CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS
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CONCLUSIONS AND RECOMMENDATIONS

The major purpose of this research was set forth by the researcher as mentioned in chapter three.

The main questions that were addressed were about English language teaching objectives, the audio-visual aids, English language curriculum and its problems, methods of teaching English, evaluation, factors affecting the basic education English curriculum, and suggestions for improving the basic education English curriculum.

CONCLUSIONS

Based on the results of the questionnaires, the major conclusions can be stated as follows:

**English Language Teaching Objectives:**

After analysis of the statements regarding ELT objectives, we derived from that the following findings:

1- Majority of inspectors (73.3%) and teachers (70.3%) revealed that English language teaching objectives are written at the beginning of the teacher’s book.

2- Majority of teachers (57.9%) and about one third of inspectors (33.3%) showed that English language teaching objectives are written clearly and in detail.

3- Majority of inspectors (53.3%) and teachers (54.1%) stated that English language teaching objectives are comprehensive as all English language skills are included.
4- The highest percentage of inspectors (66.7%) and one fourth of teachers (25.4%) claimed that the basic education English curriculum fulfill English language objectives.

The Audio-Visual Aids:

From the data concerning teaching aids, we derived the following results:

1- Ten inspectors (66.7%) and 135 teachers (72.9%) reported of not having audio-visual aids in the basic education schools inspite of their importance in English language teaching.

2- The results of the research showed that there is positive relationship between the facilities in schools and students' achievement.

3- English Curriculum And Its Problems:

1- A great number of inspectors (66.7%) and teachers (61.1%) accepted appropriateness of English curriculum organization.

2- The result of the research revealed that the correlation between the textbook materials at all levels is appropriate.

3- The vast majority of inspectors (66.7%) and (66.7%) of teachers asserted that the practice exercises in the textbooks are sufficient.

4- The vast majority of inspectors (86.7%) and teachers (65.9%) rejected the proposition that mentioned that there was correlation between course book and workbook at each level.

5- A great number of inspectors (80.0%) and teachers (65.4%) refused the proposition which indicated that content of English curriculum is repetitive and boring.

6- About half the number of inspectors (50.3%) and less than half of teachers (46.7%) did not agree with the proposition that
mentioned that English curriculum contents contain too many details.

7- A great number of inspectors (53.3%) pointed out that the degree of difficulty in the textbooks is appropriate for students. While the vast majority of teachers (75.1%) claimed that the degree of difficulty in the textbooks is higher than the level of the students.

8- A great number of inspectors (60.0%) and teachers (73.3%) rejected the suggestion which claimed that the stories in English curriculum used in the basic education schools were boring.

9- More than half of teachers (52.4%) and less than half of inspectors (46.7%) confirmed that content of English curriculum forms a solid base for inquiry learning by the students.

10- More than half of teachers (55.1%) and less than (40.0%) of inspectors reported that the content of English curriculum reflected the latest development in the field.

11- A vast majority of inspectors (86.7%) and teachers (81.1%) stated that the pictures and illustrations in the basic education English curriculum are related to the subjects.

12- Most inspectors (53.3%) and teachers (61.6%) favoured that there was not sufficient time to cover all the lessons of the basic education English curriculum.

13- There were differences between inspectors and teachers about completing English curriculum by the end of the academic year. Ten inspectors (66.7%) claimed that teachers must complete curriculum, while (63.8%) of teachers reported that they could not do so.

14- Again, there were differences between inspectors and teachers about adequacy of instructional materials used in English
language teaching, however, six inspectors (40.0%) claimed that instructional materials provided for use, in English curriculum were sufficient, while a hundred of teachers (54.1%) reported that the instructional materials were not enough.

15-A great number of inspectors (60.0%) and (59.5%) of teachers endorsed that instructional materials give chances for natural use of English language by students.

16-A results of the research showed that the instructional materials allow for the balance development of the four main skills.

