded. It was decided to limit the analysis to one variable, namely, the pre-university qualifications of the respondents. The other variables such as sex and nationality were excluded because of the small number of males involved, and because all the students were Kuwaitis. The analysis based on percentage response since the size of the sample precludes the use of further statistical tests. In addition, the percentage figures were rounded to the nearest whole number, in order to simplify the presentation.

The last two items in the questionnaire were concerned with clarifying the problems that students face in their English language studies at the Faculty and their suggestions for the improvement of its teaching. It has been decided to discuss those two items together by combining the answers of the two categories of respondents as shown in Tables (5) and (6). This is due to the small number of responses which exclude the possibility of meaningful comparisons between secondary school graduates on the one hand and graduates of TTI on the other.

In analysing the data, it was decided not to interpret each question individually, as this would have made the investigation rather lengthy. The other possibility was to group the answers in a comparatively small number of topics. However, this would have resulted in showing very broad trends, with little substance and a somewhat vague picture of the situation.

Consequently, the course adopted was to veer between these two extremes. Thus answers to questions which were closely related were combined together. This was not as easy as it might appear. All the questions are in a sense related to each other. Thus the first problem to be overcome was to decide on the range of issues covered, and arrange the findings along parallel lines. This involved splitting up and omitting some segments of questions in an effort to increase coherence and consistency of the investigation.

The re-organised responses are presented in Table (1) to (6) in the Appendix.

8.2. Discussion of Data

8.2.1 The Status of TEFL in the Faculty of Education

In order to establish the importance that students attach to various items relating to the status of TEFL in Kuwait students were asked to state their opinions and the degree of agreements they attached to each item as follows:

When asked their opinion whether English should be taught in the University, the majority (69%) stated that it should be included in the Faculty programmes. On the other hand, the general agreement was to have elective rather than required courses. This was manifested in the opinion of 64% of respondents who stated that English should be taught to those who wishes to study it. At the same time, two thirds did not want to commit themselves to studying the language because it demands too much work. These opinions, indicate that students are learning English with minimal interest and with the major incentive being the need for a credit at the end of the semester.

It may also be noted that nearly half the students preferred three contact hours weekly instead of five for studying English. However, the TTI candidates appeared to need more study of English than the secondary school leavers (Table 1).

It may also be inferred that the deficiencies in English-language

teaching at the pre-University stage lead to the students reluctance to study it. This stage is characterized by lack of high motivation (Hajjaj, 1985).

8.2.2 Objectives of teaching English in the University:

This section of the questionnaire sought to ascertain the opinions of students about the objectives of teaching English in the Faculty of Education.

The overwhelming majority (94%) agreed that the objective of English teaching is to acquaint students with grammar and vocabulary. It is worth noting the close agreement in the response of secondary school and TTI graduates with regard to the objectives of TEFL in the University. About ninety per cent of both groups stated that the objectives were to produce better educated persons and about eighty per cent thought the aim was to enable students to use foreign references. In addition, nearly 90% of both groups stated that the objectives were to acquaint students with grammar and vocabulary and to pursue studies after the secondary stage. (Table 3).

There was, however, a divergence of opinions with regard to the objectives of preparing students for future jobs and higher studies. Since the TTI graduates normally enrol in the Faculty of Education in the expectation of upgrading their status as teachers, they put emphasis on the objective of preparing students for future careers. This is illustrated by the high percentage (69%) of their response to this item compared with 51% of their counterparts. On the other hand, the SSG response indicates that they put more stress (87%) on the objective of preparing students for higher studies than the TTI (71%).

8.2.3. The ability to learn English:

Foreign-language acquisition today necessitates the mastery of the four skills i.e. understanding, speaking, reading and writing. The students were asked to rate their proficiency in the above skills. The detailed responses were as follows:

- (i) **Speaking:** Almost all the students thought that their speaking ability was average or poor. This applies especially to conversation as 75% of the respondents thought that teachers should give greater emphasis to free conversation and speaking fluency.

Although the TTI graduates received their education long before they were enrolled in the Faculty of Education, 80% stated that the

English they acquired enables them to converse with a fellow traveller, compared with 55% of secondary school graduates. The difference may be attributed to travelling experiences of the TTI graduates prior to joining the University which enabled them to converse in English.

