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An Investigation of the Reasons Behind the Weaknesses in English Among Public Secondary School Leavers

Yehia Ahmed Y. Al-Sohbani

Department of English Studies, Faculty of Arts, Ibb University, Yemen

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Abstract: Although the school English Textbooks are based on Communicative Language Teaching (CLT) and Yemeni students study English for six years in the public schools, the language competency of most secondary school leavers is considerably low. They cannot communicate with others even by using simple sentences, orally or in writing. Such weaknesses are obviously noticed when such students sit for the entrance exams as prerequisite for English studies, engineering and medicine. These weaknesses can be due to many reasons. This paper attempts to explore the reasons which may cause such poor outcomes. Twenty three (23) female English teachers and forty seven (47) female school students participated in this study by writing the reasons which, according to them, affect learning and acquiring English negatively. An open-ended questionnaire was used. Both teachers and students listed about 59 reasons. Teaching English by non-specialist teachers was considered by teachers and students the first reason, followed by the absence of family and societal encouragement, lack of instructional aids and materials, students not caring about English and concentrating during the class, and their negative attitudes towards English which stems from western colonization of the Arab World.

Keywords: weaknesses, reasons, foreign language learning, learning difficulties

1. Introduction

Learning English is a vital tool for gaining knowledge due to its importance in many fields as it has emerged as the world's lingua franca (Crystal, 2002; Graddol, 2003; Cook, 2005). One can say that English is increasingly becoming the language of international interactions. As it is stated by Crystal (1997, p. 110), "English is the medium of great deal of the world's knowledge, especially in such areas as science and technology". Held, McGrew, Goldblatt and Perraton (1999, p. 346) add that English "has become the central language of communication in business, politics, administration, science and academia, as well as being the dominant language of globalized advertising and popular culture." Benson and Lor (1999) argue since English is considered the first language in the world, it is, therefore, very important to be learned. It is very important in our daily life. It is the path which directs us to understand and communicate with the world well.

English enjoys an important and prestigious status in Yemen. It is used in many contexts like diplomatic affairs, TV news, international banking, exports, imports and oil companies. With regard to the place of English in education, Yemeni learners are exposed to English instruction for six years at basic and secondary education. However, Yemeni secondary school leavers' English proficiency level is very low. They cannot communicate with others even by using simple sentences, orally or in writing. This is apparent to us when these students sit for the entrance exam as prerequisite for English studies, engineering and medicine. Reasons for such a level have been a matter of concern among Yemeni educators in general and TEFL specialists, in particular for a long time.

There are many factors which can affect Yemeni school learners' English education positively or negatively. Such factors may be related to the teaching process, language distance between Arabic and English, language status, learners' needs and goals, peer groups, starting age for language learning, learning styles and strategies, motivation, and classroom interaction. Such factors indeed need to be explored empirically so that the revealed findings may enlighten and provide data that can be valuable to the concern educators.

2. REVIEW OF RELATED LITERATURE

The success/ failure in language learning is influenced by many factors such as the social context of



the learning, the status of the target language, the processes of language learning itself, learners' attitudes and motivation (Gardner and Lambert, 1972). Learning process, learners' needs and goals, teaching and learning styles, and classroom interaction are also, according to Walqui and Ed (2000), factors that need to be considered. Lei and Qin (2009) conducted a study and found that failure was attributed to a lack of confidence, effort, test-oriented learning, practical use and external help.

Some researchers have also pointed to the effect of learner's age (Gawi, 2012; Weiner and Peter, 1973) and belief system in understanding ways in which learners approach their language learning (e.g., Wenden, 1999; Horwitz, 1999; White, 1999; Benson and Lor, 1999; Yang, 2000). Language learners possess a set of beliefs about the nature of language learning. These beliefs have the potential to influence both their experiences and actions as language learners (Horwitz, 1999).

Ability to work independently, make intelligent guesses, use contextual clues, create opportunities to practice and ability to use contextual clues and uses appropriate language learning strategies have been described by a number of educators (Rubin, 1987; Oxford, 1990; Harmer 2001; Cajkler & Addelman 2000; Lightbown & Spada 2006; Brown 2007) as good language learner qualities which help learners to succeed in language learning.

