Attitudes towards the teaching and learning of English at tertiary level in the State of Qatar in light of the spread of English as a Global Language

Submitted by

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DEDICATION

To the memory of my inspiring grandmother bint Um-Hani bint Jabor (bint Sinantout) and my aunt Fatima

And

To the memory of my father Mohamed and my mother Umsalama, my brother Abdulwahab, my uncle Mahdi Abdulrahman, and my father-in-law Subair Mustafa, and my brother-in-law Ali Alawad Alsuail

And

To the memory of my cousin and my life-time mate Ustaz Abdulrahman Medawi Sighairoon, and to the memory of my sincere friend Dr Abdulwahab Abbasher (Sharani), who had always been nagging me to do a doctorate degree, and to the memory of my intellectual friend Abdulla Abdulmajeed Jubara

And

To my wife Suad, my daughter Doctor Dina, my son Doctor Ahmed, and my uncle Mamoon Abdulrahman, and my brother-in-law Professor Ibrahim Subahi, and my friend professor Abdulrahman Sridar

And

To my sisters and brothers and all members of my extended family, and to all my friends in the Sudan, Qatar, and elsewhere in the world

And

To my sincere friends Sheikh Khaled bin Suhaim Al-Thani and Kamil Abbas

And

To my colleagues in ELC, and all at the Pearl College (PC), and my colleagues in the FP at the Peninsula University (PU)

And

To all those out there who are nurturing the aspirations and the dreams for a united, free and peaceful Sudan, and for the prosperity and welfare of all Sudanese

And

To the State and people of Qatar who have made our stay in their country pleasant and comfortable,

And

To my supervisor Dr Susan Riley of the Graduate School of Education, the University of Exeter, UK,

I dedicate this Thesis.
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“If I have seen further, it is only by standing on the shoulders of giants.” – Isaac Newton

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ABSTRACT

A significant number of studies investigated attitudes towards the teaching and learning of English in different contexts around the world and from different stances. Some explored the issue from the stance of the curriculum and pedagogy; others from the perspective of English as an international language (EIL). This study, to my knowledge, is the first endeavour to combine the investigation of attitudes from the perspectives of EIL with attitudes to the curriculum and teaching methods. The spread of English and the concept of English as an International Language (EIL) are inextricably linked. EIL has emerged as a viable response to the global use of different types of English for communication (Selvi & Yazan, 2013) and does not refer to any particular variety of English, and its ownership is now shared by all people who speak it (Brutt-Griffler, 2002). Therefore, in light of these developments, it has become important to explore the impact of EIL on the teaching and learning of English, as elsewhere, in the context of Qatar.

The study was based on an interpretive paradigm to investigate attitudes of student and teachers at a tertiary education college in the State of Qatar. The impetus for this is to explore low English proficiency from a broad perspective of the spread of English. The surveys were conducted in the English Learning Centre (ELC) at the Pearl College (PC) in Qatar. A questionnaire for students (n=155) and interviews for teachers (n=8) were used for the investigation. The questionnaire was analysed in the form of numbers and percentages and the interviews were coded and categorised. High level themes emerged from the surveys and were used for analysis and discussion of the findings.

The major findings of this study are grouped under three themes based on the three RQs: 1) learning English in general; 2) the curriculum; and 3) the teaching methods. Students’ attitudes towards learning English in general (which entails the use of EIL) were highly positive in that the students recognized the importance and usefulness of English for local and international communication, for boosting their country’s economy and for their own career advancement. Likewise, teachers unanimously stressed the importance and usefulness of English for both local and international communication, but they underscored the importance of learning the standard norms for academic purposes.

Generally, the questionnaire results revealed positive attitudes towards the course content and the teaching methods. The interview results also revealed that teachers held the same positive attitude as the students to the course content and methodology though with some reservations concerning some issues such as the assessment methods and the teaching time.

All in all, the findings revealed that the participants’ attitudes towards the global spread of English and the use of EIL were highly positive. This is likely to add an increment of knowledge to knowledge already existing in this field. Finally, based on the findings, some implications of the study, especially in terms of the curriculum and teaching methods, which I think might benefit the English Department at my college in the future, have been discussed. Among these are the consideration of the pedagogy of English for international communication, the teaching of some form of ESP, the use of the mother tongue in teaching English, and the need to specify clearly in the curriculum how language levels would align with course objectives and assessment criteria as raised by some teachers in the interviews.
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Chapter One

Introduction

1.0 Introduction

The theoretical background of this research is the spread of English and English as an International Language (EIL) which constitutes the topic of the research, coupled with the teaching methods and the curriculum reviewed and the content taught and the teaching methods used in the context of the study. The aim of this study is to investigate attitudes and views of both students and teachers towards learning English on the basis of the above premises with the impetus to explore low English proficiency.

As the spread of English and EIL are the background for this study, we need to understand how English has spread and become the international language of today and is used for different types of communication in both the native-speaking and the periphery countries. I will also look in this chapter at how the impact of the spread of English has been viewed by scholars in this field.

The spread of English can be traced back to the earlier times of British colonialism mainly for political and economic reasons and subsequently to the American influence as a military and economic super power in the world of today. The status and extent of the use of the English language is unquestionably a global phenomenon, further reinforced by the new trend of ‘globalization’. Some statistics provided by Crystal (2003, 2007) show clearly that the English language is dominant all over the world (nearly 2 billion speakers); English is an official or second language in more than 100 countries; an official language in 85% of international organisations; and non-native speakers outnumber native speakers by approximately a ratio of 3:1.

The spread of English and the concept of English as an International Language (EIL) are inextricably linked. According to Selvi & Yazan (2013), EIL has emerged as a viable response to the global use of different types of English for communication. One important aspect of EIL is the concept of “World Englishes” (Brutt-Griffler, 2002), which does not refer to any particular variety of English. Communication among speakers of different linguistic and cultural backgrounds is being increasingly conducted in many varieties of English, including nativized varieties (e.g., English in India, Singapore, and Nigeria), where English is
influenced by the native languages. This means that English is no longer the property of the native English-speaking countries; its ownership is now shared by all people who speak it.

Since the landscape of English has dramatically changed in the past three or so decades, this would require critical examination of its established status. Alsagoff et al. (2012, Preface) point out that in an era of globalization where English enjoys the status of an international, global, and world language, “… there is, inevitably, a critical need for new perspectives, principles, and practice in the teaching of English to multilingual and multicultural societies”. Therefore, the impact of the spread of English, its roles and implications for the non-native speakers have become an area of critique, triggering controversy, ranging from views of it being “marginalization and hegemony on one side to empowerment and upward mobility on the other” (Sharifian, 2009, p. 1). To be more specific, there are three major theoretical stances on the spread of English and its dominance as an international language which strongly influence the direction of research in this area. The first stance is the one that advocates the theory of linguistic imperialism (e.g. Phillipson, 1992). The second is a counter-theory that sees no hidden agendas for the spread of English and its uses as an international language (e.g. Davies, 1996). The third theory goes beyond these dichotomizing perspectives and calls for a reconsideration of the future of English and its status and use in the world (e.g. Canagarajah, 1999). Due to this divide in perspectives, critical work on the spread of English has proliferated and many scholars have engaged in debate worldwide since the publication of Phillipson’s book *Linguistic Imperialism* (1992). Consequently, the phenomenon of the spread of English, important as it is, has become an area of significant research carried out, as elsewhere, in ‘the periphery’ (countries outside the native English-speaking countries as the term is explained by Canagarajah, 1999: p. 4) to explore the impact of the spread of English on the communities of these countries (e.g. Phillipson, 1992; Canagarajah, 1999; Brutt-Griffler, 2002; Fishman, 1993; Pennycook, 1994; and McKay, 2003, 2012).

In this respect, the spread of English in the periphery, as elsewhere, is not without bearing to the context of this study. The State of Qatar, being one of the countries in the periphery, is one such country where the impact of the spread of
English is likely to be extensive. The status of English in Qatar needs to be explored in light of the actual needs of the country and the needs of individual learners in relation to these new developments taking place in the use of English. Qatar as an oil and gas producing-country has many ties with the outside world where English is used as an international language of communication. Internally, Qatar hosts expatriates from many parts of the world and English is used widely as a means of communication between the educated nationals and most of the expatriates and among the expatriates themselves, especially in the workplace and in the market. The Qatari government has long felt the need to promote standards of Education in general, and English in particular in schools and higher education institutions to qualify Qatari students to play their role in the various government ministries and departments where the use of English is required in order to reduce dependence on expatriate workers (policy of Qatarization). Therefore, achieving a high standard of English in Qatar would necessitate exploring the problem of low English proficiency in order to promote the teaching and learning of English to serve the pragmatic needs of the country.

1.1 The nature of the problem

However, students’ proficiency in English in schools and at tertiary level is still not up to the expectations of the government, educational authorities, and practitioners. For example, a study by Nasser, et al., (2014) revealed that only 10% of school students met the standards in English. Another study conducted by the OECD (Organisation for Economic Co-operation and Development) ranked Qatar in the bottom 10 of its educational index (Walker, 2015). These results reflect that students come from school to higher education with low English proficiency.

As for the pass/fail rates at the Pearl College (PC), the context of the study, 65% of the students who did the placement test in 2016 failed the test and were placed in a bridging programme to qualify for entry to Level 1 of the English Foundation Programme (FP). It can also be seen from the statistics in (Table 3 in Chapter 2) that in the AY 2017/2018, 15% (female) and 18% (male) failed to qualify for level 1 and were placed in the Bridging Course (below L1), and in the AY 2018/2019, the average pass rate in the placement test for all levels was 78%. As for the overall term work the pass mark for all levels is 70%, and the IELTS scores required to progress are 3.0 – 3.5 to proceed to level 2, 4.0 to
proceed to level 3, 4.5 to proceed to level 4, and 5.0 to quit the FP and qualify for college entry at any time during the FP duration (ELC – PC Records) (For more details, see Tables 3 & 4 in Chapter 2)

Although detailed pass/fail rates in the form of detailed figures could have been useful as evidence of the low English proficiency in all levels of the FP at the Peninsula University (PU), such statistics were not possible to obtain for reasons of confidentiality. What can be provided here is that at the PU, the pass mark to move from one level to the next is 60% and the required IELTS score for college entry is band 5.5. However, establishing a FP at both the PU and PC is strong evidence of the low English proficiency. The PU FP Mission states that “The Foundation Program is committed to developing students’ English language proficiency to a level that will allow them to gain entry to and succeed in the academic programs.”

Therefore, the learning of English in the context of the State of Qatar has been a problem for many students, in schools and at the Peninsula University (PU) and the Pearl College (PC) where the majority of Qatari students study. This viewpoint is held by the government, educational authorities, and practitioners, based on teaching experience of almost all teachers in schools and at the PU and the PC, and students’ examination results. This state of affairs necessitated in 2003 to decide on a “Reform Plan” for education in Qatar. Among these reforms was the decision to establish a FP at the PU in 2004 and to establish the Pearl College (PC) in 2010.

To elaborate on this issue of students’ low English proficiency, I will briefly reflect on my long experience teaching English in the State of Qatar (more than 30 years) which spans both school level and tertiary level. I have noticed during this period that students’ proficiency in English has been generally low throughout their various stages of education. While I was teaching in high school, I had casual conversations with my students about the importance of education in general and the learning of English in particular. Many of them voiced a negative attitude towards English and to a lesser degree towards education in general. This negative attitude could be attributed, first, to the fact that formal education was relatively new towards the end of the 1970s and early 1980s, and second, the comforts and ease of life provided by the discovery of oil made education seem difficult to pursue for many students. The problem could be lack of need,
leading to low motivation or negative attitudes towards education in general and learning of English in particular. If we took at this situation at face value, we would accept the students’ earlier negative attitude as a reason for poor educational attainment, but attitudes are not static and likely to have changed since that time. I also noticed that school students found difficulty coping with the English communicative syllabus and its methodology. Moreover, it should also be mentioned here as proof of students’ low proficiency in English that it is normal practice that many Qatari and expatriate families hire teachers to give private tuition in English (and also in other subjects) to their children in all stages of education.

In addition to issues arising from the high standard of living and the difficulty of coping with the English communicative syllabus and its methodology, there is another important factor that has an effect on the standards of English. This involves the educational policy at tertiary level. In further attempts to improve the situation, educational policy changed drastically in 2003 with strict measures imposed by the authorities regarding admission to higher education, and job opportunities and promotions for government employees only to be offered depending on educational qualifications and success in training programmes. As a result, the Foundation Programme established at the PU and later at the PC aims at promoting basic skills in English, Math, and Computing Science as a prerequisite to college admission. Students at the PU had to pass both their FP English courses, and they also had to get the required score in either the TOEFL, or IELTS (band 5.5) to qualify for college entry. However, as a result, many students found this to be a level of English requirements beyond their capabilities. Consequently, approximately 1,500 students were unable to move on to their respective colleges and were suspended, only being allowed to return to the university when they got the required IELTS score (PU FP Records). However, many students are still struggling with learning English. The level of English proficiency of students moving from school to tertiary level continually shows that there is a gap between school and higher education. As Hatherley-Greene (2012) points out, learning English has been a formidable obstacle for the majority of students to ‘cross the cultural border’, which means moving smoothly from school to higher education. This educational background of students has
necessitated investigating their attitudes towards the curriculum and the teaching methods and learning English in general to explore low English proficiency.

1.2 Rationale for the Study

The global spread of English and its uses as an international language has resulted in great diversity of social and educational contexts in which English is being learned and used. Therefore, it has become necessary for English Language Teaching (ELT) professionals to reconsider the teaching and learning of English in their various contexts, especially when the teaching of English has become a controversial activity and that it seems few ELT professionals have considered the complexity of their enterprise (Canagarajah, 1999). In this respect, the views of students and teachers on the teaching methods and the curriculum in the context of the study is important as this would provide more insights into the teaching and learning of English and hence contribute to knowledge already existing in the domain of ELT.

Studying attitudes towards learning English is not a new subject. Numerous studies have been conducted on attitudes towards learning a foreign language, for example to investigate the link between proficiency and beliefs, or the influence of culture on beliefs. Horwitz (1988) claims that knowing the students’ attitudes and beliefs about a particular language can help teachers to better understand their students “expectations of, commitment to, success in, and satisfaction with their classes” (p. 283). This is so, because the teachers, after gaining insight into the students’ attitudes towards a particular language may eventually undertake the necessary steps to alter the negative attitudes (Horwitz, 1987 cited in Kovac & Zdila, 2017). Moreover, teachers’ views on the curriculum and the teaching methods would enable them to carry out the necessary changes needed to the curriculum and their teaching methods to better facilitate teaching and learning. Accordingly, the investigation of attitudes of students and opinions of teachers in the context of this study would enable me to find out what students and teachers think about the teaching of English in general, the curriculum and teaching methods and hence to explore low English proficiency in order to recommend improvement.

In addition to the reasons explained above for the value of researching this area, I have personal reasons for doing this research founded in my long experience teaching English in the State of Qatar in schools and at tertiary level. During this
time, I have become increasingly concerned with the students’ low proficiency in English. The State of Qatar as an oil and gas producing-country has strong ties with the outside world and foreigners in Qatar outnumber Qatars by approximately a ratio of 4:1. As such, there is need for English in Qatar. English serves as a means of communication with the outside world, and as a means of communication among this diverse population, just as it is needed in education to cope with developments in many domains of knowledge. Consequently, there is a strong need to understand the roots of the problem of low proficiency in English, among other factors, from the perspective of the global spread of English and EIL and views on the teaching methods and course content.

Adding to this was my casual conversations with my students, during which I noticed that many students take pride in their religion and Arabic language. This was also evident from the earlier protests voiced by students, parents and the community at large against the Peninsula University (PU) decision to impose English as a medium of instruction, and for requiring an EILTS score of 5.5 as a pre-requisite to college entry. It was then claimed that Arabic had to take its rightful place in the curriculum and should be used as the medium of instruction. This is one reason for researching whether students’ attitudes towards learning English might be due to the influence of cultural and ideological factors. In this respect, I have been inspired by some writings on the spread of English and EIL (e.g. Phillipson, 1992; Canagarajah, 1999; Brutt-Griffler, 2002; Seidlhofer, 2003; McKay & Bokhorst-Heng, 2008) to nurture the idea of trying to investigate attitudes of students and opinions of teachers towards the teaching and learning of English in the context of Qatar. I believe that researching the historical, sociocultural and ideological background of the Qatari community characterized by a strong feeling of identity acquired from the influence of the deep-rooted Arabic Language and its strong affiliation to Islam would provide important information from students’ and teachers’ perspectives on these elements and hence would be useful contribution to what has been done elsewhere in the world on the spread of English and EIL. In the words of Canagarajah (1999), “The subtle forms of resistance to English and the productive processes of appropriation inspired by local needs, are not sufficiently represented [in ELT curriculum and pedagogy]”. Therefore, it is time to take the exploration of this subject further” (p. 3)
The investigation of students’ attitudes and teachers’ opinions towards learning English with the impetus to find out more about the factors behind students’ low proficiency in English is the aim of this study and I believe would contribute to knowledge in the field of English language teaching and learning.

1.3 Significance of the study
A number of studies conducted in the Gulf region explored the reasons why students find it difficult to advance their learning of English. This problem has been looked at from different angles. Qotba (1990) sees it as a problem of the curriculum and pedagogy which needed reform. Charise (2007), giving an overview of the status of English in the Persian/Arabian Gulf, brought to the fore the historical, ideological, and political aspects due to the influence of Islam and Arabic, and added that the aftermath of September, 2011 in the USA provoked renewed consideration of ideological issues. Hatherley-Greene (2012) attributed the problem to the educational policy at tertiary level where English is imposed as the dominant language of instruction, and to factors such as rentier-style policy decisions, and parental absence. Many other writers also carried out their studies mostly on learning English in general or on the curriculum as in the tables in Chapter 3. In my view, these studies are extremely valuable as they have shed light on important aspects of the problem. However, to my knowledge, none of these studies have combined the spread of English and EIL and the curriculum and pedagogy in one study. Moreover, according to Canagarajah (1999), the status of the teaching and learning of English in the periphery has been discussed, for the most part, by scholars from the ‘Centre’ (the native English-speaking countries - Kachru’s, 1985 Model of Concentric Circles), “… which accounts for some of their limitations … prevents their well-intentioned efforts from representing adequately the interests and aspirations of the periphery communities” (Canagarajah, 1999: 5). I believe that research by insiders would be a useful addition to research already conducted to explore the issue. This study, therefore, would be the first endeavour in the context of Qatar to explore the issue from the stance of the theoretical framework of the spread of English as a global language, besides other factors, and from the stand-point of an insider, which I consider myself to be since I have been teaching English in Qatar for over 30 years both in secondary schools and at tertiary level.
1.4 Contribution to knowledge

Some studies, as mentioned earlier, were carried out in the context of the Gulf States to find out why many students find it difficult to move on with their learning of English mostly from the stance of the curriculum and pedagogy (e.g. Qotbah, 1990 in the State of Qatar). Studies conducted worldwide, such as the ones by Phillipson (1992) in colonial and post-colonial countries; Canagarajah (1999) of English in Tamil Sri Lanka; and studies carried out by other scholars in other parts of the world have sought to understand the ideological challenges behind teaching English in the periphery (countries outside the native English-speaking countries). McKay (2012) explains that most discussions on the global spread of English are often framed from a macro perspective which means that the focus has been on the social, political, and economic value of English as a global language. Sharifian (2009) adds that the spread of English has created positive interactions as well as tensions between global and local forces and has had serious linguistic, ideological, sociocultural, political, and pedagogical implications. Hence, its role as a global language needs to be revisited and the dialogue addressing this role needs to continue to expand. It is also believed by many a scholar (e.g. Canagarajah, 1999; Brutt-Griffler, 2002; Crystal, 2007; Smith, 1976) that English is no longer viewed as the ownership of the centre (the native English-speaking countries); there are now “Englishes”, established as new legitimate varieties of English, which cannot be ignored in research.

In this respect, as English has become an international language and used differently in different contexts, discussing the status of English beyond the context in which the study was carried out (researching the content and teaching methods) would be valuable addition to knowledge already available in the periphery. Investigating attitudes towards learning English in light of the increasing use of EIL from the macro level of the spread of English as well as addressing the tensions between global and local forces adds a new dimension to the inquiry. This study is a first endeavour in the context of Qatar and may as well add an increment to knowledge made available by writers in different parts of the world. For example, views obtained in the context of the study might reveal an inclination towards using English as an international language, away from the use of the native English speaking norms. Importing these new perspectives into the study and researching them together with the curriculum and the teaching
methods would, therefore, bridge a gap in the knowledge in periphery countries. Hence, I believe my study could address this by researching the status of English in the State of Qatar, among other factors, from the perspective of the global spread of English and EIL and the curriculum and pedagogy. Investigating whether there is explicit or implicit resistance to English due to historical, cultural, political, social, or any other factors and considering attitudes towards the teaching methods and the curriculum would add valuable knowledge for educationists in Qatar to look beyond current practices and explore potentially more effective alternatives to suit the needs and aspirations of the country and individual learners. Hence, the understandings can be obtained, revealing underlying attitudes, could be useful for improvement in the Foundation Programme in the study context as well as being useful addition to studies already existing worldwide on the spread of English and EIL.

1.5 The Purpose of the Research

The purpose of this research is to investigate attitudes of both students and teachers towards the learning of English in general, and the curriculum and teaching methods in the context of the study from the broad perspective of the spread of English and English as an international language. The impetus for this is to explore low English proficiency from a broad perspective. As English is continuing to spread and its use has developed as an international language, it has become essential to investigate attitudes of students and teachers’ opinions towards this phenomenon, and not only to suffice with investigating views about the content and teaching methods. Adding the dimension of EIL to the inquiry will enable addressing gaps in our understanding, which entails investigating attitudes towards learning English for both local and international communication, for the individual learner’s benefits, and to consider whether attitudes may reveal any feelings towards English as a threat to identity; loss of language, or influence on the culture. Moreover, the study could shed light on how the participants think about the curriculum and the teaching methods and hence may reveal whether they accept their courses which are based on Standard English or show an inclination toward the use of EIL, or whether they have any hidden resistance to learning English. Therefore, it is essential to look at the curriculum and the teaching methods through the lenses of the students
and teachers in order to improve the content of what is taught and the methods it is taught by.

The following research questions address the aims and guide the design of the study.

1.6 The Research Questions
1. What are the attitudes of EFL students and teachers in a tertiary education college towards the learning of English in general?
2. What are the opinions of EFL students and teachers in a tertiary education college about the curriculum in their context?
3. What are the opinions of EFL students and teachers in a tertiary education college about the teaching methods in their context?

The aim of this research then is to investigate attitudes towards learning English, with the impetus to explore low English proficiency. To this end, the RQs were formulated and questionnaire items and interview questions were written in consistence with the RQs to carry out the investigation. In this respect, the literature reviewed has contributed to our understanding of how the research should be designed as it includes the same topics as those in the RQs and the investigation tools. Therefore, the literature, by laying the theoretical framework of the research has influenced the direction of the study design: data collection, analysis, and outcomes.

1.7 Organisation of the Study
This thesis is organized in six chapters as follows:

Chapter One introduces the topic of the research and explains the nature of the problem, the rationale and the significance of the study, as well as contribution to knowledge, and states the purpose of the research and the research questions.

Chapter Two, the context of the study, gives a brief account of the history of the State of Qatar, and looks at the cultural, educational, socio-economic, political, and other issues that portray the identity of the Qatari community. Following from this, the education system in the State of Qatar is highlighted, and the teaching and learning of English in Qatar is reviewed. The chapter ends with a brief description of the population of the study as this will be discussed in detail in Chapter Four.

Chapter Three, “The Literature Review”, provides an overview and discussion of the global spread of English and English as an International Language from a
critical perspective. This is followed by a section on the teaching methods and the curriculum and the low proficiency in English. Then ‘Attitude’, as the research construct, is explained and discussed in relation to the research questions. Finally, studies related to my research are reviewed and discussed.

In **Chapter Four**, the chosen research paradigm, interpretivist, and a ‘mixed-methods methodology’ design are explained and rationalized. Then the methods of data collection, the research procedures, and data analysis are explained. The Chapter ends with an examination of the validity and reliability (credibility and trustworthiness) of the research construct, ‘attitude’, the ethical dimension observed in conducting the research, the challenges faced, and the limitations of the study.

**Chapter Five**: The ‘Findings’ and ‘Discussion’ sections are presented together in this chapter. The chapter presents findings under themes of the RQs. The research questions are answered in this chapter, using the findings from the two sets of data, and linking previous research to the study in order to establish the importance and value of the study as research in our field. Following from this students’ stance towards the spread of English and EIL is stated. Finally, the research problem: the students’ low proficiency in English is discussed, and some general considerations drawn from the study are highlighted.

In **Chapter Six**, a summary of the main findings of the research is given, followed by a discussion of the implications of the findings for the teaching and learning of English in our context, together with recommendations and suggestions for further research. Finally, the thesis culminates with my personal reflection on the entire research activity I have undertaken.

**Chapter Two**

**The Context of the Study**

**2.0 Introduction**

In this chapter, basic information about the State of Qatar is given to illuminate the background of the research, and to place the reader in the research broader context, as well as to highlight the identity of the Qatari people. Following from this, the education system in the State of Qatar is highlighted. Then the teaching and learning of English in schools and at the Peninsula University (PU) and the
Pearl College (PC), the context of the study, is reviewed. The chapter ends with a brief description of the population of the study.

2.1 Location & Population

Qatar is a small peninsula on the western shore of the Arabian Gulf that covers approximately 11,427 square kilometers (See Map of Qatar: Appendix A). As for the population, Qatar authorities release monthly statistics of the population number, of which the average is about 2,600,000. Qatari nationals are approximately a quarter of the total population, with the remainder being foreign workers. Most of the population lives in urban areas, mostly in Doha, the capital of the State.

2.2 History

The Gulf region came under the sway of several great powers over the centuries. First, it was the Portuguese (1517 - 1538), then the Ottomans (until 1916) who lost their centuries of rule of the Gulf region to the British in 1916 though British influence in the Persian Gulf dates back to the late eighteenth and early nineteenth centuries as a result of the British growing interests in India, which led Britain to impose its own order in the gulf through ‘The General Treaty of Peace’ of 1820 between the East India Company and the sheikhs of the coastal area. After the end of the First World War, Britain was given mandate by the League of Nations to govern the Gulf States, including Qatar, as British Protectorates. The rule of the British marked the official debut of the English language in the Gulf region. Since 1868, Qatar has been ruled by the Al-Thani family, who united all tribes under their leadership to establish the present independent State of Qatar with modern infrastructure, services, and industries.

2.3 Linguistic Affiliation

The official language is Arabic. English is taught in schools and at tertiary level as ESOL (English to Speakers of Other Languages) and as a medium of instruction in some of the colleges at tertiary level. The Qatari dialect of Arabic is similar to the version spoken in the other Gulf States and is called Khaleeji Arabic (Arabic of the Gulf) that distinguishes citizens of the six Gulf States from North African and Levantine (East Mediterranean) Arabs. Farsi, the official language of Iran, is spoken by Qatari families that trace their descent from that country. As a result of the influx of foreign workers, many other languages such as Urdu, Hindi, Malayalam and Tagalog (Philippines) are commonly spoken.
While many Qataris speak more than one language, it is very rare for immigrants to speak Arabic. However, my observation is that communication among educated people of all nationalities is conducted mostly in English. Therefore, I can safely say that English serves as a lingua franca or link language for educated people to communicate with each other. The majority of expatriates are Indians, who were the first foreigners to come to Qatar. Most of these Indians work in the businesses and as household workers. Through time, a mix of languages (Arabic, Hindi, and English) evolved as a means of communication commonly spoken among Arabic speakers and Indians who have only knowledge of survival English and Arabic. This mix of languages is unlikely to go beyond this limit and become for example, a pidgin language. (For examples of this mix of languages, see Appendix B)

2.4 Identification, Religion & Social Stratification

Qatari nationals can be divided into three groups: the Bedouin, Hadar (urban), and Alabd. The Bedouin trace their descent from the nomads of the Arabian Peninsula. The Hadar's ancestors were settled town dwellers. While some Hadar are descendants of Bedouin, most descend from migrants from present-day Iran, Pakistan and Afghanistan and are occasionally referred to as Irani-Qataris. Alabd, which literally means "slaves", are the descendants of slaves brought from East Africa. All three groups identify themselves as Qataris and their right to citizenship is not challenged, but subtle sociocultural differences among them are recognized and acknowledged.

The majority of the citizens and the ruling family are Sunni Muslims, specifically ‘Wahhabis’ (the Sunni Islam prevalent in Saudi Arabia). There is, however, a large minority of Shi’a Muslims. Qataris with genealogical links to Arabia are likely to identify with Bedouin cultural values and be adherents of Sunni Islam, whereas Qataris with genealogical links to the northeastern side of the Gulf are likely to identify with settled townsfolk and may be adherents of Shi’a Islam.

The primary axes of social stratification are nationality and occupation. The practice of hiring foreign workers has created a system in which certain nationalities are concentrated in particular jobs. The broadest division is between citizens and foreigners, with subdivisions based on region of origin, genealogy, and cultural practices. Despite this inequality, the atmosphere is one of comfortable and tolerant co-residence. Foreign workers retain their national dress
and their children can attend school with instruction in their native languages, or
in English (e.g., Indian, British, and American schools). Markets carry a broad
range of international products such as foods, clothes, cars, music, and films.
Foreigners are permitted to practice their religion publicly, and many expatriate
religious institutions sponsor community activities and services.

2.5 Constitutional & Legal Foundations
The Constitution of the State of Qatar assures citizens of social welfare
provisions made possible through the oil revenues; all citizens are entitled to free
education, healthcare and jobs. The benefits have become even much better
after the recently discovered gas fields. The Qatari government has recently
granted its citizens an unprecedented increase in salaries and benefits (60% and
above increase in salaries). The Qatari government has also taken steps toward
allowing greater political freedoms in the country. Citizens now elect their local
councils. This has added an element of democracy to the governing process, and
a move to parliamentary elections is even being contemplated. However, it
remains to be seen how educational development will be affected by further
involvement and greater participation of Qataris in their country’s policies.

It is quite obvious from this background information that Qatar hosts linguistic and
cultural diversity which might have serious consequences in the geopolitical
structure of the society if dependence on foreign labour continues, given the fact
that Qataris refrain from doing many of the jobs now occupied by foreigners.
(Adapted and summarised from Qatar World Education (2001) Lesko, John P. &
government information websites)

2.6 Education in Qatar
Historically, the first schools in Qatar before the beginning of the modern
education system were religious in nature, Quranic schools, where young boys
learned to recite the Quran and acquired basic Arabic literacy skills. This had
changed when the Ministry of Education was established in 1956, and since then
general education has expanded and developed. As a result of this commitment
literacy rates have steadily risen. For the period 2007 – 2014 statistics depicted
literacy rates by total and gender for people aged 15 and above as total: 97.75%,
of which the rate for male citizens is: 97.75% and for female: 97.56%.
In 1973 the College of Education was opened, marking the beginning of higher education and forming the nucleus of what was to become the Peninsula University (PU) in 1977. The schools and the PU had been under the authority of the Ministry of Education until 2004.

Modern education in Qatar witnessed two distinct phases throughout its development. The first phase was overseen by the Ministry of Education, started in 1956 and continued until the beginning of the twenty-first century after which the second phase began in what is known as the ‘Reform Plans’ (started in 2003), marking a drastic change in both the structure and content of education.

2.6.1 Phase 1: The Ministry of Education in Charge

During this first phase, the Ministry of Education was in charge of both schools and the PU. The Minister of Education was the President of the PU. The 12-year public school system consisted of a six-year primary, three-year preparatory, and a three-year secondary taking students up to tertiary education. The curriculum in secondary schools included the teaching of Arabic, English, History, Geography, Math, Science, and Islamic Studies. Arabic has always been the medium of instruction in schools. Besides state schools, there are also private international schools, especially Indian, British and American schools, which are largely co-educational, fee-paying and very expensive, but educational standards are generally high. The State is also committed to helping students with special needs. It should also be noticed here that to date there is no co-education in the Qatari schools and at public higher institutions.

2.6.2 Phase 2: The Reform Plans: challenges to be met

At the beginning of the new millennium there were many challenges to be met by the Qatari education system. Upgrading of the Qatari education and training systems were a main focus, targeting the quality of education available, the ‘Qatarization’ of the workforce, the matching of training and educational curricula with actual labour market needs, and the high failure rate of students in government schools. As a result, the authorities, with a vision for improvement and innovation, started to review and update programmes in schools and at the PU. At the level of schooling, the Ministry of Education gradually phased out and education in Qatar was overseen by the Supreme Education Council (SEC) and State schools became independent schools; they were government-funded, but run on an individual basis. The Arabic language continued to be the medium of
instruction and subjects taught were as before but with more emphasis on Computing Science, Math, and English. Nevertheless, in the academic year 2016/2017, there was a comeback to the Ministry of Education, and transfer of independent schools to the Ministry of Education is now underway. However, it is premature to form judgements about this new change.

Similar to the reform in schools, reform at tertiary level started in 2003. The PU became independent with its own administration and budget. It then began to review and update its programmes and specialized courses of study, upgrading the standards and quality of education, and relating study and research to the needs of the Qatari society. In subsequent development, the Pearl College (PC) was opened in 2010 for Qatari students only with the aim of promoting standards in English, Math, and Computing skills, and to provide education in other colleges and programmes.

To boost the education system, the British Council of Qatar has been involved in a programme of quality improvement with regard to English-language education. Moreover, training and consulting provided through the British and American universities are a component of the overall upgrading and reform of the Qatari national educational and training systems. With specialized educational think tanks such as the Educational Research Centre (ERC), the resources exist to analyse the problems and challenges facing educators in Qatar.

However, the teaching profession in Qatar, as in other Arab Gulf states, is one characterized by large proportions of foreign teachers. Qatari male teachers constitute a small number. The dominance of Qatari women in education is significant in girls’ primary and preparatory schools. Although there is much talk about ‘Qatarization’ of the national workforce in areas such as education, it is clear that more participation of Qatari men is needed in order to meet the goals set by Qatar Vision 2030 for the country’s education system.

2.7 The Status of English in Qatar

English was first used in Qatar as a language of diplomacy and in political and economic agreements, conducted through interpreters. English was also introduced to Qatar by Qatars who worked in the oil industry in Saudi Arabia and Bahrain, of which some English words and phrases are still used in daily life communication (Qotbah, 1990). (See some examples of these in Appendix C).
Formal teaching of English started with the establishment of the Ministry of Education in 1956.

2.7.1 English in the Ministry of Education Schools

The teaching of English in public schools, until the middle of the 1970s, had been based on the traditions of the grammar translation method, with its traditional grammar and literary canon, and where the approved learning style is inclined to conformity and submission to authoritarianism. In 1975, this approach was abandoned, and a new approach was adopted: the communicative approach, in the form of the ‘Crescent English Course for the Arab World’ – English Language for the Arab World – Oxford University Press.

However, ‘Crescent’ is not without bearing on students’ standards of English because it had been in use for 35 years, from 1975 until 2010, and because most of the students who are now studying at higher institutions have had instruction through ‘Crescent’ for some years. Therefore, it is useful to clarify how ‘Crescent’ has influenced the students’ proficiency background.

2.7.1.1 The Crescent English Course

‘Crescent’, particularly in its original form, stressed fluency over correctness and counted on learners assimilating grammar incidentally as a function of communicative activity. According to Widdowson (1986), the shift from a referential (the traditional approach) to an inferential mode of learning (the functional/communicative) has led to some degree of disorientation as the learners could not always discover their own grammatical bearings by generalizing from particular instances of behaviour. Tomlinson (1983) holds a similar point of view. In light of such views, Crescent has been amended from time to time for different countries using it in order to facilitate the development of fluency as well as accuracy (Brumfit, 1984). Nevertheless, despite these changes Qatari students’ standard of English did not improve as hoped-for.

Besides criticism on CLT (Communicative Language Teaching), there are also the roles of teachers and students. Most of the teachers had a negative attitude towards the communicative approach; they tended to resort to the traditional methods of teaching, and used Arabic extensively in teaching English at the expense of the target language practice. As for students, the learning responsibilities set by the communicative approach required an active role on their part which they found difficult to adhere to. In order to remedy the situation
the government, as mentioned earlier, replaced the Ministry of Education and its schools with the Supreme Education Council (SEC) and Independent schools. However, these new changes, including changes in the English Curriculum, also did not bring about the hoped-for results, and for various reasons, there was a comeback to the Ministry of Education and its schools.

To extend the discussion on Education in Qatar, I will now move on from the status of education in schools to give an overview of higher education, as well as stating the educational achievement rates and performance in English.

2. 7. 2 The Landscape of Higher Education

The Landscape of Higher Education in Qatar comprises many national and foreign higher institutions. There are six national higher institutions: the Peninsula University (anonymous), Hamad bin Khalifa University, the Pearl College (anonymous), Doha Institute for Graduate Studies, Qatar Aeronautical College, and University Foundation College. In addition to these, there are 16 foreign universities. Eight of these universities are housed in the ‘Education City’, a large campus built as part of the Higher Supreme Education Council’s education reforms. Of the eight universities, six are American universities (Virginia Commonwealth University, Weill Cornell Medicine, Texas A&M University, Carnegie Mellon University and Northwestern University); one British university (University College of London); and one French university (HEC Paris). The fields of study available at these universities range from journalism, computer science, business administration, information systems, design, and international relations to medicine and engineering. The universities located at the Education City are considered the most prestigious in the country as they are branches of leading Western universities. There is also one Qatari university at the Education City, Hamad Bin Khalifa University (HBKU). It was founded in 2010. It houses three national research institutes and five colleges. HBKU’s academic portfolio is tailored to meet the needs of the local community, inspiring Qataris to continue their pursuit of education with a diverse offering of degrees, Master’s programs and PhD courses.

According to the Ministry of Development Planning and Statistics (MDPS), the number of students in both public and private universities has increased significantly from 9,164 to 17,503 between the academic years (2010-2011 and 2014-2015). Women accounted for 68 percent of Qatari students in 2010-2011,
rising to 70.5 percent in 2014-2015. Of those, 87 percent are enrolled in public institutions. The Qatari government also provides generous scholarship support for study abroad programs, but at least twice as many men are benefiting from these programs than women. According to Al-Misnad (2010), cultural traditions and social attitudes continue to limit many women from taking full advantage of this opportunity.

However, educational standards in foreign schools and universities are generally high. Relatively speaking, educational standards in general in Qatari schools and higher institutions are low compared with their foreign counterparts in the country. (Source: https://www.topuniversities.com/where-to-study/asia/qatar/guide#tab=0)

**2.7.2.1 Educational achievement and performance in English**

Educational standards in general are low in Qatar. This might be partially attributed to the students’ cultural and social background. According to Sick (1997), citizens have come to depend on the social services and welfare provisions of a benevolent state (10.4 % of the budget was devoted to Education in 2016/2017). When schooling is free in an educational system that provides everything from buildings to books, and when there are comfortable jobs to be had upon completion of studies, the expectation of many younger citizens is that they will be able to continue a lifestyle of ease as did their parents. This same view is held by Hatherley-Greene (2012). As a result, many students do not carry out their educational duties as required.

Koc & Fadlelmula (2016) provided an overall review of the quality of education system in Qatar. They collected data through content analyses of the reports on the standardized international test results, findings of research studies, as well as the outputs of local assessments and the national reports on education. They concluded that after one and half decade of reform, the results indicate that Qatar is still far from meeting its national curriculum standards and has a long way to go for providing quality education, especially in mathematics and science education.

A paper by Zellman et al. (2009) revealed that students were leaving the Ministry of Education schools without the academic proficiency necessary to achieve success in post-secondary education or in the rapidly expanding Qatari labour market. An assessment test of curricula standards (Nasser, et al., 2014) revealed that only a small portion of students were able to meet the new curriculum standards. Approximately, 10% met the standards in English, 5% in Arabic and
less than 1% met the standards in mathematics and the sciences. A study conducted by the OECD (Organisation for Economic Co-operation and Development) ranked Qatar in the bottom 10 of its educational index (Walker, 2015) as mentioned earlier. Nasser (2012) explained that one of the key difficulties for achieving a satisfactory standard in English appears to be the students’ exposure to English language throughout their K-12 experience; many Qatari students do not achieve a level of proficiency in English that prepares them to skilfully navigate higher education where the medium of instruction is English. He contends that English language proficiency is an important predictor of academic outcomes, particularly in Qatar.

Now having given an overview of the landscape of Higher Education in Qatar and stating the educational achievement rates and students’ performance in English, I will move on to explain and discuss the status of English at the Peninsula University, and at the Pearl College - the context of the study.

2.7.3 The Peninsula University (PU)

The Peninsula University (PU) is the leading national university in Qatar. It is currently home to around 16,000 students. Of the current student body, around 65 percent are Qatari nationals and 35 percent are children of expatriates living in Qatar. Currently, a majority (70%) are women and only (30%) are men (PU Records). According to Al-Misnad (2010), there is a huge gender discrepancy at universities and this trend of female domination at the PU has been going on since its inception in 1973.

2.7.3.1 English at the Peninsula University

As for schools, a reform plan was also decided for higher education, namely for the PU. Part of this reform was the establishment of a Foundation Program (FP) at the PU in 2004 where students entering the University had to study English for two years. The rationale for this was to bridge the gap between school education and university requirements. Moreover, it was not only required that students had to pass all four levels of the FP (pass mark for each level is 60%), but they also had to sit either the TOEFL or the IELTS test to get the required grade in order to move on to their respective colleges. (Now it is the IELTS that students sit for either at the University or the British Council and the pass mark required to progress to college level is band 5.5).
This state of affairs posed a great challenge to the students and many students failed. As a result, these students were suspended. This triggered resentment on the part of the students, parents and the society at large, and questions were raised about the meaning and purpose of learning English, and learning in English, and demands for a change of policy escalated.

2.7.3.2 A Change of Policy

The call for change came mainly from the more conservative sectors of the society, emerging as a matter of national pride, and from a feeling that their language was endangered, losing its local eminence due to the rise and competing force of English. Hence, it was claimed that Arabic must take its rightful place in the curriculum, including being the medium of instruction at tertiary level. Consequently, the nation’s protest was partially heard, and there was a change of policy. In the AY 2012/2013, the FP duration was reduced from two years to one year and was given to students who study in the colleges of (Natural Sciences, Engineering and Business) where English is the medium of Instruction. Students who study in the colleges of (Arts, Education and the Social Sciences) were exempted the FP and Arabic became the medium of instruction. It was also decided that those who study in English may quit the PF when completing their FP studies successfully, or at any point of time they got the IELTS score (band 5.5). As a result, all students who were suspended returned to the University. Nevertheless, most of these students together with most of those coming directly from school, due to their low level of English proficiency, are still struggling with their learning of English despite the fact that remedial courses are included in the program. In my view, a foundation program is necessary in the context of Qatar and in other similar contexts in order to bridge the gap between school and higher education.

2.7.4 The Pearl College (PC): The context of the study

The Pearl College (PC), for Qatari nationals only, where the study surveys were conducted opened doors in September 2010 in partnership with the Houston Community College, U.S.A. It offers a wide range of educational options for individuals who are seeking to pursue academic degrees and/or intend to transfer to other colleges or universities. It also offers career and technology programs designed for students who wish to seek specialized degrees and specific skills to enter the workforce or even developmental adult education. It offers Associate
degree tracks in three major disciplines – Arts, Science and Applied Science (PC Documents). As at the PU, the PC Foundation Programme is committed to developing the English language proficiency of students to a level that will enable them to move on to their respective colleges and succeed in the academic programmes. The students are also trained to achieve academic readiness by gaining skills such as independent learning, critical thinking and the appropriate use of information and communication technology as a learning tool. English is taught at the College mainly in the FP in the English Learning Centre (ELC), and other courses of English are also offered to students in their colleges, focusing mainly on reading and writing as in the ‘Language and Literature’ program.

Since the college was founded in 2010, English has been taught in the FP in two shifts: a morning shift (from 8:00 AM – 2:00 PM), and an evening shift from (4:00 PM – 10:00 PM). Those who study in the evening shift comprise about 20% of the total number of students. The surveys (questionnaire & interviews) included classes and teachers from both the morning and evening shifts in almost the same ratio in order to obtain representative responses.

As the surveys were conducted in the English Language Centre (ELC) at the PC, I will elaborate on the teaching and learning of English in the ELC - FP. Since the establishment of the PC (2010), two courses of English have been offered. The reason for giving information here about the two courses is because that most of the students who participated in the survey have had instruction in both courses, and also to highlight the content and teaching methods of these courses for the purpose of investigating attitudes. However, the main focus will be on the courses taught at present.

2.7.4.1 The Old Courses (AY 2010 – 2015)

The first courses offered until the Academic year 2014/2015 were reading, writing, and grammar taught through separate books in the four levels of the FP. Duration of the study was one academic year divided into four quarters (terms) (each quarter lasts for 8 weeks – 4 hours of instruction per day, five days a week), and including 2 more hours of activities every week in the SLC (Student Learning Centre).

Textbooks and authors are given here and the full references for all textbooks used are listed in the ‘Reference Section’.
**Reading:** The textbooks used were the series of *Real Reading* books: Real Reading 1 (Lynn Bonesteel), Real Reading 2 (David Wiese), Real Reading 3 (Lynn Bonesteel), & Real Reading 4 (Alice Savage & David Wiese). There was also a Reading Project. Students had to read a fiction or non-fiction book in each quarter and write a report on the book assigned.

**Writing:** Students in Levels 1 & 2 wrote paragraphs of varying lengths (100 – 120 words) in L1 and (120 – 150 words) in L2 where students wrote descriptions and narratives. In L3, students wrote three-paragraph essays of (200 - 250 words). These included mainly comparisons and opinion essays. In L4, the students wrote five-paragraph essays (250 – 300 words). These included cause/effect, comparisons, and argumentative essays. The main textbooks used were “*Fundamentals of Academic Writing*” (Linda Butler) and “*From Great Paragraphs to Great Essays*” (Keith S. Folse, Elena Vestri Solomon, & David Clabeaux).