17-Most inspectors (66.7%) and teachers (80.2%) believed that the teachers’ participation in various curriculum activities increases students’ motivation to learn and use of English language.

18-A largest number of inspectors (80.0%) and teachers (76.2%) reported that the classes in the basic education schools were overcrowded, this prevented students from using English language naturally.

19-A findings of the research revealed that more periods per week are need to finish ELT curriculum. This result gives a supporting evidence to the result of table No. 18, which mentioned that the time devoted to complete English curriculum used in the basic education schools was not sufficient.

20-Methods Of Teaching English:

The analysis of the English language teaching methods provided the following findings:

1- A vast majority of inspectors (86.7%) and more than half of teachers (59.5%) rejected the notion that the teachers preferred teaching reading and writing before listening and speaking skills.
2- The results of the study showed that (60.0%) of inspectors and (50.3%) of teachers reported that teachers used Arabic language during their teaching English language.

3- A great number of inspectors (66.7%) and teachers (78.4%) claimed that teachers preferred teaching listening and speaking skills before reading and writing skills. This means, at the beginning stage of teaching the foreign language, teachers should emphasize on listening and speaking more than reading and writing. This finding is contradicting with finding number one.

4- A vast majority of inspectors (80.0%) and teachers (84.3%) asserted the significance of learning English grammar by students.

5- The results of research showed that a large number of inspectors (80.0%) and (75.7%) of teachers confirmed that the foreign language acquisition is most successful when based on an oral approach.

6- Eleven inspectors (73.3%) and 137 teachers (73.1%) did not agree with the proposition that claimed the students lose interest while using the recorded lessons.

7- Less than half inspectors (46.7%) and also less than half teachers (48.6%) believed that the cultural materials are very important to use in teaching a foreign language because they increase the students’ motivation to learn and use the foreign language.

8- The largest number of teachers (69.7%) and less than fifty percent inspectors (46.7%) showed the significance of an effective technique for teaching sound discrimination of a foreign language is to construct minimal pairs.
9- The vast majority of inspectors (86.7%) and teachers (89.2%) reported that the real life situations should be used to teach the communicative language skills.

10- More than half inspectors (60.0%) and more than three fourth teachers agreed with the proposition that mentioned the language laboratory is more beneficial for beginners of English language than for students at advanced levels.

11- Eleven inspectors (73.3%) and one hundred fifty eight (85.4%) of teachers confirmed that pattern practice is an effective learning technique in teaching of English language.

12- Thirteen inspectors (86.7%) and one hundred fifty teachers did not agree with the notion that students who have problems with Arabic language should not learn English language, this means a student can study any foreign language whether or not he has problems with his native language.

13- All inspectors (100%) and vast majority of teachers (85.4%) reported that the communicative approach is proper for teaching English language in the basic education schools in Yemen.

14- Most inspectors (66.7%) and teachers (69.2%) claimed that classrooms in the basic education schools do not provide students a chance to use English language easily for the development of communicative skills.

15- The results of the study showed that dialogue memorization is an effective technique in learning and teaching a foreign language.

**Evaluation**

The evaluation findings were as follows:
1- Majority of inspectors (73.3%) and teachers (72.4%) reported that paper pencil tests should be administered in teaching English as a foreign language for evaluating students.

2- Nine inspectors (60.0%) and one hundred thirty three teachers (71.0%) agreed that teachers should use oral tests when evaluating students.

3- Fourteen inspectors (93.3%) and a hundred forty one teachers (76.2%) expressed that English teachers in the basic education in Yemeni schools should use the participation of students in daily classroom activities when evaluating them.

4- Majority of inspectors (73.3%) and teachers (72.4%) stated that teachers should use essay writing examination in students’ evaluation.

5- A vast majority of inspectors (80.0%) and teachers (87.6%) reported that English teachers should use the objective type of questions in students evaluation.

6- Ten inspectors (66.7%) and hundred and thirty two teachers (71.9%) stated that questions which required memorization of facts should be were administered in students evaluation.

