

**ENGLISH FOR INDUSTRIAL SECURITY (EIS):
A Potential Model for Organization Employees' Purposes
IMPLICATIONS FOR ELT IN SAUDI ARAMCO**

Saudi Arabia

Thesis submitted for the degree of

Doctor of Education

(Applied Linguistics and TESOL)

At the University of Leicester

By:

Asem Sulaiman Mohamed Said Al-Ramahi, MA (NJ)

School of Education

University of Leicester

UNITED KINGDOM

June 2006

DEDICATION

TO MY WIFE AND SEVEN CHILDREN

FOR THEIR SUPPORT, PATIENCE AND LOVE

ABSTRACT

ENGLISH FOR INDUSTRIAL SECURITY (EIS):

A Potential Model for Organization Employees' Purposes

IMPLICATIONS FOR ELT IN SAUDI ARAMCO

Saudi Arabia

This case study investigates the feasibility of implementing the *English for Industrial Security* (EIS) model for wider employees' English teaching purposes in Saudi Aramco, a world oil company based in Saudi Arabia.

A sample of 160 subjects (learners, teachers and administrators) participated in this study. A triangulation technique including documentation, questionnaire and interview was implemented for data collection. A 5-point Likert scale questionnaire was applied to survey the subjects' satisfaction with the EIS model's characteristics while a semi-structured interview was conducted to explore the participants' views and perceptions of the EIS model. Organizational documentation was examined to explore the relation between the learners' English background, their job language needs and their EIS course performance and interconnect these variables with the EIS impact on learners.

Questionnaire analysis indicated a high rate of participants' agreement with most of the EIS model's features. However, a considerable range of subjects' unfavorable attitude, less agreement and criticism of most of the EIS model's features were highlighted by the interviews. Nevertheless, EIS course graduates' performance has been generally satisfactory on tests and in classrooms as highlighted by analysis despite the fact that most graduates disagreed with a number of the EIS features and practices.

Findings ensured that the subjects' dissatisfaction with the EIS model underlined that EIS was designed with organizational drives rather than with inclusive ESP pedagogical conceptions. Concerns regarding generalizing the EIS model in its current configuration to the organization's employees were highlighted and evaluated within that perspective.

Conclusions identified that although EIS was basically a skill-centered course intended as ESP, its delivery highlighted features that may not ultimately constitute an ESP model in accordance with reviewed ESP literature characteristics and best practices. Implementing the current EIS model might bear unintended pedagogical outcomes on learners, instructors and on the workplace, as well. EIS seems to have partially addressed some of the learners' ESP needs, but its other features have brought it to camp close to previous and current General English teaching programs that have not been able to satisfy the Industrial Security personnel's English language needs at Saudi Aramco.

Recommendations propose comprehensive revision to the current EIS model for more practical usage to Industrial Security purposes and to larger organizational and regional population ESP applications and to future training strategies.

This case study will remain available to those interested in ESP improvement locally and regionally in order to contribute to enlightening future ELT related research.

ACKNOWLEDGEMENTS

Special thanks and gratitude are extended to my supervisor, Dr. Agneta Svalberg, for her useful and helpful guidance in completing this thesis. I owe both Dr. D. Robertson and Dr. P. Martin, my previous supervisors, thanks and appreciation for their essential guidance. The School of Education administrative staff at Leicester University are highly commended for their support and cooperation.

I would like to express my appreciation to all students, teachers, principals and supervisors at the Industrial Training Department (ITD), Saudi Aramco, who effectively participated in this study. In particular, I respectfully acknowledge the support of colleagues Dr. K. Hammoudeh, Dr. A. Salameh, Dr. A. Hassan and Dr. F. Shahin and the research expert panel members: Messrs. M. Hamourri, L. Hamad, S. Mahdi, Y. Abdulsalam, R. Alloush, N. Sarkis and A. Yeginian, G. Qaisi, L.Hamad and F. Keyed

Gratitude should be emphasized here to the two Directors of the Saudi Aramco Training & Career Development Departments, M.S.Al-Abdallah and F.A.Al-Subaii, for their full administrative support. In this regard, I extend my thanks to all ITD superintendents for their assistance, especially A. Al-Yami and M. S. Al-Hajri and the Industrial Security personnel who lent their support to this study.

Issam Abu Zeid, F.Muhamed, M.Shibani and V.Charlton from the Academic and Testing Unit (AC&TU) are particularly appreciated for the support they extended to this study.

Deep appreciation should go to my dearest friend S. Awad “The Wise” for his continued advice. Special appreciation is extended to my “Big Brother” J. Saleh for his continuous encouragement. The support and cooperation of my immediate job supervisor F. Al-Mulhim will always be complimented.