The weaknesses behind Yemeni secondary school leavers can be due to many reasons. Abdolmalek (2009) has argued that students' failure and weakness in most school subjects in general are attributed to the family with its big number of members and its problems, also the need for child labour. He also reported that the teachers and their way of dealing with students, the text books which reach the schools very late, the crowded classrooms and the difficulty of the exams are reasons which lead to a lot of weaknesses in students' performance in their studies in general.

The Yemeni students' weaknesses in English have been attributed to the following:

- 1- Unmanageable numbers of students in each class and poor classroom conditions.
- 2- Poor motivation and the lack of support from home and society.
- 3- The pressures of an overly burdensome syllabus in other subjects, and too many subjects to be studied at the same time.
- 4- The late acquisition of the language.

- 5- The neglect of the fundamental skills without paying attention to listening and speaking skills.
- 6- The curriculum is not taught effectively and teachers focus on grammar. (Yemen Times, 2010).

According to Abbad (1988), the weaknesses of Yemeni students are due to the inappropriate language teaching methods and unsuitable language learning environment. Similarly, studies conducted by some scholars (e.g. Suleiman, 1983; Ibrahim, 1983; Mukattash; 1983, Zughout; 1984, 1987) have stated that Arab students' weaknesses in English are due to the school curricula, inappropriate teaching methodology, improper language environments and the lack of learners' motivation. Ellis (1994, p. 515) points out that "it is likely that the relationship between motivation and achievement is an interactive one". A number of studies related to foreign and second language learning (Gardner, 1985; Oxford & Shearin, 1996; Dörnyei,1998; Richards & Schmidt, 2002; Midraj, 2003; De Bot, Lowie and Verspoor, 2005; Qashoa ,2006) state that attitudes and motivation represent the factors that prominently affect students' performance of English language learning since they play a prominent role in the success of English language learning. For Shabbir and Bughio (2009), Arab students face more difficulties in learning English due to the differences between Arabic and English regarding structures such as articles, prepositions and culture.

The role of the teacher is of particular importance in motivating or demotivating the student (e.g. Wentzel, 1996; Chambers, 1993; Dornyei, 200I). This is observed when, for example, a teacher is criticized for not following appropriate and effective language teaching methods or techniques. However, when his learners are asked about that teacher they tend to praise him for being useful and encouraging, and it also happens that such learners tend to be very successful at the subject taught by such a teacher. Gardner (1979, cited in Al-Sohbani, 1997) argues that learning a second or foreign language is not merely learning new information such as vocabulary or grammar rules. This indicates the teacher's role is very important. If an English teacher, for example, is not friendly, sociable and encouraging, his/her learners may not have the initiative to participate in learning tasks or activities, which is a crucial factor in the language learning in general and in Yemeni situation in particular as English in the country is only a foreign language. That is, no opportunities to such learners to practice English language outside the class room.

Based on reviewing a number of works, Iddou-Derraz (2009) concludes that the lateness of language acquisition and language learning is one of the important



factors which cause students in Algeria to be unsuccessful in English learning. She points out that students can succeed if they learn the language at early age, consistent with Singleton (1989) and Larsen-Freeman and Long (1991) who claim that learners who start learning L2 in childhood are generally better in achieving high levels of language proficiency than learners who start at an older age. Iddou-Derraz (2009) adds that learner's attitudes, lack of motivation to learn the language, lack of self-confidence, and language pedagogy are among factors which lead to unsuccessful learning. Shively (2008) conducted a study on learners of Spanish and found that accuracy in their production was significantly related to a set of factors: their age when they were first exposed to the language, amount of formal instruction in Spanish, residence in a Spanish-speaking country, amount of contact with Spanish outside the class as well as the focus on pronunciation in class.

In the context of higher education, Nofal (2011) conducted a study on 100 undergraduate Arab learners in the English Department at Philadephia University in order to explore the reasons behind the weaknesses of these learners in English. He reported four main reasons which contributed to such weaknesses. They are: (1) the learner, (2) the study plan with its three major components (language, linguistics and literature), and (4) teaching methods and strategies.