7- The results of the study showed that questions to which students have to apply analysis and evaluation should be administered in students evaluation.

The Findings of Factors Which Affect the Basic Education English Curriculum:

In addition, the major findings of the research showed that inspectors and teachers suggested some factors which affect the basic education English curriculum. They are stated in table No. 48, page (387). The hamper progress of students from learning
language in the basic education schools in Yemen. The researcher derived from those the following findings:

1- The results revealed that there was lack of audio-visual aids in the basic education schools.

2- They also showed that there was great shortage of English textbooks in the basic education schools in Yemen.

3- The factors indicated that school libraries were not available in the basic education schools.

4- They revealed that there was no balance in contents of course book and workbook of level nine.

5- They showed that there is lack of English teachers in the basic education schools.

**Concerning The Inspectors And Teachers Backgrounds:**

After analyzing the part two of questionnaires, we could derive the following findings:

1- The results of the research showed that (100%) of inspectors were Yemenis.

2- It also revealed that (70.2%) of teachers were Yemenis, they taught in Govt. schools. Also, (29.8%) of teachers were non Yemenis, they also taught also in Govt. schools. While twelve teachers (6.5%) were Yemenis, who taught in Private schools and the same number was non-Yemenis, who taught also in Private schools.

3- The results of the study showed that one third of inspectors (33.3%) were female, these female worked in urban areas only, and two third inspectors (66.7%) who were male worked in urban, two out of them worked in rural.
4- The result revealed that female (34.6%) was more than male (30.8%) who worked in Govt. urban. While male (15.7%) were more than female (5.9%) in rural. Also, male (7.7%) were more than female (5.4%) in the private urban schools.

5- The result of research showed that one third of inspectors (33.3%) had experience of supervision the experience range from 10 – 12 years. While the other two third were distributed among the different ranges.

6- The results also showed that (22.2%) of teachers had experience in teaching English language that range from 1 – 3 years and the next group was (19.5%) of teachers who had experience that range from 10 – 12 years. Also, (13.5%) of teachers had experience in teaching English that range from 13 – 15 years and the others were spread among other ranges.

7- Eleven inspectors (73.3%) were B.A. in English and Education, three inspectors (20.0%) were B.A. in English without professional qualifications and only one inspector (6.7%) held M.A. degree in English but did not have professional training. While 85 (45.9%) of teachers were B.A. in English and Education, also, 47 (25.4%) of teachers hold B.A. in English, 18 (9.7%) of the had passed teachers hold Junior Institute Certificate, these teachers had studied English only for six years in Arab world. One can imagine their performance in teaching and their command over English language and as to how effective they would be as English teachers. 15 (8.1%) of English teachers were B.A. in TESL, only one teacher (0.54%) was B.A. in EFL and 19 (10.3%) of teachers had various Certificates, thirteen of them (7.0%) had passed General Secondary Certificate, these teachers had studied English only for six years in Arab world. The rest teachers i.e., six (3.2%)
had Bachelors degrees in business management, Agriculture, Engineering, Mathematics and Politics. These people taught English in the basic education schools, inspite of the fact that this stage needs qualified academic and professional teachers because this is the stage where English language teaching starts.

8- The results of the research showed that (100%) of inspectors were having their native language as Arabic. While (97.8%) of teachers were having their native language as Arabic. Only one (0.54%) of teachers had his native language as French and the other three of teachers had African languages as their languages.

Ten (66.7%) of inspectors and ninety two (49.7%) of teachers confirmed that English teachers used tapes and records. Also, 3 (20.0%) of inspectors and sixty six (35.7%) of teachers reported that English teachers used wall charts during teaching English language.

**Achievement Test**

Based on the result of the test, the major conclusions can be derived as follows:

1- The students’ performance in achievement test in English language, generally, was not as one should desire. It was unsatisfactory because about half of sample (54.07%) passed, but the successful percentage of the girls who studied in the govt. urban schools was the highest (15.50%), at the same time the percentage of successful students from Govt. urban schools was also higher than that of rural and private urban schools.

