



Graduation Project

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Title: Advantages and disadvantages of Introduction the English Curriculum in the fourth Primary Grade in school of Saudi Arabia

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Abstract

In this report, we will study the value of introducing English language in the curriculum of Saudi fourth grade at the primary schools level. In addition, we will discuss why introducing English Language was delayed and the disapproval of studying the language on the fact that introducing English at early age may influence the strength of Arabic language of the students and therefore affects their uptake when it comes to Koran learning. Discussion will include the impact on the shares of Arab materials and the difference between the students who have studied the curriculum and those who passed the level before the English curriculum was introduced. In addition, discussion will focus on the language of communication among other people while preserving the culture of Saudi society and the lack of English teachers and lack of developmental levels.

We interviewed thirteen male teachers and students in Saad bin Abad Primary School in the city of Hafr Al-Batin, there was to evaluate advantages, disadvantages and problems which faced the entry of English curriculum in the fourth primary grade.

Introduction

In December, 10th,2011, Ministry of Education in Saudi Arabia 2011, decided to introduce the English curriculum in the fourth grade of governmental primary schools of Saudi Arabia. This decision came late if compared to the importance of the English language as the first language globally. The researcher was very interested on this topic, because he was one of the students whom had not been taught the English curriculum in the fourth primary grade. The researcher needed to go to private institutes to develop his language skills.

Literature review

"A good move by focusing on young people because the mind at this stage to accept the thought and knowledge and information is easily established. It is noted that the new approach would avoid past mistakes by adopting rules on teaching theory that came out students studied the language without mastering. Better for the study to take care of the talks. She described the cultural definition language tool, but should be kept in Arabic with the rehabilitation of cultured coming generation. Eventually, the decision of the Ministry of Education correct decision and positive in principle provided the application of a good mechanism."

(Dr. Ibtisam al-Tamimi Aleqtisadiyah newspaper June 2011 number 6459)
(Assistant Professor, Faculty of Arts at the University of Princess Noura Abdul Rahman girl)

"Through the past few years to study English signs looming the horizon after her experience in Qassim cities, Riyadh, Jeddah and the Eastern Province. Knowing

they did not assess adequately, but communicate with teachers gave good results and acceptance among students and Hamas to learn the language and become noticeable progress in the academic level of the students was conciliator from the Ministry of Education's decision despite the delay in doing so. On the one hand, some impact of the English mother tongue some countries have made progress not been affected by the identity of their native language."

Aleqtisadiah newspaper June 2011 number 6459 Khalif Khalaf Al Harbi (Supervisor English language education in Riyadh)

"The problems faced with the scarcity of teachers of English language and there are a few not enough to the needs of teaching and must begin teaching in the primary grade teachers with rehabilitation specialists and we have the patience to study problems as the default in the beginning years, but better than to forget the subject. We need to work hard to solve the problem of lack of teachers through educational supervision of trained teachers in addition to Optaathm to develop their language

Abroad."

(Dr. Ali Abdul Khaliq Al-Qarni Aleqtisadiah newspaper June 2011 number 6460)
(Director General of the Arab Bureau of Education for the Gulf States)

"Language English universal and must be learned which is specialized modern technology is forcing others to learn in order to communicate with the means to provide information quickly and this does not affect the innate language because they are acquired and are dealing with it as starch and the third stage is the stage favorite, where the student distinguishes the language to reach the age after the ninth At this stage receives single language. The weakness of middle school and high school students to learn the language given at a later stage."

(May 23, 2003 number 10934 Newspaper Aalyaum Ashoan al-ashoan((Head of Public Culture East teaches)

Significance of research

The importance of this research has been associated with the importance of the English language which is used as a universal language and excelled Arab countries. While Saudi Arabia delayed English language teaching and delayed the introduction of the curriculum for primary school, many neighboring countries started to teach students English language starting from the fourth year. Now in these neighboring countries, English language subject is more important than some of other subjects like science and geography. In the other hand, the lack of language teachers which affected students who were not able to study must be studied as well and the opposition from some Arabic language teachers who insist to keep the original language.

This research will give the attention of officials in the education and development of young people a language to be the language of touch with others while retaining their culture and patriotism How I can convince some people apprehensive about teaching English.

Research Question

- 1-** Is introduction of English in the fourth primary connection or cultural change the language?
- 2-** Is it delayed the Ministry of Education in Teaching English to elementary school students?
- 3-** Why has allocated the Ministry of Education for entering the language starting from the fourth-grade primary?
- 4-** Why Aren't a class of people to apply the decision of the Ministry of Education?

Research Methodology

The research is about teaching English in primary schools for students in the fourth grade. It also study the effect of the early incorporation of the language and its importance and the comparison between the fourth-grade students who have studied English and who have not studied the language and want to study advanced classes. In addition, the research also discuss the opinion of the professionals and some normal people on the development of the child's mind in terms of pronunciation, writing, listening and learning conversations with other people and there are some parents and educators geared for their private teachers of Arabic mother tongue.

In Saudi Arabia, specifically in the city of Hafr al-Batin, the researcher visited Saad bin Abada Primary School and met with the principal of the school for a direct and personal interview. The participants in this research were the school principal and teachers of Arabic language and English teacher. In addition, there was one teacher who was not Saudi (from other Arab nationality) and one supervisor who was supervising the Ministry of Education implementation in English number. In addition, there were the fourth primary grade students who are studying English curriculum. Their age was between 9 and 10 years there was three of them whom taught by non-Saudi teacher (of Arab nationality). One of the students had been staying with his father in Washington before moving to Hafr Al-Batin.

