

Abstract

It was found that the field of Teaching Arabic as a Foreign Language (TAFL) is not totally devoid of textbooks and research studies concerning Arabic for Specific Purposes (ASP). However, the greater part of these attempts lack a theoretical framework and, seemingly, guidance. Such attempts therefore fail to achieve their goals; hence, the researcher formed the opinion that a course for Teaching Arabic for Specific Purposes (TASP) needed to be designed. A theoretical framework for needs analysis and course design was required immediately as a first step.

As my research focused on Saudi Arabia, the question was: What is the most important field to be taken as a case study? The obvious answer to this was Islamic Studies because students do not primarily come to Saudi to study medicine, or technical subjects: it is a fact that, more than 90% of final level students on TAFL programmes want to improve their Arabic in the field of Islamic Studies and more than 80% of them specifically chose the Islamic mission (*da'wa*) for their target purpose.

It is the aim of this research to introduce the concept of Teaching Arabic for Specific Purposes to the field of Teaching Arabic as a Foreign Language in Saudi Arabia. It is in fact the groundwork to further detailed projects in this context. For this reason, an investigation was conducted in the following areas: Language for Specific Purposes, English for Specific Purposes, Language for Academic Purposes, Needs Analysis, and Course and Syllabus Design in the field of Teaching Languages for Specific Purposes.

To bring the concept of Teaching Arabic for Specific Purposes into application, it was essential to study how a course could be developed in the light of the needs of the *da'wa* students in Saudi Arabia: the researcher undertook to assess and interpret the needs and demands of the students, the subject of *da'wa*, the teachers of *da'wa*, the TAFL teachers, the administrative staff in the Faculties of *Da'wa* and TAFL Institutes in Saudi Arabia. To ensure valid results, different methods were employed, such as: questionnaires, interviews and diagnostic tests. The findings of the needs analysis showed that reading was the most required skill for the students of *da'wa* and a course was designed to meet that objective.

Abbreviations

AFL:	Arabic as a Foreign Language
ALECSO:	Arab League Educational Cultural and Scientific Organisation
ans.:	answer
AS:	Administrative staff
ASP:	Arabic for Specific Purposes
AT:	Teachers of Arabic as a Foreign Language
CTEFLA:	Cambridge Certificate in the Teaching of English as a Foreign Language to Adults
EGAP:	English for General Academic Purposes
ESAP:	English for Specific Academic Purposes
ESP:	English for Specific Purposes
(fd):	female dual
FL:	Foreign Language
(fs)	female singular
FLT:	Foreign Language Teaching
FSD:	First Year students of the Faculties of Da ^c wa
freq.:	frequency
gro.:	group
ibid.:	in same book
IMU:	Imam Mohammed Ibn Saud Islamic University
IU:	Islamic University
L1:	the native language
L2:	the second language
LC:	Library of Congress
LGAP:	Language for General Academic Purposes
LSAP:	Language for Specific Academic Purposes
(md):	male dual
(ms):	male singular
MSA:	Modern Standard Arabic
no.:	number

Pl.:	plural
per.:	percentage
qu.:	question
RSA:	Royal Society of Arts Preparatory Certificate in the Teaching of English as a Foreign Language
sec.:	sections
sem.:	semester
ST:	Subject Teachers of <i>da^lwa</i>
stu.:	student
TAAP:	Teaching Arabic for Academic Purposes
T AFL:	Teaching Arabic as a Foreign Language
TASP:	Teaching Arabic for Specific Purposes
TS:	Target Situation
TSA:	Target Situation Analysis