- (ii) **Writing and Reading Comprehension:** The majority of students thought that their reading and writing skills were adequate. Thus eighty percent stated that their abilities in these skills were either good or average and only 10% wished to improve them. Yet the TTI students appeared to suffer more in these skills than their SSG counterparts. While one third of TTI students stated that their writing ability is poor, only 13% of SSG thought so. Another contrast is that 5% of TTI students thought they could read stories written in English compared with 17% of secondary school graduates. In this respect it is noteworthy that the TTI graduates generally scored low marks during their intermediate or secondary school examinations resulting in a poor standard in general and in the foreign language in particular.

There were also some differences between the two groups of students regarding the degree of emphasis that teachers should place on such skills. Fifty per cent of secondary school graduates suggested that the teachers should place moderate emphasis on rapid silent reading compared with 45% of the secondary school graduates.

- (iii) **Understanding:** This is the skill with a pronounced lack of mastery. A large number of students seemed to suffer from an inability in understanding. Approximately 75% of the respondents felt that they were either average or poor in this skill.

In addition 85% of students suggested that teachers should give greater emphasis to the teaching of reading comprehension and listening comprehension skills.

In sum, there are variations in the students' mastery of the four skills. However, their responses indicate that the biggest weakness is in the speaking skill. Only 11% thought that they were good in speaking, compared with 28% in understanding, and 24% for reading and writing.

This factor may provide a partial explanation for the high ratio of students (44%) who were anxious to improve their speaking skill compared with 5% for understanding; 3% for reading and 1% for writing. The detailed results are presented in Tables (3A), (3B) and

(3C). The large proportion of students wishing to improve their speaking ability is attributable to the manner in which the language is taught at the pre-University level. In particular. Reading and writing skills are heavily emphasized in the last two years of secondary school.

8.2.4. Reactions to Learning English

The responses indicated that students were anxious to achieve a satisfactory level of the English language, especially if the teaching conditions were improved. This attitude was held despite the negative opinion of many students towards learning English.

Asked their opinion about learning English, approximately one half (53%) of the students stated that they did not find it enjoyable as a subject in the University. However, the majority of respondents holding a negative reaction consisted of the secondary school leavers. Nearly 60% expressed their disinterest in the language compared with 38% of TTI students. Such disinterest, may originate in the first years of contact with English at school; since these years are regarded important in determining the types of attitudes to learning English (Kharma, 1977).

Both groups had a strong desire to improve their English language standard. This is reflected in the high percentage of students (93%) stating that they envied those whose command in English was good (Table 4).

8.2.5. Difficulties in learning English:

Many students encountered difficulties in learning English. When asked about the difficulties they faced in studying the language nearly one half (49 percent) stated that they experienced difficulty in the acquisition of such skills as reading, writing and listening comprehension. Difficulties with the speaking ability accounted for the highest ratio (21%). However, grammar, vocabulary, teachers' methods and nationality were regarded as major factors militating against progress in English language learning in the opinion of 38 per cent of students. (Table 5). The question of nationality may be important in this connection. At the intermediate and secondary schools, nearly all teachers of English and other subjects are Arabs. This is also true of the teaching staff of subjects other than foreign language at the University level. However, most of the language teachers appointed at the University are native speakers of English. Their approach tends to be different from other teachers, and students find it more difficult to communicate with them.

8.2.6. Suggestions to Improve TEFL In the Faculty of Education:

Student-teachers were also asked to state the ways to improve English teaching in the Faculty of Education. The responses indicated that a substantial number of students were generally dissatisfied with the teaching of English.

In spite of eight years of English study at school, students felt the need to enhance their proficiency. Nearly one-half stated that speaking and writing skills should be emphasized in teaching. Moreover, 18% suggested the inclusion of audio-visual aids in teaching, with particular emphasis on language laboratories in order to improve their speaking ability.

Other suggestions related to methodology are also worth citing. For instance, 6% of respondents stated that the contents and techniques of the remedial course should be modified to meet their needs. What is more, 15% regarded the teachers' nationality and motivation as major factors in the improvement of teaching. Students appeared to be more receptive to Kuwaiti nationals than foreign teachers.

Finally, 13% suggested an increase of contact hours and the Arabic use in English-language classes as they found difficulty in following their lessons in English. This was reinforced by the opinion of 10% who suggested an improvement of TEFL at the pre-university level. (Table 6).