3. BACKGROUND OF THE STUDY: THE SITUATION OF LEARNING ENGLISH IN THE YEMENI PUBLIC SCHOOLS

Learning of English in Yemen is viewed as a desirable end since it is seen as the language of wider international communication and of business and technology. It enjoys a prominent role, and there is growing realization of its importance in the public schools curriculum. However, it is introduced at the age of 13

English curriculum is uniform throughout the country and it is one of the compulsory subjects taught in Yemeni public schools. This curriculum is, as claimed by the Ministry of Education, based on communicative approach (Bose, 2002). Students are given a total of six years of English language instruction. These are spread over three years of basic stage (grades 7, 8 and 9) and three years at the secondary stage (grades 10, 11 and 12). Students take six English periods a week, each lasting for 45 minutes.

Like most Arab learners, Yemeni learners do not have exposure opportunities to the English language in use for real communicative purposes. English in public Yemeni schools is perceived as merely a subject among many in the school syllabus.

Although communicative language teaching is supposed to be followed, traditional teaching is still practiced (Al-Sohbani, 2013). That is, students seldom use English in or outside the classroom and the teachers consciously or unconsciously direct their teaching to the exams, which mainly focus on testing students' knowledge of vocabulary and grammar rules rather than assessing their communicative language proficiency.

4. STATEMENT OF THE PROBLEM

As English is the international language, students are expected to have a considerable proficiency in English language in order to be able to continue higher studies and communicate when required. The communicative competency of most Yemeni school leavers is quite poor. They cannot communicate with others even by using simple sentences, orally or in written, though the English curriculum is principally based on the communicative approach and these students are given a total of six years of English language instruction. This problem is obviously noticed in school leavers who join the English department, and are supposed to be more competent in this course compared to their peers, who join other disciplines. This phenomenon has been an issue that most concern researchers as indicated in their studies (e.g., Al Sohbani, 1997;2015; Al-Shamiry; 1991 and 2000). Such an issue indeed needs to be explored empirically so that the revealed findings may enlighten and provide data that can be valuable to the concerned educators

5. PURPOSE OF THE STUDY

This paper, as indicated earlier, is an attempt to explore and discuss the reasons behind such weaknesses hoping that the revealed findings may give some valuable insights and recommendations that can be valuable to improve the English of Yemeni school learners. The present study mainly attempts at:

- 1. Exploring the reasons that make the students weak in English.
- 2. Suggesting some recommendations that can help to avoid such weakness.

6. RESEARCH QUESTIONS

The present study attempts to find answers to the following questions:

1. What are the reasons behind the school leavers' weaknesses in English from the teachers' point of view?



2. What are the reasons behind the school leavers' weaknesses in English from the learners' point of view?

7. DELIMITATION OF THE STUDY

- This research is conducted in Ibb Town only, therefore it cannot be generalized to other Yemeni school learners in other places.
- It is a small study of forty-five Yemeni learners and twenty three teachers; so once again, the results are not generalizable to all Yemenis students.

8. METHODOLOGY

This study is based on the qualitative approach. Miles and Huberman (1994) argue that "qualitative data provide thick descriptions that are vivid, nested in a real context, and have a ring of truth that has strong impact on the reader" (p.10).

A. Participants

The participants of this study consisted of two groups: Twenty-three (23) English female teachers and 47 female students from the third grade of the secondary stage. These teachers and students were from five secondary public schools for girls. The participants were deliberately taken from girls schools as these schools compared to boys, regarding the learning conditions, are better. The number of students per classroom and the discipline is considerably more reasonable compared to the boys schools.

B. Tool of the Study

The data of this study were collected by using an open-ended questionnaire because it gives respondents freedom to write their point of view without being misled by a pre-selected closed statements, which cannot provide in-depth details related to the purpose of this study. Foddy (1993 states that " close-ended questions limit the respondent to the set of alternatives being offered, while open ended questions allow the respondent to express an opinion without being influenced by the researcher" (p.127). Both teachers and students who participated in the present study were asked to write freely about the reasons of the weaknesses of secondary school leavers at English language despite studying it for six years (See Appendix B).