**Grammar:** The textbooks prescribed for the four levels respectively were the series of *Focus on Grammar*: Focus on grammar 1 (Irene E. Schoenber & Jay Maurer), (Focus on Grammar 2 (Irene E. Schoenber), (Focus on Grammar 3 (Marjorie Fuchs, Margaret Bonner, & Miriam Westheimer) & Focus on Grammar 4 (Irene E. Schoenber & Jay Maurer). The syllabus included mainly the teaching of parts of speech, articles, conjunctions, modals, tenses, comparatives/superlatives, gerunds/infinitives, passive voice and reported speech, as suitable for each level. There were also writing and speaking activities related to the grammar taught.

The teaching methodology was prescribed by the Department CDPs (Common Delivery Plans), but remained flexible for teachers to adapt and use their own materials to supplement the course books and to facilitate interactive learning.

The course content was assessed as follows:

Coursework included homework, end-of-unit tests, writing assignments, a book report, and oral presentation. The mid-term and the final exams included testing three components: reading, vocabulary and grammar, given in one paper and tested mostly through a discrete-item format. Writing was tested separately where students wrote paragraphs and essays as relevant to their levels.

However, these courses were abandoned and it was thought that focus on the four skills of the language could be more effective to improve standards. Accordingly, a revamping of the curriculum was carried out, and in the academic
year 2015/2016, instead of using separate books, an integrated English course in a series of books was introduced: (Q: Skills for Success – Second Edition – published by Oxford University Press) to teach all skills of the language together with the teaching of vocabulary and grammar.

2.7.4.2 The New Courses (AY 2015/2016 – present)
The course comprises two sets of books: one set for Reading & Writing, and one set for Listening & Speaking, and each set is in a series of four books. These are as follows:

Q: Skills for Success – Reading and Writing Set

1. Q: Skills for Success – Reading and Writing 1 (Sarah Lynn)
2. Q: Skills for Success – Reading and Writing 2 (Joe McVeigh & Jennifer Bixby)
3. Q: Skills for Success – Reading and Writing 3 (units 1-4) (Colin S. Ward & Margot F. Gramer)
4. Q: Skills for Success – Reading and Writing 3 (units 5-8) (Colin S. Ward & Margot F. Gramer)

Q: Skills for Success – Listening and Speaking Set

1. Q: Skills for Success – Listening and Speaking 1 (Jamie Scanlon)
2. Q: Skills for Success – Listening and Speaking 2 (Margaret Brooks)
3. Q: Skills for Success – Listening and Speaking 3 (units 1-4) (Miles Craven & Kristin Donnalley Sherman)
4. Q: Skills for Success – Listening and Speaking 3 (units 5-8) (Miles Craven & Kristin Donnalley Sherman)

The course uses a lot of online materials to be used in the classroom and for students to learn and practice on their own. It is taught in four terms a year (four levels of English). The duration of each term is eight weeks (96 hours per month and a total of 192 per term), including two more hours a week at the SLC (Student Language Centre) where students practice all four skills of the language.

The following table shows the number of hours spent on English: per week, month, and term.
(Table 1): Number of hours spent on English per week, month, and term (ELC – Pearl College Documents)

The methodology is prescribed by the CDPs, but remains flexible and allows for creativity and adaptation. The course books include a lot of interactive activities where pair and group work figure prominently. There are also reading and speaking projects. The assessment methods include this time the testing of speaking and listening. However, the mid-term and final exams still include reading, grammar and vocabulary presented in one paper and tested mostly in the discrete-item format. Writing is tested separately in the form of paragraph writing (levels 1 & 2) and essays of varying lengths (levels 3 & 4). All four language skills (Reading, Writing, Listening, and Speaking) are tested in the Midterm and Final Exams.

The breakdown of marks is based on course work (50%), the mid-term exam (20%) and the final exam (30%).

The following table shows the components tested and their percentages:

<table>
<thead>
<tr>
<th>Course work</th>
<th>50% as follows:</th>
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<tbody>
<tr>
<td>End-of-Unit Tests</td>
<td>10%</td>
</tr>
<tr>
<td>Writing assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Book Report</td>
<td>(10%)</td>
</tr>
<tr>
<td>Presentation</td>
<td>(10%)</td>
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| Midterm             | 20%                                                  |
| Final Exam          | 30%                                                  |
| Total               | 100%                                                 |

| Pass mark (All levels) | 70%                                                  |

(Table 2): Course components tested and their percentages (ELC – Pearl College Documents)
It should also be noticed here that, unlike the Peninsular University (PU) where passing both the FP and getting the required IELTS score are a requirement for college entry, at the Pearl College (PC) standardized tests, namely the IELTS, are not required as a pre-requisite for college entry, but a student is required to sit a placement test to qualify for any one of the four levels of the FP (see table below) in order to move on to their respective colleges. However, if a student gets the required IELTS score (as shown in table 4 below), they may quit the FP.

The following table shows the scores obtained out of a total of 400 in the placement test, the number of students, and the percentages of students placed in the Bridging Course (below L1) and in the 4 levels of the FP (AY 2017/18).

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<thead>
<tr>
<th>Level</th>
<th>Score (out of 400)</th>
<th>Number of Students in the Levels</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridging Course (below L1)</td>
<td>110-139</td>
<td>480</td>
<td>15%</td>
<td>18%</td>
</tr>
<tr>
<td>Level 1</td>
<td>150-225</td>
<td>1541</td>
<td>47%</td>
<td>39%</td>
</tr>
<tr>
<td>Level 2</td>
<td>226-268</td>
<td>363</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>Level 3</td>
<td>269-316</td>
<td>302</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Level 4</td>
<td>317-399</td>
<td>220</td>
<td>7%</td>
<td>10%</td>
</tr>
<tr>
<td>Number of students who took the placement test</td>
<td></td>
<td>3293</td>
<td>1948</td>
<td></td>
</tr>
</tbody>
</table>

(Table 3): Results of placement test (AY 2017/18) (Office of Institutional Effectiveness Records – The PC)

It can be seen from the statistics in (Table3) that 15% (female) and 18% (male) failed to qualify for level 1 and were placed in the Bridging Course (below L1). The majority qualified for level 1, and only (7% & 10%) qualified for level 4 with closer percentages for levels 2 and 3. These results reflect that students come from school with low English proficiency.

As mentioned above the IELTS score is not a pre-requisite to college entry at the PC. In order to move on to their respective college the students have to pass all the FP levels (pass mark is 70% for all levels). However, those who choose to join the Arabic Track (to study their majors in Arabic) may leave the FP after successfully passing level 2, and those who opt for the English track (to study their majors in English) must either finish level 4 or get the IELTS score (band
5.0) in order to quit the FP and move on to their respective colleges, regardless of what level they are in.

The following table shows the pass mark (70%) a student must get to move on to the next level and the IELTS score required to move on to the next level or quit the FP and move on to college level.

<table>
<thead>
<tr>
<th>Level</th>
<th>Pass mark for each level</th>
<th>IELTS Score required to progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>70%</td>
<td>3.0 – 3.5</td>
</tr>
<tr>
<td>Level 2</td>
<td>70%</td>
<td>4.0</td>
</tr>
<tr>
<td>Level 3</td>
<td>70%</td>
<td>4.5</td>
</tr>
<tr>
<td>Level 4</td>
<td>70%</td>
<td>5.0</td>
</tr>
</tbody>
</table>

(Table 4): Pass mark and IELTS score required for each FP level (ELC – PC Documents)

However, the teaching of this course still needs some time to be developed in order for its effectiveness in improving standards to be evaluated.

Finally, there is one more point about the FP which concerns enrollment regulations for the courses at the PC. These regulations are very flexible. Those who fail are allowed to repeat the course, depending on the availability of vacancies, so students will have many chances for repeating the courses until they are able to pass. This policy is meant to offer opportunities to Qataris who missed moving on with their education to tertiary level, no matter how old they are. However, as a cost effective way of reducing spending, the College has recently started to charge students a fee for the course books (50% of the cost of the book) and a fine charged for repeating or dropping a course when students come back for a second enrollment.

Based on the information given on the course content and teaching methods in the context of the study and the discussion about these in the literature review, I formulated RQs 2 & 3 and consequently devised the questionnaire statements and interview questions to investigate attitudes of both students and teachers to find out what they think about the curriculum and teaching methods.

2.8 The Study Population

The context of the study is the ELC at the PC where the surveys were conducted. The PC is for Qatari students only, with a small number of students from the Arab countries surrounding Qatar and who were born in Qatar. Most of them speak
Arabic as their mother tongue and some, whose ancestors descended from the eastern side of the Gulf, are bilinguals. The average age of all participants across the FP levels is 22 years of age. Most of them were between 18 and 22. Very few of them were between 30 and 41.

The students (n=155) who did the questionnaire were drawn from the English Language Centre (ELC) at the PC from the two shifts of the ELC teaching schedule (morning shift: from 8:00 am – 2:00 pm) and (evening shift: from 4:00 pm to 10:00 pm). They were selected from the four levels of the English Foundation Program in ELC, PC (144 Qataris and 11 from other Arab countries as shown in the table in Chapter 4). Most of the students come directly from schools and some of them have jobs.

Chapter Three
Literature Review

3.0 Introduction
This chapter is divided into four sections. The first section is an overview and discussion of the spread of English and English as an international language, the main topic of the research; the second section reviews teaching methods and the curriculum and the phenomenon of low proficiency; the third section explains the concept of attitude as a social construct as the purpose of the research is to investigate attitudes; and the fourth section presents studies on attitudes related to the research and a discussion of the studies which relate to methods and content, as well as providing critical evaluation of methods chosen by the authors. Finally, a conclusion to this chapter will be provided in order to tie together the various strands reviewed in the chapter.

The literature has been selected to provide the theoretical basis for the research, and hence has shaped and influenced the research direction in both process and outcome. Three major topics have been reviewed in the literature: the spread of English and English as an international language; the curriculum; and the teaching methods. In this respect, we can see that the RQs align with the literature topics:
1. What are the attitudes of EFL students and teachers in a tertiary education college towards the learning of English in general?
2. What are the opinions of EFL students and teachers in a tertiary education college about the curriculum in their context?
3. What are the opinions of EFL students and teachers in a tertiary education college about the teaching methods in their context?’

In order to answer the RQs, a questionnaire was devised for students in three sections (A, B, & C), closely related to the three topics of the RQs, and the interview questions were written dovetailing with the three sections of the student questionnaire. By designing the research in this manner, the aims of the research can be fulfilled: investigating attitudes towards the teaching and learning of English with the impetus to explore low English proficiency. Accordingly, data can be collected, analysed, and findings can be obtained guided by the literature reviewed.

In the rest of this chapter, I will review the literature I have selected to lay the research background in order to address gaps in our understanding of how the participants view their learning of English in light of the global spread of English and in their context and consequently explore the phenomenon of low English proficiency.

3.1 The Spread of English: An Overview

Nowadays English has a dominant position in science, technology, medicine, and computers; in research, books, periodicals, software; in transnational business, trade, shipping, and aviation; in diplomacy and international organizations; in mass media, entertainment, news agencies and journalism; in youth culture and sport; in education systems, and as the most widely learned foreign or second language (Phillipson, 1992: 6)

Historically, the spread of English can be traced back to the earlier times of British colonialism and has even continued to spread more significantly in recent decades. Putting it metaphorically, Phillipson (1992) states that

“Whereas once Britannia ruled the waves, now it is English which rules them. The British empire has given way to the empire of English” (P.1)

In a similar vein, McKay & Bokhorst-Heng (2008) state that

“In classrooms around the world today, individuals are involved in English teaching and learning. Just as the British would say at one point in history that
the sun never set on the British Empire, today it would be fair to say that the sun never sets on English learning classrooms” (p. 29)

Along with the legacy of the British has been the role of the U.S.A. on the spread of English as a military and economic superpower in the world of today. In a positive comment on the uniqueness of the spread of English, the first Director of the Centre of Applied Linguistics in Washington, using the analogy of the computer and global communication, explained that

“When the amount of information needing to be processed came to exceed human capabilities, the computer appeared on the scene, and when the need for global communication came to exceed the limit set by language barriers the spread of English accelerated, transforming existing patterns of international communication.” (Ferguson, 1983: ix in Phillipson, 1992:6)

However, English is learned and used differently in different contexts worldwide. This has been long recognized by researchers. For example, McKay & Bokhorst-Heng (2008) point out that

“Present-day globalization, migration, and the spread of English have resulted in a great diversity of social and educational contexts in which English is being used and learned” p. x).

English is unmistakably a global language, and its spread worldwide has created interest in the importance attached to it and how it is used. Since the years after the World War II, the status of English in terms of its users has changed. Numerically, non-native speakers outnumber native speakers (Crystal, 1997; McArthur, 1992; Gnutzmann, 2000). (See Appendix D: Estimates for speakers of English in terms of Kachru’s concentric circles). At this point, we may raise the following question: How is the status of English as an international language has been perceived?

3.2 English as an International Language (EIL)

In this study, I use the term English as an International Language (EIL) as an overarching term in my discussion of the spread of English though there are also other terms used to refer to EIL, and chosen as the preferred option for cross-cultural communication. Among these are most notably, English as a native language (used in English-speaking countries as the mother tongue or first language and used in different varieties, and introduced in former British colonies as Standard English); World Englishes, (various varieties of English used in
different countries as used, for example in India, Nigeria, Singapore) (e.g. Brutt-Griffler, 2002; Jenkins, 2003; Kachru, 2006; Kirkpatrick, 2007); English as a lingua franca (chosen as a foreign language of communication and used in a country where people share neither a common tongue nor a common national culture) (McKay, 2008; p. 155); and English learnt as EFL/ESL (used in countries where it is not a medium for communication between natives of the country) (Cited in Seidlhofer, 2003:8).

To briefly clarify what EIL means, Sharifian (2009) states that “… [EIL] refers to a paradigm for thinking, research and practice. It makes a paradigm shift in TESOL, SLA and the applied linguistics of English, partly in response to the complexities that are associated with the tremendously rapid spread of English around the globe in recent decades” (p. 2).

However, the spread of English has been analysed by many models notably that of Kachru’s (1985) Model of Concentric Circles.

3.3 Kachru’s Model of Concentric Circles

Kachru’s Model classifies the English speaking countries worldwide as three concentric circles: the Inner Circle (the UK, U.S.A, Canada, Australia, and New Zealand), where English is the mother tongue or first language; the Outer Circle (e.g. India, Singapore, Malaysia, Nigeria), where English has a greater role in the country, usually used as a lingua franca, an official language, and medium of instruction in education; and the Expanding Circle (e.g. Japan, China, Denmark, Brazil, Korea, and Indonesia) where English has a lesser role, limited usually to its use as an international language. (See Appendix E: Kachru’s, (1985) Model of Concentric Circles)

In my view, the State of Qatar relates, more or less, to the Expanding Circle. English in Qatar, like the other countries in this category, is recognized as an international language, but does not have a major role in domestic institutions (education, government offices), and most importantly, it is not a medium of communication between the natives of the country.

Nevertheless, Kachru’s Model has been criticized by many writers, for example Phillipson (1992), Yano (2001) and Bruthiaux (2003). Kachru’s concentric circles present, according to Phillipson, an oversimplified model of English speakers. For Yano, labelling countries as three static circles is not adequate as there is mobility in using English along the continuum of individual users (See Appendix
F: Yano’s (2001) Model of Cylinders) (Cited in Tollefson, 2000:13). Bruthiaux argues that a modification of the model is needed in light of the growing number of English bilinguals and because it does not address variation in use within specific contexts as, for example, the use of the African-American vernacular (Ebonics - my addition) within the United States. Despite this criticism, many writers such as (Tollefson, 2000; Canagarajah, 1999; Selvi & Yazan, 2013) use Kachru’s Model as a heuristic to discuss current English learning contexts as it represents three major types of English learning contexts at the social level.

For this study, as the literature on the spread of English and EIL is vast, I have found that Phillipson’s theory of linguistic imperialism adequate to be used as the theoretical background for this study as it provides a more precise and narrower context of the subject of the spread of English and EIL and hence can well serve the aims of the research.

Phillipson’s theory has been the hub around which most discussion of the spread of English and EIL has revolved since the publication of his book, *Linguistic Imperialism* (1992). The main tenets of the theory together with the critique of the theory reveal three theoretical stances on the spread of English as mentioned in the ‘Introduction Chapter’. On the basis of this theoretical background the RQs were subsequently formulated and the questionnaire and interview were written.

**3.4 Phillipson’s Theory of Linguistic Imperialism**


Phillipson explains that the British legitimated and promoted English to become later the dominant language of today, mainly by means of Anglo-centricity (their cultural values and norms), linguicism (inequality), and professionalism in ELT which created a state of unequal distribution of power between core and periphery. These are the three major themes in Phillipson’s (1992, 2009) theory of linguistic imperialism, the basis on which he criticises the spread of English.
3.4.1 Anglo-centricity (Cultural Imperialism)
To define cultural imperialism, Phillipson (1992) quotes (Schiller, 1976) who states that cultural imperialism is

“The sum of processes by which a society is brought into the modern world system and how its dominating stratum is attracted, pressured, forced, and sometimes bribed into social institutions to correspond to, or even promote the values and structures of the dominating centre of the system.” (Schiller, 1976: 9 in Philipson, 1992: 58)

Philipson explains that English is the key medium for these processes and that the benefits and spin-offs of the relationship between the Centre and Periphery accrue to the Centre, while the periphery remains in a dependent situation (Philipson, 1992:58-59).

3.4.2 Linguicism (Inequality)
Phillipson (1992) explains that English linguistic imperialism is one example of ‘linguicism’, a key concept in his theory. The main theme of linguicism, a term first coined and defined by Skutnabb-Kangas (2008), is that linguistic imperialism creates inequality, and endangers indigenous languages and leads to their death or loss of their local status due to the rise and competing force of English (English is a ‘killer’ language!) Phillipson further explains that English benefits the elite to gain social and economic status in their communities.

3.4.3 The Role of ELT
The field of ELT (English Language Teaching) clearly has an important place in the debate on the status of English. Phillipson strongly criticises the role of ELT, describing it as a bridgehead for the spread of English. He documents that a rationale and plan for investment in English, and a strategy for building up a worldwide English profession was decided in a conference held in Makerere, Uganda, in 1961. He explains that the doctrine that was to underlie ELT work was enshrined at the Makerere Conference in a number of tenets as explained below, and which he views as fallacies (Philipson, 1992: 185; 2009: 12)

1) English is best taught monolingually (The monolingual fallacy)
   This tenet holds that the teaching of English as a foreign or second language should be entirely through the medium of English (Phillipson, 1992, p. 185), and that reference to the mother tongue should only be made in extremis and
only as a check for comprehension (p. 186). This ‘English Only’ in the classroom has been justified pedagogically as being natural and sound practice, a state of affairs which has been prevailing to date. For example, at the PU and the PC the rules stipulate that English should be used not only in the classroom, but also everywhere in the school throughout the school day. Auerbach (1993: p. 9) argues that evidence from research and practice suggests that the rationale used to justify ‘English Only’ in the classroom is neither conclusive nor pedagogically sound as it is rooted in a particular ideological perspective, rests on unexamined assumptions, and serves to reinforce inequalities in the broader social order.

2) **The ideal teacher of English is a native speaker (The native speaker fallacy)**

There are three points of view on the ‘native speaker fallacy’. The first view sees the native speaker as the ‘language model’, capable of speaking the language fluently, has a feel for its nuances, and able to use its idiomatic expressions. No doubt, the native speaker who is trained to teach the language is ideal vis-a-vis both the non-native speaker, and the native speaker who has no teaching qualifications and is hired only for their nativity. According to Rampton (1990), it is expertise and not affiliation or inheritance that makes the difference. The second view comes from those who think that non-native speakers have advantages over native speakers. Phillipson argues that the non-native speakers, having gone through the experience of learning the second language, can be good learner models and consequently sensitive to their students’ linguistic and cultural needs and problems. The third point of view holds that, instead of dichotomizing the issue of native /non-native speaker, both can collaborate with each other, share their experiences and expertise, where the native speaker being a good ‘language model’ and the non-native speaker a good ‘learner model’ (Medgyes, 1992).

3) **The earlier English is taught, the better the results (The early start fallacy)**

Although it is true that starting learning a language early, the better the results, Phillipson argues that this is not without consequences for the periphery countries. The application of this tenet, he explains, consolidates English at the expense of other languages, perpetuates dependence on aid and expertise, and raises an insuperable language barrier for the mass of primary learners (Phillipson, 1992).
4) **The more English is taught, the better the results (The maximum exposure fallacy)**

The idea of ‘more English is taught, the better the results’ is widespread in ELT. Pattanayak (1981:169) argues that trained teachers, well written textual material and improved methods of teaching are more important than the length of time for which language is taught. Krashen (1981) points out that the quantity of the input is less important than its appropriateness and comprehensiveness. Cummins (1984) raises a serious objection to the tenet in that it fails to consider the overall academic-cognitive development of the child, whether in L1 or L2. Phillipson concludes that maximising the time for learning English is likely to be linguicist as well as being theoretically and pedagogically questionable (Phillipson, 1992:210).

5) **If other languages are used much, standards of English will drop (The subtractive fallacy)**

This tenet argues for the continued use of English, maintaining standards in periphery countries to at least the same extent as in colonial days. Although the state of Qatar was not a former British colony and was only a British protectorate, the teaching and learning of English has been based on the same policies as in former colonies, in that the content taught and the teaching methods used are based on the tenets mentioned above, as well as on the know-how and expertise offered to Qatar (e.g. textbooks, teacher training, and aid offered by organizations such as the British Council, and Rand Corporation). Phillipson depicted the above tenet as a subtractive fallacy that originated in a monolingual culture which is unfamiliar with the realities of periphery societies. He concluded that the above tenets serve to strengthen the ideological dependence of the periphery on Centre expertise, norms, and definitions of what is important in language education and, by implication, in language planning and policy (Phillipson, 1992: 215-16). As a result, “ELT fits into the overall pattern of imperialism in every respect” (p. 218).

In a further attempt to refute the major arguments of those who promote English, Phillipson (1992) explains that there are three types of arguments articulated in academic and political discourse to promote English. These three sets of arguments refer to capacities, resources, and uses of English.
**Capacities:** *Intrinsic* arguments which describe the English language as providential, rich, varied, noble and interesting. Such arguments tend to assert what English is and what other languages are not.

**Resources:** *Extrinsic* arguments which refer to a wealth of teaching materials (textbooks, dictionaries, grammar books, and a rich literature), and that English is well established; that it has great numbers of speakers, and that there are trained teachers.

**Uses:** *Functional* arguments which emphasize the usefulness of English as a gateway to the world (enables real or potential access to modernization, science, and technology), and with the capacity of unifying people and furthering international understanding. Therefore, English is useful for its economic utility, for modernity, and as a symbol for advancement and efficiency.

(Phillipson, 1992: 271/72)

Phillipson argues that all these arguments represent various ways of exerting and legitimating power. For non-native English speakers, English is not the language of their heritage, intense feelings, nor is it the language for learning to solve problems in cognitively demanding decontextualized situations, and not necessary having teaching materials which are culturally appropriate. Rather than unifying or helping to form a national identity, English is used for elite formation and preservation (Phillipson, 1992: 285-286).

However, Phillipson’s theory of linguistic imperialism has been supported by some and criticized by others.

3.5 **Critique of the Theory of Linguistic Imperialism**

As mentioned in Chapter One (Introduction), there are three major theoretical stances on the spread of English and its dominance as an International language. The following critique is based on these three theoretical stances.

3.5.1 **Responses Supporting the Theory of Linguistic Imperialism**

Writers who have negative views about the spread of English generally respond positively to Phillipson’s theory of linguistic imperialism. Tollefson (2000) points out that although English is seen as a language of opportunity, it also creates inequalities. Dicker (2000) criticizes the imposition of the ‘standard norms’ and the use of English-only in education. Yukio Tsuda (1994) and Skutnabb-Kangas (2000, 2008) strongly criticize the spread of English for causing the ultimate loss of minority languages or even language death or linguistic genocide. Pennycook
(1994) cited in (Newfields, 1995) explains that every language carries the weight of a civilization, and that the decision to use a certain language means to support the existence of a certain cultural matrix. He suggests that the curriculum should be based on themes of social relevance to students, and teachers should empower students through a variety of critical pedagogy approaches (cf. Freire’s ‘Pedagogy of the Oppressed’, 1972). The call for critical pedagogy demonstrates that a wide range of teaching practices can place social and political issues at the centre of teaching and learning (Tollefson, 2000: 19).

Apart from those who generally responded positively to the theory of linguistic imperialism, two other distinct groups that responded to the theory can be discerned in the literature. The first group counters the theory. The second group calls for a reconsideration of the future of English and its status and use in the world.

3.5.2 Counter-responses to the Theory of Linguistic Imperialism

In the following section, I will give the ideas of some of the writers who criticize the theory of linguistic imperialism.

**Bisong (1995)** counters Phillipson’s theory in the context of Nigeria. He argues that English in Nigeria and other post-colonial countries has been a matter of linguistic choice (e.g., a lingua franca), or used for other pragmatic purposes. English has not succeeded in displacing or replacing other languages in the post-colonial countries, has not caused local cultures to be undervalued and marginalized, and that writers literate and fluent in their mother tongue (e.g. Chinua Achebe, Ngugi Wa Thingo and Soni—*my addition*) wrote in English.

**Fishman (1993)**, from case studies of English in various former British and American colonies, concludes that English spread in the periphery countries because of their involvement in the world economy, for their own needs and desires, rather than being imposed by the ‘Core’ countries. He believes that English and indigenous languages can complement each other to satisfy different needs and have different social functions.

**Rubal-Lopez (1996)** criticises Phillipson’s macro-social perspective for failing to consider the micro-social issues of domination, as well as failing to capture the realities of periphery classrooms, and for failing to address the complex issues of linguistic domination and resistance in the periphery. He adds that all these have led Phillipson to over-generalise.
Holborow (1993) arguing from a Marxist point of view, explains that Phillipson’s Centre-Periphery model fails to explain the material realities in the periphery. The actual beneficiaries of capitalism development are the ruling classes in the periphery rather than the consequence of cultural imperialism. It is not linguicism but imperialism that induces the exploitation. (Cited in Han-Yi Lin, 2013)

1) World English is the product of the development of a world market and global developments in the fields of science, technology, culture and the media.
2) World English is learned by people at various levels of society, not just by the socioeconomic elite.
3) World English tends to establish itself alongside local languages rather than replacing them, and so contributes to multilingualism rather than jeopardize it.
4) World English spread is due to the fact that many people learn it rather than by speakers of English migrating to other areas.

Davies (1996, 1997) criticises Phillipson’s Linguistic Imperialism (1992) for highlighting the negative aspects of ideology and hence losing sight of the positive aspects. He describes the book as being patronising in its assumption that Third World decisions are not independent, a point made cogently by both Bsong (1995) and Makoni (1995). Moreover, he describes the book as ahiistorical and explains that the choice of language has always been a gradual, unselfconscious, pragmatic, and not to say haphazard development. Accordingly, Phillipson trivialises history in favour of myth. Davies further explains that Phillipson ignores the effect of languages in contact, their influence on one another, the ways in which English (like other languages) expands and changes differently in countries like Australia, Singapore and India. He concludes that Phillipson’s apparent wish is for a static, non-dynamic interaction and explains that language is indicative, not causal of social divisiveness. The same idea was expressed by Holborow (1996).

However, the significance of the criticism of the spread of English made by Phillipson and other writers is that they have brought the socio-political and ideologically radical questions to the forefront, questions often ignored, but
according to the critics of the theory, Phillipson has ignored basic factors about the spread of English.

3.5.3 Reconsideration of the Future of English in the World

There are many writers who called for a reconsideration of the future of English and its status and use in the world. There have been calls for multilingualism rather than monolingualism; the re-contextualization and appropriation of English; and the recognition of EIL as new developments in the spread of English (e.g. Kachru (1985, 1992); Brutt-Griffler (2002); Seidlhofer (2003); McKay (2002); Ali (2009); Smith (1976); Widdowson (1994); Canagarajah (1999); and Crystal (2007).

Kachru’s (1985, 1992) concentric circles have shown that English has diversified in the world and has been used differently. Brutt-Griffler (2002:10) uses the term ‘World English' which tends to establish itself alongside local languages rather than replacing them and Seidlhofer (2003:7) states that the ownership of English no longer belongs only to the native speakers. McKay (2003), relating English to culture, argues that there is a shift in the relationship between EIL and culture which was recognized quite early by Smith (1976), who points out that learners of an international language do not need to internalize the cultural norms of the native speakers of that language and that the educational goal of learning an international language is to enable learners to communicate their ideas and culture to others. McKay also refers to Widdowson (1994) who argues that the very fact that English is an international language means that no nation can have custody over it because this will arrest English and undermine its international status (p. 385).

Canagarajah (1999) has been more explicit about the notion of re-contextualization and appropriation of English use. His investigation of students’ linguistic conflicts in the Sri Lankan Tamil community and classroom contexts revealed subtle forms of resistance to English, and he concluded that in social life we cannot ignore the creative processes of linguistic mediation, interaction, and fusion that take place. To pursue these issues of appropriation inspired by local needs, he suggested adopting a socially-situated orientation to pedagogy, where the acquisition of a new language should not give rise to undue inner conflict among students.
Crystal (2007), in an elaborate discussion of the future of English as a world language, states that language is an immensely democratising institution and indicates that the future of world English is likely to be one of multidialectism, or may end up an English ‘family of languages’.” (p.177)

To conclude, those who support the spread of English and EIL, generally have a positive attitude towards the use of EIL for international communication and call for the adoption of EIL pedagogy as explained above.

As the purpose of this research is to investigate attitudes towards learning English, we need to understand the concept of the construct ‘attitude’ in research, and look at some research studies that investigated attitudes in educational settings inside and outside the Arab world that relate to this study.

3.6. The Concept of Attitude as a Social Construct

This research aims at investigating both students’ and teachers’ attitudes towards learning English, so it is important to explain attitude as a construct. The term, ‘construct’ has been defined by many writers (e.g. Boring, 1923; McCorquodale and Meehl, 1948; Cronbach and Meehl, 1955; Rosenberg & Hovland, 1960; and Gardener, 1985) (Cited in Udo-Akang, 2012). All of these writers define the concept of construct as abstract and theoretical, an ideal object as opposed to a real object. It is an explanatory variable which is not directly observable, but has been observed in practice. For example, instead of seeing intelligence, love, or fear we see indicators or manifestations of what we have agreed to call intelligence, love, or fear. According to Cronbach and Meehl, (1955), a hypothetical construct has no single referent; rather, it consists of groups of functionally related behaviours, attitudes, processes, and experiences, but none are all-inclusive. It differs from an intervening variable as the latter is a summary of observed empirical findings. In the positivist tradition, Boring (1923) describes intelligence as whatever the intelligence test measures. In the interpretivist tradition, intelligence is only a social construct and therefore should imply more than simply a test score (McCorquodale and Meehl, 1948).

Perhaps, the classic tripartite view offered by Rosenberg and Hovland (1960) is the most influential model of attitude. The model realizes three components to attitude: cognitive, affective, and behavioural, referred to as (taxi CAB) which stands for cognitive, affective, and behavioural. The ‘cognitive’ refers to the beliefs, thoughts, and attributes that we would associate with an object. For the
most part, a person's attitude might be based on the negative and positive attributes they associate with an object. The 'affective' refers to the person's feelings or emotions linked to an attitude object. The 'behavioral' refers to past behaviors or experiences regarding an attitude object. It is the idea that people might infer their attitudes from their previous actions. ('Attitudes' in *Handbook of social psychology*, 1935)

According to the definitions of attitude explained above, the attitude stated explicitly in my study research questions is a theoretical construct. It can be seen as an indicator or manifestation of whether the participants view the learning of English in a positive or negative way or in both ways, wherein the cognitive, affective, and behavioural components could all come into play. However, the creation of constructs is by definition a part of the operationalization of research, and the usefulness of a construct depends largely on construct validity. According to Shuttleworth (2009), construct validity is a device used almost exclusively in social science, psychology and education. Some specific examples could be language proficiency, artistic ability or level of displayed aggression. Construct validity is valuable in these domains where there is a lot of subjectivity to concepts. Therefore, especially for major and extensive research, it is useful to use pilot studies to establish the validity of the research by allowing for adjustments. In this research I have conducted a pilot study on the questionnaire as one of the means to establish the research validity.

As the aim of this study is to investigate attitudes towards learning the English language, the following section gives a definition of language attitudes and looks at the factors that shape students’ attitudes towards the foreign or second language they are learning.

### 3.6.1 Language attitudes

It is imperative that learners of a second or foreign language have attitudes towards the language they learn and its speakers. Language attitudes are defined by Ryan and Giles (1982) (cited in Svara, 2009) as any affective, cognitive or behavioural index of evaluative reactions towards different language varieties or their speakers. This is in conformity with the classic tripartite view offered by Rosenberg and Hovland (1960) in explaining attitude as a construct as discussed above. These language attitudes need to be explained and related to the context of the study.
The ‘cognitive’ attitude towards a foreign language refers to the beliefs, thoughts, and attributes that a learner would associate with that foreign language. For the most part, a learner’s attitude might be based on the negative and positive attributes they associate with the foreign language they are learning, or they might consider their language and the target language equally important and complement each other to fulfill communicative functions and meet pragmatic needs. For example, the participants in this study might see learning the English language in a positive way in that it is useful and important for the individual and the country; it is useful for both local and international communication, for education, the economy, and for personal advancement. On the other hand, they might consider the foreign language a threat to their own language and culture, based on their cultural and social background (what they think about their language, religion, and customs and traditions). Beyond this dichotomy, the mother tongue and the target language might be seen to complement each other.

Svara (2009) explains that in the context of second or foreign language learning, the learner has certain perceptions and beliefs about the target language that will influence his/her attitudes and consequently the learning process. She refers to the power relations (Smit, 1996) between the learners’ language and the target language. She explains that the learners of a foreign or second language might not give up their language but use a foreign language which is powerful, valuable, and prestigious to serve their needs in specific domains. In the context of this study, the country’s language policy endorses English as a useful language to meet the country’s pragmatic needs; as an international language useful for the economy and education, and as a link language in the country.

The ‘affective’ refers to the person’s feelings or emotions linked to the target language and its speakers, for example how the participants in this study feel about English; whether they feel that English has status, prestige, and value, and whether they think positively of the English-speaking people and their culture. Moreover, feelings towards the teaching materials and methods are essential factors in the learning process. Choy and Troudi (2006) state that the feelings and emotions of foreign language learners substantially affect their perceptions and attitudes towards a particular foreign language. Svara further explains that since languages are often taught in an educational institution, there are relevant factors that shape the learners’ attitudes towards the target language. These are
mainly the language course content and the teaching methods as well as the
learners’ social and cultural surroundings and the general perception about the
target language within the learners’ community.
The ‘behavioral’ refers to past behaviors or experiences regarding an attitude
towards a language. It is the idea that people might infer their attitudes from their
previous actions. These could be factors such as age, ability in the language, and
cultural background (Baker, 1992: 41). Svara points out that these are influential
features with regards to language attitudes. Concerning age, Svara gives
examples of three studies. Baker’s (1992) study revealed that favourable
attitudes toward the Welsh language deteriorated with age. Henning-
Boynton & Haiitema (2007) investigating students’ attitudes studying French or Spanish for
10 years in two elementary schools in North Carolina found that the interest in FL
(Foreign Language) declined as students advanced to higher grades. However,
the study by Donato, et al. (2000) in a Japanese FLES (Foreign Language in the
Elementary School) programme indicated that the more years the students attend
the programme the more positive attitudes the students held.
Highlighting the importance of the foreign language culture and its influence on
language attitudes, Svara refers to Baker’s (1992) study on attitudes towards
Welsh as a foreign language which revealed that students participating actively in
Welsh cultural activities maintained a more positive attitude toward the language
than those students who did not. She contends that the same might be true for
students learning English in other settings. If students are exposed to the target
language outside the classroom in an enjoyable way such as watching TV,
having English-speaking pen friends, and travelling to English-speaking
countries, such experiences can lead to more favourable attitudes towards the
target language (Cited in Svara, 2009). However, in the context of this study the
English programme includes activities outside the classroom such as involving
students in ‘English Clubs’, but not many students participate in these activities
and students are generally left on their own to develop such interest in the
English language culture.
The study of language attitudes in the context of language learning is important.
Accordingly, given the importance and usefulness of investigating language
attitudes, I have devised a questionnaire for students and an interview for
teachers to investigate their attitudes towards learning English in general and
towards the course content and the teaching methods in their context. The above language attitudes, defined as cognitive, affective, and behavioural, may all come into play to shape participants’ attitudes towards learning English.

The following sections provide a brief review of teaching methods and the curriculum as essential background to investigate attitudes in these areas in order to answer RQs 2 & 3. These RQs are based on the teaching methods and the curriculum which will be reviewed below together with the teaching methods and the content taught in the context of the study. The phenomenon of low English proficiency levels will also be discussed.

3.7 Teaching methods, the curriculum & the phenomenon of low proficiency levels

3.7.1 Teaching methods
Throughout the history of English language teaching, teaching methods have undergone continuous changes. The grammar-translation method was the first known method, which has its roots in the traditions of Latin teaching. As a reaction to this method, the direct method emerged with all its subsequent developments represented in such methods as the natural method and the audio-lingual method which have their roots in psychology and structuralism (Mackey, 1965, fourth impression, 1971). In more recent developments the communicative language teaching (CLT) emerged from the field of sociolinguistics. According to McKay (2002), English language teaching has witnessed the coming and going of methods for a long time and these methods were rendered problematic in the literature because they reflect the history of language teaching in Inner Circle countries; many methods classified as obsolete may still be in use; and because it is almost impossible to find a classroom that is exclusively using one particular method. Although the communicative language teaching (CLT) has been the dominant methodological approach for a long time, and generally accepted as the methodological norm that views competence in social interaction as a goal for language acquisition, it has been criticized for not paying adequate attention to local cultural and linguistic needs and culture of learning, as well as for imposing prepackaged, one-size-fits-all methods, materials, assessment tools, and teaching approaches imported from the West (Bax, 2003).
As a response to using particular methods in teaching, and with the growing interest and emphasis on the diversities of English now used in different parts of the world, the field of English language teaching has moved into the post-method era with the argument that there is no single best method for a particular context. This new trend suggests that instead of adopting a single set of methods, teachers may adapt their own approach to teaching in their settings, paying attention to local and international needs of English. As a result of such diverse needs and contexts, EIL pedagogy emerged. The EIL pedagogy acknowledges that English is a global phenomenon that has a wide range of international and cross-cultural functions which require developing methods and curricula that aim at promoting learners’ communication skills to function adequately in their own contexts and internationally. McKay (2003) suggests an alternative to standard variety and emphasizes the importance of “intelligibility (recognizing an expression), comprehensibility (knowing the meaning of the expression), and interpretability (knowing what the expression signifies in a particular sociocultural context)” (p. 52). Along these lines, the ultimate aim of EIL methodology is to break away from using certain sets of methods as the only true way of teaching, and instead moves toward using multiple approaches in various settings of teaching. (Cited in Selvi & Yazan, 2013, pp. 5-14)

3.7.2 The curriculum
Teaching materials are important as they make the core of the curriculum. They are defined broadly to include textbooks, audio-visual aids, games, software, websites, and applications that are used to facilitate language instruction in and out of the classroom. They provide opportunities for input, create a context of interaction, and encourage communication and output for learners, as well as serve as powerful ways to enact or impose instructional and methodological decisions for teachers (Selvi & Yazan. 2013, p. 14). The writing of teaching materials throughout ELT history has always been based on the various theories of language learning and teaching, ranging from materials to teach grammar and translation along the spectrum to reach to material that facilitates communicative language teaching (CLT).
As English has spread and diversified in the world of today, there is now recognition of the use of EIL. Therefore, it is believed that teaching materials should be devised to take into consideration the complex and changing status of
English in this era. McKay (2012) identifies five major principles that guide the EIL materials development process, which I briefly list here.

1. EIL materials should be relevant to the domains in which English is used in particular learning context.
2. EIL materials should include examples of the diversity of English varieties used today.
3. EIL materials need to exemplify L2 – L2 interactions.
4. Full recognition needs to be given to the other languages spoken by English speakers. As English language materials have traditionally promoted ‘English-only’ discourse, EIL materials create space for other languages in the English language classroom, through code-switching or well-planned use of the L1 for the purpose of developing proficiency in English.
5. EIL should be taught in a way that respects the local culture and the culture of learning.

However, there is no single language teaching material that meets the needs of all contexts without the need for adaptation therefore, teachers should fully address this issue in light of their teaching context, availability, practicality, and feasibility of existing resources. (Cited in Selvi & Yazan, pp. 15-17)

Qatar like other countries in the world where English is taught has seen changes in methods and teaching materials. The growing dissatisfaction among ELT professionals around the world with the prevailing methodology of the time brought about changes in language practice which can be discerned towards the end of the 1960s. Undoubtedly, one main reason for this dissatisfaction was the fact that such a context where the approved learning style inclined to conformity and submission to authoritarianism, with the teacher as the font of knowledge (the grammar-translation method), would not be considered to be really conducive to more recent pedagogic practice. In the context of this study, during the 1970s, this rule-driven authoritarianism of traditional English teaching with its traditional grammar and literary canon was abandoned, and a new approach emerged: the communicative approach. The tenets enshrined at the Makerere Conference in 1961, has been generally adopted in Qatar since then. The tenets,
discussed in the earlier sections of this chapter, advocated these new developments:

1) English is best taught monolingually
2) The ideal teacher of English is a native speaker
3) The earlier English is taught, the better the results
4) The more English is taught, the better the results
5) If other languages are used much, standards of English will drop

In light of such developments, materials and teaching methods in schools were based on CLT, and at the Pearl College (PC), the context of this study, new courses were introduced on the same approach with online material to be used in-and-out the classroom, and with more use of technology in teaching and learning. However, it remains to be seen in light of the views of students and teachers whether a shift towards EIL materials and pedagogy would be considered.

However, in spite of efforts to make materials more useful and methodology more effective in teaching and learning, Qatari students' standard of English did not improve as hoped-for. This brings us to consider the phenomenon of low English proficiency.

3.7.3 The phenomenon of low proficiency levels

Murray Goldenberg (2018) defined proficiency as being a combination of skills: reading, writing, listening, and speaking and usually measured by standardized and internationally recognized tests, such as the IELTS, which is marked on a band score ranging from 0 to 9 and is required, among other things, for job, college, and university eligibility purposes. A limited English proficient student is said to be one who has sufficient difficulty speaking, reading, writing, or understanding the English language. https://www.quora.com/What-is-proficiency-in-English

Language proficiency levels are not always easy to define. They have often been defined with different terms: bilingual, fluent, proficient, native speaker, and others, but these terms used are not strict and are often used loosely or interchangeably. https://www.accreditedlanguage.com/interpreting/defining-levels-of-language-proficiency-avoids-confusion/

Therefore, it is important for professionals to use assessment methods that align strictly with their course objectives in order to have the levels of language
proficiency they aim at. As discussed in Chapter Two the levels of proficiency in English of students in schools is low, which was the reason for establishing foundation programmes at the PU and PC. In the context of this study the four skills of the language are assessed together with grammar and vocabulary, but there does not seem to be strict correlation between the course objectives and the way achievement is assessed. The course objectives stipulate that assessment should be based on communicative criteria but a discrete-item testing is still used as it was for the older courses. As a result, this does not mirror actual levels of proficiency although the average percentage of students who passed in all levels in the academic year 2016/17 is about (77%) as shown below.

The following table shows the pass / fail rates in the AY 2016 / 2017.

<table>
<thead>
<tr>
<th>Quarters</th>
<th>Failed</th>
<th>Passed</th>
<th>passed %</th>
<th>Enrolment in the 4 levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 1</td>
<td>211</td>
<td>726</td>
<td>77%</td>
<td>937</td>
</tr>
<tr>
<td>Quarter 2</td>
<td>188</td>
<td>558</td>
<td>75%</td>
<td>746</td>
</tr>
<tr>
<td>Quarter 3</td>
<td>126</td>
<td>413</td>
<td>77%</td>
<td>539</td>
</tr>
<tr>
<td>Quarter 4</td>
<td>74</td>
<td>318</td>
<td>81%</td>
<td>392</td>
</tr>
</tbody>
</table>

(Table 5): Average pass/fail rates of all levels (1, 2, 3, & 4) in the four terms (ELC)

As for the relationship between attitudes and proficiency, Svara (2009) points out that it is generally agreed that the ability in a language and the attitudes to that language are in some way correlated (Baker 1992; Gardner 1985). To illustrate this, she presents two opposing points of view. Gardner argued that the ability of a language learner, a high proficiency level and achievement in the L2 will enhance favourable attitudes towards the target language. However, Burstall et al. (1974) in a longitudinal study of primary school students studying French brought forth a reversed order: attitude influences achievement. According to my experience teaching English in both schools and at tertiary level, I have noticed that students’ experience with learning English influences their attitudes towards English. Those who have ability in English throughout their years learning English have a positive attitude towards English and those with low English proficiency view the learning of English in a negative way.