9. Conclusion:

The preceding sections indicate that after eight years of English instruction in the intermediate and secondary schools, both the secondary school leavers and the TTI graduates fail to sustain a meaningful and fluent conversation. This is the major conclusion of the results of the student-teachers' questionnaire conducted as part of the investigation. And similar conclusions were established by the case studies carried out by other researchers and referred to previously. They generally indicate that students are less proficient in speaking skills than in those of reading and writing. This is substantiated by the attitudes of 21% of respondents as indicated in Table (5). Moreover, the results of placement tests for the past four semesters confirm the poor linguistic standard of a great majority of student-teachers. About 30% of the courses offered were assigned to the remedial course. (Table 8). This is partly the result of the methods followed by teachers at the pre-university level. The results also indicate that the TTI graduates appeared to suffer more in the language skills, especially in reading and writing than the SSG. This is due to the long interval between

their graduation from TTI and their enrolment in the Faculty. They sought to rectify their weakness in the language by expressing greater willingness to study English than their SSG counterparts.

A major problem lies in the approach followed at the Faculty of Education. Each of the English courses taught in the Faculty normally caters for one skill such as writing, reading and speaking. Such an approach may encourage students to view language as a collection of separate skills and pieces of knowledge rather than an integrated system. It is likely that these problems will be compounded in future. While the English language courses are inadequate for the under-graduates, the Faculty of Education is planning to start post-graduate studies. This applies particularly to science candidates and to TTI graduates.

The results also indicate that in spite of an overall agreement between the two groups of students regarding the objectives of TEFL in the Faculty, there was a divergence of opinions with regard to the objectives of preparing students for future jobs and higher studies.

It may be pointed out that students often complain of the heavy workload in their subjects. Since English in the Faculty of Education is a subsidiary part of their studies they gradually lose their initial enthusiasm for it.

Recommendations:

In order to remedy the shortcomings stated above, the following recommendations may be considered:

1. Since the programmes of the Faculty of Education combine Arabic and English as media of instruction, specific objectives are required to be set in order to cover the various subjects.
2. Organizing orientation in-service training courses for EFL teachers (especially foreign expatriates) in the Faculty of Education to familiarize them with the TEFL situation in Kuwaiti schools. This will enable them identify the most common linguistic problems of students.
3. Offering intensive remedial courses in the Faculty of Education for 15 contact hours a week to student-teachers. It would seem more appropriate that intensive remedial courses be offered to students majoring in science and mathematics, since their number is gradually increasing as indicated in (Table 8). They will thus be put on the same footing as their counterparts in the Faculty of Science.

4. Two compulsory English-language courses may be offered in addition to the two required courses for students. In order to keep the total number of units required for graduation at 126, it is suggested that the University elective courses be replaced by advanced English courses. These would be offered especially to students enrolled since the academic year 1983-84 to whom the system of University elective courses applies.
5. Meetings must be held to acquaint students with the importance of English-language learning in the University, and to increase their motivation for studying it.
6. Centering course syllabuses on developing a wide range of skills and heightening attention to oral and written work so as to reflect the students own perceived needs.
7. Continuing a more selective intake policy which will provide a higher quality of students and more intrinsically motivated students who can see the advantages of acquiring a higher degree of competence in English.

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Appendix

Table (1)
The Status of English as a University requirement
in the Faculty of Education

Q	Item	SSG	TTI	T
11	How many weekly hours are necessary to meet the requirements of the English language syllabus?			
	1. Two hours.	19	10	16
	2. Three hours.	44	49	46
	3. Four hours.	8	5	7
	4. Five hours.	19	33	24
	5. More than 5 hours	9	3	7
17.	Indicate your degree of agreement about the following statement:			
	1. English should be taught to those who wish to study it.			
	Agree	43	36	40
	Agree to some extent	29	13	24
	Disagree	15	31	20
	Strongly disagree	13	20	16
	3. English should be omitted from the Faculty Curriculum.			
	Agree	16	5	12
	Agree to some extent	22	13	19
	Disagree	29	44	34
	Strongly disagree	33	38	35
	4. The English language Syllabus demands too much work.			
	Agree	30	23	28
	Agree to some extent	42	36	40
	Disagree	25	33	28
	Strongly disagree	3	8	4

Q	Item	SSG	TTI	T
	8. TEFL in the University is a waste of time.			
	Agree	5	—	3
	Agree to some extent	21	8	16
	Disagree	34	31	33
	Strongly disagree	39	61	47