Special thanks should be extended also to A. Al-Fadaan, M. Muthamperumal and R. Wilson for their technical and clerical aid.

Last, but not least, I shall be grateful to my brothers, sisters and friends for their continued care and encouragement.

CLARIFICATION

The following should be stated to the reader at the outset of this thesis.

First, the researcher is a certified TESL/TEFL teacher who has taught English in the Arab countries – Jordan, Qatar and Saudi Arabia – for the last thirty years. At the time of conducting this study, the researcher was a senior teacher at the Saudi Aramco Industrial Training Center (ITC), Dhahran; Kingdom of Saudi Arabia.

The researcher's involvement in EIS was limited by his role as a Senior Teacher who has been a close observer of the developments in the organization's ELT from the early stage of ELT departmental revisions and improvements in 1983 until today.

He has taught the EIS course for Saudi Aramco employees for three years. He conducted EIS tests as a senior teacher. He helped in the EIS pilot program conducted at the ITC.

Second, English for Industrial Security (EIS), the core of this study, is represented in three ways throughout this thesis: EIS, EIS program and EIS course, or EIS model.

Third, to avoid any confusion regarding pronoun gender reference, throughout this study the researcher uses the third person singular pronoun "he" wherever he or she is applicable.

Fourth, throughout the study, the terms "students", "learners" and "trainees" in the Saudi Aramco Training organization refer to the same type of population.

Fifth, due to the nature of this case study and the need to include many data resources (appendices, charts, tables, documents and samples), the researcher was authorized to exceed, within limit, the word count of the thesis as deemed necessary.

Sixth, because of the extreme confidentiality imposed by the Saudi Aramco Company rules and regulations, there has been difficulty at times to obtain some documentary data. Therefore, some adapted report summaries were authorized only for the use of this research. Examples are the ENAS report and the study's participants' historical and personal data.

TABLE OF CONTENTS

	<i>Page No.</i>
Abstract	III
Acknowledgements	IV
Clarification	V
Table of Contents	VI
List of Tables	X
List of Charts	X
List of Graphs	XI
List of Appendices	XII
List of Abbreviations/Acronyms	XIV
I. CHAPTER ONE: INTRODUCTION	
Preview.....	1
1.1 Saudi Aramco Training Background.....	1
1.2 ELT Programs.....	3
1.2.1 GE Program.....	4
1.2.2 Vocational English Training Program (VELT).....	5
1.2.3 New GE Series.....	6
1.2.4 GE Series Revised.....	7
1.2.5 EIS	8
1.3 Statement of the Problem.....	8
1.4 Purpose of the Study.....	9
1.5 Research Questions.....	9
1.6 Significance of the Study.....	10
1.7 Subjects.....	10
1.8 Study Structure.....	11
Summary.....	12
II. CHAPTER TWO: LITERATURE REVIEW	
Preview.....	13
2.1 ESP Background and Development.....	13
2.2 ESP Types.....	20
2.3 ESP Needs Analysis.....	22
2.4 ESP Course Design.....	24
2.5 ESP Materials.....	28

2.6	ESP Methodology.....	29
2.7	The ESP Teacher.....	31
2.8	ESP Evaluation	33
2.9	Teacher Training	37
	Summary.....	38
III.	CHAPTER THREE “English for Industrial Security (EIS) Program”	
	Preview.....	39
3.1	EIS Evaluation Pilot	40
3.2	EIS Curriculum Design Approach (CDA)	40
3.2.1	Needs Analysis (ENAS)	41
3.2.2	Entry Characteristics or Behavior (Prerequisites).....	44
3.2.3	Learning Outcomes (Objectives).....	44
3.2.4	Existing Curriculum Evaluation	45
3.2.5	Instructional Strategies and Plan for Logistics	46
3.2.6	Instructional Materials Development	47
3.2.7	Instructional Materials Description	49
3.2.8	EIS Delivery Method (PPP)	51
3.2.9	Evaluation System	60
3.2.10	EIS Teaching and Testing Time.....	62
	Summary.....	65
	CHAPTER FOUR: DESIGN AND METHODOLOGY	
	Preview.....	67
4.1	Why a Case Study Approach?.....	67
4.2	Documentation.....	70
4.3	Questionnaire	72
4.3.1	Questionnaire Item Concepts	72
4.3.2	Item Selection and Validation.....	73
4.3.3	Questionnaire Pilot.....	75
4.3.4	Data Collection Procedures.....	76
4.3.5	Sampling and Subjects.....	77
4.3.6	Questionnaire Data Analysis Procedure.....	78
4.4	Interview.....	78
4.4.1	Interview Schedule.....	80