The last section of this chapter looks at some studies that investigated attitudes in educational settings in and outside the Arab world in order to relate them to the present study.
3.8 Studies on Attitudes towards learning English

The studies conducted outside the context of this study are presented in three tables as shown below based on the topics of the three RQs: attitudes towards learning English in general and towards the content and methods. Table (6) shows studies on attitudes towards learning English in general. Table (7) shows studies on attitudes towards the course content. Table (8) shows studies on attitudes towards the teaching methods. The tables have been arranged to include key information for ease of reading: author, year, focus, method, and results. The section ends with a discussion of the studies that relate to methods and content, together with a critical evaluation of methods chosen by the authors. As there are numerous studies conducted worldwide to investigate attitudes of students, teachers and educators towards learning English, I have selected studies that investigated attitudes in different parts of the world that I think are relevant to my study. These are from the Arab world (Qatar, Kuwait, and Jordan); studies conducted in non-Arab countries, mostly in the regions surrounding the Middle East (Bangladesh, Turkey, Iran, Sri Lanka, and Tanzania); and studies in different parts of the world, and conducted by the writers Matsuda (Japan), Friedrich (Brazil), Shim (Korea), Yang Yu (China), Canagarajah (Sri Lanka), and Timmis (studies in different countries).

The studies in the following tables are arranged in the order of the three topics of the RQs and presented in the format of (Jenkins, 2007, cited in Yang Yu, 2010) and modified for ease of reading.

<table>
<thead>
<tr>
<th>Author &amp; Year</th>
<th>Focus</th>
<th>Method</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahmed, T. &amp; Khaled, A. (2014)</td>
<td>The Role of English as Perceived by Students of Applied English at the University of Jordan</td>
<td>Survey of (250) female students representing the BA in the Applied English program</td>
<td>The results showed that the overall attitudes of the students were unanimously positive towards the role of English in their lives.</td>
</tr>
<tr>
<td>Al Rifai, N. (2010)</td>
<td>Attitude, motivation, and</td>
<td>Questionnaire</td>
<td>The researcher reported that the</td>
</tr>
</tbody>
</table>
difficulties involved in learning the English language in Kuwait overall “attitudes toward learning the English language” and “instrumental motivation” were very positive.

| 3 | Al Mamun, S. A. et al. | 2012 | Investigated Students’ Attitudes towards English: Science School of Khulna University, Bangladesh. | Questionnaire | The findings revealed that the respondents were positive towards English and this could be attributed to instrumental motivation towards English. |

| 4 | Suleimani, H. & Hanafi, S. | 2013 | Iranian Medical Students’ Attitudes towards English Language Learning | Questionnaire | The results of the study revealed that Iranian medical students held highly positive overall attitude regarding English learning. |

| 5 | Canagarajah, A. S. | 1999 | Investigated attitudes towards learning English in (Tamil Nadu, Sri Lanka) | Surveys, Questionnaires and Classroom Observation | His studies uncovered hidden resistance to English in the periphery, and he suggested the need for a reconceptualization and appropriation of the use of English. |

Table (6): Studies on Attitudes towards Learning English in General

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Focus</th>
<th>Method</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Qotbah, M.</td>
<td>1990</td>
<td>Attitudes toward English language teaching at the University of Qatar</td>
<td>Questionnaires</td>
</tr>
<tr>
<td></td>
<td>Author(s)</td>
<td>Year</td>
<td>Methodology</td>
<td>Findings</td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
<td>------</td>
<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td>7</td>
<td>Shim, R. J.</td>
<td>2002</td>
<td>Survey (Recordings of five different speakers: U.S., Canadian, Australian, Pakistani, and Korean). Respondents were asked if they would like to have the speaker as their English teacher</td>
<td>One hundred per cent of the participants answered ‘yes’ with regard to the US and Canadian speakers. None of them chose the Pakistani and Korean speakers. This reveals an acceptance of native-speaker norms and values.</td>
</tr>
<tr>
<td>8</td>
<td>Arslan, M. &amp; Akbarov, A.</td>
<td>2012</td>
<td>Questionnaire</td>
<td>In general, students did not have any biases towards English. Their attitude was positive towards learning ESP, English related to their occupational fields.</td>
</tr>
<tr>
<td>9</td>
<td>Timmis, I.</td>
<td>2002</td>
<td>Questionnaires</td>
<td>Both teachers and students revealed an overall tendency to conform to native speaker (NS) norms although the teachers seemed less attached to those norms.</td>
</tr>
<tr>
<td>No.</td>
<td>Author</td>
<td>Year</td>
<td>Focus</td>
<td>Method</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>Matsuda, A.</td>
<td>2000</td>
<td>Investigated attitudes of Japanese high school students towards the English Language</td>
<td>Questionnaire, Interviews &amp; Classroom Observation</td>
</tr>
<tr>
<td>11</td>
<td>Friedrich, P.</td>
<td>2000</td>
<td>Study on attitudes of adult Brazilian learners toward English.</td>
<td>survey</td>
</tr>
<tr>
<td>12</td>
<td>Yang Yu</td>
<td>2010</td>
<td>Explored the attitudes of Chinese college students toward English, adopting the notion of World Englishes (WE) and English as an International Language (EIL)</td>
<td>Interviews and Questionnaires</td>
</tr>
<tr>
<td>13</td>
<td>Gajalakshmi, P.</td>
<td>2013</td>
<td>Investigated attitudes of 600 students from various High Schools towards Learning English in Tamil Nadu, Sri Lanka</td>
<td>Questionnaire</td>
</tr>
</tbody>
</table>
All of these studies investigated attitudes towards learning English in general and some of them investigated the content and teaching methods as well as using different methods of investigation. In the following sections I will classify the studies in terms of the methods used, and discuss one of the studies that relates to methods and partially to the content of my study: Yang Yu (2010), and then provide critical evaluation of this study.

### 3.8.1 Classification of the studies in terms of methods

Investigating attitudes towards learning English in general is a common thread running within all the studies. However, those who studied the content focused on two main issues: whether the curriculum should be based on the standard norms of English; and whether ESP courses should be taught rather than the more General English courses. The methods used range from using only a questionnaire to using three methods of investigation (e.g. interviews, questionnaire / survey, and classroom observation).

- Qotbah (1990) investigated attitudes of both students and teachers to find out whether the respondents prefer teaching General English or ESP. He used only questionnaires for both students and teachers. The results revealed that students had a positive attitude towards English but they preferred ESP to the more General English courses, a point made cogently by the teachers.
• Arslan & Akbarov (2012) exploring EFL learners’ perceptions and attitudes towards ESP used only a questionnaire. Most of the students were inclined towards learning ESP.


• Shim (2002), Timmis (2002), and Friedrich (2000) used only a questionnaire or survey. Their studies revealed an acceptance of native-speaker norms and values.

• Makewa (2013) and Gajalakshmi (2013) used only questionnaires. Their investigation of attitudes toward the English language revealed that more classroom activities incorporated in the course content enhance pupils’ attitude to learn English. It is worth mentioning here that it is hardly, to my knowledge, to find studies in the literature that investigated teaching methods per se.

• Yang Yu (2010) used questionnaire and interviews. The majority of the participants in this study believe that the content should be based on American or British English as the best models to learn.

• Two of the studies used three methods of investigation. Both Matsuda (2000) and Canagarajah, 1999) used questionnaire/survey, interviews and classroom observation. Matsuda’s study revealed that the participants showed positive attitudes toward English, especially American English while they had negative attitudes toward the Japanese variety of English. Canagarajah’s study uncovered hidden resistance to English in the periphery.

It could be noticed here that there is much in common between these studies and my study, namely in terms of positive attitudes toward English, acceptance of native-speaker norms and values, inclination towards learning ESP, and more classroom activities to be incorporated in the course content.

As for the methods of investigation, most of the studies shown in the tables above used only questionnaires as their investigation tools. However, using only one method of investigation is not sufficient to mirror participants’ views on learning English. Questionnaires and interviews are often used together to
complement each other (Eisenhardt, 1989, in Knight, et al., 2010). While questionnaire data can provide evidence of patterns amongst large populations, qualitative interview data often gather more in-depth insights on participant attitudes, thoughts, and actions to explain and strengthen the quantitative data (Kendall, 2008 in Harris & Brown, 2010). Employing many methods of investigation in one study (Matsuda (2000) and Canagarajah (1999) could also be useful in providing in-depth investigation and hence yield better results. Kopinak (1999) indicates that the use of more instruments would provide for more detailed and multi-layered information about the phenomenon under study. In my view using three instruments may be confusing and render analysis and discussion of findings a difficult task to handle. This could be more beneficial for major work such as that of Canagarajah’s whose work furnished the basis for writing his book of 1999. As such, the studies I identify whose methods I will draw on in order to conduct my study are generally those which used questionnaires and interviews (e.g. Yang Yu, 2010). These studies also investigated main topics included in my study such as the usefulness of English in general (e.g. for international communication, and for learners’ benefits), learning ESP or General English, learning Standard English, and whether there is subtle resistance to learning English.

In the following section I will critically examine Yang Yu’s (2010) study as it relates to my study in many ways, for example it uses both a questionnaire and an interview as its investigation tools, and whether students favour American or British English as the best models to learn, and it also looks generally at attitudes towards learning English.

3.8.2 Critical evaluation of Yang Yu’s (2010) Study

Yang Yu’s (2010) study was presented in partial fulfilment of the requirements for the “Degree Doctor of Philosophy” in the Graduate School of The Ohio State University, carrying the title: “Attitudes of Learners towards English: A Case of Chinese College Students”. As stated by the researcher, by adopting the notion of World Englishes (WE) and English as an International Language (EIL) as the study’s theoretical framework, the study was designed to assess attitudes of learners toward English and their awareness of different varieties of English, including ‘China English’.
At the outset I should point out that although Yang Yu’s study and my study both look at attitudes of learners towards English, Yang Yu’s study focuses on attitudes of learners toward English and their awareness of different varieties of English. On the other hand, my study combines the investigation of attitudes from the perspectives of English as an international language with attitudes to the curriculum and teaching methods. In this respect, the two studies have different aims and focus although they have a lot in common.

Although the researcher did not state her paradigm explicitly, she has interconnected the interpretive and the positivist paradigms by adopting a mixed methods design where quantitative data from questionnaires of 398 students and qualitative data from interviews of 20 students were collected in the same field. The secondary qualitative data (students’ interviews) were embedded within the predominant quantitative data (students’ questionnaire) to provide a supporting role in explaining and expanding the questionnaire results. The study found that Chinese college students have positive attitudes toward the English language and ‘China English’. The students were aware of different varieties of English and the majority of them considered ‘nativization’ of English in China as a manifestation of Chinese culture. The students also stated that building up strong communication skills should be the main goals of English education in China.

This study is well-organised and presented (introduction, literature review, methods, results, summary and implications, references and appendices). It also has many other positive aspects. The theoretical background of the study has been clearly explained and the aims of the study have been clearly stated. Participants were recruited from students in four public universities across different disciplines which could be representative of college students in China whilst my study was confined to only one higher institution. Moreover, Yang Yu used in her study the Statistical Package for Social Science for data analysis which renders it essentially positivist in here analysis of the questionnaire responses. The students responses were calculated using Cochran’s formula (1977), with a confidence level of 95% and risk level of 5% \( n = \frac{Z^2 \cdot p \cdot q}{e^2} = 1.96^2 \cdot 0.5 \cdot 0.50.05^2 = 385 \). In my study I used only simple statistics in the form of numbers and percentages. Like my study she used the questionnaire as the primary data source and the interview data as secondary to explain and expand the quantitative data. She also used the Likert rating scale. The research
questions were formulated based on the literature reviewed and the questionnaire items were written accordingly. All of the questionnaire items were written in English first and then translated into Chinese. The researcher also reviewed several prominent studies on attitudes of learners toward English (e.g. Matsuda (2000), Shim (2002), Timmis (2002), and Friedrich (2000) where the participants in these studies generally have positive attitudes toward the English language. These studies chosen by Yang Yu are also included in my study. (See Tables above)

However, we can see that Yang Yu used a questionnaire and an interview with students only where my study used a questionnaire with students and interviews with teachers. In my view using both a questionnaire and interviews with the same respondents (the students) is not as effective as seeking a second opinion on the same subject (e.g. giving the questionnaire to students and interviewing teachers where the questionnaire feeds into the interviews). As self-administered questionnaires collect massive amounts of information from a large number of people, selecting the right and effective type of question which allows the researcher to address a large number of issues in a standardized way, in my opinion there is no need to interview a small number of respondents selected from the same large size of respondents given the questionnaire. This could only be feasible if the questionnaire as a method fails because of incomplete responses or poorly formulated questions. Moreover, if data quality is not as high as with other methods, such as in interviews, and also if low response rates, human errors during data entry and incorrectly filled forms have become common drawbacks (Picincu, 2018).

In this respect to deepen understanding and go beyond what has been uncovered in-depth interviews with other respondents (e.g. teachers rather than students) would be a better alternative and appropriate when targeting detailed perceptions, opinions, and attitudes. In-depth interviews are particularly effective to enhance and expand the quantitative data especially when more issues not included in the questionnaire are discussed in the interviews (Marshall, 2016). For example, the teachers in my study discussed the students’ conduct in the classroom with the aim to find out whether there is hidden resistance to English. Finally, some of the limitations of this study, compared to my study, are that no graphs have been used to render the questionnaire results more conspicuous
and clear for the reader to understand the textual analysis in a glance. Moreover, the researcher did not state her positionality and subjectivity in doing her research using reflexivity as a major strategy for quality control in qualitative research therefore understanding how it may be impacted by the characteristics and experiences of the researcher to avoid the problem of influencing the research by her own biases and beliefs (Berger, 2013). Furthermore, I have also noticed that the researcher did not reflect on the entire journey of her thesis, usually expected in a doctorate thesis to culminate the whole work.

To sum up, using World Englishes (WE) and English as an International Language (EIL), Yang Yu’s study revealed that Chinese college students, in general, hold a positive attitude toward English. They consider English to be important for its usefulness for international communication, educational and career advancement. She also used a mixed-method research design and two methods of inquiry. These are consistent with what I have done in my study.

**Conclusion**

In this section, I have provided an overview of the key concepts which have been used and explained within the literature review, and highlighted how the literature has helped to shape the RQs.

Key concepts I have discussed in the literature review are the framework I set for the study: the spread of English and EIL, and the concept of attitude as a social construct. As there is a wealth of writings in the field of the spread of English and EIL, I have focused on Phillipson’s theory on the spread of English to narrow the scope of the theoretical background of the study. Phillipson discusses the spread of English and EIL in three major themes: cultural imperialism, inequality and the role of ELT. Based on his first two themes, analyzing the learning of English worldwide, I formulated RQ 1:

1. What are the attitudes of EFL students and teachers in a tertiary education college towards the learning of English in general?

Phillipson in his discussion on the role of ELT, referred to the tenets enshrined at the Makerere Conference for the teaching and learning of English. Generally speaking, these tenets reflect views on the teaching of English in terms of the content and teaching methods. Based on these together with the review of the content taught and the teaching methods used in the context of the study as discussed in Chapter 2, RQs 2 & 3 were formulated as follows:
2. What do the EFL students and teachers in a tertiary education college think about the curriculum in their context?

3. What do the EFL students and teachers in a tertiary education college think about the teaching methods in their context?

Attitudes are explained in the literature review because the purpose of the research is to investigate attitudes. These have been explicitly reflected in the RQs. According to the definitions of attitude explained in the literature review, attitude explicitly stated in my study research questions is a theoretical construct. It can be seen as an indicator or manifestation of whether the participants view the learning of English in a positive or negative way or in both ways, wherein the cognitive, affective, and behavioural components (already explained in the literature review) could all come into play.

Added to the theoretical background of the study, the spread of English and EIL, and attitudes, are the studies I selected to relate to the study in order to depict attitudes towards learning English and provide methods of investigation, of which some I have used in conducting the study. These three strands in the literature review are inextricably linked and have decided the direction of the research. Accordingly, I formulated the RQs based on the literature reviewed, and in order to answer the RQs, I wrote a questionnaire for students and an interview for teachers to investigate attitudes towards learning English. The questionnaire included three sections to alien with the RQs. The items included in Section A relate to RQ1 to investigate students’ attitudes towards learning English in general. Section B relates to the content taught and Section C relates to the teaching methods which relate respectively to RQs 2 & 3. The interview questions were written more or less to dovetail with the questionnaire items and with more items to explore students’ behavior in the classroom to find out whether there is any form of subtle resistance to learning English and as well to capture teachers’ view on students’ low proficiency in English.

Although some improvements have been achieved in learning English in Qatari institutions, the hoped-for results are still short of expectations. That is why I feel that there may be some hidden reasons behind this problem. Besides the internal factors mentioned earlier (e.g. Hatherley-Greene, 2010; Sick, 1997), this research investigates the problem by also looking at the historical, cultural, and ideological background of students in light of the spread of English.
More key concepts have been used in the literature review, which have a role in shaping the research. The idea of re-contextualization and appropriation of English in the periphery, and the notion of intelligibility in using English have also been researched in the study as included in the questionnaire items and the interview questions. According to Canagarajah (1999), the subtle forms of resistance to English and the productive processes of appropriation inspired by local needs are not sufficiently represented in ELT curriculum and pedagogy. He adds that to pursue these concerns is to adopt a socially-situated orientation to pedagogy, in which learning is considered as value-free, egalitarian enterprise and where the acquisition of a new language or discourse should meet the students’ needs and not give rise to under inner conflict among students. Hence is his call for a re-contextualization and appropriation of English in the periphery countries. The concept of re-contextualization and appropriation of English entails the use of EIL for international communication where intelligibility is favored over the standard norms. This necessitates a modification in the role of linguistic norms in language pedagogy. McKay (2002) in Selvi & Yazan (2013) argues that EIL users’ cultural content and their sense of the appropriate use of English are key factors that inform EIL pedagogy, and as an alternative to standard variety she emphasizes that the ultimate instructional goal should be achieving intelligibility rather than acquiring a native or nativelike accent. Burns (2005) in Selvi & Yazan (2013) also claims that the use of an exclusive variety assumes language is static and unchanging entity and prioritizes imitation over communication. Selvi & Yazan contend that choosing one exclusive variety as a standard in instruction would place it in a privileged position and thereby place all others in an unprivileged, nonstandard and marginalized position (p. 5).

All of the above key concepts in the literature have influenced and dictated the direction of the research; shaping the RQs and the writing of the questionnaire and interview to answer the RQs.
Chapter Four

Methodology & Research Design

4.0 Introduction

In this Chapter, the chosen research paradigm, interpretivist, and a ‘mixed-methods methodology’ design are explained and rationalized. Then the methods of data collection, the research procedures, and data analysis are explained. The Chapter ends with an examination of the validity and reliability (credibility and trustworthiness) of the research construct, ‘attitude’, the ethical dimension observed in conducting the research, the challenges faced, and the limitations of the study.

As stated in Chapter One, the purpose of this research is to investigate attitudes of students and opinions of teachers towards the learning of English in general, and the teaching and learning of English at tertiary level in the state of Qatar from the broad perspective of the spread of English and English as an international language. The impetus for this is to explore low English proficiency. This research adopts an interpretive paradigm and the ontological, epistemological and methodological assumptions that underpin this paradigm. Therefore, it is essential at the outset to define these concepts in order to relate them to this research and to my theoretical stance as a researcher.

4.1 Research, paradigm, ontology, epistemology & methodology

4.1.1 Research:

A useful definition of research has been given by Mertens (2005):

“Research has been described as a systematic investigation (Burns, 1997), or inquiry whereby data are collected, analysed and interpreted in some way in an effort to understand, describe, predict or control an educational or psychological phenomenon or to empower individuals in such contexts” (Mertens, 2005, in Mackenzie and Knipe, 2006, P. 2)

To conduct valid research, then, we need to decide on what research paradigm to follow because by selecting a specific paradigm we know how problems are to be understood, how we view the world and thus go about conducting research (Creswell, 2009).
4.1.2 Paradigm

According to Edirisingha (2012), referring to Kuhn (1962), and Guba (1990) “A research paradigm is defined as a ‘set of common beliefs and agreements’ shared by researchers regarding “how problems should be understood and addressed” (Kuhn, 1962). Therefore, this is a specific way of perceiving the world (a worldview) that shapes how we seek answers to research questions. As Guba (1990) argues, a research paradigm is mainly characterised by its ontological, epistemological and methodological dispositions. Cameron (2011), states that there are many definitions of a paradigm (e.g., Bogdon & Biklen, 1998; Mertens, 2005; Neuman, 2006; and Denzin and Lincoln, 2008). I find here the definition given by Denzin and Lincoln (2008) adequate to clarify the meaning of ‘paradigm’ as it incorporates the concepts of epistemology, ontology, and methodology as essential components of a paradigm, which is also consistent with Guba’s (1990) definition.

“The net that contains the researcher’s epistemological, ontological, and methodological premises may be termed a paradigm...All research is interpretive; it is guided by the researcher’s set of beliefs and feelings about the world and how it should be understood and studied” (Denzin & Lincoln, 2008, p.22).

4.1.3 Ontology: According to (Blaikie, 2000, p. 8 in Grix, 2004, p. 59)

“Ontological claims are claims and assumptions that are made about the nature of social reality, claims about what exists, what it looks like, what units make it up and how these units interact with each other. ... In short, ontological assumptions are concerned with what we believe constitutes social reality”.

On explaining the nature of reality, the critical realists have a sound point to raise here. They claim that only the knowledge of reality is inherently subjective, reality itself can remain relatively objective and unchanging because reality is not just a social construct (as an interpretivist would believe) since it is able to pre-exist the social analysis of it (Dobson, 2002, in Knight, et al, 2010).

4.1.4 Epistemology: Blaikie (2000) explains epistemology as being one of the core branches of philosophy.

“It (epistemology) is concerned with the theory of knowledge, especially in regard to its methods, validation and the possible ways of gaining knowledge of social reality, whatever it is understood to be. ... In short, claims about how what is assumed to exist can be known (p. 8).
Edirisingha (2012) contends that understanding the two concepts, ontology and epistemology, makes it easier to understand the nature of different research paradigms and their methodological applications. He further explains that as ontology is the nature of reality (Hudson and Ozanne, 1988), it is concerned with identifying the overall nature of existence of a particular phenomenon. When we seek answers (reality) to our research questions, we are referring to a particular type of knowledge that exists external to the researcher. It is just the way things are. On the other hand, epistemology is the relationship between the researcher and the reality or how this reality is captured or known (Carson et al., 2001). It is about how we go about uncovering this knowledge (that is external to the researcher) and learn about reality. So it is concerned with questions such as how do we know what is true and how do we distinguish true from false? Therefore, epistemology is internal to the researcher. It is how they see the world around them.

After deciding on what ontology and epistemology to adopt, a researcher’s methodological position logically follows.

4.1.5 Methodology / method: According to Bryman (2008) methodology refers to the underlying reasoning why particular methods were used, including describing the theoretical concepts that inform the choice of methods to be applied, whether interpretive, positivist or otherwise. A method refers to the technical steps taken to do research (Creswell, 2013), including defining them and stating why specific techniques have been chosen to investigate a research problem, followed by an outline of the procedures used to systematically select, gather, and process the data.

The diagram below explains the above terms (the basic elements of doing research), and shows the relationship between them.

Figure 1: Relationship between basic elements of doing research.
4.2 Research Paradigms

Now having defined and explained these key concepts, I will explain how they connect to me as a researcher and to the research I have been undertaking - that is, how they link to my own position and to my research. Following from this, I will explain how the research methods help explore the focus of the study and why they are chosen, as well as how the literature was used along with these theoretical concepts to design the data collection tools and inform the analysis. The key research paradigms that guide methodologies and methods are positivist, interpretivist, and (critical) realism, which have their own ontological, epistemological and methodological traditions. I am specifically concerned here with positivism (quantitative research) and interpretivism (qualitative research) as comparing and discussing their theoretical assumptions would justify my choice of the interpretive paradigm and a mix-methods methodology design for conducting my study.

4.2.1 Positivism

Pring (2004, p. 91) points out that the term positivist seems to refer to those accounts which study systematically what is clear, factual and open to observation. Merten (2005, p.8) in Mackenzie & Knipe (2006, p. 195) states that "It (positivism) is based on the naturalistic, empirical, philosophical, and reflects a deterministic philosophy in which causes probably determine effects or outcomes." Accordingly, positivism adopts a quantitative approach to investigating phenomena, and embraces the epistemology of objectivism and the ontological assumption that reality resides in the object that exists independently of our perceptions, and a conviction that scientific knowledge is both accurate and certain. The researchers are outsiders detached from the phenomena they are studying. The methodology is quantitative (experimental or correlational) and measurements and statistics are used to analyse data (e.g. Brown, 1988; Garrick, 1999; and Cohen et al. 2007). To ensure validity and reliability, constructs are operationalized as variables: dependent, independent, moderator, control and intervening variables (Brown, 1988). From the interpretivist's point of view quantitative researchers are rightly concerned to establish correlations between variables. In the final resort, the goal of positivist researchers is to make time and context free generalizations, contrary to interpretive researchers who
believe that no one can gain prior knowledge of time and context bound social realities (Hudson and Ozanne, 1988).

However, while positivist approach can tell us a lot about inputs and outputs to some phenomenon, (e.g. communication), it has to be satisfied with a purely operational definition of the phenomenon and does not have the resources to describe how that phenomenon is constituted. As a result, its contribution to social problems is necessarily limited as quantitative research involves little or no contact with people or field. Therefore, positivist type of research falls short of describing how phenomenon is socially constructed.

The following simple diagram depicts the limits of a positivist type of research, where inputs (operationalized as variables) lead directly to outputs through its quantitative methodology (experimental or correlational) and measurements and statistics are used to analyse data.

![Figure 2: Limits of a positivist type of research](Source: OBSSR e-Source – Qualitative Methods–9. Summary.html)

4.2.2 Interpretivism

On the other hand, the interpretive paradigm is different from the positivist paradigm ontological, epistemological, and methodological assumptions. Cohen et al. (2007) state that interpretive research assumes that all human actions are meaningful. The production of meaning rests heavily on the authenticity of the individual’s subjective experiences and the researcher is part of the world being studied. Cohen & Crabtree (2006) explain that interpretivist ontology assumes that reality is constructed inter-subjectively through the meanings and understandings developed socially and experientially, and that epistemology assumes that we cannot separate ourselves from what we know. They continue to further explain that interpretivist positions are founded on the theoretical belief that reality is socially constructed and fluid. Thus, what we know is always negotiated within cultures, social settings, and relationship with other people. From this perspective, validity or truth cannot be grounded in an objective reality.
Accordingly, interpretive research ontology and epistemology are different from those of the positivist paradigm and hence are their research design; methodology and methods of inquiry. According to Viljoen (2016) quoting other writers (e.g. Bryman 2008), one of the central questions in epistemology is the question of whether the social world can, and in fact should be, studied according to the same principles, procedures and ethos as the natural sciences (Bryman 2008:16). As a contrasting epistemology to that of positivism, interpretivism concerns the theory and method of the interpretation of human action. While positivist’s aim in their research is to explain and describe human behaviour through their statistical and mathematical methods, the social sciences are more concerned about understanding and interpreting human behaviour through their interpretive methods of inquiry. As a result, understanding phenomenon is subject to the person’s beliefs, values, culture, standing, language, shared meaning and consciousness (Bryman, 2008:17).

To sum up, positivist inquiry is objective, value-free, empirical, and most commonly aligned with quantitative methods of data collection and uses measurements and statistics in analysis. On the other hand, the interpretive intends to understand the world of human experience, suggests that reality is socially constructed and that participants’ views, backgrounds and experiences are crucial for a study. Therefore, it is subjective and value-laden and uses mostly qualitative methods of inquiry such as questionnaires, interviews, and case studies.

The following table depicts the ontological, epistemological and methodological differences of positivism and interpretivism.

<table>
<thead>
<tr>
<th>Ontology</th>
<th>Positivist</th>
<th>Interpretivist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of ‘being’/ nature of the world</td>
<td>Have direct access to real world</td>
<td>No direct access to real world</td>
</tr>
<tr>
<td>Reality</td>
<td>Single external reality</td>
<td>No single external reality</td>
</tr>
<tr>
<td>Epistemology</td>
<td>Possible to obtain hard, secure objective knowledge</td>
<td>Understood through ‘perceived’ knowledge</td>
</tr>
<tr>
<td></td>
<td>Research focus on generalization and abstraction</td>
<td>Research focuses on the specific and concrete</td>
</tr>
<tr>
<td>‘Grounds’ of knowledge/ relationship between reality and research</td>
<td>Thought governed by hypotheses and stated theories</td>
<td>Seeking to understand specific context</td>
</tr>
</tbody>
</table>
## Methodology

<table>
<thead>
<tr>
<th>Focus of research</th>
<th>Role of the researcher</th>
<th>Techniques used by researcher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentrates on description and explanation</td>
<td>Detached, external observer</td>
<td>Formalized statistical and mathematical methods predominant</td>
</tr>
<tr>
<td>Researchers want to experience what they are studying</td>
<td>Clear distinction between reason and feeling</td>
<td>Use of pre-understanding is important</td>
</tr>
<tr>
<td>Aim to discover external reality rather than creating the object of study</td>
<td>Allow feeling and reason to govern actions</td>
<td>Distinction between facts and value judgments less clear</td>
</tr>
<tr>
<td>Strive to use rational, consistent, verbal, logical approach</td>
<td>Partially create what is studied, the meaning of phenomena</td>
<td>Accept influence from both science and personal experience</td>
</tr>
<tr>
<td>Seek to maintain clear distinction between facts and value judgments</td>
<td>Distinction between science and personal experience</td>
<td></td>
</tr>
<tr>
<td>Distinction between science and personal experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Qualitative (interpretive) vs. Quantitative (positivist)

<table>
<thead>
<tr>
<th>Qualitative (interpretive)</th>
<th>Quantitative (positivist)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Involves unstructured interviews, observation, and content analysis.</td>
<td>• Involves experiments, surveys, testing, and structured content analysis, interviews, and observation.</td>
</tr>
<tr>
<td>• Subjective</td>
<td>• Objective</td>
</tr>
<tr>
<td>• Inductive</td>
<td>• Deductive</td>
</tr>
<tr>
<td>• Little structure</td>
<td>• High degree of structure</td>
</tr>
<tr>
<td>• Little manipulation of subjects</td>
<td>• Some manipulation of subjects</td>
</tr>
<tr>
<td>• Takes a great deal of time to conduct</td>
<td>• May take little time to conduct</td>
</tr>
<tr>
<td>• Little social distance between researcher and subject</td>
<td>• Much social distance between researcher and subject</td>
</tr>
</tbody>
</table>

### Table 9: Ontological, epistemological and methodological differences of positivism and interpretivism

(Adopted from Carson et al. 2001, p. 6 in Prabash Edirisingha, 20)

The following table compares the basic tenets of the methodologies and methods of qualitative and quantitative research at the implementation level.

### Table 10: Comparison of qualitative and quantitative research methodologies & methods

(From Microsoft PowerPoint 97-2003 Presentation – Date modified 09/10/2017)
4.2.3 Interpretive paradigm relation to research and researcher

Based on the discussion of the two key paradigms: positivist and interpretive, I have decided that the interpretive paradigm with its underlying assumptions of ontology, epistemology, methodology and methods of inquiry is suitable for doing this research. The reason for this is that the aim of this research is to investigate attitudes and opinions of both students and teachers towards learning English with the impetus to explore low English proficiency from a broad perspective. Attitude as a social construct is abstract and theoretical which cannot be directly observable but can be observed in practice when people voice their beliefs and views about a certain subject (Udo-Akang, 2012). According to this definition of attitude, the attitude explicitly stated in my study research questions is a theoretical construct. It can be seen as an indicator or manifestation of how the participants view the learning of English, wherein their cognitive, affective, and behavioural attitudes, as explained in Chapter Three, could all come into play.

This research adopts a mixed-methods research design drawing on both the positivist and the interpretive paradigms. It is not done based on the positivist traditions per se since I used only simple descriptive statistics for the questionnaire analysis (numbers and percentages) together with interviews (qualitative data). In the positivist tradition investigation of a phenomenon is most commonly aligned with quantitative methods of data collection such as the use of sophisticated measurements and statistics in analysis (e.g. SPSS), and where focus is on explaining human behaviour, rather than understanding phenomenon through the interactions between the participants and researcher. The interpretivist paradigm, by comparison, fits well into this research as the aim is to investigate attitudes because its ontology assumes that reality is constructed inter-subjectively through the meanings and understandings developed socially and experientially, and its epistemology assumes that we cannot separate ourselves from what we know. It is founded on the theoretical belief that reality is socially constructed and fluid. Thus, what we know is always negotiated within cultures, social settings, and relationship with other people. From this perspective, validity or truth cannot be grounded in an objective reality.

As a result, my point of view as a researcher is consistent with the theoretical assumptions of the interpretive paradigm. Fielden (2003) in Knight et al. (2010) describes the involvement of a researcher’s own influencing point of view as
inevitable. He explains that to the positivist researcher, such an acknowledgement is unacceptable given their pre-research supposition that a researcher must remain neutral in the process of data collection and analysis. In this way, the positivist attempts to remove their “self” from the study, and in doing so makes a claim to a more “objective” research approach. However, my standpoint is that of the qualitative research which recognizes that the researcher is part of the world being studied and that the act of the research investigation has the capacity to affect what is being researched, which, in turn, has the capacity to influence the design of the research and interpretation of the results. (Schostak, 2002)

In this respect the researcher’s subjectivity and positionality in doing their research inevitably influence and structure their research processes and outcomes. According to Breuer, et al. (2002), there is demand in qualitative research to eliminate the researcher’s impact on the research process and outcomes. It is believed that as researchers continually interact with those being researched, they influence and structure research processes and outcomes through their personal and professional characteristics and by leaning on theories and methods. This is especially true with qualitative research because qualitative methods are less structured than quantitative methods, and qualitative researchers interact, for the most part, very closely with research participants. There is need then for collecting non-contaminated, valid and reliable knowledge and avoiding obtaining trivial data.

Breuer et al. (2002) explain that positivists assume that quantitative research is objective and valid as the researchers are neutral and objective and use standardized measures, and that qualitative research characteristically does not use standardized procedures, which is considered by positivists the main reason for the low reputation of qualitative research. Accordingly, doing qualitative research makes the impact of the researcher far more obvious than in its quantitative counterpart. In other words, the interactional and constructional nature of epistemological processes become more than elsewhere evident in the research (e.g. when conducting intensive interviews.) Therefore, positivists advocate that an important means to keep objectivity is to use standardized methods: data collection and interpretation should in this view be done by procedures (preferably technical apparatus) that help eliminate subjective and
local influences. From this perspective, the influence of the researcher on what is being researched and how the research influences the researcher need to be dealt with from the perspective of reflexivity and subjectivity in doing qualitative research.

Reflexivity has been defined as the process of continual internal dialogue and critical self-evaluation of a researcher’s positionality as well as acknowledgement and explicit recognition that this position may affect the research process and outcome (Bradbury-Jones, 2007 in Berger, 2013). Reflexivity has also been increasingly recognised as a crucial strategy in the process of generating knowledge by means of qualitative research (e.g. Dunya, et al. 2011; Blaxter, et al. 2006; and D’Cruz, et al. 2007 – cited in Berger, 2013). As such reflexivity challenges the view of knowledge production as independent of the researcher producing it and of knowledge as objective.

4.2.4 My position and subjectivity in the Research

I reflect here on two main issues that have influenced and structured my research: my personal and professional background and my theoretical stance in doing my research, and how these might affect the research process and product. According to Berger (2013), reflexivity is a major strategy for quality control in qualitative research. Therefore, understanding how it may be impacted by the characteristics and experiences of the researcher is of paramount importance.

To begin with, I have been working as a teacher of English for the past four or so decades. I believe that English is useful as an international language. The English language is dominant all over the world (nearly 2 billion speakers); English is an official or second language in more than 100 countries; an official language in 85% of international organisations; and non-native speakers outnumber native speakers by approximately a ratio of 3:1 (Crystal, 2003, 2007). I have also accrued financial benefits as well as enjoyed social status from being a teacher of English as people in my own country and in Qatar where I am teaching view English as an important language and valuable in education. This background may lead me to become somewhat biased towards learning English and hence become inclined to attempt to obtain responses that favour the learning of English. However, I have been aware of this and tried my best to
carefully set statements/questions for the participants that focus on the aims of the study to avoid being biased.

Moreover, my positionality in the site as a teacher of English and a speaker of Arabic as my mother tongue, like my students and some of my colleagues, might also have an influence in doing this research. There is a positive side to this. Being part of the site enabled me to have easy access to participants who showed willingness and promptness to participate in the research due to our familiarity with each other. This has also made me constantly aware of my presence and appearance in the site as a teacher of English who has a fairly good idea of the problem of low proficiency in English, an idea also shared by my colleagues. This has the effect of maintaining good collaboration to generate in-depth data, which was likely to yield results in conformity with the research process (conduction and analysis). On the other hand, being part of the site is not without influence on the responses generated. My students and colleagues might sense that I wanted them to give the information I wanted and hence become inclined to respond in a way that might satisfy me. Again, I have tried to solve this problem by carefully selecting my investigation instruments and the questions to be asked.

Another issue to look at here is the power struggle between the researcher and the participants. In this respect, reflexivity contributes to keeping the research ethical. Thus helps to address concerns regarding negative effects of power in the researcher-participants relationship (Pillow, 2003 in Berger, 2013). For example, my relationship with my students as their teacher resulted, besides their enthusiasm to participate, in completing almost all of the questionnaire items. I also situated myself in the interviews as non-exploitative and friendly allowing interviewees to voice their opinions without interruption, only using probes to focus on the aims of the study. The only power struggle which I envisaged was between the policy laid for teaching English by the college and what students and teachers might aspire for. Teaching the standard norms of the core countries is the endorsed policy in the context of this study. This might conflict with the participants’ views about the course content and the teaching methods. Reflecting on my stance on this issue, I admit that before I immersed in the literature of the spread of English and EIL, I was inclined towards the teaching of the standard norms but later I changed my mind and became inclined towards
the acceptance of intelligibility and the use of English as the new trend prevailing today. However, I have been aware that this should not affect the inquiry process. Hence I was careful that the statements/questions I wrote for the questionnaire and interviews should avoid such a bias, an inclination to get responses that favour the use of English away from the standard norms. Bradbury-Jones, 2007; Guillemin & Gillam, 2004 in Berger, 2013) contend that reflexivity is crucial throughout all phases of the research process, including the formulation of research questions, collection and analysis of data, and drawing conclusions. Here comes my adoption of the interpretive paradigm and its theoretical assumptions on which I have based my research design. To avoid the problem of influencing the research I was self-reflective in designing my research. As a result, based on the interpretive paradigm, RQs that investigate attitudes were formulated and research methods were selected as questionnaire and interviews to investigate attitudes. Then statements and questions were written to obtain knowledge from the participants. The analysis was based on the responses to the RQs and outcomes were discussed based on themes generated from the RQs. All of these have been guided by the literature selected for this research. The literature included the three major constructs: learning English in general (discussion on the spread of English and EIL), the content to be taught, and the teaching methods as enshrined at the Makerere Conference in 1961 (Phillipson, 1992). These three constructs align with the three RQs formulated. By doing so I believe I would be able to capture and understand the overall knowledge (reality) from the participants’ attitudes and opinions towards learning English adopting the interpretive paradigm and its theoretical assumptions. However, I do not claim that by doing so I have completely removed myself from influencing the direction of the research. It was my decision to choose a qualitative design for my research which might affect to some extent the research in terms of validity and reliability. However, I believe that by adopting the theoretical assumptions of the interpretive paradigm and positioning myself in the research designing it this way, it is likely to avoid any harmful influences that might affect the research process and the interpretation of the results.
4.3. Research Design

In the following sections of this chapter, the mixed-methods research (MMR) approach will be explained and rationalized. The design of this study is based on a mixed-method methodology where two investigation instruments are used: a questionnaire and interviews. A rationale will be given for the use of the mixed-methods methodology research design. This will be followed by the use of a diagram from CCM (Contextual Constructs Model - Knight et al. 2010) which I have adapted to guide the research design. Then the data collection methods (questionnaire & interview) will be explained and rationalized. Following from this the selection of the participants and methodological considerations governing this selection will be explained. After that, I will outline the data collection procedure (the implementation phase) and discuss the credibility of this research. The approach for data analysis will also be explained. Finally, the ethical dimension, challenges, and limitation of the research will be discussed.

4.3.1 The paradigm war

It is useful at the outset to provide a brief account of the paradigm debate or the so-called ‘Paradigm War’ (Cage, 1989) which culminated in the subsequent rise of the mixed-methods research. Cameron (2011), quoting some writers, gives a brief overview of the paradigm debate. He points out that Creswell (1994:176) identifies several schools of thought in the paradigm debate. At one end of the debate are the ‘purists’ who assert paradigms and methods should not be mixed. Another school of thought is identified as the ‘situationalists’ who contend that certain methods can be used in specific situations. In direct opposition to the ‘purists’, are the ‘pragmatists’ who argue against a false dichotomy between the qualitative and quantitative research paradigms and advocate the efficient use of both approaches. The outcome of this debate culminated in the emergence of the mixed-methods research (MMR) approach.

4.3.2 Mixed-Method Research

The move towards a mixed-methods research (MMR) approach was to better serve an interpretive research design. Creswell (2013) defines MMR as a research approach, popular in the social, behavioural, and health sciences, in which researchers collect, analyse, and integrate both quantitative and qualitative data in a single study or in a sustained long-term program of inquiry to address
their research questions. Cameron (2011:100) refers to the following writers’ perceptions about the mixed-methods research. Tashakkori and Teddlie (2010b: 803-804) call mixed methods the ‘third methodological movement’, adopted as a de facto third alternative, and it has acquired a formal methodology that did not exist before and is subscribed to by an emerging community of practitioners and methodologists across the disciplines; Mingers (2003) refers to the ceasefire of the paradigm wars being announced; Johnson and Onwuegbuzie (2004: 14) state that mixed methods research is a “research paradigm whose time has come”; and Cameron and Miller (2007) use the metaphor of the phoenix to illustrate the emergence of mixed methods as the third methodological movement arising from the ashes of the paradigm wars.

Cameron, (2011: 96) provides the following definitions of a mixed-methods research and methodology from different sources.

The Journal of Mixed Methods (2006), in its call for papers, defines mixed methods as

“Research in which the investigator collects, analyses, mixes, and draws inferences from both quantitative and qualitative data in a single study or a program of inquiry.”

Teddlie and Tashakkori (2010) define the methodology of MMR as:

“The broad inquiry logic that guides the selection of specific methods and that is informed by conceptual positions common to mixed methods practitioners (e.g., the rejection of “either-or” choices at all levels of the research process). For us, this definition of methodology distinguishes the MMR approach to conducting research from that practiced in either the QUAN or QUAL approach” (p.5)

A more comprehensive definition is provided by Creswell and Plano Clark (2007), who define mixed methods as follows:

“Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone” (p.5)
Consequently, the focal point of the mixed-methods research is the combination of methods from the two paradigms: the positivist and interpretivist. The rationale for combining the two methods is explained by Johnson & Onwuegbuzie (2004) as follows:

“The combination of qualitative and quantitative approaches provides a better understanding of research problems than either approach alone. We can combine the methods in a way that achieves complementary strength and non-overlapping weaknesses”. (p. 18)

According to the above definitions of the mixed-methods research design, I have chosen to adopt a two-mixed-methods research design (questionnaire, quantitative, and interview, qualitative), drawing on both the positivist and the interpretive paradigms as explained earlier.

Byrne & Humble (2007) give a more comprehensive rationale for the MMR design. They state that “a mixed-methods design incorporates techniques from qualitative and quantitative methods to answer research questions” (p.1). They explain that because all methods of data collection have limitations, the use of mixed methods can neutralise or cancel out some of the disadvantages of some methods. As well the strength of each approach can complement each other. Moreover, because social phenomena are so complex, different kinds of methods are needed to best understand these complexities. The MMR design can also enable the researcher to answer confirmatory (quantitative) and exploratory (qualitative) questions at the same time, and as a result the researcher is able to construct and confirm theory in the same study. It can also provide explanations for seemingly contradictory results that emerge from using different methods.

4.3.3 A Two-Mixed-Methods Methodology

The mixed-methods design I have chosen to adopt is an exploratory methodology in which two data collection methods are mixed: a questionnaire and an interview, done sequentially, where the questionnaire feeds into the interview in order to investigate students’ attitudes and teachers’ opinions. Although this two-mixed-methods methodology uses a ‘questionnaire’ which is essentially positivist, it is not positivist per se as it does not use experiment or hypothesis, seeking factor analysis or variable comparison; it uses only descriptive statistics
(percentages and numbers) for the analysis of the questionnaire responses. Therefore, in essence, it is essentially an interpretive paradigm methodology.

As qualitative research has established its own place in research on teaching and learning (Silverman, 1997), and accordingly, securing the internal validity of qualitative research has become increasingly important (e.g., Miles and Huberman, 1994). One method of doing this is to use triangulation. Gliner (1994) describes triangulation as a method of highest priority in determining internal validity in qualitative research. The concept of triangulation has various meanings and involves many corresponding procedures. Miles and Huberman (1994) distinguish different types of triangulation (triangulation by data, method, theory, and researcher). Although triangulation by method is more commonly known as methodological or multi-method triangulation (three methods or more, for example, questionnaire, interviews, observation, and documents) (e.g., Erzberger and Prein, 1997), in this study two methods (questionnaire and interview) are used where quantitative and qualitative data are combined (Miles & Huberman, 1994 in Paulien, 2002). As a result, using two methods of data collection to develop a strategy for combining and analysing the data collected, and integrating the two data sets at the level of ‘Findings & Discussion’ merit the two-methods methodology’ the same rationale assigned to the triangulated methodology as commonly used in mixed-methods research (three or more investigation tools). In this respect, I can safely say that using two methods of data collection is, by definition, a mixed-methods research design, but using the minimum mixing of methods of data collection.

However, the mixed-method research seems to be a fuzzy term or even a contested idea. In order to clarify this idea that the mixed-methods research has been fuzzy and even contested, Cameron, (2011: 96) mentions that Johnson, Onwuegbuzie, and Turner (2007) in their survey about the MMR received 19 responses from researchers for a definition of MMR. These definitions were diverse and were differentiated in terms of what was being mixed, the stage in the research process where the mixing occurred, the extent of the mixing, the purpose of the mixing and the drive behind the research (my emphasis). Greene & Caracelli (2003, p.95) in Byrne & Humble (2007) point out that paradigms, similar to other discourses, are socially constructed, and thus “neither inviolate
nor unchanging” (p. 2). As such the relationship between paradigms and methodology can continue to evolve.