Table (2)
Objectives of studying English in the University

Q	Item	SSG	TTI	T
14	1. Better Educated person.			
	Agree.	41	41	41
	Agree to some extent.	48	54	50
	Disagree.	6	5	6
	Strongly disagree.	4	—	3
	2. To prepare students for future jobs.			
	Agree	24	36	28
	Agree to some extent	27	33	42
	Disagree	12	28	23
	Strongly disagree	7	3	6
	3. It enables students to use foreign references.			
	Agree	51	51	51
	Agree to some extent	27	31	28
	Disagree	12	15	13
	Strongly disagree	10	3	8
	4. To acquaint students with grammar and voc.			
	Agree	49	61	53
	Agree to some extent	43	36	41
	Disagree	5	3	4
	Strongly disagree	3	—	2
	5. To pursue language learning after the secondary			
	Agree	51	50	50
	Agree to some extent	43	39	41
	Disagree	2	11	5
	Strongly disagree	4	—	3
	6. To prepare students for higher studies			
	Agree	57	55	56
	Agree to some extent	30	16	25
	Disagree	5	21	10
	Strongly disagree	8	8	8

Table (3-A)
The students ability to learn English

Q	Item	SSG	TTI	T
6.	Students' rating abilities in the four skills:			
	1. My Listening Comprehension is			
	Good	29	26	28
	Average	61	59	60
	Poor	10	15	12
	2. My Speaking ability in English is			
	Good	10	13	11
	Average	61	56	59
	Poor	28	31	29
	3. My Reading ability in English is			
	Good	25	23	24
	Average	62	49	58
	Poor	13	28	18
	4. My Writing ability in English is			
	Good	27	18	24
	Average	60	49	56
	Poor	13	33	20
7.	Which one of the following skills could you do most readily at present?			
	1. Write a letter in English	—	5	2
	2. Converse with a fellow traveller	53	79	62
	3. Read stories written in English	17	5	13
	4. Listen to your favourite kind of radio programme	23	8	18
	5. No reply	6	3	5

Table (3-B)
The Students' ability to learn English

Q	Item	SSG	TTI	T
12.	The degree of emphasis a teacher should give on the language skills:			
	2. Free Conversation			
	Great emphasis	71	79	74
	Moderate emphasis	23	18	22
	Little emphasis	5	3	4
	3. Writing and Composition			
	Great emphasis	39	43	40
	Moderate emphasis	45	51	47
	Little emphasis	16	5	12
	4. Rapid silent reading			
	Great emphasis	10	10	10
	Moderate emphasis	49	41	46
	Little emphasis	41	49	43
	5. Loud Reading			
	Great emphasis	35	43	38
	Moderate emphasis	39	44	40
	Little emphasis	26	13	22
	8. Reading and Listening Comprehension			
	Great emphasis	86	85	85
	Moderate emphasis	6	15	9
	Little emphasis	5	—	3
	No reply	3	—	2
	9. Speaking fluency			
	Great emphasis	70	77	72
	Moderate emphasis	24	23	23
	Little emphasis	6	—	4

(Table 3-C)
The Students ability to learn English

Q	Item	SSG	TTI	T
16	In what ways would you like to improve your English?			
	1. Improve understanding.	8	—	5
	2. Improve ability to speak English	45	41	44
	3. Improve reading skill.	3	3	3
	4. Improve writing skill	1	—	1
	5. My English is adequate.	39	56	45
	6. No reply	4	—	2

Table (4)
Reaction towards learning English

Q	Item	SSG	TTI	T
8.	Do you think that learning English is			
	1. Very interesting.	14	31	20
	2. Interesting	54	66	58
	3. Not so interesting	32	3	22
9.	During pre-University years, do you think you gained			
	1. Great benefit	22	8	17
	2. Some benefit	61	61	61
	3. No benefit	17	31	22
10.	What do you think of English as a Univ. requi.			
	1. English is the subject I like most of all	14	23	17
	2. I like Eng. as much as other subjects	25	38	29
	3. I am not really keen on English	35	33	34
	4. I don't really enjoy doing English	17	—	11
	5. English is the subject I hate most of all	9	5	8
17	2. English is my favourite course			
	Agree	13	10	12
	Agree to some extent	30	34	31
	Disagree	33	53	39
	Strongly disagree	24	3	17
	5. I envy those who are good at English			
	Agree	70	85	75
	Agree to some extent	21	13	18
	Disagree	7	2	5
	Strongly disagree	2	—	2
	6. I find it difficult to learn English			
	Agree	29	11	23
	Agree to some extent	41	42	41