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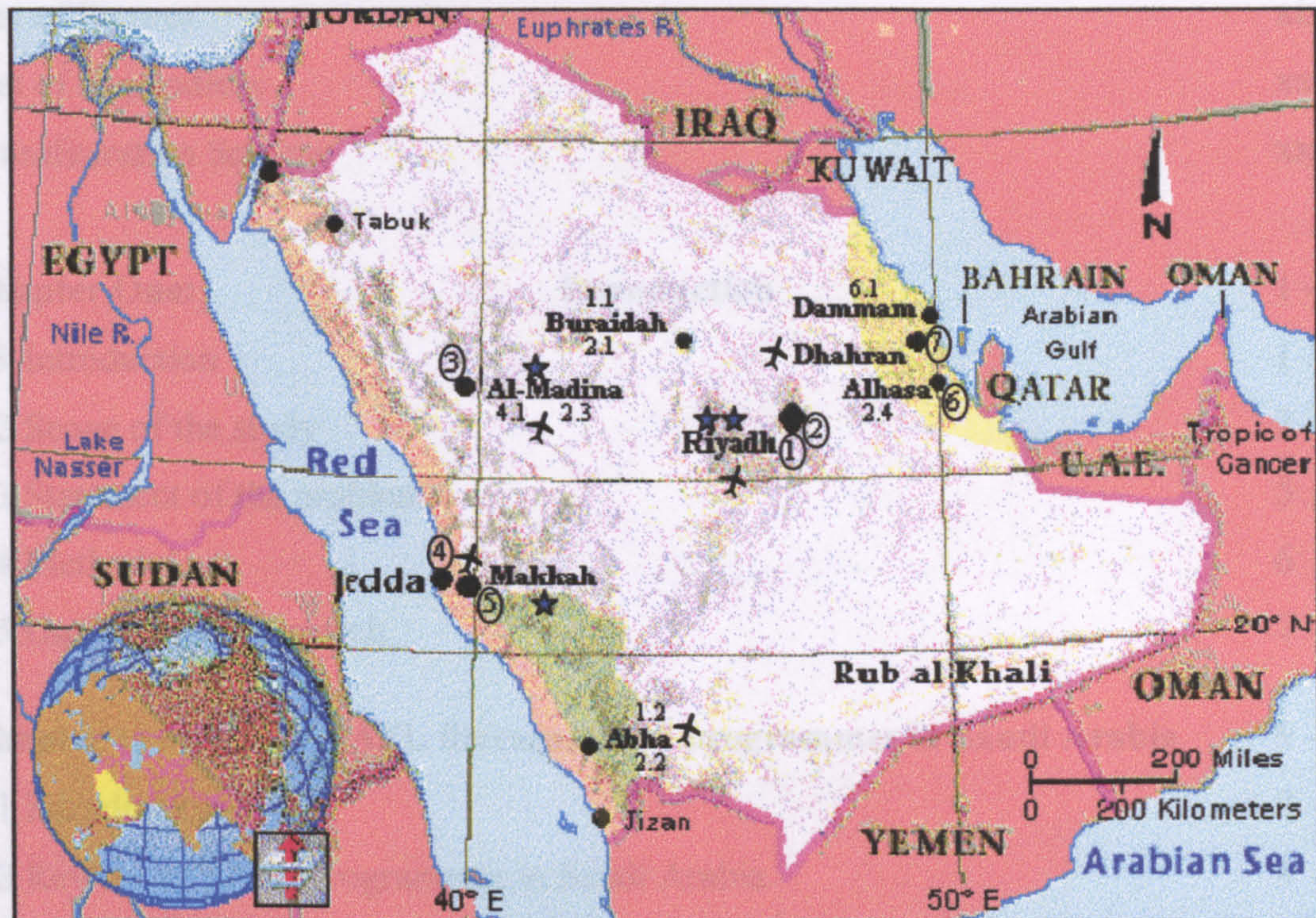
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Glossary of Arabic terms

ʿaqīda:	article of faith.
daʿā:	to pray, invoke, call for, supplicate (see <i>daʿwa</i> and <i>dāʿiyya</i>).
dāʿiyya:	(pl. duʿāt) one who invites people to Islam.
daʿwa:	call to Islam/missionary call
fiqh:	Islamic jurisprudence.
ḥadīth:	sayings and deeds of the prophet Muḥammad (otherwise called “tradition”).
ḥisba:	enjoining what is right and forbidding what is wrong; the original meaning is: “making sure that religious and moral injunctions of the <i>Sharʿa</i> were carried out, especially in the markets of Islamic cities and towns” (Netton 1992: 177-178).
īthār:	honouring another above one’s self or thinking of another’s gain rather than one’s own (i.e. being altruistic, to wish someone well, the best).
khuṭba:	sermon.
muḥtasib:	the appointed man to undertake on behalf of Muslims, the practice of commanding the good and forbidding the evil.
sharīʿa:	Islamic law.
ṣīra:	biography of the Prophet.
sunna:	all the traditions and practices of the prophet Muḥammad that have become as models to be followed by Muslims.
tafṣīr:	exegesis: explanation or interpretation of the Qurʾān.
tawḥīd:	“declaration of the oneness of God” (<i>ibid.</i> :248).
uṣūl al-dīn:	principles or fundamentals of Islam.

Map of Saudi Arabia



Note:

Names of cities follow the spelling convention of the Ministry of Information in Saudi Arabia.