2- The performance of the majority of students (78.45%) in reading comprehension was satisfactory, again the girls group from Govt urban schools achieved the highest percentage of marks in reading comprehension.
3- The performance of a great number of students (87.65%) was also satisfactory in grammar. The girls performance who studied in Govt urban schools also had better performance as their passing percentage was the highest.

4- The performance of about half students (51.05%) was poor in understanding, whereas the result of students (25.16%) who were studying in the Govt. urban schools was better than the students who were studying in the rural schools and in the private urban schools. Also the result of girls of the Govt. urban schools was better than the boys, who were studying in the Govt. urban schools. The result of Govt. rural girls were better than the boys who were studying in the rural schools. It is better to mention that the result of girls and boys who were studying in private urban schools was similar to those who were studying in Govt. urban and rural schools. However, the result of the students in understanding skill were disappointing and far from satisfactory because the general result of understanding skill was very low.

5- The performance of more than half of the students (67.54%) was good in application skill. However, again the performance of Govt. urban school students was better than the other groups in application. Also, the performance of girls of govt. urban schools was the best one, while Govt. urban schools boys performance and Govt. rural school boys performance was found to be the same in application skill.

6- The performance of the vast majority of students (80.09%) was satisfactory in vocabulary. The results of this category confirmed that the performance of girls from Govt. urban schools was better than those of Govt. rural school girls. The Govt. urban school students’ performance was better
than the other groups’ performance. However, the general performance of students was satisfactory.

7- The performance of students (45.14%) was too poor in using limited vocabulary in sentences, but the performance of Govt. urban school students was better than the performance of the Govt. rural schools and private urban school students. Govt. urban school students got (25.23%), while Govt. rural schools and private urban schools students secured (19.91%) together. This may be due to the fact that Govt. urban school teachers pay attention on teaching writing skills generally and writing of composition particularly. It seems that most of the basic education English teachers do not regard writing skills as one of the main aims of English language teaching in Yemen. Therefore, the basic education students are too poor in the writing skill.

8- The performance of the majority students (73.85%) was good in punctuation. The results of the punctuation indicated that the performance of girls of Govt. urban school was the best one among all the groups. While Govt. rural school girls achieved less than both of the girls and boys who were studying in Govt. urban and rural schools respectively. The Govt. urban schools students secured high percentage in punctuations. They got more than their colleagues who were studying in Govt. and private schools and urban school students secured the lowest percentage in punctuations. This may be due to the fact that private school teachers were not experienced in teaching of English language these schools were established in the beginning of 90s.

9- The performance of students (27.85%) was too poor in guided composition. Inspite of writing skill is one of the main
skills in English language teaching in Yemen, it seems that English language teachers’ interest is more in some other language skills, for example, they teach English grammar in detail as mentioned in table No.61. They do not give importance to writing skill which is one of the main objectives of English language teaching. However, table Nos. 69 and 69A give more disappointing picture of the students performance in guided composition. But this does not nullify the general picture of the basic education students’ performance as shown in most previous tables.

RECOMMENDATIONS

The following recommendations are based on the review of related research, the supplementary data, and the suggestions. According to the study findings, improvement in the English language curriculum can be achieved by manipulating the components that have caused the current situation in English curriculum used in the basic education schools in Yemen. These components are divided into three groups, they are:

a) The Ministry of Education Authorities,

b) The Inspectors, and

c) The Teachers.

Accordingly, the researcher formulated recommendations that are important to improve English curriculum and the teaching of English at the basic education schools. So, recommendations are stated separately for each of the aforementioned components which are as the follows:

a) **Recommendations for the MOE Authorities**:

Ministry authorities should .....
1- increase their commitment to support English language curriculum because that commitment is very important for curriculum’s success. The classes are too crowded. Foreign language teaching not possible in such a class. The classes should not be crowded if students should learn the language. There may be economic constraints lent the Ministry must not ignore the fact that education is an investment.