To sum up, the ‘mixed-method research’ should be used as an umbrella/overarching term and the mixing of only two methods of data collection should be acknowledged as a sound version of the mixed-methods research, though it remains open to controversy. And as the saying goes: ‘The colour of the shell per se does not affect the quality of the egg’. However, adopting this two-mixed-methods methodology has not in the least impeded on my way of doing my research as a research design given this new understanding. I have conceptualized and articulated the research questions to (1) determine key characteristics of the problem to be investigated; (2) identify literature needed to investigate the research problem; (3) identify the type of data required; and to (4) determine a user population (Eisenhardt, 1989, in Knight, et al., 2010).

Now having decided on a two-mixed-method methodology for designing my research, I have chosen a diagram from CCM (Contextual Constructs Model), used first in research in the field of (IT) (Knight, et al, 2010), and which I have adapted to guide the data collection procedure (the implementation phase).

**4.4 Research Model**

The CCM (Contextual Constructs Model) diagram I have chosen gives a clear outline of my research design which I think is not without bearing to our educational research traditions as a social science. The advocates of the model explain that their model is a contextually driven model of research, designed to guide a researcher through the process of developing their research methodology, and that it is not a single model per se. Instead, it is a modelled research framework providing an over-arching approach to scientific investigation by which a researcher is able to identify possible methods of study and analysis according to the identified research constructs and their contexts. Furthermore, the researchers contend that the resulting CCM framework is one which scaffolds research as a contextual process of phases, identifying the *conceptual, philosophical, implementation, and evaluation* tasks associated with a complex research investigation. I have used the diagram in the subsequent sections with some modification to suit my research design as done in education and TESOL. As the first phases have already been dealt with, I have started from the (user
group=participants) and moved top-down to ‘Findings and Discussion’, which the model labels as the ‘Implementation and Evaluation’ phases. I also think that this diagram has face validity, and no other diagram depicting a methodology design, to my knowledge, was constructed before in such shape and clarity.

Figure 3: Diagram from the Contextual Constructs Model (CCM)

4.5 Data Collection

To collect the required data, this research uses a two-mixed-methods methodology, i.e. two methods of inquiry: a questionnaire (quantitative) and an interview (qualitative) to investigate students’ attitudes and teachers’ opinions based on the purpose of the research, the literature review topics, and the research questions. The two research instruments investigate the learning of English in general, the content and teaching methods as in the questionnaire sections A, B, & C respectively and as included in the interview questions. The literature has been selected to provide the theoretical framework for the study: the spread of English and EIL; the content; and the teaching methods as enshrined at the 1961 Conference for the future of English. In this respect, the literature has helped to design the data collection tools and informed the analysis as the RQs, and the data collection tools have been designed based on the constructs included in the literature review. This design eventually allows for the
provision of three major themes for the discussion of the findings. In my view, this would contribute to the credibility of the study, offering a better understanding of the research findings and enhancing the overall process of the study.

4.5.1 Data Collection Methods (questionnaire & interviews)

The methods for collecting data used are ‘structured questionnaire’ and ‘semi-structured interview’ to obtain exploratory data despite differences in methods of data collection. Questionnaires and interviews are often used together in mixed methods for mixing purposes (Eisenhardt, 1989, in Knight, et al. 2010). The justification for using a questionnaire and interview is that while questionnaire data can provide evidence of patterns amongst large populations, qualitative interview data often gather more in-depth insights on participant attitudes, thoughts and actions to explain and strengthen the quantitative data (Harris & Brown, 2010).

The questionnaire and the interview questions are made to fit together and complement each other. The predominant method of collecting data for this research is the questionnaire for students. The questionnaire consists of three sections. Section (A) is meant to answer RQ1: learning of English in general, and sections (B) & (C) are meant to answer RQs 2 & 3: course content and teaching methodology, respectively. In a minimal time gap, I generated the interview questions based on the questionnaire items: teachers’ opinions about learning English in general, and about learning and teaching English in their context (course content and teaching methods and classroom realities). Therefore, both the questionnaire items and the interview questions relate to the same RQs, which in their turn are closely related to the literature selected: the spread of English and EIL, and to the teaching and learning of English in Qatar. By doing so it has become evident that both methods of data collection fit together and complement each other to achieve the purpose of the research. I have also integrated the two data sets at the level of the “Findings and Discussion” sections. This is likely “to minimize problems envisaged in aligning data from the two different methods such as differences in data collection procedures and difficulties in making data comparable” (Harris & Brown, 2010:1). According to Bazeley (2010) in Cameron (2011:103), integration of data and data analysis is acceptable and necessary, though mixed methods studies still remain underdeveloped. She states that
“Integration can be said to occur to the extent that different data elements and various strategies for analysis of those elements are combined throughout a study in such a way as to become interdependent in reaching a common theoretical or research goal, thereby producing findings that are greater than the sum of the parts” (p.432).

Accordingly, integration provides validation to both methods of the data collection. To conclude, I have aligned and structured the two instruments in one sequential exploratory study; presented them in a simple, concrete, and contextualized manner: addressing the same research questions and investigating students’ attitudes and teachers’ opinions (the purpose of the research). As a result, this has enabled me to understand the research problem from a broad perspective; whether the students’ low proficiency in English has been, among other factors, the result of their attitudes towards English from a historical, cultural, or ideological stance.

4.5.1.1 The questionnaire: Rationale & Design

The questionnaire is one of the most widely used methods of data collection in education and the social sciences. It is a research instrument consisting of a series of questions for the purpose of gathering information from participants. It can be paper-based or electronic asking the same questions (structured) of all individuals in the sample and for which respondents give their responses. I have chosen to use a questionnaire because most of the rationale given to the use of questionnaires (e.g. McLeod, 2018) include cost-effectiveness. Being economical means they can provide large amounts of research data for no cost or for relatively low cost (in my case there was no cost involved). Therefore, a large sample size can be obtained to be representative of the student population. Moreover, as the questions are standardized, all participants answer exactly the same questions in the same order. This means responses to the questionnaire can be reliable. Also the participants can provide information which can be easily converted into quantitative data, using descriptive statistical analysis of the responses (counting numbers and percentages as done in this research).

I can also administer and collect the questionnaires in a relatively quick and efficient way. This is particularly useful for large populations when interviews would be impractical. Most importantly as the aim of my research is to investigate attitudes and opinions, using a questionnaire can be an effective means of
measuring attitudes and opinions of a relatively large number of students more cheaply and quickly than other methods. Furthermore, as a questionnaire enables using a huge number of participants, it can provide a range of responses which can better mirror respondents’ attitudes, perceptions or feelings which can be easily and clearly understood and straightforwardly analysed and interpreted. And since the items are structured, it can also minimize bias in responses (e.g. Akbayrak, 2000; Creswell, 2003; Harris & Brown, 2010; Longstreet and Walker, 2012). A questionnaire can also provide data which can be ranked to measure attitudes and opinions. In this respect I have used the Likert scale: strongly agree / agree / undecided / disagree / strongly disagree.

However, a problem with questionnaires is that respondents may lie due to social desirability. Respondents may want to present a positive image of themselves and so may lie or bend the truth to look good (McLeod, 2018). For example, students participating in this research may overstress their liking of the course and teaching methods in order to please their teacher. I have overcome this problem by maintaining the ethics of the research; conducting the questionnaire anonymously and confidentially.

The questionnaire I used was paper-based. I first wrote it in English and then translated it into Arabic. Being a good translator myself, I didn’t seek outside help. The Arabic version was meant to be used by the students as standards of English are generally low; students can better understand the items in Arabic and hence are likely to give reliable responses. As for the design of the questionnaire, the first page includes an ‘Information Sheet & Consent’ for the participants to understand the purpose of the research and the ethics of doing the questionnaire, and then consent to participate. This is followed by five items (1–5) which asked for students’ personal information. In a subsequent step, to investigate the participants’ attitudes, I wrote the questionnaire items (6 – 40) in relation to the RQs. As a result, I divided the items into three sections:

Section A: The learning of English in general (items 6 – 23) which relates to RQ1. 1. What are the attitudes of EFL students and teachers in a tertiary education college towards the learning of English in general?

Section B: Course content (items 24 – 33) and Section C: Teaching methods (items 34 – 40) both relate to RQs 2 & 3 respectively:
2. What are the opinions of EFL students and teachers in a tertiary education college about the curriculum in their context?

3. What are the opinions of EFL students and teachers in a tertiary education college about the teaching methods in their context?

To rank the data in order to measure attitudes and opinions, I used a five-Likert scale and put it at the top of each page to help participants to easily remember and respond to the questionnaire items. Likert Scale:

1 = strongly agree  2 = agree  3 = undecided  4 = disagree  5 = strongly disagree.

The use of the Likert Scale provides ease of responding to the items and allows for the collection of reliable data, and the questionnaire can be done in a short period of time. At the end of the questionnaire a space was provided for participants to comment on their overall impression of the questionnaire. Comments could be beneficial as it means that both quantitative and qualitative data can be obtained.

In order to validate the questionnaire and ensure its reliability, I sent it to my supervisor who gave multiple comments in light of which I made amendments concerning, among other things, the layout, the wording, and what and what not to be included. Furthermore, I also piloted the questionnaire with four students, one student from each level (1, 2, 3, & 4 of the FP) at the Pearl College (PC), the context of the study, in order to improve the internal validity (Gilbert, 2001). In light of the participants’ responses and the discussion I held with them, I amended the questionnaire items and layout. By making the necessary changes to the questionnaire, I believe that my questionnaire as a research instrument has avoided to a great extent misleading, inappropriate, or redundant statements, and was presented in a pleasing format (Tashakkori & Teddlie, 1998; Hundley et al, 2000; Polit, et al, 2001; Simon, 2011; Nigel Albert, 2009). (See Appendix G: Questionnaire: A: English & B: Arabic versions)

To sum up, I have structured the questionnaire to allow responses to fit into three pre-determined constructs. These constructs alien with the RQs which have initiated the selection of the literature for this research. Therefore, the three constructs drawn on in the questionnaire: attitudes towards learning English in general, the course content, and the teaching methods alien with the literature topics: discussion on the spread of English and EIL and discussion on the tenets
enshrined at the Makerere Conference in 1961 for the teaching and learning of English as discussed in Chapter 3: The Literature Review. This is how the RQs and the literature topics have helped guide the research design.

4.5.1.2 The Interview: Rationale & Design

The data collected using interviews is socially constructed. It is primary data as collected by the researchers for the first time and through their social interactions with the interviewees. Interviews range widely, from open-ended, unstructured approaches, to highly structured protocols with pre-set and standardized questions from which there is little variance (Knox and Burkard, 2009). The rationale for using interviews as a method of inquiry is that they can provide rich and meaningful data regarding the problem under investigation. Interviews can also be easily conducted especially when the researchers are doing them in their own domains where interviewees can easily be reached. For Yin (2009), due to the interpersonal nature of the interview context, participants (in this case my colleagues) may be more likely to respond in ways that are friendly and in a spirit of co-operation. Moreover, as data are based on face-to-face interactions this leads to negotiated and contextually based results as the presence of the interviewer makes it easier for the interviewees to clarify answers and to ask for clarification for some of the questions (Silverman, 2010). Furthermore, the interview data can align with the questionnaire data and add exploratory depth to the research findings. The interview type I have used in this study is the semi-structured, commonly used in qualitative research, occupying the middle of the continuum of the range of interviews. In a semi-structured interview the interviewer has a slightly more focused agenda than in an unstructured interview (Dunn, 2000 in Young, et al., 2018). Accordingly, I developed a protocol (an interview guide) using questions accompanied by probes during the interviewing to ensure that the same areas of information are collected from each interviewee and gathered on areas of the research interest, while also allowing a degree of freedom and adaptability in getting information from the interviewees. The interview guide also facilitates faster interviews as it is generally easier for interviewees to answer questions especially when attitudes and opinions are sought for as in this study. Interviews can also produce a text that can be relatively easily transcribed, analysed and results obtained.
As I designed the questionnaire based on the study's central focus (purpose, RQs, and the literature topics), I wrote the interview questions dovetailing the questionnaire design in a minimal time gap, and based on the same focus of the study mentioned above. The interview questions, more or less, followed the design of the three sections determined for the questionnaire items together with some more questions about students' behaviour in the classroom: using mobile phones, not paying attention, or leaving the classroom with various excuses. These extra questions were meant to help me find out whether there was subtle resistance to learning English. Furthermore, using interviews alongside the questionnaire helps limit the bias associated with the use of only one method such as using the questionnaire alone. (See Appendix H: Interview Guide)

However, there are disadvantages to using interviews discussed in the literature (e.g. Young, et al., 2018). Selecting the sample may not be necessarily representative. In this study I have been careful to select eight teachers (4 native speakers and 4 non-native speakers, half of them male and half female) from different nationalities to obtain opinions especially on some important issues such as studying the standard norms or favouring the notion of intelligibility, or whether the use of the mother tongue should be allowed in teaching English. This might produce diverse opinions among native and non-native speakers. Moreover, it is difficult to completely erase bias from interviews but this can be overcome, besides using other measures, by the use of an interview guide that provides prompts and opportunities for reflection and by reducing tendency of interviewees to provide data to conform to what they sense the researcher might expect. No doubt using interviews produces a lot of data which could be difficult to analyse. The interview texts I obtained amounted to 57 pages. Therefore, it was time-consuming and required a lot of energy to transcribe and analyse.

To sum up, I have chosen to use the interview because I think it is adequate to use alongside the questionnaire in order to obtain in-depth and rich data to strengthen and enhance understanding of responses given by the participants in the questionnaire. Therefore, using the interview has ensured the usefulness and credibility of the methodology used to conduct this research (Young, et al., 2018). In the following sections, I will give detailed information about the participants (section 4.6), and then I will explain the procedure for conducting the pilot study and the questionnaire and interviews in section (4.7).
4.6 The Participants

As the purpose of the research is to investigate students’ attitudes and opinions of teachers, I decided to select my participants from ELC at the Pearl College (PC), where I am teaching. Both the students and teachers are familiar with the topics of the research (English used locally and internationally and the English courses taught), so I believe that they can provide useful information that is relevant to the enquiry. I also made this decision because reach to other institutions, mainly the Peninsula University (PU), where most Qatari students study, was not possible due to the PU Foundation Programme tight schedule. Another reason I guess for the PU not easily allowing access to their students and teachers might be lack of trust; administrators might not want to see criticism from their students or faculty revealed to outsiders. Moreover, to include other institutions would involve a huge population size, rendering it a burden in terms of time, effort, and probably in cost effectiveness. Therefore, I deemed that I was not capable of doing my research outside the premises of my institution, the (PC). In my own college, I have access to my own students and colleagues, within easy reach, and willingness to participate was envisaged.

4.6.1 Students: To approach my students, I first took permission from the College “Office of Institutional Effectiveness” for doing my research at the College, and then the ‘Chair’ of ELC requested my colleagues to give some time of their schedules for administering the questionnaire. Accordingly, I arranged with my colleagues the time to contact students. I selected my participants from eight classes (female: 4 classes, and male: 4 classes), equally representing the four levels of ELC. The total number of students who did the questionnaire was 155 (female – n= 78 and male – n= 77). I felt this number was sufficient to mirror students’ attitudes. The overwhelming majority of the participants were Qatari (144) and only 11 were from other Arab countries but have been residing in Qatar for a very long time.

The following is a table of students’ background information.
<table>
<thead>
<tr>
<th>1. Gender:</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 78</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(N = 77</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 155</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Age: Average age: 21.5  
Average age: 22.5  
Average age of both female & male = 22

3. Nationality:  
Qataris (144)  
*Non-Qatari (11):  
*Saudi (6)  
*Omani (1)  
*Yemeni (2)  
*Iraqi (2)

4. First Language: All students speak Arabic as an L1

5. Repeaters:  
Level 1: 32  
Level 2: 16  
Level 3: 6  
Level 4: 9

Both female & male across levels

(Table 11): Students’ background information

Items 1-5 of the questionnaire examine characteristics of the participants: gender, average age, nationality, first language, and the number of times a student repeated a level. The average age of all participants across levels is 22 years of age. Most of them were between 18 and 22. Very few of them were between 30 and 41. All the students who did the questionnaire were Arabic speakers and Muslims. Therefore, I had a homogenous group of participants who shared the same language, religion, and the same cultural background. The majority have recently completed high school and tested into Level 1 of the Foundation Programme. The greatest number of students who repeated across levels were those who repeated L1 (32), and to a lesser degree L2 (16). This means that the majority of the students who took the placement test and tested into L1 have low language proficiency in English as they were not able to get the required scores for the higher levels (2, 3, & 4). This confirms that there is a gap between school and college requirements.
4.6.2 Faculty: As the research was to be done in ELC at the PC, I decided to select the interview participants from among my colleagues at this site. The following is a table of the interviewees’ background information.

<table>
<thead>
<tr>
<th>Interviewees</th>
<th>Age</th>
<th>First Language</th>
<th>Other Languages</th>
<th>Qualifications</th>
<th>Total Years Teaching</th>
<th>English at CCQ</th>
<th>English Teaching Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1 NS/M</td>
<td>35-44</td>
<td>English</td>
<td>French/Japanese</td>
<td>PhD</td>
<td>16-20</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>T2 NS/F</td>
<td>35-44</td>
<td>English</td>
<td>Spanish/Hindi/</td>
<td>MA</td>
<td>1-5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>French</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T3 NS/M</td>
<td>45 and above</td>
<td>English</td>
<td>Dutch/Spanish/</td>
<td>PhD</td>
<td>More than 20</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>German/ Catalan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T4 NS/M</td>
<td>35-44</td>
<td>English</td>
<td>None</td>
<td>BA</td>
<td>6-10</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>T5 NNS/F</td>
<td>35-44</td>
<td>Russian</td>
<td>English</td>
<td>MA</td>
<td>6-10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>T6 NNS/M</td>
<td>35-44</td>
<td>Arabic</td>
<td>English/French</td>
<td>PhD</td>
<td>1-5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>T7 NNS/F</td>
<td>35-44</td>
<td>Arabic</td>
<td>English/French</td>
<td>MA</td>
<td>11-15</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>T8 NNS/F</td>
<td>45 and above</td>
<td>French</td>
<td>French/English/</td>
<td>MA</td>
<td>More than 20</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

(Table 12): Faculty Background Information

KEY: 1) (e.g. T1 = Teacher one as coded in the analysis) 2) M = Male / F = Female. 3) NS = Native speaker / NNS = Non-native speaker

Teachers who participated represent seven nationalities (nationalities were removed for reasons of anonymity). They are 35 years old and above, qualified, and have good experience in teaching English. Therefore, it was expected that rich data would emerge from their responses.

4.7 Procedure

The first step towards data collection was to conduct a pilot study on the questionnaire items and layout in order to make the necessary amendments to ensure the questionnaire internal validity. I didn’t feel the need to pilot the
interview questions for the obvious reason that these questions were generated from the questionnaire items and have also been verified by my supervisor. Moreover, any ambiguities can be clarified through the probes which can be used with the questions envisaged to turn out to be problematic, and of course the very nature of the face-to-face interview would always allow for negotiations.

A pilot study is defined as a small scale version or trial run (also called dress rehearsal or feasibility study) in preparation for a major study (Baker, 1994; Polit et al., 2001). The rationale for using a pilot study is that it can determine if the items are yielding the kind of information that is needed and that the information obtained is consistent. Another advantage is that it can give advance warning about the weaknesses in a proposed study such as misleading, inappropriate, or redundant questions. Well-designed and well-conducted pilot studies can inform the researchers on the research outcomes (Simon, 2011).

### 4.7.1 The Pilot Study

I conducted the questionnaire pilot study in my office in ELC – the PC with four students, one student from each level (1, 2, 3, & 4). I took permission from my colleagues to visit their classes and speak to the students about my research and explain to them the ethical procedures for the confidentiality of the data they were going to give. Great numbers of students were willing to participate. However, I did not choose those who would come for the piloting, but asked my colleagues to send me those they thought were most willing to do the piloting. On their arrival to my office, we agreed on a date and time. These four students were not allowed to do the questionnaire in the main study as this might influence the consistency of the results.

I gave the pilot subjects the questionnaire in exactly the same way as it was later administered in the main study. The ethics of doing research was observed as the information on the approved “Ethics Application”. I explained to them the “Information Sheet & Consent” (page 1). They all agreed to participate. They worked individually on the questionnaire (given in Arabic), and I answered their questions about some of the items which they didn’t understand. They finished the questionnaire in about 15 minutes on average. The insights offered by the piloting through the students’ responses and their inquiries during the process enabled me to amend the questionnaire as below, and later to conduct the major study making use of the piloting experience. I also made use of the guidelines
offered by Teijlingen & Hundley (2001) edited by (Nigel Gilbert). Consequently, I made the following amendments:

**Amendments** (See Appendix I: Piloting Amendment Check List)

1) With the exception of a few statements, all students found the questionnaire statements clear and easy to understand. I reworded items 15 & 16 about Standard British and American English because most of the students did not understand them. This is understandable because these concepts are beyond the students’ scope of knowledge. I also made changes to clarify items 38/39.

2) I removed some of the items because they were either redundant, or could be included under other items, or because they did not relate to the predetermined categories set for the analysis. These were items (1, 6, 26, 27, 32 & 50).

3) Layout: I added the Likert Scale key at the beginning of each page to make it easier for students to remember.

4) Accordingly, I reduced the number of items to 40 instead of 50, of which the first 5 ask for information about the students and 35 are the questionnaire statements.

By making these improvements, I believe that my questionnaire as a research instrument has avoided to a great extent misleading, inappropriate, or redundant statements, and that the information obtained is likely to be reliable, and that the items are likely to yield the kind of information that is needed. Therefore, I felt there was no need for further piloting.

**4.7.2 Conducting the student questionnaire**

As the questionnaire used in this study is a self-administered questionnaire, I gave the questionnaire myself to the students in their classrooms. Almost all of the students were enthusiastic and willing to participate. The ‘Information Sheet and the Consent’ is the first page and I explained it to the participants to be aware of their rights and the purpose of the research. I also assured the participants of the anonymity and the confidentiality of their responses, in that they were not going to write their names, and that it was absolutely voluntary to participate, and that the data would be used solely for the purposes of the research. Then I asked the students to do the questionnaire individually and told them not to be influenced by their peers. That was the reason why I did not give
them the questionnaire to take away and complete in their own time. The questionnaire was given on paper, written in English and translated into Arabic. The students answered the Arabic version as standards of English are generally low; the participants can better understand the statements in Arabic and hence are likely to give accurate responses. This I believe contributes to the validity and reliability of the study. The students did the questionnaire in about 15 – 20 minutes, and it took me almost a month to administer the questionnaire.

4.7.3 Conducting interviews with faculty

Although interviewing some of the students who did the questionnaire could have strengthened the research, I found this impractical. The interviews were carried out with the teachers only and not with the students. The reason for this is that data were collected using two methods: a questionnaire for students and an interview for teachers on the same three topics of the RQs: attitudes towards learning English in general, the content and teaching methods. The study confined itself to these two instruments because I deemed a controlled means of gathering data necessary. Interviewing both teachers and students seemed a time-consuming effort and renders analysis and discussion of findings a difficult task to carry out. Therefore, I felt that a questionnaire for students is sufficient to offer an adequate means to investigate students attitudes and that interviews with teachers would add a beneficial dimension to the study, yielding more in-depth and rich data to support and follow up on data obtained from the questionnaire, rather than interviewing a few students from the bulk of students who did the questionnaire (no. = 155). I feel this is a better methodology than what I have seen in most of the research carried out by using questionnaire and interviews with students only as in most of the studies I have reviewed for this study in Chapter Three. The first step before conducting the interviews was to identify the sample of interviewees. At the beginning I asked the Chair of the ELC to announce my research to the teachers and that I needed volunteers. Many teachers approached me and expressed their desire to take part. I also spoke to many other teachers and found that an overwhelming majority were willing to participate. Eventually, I selected eight teachers, representing different nationalities and the four levels of the English Foundation Programme and on the basis of male / female and NSs/ NNSs: (4 female and 4 male representing 4 NSs
and 4 NNSs). Male and female were represented because there might be different views according to gender. NSs/ NNSs were represented because NSs relate to the ‘Centre’ and NNSs relate to the ‘Periphery’. This might enable me to find out whether there are different opinions on some of the issues concerning the spread of English and the teaching and learning of English in the context of the study. Finally, on their consent to participate, I scheduled the interviews with them.

I conducted the interviews in the English Learning Centre (ELC) at the PC with the eight teachers of English who consented to participate. Because all of the interviewees are my colleagues and we have good rapport among us, they showed great enthusiasm and willingness to participate in order to help me with my research and because they also thought they might gain some insights from the topics of my research for their own professional development. Therefore, their responses resulted in in-depth and fully versed data.

I met the interviewees individually. At the beginning of each interview I gave the ‘Information Sheet’ and the ‘Consent Form’ to each interviewee to look at and then I answered their queries. I highlighted to them that their participation was voluntary and that they could withdraw from the study at any time as they deemed it suitable for them. I also assured them that anonymity and confidentiality would be strictly observed as explained in the ‘Consent Form’ and their responses would be solely in my custody, and that the College would never have access to their identities or data. Then I asked them to sign the ‘Consent Form’.

The interviews were carried out in English because the sample selected to do the interviews (8 teachers) are teachers of English who have credentials and experience in teaching English (all of them have Master’s degrees or PhDs with the exception of one who is a native speaker and has an undergraduate degree in English). All of them have experience teaching English ranging from 5 to more than 20 years. Moreover, the topic of the study is in the domain of education, specifically the teaching and learning of English, of which the interviewees are thoroughly familiar.

I recorded the interviews in the privacy of my office using a ‘Voice Recorder’. I also took notes during the interviews to capture on key ideas. I also remained open and flexible during the interviewing process so that I could fully understand
each individual participant’s opinions in more detail, asking for clarification and elaboration on ideas (Oppenheim, 1992; DiCicco-Bloom & Crabtree, 2006). Thus, I asked all questions of each respondent and pursued in more depth particular areas that emerged for each interviewee (Hill, Thompson, & Williams, 1997; Hill et al., 2005), and I also sometimes varied the sequence in which questions were asked. The protocol in such semi-structured interviews serves as a guide (Flick, 2002), a foundation on which the interview is built but one that allows creativity and flexibility to ensure that each participant’s response is fully uncovered. (Cited in Knox & Burkard, 2009)

The interview with each teacher took about 45 minutes and I finished conducting all the interviews in about 30 days due to the teachers’ tight schedules.

Now, after explaining the data collection procedure, I will examine in the following sections the credibility of the research and explain the data analysis, the ethics of the research, challenges, and the limitations of the study to end this chapter.

4.8 Credibility

According to Golafshani (2003) reliability and validity are tools of an essentially positivist epistemology. However, the terms have been redefined in the qualitative paradigm, conceptualized among other terms as credibility and trustworthiness from the qualitative researcher’s perspective. To achieve validity in my research I have set my study within an interpretive paradigm and used two data collection methods, engaging attitude instruments of a questionnaire and interviews to obtain a more valid, reliable and diverse construction of realities and to eliminate bias and increase truthfulness about the problem to be explored. ‘Mixing methods’ is defined to be “a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in the study” (Creswell & Miller, 2000, p. 126 cited in Golafshani, 2003). I have aligned together the categories predetermined for the questionnaire and the themes emerging from the interviews transcripts to allow for the analysis of the data obtained. This is likely to ensure validity for the analysis of the results and their discussion.

I have also found a five-point ‘Likert Scale’: "strongly agree" to “strongly disagree", a useful measure of students’ attitudes for its ease of scoring and ease of summarizing and displaying the information obtained. This I believe would
contribute to the reliability and validity of the questionnaire findings as they can be easily and quickly understood.

Validity is valuable in social science where there is a lot of subjectivity to concepts (Shuttleworth, 2009). However, not all levels of validity are achievable, or necessary for all research (Dooley, 2002). I have used conceptual validity and construct validity as the most essential in qualitative research, acknowledged and understood in the context of my study as an interpretive paradigm and a mixed-methods methodology. Consequently, the conceptual validity of the construct attitude to be investigated is likely to be achieved by placing it in the heart of the philosophical assumptions I have adopted.

Construct validity, which refers to the extent to which the measure accurately represents the attitude construct, has been determined in the interpretive paradigm by considering content validity which refers to the statements and questions included in the instruments. To ensure content validity in my questionnaire, I have closely examined each item in the questionnaire by employing a more accurate check in the form of a pilot study, important for any major and extensive research. Piloting the questionnaire has enabled me to uncover some potentially troublesome administrative problems, ambiguity and confusing directions in the items. Then I used the results to make adjustments in order to establish the strength of the attitude responses to obtain appropriate data. Thus, the pilot study has increased the research validation.

The creation of attitude as a construct is by definition a major part of the operationalization of my research, and its usefulness as a construct depends largely on establishing construct validity and conceptual validity. Attitude is seen as an indicator or manifestation of whether the participants view the learning of English in general and the learning of English in their context in a positive or negative way or in both. To further ensure the credibility and truthfulness of the study, I closely linked the research instruments (questionnaire and interviews) to the RQs and to the main topics of the literature selected. This tripartite fusion of the three components, I believe, is the major strength of my study.

In sum, I feel that the overall design of the methodology based on previous theories on the spread of English and EIL, as well as well-formulated research questions, and the attitude as a theoretical construct investigated by the
instruments (questionnaire and interviews) ensure the validity and reliability (trustworthiness and credibility) of the study.

4.9 Data Analysis

The literature selected for this research, along with the theory, has helped to design the data collection tools as well as inform the analysis and findings. Three topics in the literature have been discussed: the spread of English and EIL, the content and teaching methods as stated in the five tenets for teaching English enshrined at the Makerere Conference in 1961 (Phillipson, 1992). These three topics align with the three topics included in the RQs. Based on this the data collection tools were selected: a questionnaire and an interview. The questionnaire was divided into three sections to align with the literature topics and the RQs topics to investigate attitudes to answer the RQs. In the literature, as stated in the 'Introduction', there are three major theoretical stances on the spread of English and its dominance as an International Language which have strongly influenced the direction of research in this area. The first stance is the one that advocates the theory of linguistic imperialism (e.g. Phillipson, 1992). The second is a counter-theory that sees no hidden agendas for the spread of English and its uses as an International Language (e.g. Davies, 1996). The third theory goes beyond these dichotomizing perspectives and calls for a reconsideration of the future of English and its status and use in the world (e.g. Canagarajah, 1999).

In Section A in the questionnaire, items written were directed by these stances as well as items in sections B & C which were guided by the literature topics in these two areas coupled with the topics in the research questions. Therefore, analysis of the data was carried out based on these premises. This also applies to the discussion of findings as this was done based on themes generated from the literature topics and the RQs topics.

As the purpose of this research is to investigate attitudes of students and opinions of teachers, I found the research methods, questionnaire and interview, suitable to use in order to obtain information to answer the research questions. Both the questionnaire items and the interview questions were designed to answer the same research questions.
The following sections (questionnaire & Interviews analysis) depict how the results of the questionnaire responses (quantitative) and the interviews responses (qualitative) were analysed.

4.9.1 Questionnaire (quantitative data) Analysis
I analysed the questionnaire responses (items 6 – 40) using simple descriptive statistics (percentages and numbers) arranged in tabular form (See Appendix J: questionnaire results). I did not feel the need to use sophisticated statistics or even SPSS as this study is not in the positivist paradigm seeking factor analysis or variable comparison; it is an exploratory interpretive design using two methods of data collection. I have found a detailed analysis with the number of the participants and their percentages useful, as percentages can be easily obtained and give a clear picture of the participants’ attitudes towards the various items of the questionnaire. As all the students (n = 155) responded to the questionnaire statements, all responses were included in the analysis with the exception of the students’ comments given at the space provided at the end of the questionnaire which I found of no significant value for the data analysis. Finally, since the questionnaire was anonymous, the analysis did not require any coding of the respondents.

The questionnaire (items 6 – 40) are grouped into nine predetermined categories (See Appendix K for the categories) based on the RQs and the three sections, A, B, & C of the questionnaire which have been devised on the basis of the RQs. There are four categories for section (A) (the learning of English in general), three categories for Section (B) (course content), and two categories for Section (C) (teaching methods). The questionnaire is the predominant source of data therefore its results are presented first and in more detail in Chapter 5 followed by the relevant interview results. The integration of the two sets of data used to present and discuss the findings is also explained in more detail in Chapter 5.

4.9.2 Interviews (qualitative data) Analysis
Eight teachers participated in the interviews and I coded them as T1, T2, T3, T4, T5, T6, T7, & T8 to ensure anonymity and confidentiality. I analysed the interviews in terms of codes, categories, and themes, the three concepts as commonly used in qualitative data analysis, each one leading to the other in this sequence. In this respect, I have found Saldana’s ‘Manual’ (2008, 2009) very
illuminating in analysing the interviews transcripts. I followed his model (2008, p. 12) to get my codes, categories and themes, but I ignored his final outcome: ‘theory’, to the extreme right of the model, as he states (p. 11) that the development of a theory is not always necessary for qualitative inquiry. The following is Saldana’s Model:

Saldana (2008, p. 8) explains that coding is a heuristic – an exploratory problem-solving technique without specific formulas to follow. He further explains that coding is only the initial step towards an even more rigorous and evocative analysis and interpretation for a report, not just labelling, but linking (codes to categories to themes).

**Preliminaries:** I did the transcription and coding manually. First, I transcribed the interviews data word by word from the ‘Voice Recorder’, typing on my computer, and then making a hard copy. The entire responses from all interviewees came out as 57 pages. Then I read the transcripts a few times in order to become completely familiar with the data (Creswell, 2012). In a subsequent step, I edited the texts, removing redundancies and responses irrelevant to the questions being asked, and placing the key ideas in the actual words of the interviewees in a

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**Figure 4: A streamlined codes-theory model for qualitative inquiry**

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I also paid attention to any omissions or commissions in the text by constantly referring to the recordings. According to Saldana (2008), the first stage of data analysis is editing, eliminating errors of omission and commission.

**Coding:** After editing, I made another hard copy of the edited version and started the first cycle of coding, looking for codes by highlighting a word, phrase, a sentence, or even a whole response that gives a specific idea (code), using a colour-coded system. This is also called ‘pawing’. Ryan & Bernard (2003) highly recommend pawing through texts and marking codes up with different coloured highlighter pens. Examples of codes highlighted in the text are phrases such as “communication”, “low proficiency”, and “intelligibility”. Sandelowski (1995a:373) in Ryan & Bernard (2003) observes that analysis of texts begins with proofreading the material and simply underlining key phrases. A code in qualitative inquiry has been described by many a writer in the same meaning though in slightly different words (e.g., Ryan & Bernard, 2003; Saldana, 2008, 2009; Chenail, 2012, 2013). Saldana’s Manual (2008) describes a code in qualitative inquiry as “… often a word or short phrase that symbolically assigns a summative, salient and or evocative attribute for a portion of language-based or visual data” (p.3).

After highlighting codes (pawing) using the colour-coded system, I made another copy of the texts where I gave the coloured codes numbers instead of the colours and underlined them. In this second step of the first cycle of coding, I identified (360 codes), which I grouped broadly into (34 categories). However, I found that the codes/categories obtained in this first cycle were too many to aid systematic and useful analysis.

As coding is a cyclical act, in a second cycle of coding, I started to look for patterns (codes clustered together according to similarity and regularity) in order to summarize and condense data by capturing a datum’s primary content and essence. Using similar codes for identical patterns is common in manual analysis. Accordingly, I focused on the salient features of the interviewees’ responses for generating patterns in order to facilitate the development of categories and then get themes. To this end, I used the method called ‘Simultaneous Coding’, which applies two or more codes within a single datum (Saldana’s example, p. 5). Saldana (p. 6) points out that when we search for patterns in coded data to categorize them, sometimes we may group them, not
just because they are very much alike, but because they might also have something in common even though there are differences, for example, positive and negative responses to a question asked about the same subject. This coding method enabled me to organise similar coded data into categories and then to group the categories into a higher-level (themes) (Richards & Morse, 2007 in Saldana, 2008, 2009).

Consequently, I grouped codes identical in nature into (203 codes), which I grouped into (15 categories) where each category included codes that relate to the same subject. To finish this step of coding and categorizing, I made a final check of the codes; refining, naming, and rewording them in order to make them as representative of the interviewees’ responses as possible. (See Appendix L: codes & categories)

In the last resort, I checked the categories to make sure that they can answer the RQs to finally group the categories into seven themes. At the heart of qualitative data analysis is the task of discovering themes. Themes are “… often fuzzy, constructs which investigators identify before, during, and after data collection”, and “richer texts produce more themes” (Ryan & Bernard, 2003). In fact I have identified preliminary themes before, during, and after data collection, but made my final decision based on coding and categorising. Then I checked to make sure that the themes answer the research questions.

The following table shows the seven themes.

<table>
<thead>
<tr>
<th>No.</th>
<th>Themes: Teachers’ opinions about</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>the need of English for Qatar and the individuals</td>
</tr>
<tr>
<td>2</td>
<td>the course content, teaching methodology, assessment methods, and proficiency in English</td>
</tr>
<tr>
<td>3</td>
<td>the impact of learning English on the Qatari identity and culture</td>
</tr>
<tr>
<td>4</td>
<td>learning the standard variety of English, using own variety of English and the notion of intelligibility</td>
</tr>
<tr>
<td>5</td>
<td>student conduct in the classroom, their interest in learning English, and whether they have any subtle resistance to learning English</td>
</tr>
<tr>
<td>6</td>
<td>learning in a Foundation English Programme</td>
</tr>
<tr>
<td>7</td>
<td>students skipping the FP, quitting the programme after completing level 2 and opting for the Arabic Track</td>
</tr>
</tbody>
</table>

(Table 13): Interview themes
For the purposes of analysis and discussion, a theme-based organization within a research question based-structure is used. To this effect the themes from the interviews transcripts and the predetermined categories from the questionnaire are condensed into five major themes used to answer the research questions. The five themes condensed are shown in the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The need of English for Qatar and the individuals</td>
</tr>
<tr>
<td>2</td>
<td>The course content</td>
</tr>
<tr>
<td>3</td>
<td>Teaching methodology</td>
</tr>
<tr>
<td>4</td>
<td>The impact of learning English on the Qatari identity and culture</td>
</tr>
<tr>
<td>5</td>
<td>Student behaviour in the classroom, and whether they have any subtle resistance to learning English</td>
</tr>
</tbody>
</table>

(Table 14): Major themes for answering the research questions

4.10 Ethical Dimension

According to Aluwihare-Samaranayake (2012), “A classic definition of ethics is that ethics pertain to doing ‘good’ and avoiding ‘harm’ (Beauchamp & Childress, 1989)”. In this context ethics have largely been associated with the role of ethical principles and guidelines advancing the pursuit of knowledge. In CIRT (Center for Innovation in Research and Teaching) Publication and Presentation - Grand Canyon University, Arizona), ethics have been defined as “the norms or standards for conduct that distinguish between right and wrong. They help to determine the difference between acceptable and unacceptable behaviour on the part of the researcher. The integrity, reliability and validity of the research findings rely heavily on adherence to ethical principles”. CIRT further explains that ethical issues are important in all types of research. Regardless of the type of research, the researcher should take into consideration both general research principles and those that are more specific to the type of research. In quantitative research ethical standards prevent against such things as the fabrication or falsifying of data and therefore, promote the pursuit of knowledge and truth which is the primary goal of research. In qualitative research, ethical principles are primarily centred on protecting research participants and the guiding foundation of "do no harm". Therefore, it is important for researchers to observe the ethics of doing research at all stages of the research.
Following is a list of core ethical principles that are important in qualitative research. These are summarised from the article: “What Kind of Ethics Challenges Do Qualitative Researchers Face, Typically?” (https://us.sagepub.com/sites/default/files/upmbinaries/67285_Given_Question_18.pdf):

The first step to consider is the researcher-participant relationships. Qualitative researchers have complex and varied relations with their participants. Managing the ethical issues and obligations in the various relationships is a key point of consideration when designing and implementing qualitative research. The major ethical issues to adhere to are the following:

- **Informed consent**
  Researchers must ensure that participants understand the implications of their decision to be involved in the study. They need to understand the potential harm (if any) and the benefits that will arise from the study. They also need to understand how their data will be stored, analysed, and used and whether they will be identified.

- **Privacy and confidentiality**
  Anonymizing the participants can ensure that the results cannot be tracked back to that individual. Researchers must be clear with participants as to how their privacy and any confidential details will be treated as part of the consent process.

- **Data storage and management**
  Researchers must store data, consent forms, recording devices, and other research materials for designated periods of time, depending on the rules of where they are conducting the research.

- **Writing and dissemination**
  When writing the results, researchers must ensure that they abide by obligations made to participants relating to how they will be anonymized. This may involve changing names to pseudonyms, omitting identifying details in case of people could be identified easily, or changing the name of the site of the study if mentioned during the data collection phase. The timing of the release of results and the specific venues where data will be disseminated are also key issues that may need to be explored with the research participants.
4.10.1 Ethical Procedures used

The ethical requirements sought for this research are twofold: the Exeter University Ethics Form, and the Ethics Rules and Regulations in Qatar for doing research based on international criteria to meet local requirements obtained from the ‘Office of Instructional Effectiveness’ at the Pearl College (PC).

As the Exeter regulations stipulate, I included in the questionnaire an ‘Information Sheet’ and ‘Consent’ for students, and an ‘Information Sheet’ and a ‘Consent Form’ for the teachers to read and sign. I strictly observed the ethical considerations of the research. I explained to the participants, who willingly accepted to participate, the purpose, content and procedures of the study. I also highlighted the voluntary nature of the participation. I also assured the participants that their identities would be anonymous (students did the questionnaire anonymously and teachers coded by numbers in the data analysis section), and that all data would be given strict confidentiality. All agreed that the results may be used for educational purposes and dissemination. I also promised that the participants and the Department of English would be informed of the results when the research was completed.

However, I did not translate the information sheet and the ethics of doing the research into Arabic but sufficed with a translation of the questionnaire items with which the students would be working. This is so because I administered the questionnaires myself and explained these verbally to students in order to save time and because I thought a face-to-face explanation could be more adequate as some students might not understand fully a continuous text. Verbal explanation could also give the opportunity for inquiries which could be asked and clarified to all students, securing understanding to all and especially to those who might shy away to ask. However, there were two mistakes concerning item 37 which was worded in a different format and item 39 & 40 which were reversed in the Arabic version though when reviewing responses it did not seem that this has affected the responses given.

The ethical rules and regulations in Qatar for all research domains are based on international criteria. I have been working in conformity with these ethical rules and regulations that involve human subjects. As I was doing my surveys at the PC, I followed the procedure stipulated by the ‘Office of Institutional Effectiveness’ at the College by filling an ‘Ethics Application Form’ and submitting...
my instruments together with the Information sheet and consent for students and the information sheet and consent form for the teachers. Accordingly, I was granted permission to conduct my research in the English Language Centre (ELC) at the PC. Here are the details of the procedures I went through to meet the local requirements and get the official consent.

1. I informed the College ‘Office of Instructional Effectiveness’ in writing about the research title, content, purpose, and the benefits that might accrue the College and the participants.

2. I also presented the ethical requirements for the research to the ELC Chair: The ‘Information Sheets’ and ‘Consent’ for students, and the ‘Information Sheet’ and the ‘Consent Form’ for the teachers as well as the particulars of my research.

3. I informed the College that the anonymity and confidentiality of the participants would be observed (as explained in the Exeter University Ethical Form), and that

4. If any special needs students were involved in doing the questionnaire, I would be there to help them individually to understand the task and answer their questions without interfering with their choices. This would make them feel comfortable doing the questionnaire like anyone else in their class.

5. I also explained that the harm I envisaged for the students was that some Qatari students are not Arabs and that their mother tongue is not Arabic (though bilinguals), and therefore, they may feel uncomfortable answering items of the questionnaire about language and identity. As a solution to this issue the students would be told not to respond to items they did not feel comfortable with.

6. I also asked the Chair to announce to the teachers that the College would not see their responses, which would be kept anonymous and confidential in the custody of the researcher only.

7. I also informed the ELC Chair that I would communicate the findings of the research to ELC.

8. Finally, when I got approval for my research, the Chair requested teachers to cooperate with me, giving some time of their classes to allow me to
conduct the questionnaire and encouraged them to participate in the interviews, highlighting the voluntary nature of participation.

The site chosen for conducting the research is the ELC at the PC. I have chosen this site because I am a teacher in ELC and because all the students at the PC are required to study English in the FP in ELC in order to qualify for their respective colleges. Therefore, there is a huge population size to conduct the research with and there are also my colleagues to carry out interviews with. In this respect, I expected co-operation from both my students and colleagues in order to smoothly collect the data required. I also expected my college to grant permission for doing my research without any power struggle that I might envisage if I did my research in another institution where I would be a stranger.

4.11 Challenges
The major problem I faced has got to do with collecting and analysing the data. When administering the questionnaire to students, I had to move between buildings as there are separate campuses for male and female students and some of these buildings are about 30 kilometres apart. I also had to struggle to get a niche in the teachers’ class time. Some students were also absent and I had to visit classes more than once to get the number of students I needed. I have also found conducting the interviews with the teachers very difficult as all teachers have very tight schedules so it took me a long time to finish interviewing the number I set to interview. Apart from this I found counting students’ responses (40 items for 155 students), and especially transcribing the teachers’ responses (transcripts in 57 pages)) very lengthy and time-consuming. Another problem I faced was the coding for the interview data, which I did manually. I had to do a lot of reading to understand how to do the coding and get categories and themes. It had been a lengthy process and time-consuming as well.