4.4.2	Interview Schedule Focus.....	80
4.4.3	Interview Schedule Pilot.....	82
4.4.4	Interview Sampling.....	83
4.4.5	Interview Procedures.....	84
4.4.6	Conducting Interviews.....	85
	Summary.....	86
CHAPTER FIVE: ANALYSIS AND DISCUSSION		
	Preview.....	88
5.1	Documentary Analysis.....	88
5.1.1	EIS Program Account Data Analysis	88
5.1.2	EIS Learners' Academic Data Analysis Findings.....	89
5.1.3	EIS Learners' Performance Evaluation Results.....	92
5.1.4	English Needs Analysis Study (ENAS).....	94
5.2	Questionnaire Response Item Analysis.....	95
5.2.1	Item 1.....	97
5.2.2	Item 2.....	99
5.2.3	Item 3.....	100
5.2.4	Item 4.....	101
5.2.5	Item 5.....	103
5.2.6	Item 6.....	104
5.2.7	Item 7.....	105
5.2.8	Item 8.....	106
5.2.9	Item 9.....	107
5.2.10	Item 10.....	109
5.3	Interview Analysis.....	110
5.3.1	Learners' Interview Analysis	112
5.3.2	Teachers' Interview Analysis	122
5.3.3	Principals' Interview Analysis.....	131
5.3.4	Supervisors' Interview Analysis.....	136
5.3.5	Interview Feedback Summary.....	140
	Summary.....	145
CHAPTER SIX: CONCLUSIONS, RECOMMENDATIONS, IMPLICATIONS AND LIMITATIONS.....		

Preview	148
6.1 Conclusions.....	148
6.2 Recommendations.....	155
6.2.1 Internal EIS Implementation Improvement.....	155
6.2.2 EIS Implementation Company-wide.....	157
6.3 Implications from Organizational Implementation (Training Strategy)	158
6.4 Limitations.....	161
6.4.1 Methodological Precincts	161
6.4.2 Procedural Restraints.....	163
6.4.3 Demographic Constraints	163
Summary.....	156
Appendices.....	166
Bibliography	219

LIST OF TABLES

	<i>Page No.</i>
Table 1	ELT Program Development Summary..... 3
Table 2	Study Subjects & Sampling..... 10
Table 3	EIS Learner's Performance Evaluation System..... 61
Table 4	Generic Interview Item Concepts..... 81
Table 5	Interview Participant Sample..... 83
Table 6	Interview Conduct Schedule Summary 84
Table 7	EIS Graduates' Academic Data 90
Table 8	Questionnaire Respondents for Participants 96
Table 9	Generic Interview Schedule 111
Table 10	English Translation of Learners' Arabic Interview..... 112
Table 11	Interview Participants Sample Types..... 113
Table 12	Learners' Interview Response Summary..... 121
Table 13	Senior Teachers'/Teachers' Interview Summary..... 129
Table 14	Principals' Interview Summary..... 136
Table 15	Supervisors' Interview Summary..... 140

LIST OF CHARTS

Chart 1	ESP Categorization	21
Chart 2	EIS Training Pattern	43
Chart 3	Employees' Training Pattern: General English Program	43
Chart 4	EIS Course Book instructional Material Summary.....	49
Chart 5	Proposed EIS Material and Training Pattern	156
Chart 6	Proposed EIS for IS Personnel.	157
Chart 7	Proposed ESP Program Corporate Employees	159
Chart 8	Proposed ESP Program for Regional Industrial Colleges' students ...	161

LIST OF GRAPHS

	<i>Page No.</i>
Graph 1 Summary of Questionnaire Responses.....	96
Graph 2 Item 1 Response Summary.....	98
Graph 3 Item 2 Response Summary.....	100
Graph 4 Item 3 Response Summary.....	101
Graph 5 Item 4 Response Summary.....	102
Graph 6 Item 5 Response Summary.....	103
Graph 7 Item 6 Response Summary.....	105
Graph 8 Item 7 Response Summary.....	106
Graph 9 Item 8 Response Summary.....	107
Graph 10 Item 9 Response Summary.....	108
Graph 11 Item 10 Response Summary.....	110

LIST OF FIGURES

	<i>Page No.</i>
Figure 1 EIS Teaching Materials Samples: Sample 1.1	52
Figure 2 EIS Teaching Materials Samples :Sample 1.3	53
Figure 3 EIS Teaching Materials Samples :Sample 1.4	54
Figure 4 EIS Teaching Materials Samples :Sample 1.6	55
Figure 5 EIS Teaching Materials Samples :Sample 1.9	56
Figure 6 EIS Teaching Materials Samples :Sample 1.10	57