2- Ask all inspectors and teachers for evaluation, suggestions and comments as a feedback for developing, improving and solving all the important points that may help the educators of the students.

3- Revise the objectives of teaching English according to the new syllabus and requirements of the country.

4- Select only whose teachers who are specialists in ELT and to have interviews with them before they assign them contracts to work in Yemen because there is large group of non-Yemeni teachers who have specialized in different subjects than in English.

5- Give importance to the content of the text books and the number of periods per week. They may reduce the syllabus or increase the number of periods per week.

6- Provide schools with various audio-visual aids and required English teachers.

7- Provide schools with textbooks before the academic year starts.

8- Provide schools with libraries and these libraries should be equipped with the books that are needed by both teachers and students.
9- Coordinate with the Ministry of Information to have an English teaching programme offered on television and radio so that students can strengthen their learning outside the classroom also.

10- Set up a special department to receive and evaluate teachers' suggestions about curriculum, textbooks, etc. This department should be responsible for making sure that all suggestions that are received are also responded to by the appropriate person with in a reasonable period of time.

11- Discuss and study the policy of the final examinations and try to reach new methods of examinations.

12- Provide more time for inspectors to do their work by assigning a smaller number of schools.

13- Arrange for orientation of teachers and inspectors.

b) **Recommendations for Inspectors:**

Inspectors should ..... 

1- Be interested in and have a positive attitude towards supervision.

2- Have a good understanding of and cordial relationship with the teachers.

3- Be willing to encourage teachers to benefit from the experience they have.

4- Hold meetings with teachers and be available to teachers if they need help.

5- Seek to understand needs and interests of the teachers and the students.

6- Be more cautious in criticizing the teachers or writing their reports as the teachers use different techniques in different classes according to their experiences for the different situations in each school.
7- Establish rapport with the teachers so that they can help teachers to achieve some understanding about supervision and this relationship must be established before they visit the teachers in their classes for observation.

8- Establish a supervision model concerning observing instruction and teachers should see that model so that they can discuss it with each other.

9- Not to demand too much, from teachers. They should only suggest or comment, and then let the teachers do what they think is appropriate for their students.

c) **Recommendations For the English Teachers:**

   Teachers should ..... 

1- Strive to have a positive attitude toward teaching.

2- Strive to have positive attitudes toward their supervision.

3- Strive to have positive attitudes towards their students.

4- Increase their knowledge and skills. They should develop reading habit and general culture so they can be true models and patterns for students who need a model and guidance from an honest teacher who is supposed to be competent enough to demonstrate this is his lessons and though his behaviours.

5- Not ignore the useful techniques by which students can be motivated to use the language and for this purpose they should try to devise and look for different models of teaching. They should create congenial atmosphere rather than attack and blame students for mistakes.

6- Take into consideration that they are teaching human beings who are likely to make mistakes and who need to be motivated to learn, and who must be rewarded for correct responses.
7- Pay special attention to the teaching of writing skill. Writing is a productive skill. It can compensate the absence of the use of spoken skill of foreign language in the common life.

8- Use English in the classroom. Mother tongue should be used sparing by

9- Motivate students to learn English because motivation is the driving force that makes the students strive for the achievement in learning of English language.

**Recommendations For Further Researchers:**

1- The researchers for this report focussed on the basic education schools inspectors, and teachers and students. It would be a good idea to survey the secondary school inspectors and teachers to make a comparison study of the influential factors on English curriculum.

2- Research is needed to evaluate textbooks and workbooks as to how far they are useful for the Yemeni students at different levels.

3- There is need to investigate motivational factors of students in learning English language.

4- It would be useful to undertake research to evaluate the examination system.

5- Research would be useful if pre-service and in-service programmes are evaluated so as to make these more meaningful and beneficial.

6- A Comparative study of ELT situation in different countries, Yemen and countries like India where English is taught as a predominant second or third language.