4.12 Limitation of the Study
One of the limitations of this research is that the survey is confined to one tertiary educational institution in the State of Qatar, the Pearl College (PC). Although considerable information has been given about the status of English at the Peninsula University (PU), I was not able to include the PU in my surveys. Among other reasons as mentioned earlier, it was almost impossible to conduct my study at the PU due to a time factor related to the PU tight English Foundation
programmes which did not allow taking some of their students’ and teachers’ time. Therefore, the confinement of this research to one higher institution cannot yield findings to mirror an overall picture of attitudes towards the learning of English from the stance of the spread of English and EIL in order to illuminate my study. Moreover, I had to conduct this research as a first endeavour which definitely has its limitations. Furthermore, attitudes are not static and they always change so collecting data over a prolonged period of time could have been more useful to detect any changes in attitudes. Perhaps this might require the use of more survey instruments such as class observations. Finally, administrators at tertiary level and members of the Qatari community have not been included in the study which could have given more insights into the learning of English in Qatar.

Chapter Five
Findings & Discussion

5.0 Introduction
The data collection methods for this research are a questionnaire (quantitative) for students and an interview (qualitative) for teachers. Both sets of data obtained are presented together in this Chapter in two sections: Section 1: Findings, and section 2: Discussion. The data will be presented, analysed and discussed. To this end, the research questions will be re-written so that they fit the data; presenting the key themes that have emerged. Then the findings will be organised and discussed around these themes in order to provide a coherent and reader-friendly text.

The questionnaire results (quantitative data) are considered the predominant data therefore, they are presented and analysed first in the ‘Findings Section’ and in more detail, followed by the relevant interview results in order to explain and expand the quantitative data to address the same research questions. As the two data sets address the same research questions, a theme-based organisation is used within a research question based-structure.

As stated in the ‘Introduction Chapter’, the purpose of this research is to investigate attitudes of both students and teachers towards the learning of English in general, the curriculum, and the teaching methods in their context from the broad perspective of the spread of English and English as an international language. The impetus for this is to explore low English proficiency from a broad
perspective. To meet the purpose of the research, the following RQs were formulated as stated earlier in the ‘Introduction Chapter’.

1. What are the attitudes of EFL students and teachers in a tertiary education college towards the learning of English in general?
2. What do the EFL students and teachers in a tertiary education college think about the curriculum in their context?
3. What do the EFL students and teachers in a tertiary education college think about the teaching methods in their context?

The presentation of the findings and their discussion are conducted based on the following three major themes generated from the three RQs. Themes:

1. Students’ Attitudes and teachers’ opinions towards learning English in general
2. Students’ attitudes and teachers’ opinions towards the course content
3. Students’ attitudes and teachers’ opinions towards the teaching methods

5.1 Findings

5.1.1 Students’ Attitudes and teachers’ opinions towards learning English in general

The questionnaire results are presented in chunks based on the predetermined categories, where the results of each chunk are followed by the relevant interview results as the themes emerging from the interviews analysis. Each category is provided under the relevant section as a subtitle.

(See the complete Questionnaire Results in Appendix K)

The results of the first four categories address RQ1: Attitudes and opinions towards learning English in general. They are presented in four tables and four graphs, showing the results of the students’ responses and comparisons of positive and negative percentages are shown to the right of each table.

Category 1: Attitudes towards the importance and usefulness of English for the country, the community, and the individual

Category 2: Attitudes towards the English-speaking people and what variety of English to use

Category 3: Attitudes towards studying major subjects in English or Arabic & whether to continue or abandon learning English after graduation
As shown by the comparisons of the positive and negative percentages, the attitudes of the participants towards the importance of English for the country, the community, and the individual are highly positive, ranging from (88% - n=136) to (95% - n=147). It is evident that participants realize the importance of English for both local communication (92% - n=142), international communication (95% - n=147), and for the development of their country’s economy (88% - n=137), and education (88% - n=136). They also believe that knowledge of English would give
them the opportunity to get better jobs (93% - n=143) with all that it entails, such as high salaries and other benefits, and a promising future career (91% - n=141).

Figure 5: Attitudes towards the importance and usefulness of English for the country, the community, and the individual

Interview Results (category 1)

T1 (male – native speaker) “…there is not enough expertise yet … It’s a bit difficult to get professionals to come here and ask them to speak Arabic … so they decided to try and adapt to learn a lingua franca – a language of international communication – at the moment it is English it is just a pragmatic decision.”

T2 (female – native speaker) “It (English) allows you to interact with expatriates who have been imported in the jobs. … and if you want to be in the world group leader you are going to need to be able to speak one of the languages the world leaders communicate.”

T3 (male – native speaker) “Doha is a multinational city so you need knowledge of bilingual lingua franca for practical reasons … English is probably the prime lingua franca of the country.”

T4 (male – native speaker) “Qatar is a very dynamic country … it is growing so fast that I think without English that the core of that development wouldn’t happen … How would a Sudanese engineer communicate with his Filipino mate?”
T5 (female – non-native speaker) “I think in Qatar you need English because there are so many nationalities here so it is the only language they have in common.”

T6 (male – non-native speaker) “English is a lingua franca in Qatar … we have the majority of professionals who are foreigners then the local need is to be able to communicate with them.”

T7 (female – non-native speaker) “The number of expatriates in Qatar exceeds the number of the Qataris and it means the language that can be used for communication here is English … and anything with a science major would require a higher proficiency of English.”

T8 (female – non-native speaker) “Because Qatar is a fast growing economy and attracts a lot of expatriates, I think English is very much needed.”

Noticeably, the results of the interviews with teachers concerning learning English in general revealed that teachers are in agreement with the students. There is consensus about the need of English in Qatar for both local communication (a lingua franca or link language) and for international communication. It is also needed for the country’s fast growing economy and education, and for the learners’ own benefits. The above excerpts from the teachers’ opinions confirm their ideas about the importance and usefulness of English.

**Questionnaire Results: (Category 2: Attitudes towards the English-speaking people and what variety of English to use)**

<table>
<thead>
<tr>
<th>Section A: Attitudes towards Learning English in general</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Positive Responses</th>
<th>Negative Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a positive attitude towards the native English-speaking people.</td>
<td>48% (74)</td>
<td>31% (48)</td>
<td>17% (26)</td>
<td>1% (2)</td>
<td>1% (2)</td>
<td>79%</td>
<td>3%</td>
</tr>
<tr>
<td>I prefer to be taught standard British or American English.</td>
<td>45% (69)</td>
<td>34% (52)</td>
<td>17% (26)</td>
<td>2% (3)</td>
<td>3% (5)</td>
<td>79%</td>
<td>5%</td>
</tr>
<tr>
<td>I prefer to speak my own variety of English.</td>
<td>8% (13)</td>
<td>22% (34)</td>
<td>38% (59)</td>
<td>20% (31)</td>
<td>12% (18)</td>
<td>30%</td>
<td>32%</td>
</tr>
</tbody>
</table>

(Table 16): Attitudes towards the NSs and varieties of English
A high percentage of the participants, as shown by the positive and negative percentages, have a positive attitude towards English-speaking people (79% - n=122). Their attitudes are also highly positive towards learning British or American English (79% - n=121). However, their responses were divided when asked whether they preferred to speak own variety of English. (30% - n=47) preferred to speak own variety of English whilst (32% - n=49) preferred to use the standard norms. Obviously, this result has been weakened by the fact that a high percentage (38% -n=59) were undecided. Based on the responses to item 13 (I prefer to be taught standard British or American English), we can safely say that the majority (79% - n=121) preferred to be taught the standard norms.

Figure 6: Attitudes towards the NSs & varieties of English

Interview Results (category 2)

The following selected quotes illustrate the teachers’ opinions about what variety of English to use.

T1 (male – native speaker) “They should be able to (have their own variety of English – my clarification) … That’s their right linguistically … I don’t know if that will happen but they should be able to do that … but I wonder though because they often have to write international standardized proficiency tests to recognize any variety of English beyond Standard British or American.”

T3 (male – native speaker) “I think there’s still a fallacy exists in the Gulf regarding native ‘speakerism’ … I don’t think we should ascribe a student to one particular brand, we should be flexible … English as an international language is fine it’s all about communication … as long as you can communicate much of what you want to say that’s OK.”
T5 (female – non-native speaker) “I support the idea that English has to be taught as an international language and not connected with British or American English. However, in this society British accent or American accent is an asset.”

T6 (male – non-native speaker) “If students are going to the academic field … they have to speak the standard variety of English … We can see for example the Indians … the most quoted for creating their own variety of English they still use standard English … but for the sake of daily lives I don’t think there is any harm or even any restriction on anybody to create their own variety.”

As we have seen above, students’ attitudes are highly positive towards being taught through the standard norms and are generally not inclined towards developing an own variety of English. Generally speaking, teachers stress the importance of learning the standard norms for academic purposes, but they do not deny students their right to develop an own variety of English as suits their needs.

**Questionnaire Results:** (Category 3: Attitudes towards studying major subjects in English or Arabic & whether to continue or abandon learning English after graduation)

<table>
<thead>
<tr>
<th>Item</th>
<th>Section A: Attitudes towards Learning English in general</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Positive Responses</th>
<th>Negative Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>I prefer to study my major subject in English.</td>
<td>30% (46)</td>
<td>25% (39)</td>
<td>22% (34)</td>
<td>18% (27)</td>
<td>6% (9)</td>
<td>55%</td>
<td>24%</td>
</tr>
<tr>
<td>16</td>
<td>I prefer to join the ‘Arabic Track’ and study my major subject in Arabic.</td>
<td>30% (46)</td>
<td>13% (20)</td>
<td>25% (39)</td>
<td>21% (32)</td>
<td>12% (18)</td>
<td>43%</td>
<td>33%</td>
</tr>
<tr>
<td>17</td>
<td>I will stop learning English after I graduate.</td>
<td>10% (16)</td>
<td>10% (14)</td>
<td>16% (25)</td>
<td>33% (51)</td>
<td>31% (48)</td>
<td>19%</td>
<td>64%</td>
</tr>
<tr>
<td>18</td>
<td>I will continue learning English after I graduate.</td>
<td>32% (50)</td>
<td>33% (51)</td>
<td>12% (19)</td>
<td>7% (11)</td>
<td>7% (10)</td>
<td>65%</td>
<td>14%</td>
</tr>
</tbody>
</table>

(Table 17): Attitudes towards studying major subjects in English/Arabic & whether to continue / abandon learning English after graduation
Almost one quarter of the participants did not decide on which language medium to choose for their college studies (24% - n=37). However, of those who responded, (55% - n=85) chose English for studying their major subjects in their respective colleges, and (43% - n=43) preferred to join the ‘Arabic Track’ and learn in Arabic. It is obvious that the participants were more inclined towards studying in English. Nevertheless, this attitude towards English as a medium of instruction was not maintained, and according to the English Department statistics (AY 2016/2017) 65% of the students opted for the Arabic Track after completing L2 which resulted in the ELC not getting the number of students expected to continue in the FP after completion of Level2 (There are four levels in the FP). The main reason for this has been voiced by almost all the teachers I interviewed; it takes longer to study in the English Track and there is the possibility of failing levels, and students can finish faster in the Arabic Track as jobs are guaranteed. However, whatever medium of instruction the participants have chosen to study in, almost two thirds of them prefer to continue learning English after they graduate (65% - n=101), which reflects an awareness of the importance of English in their country and their lives. Only (19% - n=30) said they would stop learning English after they graduate.

![Figure 7: Attitudes towards the medium of instruction, and whether to continue/abandon learning English after graduation](image)

**Interview Results (category 3)**

**T1 (male – native speaker)** "I think the main reason is that it (English) is too difficult for students. I think another reason maybe that they don’t see the point of studying English..."
... maybe they know they live in a society where their first language is Arabic and English is not strictly necessary, so maybe there are pragmatic reasons ...."

T2 (female – native speaker) “Many of them are here to get a certificate. Others are not convinced they could do their programme in English. It is time to finish faster so that they can get on with their life ... ‘I can finish my degree quicker and get college credit’.”

T3 (male – native speaker) “Many of our students may want to go into government jobs because they are well-looked after by the nation ... So if I were a student and I were in a similar situation, and I was an Arabic speaker, and I had the option, I would probably study in Arabic as it is my mother tongue.

T4 (male – native speaker) “The students would choose any option that quickens the journey through college. ... I think the students here are very pragmatic in a way they want the less difficult they want the certificate as quickly as possible so they would choose any means to end that process.”

T5 (female – non-native speaker) “They think it is easier (studying in Arabic). They also think that L3 & L4 are very difficult and they won’t spend double the time in the FP ... and I think a lot of students don’t see the value of English Track diploma ... in the context of their work ... there are some students who actually want the English Track because they want to go study abroad or want to study engineering very, very few.”

T6 (male – non-native speaker) “The majority of students coming here for a certificate ... some students are here to be away from home and want to hang out with friends. Some students want to go to the Arabic Track because it is shorter. ... Studying the English Track is more difficult. ...To some students this is not really worth the effort ... demanding more education.”

T7 (female – non-native speaker) “Some students are already working and they are here just to get the promotion. They want to finish as fast as possible. Those who do want to learn in English are more inclined to go to the English Track ... Another reason would be work requirements.”

T8 (female – non-native speaker) “One reason could be it takes a long time and they want to finish faster ... another reason could be they find it very difficult to do it in an English Track ... some students with general agenda are motivated to continue in the English language.”

Generally speaking, all teachers think that students opt for the Arabic track (to learn in Arabic) for pragmatic reasons. They want to finish faster as jobs are readily available for them. Some of them find it difficult to study in the English medium. However, those who need English in their jobs, or for studying the science subjects, or want to study abroad are likely to opt for the English Track.
Questionnaire Results: (Category 4: Attitudes towards the impact of English on the Arabic language and culture of the Qatari people)

<table>
<thead>
<tr>
<th>Item</th>
<th>Section A: Attitudes towards Learning English in general</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Positive Responses</th>
<th>Negative Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Arabic is important for maintaining our identity.</td>
<td>77% (119)</td>
<td>14% (21)</td>
<td>3% (4)</td>
<td>1% (1)</td>
<td>1% (1)</td>
<td>91%</td>
<td>2%</td>
</tr>
<tr>
<td>20</td>
<td>Learning more English will have a negative effect on my Arabic.</td>
<td>17% (26)</td>
<td>14% (22)</td>
<td>27% (42)</td>
<td>27% (41)</td>
<td>16% (24)</td>
<td>31%</td>
<td>43%</td>
</tr>
<tr>
<td>21</td>
<td>English and Arabic can complement each other to satisfy different needs and have different functions.</td>
<td>65% (101)</td>
<td>21% (32)</td>
<td>9% (14)</td>
<td>1% (2)</td>
<td>1% (2)</td>
<td>86%</td>
<td>2%</td>
</tr>
<tr>
<td>22</td>
<td>Learning more western culture will have a negative effect on our culture.</td>
<td>17% (26)</td>
<td>19% (30)</td>
<td>34% (53)</td>
<td>25% (38)</td>
<td>5% (7)</td>
<td>36%</td>
<td>30%</td>
</tr>
<tr>
<td>23</td>
<td>Learning English will help me gain more knowledge about other cultures in the world.</td>
<td>39% (61)</td>
<td>40% (77)</td>
<td>8% (13)</td>
<td>1% (2)</td>
<td>1% (2)</td>
<td>79%</td>
<td>2%</td>
</tr>
</tbody>
</table>

(Table 18): Attitudes towards the impact of English on the Arabic language and culture of the Qatari people

An overwhelming majority of participants strongly agreed that Arabic is important for maintaining their identity (91% - n=140). When asked whether learning more English would have a negative effect on Arabic, (27% - n=42) of the students were ‘undecided’. Nevertheless, of those who responded (43% - n=65) said that learning more English wouldn’t have a negative effect on Arabic versus (31% - n=48) who thought that there would be a negative effect on Arabic the more English spread in their society. Responding to item #21(English and Arabic can complement each other to satisfy different needs and have different functions), the majority of the participants agreed that the two languages are needed to complement each other (86% - n=133). Therefore, they were not for this dichotomy of either Arabic or English. They prefer to have the two languages side-by-side.

As for attitudes towards the effect of English on the Qatari culture (items #22, 23), almost one third of the participants were ‘undecided’ about this issue. However,
there is a divide among those who responded. (36% - n= 56) think that learning more western culture will have a negative effect on their culture, and (30% - n=45) believe that there wouldn't be any effect on their culture. However, when asked about whether English would help them gain knowledge of other cultures in the world (item #22) a majority (79% - n=138) strongly agreed that English is useful for gaining insights about other people’s cultures in the world.

Figure 8: Attitudes towards the impact of English on the Arabic language and the culture of the Qatari people

Interview Results (category 4)

T1 (male – native speaker) “I think it’s gonna have an impact – a little change – A little change in identity, change in the culture – and could be for the worse.”

T2 (female – native speaker) “In the broader world it is going to be more beneficial to continue in English because you’re going to be talking about your identity to other people you’re going to share your traditions … which is entirely far critical about your life.”

T3 (male – native speaker) “Language is an important part of the culture but just one part of culture so you will still see people behaving in the same way even if they are losing their language. … I don’t think using another language will significantly affect the way that you are being brought up so I think that sometimes we are over emphasizing the importance of language in the culture. It is important but it’s not the only aspect.”

T4 (male – native speaker) “The Gulf Arab States I think are in a period of change … Qatar is culturally and geographically poised on a knife edge … to the West geographically, you have the kingdom of Saudi Arabia. To the east of Qatar you have the
UAE … from my conversations with my students and Qatars I would assume that Qatar will move more to the UAE style … that’s the way forward.”

**T5 (female – non-native speaker)** “I think it takes a long time for such traditions and cultures to adapt and to assimilate … if you look at some countries in the Gulf like Kuwait … They are not traditional anymore … here the people try to hold on to their culture and traditions … but I think that English is going to affect people the more international the place becomes the more the culture changes.”

**T6 (male – non-native speaker)** “Qatari people are very proud of their Muslim and Arabic identity … it is not the language … it is the popular culture which really affects the lives of the people … we now have so many things coming from the media of different nations which affect people.”

**T7 (female – non-native speaker)** “Qatar has its own culture and its own traditions yet it’s open to other cultures … so it (English) wouldn’t affect if they don’t want to be affected … They are very good at preserving their cultures and keeping them from getting affected by Westerners.”

**T8 (female – non-native speaker)** “… the people of Qatar I feel are very strongly motivated towards their culture and if there is an effect it could be in things like dresses … a small bit of openness is not going to make a big difference in their culture. … It could be just a positive effect on them.”

Based on the responses of the interviewees above, they are generally of the opinion that learning English would have an effect on the culture and language of the Qatars, whilst the students are somewhat uncertain and their opinions are divided though they believe that learning English is helpful in enabling them to learn about other peoples’ cultures.

**RQ 1: Conclusion**

RQ 1 (attitudes towards learning English in general) has been answered by the four categories predetermined for Section A of the questionnaire (items # 6 – 23) and the relevant interview questions. This aligns with the literature topic that discussed the spread of English and the use of EIL. The findings that emerged from the questionnaire and the interviews, as shown above, reveal that both the students and teachers are highly positive about the importance and usefulness of learning English for local and international communication, for the country, and for the learners’ benefits. Students also have a positive attitude towards the native English-speaking people and prefer to be taught standard British or American English. On the other hand, teachers stress the importance of learning
the standard norms for academic purposes, but they do not deny students’ right to develop own variety of English. Although students strongly believe that Arabic is essential for maintaining their identity, the majority expressed their desire to continue to learn English after graduation. The majority said that Arabic and English can complement each other to serve different functions and that learning English would enable them to learn about other people’s cultures. In this respect, teachers are generally of the opinion that learning English would have an effect on the culture and language of the Qataris in the long run.

5.1.2 Students’ attitudes and teachers’ opinions towards the course content

The following 3 categories driven from Section B of the questionnaire: items (# 24 – 33) and the relevant interview questions address RQ2: The course Content

Category 5: Attitudes towards the course content

Category 6: Attitudes towards the type of course: General English or ESP?

Category 7: Attitudes towards the assessment methods

Questionnaire Results: (Categories 5, 6 & 7: Attitudes towards course content/ type of course / assessment methods)

<table>
<thead>
<tr>
<th>Item</th>
<th>Section B: Course Content</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Positive Responses</th>
<th>Negative Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>I think that …</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>I prefer to have the skills and grammar in integrated textbooks.</td>
<td>24% (37)</td>
<td>36% (56)</td>
<td>34% (44)</td>
<td>10% (16)</td>
<td>1% (1)</td>
<td>60%</td>
<td>11%</td>
</tr>
<tr>
<td>25</td>
<td>I prefer to have the skills and grammar in separate textbooks.</td>
<td>21% (32)</td>
<td>36% (56)</td>
<td>24% (37)</td>
<td>10% (15)</td>
<td>8% (13)</td>
<td>57%</td>
<td>18%</td>
</tr>
<tr>
<td>26</td>
<td>The supplementary materials our teachers use to go with the core materials are useful.</td>
<td>23% (35)</td>
<td>33% (50)</td>
<td>26% (39)</td>
<td>8% (13)</td>
<td>4% (6)</td>
<td>55%</td>
<td>12%</td>
</tr>
<tr>
<td>27</td>
<td>I would like to see in-class and out-of-class graded readers incorporated in the course.</td>
<td>16% (24)</td>
<td>34% (52)</td>
<td>29% (45)</td>
<td>14% (22)</td>
<td>8% (10)</td>
<td>50</td>
<td>22%</td>
</tr>
<tr>
<td>28</td>
<td>I would like to have practice in more types of writing, such as the writing of CVs, formal letters, and research papers.</td>
<td>23% (36)</td>
<td>33% (51)</td>
<td>31% (48)</td>
<td>7% (10)</td>
<td>5% (9)</td>
<td>56%</td>
<td>12%</td>
</tr>
<tr>
<td>29</td>
<td>The time devoted to the teaching and learning of the courses in one</td>
<td>34% (52)</td>
<td>41% (63)</td>
<td>14% (22)</td>
<td>7% (11)</td>
<td>4% (6)</td>
<td>75%</td>
<td>11%</td>
</tr>
</tbody>
</table>
Table 19: Attitudes towards course content / type of course / assessment methods

Nearly an equal number of participants favour to study either from integrated books (60% - n=93) or separate books (57% - n= 88) with more than a quarter who did not decide which option to choose (28% - n=41). This could be attributed to the fact that students in Levels 2, 3, & 4, who started the new academic year (2015/2016) had already studied English from separate books, and now they are studying from integrated books. Therefore, the divide might have resulted from an experience with both types of courses. However, they are generally positive about the supplementary materials their teachers use to complement the course books (55% - n=85) and only a small number voiced a negative opinion (12% - n=19), with (26% - n=39) who were undecided. Approximately, one third of the participants were undecided about having more reading or writing, but most of the rest who responded would like to see more reading books incorporated in the course (50% - n=76). Most importantly, most of them wanted to practice more types of writing (56% - n=87). About whether to be taught General English or ESP, students favoured learning a form of ESP over General English (61% - n=93) versus (18% - n=27).

A slightly more than one third of the participants were ‘undecided’ about having more global culture in their textbooks (38% - n=58). However, the majority who responded are more inclined towards more of their own culture to be included in their textbooks (71% - n=110), and (49% - n=76) are for global culture. About the fairness of the assessment methods, although almost one third of the students were ‘undecided’, (64% - n=99) versus (5% - n=7) of the students agreed that the assessment methods used are adequate. And finally, the time for doing the
course prescribed to be taught in 8 weeks seems adequate for most of the participants (75% - n=115). Only a small number voiced a negative response.

Figure 9: Attitudes towards the course content / type of course/ assessment

Interview Results (category 5): Attitudes towards the course content

T1 (male – native speaker): “They are the right level. I don’t think if there is a problem … I don’t think it is with the courses … Now we use an internationally respected textbook as the curriculum main document and that should be if that is not good enough then nothing would be … I think it should be OK.

T2 (female - native speaker) “I think it is the right amount of difficulty (i+1) if you want to go back to Krashen … because you have the kind of go to the middle … such a challenge to your lower students and your higher students are going to do that.”

T3 (male – native speaker): “I think the course materials which are chosen are very interesting and the students seem to like them … but I see a lot of issues … We have a lot of materials to cover … It’s a race against time to try to fit everything in … so teaching is not deep … learning is also not deep. We don’t incorporate … in our programme – language skills study skills that they would need when they enter college. … If we look at our CDPs and look at our outcomes they are all generic they are not geared towards college study. So there are a lot of areas I feel we can improve.”

T4 (male – native speaker) “I am of the opinion that it’s too difficult. The students … many of whom are working adults come into the college tired and hungry and I hit them
with topics such as behavioural science ... L1 should be much more related to the students' lives to engage in topics they enjoy, the vocabulary they can use ...”

T5 (female – non-native speaker) “In FP I like the courses right now ... I think that students may need more time to digest all this information and there is not enough time for practice ... perhaps more student activities ... some are difficult not because of the language but because of the topics.”

T6 (male - non-native speaker) “I think the textbook is not difficult. ... I think most of the material of the textbook is useful ... I think there is also enough room for teachers to add their own material so it is more flexible ... the only issue is the time frame.”

T7 (female- non-native speaker) “The courses themselves are scaled on the Common European Framework so they are actually pretty good in terms of their levels. ... The courses themselves not only develop language proficiency, but also work on practical things ... skills and collaboration and communication and also activities.”

T8 (female - non-native speaker) “I wouldn’t think they are difficult ... the Q-Skills courses ... they are just right and very good except that I feel we might ... it could help if we have more than 8 weeks because sometimes we end up teaching for the exams rather than the course.”

All teachers with the exception of T3 & T4 think that the courses are right for the students’ levels. However, they all feel that the time devoted to teaching is not enough to cover all the materials prescribed by the Department’s CDPs (Common Delivery Plans). T3 has a reservation about the courses. He thinks they should be geared more towards college requirements. T4 thinks that the courses are difficult and that the materials should be more related to the students’ lives. Generally speaking, most of the teachers think that the courses are adequate, and they all agreed that more teaching time is needed.

Interview Results (category 6)
Teachers’ opinions about learning ESP

T1 (male – native speaker) “I guess that would probably be the best thing for them again in terms of pragmatism and for demonstrating for them why they are here, ... how to talk on the phone, send e-mails in English, respond to e-mails, deal with people in different situations in the professional world. I think anything like that can be good for that and motivates them more and helps them to understand why they need to study English.”

T2 (female – native speaker) “It depends on the students. There are students we have who are planning for the college. There are students who are older and already in the
workforce the ones who are working at a bank sure in banking it would help them. There’s no reason not to improve your English generally because in the end it helps you.”

T3 (male – native speaker) “I think that our students most of them unless they want to study Master’s in English or they want to go and study abroad they do not need to use English as a medium of instruction. They need English that would serve them in their careers and their lives. So in this respect I am a big supporter of ESP.”

T4 (male – native speaker) “My students want to practice their English for social purposes for travel purposes and career … so I think we could provide a course not necessarily ESP because that is too specific. I think we should provide a kind of a general English programme with a focus to a much heavier weight to S/L touching on grammar touching on vocab.”

T5 (female – non-native speaker) “I think to teach ESP to students who need English for a particular purpose … so if they are already employed perhaps they would be more motivated to study ESP. A lot of students’ needs are higher salaries … and a lot of students … they want an easy job …”

T6 (male – non-native speaker) “I think for the students who are in the Arabic Track should study general English … For students who are planning to go to the English Track I think ESP classes would be more appropriate.”

T7 (female – non-native speaker) “We can use ESP for L3 and 4 but L1 and 2 need more of General English because their proficiency level is very low … so basically their needs come from the gap that happened between secondary education and the college requirements.”

T8 (female – non-native speaker) “Exactly the teaching of ESP, business English … students who work for the bank would need this English … students who work for immigration … so ESP would be much better in my opinion. Not everybody needs academic English.”

The responses revealed that all of the teachers recommend ESP for students who have jobs and for those who want to study their major subjects in English. However, some recommend General English besides ESP: General English will help them in the future (T2); and for those who want to study their majors in Arabic (T5, T6, T7, & T8). T1 & T3 are categorically for ESP. T6 suggests a syllabus where focus is more on L/S. In this respect there is consistency between the students and the teachers’ opinions about learning some form of ESP.
Interview Results (category 7)

Teachers’ opinions about the assessment methods

T1 (male – native speaker) “Generally speaking they’re OK. I find though that because we don’t know what is going to be on the assessment … I find that a little frustrating I guess but there are tests which the teachers design on their own is great. … Some are done for me so it is comfortable to have the balance.”

T2 (female – native speaker) “First I believe that exams are necessary … but I think that 50% of the grade for the exams is insane. I like the projects because they give the students something they can talk about. Speaking is the fun of the class but many of them don’t have it. For me I can see what they do from the beginning until the end of the course and I can see if they improve.”

T3 (male – native speaker) “I find it disappointing to have 66% of our exams basically based on memorization and vocabulary and unnatural testing of grammatical gap-fills and matching and things like this. We can do that in the course work so in the end-exam they can produce semi-authentic language which employs vocabulary and grammar forms.”

T4 (male – native speaker) “I think the exam committee works well. They produce that follow the curriculum and fit in line with the structure. You ask if the assessments work. I say the assessment methods as they do now are effective for our purposes at least.”

T5 (female – non-native speaker) “… a lot of my students always fail exams … very few get about 73% (pass mark 70%) so I am not sure what is the problem … it could be lack of exam analysis … lack of student preparation for the exam. So I think it needs a lot of work to be a fair assessment.”

T6 (male – non-native speaker) “We need to focus more on interactive assessment basically instead of assessing discrete grammar or discrete vocabulary …the speaking rubric for example has some serious issues … it doesn’t give enough time or enough room for the accuracy of speaking.”

T7 (female – non-native speaker) “We try our best in terms of assessing them in the four skills … it should reflect better understanding of their level but there will be a lot of other factors that we will not be able to control.”

T8 (female – non-native speaker) “Strictly speaking I think we could use other varieties of methods as well. I’m not sure if it reflects the students’ standards.”

T1, T4 & T7 think that the assessment methods are adequate. The other five teachers (T2, T3, T5, T6, & T8) do not think they are adequate. T2 suggests an on-going assessment in the form of project-based assessment. T3 & T6 think the exams use mostly discrete items and do not allow for the production of authentic
language. T5 thinks that a lot of work is needed to make exams a fair method of assessment. T8 suggests seeking other methods of assessment. It is evident here that teachers’ opinions are not consistent with the students’ attitudes towards the assessment methods. Whilst almost two thirds of the students think that the assessment methods are adequate, more than half of the teachers think that a lot of work is needed to make exams a fair method of assessment. Generally, both students and teachers are positive about the course content. They are also positive about the teaching of a form of ESP.

**RQ 2: Conclusion**

RQ 2 (attitudes and opinions towards the course content) has been answered by the three categories predetermined for Section B of the questionnaire (items # 24 – 33) and the relevant interview questions. This is consistent with the literature review section in which the tenets for teaching English were discussed as enshrined at the Makerere Conference and the English curriculum in the context of the study (Chapter 2).

Students’ attitudes towards the course content generally reveal that students prefer to be taught from integrated books where the four skills of the language together with grammar and vocabulary are presented as one core syllabus. They also expressed their desire to learn some form of ESP by seeing amendments made to their English syllabus by adding more of the writing genres they need in their careers. They also think that the assessment methods used are adequate. The majority of the teachers agree with the students about the suitability of the courses taught and the necessity for the teaching of a form of ESP especially for those who have jobs and those who wish to study in the science college or want to study abroad. However, most of the teachers have some reservations about the assessment methods as being mostly in the discrete-item format and call for a better assessment methods in which language production should be the aim.
5.1.3 Students’ attitudes and teachers’ opinions towards the teaching methods

Questionnaire Results: (category 8: Attitudes towards the use of the mother tongue/ ‘English Only’ in the classroom)

<table>
<thead>
<tr>
<th></th>
<th>Section C: Teaching Methods</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Positive Responses</th>
<th>Negative Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>I prefer my English classes to be taught in English only.</td>
<td>14% (21)</td>
<td>19% (29)</td>
<td>18% (28)</td>
<td>25% (39)</td>
<td>25% (38)</td>
<td>36%</td>
<td>50%</td>
</tr>
<tr>
<td>35</td>
<td>I prefer my English classes to be taught in both English and Arabic.</td>
<td>30% (46)</td>
<td>34% (53)</td>
<td>17% (26)</td>
<td>16% (24)</td>
<td>4% (6)</td>
<td>64%</td>
<td>20%</td>
</tr>
</tbody>
</table>

(Table 20): Use of the mother tongue/ ‘English Only’ in the classroom

About (18% - n=28) were undecided about whether to be taught English in English only or in both languages. However, half of those who responded (50% - n=77) disagree to be taught in English only. Almost two thirds of them (64% - n=99) prefer to be taught in both their mother tongue and English. This is not consistent with the English Department policy of “English Only” in the classroom. However, this issue of ‘English Only’ was not included in the interview questions. I will refer to this issue and discuss it in more detail in the ‘Discussion’ section.

![Figure 10: Attitudes towards use of the mother tongue/ ‘English Only’ in the classroom](image)

Learning in both languages (64%)
Learning in ‘English Only’ (36%)
### Questionnaire Results: (category 9: Attitudes towards the teaching methodology)

<table>
<thead>
<tr>
<th>Section C: Teaching Methods</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Positive Responses</th>
<th>Negative Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The activities and games we do in our English classes are useful and enjoyable.</td>
<td>56% (87)</td>
<td>30% (46)</td>
<td>12% (19)</td>
<td>1% (1)</td>
<td>1% (1)</td>
<td>86%</td>
<td>2%</td>
</tr>
<tr>
<td>Doing activities and games in the classroom is a waste of time.</td>
<td>5% (8)</td>
<td>6% (9)</td>
<td>12% (18)</td>
<td>41% (63)</td>
<td>37% (57)</td>
<td>11%</td>
<td>78%</td>
</tr>
<tr>
<td>I understand and enjoy the English lessons better when my teacher uses more technology in teaching.</td>
<td>57% (88)</td>
<td>33% (51)</td>
<td>8% (13)</td>
<td>1% (2)</td>
<td>1% (1)</td>
<td>90%</td>
<td>2%</td>
</tr>
<tr>
<td>Group work is a waste of time.</td>
<td>57% (88)</td>
<td>37% (57)</td>
<td>4% (6)</td>
<td>2% (3)</td>
<td>1% (1)</td>
<td>94%</td>
<td>3%</td>
</tr>
<tr>
<td>I enjoy working in groups with my classmates.</td>
<td>5% (7)</td>
<td>3% (4)</td>
<td>9% (14)</td>
<td>39% (61)</td>
<td>45% (69)</td>
<td>8%</td>
<td>84%</td>
</tr>
</tbody>
</table>

(Table 21): Attitudes towards the teaching techniques and use of technology in the classroom

Participants strongly favour the use of a lot of activities and games in the classroom (86% - n=133). It is also evident that the majority of students feel that they understand and enjoy their lessons better when their teachers use technology in teaching (90% - n=139). Only a very small number voiced a negative opinion (2% - n=3). This is an indication that the traditional style of learning where the teacher is more of a lecturer, a font of knowledge, rather than a facilitator is no longer in vogue, and that modern methods of teaching are preferred to traditional teaching. However, group work as a technique to facilitate language practice has been doomed a failure, a waste of time (94% - n=145).
Interview Results (category 9) Attitudes towards the teaching methodology

T1 (male – native speaker) “I think it (the methodology) is a little different maybe from what I am used to but I don’t find it too prescriptive. I think there is enough room for the teachers to be creative… If I want to modify the methodology, I guess a little bit, I like to see more activities.”

T2 (female – native speaker) “I have never seen a book where you didn’t -(changed the methodology) … so I add, adapt, take the rubrics and make them my own I order them to fit what makes more sense I alter them to fit the level that fit the projects in the level....”

T3 (male – native speaker) “I feel that in general the way that they approach R/W in the book that we use is fine. The area which I feel very strange is their approach to grammar. I think we should have more time dedicated for grammar that’s what they find difficult. … I think everyone here is quite experienced and they can adapt what methodology they’re going to use.”

T4 (male – native speaker) “The textbook follows like you said a prescribed methodology. It is actually in some ways good so I think every teacher if they are an effective teacher, they don’t just follow, they adapt, mould their own methodologies around what is prescribed.”

T5 (female – non-native speaker) “I think the book provides some collection of activities to choose from and you can modify them often. However, in the L/S book for example I...
think the speaking questions are designed very well for L3 … for the L1 I was teaching they were very well selected.”

T6 (male – non-native speaker) “The textbook is student-centred and that is something I like about it and is flexible … it will help the teacher to build the students’ interest and motivation However, I found that some of the recordings are very intangible … students do not even understand what has been said or being able to answer questions.”

T7 (female – non-native speaker) “Every teacher needs to have his students’ needs in mind when they are presenting information to them so the methodology … is a probe and we don’t have to stick to it. As a teacher you need to adjust your ways of teaching.”

T8 (female – non-native speaker) “I do modify the methodologies. I follow some of them I mostly maybe 80% I modify them for my requirement and for the learners’ requirements. I think modification is something needed always.”

Generally speaking, teachers, like students, think that the methodology is adequate, but modification is always needed. T3 & T6 think that the R/W methodology is adequate but not so for listening. Listening is difficult for students not only for understanding the topics, but also in terms of understanding the language. Therefore, more focus on listening is needed.

RQ 3: Conclusion

RQ 3 (Attitudes and opinions towards the teaching methods) has been answered by the categories predetermined for Section C of the questionnaire (items # 34 – 40) and the relevant interview questions. This is consistent with the literature review section (reference: the Makerere Conference and the English curriculum in the context of the study - Chapter 2).

Almost two thirds of the students (64% - n=99) prefer to be taught in both their mother tongue and English. This does not adhere to the English Department policy of “English Only” in the classroom. However, this question about “English Only” in the classroom was not asked of the teachers as it is a sensitive issue because most of the teachers in ELC are foreign expatriates who do not speak Arabic. As for attitudes towards the methodology prescribed by the writers of the textbooks, both students and teachers think that the methodology prescribed is suitable for teaching and learning. Students like the activities/games and the use of a lot of technology offered by their textbooks. Teachers also think that the methodology is adequate; flexible and allows for teacher creativity, but modification is always needed.
5.2 Discussion

5.2.0 Introduction
In this section, the purpose is to integrate the two sets of data to answer the three RQs. Accordingly, the presentation of the discussion of findings will be conducted based on the following major themes, generated from the three RQs, and as used in the ‘Findings’ section.

1) Attitudes of students and opinions of teachers towards learning English in general
2) Attitudes of students and opinions of teachers towards the course content
3) Attitudes of students and opinions of teachers towards the teaching methods.

Besides these three major themes, two sub-themes are discussed. The first one is generated from the findings of both students and teachers. The second one discusses the findings from teachers’ opinions to explain and elaborate on students’ attitudes towards learning English in general. The sub-themes are

1. The impact of learning English on the Qatari identity (language & culture);

2. Student behaviour in the classroom, and whether they have any explicit or implicit resistance to learning English.

5.2.1 Students’ attitudes and teachers’ opinions towards learning English in general
1) English needed for the country and the individual learners
One major finding of the study is the students’ positive attitudes towards learning English for the benefit of the country and the individual learners. Students (n=155) overwhelmingly stressed the need for English in Qatar for local communication (92% - n=142) and international communication (95% - n=147), as well as for the development of the country’s economy (88% - n=136), and education (88% - n=137), and for the benefits of the individual learner to get a better job (93% - n=143), and a promising future career (91% - n=141). All
teachers (n=8) hold the same positive opinion about learning English. It is evident that both the students and teachers realise the importance and usefulness of English for the country and the individual learners.

There are three arguments discerned in the literature, as stated in the ‘Literature Review Chapter’, that support the students’ attitudes and the teachers’ opinions about the importance and usefulness of learning English. Those who promote English use three types of arguments, articulated in academic and political discourse (Philipson, 1992: 271/72). Although Phillipson stated these arguments to refute them, saying that they represent various ways of exerting and legitimating power, these arguments are compatible with the findings revealed by the analysis of the participants’ responses. These three sets of arguments refer to capacities, resources, and uses of English. The first of these are intrinsic arguments (capacities) which describe the English language as providential, rich, varied, noble and interesting. Extrinsic arguments (resources) refer to a wealth of teaching materials and that English is well established and has great numbers of speakers, and that there are trained teachers. And then there are the functional arguments which emphasize the usefulness of English as a gateway to the world, and for promoting international understanding. Therefore, English is useful for its economic utility, for modernity, and as a symbol for advancement and efficiency.

There are also many writers who asserted the usefulness of English (e.g. Fishman, 1993; Bisong, 1995; and Brutt-Griffler, 2002) as discussed in Chapter Three. Fishman believes that English spread in the periphery countries because of their involvement in the world economy, and for their own needs and desires; Bisong argues that English in Nigeria and other post-colonial countries has been a matter of linguistic choice, or used for other pragmatic purposes; and Brutt-Griffler, of the development of English as a global language, points out that the spread of English is the product of the development of a world market and global developments in the fields of science, technology, culture and the media.

There are also some studies carried out in some countries which revealed the same findings as those of the present study. For example, studies by (Friedrich, 2000; Yang Yu, 2002; Al Mamun et al, 2012; and Ahmed & Khaled, 2014), as in the tables in Chapter Two, confirm the above findings of this study. All of these studies revealed positive attitude toward English, recognizing its importance and usefulness for international communication, for education and for career
advancement. The majority of the participants in these studies also believe that American and British English are the best models to follow.

2) Learning the standard norms of English

Another major finding relates to the learning of the standard norms of English (British or American English), or whether to use own variety of English, and the notion of intelligibility. It is evident from the findings that the majority of students prefer to be taught the standard norms of English (British or American English) (79% n=121). On the other hand, teachers distinguish between language use for communication and academic purposes. They think that English as an international language is needed for communication, but for academic purposes the English-speaking countries norms are more suitable.

Since the majority of students prefer to be taught the standard norms of English this means that, by connotation, the students are not inclined towards speaking an own variety of English. However, to develop an own variety of English, for example like the Indians, seems to be out of the question. What students understand is that they can speak English with errors in usage, which is mainly due to the interference of the mother tongue, and that should be acceptable since they can be understood. They do not realise that such new varieties of English are now being developed and used in many parts of the world and being largely accepted in international communication. It can also be noticed that students understand by ‘native English-speaking people’ to be only the British or American native speakers of English and they have a positive attitude towards these native speakers (79% - n=122). This becomes clear when we realize that these students have been exposed only to standard British and American English, and taught mostly by British and American teachers. This is what all the teachers agreed upon.

Going back to the “Literature Review Chapter‘, it could be argued that the students’ attitudes towards learning the standard norms are not without bearing to the tenets set by the Makerere Conference held in 1961. What the tenets argue for is continued use of English (maintaining standards) in periphery countries to at least the same extent as in colonial days when Standard British English was the variety of English taught in the colonies (Philipson (1992). Philipson argued against the tenets and described them as fallacies, serving to strengthen the ideological dependence of the periphery on Centre expertise,
norms, and definitions of what was important in language education and, by implication, in language planning and policy. He believes that the Anglo-centric focus, the professionalism endorsed at Makerere, and the structural and ideological consequences of adhering to the tenets fragmented and marginalized the interests of the periphery which amounts to English linguistic imperialism (pp. 215-16). The findings of the study have shown that the students are more inclined towards learning the standard norms. The teachers think that the standard norms are suitable for academic purposes but for communication in general, intelligibility is acceptable. It is worth mentioning here that the English teaching policy in Qatar adhere to the tenets; students start learning English from first year primary and are taught the standard varieties (British or American English).

To continue the discussion on the students’ preference to be taught the standard norms, we find some research conducted elsewhere that showed positive attitudes towards learning the standard norms of English as well. For example, as in the tables in Chapter Two, Yang Yu’s (2010) study revealed that the majority of his participants believe that American and British English are the best models to follow for Chinese learners; and Friedrich’s (2000) study, likewise, on attitudes of adult Brazilian learners toward the English Language, revealed that his participants recognized only two varieties of English, American and British English although the participants were not aware of the existence of other varieties of English. However, the only variety the students in the context of my study are familiar with is the Indian variety of English, which has, unfortunately, often been stigmatized by Qataris. Matsuda (2000); Timmis (2002); and Shim (2002) studies also revealed positive attitudes towards learning the standard norms.

3) Which medium of instruction to learn in

A third finding concerns attitudes towards what medium of instruction to learn in. Although one third of the participants were not decided about what medium of language to be taught in for their major subjects, the majority of students said they would continue to learn English after graduation. In this respect we might as well wonder why 65% of the students opted for the Arabic Track at the start of the
academic year (2016/2017) according to the English Department’s statistics. As I explained earlier, based on the teachers’ opinions, students who wanted to study in Arabic did so for pragmatic reasons because it is easier to learn in the mother tongue and because they would finish earlier and get the readily available jobs for them as learning in English takes more time than learning in Arabic. Teachers explained that it was more about the students’ desire to learn their major subjects in Arabic for pragmatic reasons rather than abandoning learning English as (65% - n=101) expressed their intention to continue learning English after they graduated.

In this respect, there are two opinions in the literature review about the use of English as a medium of instruction. Phillipson (1992) rejects the use of the standard norms of English, describing the monolingual tenet as a fallacy. Those who promote English, (Philipson, 1992) have three types of arguments articulated in academic and political discourse. These three sets of arguments refer to capacities, resources, and uses of English as the standard norm for the teaching and learning of English. Accordingly, investigating attitudes towards the medium of instruction has been carried out in reference to the literature review about this issue.