LIST OF APPENDICES

App. A. Documentation.....	<i>Page No.</i>
A.1.1–A.1.4 Organizational Correspondence.....	166
A.2. Curriculum Design Approach.....	170

	A.3. General English Programs: Levels & Materials List.....	172
	A.4. EIS Program Specifications: Training Catalog.....	174
	A.5. EIS Learners Academic Data & Test Results.....	176
	A.6 ACCET Certification	179
	A.7 ENAS Report Summary	180
	A.8 EIS Teaching Material Sample	184
	A.9 EIS Test Material Sample 1	190
	A.10 EIS Test Material Sample 2	199
	A.11 EIS Test Material Sample 3	204
	A.12 English Prerequisite for EIS Entry (BEP E2)	206
	A.13 EIS Teacher’s Guide Sample	207
App. B	Questionnaire Forms	
	B.1. All Participants’ Questionnaire Item Statements.....	210
	B.2. Learners’ Questionnaire Form (Arabic).....	211
App. C	Letters.....	
	C.1. Letter of Research Authorization by Management (ATD Director)..	212
	C.2. Letter to Participants for Questionnaire and Interview Participation	213
	C.3. Letter to Learners for Arabic Questionnaire Participation...	214
	C.4. Letter to Participants for Interview Conduct (English).....	215
	C.5. Letter to Participants for Interview Conduct (Arabic).....	216
App. D	Interviews.....	
	D.1. Final Interview Questions (English).....	217
	D.2. Final Interview Questions (Arabic).....	218

LIST OF ABBREVIATIONS/ACRONYMS:

ACCET	:	Accrediting Council for Continuing Education and Training
ACU	:	Academic Curriculum Unit
APP.	:	Apprenticeship Program
BEP	:	Basic English Program
CDA	:	Curriculum Design Approach
EIS	:	English for Industrial Security
ENAS	:	English Needs Assessment Study
ER/EW	:	English Reading/English Writing Course
ESP	:	English for Specific Purposes
GE	:	General English
GEP	:	General English Programs
IDP	:	Interview Data Procedure
IS	:	Industrial Security
ISO	:	Industrial Security Organization
ITCs	:	Industrial Training Centers
ITD	:	Industrial Training Department
JTP	:	Job Training Program
PC	:	Performance Check
PD&ED	:	Program Development and Evaluation Department
Saudi Aramco	:	Saudi Arabian Oil Company
SGC	:	Salary Grade Code
SOCAL	:	Standard Oil of California
Senior Teacher	:	Senior Teacher (Head Teacher)
T&CD	:	Training & Career Development Department
TOIMS	:	Training Operations Instruction Manuals
VELT	:	Vocational English Language Training
Trainees	:	Saudi Aramco Employees/Students

CHAPTER ONE

INTRODUCTION

Preview

Saudi Aramco (a world-renowned oil producing and exporting company based in Saudi Arabia) has used a variety of English Language Teaching (ELT) programs to its native Saudi Arab employees in various jobs since 1940. This effort was justified by the employees' constant need to communicate with the multinational workforce for occupational purposes (Pledge 1998) as English has been the dominant language and the means of communication in Saudi Aramco. In addition, the majority of those employees were not school educated and most of them did not know English as local schools did not teach English at that time. Improvements to ELT programs were continually made between 1950 and 2003 (Chapter One, Section 1.2) (Table 1) by the Training Department of Saudi Aramco as employees' jobs continually required more diverse and specific language needs.

A recent ELT curriculum development in Saudi Aramco was the establishment and implementation of a special program entitled English for Industrial Security (EIS), which was locally designed to teach English to native junior personnel of the Industrial Security Organization (ISO) in 1995. EIS was developed in the light of an English Needs Assessment Study (ENAS) (Appendix A.7) that was conducted within the efforts identified above. A discussion of the ENAS findings will be discussed later in Chapter Three, Section 3.2.1.

This case study intends to mainly investigate the feasibility of EIS as an ESP model that might be adapted for other organizational employees' English teaching purposes. This chapter is meant to introduce the Saudi Aramco training background and the development in organizational ELT programs, and an account of the remaining components of this thesis.