- | | | | |
|---|-------------------------------------|---|---|
| ① | King Saud University (Riyadh) | ★ | T AFL institute |
| | 1.1 Buraidah branch | ✈ | Areas of the initial / main field studies |
| | 1.2 Abha branch | | |
| ② | Imam University (Riyadh) | | |
| | 2.1 Buraidah branch | | |
| | 2.2 Abha branch | | |
| | 2.3 Al-Madina branch | | |
| | 2.4 Alhasa branch | | |
| ③ | Islamic University (Al-Madina) | | |
| ④ | King Abdul Aziz University (Jeddah) | | |
| | 4.1 Al-Madina branch | | |
| ⑤ | Umm Al-Qura University (Makkah) | | |
| ⑥ | King Faisal University (Alhasa) | | |
| | 6.1 Dammam branch | | |
| ⑦ | King Fahad University (Dhahran) | | |

	Table of contents	
List of Tables		xv
List of Figures		xix
List of Appendices		xx
Transliteration Scheme		xxi
		36
Chapter One:	Introduction	1 - 8
1.1	Introduction	1
1.2	Scope of the study	2
1.3	Statement of the problem	5
1.4	Methodology	6
1.5	Outline of the research	7
Chapter two:	T AFL literature and programmes in Saudi Arabia	9 - 29
2.1	Introduction	9
2.2	Review of T AFL programmes in Saudi Arabia	9
2.2:1	Historical background of T AFL programmes in Saudi Arabia	9
2.2:2	The current T AFL programmes in Saudi Arabia	10
2.2:2:1	Programmes and objectives	13
2.2:3	Teacher training programmes	17
2.2:3:1	The Curriculum	18
2.2:3:2	Points of view about the T AFL teachers' education	22
2.3	Literature related to T AFL	23
2.3:1	Textbooks in Saudi Arabia	23
2.3:2	Textbooks elsewhere	26
2.3:3	Journals	28
2.3:4	Books and research studies	29
2.4	Conclusion	29
		30
Chapter Three:	T ASP literature	30 - 47
3.1	Introduction	30
3.2	T ASP in Saudi Arabia and elsewhere	30

3.2:1 The current situation	31
3.2:2 Programmes	31
3.2:3 Research studies related to TASP	32
3.2:4 Textbooks	34
3.3 Surveying the need for a TASP programme in Saudi Arabia	36
3.3:1 Limitation of the initial field survey	36
3.3:2 Population of the initial field survey	36
3.3:3 Instrument of the initial field survey	37
3.3:3:1 Validity of the questionnaire	38
3.3:4 Analysing results of the initial field survey	38
3.3:4:1 TAFL students	39
3.3:4:2 Non-Arab professionals' questionnaire	43
3.4 Conclusion	47
Chapter Four: LSP literature: Background for the present research	48 - 78
4.1 Introduction	48
4.2 Nature of LSP	48
4.2:1 Definition of LSP	48
4.2:1:1 Features of LSP	50
4.2:1:1:1 Needs Analysis	51
4.2:2 Historical background	53
4.2:3 Types of LSP	55
4.2:3:1 LAP	56
4.3 Curriculum, Syllabus and Course Identification	59
4.3:1 Curriculum	59
4.3:2 Syllabus	61
4.3:2:1 Types of LSP syllabuses	62
4.3:3 Course	68
4.3:3:1 Types of LSP courses	68
4.3:4 Curriculum, course and syllabus distinction	71
4.4 Conclusion	77

Chapter Five:	LSP and LAP course design: Theoretical framework	79 - 110
5.1	Introduction	79
5.2	The available attempts	79
5.2:1	Mackay and Mountford (1972)	81
5.2:2	Mackay and Bosquet (1981)	81
5.2:3	McDonough (1984)	82
5.2:4	Hutchinson and Waters (1987)	83
5.2:5	Graves (1996)	84
5.2:6	Jordan (1997)	84
5.3	Proposed framework	86
5.3:1	Theoretical background of the proposed framework	87
5.3:1:1	Needs analysis	88
5.3:1:2	Goals and objectives	96
5.3:1:3	Means analysis	98
5.3:1:4	Syllabus design	99
5.3:1:5	Methodology	104
5.3:1:6	Evaluation	108
5.4	Conclusion	109
Chapter Six:	Needs assessment	111 -138
6.1	Introduction	111
6.2	Pre-needs assessment procedures	111
6.2:1	Determining type of data needed	112
6.2:2	Drawing the samples	112
6.2:3	Instruments of needs assessment	113
6.2:3:1	Questionnaires	113
6.2:3:2	Interviews	115
6.2:3:3	Language tests	117
6.2:4	Analysing and interpreting the results	118
6.3	Analysing the target/learning situation	119
6.3:1	Subject analysis	119
6.3:2	Language analysis	120
6.4	Assessing the needs of students of the Da ^C wa Faculties	121