C. Data Analysis

Responses to the participants were carefully read and factors stated as contributing to the weaknesses of Yemeni secondary school leavers in English were classified. The frequency accounts and percentages (See

Appendix A) were used to show the weight of each factor prevalent.

9. RESULTS

As indicated earlier, the purpose of the present study is to explore the reasons which are mostly behind the school learners' weaknesses in English. As mentioned earlier, the frequency accounts and percentages(See Appendix A) were used to show quantitatively the factors which cause public school leavers' weaknesses in English, in accordance with the teachers and students' point of view. Each factor is a category including a set of reasons. These results are reported on the bases of the key questions that were formulated earlier.

Research Question One

What are the reasons behind the school learners' weaknesses in English from the teachers' point of view?

The processes of qualitative and quantitative analysis led to the emergence of several major factors highlighting the various reasons which, according to the teachers who participated in this study, negatively affect the teaching and the learning of English in Yemen and lead to low level of English. Percentages of the responses of the participants show that the majority of the respondents assert the major factors which generally cause public school leavers' weaknesses in English are mainly related to school, teachers, students and family and society.

School

Teachers' responses generated a list of reasons related to school, organized according to the weight of the percentages. They are as follows:

- 1. The lack of various instructional aids which can make English clearer and easier. (56.52%)
- 2. The large number of students in one classroom. (34.78%)
- 3. The density of the curriculum which leads to difficulties in doing homework. (30.43%)
- 4. Activities such as morning broadcasting, wall posters and class competitions are not done in schools. (17.39%)
- 5. Discipline problems in the classroom. (13%)
- 6. The lack of English teachers in some schools, especially in rural areas. (8.70%)

Teachers

With regard to this factor, eight reasons were mentioned by the participants of this study. The teaching of English by non-specialists teachers who are not competent has been considered by the majority of the



participants (73.91%) one of the biggest reasons behind students' weaknesses, followed by:

- 1. Teaching grammar rather than language use. (30.43%)
- 2. Using traditional and boring instructional aids and materials. (30.43%)
- 3. Some teachers are cruel and use violence. (21.74%)
- 4. The absence of encouragement to teachers. (13%)
- 5. Favoritism and leniency of some teachers who pass students at the final term even if they do not deserve it. (8.70%)
- 6. Teachers do not integrate the four English language skills. (8.70%)
- 7. Teachers' low salary does not encourage them to do their best. (8.70%)

Students

Forty seven point eight three percent (47.83%) of the participants stated that students' poor level of English is because they think that it is a language of Jewish people followed by these reasons:

- 1. Students do not participate inside the classroom. (39.13%)
- 2. Students do not like English and studying in general. (26%)
- 3. Students' belief that English is difficult. (21.74%)
- 4. Students' aptitude may be weak. (17.39%)
- 5. Some students write the meaning and pronunciation of some words in Arabic. (8.70%)

Family and Society

Most of the participants (69.57%) pointed out that the school and family who do not encourage, follow-up and educate learners regarding the importance of English is one of the reasons which affect students' performance most heavily, followed by 34.78% of the participants who state that the society does not accept English because it is not commonly used.

Curriculum and other Reasons

Of the total number of the teachers, 21.74 % consider not introducing English at the earlier age in Yemeni schools as a reason causing learners face difficulty in acquiring this language, followed by:

1. No progression in the teaching of the curriculum and the former lessons are not linked with the latter. (17.39%)

- 2. Students have to study too many subjects that creates difficulty in focusing on English. (13%)
- 3. The textbook is not available. (13%)
- 4. The time of the lessons is not enough. (13%)
- 5. Cheating during exams. (8.70%)

Research Question Two

What are the reasons behind the school learners' weaknesses in English from the students' point of view?

The percentages and frequency accounts of the responses of the students show that the majority of the students who participated in this study mentioned reasons that were similar to teachers' responses. They are principally related to: teachers, students, family and society, school and English language as main factors behind the public school leavers' weakness in English. More details are given below.