1.1 Saudi Aramco Training Background

Saudi Aramco is more than an oil company. It is the Kingdom of Saudi Arabia's fully integrated, global petroleum enterprise, which provides about 90% of the national income (www.aramco.com.sa). The company conducts operations in oil exploration, production, refining, marketing and international shipping. Established by Royal Decree in 1988, Saudi Aramco assumed the responsibilities of its predecessor, the Arabian American Oil Company

(Aramco), whose origins date back to the initial 1933 oil concession granted by King ‘Abd al-‘Aziz bin Sa’ud to Standard Oil of California (SOCAL) (www.aramco.com.sa).

Difficulties in communication in English between the native Saudi workmen and the western workforce in the early days of Aramco oil operations hindered or confused the carrying out of job tasks and routine duties. Therefore, the company had to teach its local native employees not only basic English but also Arabic, math and basic craft skills (Pledge, 1998) to enable them to perform their tasks.

Today, there are about 55,000 employees in Saudi Aramco, 85% of whom are Saudi Arab nationals. Saudi Aramco hires local workforce and multinational professionals to carry out its oil and gas operations, related projects and community services. The Training Department is the organizational entity responsible for the management of all training operations.

The Saudi Aramco Training Department has assumed the establishment of academic and vocational standards and the development of instructional materials since 1950. Company policies, regulations, and the rules organizing and controlling employees’ training were integrated in Training Operations Instructional Manuals (TOIMs). Industrial Training Centers (ITCs) were set up to provide English and academic subjects, while Job Skills Training Centers (JSTCs) were established to supply vocational/technical training. The Training Department hired highly qualified, certified and experienced national and foreign teachers, instructors, supervisors, principals and curriculum experts to ensure that instruction was appropriately selected, designed, delivered and evaluated. In order to satisfy employees’ training needs, the Training Department either procured ESL/EFL textbooks from world commercial markets, designed or customized English and vocational/technical textbooks following world industry standards. The Training Department’s academic and vocational programs were first accredited in 2001 (5-year validity certificate) by the Accrediting Council for Continuing Education & Training (ACCET) and more recently in 2006 (Appendix A.6).

The two main employee training tracks in Saudi Aramco are the academic and job skills channels. Employees are required to fulfill certain academic and job skills prerequisites as stipulated in the TOIMs. They study 2-8 hours a day in any given subject during their working hours, either on a full-time, half-time or part-time basis, depending on work schedule constraints. Job requirements variably entail completion of predetermined sets of English, math, science, computer and job skills courses within their job type.

Since this study concerns mainly ELT for Saudi Aramco employees, it is important to focus on related curriculum developments that took place in the last fifty years before we embark on describing the core of this study; the EIS program.

1.2 ELT Programs

In order to become part of an effective workforce, Saudi Aramco employees needed to develop English language skills (Pledge 1998). Therefore, the Training Department took different measures to achieve that objective. A summary of these developments may be viewed in Table 1.

Table 1
ELT Program Development Summary

TIME	PROGRAM	FEATURES
1940	Aramco English Series	<ul style="list-style-type: none"> ♦ Basic linguistic competencies ♦ Arabic/English translation of technical and vocational terminology ♦ Compiled selected basic commercial materials ♦ Mainly structural syllabus
1960	General English: <i>English Pattern Structure, Communicate, Measurement, Technical English</i>	<ul style="list-style-type: none"> ♦ General linguistic skills. ♦ Focus on Listening, Spelling and Grammar ♦ EFL/ESL USA/UK commercial textbooks
1980	Vocational English Language Training (VELT) Program	<ul style="list-style-type: none"> ♦ Vocational / technical terminology ♦ Conversation / dialogues practice ♦ Realia intensive usage ♦ In-house designed materials ♦ Restricted, controlled practices ♦ Functional-notional syllabus
1983	New (GE) Series: - Basic English Program (BEP) Levels 1 – 4 - Intermediate English Program (IEP) Levels 5 – 6 - Advanced English Program (AEP) Levels Reading & Writing (ER/W)	<ul style="list-style-type: none"> ♦ Job related language skills; reading, writing and listening ♦ More global topics ♦ In-house ELT materials ♦ Customized EFL/ESL textbooks ♦ Commercial EFL / ESL textbooks ♦ Procedural/task-based syllabus
1993	Revised (GE) Series: - BEP 1 – 4 - IEP 5 – 6 - AEP ER/W	<ul style="list-style-type: none"> ♦ More communicative skills ♦ In-house designed instructional material ♦ Customized ESL / EFL textbooks ♦ Commercial ESL / EFL textbooks
1995	- English for Industrial Security (EIS)	<ul style="list-style-type: none"> ♦ English for Specific Purpose: (Industrial Security Personnel Language Needs) ♦ In-house designed material ♦ Notional – functional syllabus ♦ Needs Analysis-based content and practices
2003	- Revised GE Program Series - EIS	As Above

Saudi Aramco ELT has had a divided pedagogy with regard to employees' training. Efforts have been exerted in two directions: the GE purposes and the ESP purposes. This has been

the case because each purpose set will satisfy certain employee needs at certain times in certain occupations for certain objectives. Therefore, most GE programs were occasionally and partially injected with certain ESP features in the sense of EVP or EOP principles. Such features will be seen throughout the discussion of GE program developments below.