6.4:1 Students' needs	121
6.4:1:1 Subjective needs	121
6.4:1:2 Objective needs	123
6.4:2 Teachers' demands	124
6.4:3 Organisation demands	125
6.4:4 Target/learning situation needs	125
6.5 The main field study	126
6.5:1 Hypotheses to be investigated	126
6.5:2 Aims of the main field study	126
6.5:3 Drawing the samples	127
6.5:3:1 The Population	127
6.5:4 Designing the main field study instruments	129
6.5:4:1 The questionnaire	130
6.5:4:2 The interviews	131
6.5:4:3 The diagnostic test	132
6.5:5 Conducting the main field study	135
6.5:5:1 Conducting the FSD questionnaire	135
6.5:5:2 Conducting the interviews	135
6.5:5:3 Conducting the diagnostic test	137
6.6 Procedures of analysing and interpreting the results	137
6.7 Conclusion	138
Chapter Seven: Analysing the results of the FSD questionnaire	139 -172
7.1 Introduction	139
7.2 Personal information about the learners	139
7.3 Learners' motives and attitudes	142
7.3:1 Learners' motives	142
7.3:2 Attitudes towards past-TAFL programmes	145
7.3:3 Attitudes towards TASP	146
7.4 The learners' general needs	147
7.4:1 The current wants	147
7.4:2 The future needs	148
7.4:3 The deficiency	149

7.5 Specific needs	151
7.5:1 The necessities	151
7.5:1:1 Summary	159
7.5:2 Competence of the candidates in the above necessities	160
7.5:3 Lacks	163
7.6 Methodological needs	167
7.6:1 The classroom size	167
7.6:2 Methods of learning	167
7.6:3 Error correction	169
7.6:4 Teaching aids	169
7.7 Time location and of a TAAP course	170
7.8 Subjective needs profile	171
7.9 Conclusion	172
Chapter Eight: Interpreting the results of the diagnostic test	173 -189
8.1 Introduction	173
8.2 Analysing and interpreting the results	173
8.2:1 Reading test	174
8.2:1:1 Criteria for the assessment	175
8.2:1:2 The overall result	175
8.2:1:3 Diagnostic assessment of the reading errors	178
8.2:2 Writing	180
8.2:2:1 Criteria for the assessment	180
8.2:2:2 The overall result	181
8.2:2:3 Diagnostic assessment of the writing errors	183
8.2:3 Speaking	187
8.2:3:1 Criteria for the assessment	187
8.2:3:2 The overall result	187
8.3: Post-language test interview	188
8.4 The objective needs profile	189
8.5 Conclusion	189

Chapter Nine: Looking into the interviews' results and the learning situation	
needs	190 - 204
9.1 Introduction	190
9.2 AT Interview	190
9.2:1 Age	190
9.2:2 Qualifications and experience	191
9.2:3 Attitudes towards LSP/ASP	191
9.2:4 Experience in LSP/ASP	192
9.2:5 Skills recommended	193
9.3 Subject Teachers' Interview	194
9.3:1 Qualifications and experience	194
9.3:2 Attitudes towards non-Arab students	194
9.3:3 Attitudes towards LSP/ASP	195
9.3:4 The proficiency level: Subject Teachers' view	195
9.3:5 Specific skill recommended	197
9.4 Administrative Staff Interview	202
9.4:1 Attitudes towards LSP/ASP	203
9.4:2 Time and place of a TAAP course	203
9.4:3 Facilities, equipment and teaching aids	203
9.4:4 Teacher training	203
9.7 Conclusion	204
Chapter Ten: Course design for TAAP: Students of <i>da^cwa</i>	205 - 227
10.1 Introduction	205
10.2 General preliminary facts	205
10.3 A model for TAAP course design	206
10.3:1 External factors	207
10.3:2 Course objectives	207
10.3:3 Internal factors	208
10.3:4 Evaluation	208
10.3:5 Administering the model	208
10.4 Developing a course for TAAP for students of <i>da^cwa</i> in Saudi Arabia	209
10.4:1 Needs analysis	209

10.4:2 Means analysis	211	
10.4:3 Goals and objectives	212	
10.4:3:1 General goals of the course	212	
10.4:3:2 Course objectives	212	
10.4:3:3 Students' objectives	212	
10.4:4 Syllabus design	213	
10.4:4:1 Selecting the content	213	
10.4:4:2 Setting up the skills	213	
10.4:4:3 Order and adaptation of texts	214	
10.4:5 Methodology	215	
10.4:6 Evaluation	216	
10.5 Syllabus specifications	217	
10.6 Framework for experimental unit	219	
10.6:1 Designing the experimental unit	221	
10.6:1:1 Administering the unit	222	
10.6:2 Teacher's guide	225	
10.7 Conclusion	227	
Chapter Eleven:	Conclusion	228 - 232
Bibliography		233 - 247
Appendices		248 - 291