Q	Item	SSG	TTI	T
	Disagree	21	34	25
	Strongly disagree	9	13	11
	7. I look forward to the English lessons.			
	Agree	29	33	23
	Agree to some extent	41	51	42
	Disagree	21	13	25
	Strongly disagree	9	3	10

Table (5)
Difficulties in Learning
English
Values and Percentages

Q		The Difficulties	values	%
18				
	1.	Listening Comprehension	16	18
	2.	Speaking fluency	19	21
	3.	Reading	5	6
	4.	Writing	4	4
	5.	Grammar	8	9
	6.	Vocabulary	12	13
	7.	Foreign teachers and method of teaching	14	15
	8.	Other problems	13	14
		Total	91	100%

Table (6)
Suggestions to improve TEFL in
the Faculty of Education
(Values and Percentages)

Q	The Suggestions	values	%
19			
1	Emphasis on speaking and writing skills	33	38
2	Use of AVA in teaching especially language laboratory	16	18
3	Improve TEFL at pre-University level.	9	10
4	Use of Arabic and increase number of teaching hours.	11	13
5	Improve the remedial course 099.	5	6
6	Teacher's motivation, nationality and others.	13	15
		87	100%

Table (7)
Number of Students in the
Faculty of Education, Kuwait University
First Semester 1985/86

Major	First Yr.		Second Yr.		Third Yr.		Fourth Yr.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Primary Stage										
Science and Maths.	8	1	54	9	68	14	85	20	215	8
Others	26	2	82	14	129	26	108	26	345	13
Sub-Total	34	3	136	23	197	40	193	46	560	21
Inter. & Secondary										
Science and Maths.	165	14	56	9	46	9	28	7	295	11
English	322	28	108	18	61	12	50	12	541	20
Others	636	55	295	50	187	38	147	35	1265	48
Sub-Total	1123	97	459	77	294	60	225	54	2101	79
Grand Total	1157	100	595	100	491	100	418	100	2661	100

Source: Unit of Academic Counselling, Faculty of Education, Kuwait University, November, 9th, 1985.

Table (8)
Number of Sections of the
English Language Courses (University Requirements)
Faculty of Education, Kuwait University

Semester	Year	099	110	111	112
First	1983/1984	8	9	3	—
Second	83/84	8	9	4	—
First	1984/85	13	9	6	2
Second	84/85	7	15	10	2
First	1985/86	11	8	12	3
Second	85/86	11	9	12	3
Grand Total		58	59	47	10

Source: English-Language Unit, Faculty of Education, Kuwait University.

- N.B. (i) Course (099) is non-credited.
(ii) Course (112) is assigned to students whose results in the placement test enable them to start with course level (111).

آراء طلبة كلية التربية نحو تعلم اللغة الانجليزية كمتطلب جامعي بجامعة الكويت

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ملخص

تشكل مقررات اللغة الانجليزية جزءا من المتطلبات الجامعية في جامعة الكويت . وتقدم هذه الدراسة نتائج
تقويم آراء الطلبة المتدربين بكلية التربية نحو تعلمها بشكل عام وفي الجامعة بشكل خاص .
ويلتحق بهذه الكلية كل من خريجي الثانوية العامة وخريجي دور ومعاهد المعلمين . ولذلك فإن الدراسة
تشمل آراء هؤلاء الطلبة على ضوء مؤهلاتهم التي حصلوا عليها قبل الالتحاق بالجامعة .
ومن أهم النتائج التي توصلت إليها الدراسة أن عددا كبيرا من عينة الطلبة المتدربين الذين شملهم البحث
لا يجدون تدريس اللغة الانجليزية في الكلية ممثما . وقد يعود ذلك إلى ضعفهم في اللغة ذاتها بسبب قلة اكتسابهم
لمهارات القراءة والكتابة والاستماع المفهوم ، كما تمثل مهارة المحادثة عقبة لغالبية الطلبة .
ويتناقص البحث العوامل التي أدت إلى الآراء المتباينة التي أبداهها الطلبة لعدم تحمسهم إلى تعلم اللغة
الانجليزية .
ويعرض الجزء الأخير من الدراسة بعض الاقتراحات التي قد تساعد على تحسين مستوى اللغة الانجليزية في
كلية التربية ، بهدف تشجيع الطلبة على تعلمها .