1.2.1 GE Program

ELT instructional materials were selected from various world resources and compiled into modules as determined by multinational instructors and engineers. The modules were categorized in sequential levels and named “English for Aramco”. They were delivered to employees in decent classrooms between 1940 and 1950. At the time, Saudi Aramco was beginning to prosper in the oil industry. So in response to developments in world ELT theories and materials, the Training Department started to review its English programs to meet the employees’ emerging needs. This situation required a review of the existing English programs for improvement.

In the early 1960s, a GE program was designed and taught to all employee types. It comprised complete English course books that were procured from USA and UK commercial markets. The main purpose of teaching English then was to build up core linguistic knowledge that would enable employees to communicate on the job sites and to carry out other related tasks in English.

By the end of the 1960s, the delivered ESL/EFL course books were receiving criticism from both English and job skills instructors. They claimed that the taught course books were instructed to the company employees without definite language objectives, and that they did not address the specific language needs of employees’ jobs. As identified by teachers and principals, the commercial course books. selection was generally grammar-based and did not cover all the needed linguistic skills. Most course books used a structural syllabus. There were also wide gaps between the instructional materials for beginners, middle level learners and (advanced) level learners. Objectives were not interrelated among the various levels. Language linkage in the delivered courses and levels was missing. These shared concerns among educators in the Training Department were considered in forthcoming developments of the ELT curriculum.

In the late 1970s, as more company employees had to be trained in job skills, incorporating the vocational disciplines into the English language programs became a real concern for the Training Department, as will be seen in the following section.

1.2.2 Vocational English Language Training (VELT) Program

As more employees received job skills training to cope with the expansion of the company's oil and gas operations, their need to learn more appropriately related language skills increased. In the early 1980s, there were collaborative efforts by the Industrial Training Centers (ITCs), the Job Skills Training Centers (JSTCs) and the Academic Curriculum Unit (ACU) of the Training Department to produce an in-house basic English program that would accommodate the learners' communicative needs and at the same time would support their vocational requirements in a short time course frame in accordance with their craft training.

To address that need, a Vocational English Language Training (VELT) program was eventually locally developed and implemented in 1980. Other GE courses were still in use parallel to VELT. Employees whose training was for clerical and administrative assistants' jobs were instructed the GE syllabus. Those whose training was for technical/vocational crafts received the VELT instruction. VELT workbooks (designed for 4 years of study) applied mainly vocational vocabulary and coral exercises (repetition) in a highly restricted functional-notional syllabus and materials. The instructed vocabulary items and dialogues were drawn directly from the job context. The VELT design reduced the use of grammar to a minimum, relied much on realia to facilitate the teachers' job in the classroom and introduced short dialogues for practice. It minimized reading and writing activities in the course books. An interesting practice in VELT was that the teacher would carry a toolbox into the classroom to practice some of the dialogues and lexical terms. A dialogue in a VELT lesson would not extend for more than three or four short abridged phrases. Technical terminology made up most of the instructional materials in the course books. In some cases, teachers had to memorize the dialogues beforehand in order to be able to teach them accurately to classes as they were highly controlled.

As VELT learners completed their course study and went back to work, or returned to resume higher targeted GE courses, which were required for potential job promotions, they usually faced difficulty coping with communication on the job or progressing in the study. In fact, while the VELT program partially addressed basic occupational communication skills, it did

not satisfy specific language needs such as reading, writing or listening skills. Communicative drills were highly restricted and controlled. Learners were instructed to implement model dialogues which allowed no opportunity for personal, realistic (natural), human errors, and, or, interventions. If learners could not produce the same dialogues as instructed in the classroom, they would not be able to produce any others. As found by a satisfaction survey conducted to VELT participants, VELT had negative impact on the employees' morale for they considered it a career-limiting program which would not allow them to learn the type of English needed for scholarships outside the country or that would enable them to step into supervisory jobs (Pledge,1998).

VELT tried to introduce an ESP program enhanced by the communicative approach trend spreading at the time, but it was eventually discontinued due to the aforementioned drawbacks. However, the Training Department's pursuit to improve the English language teaching programs did not stop there. The following section will shed some light on further ELT curricular developments.