4) The impact of the English language on the Qatari language and culture

An interesting major finding revealed by the analysis, which merits a lengthy discussion in this chapter, is the impact of the English language on the Arabic language and the culture of the Qatari people - their identity. I will explain here the concept of identity and what the participants see this to be. According to Norton (2013) ‘identity’ is a very packed term and it can have a lot of connotations. Every person has some personal identity, as well as social and cultural identity, which means that they identify with or follow some specific values, traditions and points of view, not necessarily at the conscious level. As such identity has to do both with uniqueness, personal or individual traits, and with relations with others. (p. 45)

In the same token, Fearon (1999) defines ‘identity’ as having two linked senses, which may be termed “social” and “personal”. In the social sense, identity refers
simply to a social category, a set of persons marked by a label and distinguished by rules deciding membership. In the personal sense, it refers to the sources of an individual's self-respect and dignity; some distinguishing characteristics that a person takes a special pride in.

An important point made by Norton (2013) is that identity seems to be changing and we need to realize "how a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (p. 45).

Students participating in this study take a special pride in their language and religion and feel that they strongly affiliate to their society where the Arabic language and the Islamic faith are inextricably intertwined and therefore, are the main source of their identity. As mentioned in Chapter 2, Arabic is closely associated with the Islamic Faith; thus, its use reinforces the Islamic identity of the nation and its citizens. The findings revealed that an overwhelming majority of the students (91% - n=140) strongly believe that Arabic is important for maintaining their identity. Although (43% - n=65) said that learning more English wouldn’t have a negative effect on Arabic, (31% - n= 48) were worried that there would be a negative effect on Arabic the more English spreads in their society. However, responding to item # 21 (English and Arabic can complement each other), participants overwhelmingly agreed that the two languages are needed to complement each other to satisfy different needs and serve different functions (86% - n=133). Therefore, students are not for this dichotomy of either Arabic or English; they are not biased against learning English, rather they believe that they can learn English while maintaining their language as well. In this respect, Norton (2013) points out that “recognizing language as a social practice, identity highlights how language constructs and is constructed by a variety of relationships. Because of the diverse positions from which language learners can participate in social life, identity is theorized as multiple, subject to change, and a site of struggle” (p. 45).

As for the effect of learning English on the Qatari culture, almost equal numbers of students voiced positive and negative attitudes. However, the majority are of the opinion that English is helpful in enabling them to learn about other people’s cultures (79% - n=138) and to introduce their own culture to others.
Furthermore, the attitudes of students towards the impact of learning English on their language and culture generally revealed that they didn’t think that their language and culture were seriously endangered. Referring to the ‘Literature Review’ chapter, this idea is compatible with ideas of writers such as Bisong (1995) and Fishman (1996). Bisong claims that English has not endangered the indigenous languages and culture in Nigeria as there are, for example, famous Nigerian writers such as Chinua Achebe who write in English and still maintain their indigenous languages. Likewise, Fishman believes that English and indigenous languages can complement each other to satisfy different needs and have different social functions. On the other hand, these findings run contrary to the ideas of Phillipson (1992), Skutnabb-Kangas (2000) and (Tsuda 1994) about the spread of English, who believe that English endangers indigenous languages and culture. Skutnabb-Kangas (2000, pp. 40/41) strongly believes, as explained in the ‘Literature Review’ chapter, that the spread of English means spreading the linguistic homogenization of the world at the cost of the development of other languages, and that English leads to the ‘death’ of indigenous languages or causes them to lose their status.

Concerning the teachers’ views about the effect of learning English on the Arabic language and culture, six out of the eight teachers interviewed are of the opinion that the effect of learning English on language and culture is inevitable, and only two of them think that there wouldn’t be a serious effect. One teacher said:

“I think that English is going to affect people: the more international the place becomes the more the culture changes.”

Therefore, the majority of the teachers, contrary to the attitudes of most of the students, believe that learning English would have an effect on the language and culture, not soon, but at least in the long run. Teachers’ opinions seem to find their bearings in Phillipson’s (1992) and Skutnabb-Kanga’s (2000) ideas about the negative effect of English on indigenous languages though the teachers didn’t associate their stance with the theory of linguistic imperialism. Moreover, in association with the teachers’ opinion is the stance of Dastgoshadeh, et al (2011) towards learning English, who claim that to most, learning English as an international language for the purpose of fulfilling communicative needs is a big threat to national, cultural and even religious identities, as learning an international language causes people to lose their own language which is the
carrier of all their cultural values-identity. And they continue to say that language is not only an instrument for communication but also related to a set of behavioral norms and cultural values of which one’s self-identity is constructed. After learning a new language, one’s perception of his or her competence, communicative style, and value systems are likely to undergo some changes. Nevertheless, there are concerns voiced in the Arab World about the status of the Arabic Language. Charise (2007), as mentioned in Chapter 2, giving an overview of the status of English in the Persian/Arabian Gulf, brought to the fore the historical, cultural, and political aspects due to the influence of Islam and Arabic. In Dubai in December, 2016, the Arab and Islamic world celebrated the “International Arabic Language Day”. The conference regretted that people and governments ignored the promotion of Arabic and opted for English, and they called for placing Arabic in its rightful place by supporting, motivating and encouraging the learning of Arabic by all means available (My translation from an Article in Arabic). Now there is also a movement to boost Arabic, which manifests itself in the establishment of an Islamic TESOL organization (TESOL ISLAMIA) meant to run parallel to TESOL Arabia in Dubai. However, all these efforts to promote Arabic and relegate English to the background came mostly from the conservative sectors of the Arab and Muslim communities. Finally, McKay and Bokhorst-Heng (2008), claim that there is strong ideological resistance to any cultural change mainly from a religious and linguistic stance. While there are many benefits to having a global language like English, it is essential that language educators work to ensure that the spread of English proceeds in a manner that supports the integrity and development of other languages.

5. Students conduct in the classroom: Is there subtle resistance to English?

A final finding in this section comes from the teachers’ responses about whether there is subtle resistance to English that can be inferred from the students’ conduct in the classroom. Although there is no evidence in the data that this type of behaviour is typical in all subject classes, almost all the teachers in the college, including myself and the teachers taking part in this study, share this experience.
Students’ unacceptable behaviour in the classroom includes mainly the use of the mobile phone, leaving the classroom for various reasons, or talking to each other during the lesson. My purpose for investigating this issue is to find out whether there is a form of subtle resistance to learning English, having in mind Canagarajah’s (1999) ethnographic research which he carried out in the Sri Lankan Tamil community. His studies revealed that there were subtle forms of resistance to English on the part of tertiary education students. Nevertheless, most of the teachers reported that they didn’t witness any resistance to learning English expressed explicitly by their students though some of the teachers said that they had pondered it and that there might be some hidden ideological issues. Here are two excerpts about using the mobile phones and leaving the classroom:

_“Some of them may really have an addiction… social anxiety they have to be in contact … peer pressure … boredom as well … it is a way of life for young people. It is very hard I think to stop it.”_

_“There are many reasons that can relate to students leaving the classroom … can be something like motivation … being bored … or it can be the student already has an excuse … so this can reveal many things about students’ attitudes and even about the environment in the classroom.”_

Two excerpts about resistance to learning English:

_“There are some political issues there but I don’t get asked that question.” _

_“It is not a hatred of the language or imposition from the language … it is just they find it (English) difficult.”_

(See Appendix L (pp. 220 – 224) for teachers’ responses on leaving the classroom and using mobile phones)

The above teachers’ experiences of students’ attitudes towards learning English in my study run contrary to Canagarajah’s (1999) students’ attitudes as mentioned in the ‘Literature Review’. Canagarajah’s ethnographic research revealed that there were subtle forms of resistance to English and suggested re-contextualisation and appropriation of English as suitable for local needs, and the adoption of a socially-situated orientation to pedagogy, in which learning is considered as a value-free, pragmatic, and egalitarian enterprise.
5.2.2 Students’ attitudes and teachers’ opinions towards the course content

1) Learning from integrated books vs separate books

The questionnaire results revealed positive attitudes towards the course content. The participants prefer to be taught from integrated books (60% - n=93) where the four skills of the language are taught. It is imperative that the listening and speaking skills are important for effective communication. This is in conformity with the participants’ attitudes towards the importance and benefits of English for local and international communication and for the country’s economy as communication is needed with the outside world to conduct all transactions with international companies and the world banking system, as well as for education where the medium of instruction is English which benefits the students to acquire better education and hence get better jobs.

As for the supplementary materials their teachers use to complement the course books, more than half of the students (55%) think that they are useful, and (71%) of those who responded preferred to see a lot of their culture included in their textbooks.

Most of the teachers agree with the students that the courses are right for the students’ levels and that the new integrated courses: Q: Skills for Success are more suitable than the previous courses that teach English from separate books. However, they feel that the time devoted to teaching is not enough to cover all the materials prescribed by the Department’s CDPs (Common Delivery Plans). T3 has a reservation about the courses. He thinks they should be geared more towards college requirements (i.e. a form of ESP). T4 thinks that the courses are difficult and that the materials should be more related to the students’ lives.

The appropriateness of the course content is important for efficient learning as discussed in the curriculum section (3.7.2) in the literature review. The course content is the core of the curriculum that provides opportunities for input, creates a context of interaction, and encourages communication and output for learners, as well as serves as powerful ways to enact or impose instructional and methodological decisions for teachers (Selvi & Yazan. 2013, .14).

2) General English or ESP

One striking finding is the students’ desire to learn some form of ESP (61% - n=93) by seeing amendments made to their English syllabus by adding more of the writing genres they need in their careers such as writing official letters, the
research paper, e-mails, and CVs. Most of the teachers stress the importance of ESP for careers. Here are the responses of three teachers who favour the teaching of a form of ESP course:

_ “... learning how to send e-mails in English, respond to e-mails, deal with people in different situations in the professional world ... I think can be good.”
_ “They need English that would serve them in their careers and their lives. In Qatar and in our college this is the model that we should be moving to.”
_ “Exactly the teaching of ESP, business English ... Not everybody needs academic English.”

One study conducted with university students by Qotbah (1990) revealed that students preferred ESP to the more General English courses. Another study by Arsan & Akbarov (2012) showed that the participants were inclined to some kind of ESP. (See tables in Chapter Three – The Literature Review). The inclination towards learning and teaching a form of ESP would necessitate a reconsideration of the curriculum. In my opinion, and as also voiced by other teachers, ESP courses should be given to students who have jobs or those who would assume jobs in the future that require specialised English pertaining to those jobs. In fact, the importance of teaching ESP has been widely discussed in the literature (e.g. Hutchinson, 1978, and Swales, 1986).

3) The assessment methods

The last finding that relates to the course content is about the fairness of the assessment methods. Although almost one third of the students were ‘undecided’, (64% - n=99) versus (5% - n=7) of the students who responded agreed that the assessment methods used are adequate. However, more than half of the teachers (n=5) think that a lot of work is needed to make exams a fair method of assessment. An on-going assessment in the form of a project-based assessment was suggested. It was also thought that the exams use mostly discrete items and do not allow for the production of authentic language. It is evident here that teachers’ opinions are not consistent with the students’ attitudes towards the assessment methods.
5.2.3 Students’ attitudes and teachers’ opinions towards the teaching methods

1) Teaching techniques and the use of technology

The students’ attitudes towards the methodology they are taught by are highly positive. The students like the activities and games they do in the classroom (86% - n=133) as well as the use of technology (90% - n=141) through their new course: Q: Skills for Success, which offers a lot of on-line materials to be used in-and-out of the classroom. The significance of these attitudes towards the course content and methodology is that a course that integrates materials and prescribes interactive teaching through a lot of activities using technology is conducive to sound learning that facilitates communication.

Interview results revealed that teachers hold the same opinions as students about the course content and methodology. The following are two excerpts from the interviews:

_“I think the book provides some collection of activities to choose from and you can modify them often.”_

_“The courses themselves not only develop language proficiency, but they also work on practical things … skills and collaboration and communication and also activities.”_

In her book *English as a lingua franca: Attitude and Identity*, Jenkins (2007) in Yang Yu (2010) reviewed several prominent studies on attitudes of learners toward English (pp.103-104). Generally, almost all of the studies on the curriculum and pedagogy revealed positive attitudes towards English. For example, the study by Gajalakshmi (2013) revealed the importance of classroom activities in enhancing students’ attitudes to learn English (See table in Chapter Two).

Two more findings reveal that there are two more important issues pertaining to the teaching methods: the use of group work as a teaching technique, and the use of the mother tongue in teaching English.

2) The use of group work as a teaching technique

Unfortunately, group work as a teaching and learning technique has been deemed a failure by an overwhelming majority of students (94% - n=145).
Teachers referred to group work implicitly as their opinion was not asked for explicitly, but they referred to this issue in their general comments about methodology saying that teachers should be creative, flexible, and can adapt the methodology to fit their teaching purposes.

Group work is an essential learning component of communicative language teaching (CLT) and of the most recently advocated learner-centred approaches. The aim of using group work is to compensate for the loss of contact with the native speakers and the use of the target language outside the classroom. However, CLT has been generally criticised, among other things, for not paying attention to the foreign students’ culture of learning and for imposing a pre-packaged, one-size-fits-all methods (Bax, 2003 in Selvi & Yazan, 2013: p. 5). Nevertheless, group work could be useful in promoting and enhancing language learning if carried out effectively.

3) Use of the mother tongue in the classroom

The study analysis revealed that almost two thirds of the students preferred to be taught English in both the mother tongue and English (64% - n=99). However, use of “English Only” in the classroom has been criticized. Some writers have highlighted the benefits of using the mother tongue. Krashen (1981:51), for example, points out that exposure to comprehensible input is crucial for successful language acquisition, and to make input comprehensible, the use of the mother tongue is generally necessary. Also Willis (1991, 1996) in Koucka, (2007), claims that banning mother-tongue use altogether may not be advisable. He referred to a study carried out in Turkish secondary school classes with 12-year-olds which revealed that in circumstances when the mother tongue was totally banned in group talk, the resulting interaction tended to be shorter, more stilted and less natural. Many weaker students gave up after a very short time. If learners realize they are using the target language to communicate, they will still use their mother tongue on occasions, but they will use it in a way which is systematic, supportive and relevant to the task goal. Moreover, some findings based on the works of Strohmeyer and McGail, 1988; Garcia,1991, (cited in Auerbach,1993) suggested that appropriate use of the mother tongue positively affects pupils’ attitude toward the target language and may facilitate language acquisition. However, the mother tongue should not be used extensively in teaching the target language. As mentioned in Chapter Two, teachers in the
Qatari secondary schools teaching a communicative course tended to use the mother tongue to the extent that resulted in negative outcomes. In the “Literature Review” chapter, we have also seen Phillipson’s (1992) criticism of the Makerere Conference (1961) tenets. One of the tenets stipulates the use of “English Only” in the classroom (the monolingual tenet). Phillipson criticized the idea of teaching English as a foreign or second language to be entirely through the medium of English (p. 185), and that the mother tongue should only be made in extremis and only as a check for comprehension (p. 186) as the focus of the tenet. In the same token, Auerbach (1993) argues that evidence from research and practice suggests that the rationale used to justify ‘English Only’ in the classroom is neither conclusive nor pedagogically sound, and that it is rooted in a particular ideological perspective, rests on unexamined assumptions, and serves to reinforce inequalities in the broader social order (p. 9). However, this ‘English Only’ in the classroom has been justified pedagogically as being natural and sound practice, a state of affairs which has been prevailing to date. For example, at the PU and the PC the rules stipulate that English should be used not only in the classroom, but also everywhere in the school throughout the school day, a policy in contrast to what most participants expressed about the use of Arabic in teaching English. In line with the students’ views, my experience as a non-native speaker, speaking Arabic as my mother tongue, I have found that using Arabic to explain, for example, some vocabulary items, concepts, instructions, and comparing the grammar of the two languages extremely useful. To end this section, I would like to point out that the issue of the use of the mother tongue in teaching English was not raised in the interviews. This is because it is a sensitive issue as most of the teachers in the context of the study are from the ‘Core’ countries who do not speak Arabic. However, the use of the mother tongue in teaching the target language is still a controversial issue.

5.3 Findings about the research problem: Students’ low proficiency in English
As stated in Chapter One (Introduction), the problem stated in this research is the students’ low proficiency in English. Teachers unanimously agreed that students’ proficiency in English is very low. The interviews revealed that almost all of the teachers are of the opinion that a Foundation Programme (FP) is necessary prior
to college admission and even a level (Bridging Course) before level 1 of the FP is needed. They also think that a placement test prior admission to the FP is necessary in order to have students of reasonable standards in the FP. This is clear evidence that students are struggling with their learning of English. The following excerpts from the teachers’ responses about the need for a FP confirm that there is a problem of low proficiency:

_“… it is absolutely essential the students have a FP … and a longer FP I think would even be helpful.”_

_“… we need to have a zero level … the below L1 … because not all our students have the foundation.”_

_“It seems that in the Gulf region in general secondary education until now hasn’t provided students with sufficient language skills.”_

_“Students didn’t get enough quality instruction in public schools.”_

As we have seen from the analysis of the questionnaire responses students have a highly positive attitude towards learning English in spite of the fact that their level of English proficiency is low. Moreover, students think that English does not endanger their language or culture rather the two languages can complement each other and serve various purposes. Charise (2007) points out that a study of Kuwaiti students concludes that English is highly regarded for its utility and role in career advancement, and was not perceived to be a threat to Arabic or Islamic values. There is also no subtle resistance or rejection of English explicitly voiced in their responses. According to Charise (2007: 8) quoting Pennycook, 2004:

“…long-standing historical, cultural, and religious attachments to Arabic continue to assure its primacy as a unifying language of the region; nevertheless, the English language serves several important roles in the Gulf. … English has established its position as a utilitarian aide to the maximization of the Gulf region’s economic resources, and its broader position within its language ecology” (Pennycook (2004: 213)

We can conclude from the above opinions that the problem of low proficiency may not be attributed to any serious effects of historical, social, or ideological factors. In this respect, I find Hatherley-Greene’s (2012) study in the United Arab Emirates (UAE), which is also relevant to other Gulf States, illuminating, providing sound reasons for the students’ low proficiency in English. Hatherley-Greene (2012), using the metaphor of ‘cultural border crossing’ (from school to tertiary
level, where English becomes the dominant language of instruction and culture), found that the congruency between the predominantly Arabic-life world associated with families and government schooling and the largely dominant Western/English language culture in institutions of higher education was broadly related to the students' self-perceived level of preparedness for academic study and the competence of students in their second language, English. His study revealed that there are four types of border crossing: smooth, managed, difficult, and impossible – with easier and smooth crossing experiences associated with close congruency between the different cultures. Hatherley explains that students aged around 17-19 years when entering their first year in a FP begin to discover their skills deficits in English, Math, Computing, and personal development. These skills are necessary for them, given university requirements, to start their career program of choice. For too many of them arriving directly from high school, the social, emotional, linguistic, cultural, and cognitive experiences in their first year are very difficult and foreign, making the transition from high school to higher education an almost impossible feat for some. “The young people … have their feet deeply rooted in the soil of tradition, but they sense they are being tugged out and transplanted into a new and unfamiliar landscape” (Dahl, 2010, p. 77 in Hatherley, 2012). As a result, students find it difficult to cross the cultural border, and some of them opt for high salary jobs in the military and the police. Hatherley also attributed student failure to cross the cultural boarder, besides poor school experience, to parental absence, and what he called rentier-style policy decisions such as unearned salary hikes, and settlement of defaulting personal loans, which further weaken the link between actions and consequences, and reducing overall personal responsibility and accountability. He raises the following question, more or less raised by other writers (e.g., Phillipson, 1992, 2009; Canagarajah, 1999; Kaplan, 2000): “Whose interests are being served (or not) by compelling first-language students to cross cultural borders into higher education colleges and asking them to study using the dominant second-language of English?” The same question was often asked by some of our students. This situation has been difficult for students and teachers alike. Many of the students were demotivated, almost desperate to move on. However, neither the students’ voices nor the teachers’ voices had been heard, and this policy continued at the PU for eight years, only to be partially revised in the academic year (2012/2013).
And again, teachers were not involved in the decisions made by the legislature. It is, of course, of paramount importance that the teachers’ voices must be heard, otherwise teachers and policymakers would be in divide, an unfortunate situation for TESOL.

In my view, as I have mentioned earlier, a foundation program is necessary in our context and in other similar contexts in order to bridge the gap between school and higher education since the learning of English in schools has not improved yet. However, it depends on what decisions should be made about what to study, how to be assessed, and how long to stay in a FP, as well as about what medium of instruction to adopt, and how linguistic human rights are perceived.

5.4 General Considerations

To further the discussion of findings, I would like to look at some similarities and differences among the students’ responses (Questionnaire) and the teachers’ responses (interviews), as well as to see whether the responses of teachers have shown any differences in terms of gender and nativity/non-nativity.

Both students and teachers realize the importance of learning English in Qatar for local and international communication and for boosting the country’s economy and education as well as for the benefits learners accrue from learning English. As for the course content, both students and teachers want to see ESP or some form of ESP to be taught to meet students’ needs by adding more of the writing genres they need in their careers such as writing official letters, e-mails, and the research paper. Generally speaking there is agreement that modern ways of teaching and learning involving the use of technology and a lot of activities in the classroom are very useful. Moreover, both students and teachers agree that linguistic and cultural human rights must be preserved; it is the learners right to maintain their language and culture. They also believe that intelligibility is what we should aim at since people can be understood and communicate meaningfully.

On the other hand, whilst more than half of the students think that learning English would not have a negative effect on their language and culture, the majority of the teachers think it would eventually trigger a change in the community’s identity and culture. Another difference is that most of the students would like to be taught English in both English and Arabic, which is not in conformity with the English department policy, ‘English Only’ in the classroom.
Teachers adhere to this policy although they did not explicitly express their opinions in the interviews. Furthermore, the majority of students think that the assessment methods are adequate, but most of the teachers think that we need better methods of assessment (interactive, not discrete-item testing) which involves producing language using correct grammar and adequate vocabulary instead of the multiple choice or gap-fill exercises which are mostly language recognition exercises. This could be done through group talk, group projects, more speaking, listening, and writing throughout the course (on-going assessment), and should be given more weight than the 50% weight now given to the midterm and final exams. How to assess students’ achievement during a course has not been explicitly indicated in the literature, but this could be inferred from the tenets enshrined at the Makarere Conference and the discussion around them, which call for maintaining standards. This includes improving teaching materials and teaching methods and by connotation the assessment method as ELT has always been undergoing changes and innovations.

Although intelligibility is accepted by the majority of students and all the teachers, a significant number of students favour to learn British or American English while most of the teachers think that English as an international language is needed for communication but for academic purposes the English speaking countries norms are more suitable. Finally, most of the students like to join the Arabic Track for pragmatic reasons but most teachers think that learning in the English Track is more beneficial to them.

As for the NSs / NNSs or Female / Male responses in the interviews, no dichotomized or polarized opinions have been discerned among them. Their responses have been those of professionals regardless of nativity / non-nativity or gender. Generally there is agreement on most of the major issues and a few disagreements on some of the issues voiced in most cases in convergence of opinions across the continuum of the interviewees regardless of nativity or gender. All of the teachers, whether NSs/NNSs, female/male, stressed the need for English for local and international communication, and the benefits of English for the country’s economy and the individual learners. All stressed the usefulness of the courses offered saying that they are good enough for their students and that the teaching methods are adequate, flexible, and allow for modification. Teachers unanimously stress students’ linguistic rights, and that intelligibility is
acceptable since people can understand each other. Paradoxically, we find differences among NSs, for example (T3 & T4 who are both male and NSs) do not agree on the issue of teaching a standard variety of English, or on the importance of a placement test. There are also differences among female teachers, for example (T5 & T8, both female and NNSs) do not agree on the issue of the impact of English on the Qatari identity and culture. We also see that T3 (male NS) and T6 (male NNS) agree that we need to focus on assessing students on interactive basis rather than relying on discrete item assessment. These examples of similarities and differences confirm that opinions are not voiced according to nativity/ non-nativity or gender.

Chapter Six
Conclusion

6.0 Introduction
In light of the aims of this study, in this chapter I will 1) state the main findings of the study; 2) discuss attitudes towards the spread of English and EIL; 3) consider the implications of the study, 4) suggest recommendations and avenues for further research; and finally, 5) reflect on the entire journey of conducting my research.

6.1 Summary of the main findings
- The grand finding of this research is that an overwhelming majority of the students who did the questionnaire have a positive attitude towards the usefulness and importance of learning English. All the teachers who participated in the interviews have the same opinion. Both students and teachers realize the importance of learning English in Qatar for local and international communication and for boosting the country’s economy and for better education, as well as for the benefits learners accrue from learning English.
- Another major finding is that the majority of students strongly believe that their language and religion are important for maintaining their identity and expressed a strong desire to preserve their language. However, they
believe that English and Arabic can complement each other to satisfy various needs and serve different functions. Although students’ opinions about the effect of English on their culture are divided, an overwhelming majority believe that English will help them gain more knowledge about other people’s cultures and help them share their culture and traditions with others. Most of them expressed desire to continue to learn English after they graduated. On the other hand, most of the teachers think that an effect on the language and culture is inevitable, and it is only a matter of time for this change to take place if English continues to be taught.

- A majority of students have a positive attitude towards the native English-speaking people and prefer to be taught standard British or American English, rather than developing an own variety of English. All teachers and students agree that since language used can be understood then intelligibility should be accepted. It is also noticed that some teachers distinguish between language use for communication and language use for academic purposes and think that the standard norms are important for academic studies. However, students do not understand the notion of intelligibility to mean speaking an own variety of English, but to speak English with errors in usage. Evidence to support this interpretation is that Qatari students have been exposed only to British or American English throughout their stages of education. They have no idea about other varieties of English to understand that English is spoken differently in different parts of the world and now being acknowledged as different varieties. Therefore, to understand that the notion of intelligibility is an integral part of EIL is beyond their capabilities. Based on my experience and interpretation of this situation I know that students would like their teachers and whoever they communicate with to accept their errors in usage since it is intelligible and they can be understood. This is how I believe they understand the concept of intelligibility.

- One more finding is about resistance to learning English which has not been witnessed in the students’ responses, but discussed in the teachers’ reports about the conduct of some of the students in the classroom. These are mainly about leaving the classroom, using mobile phones, and not
paying attention during the lessons. Most teachers reported that they did not witness any kind of resistance expressed explicitly by the students although a few of them think that some ideological issues might be involved. Teachers think that this kind of behaviour cannot be associated with hatred of English, or some kind of subtle resistance to learning English, a finding which is incompatible with Canagarajah’s (1999) study in Tamil Nadu, Sri Lanka.

- Both students and teachers agree that the English courses taught and the teaching methods are adequate and interesting. A high percentage of students like the activities and games, the on-line materials, and the use of technology offered by their new courses: ‘Q-Skills for Success’. Teachers also find the courses taught interesting and reported that students like them and that the methodology is adequate, flexible, and allows for adaptation.

- The findings have also shown an inclination towards some kind of ESP teaching strongly expressed by teachers and voiced by a significant number of students, especially the students who work in banks, immigration, customs, and mass media and those who would like to assume such jobs in the future.

- Furthermore, it has been noticed that a significant number of students prefer to be taught English in both English and Arabic, rejecting the policy of ‘English Only’ in the classroom stipulated by the English Department.

- Another major finding from the teachers’ responses is about the students’ low English proficiency which confirms the discussion on the research problem raised in the ‘Introduction’. All teachers’ highlighted the fact that students coming from school have low proficiency in English and that great numbers of them continue to have this low level. As discussed in the ‘Introduction’, students’ underachievement in English is due to many reasons. Among these are mainly the issues arising from the difficulty of coping with the English communicative syllabus and its methodology in schools, the high standard of living, and the educational policy at tertiary level. As Hatherley-Greene (2012) points out, learning English has been a formidable obstacle for the majority of students to ‘cross the cultural
border’, which means moving smoothly from school to higher education due to their low English proficiency in school and to the imposition of English as a medium of instruction in most of the colleges. More reasons were given by the teachers who think that students prefer to learn their major subjects in Arabic because they find English difficult and that they don’t see the point of studying in English. The purpose for most of the students to study in the college is to get their degree as quickly as possible and get on with their lives; they do not bother much about learning English as they find it easier to study in their first language. Therefore, teachers think that a FP is needed, and even a level (zero level) before the FP could be useful. They also underscored the importance of a placement test to get a higher level of proficiency. They generally think that the longer the time (2 semesters instead of the 4 terms they have now), the better for improving standards; enables more practice and internalization of language taught. Improving standards, the teachers think, would help enable students to see the value of English and hence would encourage them to continue learning in English.

Generally, I can safely conclude that the findings obtained from investigating students’ attitudes and teachers’ opinions provide striking evidence that students are for learning English, in spite of their low English proficiency, for the many benefits their country and they as individuals may accrue from English; for its economic utility, usefulness in education, and for assuming better jobs and securing promising future careers, and for modernity, and as a symbol for advancement and efficiency as advocated by those who support the spread of English and the use of English as an EIL.

At this point of doing this research I believe that it is useful to reflect on the students’ attitudes towards the spread of English and EIL in relation to the literature review on this topic rather than to confine the research only to the point of discussing the students’ experiences with learning English in general. I am using here the findings obtained from the data as well as arguing using inductive reasoning.
6.2 Attitudes towards the spread of English and EIL

As stated in the Literature Review Chapter, there are three main theoretical stances on the spread of English and its dominance as an International Language which strongly influence the direction of research in this area. The first stance is the one that advocates the theory of linguistic imperialism (e.g. Phillipson, 1992). The second is a counter-theory to linguistic imperialism that sees no hidden agendas for the spread of English and its uses as an International Language (e.g. Davies, 1997). The third theory goes beyond these dichotomizing perspectives and suggests a reconsideration of the future of English in the world. Canagarajah (1999), for example, suggests the reconceptualization and appropriation of English to meet the needs of non-native speakers around the world. Due to this divide in perspectives, critical work on the spread of English has proliferated and many scholars have engaged in hot debate.

As discussed above, the findings from the students’ and teachers’ responses revealed a highly positive attitude towards the usefulness and importance of learning English. The students have a positive attitude towards the native English-speaking people and prefer to learn in the English-speaking countries norms (British or American English). They also stress the importance of English for local and international communication, and for boosting their country’s economy and education and for the benefits they accrue from English as individuals. They also like the courses they are studying: the on-line materials offered by the courses, and the use of technology in teaching. Based on these attitudes and opinions towards learning English, we can safely conclude that both students and teachers are inclined (though unconsciously) towards the stance that supports the global spread of English and the use of English as an International language. Those who support English spread use three major types of arguments articulated in academic and political discourse (Phillipson, 1992). These three sets of arguments refer to capacities, resources, and uses of English as explained earlier; English is a providential and rich language and it is well-established; has a wealth of teaching materials and trained teachers; and it is a gateway to the world. Therefore, it is useful for its economic utility, for modernity, and as a symbol for advancement and efficiency (e.g. Fishman, 1993; Bisong, 1995; Davies, 1996; and Brutt-Griffler, 2002). Although it is not the purpose of
this research to stand for or refute Phillipson’s theory of linguistic imperialism, attitudes and opinions investigated run counter to Phillipson’s theory that depicts English as a language of hegemony and exploitation and places it in the centre of the fundamental socio-political processes of imperialism. On the other hand, both the teachers and students accept the use of English for international communication and for local communication with expatriates in the country since people can understand and communicate meaningfully (e.g. Canagarajah, 1999; Brutt-Griffler, 2002; Seidlhofer, 2003; Crystal, 2007; and Smith, 1992). But this does not emanate to developing an own variety of the English language by the Qatari learners, rather the language could be used with mistakes in usage, and with an accent, which is mainly the result of the interference of the mother tongue as explained above in the summary of the findings. Teachers hold the view that intelligibility is what we should aim at, but when it comes to learning English in an academic setting, instruction in the English-speaking countries norms is needed. It is obvious that this is an inclination towards some kind of appropriation and re-contextualization of English, an idea raised in the discussion of the use of EIL (e.g. Canagarajah, 1999; Kirkpatrick, 2007; Pennycook, 1994; Brutt-Griffler, 2002; Jenkins, 2003; Seidlhofer, 2003; and Crystal, 2003), though the participants do not take it to the extent of developing an own variety of English. However, the use of English as an international language is rapidly spreading worldwide. Apart from students’ preference to use the English-speaking countries norms, the pedagogy of English as an international language (Matsuda, 2003; McKay, 2012) must be seriously considered as foreign learners, including learners in Qatar, will increasingly face this problem of communicating internationally with both native and non-native speakers of English. According to Selvi & Yazan (2013), a discussion of EIL pedagogy should cover methods and materials, culture and identity, assessment and curriculum development to focus on achieving comprehensibility, intelligibility, and interpretability as the ultimate aim for successful communication, rather than adhering to the ‘Core’ countries norms. In summary, it is evident that the students’ stance towards the spread of English and EIL obtained from the data is the one that advocates the importance and usefulness of English (e.g. Fishman, 1993; Bisong, 1995; Davies, 1996; Rubal-
Lopez, 1996; and Brutt-Griffler, 2002) as well as an acceptance of the calls for a re-contextualisation and appropriation of English in the periphery (Canagarajah, 1999; Kirkpatrick, 2007; and Pennycook, 1994). Therefore, ‘English is still alive and kicking’ for the Qatari learners, not seen as the language of hegemony and exploitation as claimed by Phillipson’s theory of linguistic imperialism; it serves national, international, and pragmatic needs.

6.3 Implications & Recommendations

The findings of this research have brought about some issues to be considered, which I think might be beneficial for the Foundation Programme at the Pearl College in the future.

- As we have seen, an overwhelming majority of both students and teachers stressed the importance of English for international communication. Therefore, the pedagogy of English for international communication should be considered by the English Department.

- As a significant number of students and all teachers underscored the benefits of ESP especially for those students who study in the fields of business, the hard sciences, and technology, the teaching of some form of ESP should be incorporated in the English courses.

- A significant number of students preferred to be taught English in both English and their language, Arabic. Hence the use of the mother tongue in the classroom should be allowed, and we should not strictly adhere to the use of ‘English Only’ in the classroom. This idea of using the mother tongue or L1 has been favoured by many a scholar as being useful in the teaching of some aspects of the target language (e.g., Auerbach, 1993; Krashen, 1981; Widdowson, 1986).

- Students like the present English course: Q-Skills for Success, which uses a lot of technology in teaching and offers a lot of on-line materials to be used in-and-out of class. Therefore, it should be maintained with the reservation that a better method of assessment should be sought; more of
an on-going and interactive testing as explained earlier, rather than the extensive use of discrete-item testing.

- The Department should also consider scheduling the academic year in two semesters rather than in four quarters as semesters would allow for better monitoring of students’ improvement, more assessment, and more opportunities for practice and retention.

- The policy of offering jobs and promotions depending on success in education and training programs, started with the ‘Education Reform Plan,’ should continue so that students should realize the importance of education, including the learning of English.

- Finally, as most of the students who come to the college have low proficiency in English, those who do not qualify to enter the Foundation Programme based on their placement test scores should be placed in a level prior to the FP, and eligibility for transfer to a higher level should be strictly observed. It is also important to choose or devise a placement test that aligns with the course objectives and assessment criteria.

(See tables in Appendix M for how language levels align with course objectives and assessment criteria)

### 6.4 Suggestions for further research

Based on the findings, a number of suggestions are put forward which may be beneficial for further studies.

- The investigation instruments used are a questionnaire for students (n =155) and interviews for teachers (n= 8). Perhaps interviewing students and more teachers, and observing classes among other methods of investigating attitudes could provide a better understanding of attitudes towards learning English. Kopinak (1999) in Meijer et al. (2002) indicates that the use of more instruments would provide more detailed multi-layered information about the phenomenon under study.
• Attitudes are not static, and can always change therefore the findings of this research can only reflect attitudes at the time the research was conducted. Longitudinal research is needed to detect any changes in attitudes. The world is changing and there are political issues involved not only in shaping attitudes towards learning English, but also towards so many other things.

• A form of ESP has been preferred to the teaching of only General English by a significant number of students and all of the teachers. Perhaps a ‘needs analysis’ study should be conducted to find out what students really need of English in their different colleges and programmes, especially the needs of those students who study business, the sciences, and mass media in English.

• Since the use of the mother tongue or L1 has been called for by a majority of students, and has been suggested by many a scholar, we need to conduct studies to see to what extent the mother tongue could be used in teaching the target language, for example in the realms of vocabulary and grammar teaching, and giving instructions. Such studies will set limits to the use of the mother tongue so that practicing and using the target language should be maintained.

• Investigation of attitudes is limited to one tertiary institution: the Pearl College (PC). Therefore, the findings of this study can hardly be extended beyond the context of the PC. It is suggested then that this study be replicated in one way or another on a national scale to include more universities and colleges, especially the PU where the majority of the Qatari students study.

• As students’ English proficiency is very low across the Gulf countries, cooperation among the Gulf universities and colleges is needed to conduct collaborative research to explore the problem and seek solutions to remedy the situation [See Hatherely-Greene’s (2010) study in the UAE, and Sick (1997)]

6.5 Personal reflection on the thesis journey

Reflection on my research study is informed by the general guidelines of reflective practice which is equally good for application in teaching and in research where both teachers and researchers learn from their experiences and meet the challenges of their work. However, reflection should be productive,
rather than be lost in the desire to self-justify or self-indulge (Schon (1983). Gibbs’ (1988) ‘Model of Reflection’ suggests the following guidelines: What happened? What were your reactions and feelings? What was good or bad about the experience? What can be concluded from this experience? What are you going to do differently next time on the basis of what you have learnt? To reflect on doing this research, I will explain what I have learnt from this research and from my experience of writing it; the construction of knowledge, as well as what I would do differently next time. Throughout my journey of doing this research, I have gained useful insights about knowledge I have acquired from researching the field of the spread of English and EIL. Previously, I did not have a fairly good idea about the diversity of English in the world. My broad idea was that English has mostly been used following the standard norms of the native English-speaking people. Now EIL has been recognised and acknowledged as a de facto reality, spoken differently by different people who use it. As this literature is vast, pondering over it has enabled me to narrow the field to serve the purpose of the research, which I think is a breakthrough in dealing with the literature and selecting what is suitable for the research. Hence, I selected Phillipson’s theory of linguistic imperialism as the narrower and more specific topic to lay the background of the research. The theory includes a discussion on the learning of English in general where three theoretical stances on the spread of English emerged as discussed in the ‘Literature Review’ section’, as well as stating how the content and teaching and learning of English should head for (the Makerere Conference, 1961). The doctrine laid at this Conference for teaching and learning English has led me to associate it with the curriculum and teaching methods in the context of the study. Accordingly, I formulated three RQs based on the three topics included in the literature and in turn wrote the questionnaire and the interview in the same order to answer the RQs. By doing so, I have learnt how to align the literature review, the RQs, and the questionnaire and interview to design the study through constant revisions and refinements. Moreover, I have also understood how to organise findings under themes generated from the RQs, and not repeating the questions word-by-word, which I found useful for purposes of clarity and ease of reading. As for the overall design of the research, I selected a diagram (CCM) borrowed from IT and adapted it to guide the research which, to my knowledge,
has never been done in other similar research design. The model stated four phases for doing research and outlined steps for data collection, analysis, and obtaining results which I think is an innovation I have brought into this study. Moreover, I have learnt from the literature on research paradigms that the kind of research I have embarked on is an interpretive kind of research, as I am investigating attitudes and views of participants to explore the phenomenon of low English proficiency. Therefore, I designed my study based on the interpretive paradigm and a two mixed-method research design: controlling research boundaries, determining methodology, developing instruments, collecting data, analysing data, recognising limitations, and formulating conclusions (knight et al. 2010).

Since the research has been done in the interpretive paradigm, one very important point I have learnt is the importance of reflexivity and subjectivity in doing qualitative research. Reflexivity has been increasingly recognised as a crucial strategy in the process of generating knowledge by means of qualitative research (Berger, 2013). It is the process of continual internal dialogue and critical self-evaluation of a researcher’s positionality as well as acknowledgement and explicit recognition that this position may affect the research process and outcomes (ibid). Using reflexivity has helped me to do my best to avoid the problem of influencing the research by my own biases and beliefs. Therefore, I was self-reflective in designing my research to keep it as ethical as possible, particularly when conducting the interviews and writing the questionnaire items. Beyond the literature I have researched, I have gained valuable knowledge and insights into the context of the study where I am teaching. I have reviewed the curriculum and teaching methods in this context and extended that by a survey of both students and teachers about their views on learning English in general and the curriculum and teaching methods. This has been useful for me to consider my own position as a teacher of English in this context, as well as recommending to the college how things could be improved.

One major problem I faced in doing this research is that I found doing the analysis and grouping the findings and carrying out the discussion, a lengthy and complicated endeavour. I was faced by the difficulty of manually coding the interviews and integrating the two sets of data to discuss the findings. However, I
was eventually able to overcome these problems investing a lot of time and effort, which I could even more improve in doing future research.

One important aspect of this research I would do differently next time is to interview students as well as the teachers. Although I tried to justify this as being impractical, requiring a lot of time and effort to carry out, analyse and get results, in the final resort it could have been useful in strengthening the study. Moreover, I would be careful next time not to use emotive language in a thesis as this is not convention at a doctoral level. Apart from these, I have noticed that statistics are important to support specific claims made in the research. Although I have provided reasonable statistics in this research, it was a problem to get all I wanted for reasons of confidentiality. However, it remains to be seen how this problem could be solved in doing future research.

One more difficulty I faced was doing this research on a part-time basis which means being away from the University and therefore you do not have access to the university library. This resulted in the additional cost of having to buy essential books. Moreover, communication with supervisors is via electronic means which has its limitations.

Nevertheless, Schostak (2002) in Knight et al. (2010) contends that the very act of researching has an effect on the researcher’s lenses and skills. As researchers envelope themselves in doing their research they can expect to become more knowledgeable and continually adapt and refine their lenses and skills. The act of researching cumulatively improves a researcher’s lenses and skills. Schostak concluded that it stands to reason then that “no researcher would expect to be in the same cognitive-space at the end of a research project than at the beginning”.

Revising and refining research is an on-process that is always needed. Finally, I shall continue doing research in the field of my life-time career: ELT, to my own benefit and to the benefit of my students and all those involved in the field of ELT.

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Textbooks Used in Schools and at the Pearl College

Textbooks for Schools


Textbooks for the Pearl College (The context of the study)

A. Former Course (From 2010 – 2015)

Reading Textbooks


**Writing Textbooks**


**Grammar Textbooks**


**B. New Course (From 2015 – 2019)**


**Q: Skills for Success – Reading and Writing**


**Skills for Success – Listening and Speaking**


List of Appendices

Appendix A
Map of Qatar (From Google, adapted February, 2015)
Note: The name, ‘The Persian Gulf’, appears on this map, but in the Arab world it is known as ‘The Arabian Gulf’

Appendix B
Examples of hybrid language in Qatar (mix of Arabic, Hindi, and English) usually spoken in shops and as household communication.
Indian salesman: “Anna baatik (Arabic, which means: I will give you) this ‘namona’ (Hindi, meaning: item) for 50 Qatari Riyals.” (I will give you this item for 50 Qatari Riyals.)
Another example from household communication could go as follows:
Arab Mother: “Dirawil, (= corrupt word from English, meaning driver) rooh jeep (Arabic = go and bring) bajah (=children, Indian) min madrassa (from school, Arabic).” = (Driver, go and bring the children from school.)
Indian driver: “OK, Mama, school fi (=there are, English/Arabic) two hour [sic]. Ana baadain birooh (Arabic = I will go on time). = (There are two hours to the end of the school day. I'll go on time.)

Appendix C
Examples of English Words used in the Qatari Community (from Qotba, 1999)

<table>
<thead>
<tr>
<th>English Word</th>
<th>Use in Qatari Dialect</th>
<th>English Word</th>
<th>Use in Qatari Dialect</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>boy (servant)</td>
<td>wire</td>
<td>wire</td>
</tr>
<tr>
<td>store</td>
<td>store</td>
<td>tractor</td>
<td>tractor</td>
</tr>
<tr>
<td>rig</td>
<td>rig</td>
<td>mechanic</td>
<td>mechanic</td>
</tr>
<tr>
<td>driver</td>
<td>dirawil</td>
<td>camp</td>
<td>camp</td>
</tr>
<tr>
<td>machine</td>
<td>machine (engine)</td>
<td>pipe</td>
<td>pipe</td>
</tr>
<tr>
<td>number</td>
<td>number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hose</td>
<td>hose</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These words are still used by Qataris. I have also observed that they use other words which have got to do mostly with cars (with some words slightly changed): reverse (reiwis), tyre, ring, light (late), seat, brake, gear, garage (Karaj), and (cupboard). However, the status of English rose dramatically after the discovery of oil in 1949.

Appendix D
Estimates for English Speakers in Terms of Kachru’s (1985, 1992)‘concentric circles’

Crystal (1997:54) gives the following estimates for speakers of English in terms of Kachru’s (1985, 1992) ‘concentric circles’: Inner Circle [i.e. first language, e.g. USA, UK] 320-380 million, Outer Circle [i.e. additional language, e.g. India, Singapore] 150-300 million, Expanding Circle [i.e. foreign language, e.g. China, Russia] 100-1000 million. Kachru himself maintains “There are now at least four non-native speakers of English for every native speaker.” (Kachru, 1996: 241)

McArthur (1992: 355) has a more conservative estimate, namely “a 2-to-1 ratio of non-native speakers to natives”.