Teachers

The majority of the participants (70. 21%) pointed that English is being taught by non-specialist teachers which is one of the main reasons for weak student levels in English, followed by:

- Teachers do not use various instructional aids and materials such as labs and cassettes. (36.17%)
- 2. Teachers do not translate when they teach and they teach fast. (27.66%)
- 3. Teachers do not care about students' mistakes in translation and pronunciation. (25.53%)
- 4. No native English teachers. (25.53%)
- 5. Teachers use literal translation. (25.53%)
- 6. Harsh treatment of students make them hate the subject and the teacher as well. (19.15%)
- 7. Teachers do not encourage weak students. (8.51%)

Students

Forty two point fifty six percent (42.56%) of the participants believe that their weaknesses in English is because they do not care about this course nor focus on it or like it, followed by these reasons:

- 1. Students' literal translation of words. (25.53%)
- 2. Students' view of English as a language of imperialists who support enemies of Arab states. (25.53%)
- 3. Students always forget vocabulary and verb tenses. (25.53%)
- 4. Students do not prepare for the lessons in advance. (12.77%)



- 5. Some students are weak in pronunciation and dictation. (8.51%)
- 6. Students have no ambition nor desire to learn English. (6.38%)
- 7. Students do not memorize the lessons regularly. (4.26%)

Family and Society

The absence of the family care and notice (16.2%) and the society which does not encourage learners to speak English (5.4%) are, according to the respondents, reasons which could lead to their poor level in English.

School

Twenty five point fifty-three (25.53%) of students who participated in this study pointed that their weaknesses in English is due to schools which do not have summer courses to improve the English language of the teachers and students. Then, 4.26% of the students who participated in this study state that one of the reasons they are weak in English is that there are no periods for dictation, reading and pronunciation which can improve their performance..

English language

Similar to teachers, students (38.30%) who participated in the present study consider introducing English at the age of 13 as a reason contributing to their weaknesses in English, followed by the difficulty of this language (36.17%). More reasons related to the status of English, its grammar rules, its use and exams are presented as follows:

- The lack of awareness of the importance of English and no adequate background of English language. (19.5%)
- 2. The grammar rules are difficult and of many types. (10.64)
- 3. English is not used in daily life. (27.66%)
- 4. English exams are only written and they are difficult. (25.53%)

10. DISCUSSION

As mentioned earlier, the current study mainly sought to explore the reasons which are mostly behind the school learners' weaknesses in English. From the point of view of teachers and students. The findings given above show that both teachers and students have mentioned similar reasons behind the school leavers' weaknesses in English language. They have considered teaching English by non-specialist English teachers which lead to such weaknesses. Most of the teachers (73.91%) who

participated in this study point out that non-specialist teachers who are not competent are behind the students' low proficiency in English. Similarly, 70.21% of students consider non-specialist teachers a reason behind their weaknesses. The responses of both teachers and students are mostly consistent with the literature of language learning and teaching regarding teaching L2 at earlier age, the role of the teacher, students and the environment represented by school and family, which many educators (e.g., Mukattash,1983; Suleiman ,1983; Zughoul, 1987; Ibrahim, 1983; Ellis, 1994; Lightbown & Spada 2006; Al-Sohbani, 2013 & 2015) have indicated.

As shown, students' negative attitudes and no motivation regarding learning the English language can be influenced mainly by wrong beliefs due to surrounding environment such as teachers, studying English just to pass exam, and therefore not working hard. Another reason is the inappropriate pedagogy which focuses merely on memorizing vocabulary and grammar rules, influenced by the traditional exams, without using English and causes students to face difficulties in retaining, for example, vocabulary and verb tenses. This can lead to frustration and demotivation; as learners feel no need for English and only want to pass exams, which can be achieved easily either by cheating or by having a personal relationship with some teachers. Oxford (1998) points out that style conflicts between teachers and students and the nature of the classroom activities as a source of demotivation.

Although participants have obviously stated that the students' responsibility for their weaknesses in English, reading the reasons mentioned by them thoroughly makes one argue that these reasons are in fact related directly or indirectly to teachers' methods and inappropriate dealing with students. In fact teachers' responses support students' point of view regarding English teachers. We see teachers who are traditional; they focus on grammar rather than language use. They use boring instructional aids and materials, they are cruel with students, unfair and they do not integrate language skills.