1.2.3 New GE Series

The unfavorable VELT results and the repeated attempts to implement wide-range language objectives in the commercial ESL/EFL textbooks generated consensus within the Training Department to redesign the GE program. In 1983, a new in-house designed GE program series was introduced for all Saudi Aramco employees in all English levels. This was done especially since the taught commercial books had received criticism for being too broad to teach specific linguistic needs. Many learners with weak English background found the commercial GE programs hard to handle or accept. Therefore, the textbooks in use then were further revised to become more interesting, attractive and linguistically more appropriately related to satisfying employees' needs. Accordingly, new improvements to the existing ELT programs were introduced as discussed below.

The new GE program consisted of the following three main series and comprised a mixture of in-house, commercial and customized course books that applied a rather procedural and task-based syllabus (Table 1).

New GE Series:

1. Basic English Program (BEP) Series, Levels BEP1A – BEP 4B,
2. Intermediate English Program (IE) Series, Levels E5A-E6B,

3. Advanced English Levels, English Reading & English Writing Series (ER/EW) (for a complete listing of ELT GE programs currently used by Saudi Aramco Training Department see Appendix A. 3).

Both the BEP and the ER/EW series were locally designed, except for the grammar textbooks, which were still commercially procured from the ESL/EFL markets. Nevertheless, the instructional materials for Intermediate English (IE) series levels E5 and E6 were mainly procured from commercial markets. Examples of adapted ESL textbooks were *English for Today*, *English That Works*, *Between the Lines*, *Say What You Mean*, *Issues for Today*, *Momentum*, *In Context*, and *Intermediate Listening Comprehension*. An example of the commercially customized grammar textbooks were two grammar series by Betty Azar: *Fundamentals of English Grammar* and *Understanding and Using English Grammar*.

Examples of the in-house supplementary materials were prepared for the Intermediate English Program (IEP) series levels the *English 5 and English 6 Workbooks*, focusing especially on vocabulary, listening, reading and writing objectives of the learners' jobs and partially locally customized to satisfy specific relevant linguistic skills.

1.2.4 GE Series Revised

In 1993, ten years after the implementation of the GE series for regular employees, concerns (reported in the local supervisors' forum meetings) revealed that employees' English proficiency still needed more enhancement because with the level of English employees had obtained through the GE courses (BEP & IEP), they could not perform their jobs satisfactorily or comprehend the job skills' instruction well in the workshops before and after graduation. Although the commercial textbooks and the in-house designed materials catered to employees' core linguistic needs, most of them did not sufficiently satisfy vocational or professional job-based specific needs teaching materials. One comment was made by Larry Emigh, an Aramco ITC Principal, the English curriculum at that time was a "hodgepodge" of "badly planned core courses" with "misalignments, gaps and overlaps" resulting from the addition and subtraction of textbooks over the years, (Pledge 1998).

Gradually, new improvements were introduced to the GE series to make course books more learner-centered and job-related. This was done partially in response to employees' commonly shared linguistic needs, and partially in enhancement of teaching more company-related topics. These features were integrated into the newly revised BEP series (levels 1-4).

However, the GE Intermediate Series (levels 5-6) materials concentrated more on reading, writing and listening activities by providing supplementary materials and intensive class interactions. Moreover, the instructional materials of the advanced ER/EW series provided more training in job-specific reading and writing genres and focused on the usage of company business-related formalities and tasks.

All GE instructional materials were rewritten, integrating the above identified requirements. However, the common feature of the newly revised ELT curriculum was a step closer to establishing course books with ESP characterization.

1.2.5 English for Industrial Security (EIS)

In light of the previous English curriculum developments, an independent locally designed program entitled “English for Industrial Security (EIS)” was introduced and implemented to teach English for Industrial Security (IS) personnel in 1995. The researcher believes it is worth allocating a separate chapter to discussing EIS since it is the core of this study and its investigation. Therefore, Chapter Three will address all issues pertinent to EIS characteristics including its model and delivery features.

The following sections will discuss the remaining components of this chapter.

1.3 Statement of the Problem

In industrial multinational workforce contexts within large organizations where English is the dominant means of communication, language training becomes essential. As GE programs have not been able to provide specific language job needs per se, a special program to address, in particular, the Industrial Security Organization (ISO) employees’ specific language training was identified essential considering the surrounding educational, economical, cultural and industrial developments.