Gnutzmann (2000: 357) adds another way of looking at Kachru’s Expanding Circle: “It has been estimated that about 80 percent of verbal exchanges in which English is used as a second or foreign language do not involve native speakers of English (Beneke, 1991)”. (In Seidlhofer, 2003)
Appendix E
Kachru’s (1985, 1992) Concentric Circles, (the Inner Circle, the Outer Circle, and the Expanding Circle) showing the number of English speakers in each circle

Inner Circle: (Norm providing) / Outer Circle: (norm developing)
Expanding Circle: (norm dependent)

Appendix F
Yano’s (2001) Model of Cylinders
Appendix G

Questionnaire: English & Arabic versions

Questionnaire for Students in the English Language Centre (ELC) at the PC

A: English Version

Title of Research Project:
“Attitudes towards the teaching and learning of English at tertiary level in the State of Qatar in light of the spread of English as a Global Language”

Dear Student,

My name is AbdelMuniem Mohamed Hussein and I am doing research for an EDD (Doctor of Education in TESOL) at the University of Exeter, UK. In the following questionnaire I would like to ask you about what you think about the learning and teaching of English in your college and what you generally think about learning English. I would be grateful if you could participate in this study by doing this questionnaire as it will help me gather information for my study. Please be very honest and accurate when you do the questionnaire. By doing this, the study may have meaning and value.

The questionnaire will be given to you in Arabic.

You must NOT write your name. All responses will remain absolutely confidential, and your identity will not be disclosed.

Consent:
I have been fully informed about the aims and purposes of the project.

I understand that:

• there is no compulsion for me to participate in this research project and, if I do choose to participate, I may withdraw at any stage when doing this questionnaire;
• I have the right to refuse permission for the publication of any information about me;
• any information which I give will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations;
• All information I give will be treated as confidential; the researcher will make every effort to preserve my anonymity.

(By completing this questionnaire I give my consent to take part in this research study.)

Thank you very much for your cooperation and your time.

AbdelMuniem Mohamed Hussein [Faculty - ELC - PC]

Cell phone: 55835668
E-mail Address: amhussein01@hotmail.co.uk
Date: ..................................................
A: English Version

- Student Information
  1) Age: _____________________________
  2) Nationality: _______________________
  3) First Language: ____________________

- Levels of the ELC - PC
  4) Which level are you in? Please tick (√) where appropriate.

  L1 □ □ □ □ □ L2 □ □ □ □ □ L3 □ □ □ □ □ L4 □ □ □ □ □

  5) How many times did you repeat a level? Write the number of times you repeated (if any) in each level:

  L1: ______ L2:______ L3: ______ L4: ______

In the following statements, please indicate your answer by ticking (√) one of the boxes.
(See the key for the meaning of the numbers.)

Key: 1 = strongly agree  2 = agree  3 = undecided  4 = disagree  5 = strongly disagree

Questionnaire

<table>
<thead>
<tr>
<th>Item</th>
<th>Section A: General Attitude towards Learning English</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>I think that we need English to communicate with the outside world.</td>
</tr>
<tr>
<td>7</td>
<td>we need English to communicate with foreigners in our country.</td>
</tr>
<tr>
<td>8</td>
<td>learning English is important for us to get a better education.</td>
</tr>
<tr>
<td>9</td>
<td>English is important for our economic development.</td>
</tr>
<tr>
<td>10</td>
<td>English is important for me to get a better job in my country.</td>
</tr>
<tr>
<td>11</td>
<td>English is important for my future career.</td>
</tr>
<tr>
<td>12</td>
<td>I have a positive attitude towards the native English-</td>
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<tr>
<td>Item</td>
<td>I think that …</td>
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<td>------</td>
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</tr>
<tr>
<td>13</td>
<td>I prefer to be taught standard British or American English.</td>
</tr>
<tr>
<td>14</td>
<td>I prefer to speak my own variety of English.</td>
</tr>
<tr>
<td>15</td>
<td>I prefer to study my major subject in English.</td>
</tr>
<tr>
<td>16</td>
<td>I prefer to join the ‘Arabic Track’ and study my major subject in Arabic.</td>
</tr>
<tr>
<td>17</td>
<td>I will stop learning English after I graduate.</td>
</tr>
<tr>
<td>18</td>
<td>I will continue learning English after I graduate.</td>
</tr>
<tr>
<td>19</td>
<td>Arabic is important for maintaining our identity.</td>
</tr>
<tr>
<td>20</td>
<td>Learning more English will have a negative effect on my Arabic.</td>
</tr>
<tr>
<td>21</td>
<td>English and Arabic can complement each other to satisfy different needs and have different functions.</td>
</tr>
<tr>
<td>22</td>
<td>Learning more western culture will have a negative effect on our culture.</td>
</tr>
<tr>
<td>23</td>
<td>Learning English will help me gain more knowledge about other cultures in the world.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section B: Course Content</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td></td>
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<tr>
<td>I prefer to have the skills and grammar in integrated textbooks.</td>
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<tr>
<td>25</td>
<td></td>
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<tr>
<td>I prefer to have the skills and grammar in separate textbooks.</td>
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<tr>
<td>26</td>
<td></td>
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<tr>
<td>The supplementary materials our teachers use to go with the core materials are useful.</td>
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<tr>
<td>27</td>
<td></td>
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<tr>
<td>I would like to see in-class and out-of-class graded readers incorporated in the course.</td>
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<tr>
<td>28</td>
<td></td>
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<tr>
<td>I would like to have practice in more types of writing, such as the writing of CVs, formal letters, and</td>
<td></td>
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</tr>
</tbody>
</table>
29. the time devoted to the teaching and learning of the courses in one term is adequate.

30. I like to see more of the global culture covered in my textbooks' topics.

31. I like to see a lot of my culture covered in my textbooks' topics.

32. I prefer to be taught ESP rather than general English only.

33. the assessment methods are appropriate.

**Section: C - Teaching Methods**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>I prefer my English classes to be taught in English only.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>I prefer my English classes to be taught in both English and Arabic.</td>
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<td></td>
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</tr>
<tr>
<td>36</td>
<td>the activities and games we do in our English classes are useful and enjoyable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>the activities and games we do in our English classes is a waste of time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>I understand and enjoy the English lessons better when my teacher uses more technology in teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>group work is useful and enjoyable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>group work is a waste of time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Title of Research Project:

“Attitudes towards the teaching and learning of English at tertiary level in the State of Qatar in light of the spread of English as a Global Language

Dear Student,

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The questionnaire will be given to you in Arabic.

You must NOT write your name. All responses will remain absolutely confidential and your identity will not be disclosed.

Consent:

I have been fully informed about the aims and purposes of the project.

I understand that:

- there is no compulsion for me to participate in this research project and, if I do choose to participate, I may withdraw at any stage when doing this questionnaire;
- I have the right to refuse permission for the publication of any information about me;
- any information which I give will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations;
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Abdelmuniem Mohamed Hussein [Faculty - ELC - PC]
Cell phone: 55835668
E-mail Address: amhussein01@hotmail.co.uk
Date: ........................................
### Student Information

1) Age: _____________________________
2) Nationality: _______________________
3) First Language: ____________________
4) Which level are you in? Please tick (√) where appropriate.

L1                         L2                       L 3                        L 4

5) How many times did you repeat a level? Write the number of times you repeated (if any) in each level:

L1: ______ L2:______      L3: ______ L4: ______

### Questionnaire

In the following statements, please indicate your answer by ticking (√) one of the boxes.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>نحتاج اللغة الانجليزية للتواصل مع العالم الخارجي.</td>
<td>1 = strongly agree 2 = agree 3 = undecided 4 = disagree 5 = strongly disagree</td>
</tr>
<tr>
<td>7</td>
<td>نحتاج اللغة الانجليزية للتواصل مع الاجانب في بلادنا.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>اللغة الانجليزية مهمة من أجل التعليم أفضل.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>اللغة الانجليزية مهمة لتطوير اقتصادنا.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>تعلم اللغة الانجليزية مهم بالنسبة لي للحصول على وظيفة أفضل.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>تعلم اللغة الانجليزية مهم لمستقبلي الوظيفي.</td>
<td></td>
</tr>
</tbody>
</table>
لدي نظرة إيجابية تجاه المتحدثين باللغة الإنجليزية.

أفضل أن أدرس اللغة الإنجليزية حسب المعايير البريطانية أو الأمريكية.

أفضل عدم التقيد بالمعايير البريطانية أو الأمريكية عند دراستي للغة الإنجليزية.

أفضل أن أدرس مواد تخصصي باللغة الإنجليزية.

أفضل أن ألتقي بالمسار العربي لدراسة مواد تخصصي باللغة العربية.

لن استمر في تعلم اللغة الإنجليزية بعد التخرج.

سوف أواصل تعلم اللغة الإنجليزية بعد التخرج.

اللغة العربية مهمه لحفظنا على هويتنا.

تعلم الكثير من اللغة الإنجليزية له تأثير سلبي على اللغة العربية.

اللغتان العربية والإنجليزية يمكن أن يكملا بعضهما البعض لتلبية احتياجات ووظائف مختلفة.

تعلم الكثير من الثقافة الغربية عن طريق اللغة الإنجليزية له تأثير سلبي على ثقافتنا.

تعلم اللغة الإنجليزية يساعدني في التعرف على ثقافات الشعوب الأخرى.

القسم الثاني

أفضل أن أدرس مهارات اللغة وقواعدها من كتب موحدة.

أفضل أن أدرس مهارات اللغة وقواعدها من كتب مختلفة.

المواد الإضافية المصاحبة للكتب الدراسيه مفيدة.

ارغب أن يتضمن المنهج مزيداً من
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>الكتب للقراءة داخل و خارج الصف.</td>
</tr>
<tr>
<td>28</td>
<td>أرغب في أن أقرأ المزيد من التمارين على الكتابة في المناهج الدراسي مثل كتابة السيرة الذاتية و الرسائل الرسمية ووراق البحث العلمي.</td>
</tr>
<tr>
<td>29</td>
<td>الزمن المحدد لدراسة المناهج في الفصل الدراسي الواحد مناسب.</td>
</tr>
<tr>
<td>30</td>
<td>أرغب في إضافة مزيد من الثقافة العالمية في الكتب الدراسية.</td>
</tr>
<tr>
<td>31</td>
<td>أرغب في إضافة الكثير من ثقافتنا في الكتب الدراسية.</td>
</tr>
<tr>
<td>32</td>
<td>أفضل أن أدرس اللغة الإنجليزية ذات العلاقة بموضوع تخصصي.</td>
</tr>
<tr>
<td>33</td>
<td>طرق تقييم أداء الطلاب الموثوقة مناسبة.</td>
</tr>
<tr>
<td>34</td>
<td>الوضع الثالث</td>
</tr>
<tr>
<td>35</td>
<td>أفضل أن أدرس اللغة الإنجليزية من غير استخدام اللغة العربية.</td>
</tr>
<tr>
<td>36</td>
<td>أفضل أن أدرس اللغة الإنجليزية باللغتين الإنجليزية والعربية.</td>
</tr>
<tr>
<td>37</td>
<td>النشاطات والألعاب التعليمية أثناء الحصص الدراسية ممتعة ومفيدة.</td>
</tr>
<tr>
<td>38</td>
<td>النشاطات والألعاب التعليمية أثناء الحصص الدراسية مضيع للوقت.</td>
</tr>
<tr>
<td>39</td>
<td>استخدام التكنولوجيا داخل و خارج الصف مفيد وممتع.</td>
</tr>
<tr>
<td>40</td>
<td>العمل في مجموعات لحل التمارين و أداء النشاطات المختلفة في الصف مفيد وممتع.</td>
</tr>
</tbody>
</table>

العمل في مجموعات مثيرة للوقت.
Appendix H
Interview Guide
Interviews with ELC Faculty at the PC
Information Sheet & Consent Form for Faculty

Title of Research Project:
“Attitudes towards the teaching and learning of English at tertiary level in the State of Qatar in light of the spread of English as a Global Language”

Dear colleague,

My name is AbdelMuniem Mohamed Hussein and I am conducting research for an EDD (Doctor of Education in TESOL) at the University of Exeter, UK. The interview is meant to capture your attitude towards the teaching and learning of English in your context, ELC – PC, and how you perceive the learning of English in general. I would be grateful if you would accept to participate in this interview as it will help me gather information for my study, and by doing this, the study may have meaning and value.

The interview will be conducted in English.

Your responses will remain absolutely confidential, and your identity will not be disclosed.

If you are interested, you may ask for the findings of the research to be sent to you. (My contact details are at the end of the ‘Consent Form’.) I am also going to give a presentation on the findings to the faculty and staff of the college and distribute a brief hand-out of the findings. The findings will also be reported to the College.

A copy of a consent form is attached with this ‘Information Sheet’ for you to sign if you accept to participate.

Thank you very much for your cooperation and your time.

Signature of researcher ..........................................................
CONSENT FORM

Consent:
I have been fully informed about the aims and purposes of the project.
I understand that:

• there is no compulsion for me to participate in this research project and, if I do choose to participate, I may withdraw at any stage;
• I have the right to refuse permission for the publication of any information about me;
• any information which I give will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations;
• all information I give will be treated as confidential; the researcher will make every effort to preserve my anonymity.

If you have concerns/questions about the research you would like to discuss with someone else at the University of Exeter, please contact:
Dr Susan Riley (Supervisor) at
S.M.Riley@exeter.ac.uk

............................................................
(Signature of participant)
(Date)..............................................

............................................................
(Printed name of participant)

............................................................
(Printed name of researcher)
(Signature of researcher)
AbdelMuniem Mohamed Hussein [Faculty - ELC – PC]

Contact Details: For further information about the research / interview data, please contact me:
Abdelmuniem Mohamed Hussein at
amhussein01@hotmail.co.uk Cell phone: 974 55835668

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

One copy of this form will be kept by the participant; a second copy will be kept by the researcher.
Your contact details are kept separately from your interview data.

Data Protection Notice:

The information you provide will be used for research purposes and your personal data will be processed in accordance with current data protection legislation and the University’s notification lodged at the Information Commissioner’s Office. Your personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties. The results of the research will be published in anonymised form.

Please tick (✓) one of the boxes.

Age:  25-34  35-44  45 and above

Please write:

Nationality: ____________________ First Language: ____________________

Other languages: _______________________________________________________

Please tick (✓) one of the boxes.

- Qualifications:
  (a) Bachelor  (b) Master  (c) PhD

- Years of experience in teaching the English language
  (a) 1-5 years  (b) 6-10 years  (c) 11-15 years  (d) 16-20 years  (e) More than 20 years

Interview Questions

<table>
<thead>
<tr>
<th>Question 1</th>
<th>In your opinion, why is a FP necessary in our college?</th>
</tr>
</thead>
</table>
| Question 2 | What do you think of the placement test given prior admission to the FP?  
  **Probe:** Why do you think it is reliable/not reliable in placing students in the right level? |
| Question 3 | What do you think about the addition of a zero level? |
| Question 4 | What do you think of the courses taught to students?  
  **Probe:** Are they difficult, easy, or just right? And what impact does this have on their learning? |
| Question 5 | What do you think of the teaching methodology prescribed for teaching the course contents?  
  **Probe:** How would you modify the methodology, if necessary? |
<p>| Question 6 | What do you think about the assessment methods used? |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Probe:</strong></td>
<td>Do you think they reflect the students’ real standards in English?</td>
</tr>
<tr>
<td><strong>Question 7</strong></td>
<td>What is your experience of students leaving the classroom? <strong>Probe:</strong> What do you think are the reasons for doing this?</td>
</tr>
<tr>
<td><strong>Question 8</strong></td>
<td>What is your experience of students using mobile phones in the classroom? <strong>Probe:</strong> What do you think are the reasons for doing this?</td>
</tr>
<tr>
<td><strong>Question 9</strong></td>
<td>In your opinion, why do some students prefer to leave the English Foundation Programme after completing L2 and opt for the Arabic track?</td>
</tr>
<tr>
<td><strong>Question 10</strong></td>
<td>What do you think are your students’ real needs of English? <strong>Probe:</strong> What do you think of the teaching of ESP to students?</td>
</tr>
<tr>
<td><strong>Question 11</strong></td>
<td>To what extent, do you think, your students are interested in learning English?</td>
</tr>
<tr>
<td><strong>Question 12</strong></td>
<td>How would you describe the level of the students’ proficiency in English? <strong>Probe:</strong> In your opinion, what are the reasons for the low proficiency in English of a significant number of students?</td>
</tr>
<tr>
<td><strong>Question 13</strong></td>
<td>Which do you think would be better for ELC students: to have 4 terms or 2 semesters in the academic year? <strong>Probe:</strong> How do you justify your choice?</td>
</tr>
<tr>
<td><strong>Question 14</strong></td>
<td>If students were given the choice not to do an English Foundation programme, what do you think they would choose? <strong>Probe:</strong> Why do you think they would make this choice?</td>
</tr>
<tr>
<td><strong>Question 15</strong></td>
<td>Have you witnessed any signs of rejection to learning English expressed explicitly or implicitly by your students? <strong>Probe:</strong> Do you think that these students have some kind of subtle resistance to English? For example, like saying: “We are Arabs, Muslims. Why do we have to learn English?”</td>
</tr>
<tr>
<td><strong>Question 16</strong></td>
<td>Have you ever discussed with your students why they are learning English? If so, what were their responses?</td>
</tr>
<tr>
<td><strong>Question 17</strong></td>
<td>In your opinion, why is English needed in Qatar?</td>
</tr>
<tr>
<td><strong>Question 18</strong></td>
<td>In your opinion, what effect could continuing to learn English have on the culture and identity of the Qatari people?</td>
</tr>
<tr>
<td><strong>Question 19</strong></td>
<td>What do you think of the teaching of the English speaking countries norms in Qatar? (That’s to say, Standard British English or General...</td>
</tr>
</tbody>
</table>
American.)

**Probe:** What do you think about Qatars speaking their own variety of English like the people of India, or Singapore, for example?

**Question 20**

What do you think about the call of some ELT professionals that we should accept any variety of English as long as it is intelligible, comprehensible, and interpretable?

---

### Appendix I

**Piloting Amendment Procedure**

- Ask the subjects for feedback to identify ambiguities and difficult questions or statements.
  
  With the exception of only two statements, all students found the questionnaire statements clear and easy to understand.

- Record the time taken to complete the questionnaire and decide whether it is reasonable.
  
  All four students completed the questionnaire in about 15 minutes, which is very reasonable, and as I estimated. Consequently, I expect students to take almost the same time when they do the questionnaire for the major study.

- Look for a better grouping of the items.
  
  I have organized the questionnaire statements in three parts: A, B, & C, from which I devised ten categories of the data obtained to allow for consistent and reliable analysis.

- Establish that replies can be interpreted in terms of the information that is required.
  
  All replies can be interpreted based on the three sections of the questionnaire, A, B, & C.

- Check that all questions are answered.
  
  Only two students didn’t answer one of the items: 18 /42, and I think it was only a mistake and not because they were not able to answer them.

- Re-word or re-scale any items that are not answered as expected.
  
  (Items 15, 16 about Standard British and American English have been reworded as most of the students did not understand them.) This is understandable because these concepts are beyond the students’ scope of knowledge. I have reworded these.

- Shorten, revise and, if possible, pilot again.
Four of the questions were removed (1, 26, 27, & 32) because they were either redundant or did not relate to the categories set for analysis). So there was no need for piloting again.

Appendix J

Questionnaire Results

<table>
<thead>
<tr>
<th>Section A: Attitudes towards Learning English in general</th>
<th>Item</th>
<th>I think that …</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Positive Responses</th>
<th>Negative Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>We need English to communicate with the outside world.</td>
<td>74% (115)</td>
<td>21% (32)</td>
<td>4% (6)</td>
<td>0% (0)</td>
<td>1% (1)</td>
<td>95%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>We need English to communicate with foreigners in our country.</td>
<td>65% (101)</td>
<td>27% (41)</td>
<td>3% (5)</td>
<td>27% (4)</td>
<td>1% (2)</td>
<td>92%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Learning English is important for us to get a better education.</td>
<td>67% (104)</td>
<td>21% (32)</td>
<td>8% (13)</td>
<td>2% (3)</td>
<td>1% (1)</td>
<td>88%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>English is important for our economic development.</td>
<td>52% (81)</td>
<td>36% (56)</td>
<td>9% (14)</td>
<td>2% (3)</td>
<td>1% (1)</td>
<td>88%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>English is important for me to get a better job in my country.</td>
<td>70% (108)</td>
<td>23% (35)</td>
<td>5% (8)</td>
<td>1% (1)</td>
<td>1% (2)</td>
<td>93%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>English is important for my future career.</td>
<td>67% (104)</td>
<td>24% (37)</td>
<td>7% (11)</td>
<td>0% (0)</td>
<td>1% (2)</td>
<td>91%</td>
<td>2%</td>
</tr>
</tbody>
</table>

12 I have a positive attitude towards

<table>
<thead>
<tr>
<th>Item</th>
<th>Positive Responses</th>
<th>Negative Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>48% (74)</td>
<td>31% (48)</td>
<td>17% (26)</td>
</tr>
<tr>
<td>Item</td>
<td>the native English-speaking people.</td>
<td>I prefer to be taught standard British or American English.</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>13</td>
<td>45% (69)</td>
<td>34% (52)</td>
</tr>
<tr>
<td>14</td>
<td>8% (13)</td>
<td>22% (34)</td>
</tr>
<tr>
<td>15</td>
<td>30% (46)</td>
<td>25% (39)</td>
</tr>
<tr>
<td>16</td>
<td>30% (46)</td>
<td>13% (20)</td>
</tr>
<tr>
<td>17</td>
<td>10% (16)</td>
<td>10% (14)</td>
</tr>
<tr>
<td>18</td>
<td>32% (50)</td>
<td>33% (51)</td>
</tr>
<tr>
<td>19</td>
<td>77% (119)</td>
<td>14% (21)</td>
</tr>
<tr>
<td>20</td>
<td>17% (26)</td>
<td>14% (22)</td>
</tr>
<tr>
<td>21</td>
<td>65% (101)</td>
<td>21% (32)</td>
</tr>
<tr>
<td>22</td>
<td>17% (26)</td>
<td>19% (30)</td>
</tr>
<tr>
<td>23</td>
<td>39% (61)</td>
<td>40% (77)</td>
</tr>
<tr>
<td>24</td>
<td>I think that …</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I prefer to have the skills and</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
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<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
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<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
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<tr>
<td>5</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Question</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>I prefer to have the skills and grammar in separate textbooks.</td>
<td>21% (32)</td>
<td>36% (56)</td>
<td>24% (37)</td>
<td>10% (15)</td>
<td>8% (13)</td>
</tr>
<tr>
<td>The supplementary materials our teachers use to go with the core materials are useful.</td>
<td>23% (35)</td>
<td>33% (50)</td>
<td>26% (39)</td>
<td>8% (13)</td>
<td>4% (6)</td>
</tr>
<tr>
<td>I would like to see in-class and out-of-class graded readers incorporated in the course.</td>
<td>16% (24)</td>
<td>34% (52)</td>
<td>29% (45)</td>
<td>14% (22)</td>
<td>8% (10)</td>
</tr>
<tr>
<td>I would like to have practice in more types of writing, such as the writing of CVs, formal letters, and research papers.</td>
<td>23% (36)</td>
<td>33% (51)</td>
<td>31% (48)</td>
<td>7% (10)</td>
<td>5% (9)</td>
</tr>
<tr>
<td>The time devoted to the teaching and learning of the courses in one term is adequate.</td>
<td>34% (52)</td>
<td>41% (63)</td>
<td>14% (22)</td>
<td>7% (11)</td>
<td>4% (6)</td>
</tr>
<tr>
<td>I like to see more of the global culture covered in my textbooks’ topics.</td>
<td>18% (28)</td>
<td>31% (48)</td>
<td>38% (58)</td>
<td>9% (13)</td>
<td>5% (7)</td>
</tr>
<tr>
<td>I like to see a lot of my culture covered in my textbooks’ topics.</td>
<td>36% (56)</td>
<td>35% (54)</td>
<td>18% (27)</td>
<td>8% (12)</td>
<td>3% (4)</td>
</tr>
<tr>
<td>I prefer to be taught ESP rather than general English only.</td>
<td>27% (41)</td>
<td>34% (52)</td>
<td>22% (34)</td>
<td>13% (20)</td>
<td>5% (7)</td>
</tr>
<tr>
<td>The assessment methods are appropriate</td>
<td>30% (46)</td>
<td>34% (53)</td>
<td>31% (48)</td>
<td>3% (4)</td>
<td>2% (3)</td>
</tr>
</tbody>
</table>

**Section C: Teaching Methods**

| I prefer my English classes to be taught in English only.                    | 14% (21) | 19% (29) | 18% (28) | 25% (39) | 25% (38) | 33% | 50% |
| I prefer my English                                                         | 30% | 34% | 17% | 16% | 4% | 64% | 20% |
| Class | Description | Attitudes and Games | Doing Activities | I Understand and Enjoy | Group Work | I Enjoy Working | |---|---|---|---|---|---|---| | 36 | The activities and games we do in our English classes are useful and enjoyable. | 56% (87) | 30% (46) | 12% (19) | 1% (1) | 1% (1) | 86% | 2% | | 37 | Doing activities and games in the classroom is a waste of time. | 5% (8) | 6% (9) | 12% (18) | 41% (63) | 37% (57) | 11% | 78% | | 38 | I understand and enjoy the English lessons better when my teacher uses more technology in teaching. | 57% (88) | 33% (51) | 8% (13) | 1% (2) | 1% (1) | 90% | 2% | | 39 | Group work is a waste of time. | 57% (88) | 37% (57) | 4% (6) | 2% (3) | 1% (1) | 94% | 3% | | 40 | I enjoy working in groups with my classmates. | 5% (7) | 3% (4) | 9% (14) | 39% (61) | 45% (69) | 8% | 84% |  

**Appendix K**  
**Questionnaire predetermined categories**

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Attitudes towards the importance of English for the country, the community, and the individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 2</td>
<td>Attitudes towards the English-speaking people and what variety of English to use</td>
</tr>
<tr>
<td>Category 3</td>
<td>Attitudes towards studying major subjects in English or Arabic &amp; whether to continue or abandon learning English after graduation</td>
</tr>
<tr>
<td>Category 4</td>
<td>Attitudes towards the impact of English on the Arabic language and culture of the Qatari people</td>
</tr>
<tr>
<td>Category 5</td>
<td>Attitudes towards the course content</td>
</tr>
<tr>
<td>Category 6</td>
<td>Attitudes towards the type of course to be taught: General English or ESP?</td>
</tr>
<tr>
<td>Category 7</td>
<td>Attitudes towards the assessment method</td>
</tr>
<tr>
<td>Category 8</td>
<td>Attitudes towards the use of the mother tongue in teaching English: ‘English Only’ or both English and Arabic in the</td>
</tr>
</tbody>
</table>
Appendix L

Codes & Categories

A: Codes emerging from the interviews results

Coding is not a precise science; it’s primarily an interpretive act. A code can sometimes summarize or condense data, not simply reduce it. (Saldana, 2008:4) The examples below are kept simple and direct. Each excerpt is assigned its own unique code/s. Sometimes a word or phrase is used twice.

Interview Question 1: “In your opinion, why is a FP necessary in our college?”

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<tr>
<th>Interviewee</th>
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<tr>
<td>T1</td>
<td>1 “We need a FP to prepare students to go on to the college level. At the moment they don’t have the right level of English to enable them to complete a university programme or college programme in English, … 1 so it is absolutely essential they have a FP … 1a and a longer FP I think would even be helpful.”</td>
<td>1 FP NEEDED</td>
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<td></td>
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<td>1 ESSENTIAL</td>
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<td>1a LONGER FP</td>
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<td>T2</td>
<td>“In any university you are going to have students from other places and that is a service … anywhere around the world it is going to help them in the future.”</td>
<td>1 A SERVICE</td>
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<td></td>
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<td>1 HELPING IN FUTURE</td>
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<td>T3</td>
<td>1 “It seems that in the Gulf region in general secondary education until now hasn’t provided students with sufficient language skills so that is why you need to have a FP. In the context of this college, I would question the need to have foundation courses in English if the majority of our students want to study in Arabic. If the student is going to study in English”</td>
<td>1 INSUFFICIENT LANGUAGE SKILLS</td>
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<tr>
<td></td>
<td></td>
<td>2 NOT NEEDED IN ARABIC TRACK</td>
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<td></td>
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<td>3 NEEDED IN ENGLISH</td>
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<td>Track</td>
<td>Comment</td>
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<tr>
<td>T4</td>
<td>&quot;A FP gives our students a starting block from which to work on in their academic career. … 2 I think it is just a good way before they go into the more serious academic study of the college level.&quot;</td>
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<tr>
<td>T5</td>
<td>&quot;Students didn’t get enough quality instruction in public schools … 2 so I think FP 2a gives them some language … 2b some study skills … 2c some general education knowledge … to make them more well-rounded people.&quot;</td>
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<tr>
<td>T6</td>
<td>&quot;This programme is important because it helps students prepare for studying in college … according to some research I conducted 1a students come to us unprepared to handle the cognitive and linguistic demands of the college classes ….&quot;</td>
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<tr>
<td>T7</td>
<td>&quot;It comes from the fact that there is a gap between the secondary education and the need of college and university education 2 so this need was the main reason the FP was established to bridge this gap.”</td>
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<tr>
<td>T8</td>
<td>&quot;The FP in my opinion is the basement for our teaching and taking into consideration that 1a not all our students have had a school background. We need to start from the scratch which means from the basement.&quot;</td>
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**Interview Question 2:** “What do you think of the placement test given prior admission to the FP? **Probe:** Why do you think it is reliable/not reliable in placing students in the right level?”

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<tr>
<td>T1</td>
<td>1 “I think it’s pretty good, actually, I think some teachers don’t like it … I think it’s fairly good … 1 it is reasonably accurate.”</td>
<td>1 PRETTY GOOD</td>
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<td></td>
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<td>1 REASONABLY ACCURATE</td>
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<td>T2</td>
<td>“I didn’t have the opportunity to take it but I know that when we have got new students for the new curriculum here 1 they were more ready were more prepared for what we were teaching. 2 I think it gave us a higher calibre of student.”</td>
<td>2 STUDENTS MORE PREPARED</td>
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<td>3 HIGHER CALIBRE OF Ss</td>
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<td>T3</td>
<td>1 I find it quite difficult. It seems that this year it has turned that many students have not managed to go to level1 in many of our courses. 2 I teach L2 - who’ve done the test they generally seem to be stronger than the students who have come in through the old system to L1. 3 The question mark is why so many students failed to enter level1 … 3 maybe it’s more appropriate to the students to have like a B1 level upward … 4 and maybe it is not a suitable test …”</td>
<td>1 QUITE DIFFICULT</td>
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<td></td>
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<td>2 L2 STRONGER STUDENTS</td>
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<td>3 L1 STUDENTS FAILED</td>
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<td>4 NOT SUITABLE TEST</td>
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<td>T4</td>
<td>“I have never seen it. 1 I think what would be much more than official would be some form of interview … 2 I believe tests that general grammar which I think again not very reliable 2a so difficult to say especially I have taught only L1 this year which is the beginner … “</td>
<td>1 INTERVIEW BETTER</td>
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<td>2 NOT VERY RELIABLE</td>
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<td></td>
<td></td>
<td>2a DIFFICULT</td>
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<td>T5</td>
<td>1 “Our placement test and our programme are not aliened. I think there</td>
<td>1 PROGRAMME/ TEST NOT</td>
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<td>ALIGNED</td>
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has to be a study done to the Accuplacer test to align it with our programme because the way information is presented in the programme does not allow the same logic as items are assessed in the Accuplacer."

| T6 | "I think it is partially reliable … it doesn’t include writing or speaking components … I think we should look for another one that includes W/S/L components. … It was meant for students who live or study English as a second language not as a foreign language."
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<tr>
<td>1 PARTIALLY RELIABLE</td>
<td>1 ANOTHER TEST NEEDED</td>
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| T7 | "The current placement test that we are using now is quite useful … 1a it places the students in the level that they are in …1b it helps the teacher to have a homogeneous group of students in terms of their proficiency level …"
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<tr>
<td>1 QUITE USEFUL</td>
<td>1a RIGHT LEVEL 1b HOMOGENEOUS GROUP</td>
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| T8 | "I think it is reliable. They are reliable to a large extent there is no doubt about the reliability …"
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<tbody>
<tr>
<td>1 RELIABLE</td>
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**Interview Question 3:** “What do you think about the addition of a zero level?”

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<td>T1</td>
<td>&quot;I think it is a good idea. … I think we could have more levels really but what it is now I think it is effective. 2 I think they could split L1 into 2 or 3 levels so that we could improve things … You know it will be a little more fine-tuned to the bottom … “</td>
<td>1 GOOD IDEA 1a SPLIT /TWO OR THREE LEVELS</td>
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<td>T2</td>
<td>&quot;I think it is a brilliant idea … I suggested this a year ago because I expected what we have now – declining students numbers because of sending</td>
<td>1 BRILLIANT IDEA</td>
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| T3 | “I really don’t feel the students are prepared for college studying in any language and the introduction of a level zero. I don’t see how that would benefit anybody... they could do that to study at a language centre and then come to us when they have a level1. So I don’t think we would introduce level zero for the right reasons.” | 1 NOT BENEFICIAL  
1a LEVEL ZERO NOT NEEDED |
| T4 | 1 “Excellent idea ... I think that would be an excellent idea to bridge the gap between starter and beginner because L1 is quite difficult ... the first top c is architecture ... it is insulting (laughs).” | 1 EXCELLENT IDEA  
1a BRIDGING THE GAP  
1b L1 QUITE DIFFICULT |
| T5 | 1 “Technically I think it is a good idea ... I think that using a level before our L1 is a good idea ... it would be necessary for students ... if you are using the whole series of Q-Skills using the whole product then you can see how the topics are organized ... how students develop their vocabulary study skills.” | 1 GOOD IDEA |
| T6 | 1 “Putting a level where students can focus only on writing and the complete sentence would be a great idea ... without bombarding them with other materials they need to cover in the course of the semester. I think that will be a great idea.” | 1 GREAT IDEA  
2 A GREAT IDEA |
| T7 | 1 “… they are not ready for such a level (L1) ... they don’t have the proficiency level required ... the majority don’t. So what we had to do is to provide them with an extra level or an extra tutoring.” | 1 NOT READY FOR L1  
2 NEED AN EXTRA LEVEL |
programme … to get past the placement test so it is a (break) before going to L1.”

T8 1 "It’s the best and the most welcome change … 1a 1 we need to have a zero level the below L1 … 1b because not all our students have the foundation … the zero level is 1c a kind of orientation which gives them the start the beginning … even the alphabet … the punctuation … then it will be very helpful for the L1 courses to become very complete.” 1 THE BEST 1a ZERO LEVEL NEEDED 1b WEAK FOUNDATION 1c ORIENTATION

**Interview Question 13:** “Which do you think would be better for ELC students: to have 4 terms or 2 semesters in the academic year? **Probe:** How do you justify your choice?”

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<tr>
<td>T1</td>
<td>1 &quot;I think it would be better to have semesters. It would make a huge different, it would save so much time and energy, much more efficient – it would be better for them in terms of learning accounts.”</td>
<td>1 TWO SEMESTERS a SAVES TIME &amp; ENERGY b EFFICIENT c BETTER LEARNING</td>
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<td>T2</td>
<td>1 &quot;I don’t mind the Quarters system in the early levels. 2 I think they would come to the semester system … it’s 16 hours and then they have a day or so for activities you know they can socialise … or social events where everybody can go which is something missing here.”</td>
<td>1 QUARTER SYSTEM IN EARLY LEVELS 2 FUTURE SEMESTER SYSTEM /FOR ACTIVITIES/ TIME FOR SOCIALIZATION</td>
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<tr>
<td>T3</td>
<td>(Missed – not asked!)</td>
<td>NO RESPONSE</td>
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<tr>
<td>T4</td>
<td>1 &quot;I don’t really think it matters at all … I don’t think for the students … it has no impact in their lives whether we have a ten-week course, a thirty-week course as long as the students have their weekends</td>
<td>1 ANY ARRANGEMENT WILL DO</td>
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and a holiday and teachers have the weekends and the holidays it **really**
doesn't matter."\\

| T5 | 1 “Two pulls (semesters) will be too long for students 14 or 16 weeks might be too long for them. 2 With 8-week system we have for now there is a lot of material we have to teach in 8 weeks. With semesters from an academic point of view the semester would be better to work on retention and you can take your time and you can have several assessments but from administrative point of view 3 you have to analyse it first study it before implementing it.” | 1 TWO SEMESTERS TOO LONG 2 QUARTER TIGHT SCHEDULE 3 STUDY NEEDED |
| T6 | 1 “I think **10**-week courses are **appropriate** 2 I think one semester is too long … this means we will have to require students to have two semesters this is like two years and really cannot do that.” | 1 TEN WEEKS APPROPRIATE 2 SEMESTER TOO LONG |
| T7 | 1 “I prefer to have my students on a semester programme when I get to see them more and to learn more about their needs and get to develop language proficiency in a better way. But it is not always the case of what the teachers need but it is also what the institution provides and what the needs of students are.” | 1 SEMESTER PREFERRED |
| T8 | 1 “I think 4 or 5 quarters is fine not two semesters.” | 1 QUARTER SYSTEM SUITABLE |
**Interview Question 12:** “How would you describe the level of the students’ proficiency in English? **Probe:** In your opinion, what are the reasons for the low proficiency in English of a significant number of students?”

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<tr>
<td><strong>T1</strong></td>
<td>“I’d say it is <strong>pretty low</strong>. I think that S/L are better in my experience but R/W are weaker and as you know there are problems I think esp. going into an academic programme that can be a problem.”</td>
<td>1 PRETTY LOW</td>
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<td><strong>T2</strong></td>
<td>“Well, when I came last year I was teaching L2 Writing which was all right I can’t put a number on it and when we started this year the level was closer to what we expected it to be.”</td>
<td>1 LEVEL CLOSER TO WHAT WE EXPECTED</td>
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<td><strong>T3</strong></td>
<td>“They struggle to reach the minimum level most of my students in the reading exam would not pass they would not get 70%. I have been in the region for 16 years quite a number of those years I have not seen any improvement despite of all the investment in education and in methods and in employing high quality faculty and so on 2 I cannot say I’ve seen any real improvement in the level of students over the years.”</td>
<td>1 VERY LOW PROFICIENCY 2 PERSISTENT PROBLEM</td>
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| **T4**      | “Low … the students by and large have low proficiency they do struggle to construct an accurate correct sentence for example they struggle to communicate verbs correctly in sort of minor basic things like incorrectly using the verb go or to speak about the past. It’s my opinion that if you are born in the world’s richest countries, I think it is going to be inherently difficult for you to” | 1 LOW PROFICIENCY  
  a. STRUGGLE WITH THE BASICS  
  b. NO DRIVE FOR EDUCATION / CAREER/LEARN ENGLISH |
have a drive for education or a drive for a career or a drive to learn English …"

| T5   | 1 “I think a lot of students are false beginners and have a lot of fossilized English … some students can improve their level but a lot of students are … could be false beginners with fossilized broken English and have a lot of fear about English also speaking English … when they speak to me they are fine but they have a lot of fear and lack of confidence.” | 1 FALSE BEGINNERS  
a. FOSSILISED ENGLISH  
b. LACK OF CONFIDENCE |

| T6   | 1 “Well after now we have adopted the Accuplacer placement test … I think we are getting better students … however, I know the students who test and directed to L2 or L3 for example are stronger than the students who move from L1 to the next one …” | 1 PROFICIENCY IMPROVED |

| T7   | 1 “It was actually an appropriate level of proficiency given that the bar was raised now in the placement exam.” | 1 APPROPRIATE LEVEL OF PROFICIENCY |

| T8   | “At the moment I teach L1. Efficiency is OK if you are talking of language efficiency I categorize it as accuracy, fluency and content. Well, they have the content I wouldn’t rate them too good in accuracy and fluency.” | 1 EFFICIENCY OK  
a. HAVE THE CONTENT  
A. LACK OF ACCURACY / FLUENCY |

**Interview Question 4:** “What do you think of the courses taught to students? **Probe:** Are they difficult, easy, or just right? And what impact does this have on their learning?”

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| T1          | 1 “They are the right level. I don’t think if there is a problem … I don’t think it is with the courses … 2 I think it is with the curriculum … 3 I think they (the courses) | 1 RIGHT LEVEL  
2 PROBLEM WITH CURRICULUM  
3. GOOD COURSES |
are good enough. Now we use an internationally respected textbook as the curriculum main document and that should be if that is not good enough then nothing would be … I think it should be OK.”

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<th>T2</th>
<th>“I think it is the right amount of difficulty i+1 if you want to go back to Krashen … because you have the kind of go to the middle … such a challenge to your lower students and your higher students are going to do that.”</th>
<th>1 RIGHT AMOUNT OF DIFFICULTY</th>
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<td>T3</td>
<td>“I think the course materials which are chosen are very interesting the students seem to like them so the levels seem appropriate so there is nothing wrong with the books, but I see a lot of issues … We have a lot of materials to cover (8-week course)… It’s against time is a race against time to try to fit everything in … for the midterm and the final exam so teaching is not deep … learning is also not deep. We don’t incorporate … in our programme – b language skills study skills that they would need when they enter college…. if we look at our CDPs (Common Delivery Plan) and look at our outcomes they are all c generic they are not geared towards college study. So there are a lot of areas I feel we can improve.”</td>
<td>1 COURSES V. INTERESTING 2 APPROPRIATE LEVELS 3 ISSUES</td>
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| a. TIME FACTOR  
| b. NO LANGUAGE/STUDY SKILLS  
| c. GENERIC |
| T4 | “I am of the opinion that it's too difficult. The students … many of whom are working adults come into the college tired and hungry and I hit them with topics” | 1 TOO DIFFICULT |
such as behavioural science … 2 L1 should be much more related to the students’ lives to engage in topics they enjoy, the vocabulary they can use …”

| T5 | 1 “In FP I like the courses right now I like that the programme has changed 2 I think that students may need more time to for practice … 3 perhaps more student activities … some are difficult not because of the language but because of the topics.” |
| T6 | 1 “I think the textbook is not difficult most of them 2 I think most of the material of the textbook is useful 3 I think there is also enough room for teachers to add their own material so it is more flexible … 4 the only issue is the time frame …” |
| T7 | “The courses themselves are scaled on Common European Framework so 1 they are actually pretty good in terms of their levels. … 2 the courses themselves not only develop language proficiency, 3 but also work on practical things skills and collaboration and communication and also activities … I think they are … are promising.” |
| T8 | 1 “I wouldn’t think they are difficult …the Q-Skills courses … 2 they are just right and very good except that I feel we might …3 it could help if we have more than 8 weeks because sometimes we end up teaching for the exams rather than the course … so that is the only thing if we can do the course is fine.” |
**Interview Question 5:** “What do you think of the teaching methodology prescribed for teaching the course contents? **Probe:** How would you modify the methodology, if necessary?”

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<td>T1</td>
<td>“I think it is a little different maybe from … from what I am used to but 1 I don’t find it too prescriptive. I think it’s some new way … 2 there is enough room for the teachers to be creative… if I want to modify the methodology, I guess a little bit, 3 I like to see more activities.</td>
<td>1 METHODOLOGY NOT PRESCRIPTIVE 2 FLEXIBLE 3 MORE ACTIVITIES</td>
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<td>T2</td>
<td>1 “I have never seen a book where you didn’t so I add I adapt I take the rubrics and make them my own I order them to fit what makes more sense I alter them to fit the level that fit the projects in the level… but for the most part things make sense.”</td>
<td>1 METHODOLOGY ALWAYS ADAPTATION NEEDED</td>
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<td>T3</td>
<td>1 I think that in essence it is fine I’m teaching R/W and so I feel that in general the way that they approach R/W in the book that we use they are fine. 2 The version of the course book it’s a decent course book. 3 The area which I feel very strange is their approach to grammar. 4 I think we should have more time dedicated for</td>
<td>1 IN ESSENCE FINE 2 DECENT COURSE BOOK 3 APPROACH TO GRAMMAR STRANGE 4 MORE TIME FOR GRAMMAR 5. METHODOLOGY PRESCRIPTIVE</td>
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<td><strong>T4</strong></td>
<td>I think the textbook attempts to apply a blended learning approach through its on-line application. In reality the students don’t really use it much I’d say. The textbook follows like you said a prescribed methodology it is actually in some ways good so I think every teacher if they are an effective teacher, they don’t just follow, they adapt, mould their own methodologies around what is prescribed, in my opinion.</td>
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<td><strong>T5</strong></td>
<td>“I think the book provides some collection of activities to choose from and you can modify them often you have to supplement to provide additional exercises for students to understand the content. However, in the L/S book for example I think the speaking questions are designed very well for L3</td>
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### 6. ADAPTATION NEEDED

- I see that all of us do think in different ways which is great. Teachers shouldn’t be forced to do it in the same way.
- I think the textbook attempts to apply a blended learning approach through its on-line application. In reality the students don’t really use it much I’d say. The textbook follows like you said a prescribed methodology it is actually in some ways good so I think every teacher if they are an effective teacher, they don’t just follow, they adapt, mould their own methodologies around what is prescribed, in my opinion.

### 1. BLENDED LEARNING APPROACH

### 2. METHODOLOGY IN SOME WAYS GOOD

### 1 COLLECTION OF ACTIVITIES

### 2 CAN MODIFY, SUPPLEMENT

### 3 SPEAKING QUESTIONS WELL-DESIGNED

### 4 VERY WELL SELECTED
... for the L1 I was teaching they were very well selected."

| T6 | 1 The textbook is student-centred and that is something I like about it and is flexible and it has a component which helps the teacher to build the students’ interesting motivation working after or beyond the classroom. … However, 3 I found that some of the real life recording are very intangible which means students do not even understand what has been said let alone from comprehending it or trying to figure out what’s happening or being able to answer questions." | 1 STUDENT-CENTRED/FLEXIBLE
2 TEACHER CAN BUILD INTEREST/MOTIVATING
3 RECORDING INTANGIBLE |

| T7 | Every teacher needs to have his students’ needs in mind when they are presenting information to them 1 so the methodology … is a probe and we don’t have to stick to it. 2 As a teacher you need to adjust your ways of teaching." | 1 METHODOLOGY A PROBE
2 ADAPTATION NEEDED |

| T8 | 1 “I do modify the methodologies. I follow some of them I mostly | 1 METHODOLOGY ADAPTATION ALWAYS NEEDED |
maybe 80% I modify them for my requirement and for the learners' requirements. I think modification is something needed always."