Teachers' responses indicate directly what concerns them; lack of instructional aids and English teachers, crowded classrooms, density of curriculum and discipline problems. This is the situation in Yemeni public schools; teachers suffer from the lack of instructional aids such as cassettes and recording sets and even good blackboards which directly or indirectly affect their performance and as a result students do not learn English well and face difficulties in learning. It makes sense that, for instance, crowded classrooms of more than 70 students make managing the class impossible and discipline problems cannot be controlled or managed.



One of the remarkable responses of the students is their awareness that studying English at the early age facilitate learning. However, as mentioned earlier, in Yemeni public school, English is introduced at the age of 13. This indicates that students' motivation is positive but the teachers' pedagogy, school environment in general and society negatively may affect students' language learning and beliefs; they come to the conclusion that English is difficult because teachers require them to memorize vocabulary and grammar.

Further, crowded classroom makes teaching ineffective and students passive. How can students participate in a crowded classroom with teachers who, according to the students' responses, do not use various instructional aids and teaching materials and who are cruel, not fair and not encouraging. Although most reasons overlap with each other, such results show some discrepancies between teachers and students, reflecting how the educational environment in general is problematic for both teachers and students and as a result they tend to blame each other, however, most reasons are beyond their limits/ abilities. It is noticed that the role of the family and society is missing and not encouraging. Curriculums are not well arranged, former lessons are not linked with the latter ones, there is over-density of the school curriculum; students have to study too many subjects, the English textbooks often reach student too late, and both the time given to English lessons and exams are not adequate. In this case, it can be said that both teachers and students need more help and attention by the Ministry of Education. Teachers cannot do their job well unless they have the adequate materials, environment, encouragements and support.

11. CONCLUSIONS AND RECOMMENDATIONS

Both teachers and students listed 59 reasons (see Appendix A, Tables 1 & 2). They are categorized under factors (themes), viz., students, teachers, school, curriculum, family and society. Teaching English by nonspecialist teachers was considered by both the teachers and students as the first reason which leads to learners' weaknesses in English, followed by "the absence of family and society encouragement", " lack of instructional aids and materials", and students' negative attitudes towards English, which is according to El-Sayed (1993), a result of the western colonization of the Arab World.

Based on these findings, it can be recommended to take into account the teachers as the first one of the main important factors which contribute positively or negatively to the success or failure of Yemeni English language learners. This can be accomplished by mainly appointing specialists English language teachers with continuous in-service training, follow-up and encouragement by society and government, represented by the Ministry of Education. More, it can be also recommended to launch a campaign to raise the awareness of the importance of English language and the role of English teachers on the part of learners' families as well as society.

Further research should include supervisors, TEFL educators and both male and female students from different schools. Moreover, future research should be replicated with more participants and the data should be elicited by using more instruments as observations, interviews and closed- item questionnaires.

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Appendix A

Table 1. The Frequency Distribution and Percentages of Teachers' Responses (N=23)

The Reasons behind the Students' Weaknesses in % **English** Some teachers are not competent because they are 17 73.91 not specialist The school and family do not encourage, follow-up 69.57 and educate learners of the importance of English. The lack of various instructional aids which can 13 56.52 make English clearer and easier. 4 Students think that English is the language of Jewish 11 47.83 people. 39.13 5 Students do not participate inside the classroom. The large number of students in one classroom. 8 34.78 7 The society does not accept English because it is not 8 34.78 used. Teaching grammar rather than language use. 30.43 Using traditional and boring instructional aids and 30.43 materials. 10 The density of the curriculum leads to facing 30.43 difficulties in doing the homework. 11 Students do not like English and studying 26 general. 12 Students' belief that English is difficult. 21.74 13 Some teachers are cruel and use violence. 5 21.74 English is not introduced at earlier age. 21.74 14 5 Not doing certain activities such as morning 15 4 17.39 broadcasting, wall posters and class competitions. 16 No progression in the teaching of the curriculum 4 17.39 and the former lessons are not linked with the later. 17 Students' aptitude may be weak. 4 17.39 18 The absence of encouragement to the teachers 3 13 19 The textbook is not available. 3 13 20 Students have to study too many subjects that create 3 13 difficulty to focus on English. 21 The time of the lessons is not enough. 13 3 22 Discipline problems in the classroom. 3 13 23 The lack of some English teachers in some schools 2 8.70 especially in rural areas. 24 Teachers' low salary does not encourage them to do 8.70 their best. 25 Cheating during exams. 8.70 Favoritism and leniency of some teachers who 8.70 promote students at the final term even if they do not deserve it. 27 Teachers do not integrate the English four skills. 8.70 Some students write the meaning and pronunciation 8.70 of some words in Arabic