Three students have already studied in school before the addition of English and their transition to advanced classes; they were aged between 13 and 14 years old, all these students were males and have not received the English curriculum in their fourth-grade in the primary school.

Then it raised 15-divided question the teachers of Arabic and teachers English and observer and directing the Ministry of Education and director of the school and the student who was staying in Washington and on fellow students who have studied English for the adoption of the curriculum and the students who have not studied the new curriculum for language.

So get out a variety of answers and positive result.

Ethical considerations

The interviews were carried by the researcher and all participants names were not recorded.

Limitations of research

An accreditation, research study on the interview with the only male category of teachers, administrators and students of the fourth primary showed good results, but if we went to school for female appeared better results, but customs and traditions in Saudi Arabia do not allow the entry of girls' schools. In addition, if we went eligibility for schools' results will become better and more accurate and wide of the multiplicity of English materials.

International schools give their students intensive English curriculum and it turned out good as students' parents judge. The language of those students is improved and they do have sophisticated language in either speaking, writing or listening and that outperform public school students because public school students are having difficulty in speaking and writing

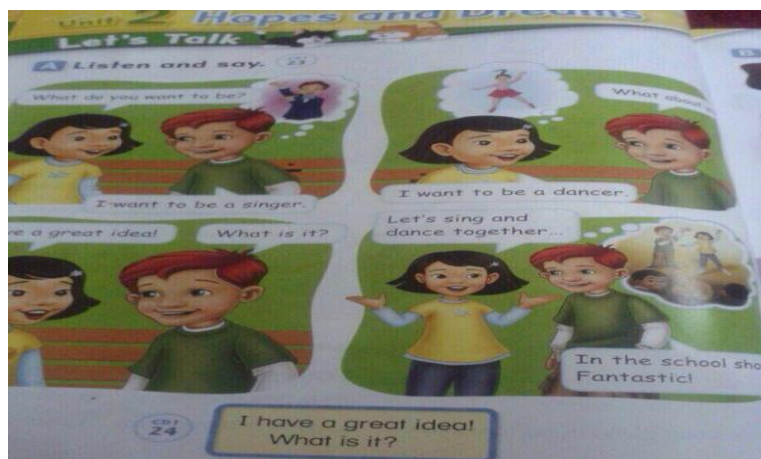
The difference is clear between the civil and public schools and International schools in English teaching.

Expected Result

After writing this research, results are as follow:

- Arabic language teachers oppose the entry of the English curriculum and the reason that the entry of English will reduce the quota of Saudi materials in their eyes.
- It is considered that the entering of the English curriculum in the primary school was a mistake made by the Ministry of Education since the mother tongue of most student is Arabic.
- Where is the role of Arabs in the protection of their language?
- The entry will overcome the English language of the Koran and the Hadith, and the language will be essential in the future.
- The English language would disrupt students and undermines confidence in the Arabic language and lose their culture in the future.

- Administrative staff of Education complains about the lack of English language teachers whom are essential for teaching.
- If Schools headmasters are noticing that students are interacting and eager to learn the language.
- English teachers believe the delay teaching English in Saudi Arabia lot and enter the curriculum to be in touch with others while retaining the current culture in the language of the community.
- Entering the language support to be the language of the Arabic language without affecting them.
- The Arab nationality of the English teacher, in the opinion of his students, is superior, and the reason is due to his study at the Institute Kaplan International in London and can explain the curriculum for his students.
- Students who did not learn the English language and age (13-14) their language is very weak and admit that the reason for the weakness of their language and the Ministry of Education.
- Students who between the ages of (9 -10) years are much better than students aged (13-14) in speaking and writing, their pronunciation level is very good.
- One of the student who was staying with his father in Washington, USA learnt the language through direct communication with children in his the neighborhood and he was more fluent than other students' were.
- There are some observations on the modern approach to the language; there are some objections from the parents and some teachers on the English curriculum. We choose the following picture to document the objection of the parents and teachers, they are asking for curriculum development according to the Islamic morals.



References

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Appendix

Interview Questions

- 1- Did the introduction of English curriculum affected basic subjects like science or Arabic?
- 2- What do you think of others in learning the language?
- 3- Are seven classes a week is sufficient to understand the language?
- 4- Why the introduction of the English curriculum in education?

Questions for Arabic language teachers

- 1- Why people oppose the entry of the English language curriculum?
- 2- In your opinion, why English is not the language of communication?
- 3- Do I need language only for travel? What is your comment?
- 4- Who are the beneficiaries from those who learnt the language?
- 5- What the percentage of the listeners, speakers of the curriculum?
- 6- Is the curriculum appropriate for primary school students?
- 7- Who is responsible for the rehabilitation of non-Saudis and the weakness of their teachers?
- 8- What is the purpose of teaching the material in the primary stage?
- 9- How do you evaluate the experience of studying English during the first three years?
- 10- What are the main pros and cons during the first three-year phase of the application of the curriculum?
- 11- What are the causes of linguistic weakness among students aged (13-14)?