**Interview Question 6:** “What do you think about the assessment methods used? **Probe:** Do you think they reflect the students’ real standards in English?”

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<tr>
<td>T1</td>
<td>1 “Generally speaking they're OK. I find though that because we don’t know what is going to be on the assessment … as for me it is difficult to know exactly what to teach and how to teach … I find that a little frustrating I guess 2 but there are tests which the teachers design on their own is great. … Some are done for me so it is comfortable to have the balance it is good for me.”</td>
<td>T1 ASSESSMENT METHODS OK</td>
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<td>T2</td>
<td>1 I first believe that exams are necessary. I think that 60% of all grade is insane. I like the projects. 2 The idea of the project-based learning is good and gives them practice. For me I can see what they do from the beginning until the end of the course and I can see if they improve … 3 we can’t get rid of the exams we know that but we don’t take into account the idea of the exam anxiety …</td>
<td>T2 EXAMS NECESSARY PROJECTED-BASED LEARNING BETTER EXAM ANXIETY</td>
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<td>T3</td>
<td>1 I find it disappointing to have 66% of our exams are basically based on memorization and vocabulary 2 and unnatural testing use of grammatical gap-fills and matching and things like this. We can do that in the course work</td>
<td>T3 1 HIGH PERCENTAGE FOR EXAM DISAPPOINTING 2 GRAMMAR TESTS INADEQUATE</td>
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<tr>
<td>T4</td>
<td>1 &quot;I think the exam committee works well. They do their job, they work very, very hard to produce that follow the curriculum and fit in line with the structure. You ask if the assessments work. 2 I say the assessment methods as they do now they do work, they are effective for our purposes at least.&quot;</td>
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<tr>
<td>T5</td>
<td>1 &quot;I always think that exams reflect your level. 1 In terms of our assessment, I think it is standard I think it is normal I'd say it is too low honestly ... 2 umm a lot of my students always fail exams ... very few get about 73% (pass mark 70%) so I am not sure what is the problem ... the problem could be ... 3 have many factors could be the assessment itself ... I think it is lack of exam analysis and it's lack of student preparation for the exam that affect the assessment so I wouldn't say it is 100% effective or 80% effective I think it needs a lot of work ... to be a fair assessment.&quot;</td>
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</table>
| T6 | "I think we have really a good team for developing the exams ... yet ... 1 we need to focus more on assessing ... 2 interactive assessment basically instead of assessing discrete grammar or discrete vocabulary ... the speaking rubric for example has some serious issues ...
so much of the mechanics of speaking but it doesn’t give enough time or enough room for the accuracy of speaking.”

| T7 | 1 “We try our best in term of assessing them in the four skills … and we also have this part of assessing their achievement … or attainment of grammar and vocabulary points … given the fact that we are running an 8-week term this has a huge impact on the way we assess students … this term we are going to have the three paper exams R/W/L on one day … speaking done through blackboard … it should reflect better understanding of their level but there will be a lot of other factors that we will not be able to control … and I’m not sure of the results but it is our first trial so let’s see how it works.” | 1 RECONSIDERATION OF ASSESSMENT |

| T8 | 1 “Strictly speaking I think we could use other varieties of methods as well. I’m not sure if it reflects the students’ standards.” | 1 OTHER VARIETIES OF ASSESSMENT NEEDED |

Interview Question 7: “What is your experience of students leaving the classroom? 
**Probe:** What do you think are the reasons for doing this?”

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<th>Interviewee</th>
<th>Excerpt</th>
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<tr>
<td>T1</td>
<td>I don’t see that kind of behaviour as much but I have seen it before and 1 there are still some SS who go out and come back after a long time … want to go to the bathroom or to the nurse … 2 I think in some cases it’s v. difficult to sit in one place for hours at a time. So it is chronic … it is hard for me to deal with it.</td>
<td>1 SOME STUDENTS STILL LEAVE CLASSROOM 2 BOREDOM</td>
</tr>
<tr>
<td>T2</td>
<td>1 “Last year with one hour and 40 minute</td>
<td>1 BOREDOM</td>
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</table>
Even if you have an active class the average span of the human attention is about 20 minutes you can’t sit and focus for an hour Ah I can’t."

| T3 | "In general I haven’t had too many issues this year. So if the student leaves the classroom, 1 I don’t mind as long as it is a genuine reason to leave … 2 some students have gone missing for 20 minutes I just record it and at the end of the week I give them a low grade for participation I never discuss it with them … because I don’t want to be a policeman. I just say you behave and I assess your behaviour.” | 1 GENUINE REASONS

2 MISSING FOR 20 MINUTES |

| T4 | 1 "They tend to leave the classroom for 5 minutes for a variety of reasons: phone call bathroom break. 2 My students are adults not children they have lives outside the class … they have jobs and babies … I think it’s a mistake some teachers think that the English class is the most important in the world to the students. It isn’t.” | 1 LEAVE FOR GENUINE REASONS

2 NO PROBLEM ABOUT LEAVING |

| T5 | "At the beginning … I was strict then I became more relaxed and I always tell them that if you need to step out please step out 1 it’s your choice which is right to have breaks after a reasonable amount of time so 2 some students would abuse this policy they would step out and talk on the phone or go to the bathroom and come back after an hour. 3 I usually consider this a personal choice so I wanna tell grown up students to stay in class … 50% | 1 THEIR CHOICE

2 SOME ABUSE POLICY

3 PERSONAL CHOICE |
if you see that the student is not interested not trying …"

| T6 | 1 “Of course there are many reasons that can relate to students leaving the classroom can be something like motivation can be students being bored … 2 or it can be the student already has an excuse … 3 so this can reveal many things about students' attitudes and even about the environment in the classroom in terms of teaching.” | 1 LACK OF MOTIVATION /BORED  
2 GENUINE EXCUSE  
3 MANY FACTORS FOR STUDENT ATTITUDES |
| T7 | 1 “There are different reasons and it depends on the nature of the students and a lot of factors too. 2 Most of our students here are adults can handle their needs in an adult way … 3 but you still get some students who would lie and sneak around … Some other times 4 they just get excused to go to the toilet or go to the nurse and they never come back … I try to discuss it with the students … if I don’t see them get it, I take action.” | 1 DIFFERENT REASONS  
2 ADULTS  
3 SOME LIE/SNEAK AROUND  
4 SOME INVENT EXCUES |
| T8 | “Here I believe that monotony is one reason because we have long hours especially when it is a long writing class. … they cannot take it … they become very tired … sometimes they say they need to talk to people on the phone sometimes they are disturbed by friends and sometimes they are just not motivated not motivated learners.” | 1 MONOTONY  
2 SOME NOT MOTIVATED |

**Interview Question 8:** “What is your experience of students using mobile phones in the classroom? **Probe:** What do you think are the reasons for doing this?”

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<th>Interviewee</th>
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<tbody>
<tr>
<td>T1</td>
<td>“… the majority I’d say and there are</td>
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</table>
individual students in classes probably need I’d say 3 or 4 just can’t stop using their phones they are chronic. 1 Some of them may really have an addiction… 2 social anxiety they have to be in contact … 3 peer pressure you know, 4 boredom as well … it is a way of life for young people. It is 5 very hard I think to stop it needs some energy on the part of the teacher, counter-productive, I think."

<table>
<thead>
<tr>
<th>T2</th>
<th>“1 … there are amazing applications you can use that will help with the learning process. You know you can do mobile quizzes … and a hundred other ones. … I’m a little over dramatic and silly in class. … There are so many cases when this happens – 2 some students are children.”</th>
<th>1 FOR LEARNING PURPOSES 2 SOME ABUSE</th>
</tr>
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<tr>
<th>T3</th>
<th>1 “I like to use the phone for learning purposes. And again the same with students I say listen unless you need your phone for learning purposes, 2 there is no need to have your phone on your desk. If you start on it and not listen to me then I’m going to mark you low in participation.”</th>
<th>1 LEARNING PURPOSES 2 NOT TO BE USED OTHERWISE</th>
</tr>
</thead>
</table>

| T4 | 1 “Mobiles have become in the 21st century addiction of choice. Everything is changing and developing so 2 there are some technologies used in class as a phone like a quiz, or Kahoot, or … no longer the rules of no phones in class I think is applicable anymore … at all. 3 I think we have to be sensible and practical about mobile phones in the classroom.” | 1 AN ADDITION 2 LEARNING PURPOSES 3 TO BE SENSIBLE / PRACTICAL |
| T5 | 1 “In our classes sometimes we use phones for academic purposes. … for some tasks I ask them to put all their cell phones in a box. … If I see a student distracted by the phone I just pass by and talk to the student privately. | 1 FOR ACADEMIC PURPOSES |
| T6 | 1 “Sometimes I have students who are troublemakers they wanted to use the phone for chat and other social media and I was strict with them … My current class … are more responsible I know that sometimes they use the phone messaging … 2 but are not being disruptive or being inattentive so I let it go with those students because it is minimal not really affecting the class business.” | 1 SOME TROUBLE MAKERS 2 NOT DISRUPTIVE/INATTENTIVE |
| T7 | 1 “Mobile phone use in the classroom shouldn’t be prohibited but to be restricted and controlled in a way that both serve the purpose of the teaching experience and giving the student the freedom so they wouldn’t feel they are being deprived from their phones.” | 1 SHOULDN’T BE PROHIBITED 2 BUT TO BE RESTRICTED/CONTROLLED |
| T8 | 1 “… not all of them are honest and when they say they have got an emergency call they just want to send messages and they keep chatting with friends. 2 Some of them are mothers they need to check out on their kids … there are family issues … there are those working ladies who have call from their offices … 3 (Some) use the mobile … without the knowledge of their teacher during a quiz … 4 there are times when they use it as a dictionary | 1 SOME ABUSE THE USE 2 SOME FOR GENUINE REASONS 3 FOR CHEATING IN QUIZZES 4 FOR ACADEMIC PURPOSES |
during a writing or a reading class which could be positive.”

**Interview Question 11:** “To what extent, do you think, your students are interested in learning English?”

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<th>Interviewee</th>
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<tr>
<td>T1</td>
<td>“…1 I think a lot of them see it a means to an end and they can still be enthusiastic about that, the case motivation is primarily intrinsic I think that that’s still OK in a way not for the sake of learning the language itself but because 2 they want to get something for it.”</td>
<td>1 A MEANS TO AN END</td>
</tr>
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<td></td>
<td></td>
<td>2 TO GET SOMETHING FOR IT</td>
</tr>
<tr>
<td>T2</td>
<td>1 “Many of them think it is still the language of the world they have to know it 2 especially in this country especially you have all the services staff of the restaurants, the stores … many of them are … , you know. want to learn the language because they know is valuable.”</td>
<td>1 INTERNATIONAL LANGUAGE</td>
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<tr>
<td></td>
<td></td>
<td>2 VALUABLE LOCALLY</td>
</tr>
<tr>
<td>T3</td>
<td>“I would say that in every classroom you have a complete myriad of motivations so you have 1 some who are genuinely interested 2 others who just want to pass the course and you get 3 a final group who actually not want to be there and they don’t care … because they get the chance to repeat.”</td>
<td>1 SOME GENUINELY INTERESTED</td>
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<td></td>
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<td>2 OTHER JUST TO PASS</td>
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<tr>
<td></td>
<td></td>
<td>3 SOME DON’T CARE</td>
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<tr>
<td>T4</td>
<td>1 “In an ever diversifying world English gives them an access to newer changes new jobs new technologies new countries new I mean different countries. 2 I think it is a very positive path for them to go down.”</td>
<td>1 BENEFICIAL</td>
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<td></td>
<td></td>
<td>2 POSITIVE</td>
</tr>
<tr>
<td>T5</td>
<td>1 “I think it is 4 out of 10 … 3.5 out of 10”</td>
<td>1 NOT REALLY</td>
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(laughing!) I don’t see that they really understand the value of it and I don’t think that the economy and the culture of the country allows them the chance to understand … 2 they don’t have to compete for jobs … so there are a few students who will be interested."

1 “The majority of students will choose ‘no’ English Track none English to be … basically the motivation is not there it is less than 50%.”

1 “Basically they are interested in learning the language because it is being used everywhere and they already use it like the lowest form of communication …”

1 “I would say 60, 40 … the 40% are motivated there could be reasons. First, job needs, second travel, third, is the family and finally, it could be just they love the language very few may be 30% who love the language.”

Interview Question 15: “Have you witnessed any signs of rejection to learning English expressed explicitly or implicitly by your students? **Probe:** Do you think that these students have some kind of subtle resistance to English? For example, like saying: “We are Arabs, Muslims. Why do we have to learn English?” “Why don’t ‘they’ Arabic?”

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<th>Interviewee</th>
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<tr>
<td>T1</td>
<td>1 It is true it is something you would think they are asking themselves that question – why do I need to? … Studying English. There are some political issues there but don’t get asked that question.”</td>
<td>1 SOME POLITICAL ISSUES</td>
</tr>
<tr>
<td>T2</td>
<td>“… some of them do have education cause for being business people and then there are others I don’t know what I</td>
<td>1 NOT AN OUTRIGHT</td>
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</table>
| T3 | “… my own research … one of the teachers said it is not a hatred of the language or imposition from the language it is just they find it difficult so they initially find it difficult and that causes them stress. I personally I haven’t seen any explicit about why we are doing this … Implicitly possibly some disengagement | 1 NOT A HATRED OF ENGLISH  
2 NOT LANGUAGE IMPOSITION  
3 English difficult  
4 Implicitly possibly some disengagement |
| T4 | "I have not really witnessed any explicit or implicit rejection of learning because they are here after their choice … coming in their own free will." | 1 NO EXPLICIT OR IMPLICIT REJECTION |
| T5 | "This is a question that I have pondered but I have never heard it from my students. All students believe that they need English … they don’t do well in their study but convinced that they must learn English …" | 1 A QUESTION I PONDERED  
2 CONVINCED TO LEARN ENGLISH |
| T6 | “… Some of the students said: "We are really proud of our language (Arabic) but we still believe in learning English because … it helps us to communicate with others … but there were some instances when they said we are going to the Arabic Track so why would we have to study English.” | 1 PROUND OF ARABIC  
2 CONVINCED TO LEARN ENGLISH  
3 IN ARABIC TRACK NOT NEEDED |
| T7 | "Yes, I did hear that a lot when students would say why we are learning English and we want to continue studying in Arabic and what is the purpose of learning that much English when we are | 1 IN ARABIC TRACK NOT NEEDED  
2 WHY THIS MUCH ENGLISH |
T8 1 “Yes I come across it was not very aggressive but being passive in a friendly way. Many men students have said it especially the ‘Customs’ students … and they have raised questions 2 why wouldn’t you speak a bit of Arabic to help us you should have learnt it when you come to teach us … I have come across this it 3 wasn’t aggressive and friendly came as a suggestion.”

| Interview Question16: “Have you ever discussed with your students why they are learning English? If so, what were their responses? |
|---|---|---|
| **Interviewee** | **Excerpt** | **Descriptive Code** |
| T1 | “1 … they are going to use it, esp. in these Gulf States the public population number has so significantly expatriates population, the professional a lot of that – the population who speak English.” | 1 LOCAL COMMUNICATION |
| T2 | 1 “some of them do have education cause for being business people and then there are 2 others ‘I don’t know what I want to do my mum told me to come.’ “ | 1 FOR EDUCATION 2 PARENTS’ DESIRE |
| T3 | 1 “… I haven’t really engaged in here … I’m more focused on trying to get through the very heavy curriculum in 8 weeks (laughing) I’m just trying to prepare students well for the exam so I haven’t really engaged students in this kind of discussions … “ | 1 DIDN’T ENGAGE STUDENTS IN DISCUSSION |
| T4 | “… I’ve been here for 4 years and I am of the opinion for the vast majority of my students that I’ve taught 1 coming to the college is like a kind of English social | 1 COLLEGE A SOCIAL CLUB 2 ENGLISH SOCIAL |
club where they can be in a safe place with friends and practice the language which I think is good I think that is incredibly positive. So I think that’s the main reason female students come here is to have an English social activity which I think should be encouraged.”

| T5 | “Yes, I usually get a standard answer because they all believe in that. 1 They all believe that you need English to have a **better job** … 2 Some people say I want to **study abroad** … some people say that I want 3 to **open my own business** … 4 I need English because I work with a lot of expatriates …” |
| T6 | 1 “Yes, definitely, actually at the beginning of the semester I talked to my students trying to **motivate them** and remind them that learning English is not only for study but can be beyond … for travel at the supermarket … shopping online … reading reviews …” |
| T7 | 1 Students would say why we are learning English and we want to **continue studying in Arabic** and 2 what is the purpose of learning that much English when we are not gonna use it in our education later on … so they keep like enquiring why they are learning this much English.” |
| T8 | 1 “Yes. The students who work in the banks needed it for the **professional purposes** … the lady students … needed it because they 2 **travel** a lot … the moderns this is this the most interesting they like to learn English because they
need to teach their kids … and finally there is another … students who have been forced by parents to learn.”

### Interview Question 10: “What do you think are your students’ real needs of English?

Probe: What do you think of the teaching of ESP to students?”

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<th>Interviewee</th>
<th>Excerpt</th>
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| T1          | “I guess that would probably be the best thing for them again in terms of pragmatism and for demonstrating for them why they are here, helping them to see why they are here learning how to send e-mails in English, respond to e-mails, deal with people in different situations in the professional world, how to answer the phone ....” | 1. ESP THE BEST / PRAGMATIC REASONS  
   a E-MAILS  
   b ANSWERING THE PHONE / ETC. |
| T2          | “1 … in the workforce the ones who are working at a bank sure in banking it would help them. There’s no reason not to improve your English generally because in the end it helps you.” | 1 USEFUL AT WORK  
   2 IMPROVE ENG. GENERALLY |
| T3          | “They need English that would serve them in their careers and their lives. So in this respect I am a big supporter of ESP. In Qatar and in our college this is the model that we should be moving towards less English instruction more English of academic and English for specific purposes.” | 1 USEFUL FOR CAREER/LIFE  
   2 STRONGLY FOR ESP |
| T4          | “My students want to practice their English for social purposes for travel purposes and career usually a lot of them have jobs and they have to write e-mails and speak to their manager in the medium of English so I think we could | 1 FOR SOCIAL? TRAVEL PURPOSES  
   2 FORM OF ESP |
<p>| | |</p>
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<tbody>
<tr>
<td><strong>T5</strong></td>
<td>1 &quot;A lot of Qatars are already work in hospitals and banks … so they would be more motivated to study ESP. A lot of students' needs are higher salaries … and a lot of students … they want an easy job …&quot;</td>
</tr>
<tr>
<td></td>
<td>1 USEFUL FOR CAREER</td>
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| **T6** | 1 "I think for the students who are in the Arabic Track should study general English … 2 For students who are planning to go to the English Track I think ESP classes would be more appropriate … for example students who want to study business … so what I would suggest L1 & L2 general English and then L3 & L4 ESP."
|   | 1 GENERAL ENGLISH FOR ARABIC TRACK & L1/L2 2 ESP FOR ENGLISH TRACK & L3/L4 |
| **T7** | 1 "We can use ESP for L3 and 4 2 but L1 and 2 need more of general English because their proficiency level is very low … so basically their needs come from the gap that happened between secondary education and the college requirements …"
|   | 1 ESP FOR HIGHER LEVELS 2 GENERAL ENGLISH FOR LOWER LEVELS |
| **T8** | 1 “Exactly the teaching of ESP, business English … students who work for the bank would need this English … students who work for immigration … so ESP would be much better in my opinion. Not everybody needs academic English.”
|   | 1 ESP THE BEST |
**Interview Question 17: “In your opinion, why is English needed in Qatar?”**

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<tr>
<th>Interviewee</th>
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<tbody>
<tr>
<td>T1</td>
<td>1 “it’s a bit difficult to get professionals to come here and ask them to speak Arabic … so they decided to try and adapt to learn a lingua franca – a language of international communication – at the moment it is English … in the world of business and technology they really do need it at the moment in Qatar.</td>
<td>1 LOCAL COMMUNICATION / LANGUAGE OF INTERNATIONAL COMMUNICATION</td>
</tr>
<tr>
<td>T2</td>
<td>“1 … it allows you to operate in a such a way not only can you work and travel and interact with expatriates who have been imported in the jobs. … 2 and if you want to be in the world group leader you are going to need to be able to speak one of the languages the world leaders communicate.”</td>
<td>1 LOCAL COMMUNICATION 2 INTERNATIONAL LANGUAGE</td>
</tr>
<tr>
<td>T3</td>
<td>1 “Qatar is a country with people from many different parts of the world Doha is a multinational city so you need knowledge of bilingual lingua francas … English whether it is right or wrong this is probably the prime lingua franca of the country.”</td>
<td>1 LOCAL COMMUNICATION 2 LINGUA FRANCA</td>
</tr>
<tr>
<td>T4</td>
<td>1 “Qatar growing so fast that I think without English that the core of that development wouldn't happen how would a Sudanese engineer communicate with his philipino team mate in (Tagloq), in Arabic …”</td>
<td>1 IMPORTANT FOR THE COUNTRY’S DEVELOPMENT</td>
</tr>
<tr>
<td>T5</td>
<td>1 “Because it is an international language but what I think is needed here is pidgin English (laughing … 2 It is an international language so we don’t get proper English … So I think in Qatar you…”</td>
<td>1 INTERNATIONAL LANGUAGE 2 INTERNATIONAL LANGUAGE</td>
</tr>
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</table>
need English because there are so many nationalities here so it is the only language they have in common.”

**T6**

| 1 | "English is a lingua franca in Qatar … we have the majority of people expatriates … so I think everybody should have a minimum competence of English in order for them to function in Qatar especially we have the majority of professionals who are foreigners then the local need is to be able to communicate with them.” |
| 3 LOCAL COMMUNICATION |
| 1 LINGUA FRANCA |
| a. EXPATRIATES |
| b. PROFESSIONALS |

**T7**

| 1 | "The number of expatriates in Qatar exceeds the number of the Qataris themselves and it means the language that can be used for communication here is English so I think it’s a basic need … 2 most of the subjects taught in different areas specialities are in English medicine especially … and anything with a science major would require a higher proficiency of English." |
| 1 LOCAL NEED |
| 2 EDUCATIONAL NEEDS |

**T8**

| 1 | "Because Qatar is a fast growing economy and attracts a lot of foreign crowds of expatriates and definitely they need a common meeting point to … of course English. I think it is very much needed it is a point of the juncture of communication between the people of Qatar and other parts of the world.” |
| 1 LOCAL NEEDS |

**Interview Question18:** “In your opinion, what effect could continue to learn English have on the culture and identity of the Qatari people?”

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<tr>
<td><strong>T1</strong></td>
<td>&quot;I think it's gonna have an impact – a little change – it's gonna have some&quot;</td>
<td>1 IMPACT / LITTLE CHANGE</td>
</tr>
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</table>
effect and it will be able to be significant - to have a significant culture effect – how significant, it’s hard to say – how to measure something like that it is hard to say, … A little change in identity, change in the culture – could be for the worse – I’d say it could, ya."

T2

1 “In the broader world it is going to be more beneficial to continue in English because you’re going to be talking about your identity to other people you’re going to share your traditions … which you entirely far critical about your life.”

T3

1 “I don’t think that somebody who loses their L1 is necessarily losing their culture. I don’t think using another language will significantly affect the way that you are being brought up so I think that sometimes we are over emphasizing the importance of language in the culture. It is important but it’s not the only aspect.

T4

1 “Learning English and to continue the growth of English and from my conversations with my students and Qataris I would assume that Qatar will move more to the UAE style of what a country is more tourism more open more development cosmopolitan. I don’t think Qatar and Qataris wish to be like Saudi Arabia the level of conservatism they have … that’s the way forward.”

T5

“If you look at some countries in the Gulf like Kuwait too different people too different than here. They are not traditional anymore absolutely not here the people try to hold on to their culture
and traditions not for a while … 1 but I think that English is going to affect people the more international the place becomes the more the culture changes.”

<table>
<thead>
<tr>
<th>T6</th>
<th>1 &quot;Qatari people are very proud of their Muslim and Arabic identity … 2 it is not the language … 3 it is the popular culture which really affect the lives of the people ….”</th>
<th>1 PROUD OF LANGUAGE AND RELIGION 2 NO LANGUAGE CHANGE 3 CULTURAL CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>T7</td>
<td>&quot;Qatar is a state that has its own culture and its own traditions yet it’s open to other cultures … so it (learning English) wouldn’t affect if they don’t want to be affected … if we look at the people in the Gulf area … are very good at preserving their cultures and keeping them from getting affected by Westerners.”</td>
<td>1 NO EFFECT</td>
</tr>
<tr>
<td>T8</td>
<td>&quot;As far as I have seen from the people of Qatar I feel they are very strongly motivated towards their culture and if I am told there is an effect it could be superficial in things like dresses … a small bit of openness and definitely it is not going to make a big difference in the roots of their culture. 2 It could be just a positive effect on them.”</td>
<td>1 SUPERFICIAL 2 EFFECT/COULD BE POSITIVE EFFECT</td>
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**Interview Question 19:** “What do you think of the teaching of the English speaking countries norms in Qatar? (That’s to say, Standard British English or General American.)

**Probe:** What do you think about Qataris speaking their own variety of English like the people of India, or Singapore, for example?”

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<tr>
<td>T1</td>
<td>1 “… it’s so hard to say, but there are assumptions that are transmitted alongside language functions and</td>
<td>1 STANDARD NORMS</td>
</tr>
</tbody>
</table>
teachers' attitudes.

(ME): Qatars to have their own varieties of English?

T1: They should be able to … 2 That's their right linguistically … but I wonder though because 3 they often have to write international standardized proficiency tests to recognize any variety of English beyond Standard British or American."

<table>
<thead>
<tr>
<th>T1</th>
<th>1 LINGUISTIC RIGHTS 2 LINGUISTIC RIGHTS 3 STANDARD BRITISH/AMERICAN</th>
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<tbody>
<tr>
<td>T2</td>
<td>1 &quot;In every country not only do you have Standard American … Standard British … Standard Australian you have regional accent. … there are rules that Standard American English Standard British English these things exist I don't care if you're a native speaker or a non-native speaker you learn English you do have an accent it is inevitable.&quot;</td>
</tr>
<tr>
<td>T3</td>
<td>&quot;I think a knowledge of the differences is useful. 1 I don't think we should ascribe a student to one particular brand we should be flexible … English as an international language is fine it's all about communication especially if you're using it for communicative purposes as long as you can communicate much of what you want to say that OK.&quot;</td>
</tr>
<tr>
<td>T4</td>
<td>1 &quot;I have given thought to this question I promote a British style of English structure from dialect accent because I think some sort of … why would I teach any other form than my own? 2Obviously, the students will develop their own English or Englishes but from my perspective I want them to try to</td>
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<tr>
<td></td>
<td>1 ACCENT INEVITABLE 1 ENGLISH AS AN INTERNATIONAL LANGUAGE 1 BRITISH ENGLISH 2 STUDENTS DEVELOP OWN ENGLISH</td>
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<tr>
<td></td>
<td>pronounce words correctly and spell words correctly. I think from my certain point of view necessary.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>T6</td>
<td>1 &quot;If students are going to the academic field they have to be in the culture of academia … they have to speak the standard variety of English … We can see for example the Indians … the most famous … the most quoted for creating their own variety of English they still use the academic … the norms of the standard English …2 but for the sake of just interaction for the sake of daily lives I don’t think there is any harm or even any restriction on anybody to create their own variety.&quot;</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>T7</td>
<td>1 &quot;We do have our Middle East English … so we are using Middle East English basically … we use our intonation … when we speak we use our own body language which is not really related to English language basically …“</td>
</tr>
<tr>
<td>T8</td>
<td>1 &quot;It naturally could be possible … considering the fact that it is not the mother tongue and obviously there are problems like they don’t have the plosive sound in Arabic … it is the dialect with</td>
</tr>
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</tbody>
</table>
the affectation of the mother tongue … 2 but if they are going to make a conscious effort that could be avoided to.”

**Interview Question 20:** “What do you think about the call of some ELT professionals that we should accept any variety of English as long as it is intelligible, comprehensible, and interpretable?”

<table>
<thead>
<tr>
<th>Interviewee</th>
<th>Excerpt</th>
<th>Descriptive Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>1 “I think that’s good – I think it’s reasonable and I think it is progressive and I think it shows a higher regard for human rights – and linguistic rights … for sure – I think it is a step in the right direction.”</td>
<td>1 INTELLIGIBILITY REQUIRED</td>
</tr>
<tr>
<td>T2</td>
<td>1 “I don’t care if you’re a native speaker or a non-native speaker you learn English you do have an accent it is inevitable I don’t want you to learn my accent I want you to communicate clearly if I can understand the words I don’t think it matters I don’t care if you put a ‘u’ in ‘humour’ when you’re writing I don’t think there is a need for standardization.”</td>
<td>1 INTELLIGIBILITY REQUIRED</td>
</tr>
<tr>
<td>T3</td>
<td>1 “… if they want to learn it because they want to go for a Master’s degree in America then the set standard of English will be expected to use if they have clear goals on what they want to learn. 2 If somebody just wants to learn English to communicate basic level with people they come across and to make themselves understood in a government office then there’s no need for them to learn in a high level of English just it is English for what purpose you need it.”</td>
<td>1 STANDARD NORM FOR ACADEMIC PURPOSES 2 BASIC LEVEL FOR COMMUNICATION</td>
</tr>
<tr>
<td>T4</td>
<td>1 “Well, the purpose of the language is to</td>
<td>1 INTELLIGIBILITY FOR</td>
</tr>
</tbody>
</table>
be understood is to be intelligible so that’s the goal of learning any language … 2 but if they are going to reach a level of proficiency mastery the structure the syntax vocabulary must be correct.

| T5 | "I agree with that. I think as your language is comprehensible as long as it could be interpreted by other people and understood it doesn’t matter what variety of English you speak." |
| T6 | "For the sake of communication I will accept it 2 but for academic fields I think we have to be strict with using the standard variety of English … even in Arabic you cannot write official letters in any other dialect of Arabic … in academia everything has to be in the standard of the language and the culture of that context." |
| T7 | "It (language) is made for communication and it is very much accepted language … if I can communicate if you understand what I want to say, done, received … if communication is achieved, language use is successful." |
| T8 | "Yes, as long as it is communicable then it should be accepted." |

**Interview Question 14:** "If students were given the choice not to do an English Foundation programme, what do you think they would choose? **Probe:** Why do you think they would make this choice?"

<table>
<thead>
<tr>
<th>Interviewee</th>
<th>Excerpt</th>
<th>Descriptive Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>&quot;If it is a choice of a FP or Arabic Track, I think it would be about half probably 50/50 I don’t know maybe I am being&quot;</td>
<td>1 50/50</td>
</tr>
</tbody>
</table>
optimistic that is what I feel like – 2 they just give up FP and go to the English college. I think it would be too difficult to go straight from high school to the university or college level.”

T2 1 “Students who want to finish things quickly so they can get more money or getting their husband or you know I teach the grass choose not to do it in this case. I think they are missing if they jump straight to Transition the skills students want, but I think they will absolutely do that because it is the safe side.”

T3 1 “I think they might … most of them would be happy I don’t think they hate English but they may not see the need for it at this stage.”

T4 “Now with the option dropped down but that is not negative to go to the Arabic Track from L2 like I said earlier the students want the diploma and as quickly as possible. So some of them wish to study in English for … I don’t know … Engineering or social studies or politics or whatever. 2 But the vast majority choose Arabic after L2 a means to an end.”

T5 1 “I think honestly if students are given the choice to skip foundation I think they would go for that. for example for our programmes the Arabic Track. Arabic Track has English classes they would do those English classes and they would study in Arabic.”

T6 1 “think the majority of students will skip it because they just want to save time they came more about saving time and they
think that they do not want any more to be here."

<table>
<thead>
<tr>
<th>T7</th>
<th>&quot;Yes they would go to the college directly … they want to finish as fast as possible so why should they spend time and waste time if they can get going with their college education and get their college degree faster so yes if they were given the chance they would take it.&quot;</th>
<th>1 GO TO COLLEGE DIRECTLY</th>
</tr>
</thead>
</table>

"Yes they would go to the college directly … they want to finish as fast as possible so why should they spend time and waste time if they can get going with their college education and get their college degree faster so yes if they were given the chance they would take it."

<table>
<thead>
<tr>
<th>T8</th>
<th>&quot;OK for obvious reasons they might choose because they are not aware of the consequences and they might regret this. The students who didn’t know what it is might choose the foundation.&quot;</th>
<th>1 SKIP</th>
</tr>
</thead>
</table>

Interview Question 9: “In your opinion, why do some students prefer to leave the English Foundation Programme after completing L2 and opt for the Arabic track?”

<table>
<thead>
<tr>
<th>Interviewee</th>
<th>Excerpt</th>
<th>Descriptive Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>&quot;I think the main reason is that it is too difficult for Ss. 2 I think another reason maybe that they don’t see the point of studying English they have a basic grasp of English not necessary to go beyond that. … maybe they know they live in a society where their first language is Arabic and 3 English is not strictly necessary, so maybe there are pragmatic reasons … it is a waste of time for me to study English.&quot;</td>
<td>1 ENGLISH DIFFICULT 2 DO NOT SEE THE VALUE 3 ENGLISH NOT STRICTLY NECESSARY</td>
</tr>
<tr>
<td>T2</td>
<td>&quot;Many of them are here to get a certificate. 2 Others are not convinced they could do their programme in English. It is time to finish faster so that they can get on with their life. I can finish my degree quicker and get college credit.&quot;</td>
<td>1 TO GET A CERTIFICATE FASTER 2 ENGLISH DIFFICULT</td>
</tr>
<tr>
<td>T3</td>
<td>&quot;Many of our students may want to go into government’s jobs … they can get</td>
<td>1 TO GET GOVERNMENT JOBS</td>
</tr>
</tbody>
</table>

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good salaries and can get good benefits and can get good holidays and can get pensions. The need for English may be isn’t as apparent as it might be in our societies. 2 I think students can get very good jobs having a working good knowledge of English not necessarily to be a high level of English.”

| T4 | 1 “The students would choose any option that hastens or quicken the journey through college. So they would choose to skip it because they can get … 2 I think the students here are very pragmatic in a way the want the less difficult they want the certificate as quickly as possible so they would choose any means to end that process.” |
| T5 | 1 “They think it is easier mainly because of the time period they have to spend on it that I think it is the main reason. 2 They also think that L3 & L4 are very difficult and they won’t spend double the time in the FP … and 3 I think a lot of students don’t see the value of English Track diploma in the context of their community in the context of their work … 4 there are some students who actually want the English Track because they want to go study abroad or want to study engineering very, very few.” |
| T6 | 1 “The majority of students coming here for a certificate … in order to get a promotion at work … 2 some students are here for just they want to be away from home and want to hang out with friends. (Some) students want to go to
the Arabic Track because it is shorter. If they want to study in the English Track they have to go to Transition which means a whole year. … studying the English Track is more difficult and there is some possibility of failing classes or getting lower grades. … To some students this is not really worth the effort basically because they don’t really aspire for getting a job or … getting education more demanding education.”

T7

1 “Some students are already working and they are here just to get the promotion. 2 They want to finish as fast as possible. 3 Those who do want to learn in English … are more inclined to go to the English Track … 4 Another reason would be work requirements.”

T8

1 “One reason could be it takes a long time and they want to finish faster … and people who work want to finish faster and get back to work … 2 another reason could be they find it very difficult to do it in an English Track … some students with general agenda are motivated to continue in the English language.”

B: Major Categories emerging from the interviews results

<table>
<thead>
<tr>
<th>#</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>learning in a Foundation English Programme</td>
</tr>
<tr>
<td>2</td>
<td>the course content</td>
</tr>
<tr>
<td>3</td>
<td>teaching methodology</td>
</tr>
<tr>
<td>4</td>
<td>assessment methods</td>
</tr>
<tr>
<td>5</td>
<td>proficiency in English</td>
</tr>
<tr>
<td>6</td>
<td>student conduct in the classroom</td>
</tr>
<tr>
<td>7</td>
<td>their interest in learning English</td>
</tr>
</tbody>
</table>
whether they have any subtle resistance to learning English

9 the need of English for Qatar

10 individuals' need for English

11 the impact of learning English on the Qatari identity and culture

12 learning the standard variety of English

13 using own variety of English and the notion of intelligibility

14 students skipping the FP

15 quitting the programme after completing level 2 and opting for the Arabic Track

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**Appendix M**

**Course Matrix: Level 1**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learning Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
</table>
| Identify phrases and content words related to daily familiar topics | 1) Can listen to and extract basic information on names, numbers and dates from a simple clear audio text.  
2) Can infer details and interpretations from given dialogues, stories and interviews.  
3) Can understand short Simple instructions and directions if addressed carefully and slowly. | 1. Final Listening Exam  
2. Midterm Listening Exam  
3. SLC Project  
4. Coursework assignments |
| Identify key information in simple clear audio texts | | |
| Use formulaic expressions to describe daily life functions | 1. Can describe a person’s likes and dislikes using simple language  
2. Can describe an object or a place using simple language  
3. Can ask and answer simple questions on daily familiar topics like jobs, likes, dislikes, daily routines | 1. Speaking Portfolio  
2. SLC Project Coursework assignments |
| Talk about daily familiar topics using basic language | | |
| • Extract information from Simple texts | • Can identify main idea and supporting details in simple familiar topic texts | 1. Final Reading Exam  
2. Midterm Reading Exam  
3. SLC Project |
- Identify phrases and content words related to daily familiar topics

- Can extract specific information from everyday simple materials
- Can infer meanings of unfamiliar words in a written discourse using contextual and syntactical clues

| Construct simple and compound sentences to describe daily familiar topics | 1) Can write simple sentences on familiar topics like jobs, personal skills, likes and dislikes
2) Can write a short paragraph with a topic sentence, three supporting details and a conclusion on simple familiar topics
3) Can use level appropriate conjunctions such as ‘and’, ‘but’ etc. |

| Create short basic paragraphs describing daily familiar topics using level appropriate cohesive markers | 4. Coursework assignments |

<table>
<thead>
<tr>
<th>Course Matrix: Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td>1. Identify main idea and key information in spoken texts at CEFR Level A2.2</td>
</tr>
<tr>
<td>2. Identify relationships between ideas and; make inferences and predictions in simple clear spoken texts at CEFR Level A2.2.</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
1. Describe objects, events, habits, feelings, plans, and personal activities in simple correctly structured language.
2. Ask and answer questions on familiar topics related to past, present and future events.
3. Express opinions giving reasons for likes and dislikes in simple language.

| S1. Can give reasons and explanations for opinions, with supporting details and examples related to a topic at CEFR Level A2.2. |
| S2. Can use lexico-grammatical structures to express ideas and things that are similar and/or different from one another at CEFR Level A2.2. |
| S3. Can discuss and respond to topics explored in class using lexico-grammatical structures at CEFR Level A2.2. |

1. recognize relationships between ideas and; make inferences and predictions in an CEFR A2.2 level text.
2. identify main ideas, key information and sequence of events in simple written texts.

| R1. Identify main ideas, key information, details and sequence of events in simple written texts. |
| R2. Recognize relationship between ideas and make inferences and predictions in a simple written text. |

3. Speaking Portfolio
4. SLC Project Coursework assignments
5. Final Reading Exam
6. Midterm Reading Exam
7. SLC Project
8. Coursework assignments
## Course Matrix: Level 3

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learning Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
</table>
| 1. Make inferences and identify key information of familiar and unfamiliar topics delivered in clear standard speech. | L1 Can follow, identify, and interpret the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech, follow the linear structure of a short formal talk and extract key factual information such as dates, numbers and quantities from a presentation. | 9. Final Listening Exam  
10. Midterm Listening Exam  
11. SLC Project  
12. Coursework assignments |
| 2. Organize and evaluate information based on the structure of the listening source. | L2 Can identify instructions and comprehend the gist of explanations of unfamiliar cultural practices and customs, if delivered slowly and clearly. | |
| 3. Create narratives by connecting ideas and details, present and defend opinions supported with details. | L3 Can listen to a short narrative and predict what will happen next and recognize a speaker's feelings or attitudes. | |
| 4. Formulate verbal interpretations of presented information and produce level appropriate detailed verbal utterance to describe events, | S1 Can describe future plans, intentions, events, dreams and hopes using fixed expressions; give opinions with brief reasons/justifications in discussing topics of interest. | 5. Speaking Portfolio  
6. SLC Project Coursework assignments |
<p>| | S2 Can give straightforward and detailed descriptions on a variety of familiar subjects including experiences, describing feelings and reactions. | |
| | S3 Can construct a story and give a short talk about a familiar topic, with visual support providing details in the past. | |
| | S4 Can paraphrase a simple factual statement related to a familiar topic and explain the meaning of a word or phrase using simple | |</p>
<table>
<thead>
<tr>
<th>Plans, feelings.</th>
<th>Language.</th>
</tr>
</thead>
</table>
| **5.** Identify key information, main topic, and related ideas presented in level appropriate text on familiar and unfamiliar topics. | **R1** Can derive the probable meaning of simple unknown words from short, familiar contexts.  
**R2** Can scan short texts to locate specific information, identify the main purpose, main topic and related ideas in a structured text;  
**R3** Can interpret data and information, make basic inferences or predictions about text content from headings, titles or headlines.  
**W1** Can write an everyday connected text using a set of short elements or facts and building them into a sequence making simple, logical paragraph breaks in a longer text showing basic relationship between parts of a text and using with concluding sentence.  
**W2** Can write short, simple essays with details with basic structure on familiar topics with a basic description of experiences, past and future events and activities, feelings and reactions, given a model.  
**W3** Can write an effective basic summary of a simple text using the original wording and paragraph order.  
**4.** Final Writing Exam  
**5.** SLC Project Coursework assignments  
**9.** Final Reading Exam  
**10.** Midterm Reading Exam  
**11.** SLC Project  
**12.** Coursework assignments |
| 6. Infer feelings and future possibilities presented in level appropriate text. |  
**7.** Create level appropriate short essays to describe personal interests, events, plans, feelings, and to give advice using level appropriate cohesive devices.  
**8.** Create simple logical paragraphs by connecting ideas and details using level appropriate cohesive devices.  
**W1** Can write an everyday connected text using a set of short elements or facts and building them into a sequence making simple, logical paragraph breaks in a longer text showing basic relationship between parts of a text and using with concluding sentence.  
**W2** Can write short, simple essays with details with basic structure on familiar topics with a basic description of experiences, past and future events and activities, feelings and reactions, given a model.  
**W3** Can write an effective basic summary of a simple text using the original wording and paragraph order.  
**4.** Final Writing Exam  
**5.** SLC Project Coursework assignments |
Course Matrix: Level 4

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learning Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.1 Create and deliver original oral presentations by connecting ideas and details paraphrased from different sources. from different sources.</td>
<td>S1. Can give reasons and explanations for opinions, plans, thoughts, and actions with support and examples. S2. Can paraphrase a simple factual statement related to a familiar topic using lexico-grammatical tools like synonyms, antonyms, restatement, conditional statements, etc. S3. Can reconstruct a familiar story or relate a straightforward narrative or description using their level</td>
<td>7. Speaking Portfolio 8. SLC Project 9. Coursework assignments</td>
</tr>
</tbody>
</table>
| R.1 Infer meaning and important information in a text | **R1.** Can differentiate facts and opinion*, recognize significant points and arguments in straightforward texts on familiar topics as well as the general line of a written argument. **R2.** Can recognize cause and effect, problem and solution, chronological sequence, and compare-contrast relationships in a formal structured text. **R3.** Can deduce the meaning of unfamiliar words and figurative language*, based on information in a text and make inferences or predictions about its content. | 13. Final Reading Exam  
14. Midterm Reading Exam  
15. SLC Project  
16. Coursework assignments |
|---|---|---|
| W1. Create different types of written work with level appropriate details.  
W2. Construct accurate, effective, and coherent written work using cohesive devices and correct mechanics | **W1.** Can write the relationship between a main point (topic) and supporting details and ideas in a structured text describing, analyzing, persuading, and reasoning on a certain familiar topic. **W2.** Can identify correct spelling, punctuation, and grammar in written texts and organize thoughts and ideas using appropriate cohesive devices. | 6. Final Writing Exam  
7. Midterm Writing Exam  
8. SLC Project Coursework assignments |
W3. Can evaluate an argument* and introduce a counter-argument in a simple discursive text by analyzing the argument and coming up with refutation / acceptance (counter arguments).

Evaluation Policy (# and weight of exams, quizzes, assignments)

<table>
<thead>
<tr>
<th></th>
<th>Reading/Writing</th>
<th>Listening/Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>Reading 20%</td>
<td>Listening 20%</td>
</tr>
<tr>
<td></td>
<td>Writing 20%</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>Reading 10%</td>
<td>Listening 10%</td>
</tr>
<tr>
<td></td>
<td>Writing 10%</td>
<td></td>
</tr>
<tr>
<td>Speaking Portfolio</td>
<td>N/A</td>
<td>30% total</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 Speaking Portfolio assignments</td>
</tr>
<tr>
<td>Coursework</td>
<td>20% total</td>
<td>20% total</td>
</tr>
<tr>
<td></td>
<td>4 Unit quizzes</td>
<td>4 Unit quizzes</td>
</tr>
<tr>
<td></td>
<td>4 Homework or other assignments</td>
<td>4 Homework or other assignments</td>
</tr>
<tr>
<td>SLC project</td>
<td>20%</td>
<td>20%</td>
</tr>
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Assessment Policy and Tools

<table>
<thead>
<tr>
<th>Grade Symbol</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>90 to 100</td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
<td>80 to &lt; 89</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>70 to &lt; 79</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>Less than 69</td>
</tr>
</tbody>
</table>

(Source: ELC – Pearl College Records (AY 2018 / 2019)