Table. 2 The Frequency Distribution and Percentages of Students' Responses (N=47)

No.	The Reasons behind the Students'	F	%	
1	Weaknesses in English English is taught by non-specialist teachers.	33	70.21	
2	Students do not care of English nor focus on	20	42.56	
2	it during class because they do not like it.	20	42.30	
3	English is not taught earlier.	18	38.30	
4	English is a difficult language to learn.	17	36.17	
5	Not using various instructional aids and			
	materials such as labs and cassettes.	17	36.17	
6	Teachers do not translate (use Arabic) when they teach and they teach fast.	13	27.66	
7	Too many lessons (intensive curriculum)	13	27.66	
'	make teaching and learning difficult and			
	hinder the development of English.			
8	Teachers do not care about students' mistakes in translation and pronunciation.	12	25.53	
9	Exams are only written and they are		25.53	
	difficult.	12	==	
10	No native English teachers.	12	25.53	
11	Using literal translation by teachers.	12	25.53	
13	Schools do not have summer courses to	12	25.53	
	improve the English language of the teachers and students.			
14	Students' literal translation of words.	12	25.53	
15	Students' view of English as a language of	12	25.53	
	imperialists who support enemies of Arab states.			
16	Students always forget vocabulary and verb	12	25.53	
	tenses.			
17	Harsh treatment of students which make them hate the subject and the teacher as well.	9	19.15	
18	Lack of awareness of the importance of			
	English and inadequate background of			
	English language.			
19	Students do not prepare (read) for the lessons in advance.	6	12.77	
20	English is not used in the daily life.	5	10.64	
21	The grammar rules are difficult and of		10.64	
41	many types.	5	10.04	
22	Some words have more than one meaning.	5	10.64	
23	Some students are weak in pronunciation	4	8.51	
-5	and dictation.		0.01	
24	Guardians do not care of/ follow up	4	8.51	
	learners.	'		
25	Teachers do not take care of /encourage the	4	8.51	
_	slow learners.			
26	Students have no ambition nor desire to	3	6.38	
	learn English.			
27	The noise inside the classroom.	2	4.26	
28	Students do not memorize the lessons	2	4.26	
	regularly.			
29	Society does not encourage speaking in	2	4.26	
	English.		125	
30	Many English grammar rules and irregular verbs.	2	4.26	
31	There is no periods for dictation, reading	2	4.26	
31	and pronunciation lessons.		4.20	



Appendix B

Dear Teachers,

الاعزاء الطالبات

This is an investigation of reasons behind the weaknesses in English among public secondary school leavers. I will appreciate if you answer the following questions in as much detail as possible. Your answers will be confidential and will only be used for research purposes.

هذا استبيان عن أسباب ضعف خريجي المدارس الثانوية العامة في اللغة الإنجليزية أقدر تعاونكم في الإجابة على الأسئلة بشكل تفصيلي قدر الامكان. للعلم ان إجاباتكم سوف تكون سرية ولن تستخدم إلا لأغراض البحث. ولكم الشكر الجزيل.

Thank you.	الباحث		
School:	المدرسة:		
B. Please Answer the Following Questions	 الرجاء الإجابة على الأسئلة التالية 		
1. Why are most secondary school leavers weak in English?	 الماذا معظم خريجي المدارس الثانوية مستواهم ضعيف في اللغة الإنجليزية؟ 		
2. Who is responsible for school students' weaknesses?	 من هو المسؤول في رانيك على ضعف طلاب المدارس الثانوية في مادة اللغة الانجليزية؟ 		