EIS, as an ESP model, is under investigation here to find out whether it might be generalized for employees’ ELT purposes company-wide. There has not been any research in Saudi Aramco or Saudi Arabia that has addressed this issue as directly as this study is meant to do. Neither has there been any other study looking into the impact the EIS may have on its learners and sponsors. The strong drive behind taking up this study is the consideration that implementing ESP may result in a favorable impact that may not only enhance ELT but also affect the costs that have been spent for a long time on language training in Saudi Aramco

without optimally satisfying the industrial employees' language needs. Such a solution may also impact the existing organizational employee training strategies.

1.4 Purpose of the Study

It seems useful to investigate the characteristics of the EIS model that was introduced and implemented in 1995, and to consider whether it is appropriate to be adopted as an ESP program for the training of employees in other jobs within the Saudi Aramco population and organization. In order to do that, this study will investigate related issues as these:

- What ELT programs are delivered to Saudi Aramco industrial employees?
- What are the advantages and disadvantages of such programs?
- Why do industrial employees need specific English programs?
- How do ESP programs satisfy learners' needs?
- What are the criteria for designing ESP courses?
- How can ESP programs affect the learners' role?
- How is the EIS program viewed by the Saudi Aramco population as a potential ESP program for company-wide implementation?

In the light of discussing these interests, four research questions were formed that will be addressed throughout this case study.

1.5 Research Questions

The following four research questions were formed and will be addressed:

1. What is the rationale behind the establishment of the EIS program?
2. What has been the impact of the EIS on the learners in the Saudi Aramco organization?
3. As exemplified in the EIS, is ESP appropriate for other Saudi Aramco employees' ELT?
4. What characteristics does the EIS have that constitute a potential ESP program model?

This study addresses a longstanding need to reevaluate the ELT rationale, programs, materials and methodology in the Training Department of Saudi Aramco. The following sections will shed more light on these issues.

1.6 Significance of the Study

There is a great demand for English for work-related purposes in the Middle East, especially with the growth of the region's industrial, social, scientific, political and economic ventures.

By addressing the need for reassessment of ELT in Saudi Aramco, it is hoped that the immediate company needs can be better met. However, insights might also be gained that can be of wider interest.

Accordingly, this study is meant to explore the appropriateness of the EIS program as an ESP model that may be adapted for the specific needs of a larger population in Saudi Aramco. It is hoped that this study will contribute to the enhancement of ELT and ESP implementation locally and perhaps regionally.

As research, this study received its impetus from its purpose and its different contextual factors, particularly its participants at different levels. The study is intended to propose to the reader – as well as to relevant Saudi Aramco training management – recommendations for contributing to the solution of ELT problems that have long existed without being satisfactorily answered. The EIS model stands here as one solution that is worth this investigation.

1.7 Subjects

This is a small-scale qualitative study that is limited by its accessible population. Three main types of subjects totaling 160 were selected and categorized as illustrated in Table 2 below.

Table 2
Study Subjects and Sampling

EIS Learners	EIS Teaching Staff	EIS Administrative Staff
<ul style="list-style-type: none"> - Population 300 - 100 Subjects - Saudi Arabian Industrial - Security employees - Systematic sample 	<ul style="list-style-type: none"> - Population 120 - 40 Subjects - Multinational ESL/EFL teachers and senior teachers - Systematic sample 	<ul style="list-style-type: none"> - Population 40 - 20 Subjects: <ul style="list-style-type: none"> -10 ITC Principals and Assistant Principals -10 Job Supervisors - National and multinational middle management personnel - Convenient sample

The 100 learners were selected on a systematic sample basis in which every tenth participant (Cohen and Manion, 1998:87) was selected from the learners' population list. The 40 teaching staff members were also selected in the same way, but every third participant was taken from the teaching staff population list regardless of their individual characteristics (Cohen and Manion 1998:87) in order to provide a variety of the population representatives for the study.

However, the 20 administrative staff subjects were selected from the administrative staff population (Principals, Assistant Principals and Supervisors) list using a convenient sample method in which subjects nearest to the research setting and activities were selected as available and as willing to participate (Cohen and Manion 1998:87) despite their individual characteristics.

These issues will be addressed in Chapter Four in the method and design discussion.

The six chapters composing this thesis are briefly viewed in the forthcoming section.

1.8 Study Structure

This study encompasses six chapters. In this chapter (Introduction), the thesis components are identified. A discussion of the industrial setting of the study (background) is provided. This is followed by a discussion of the ELT programs and their developments. The statement of the problem, the purpose of the study, the research questions, the significance of the study and the study subjects' characterization, respectively, are discussed in this chapter, too. This chapter is intended to function as a roadmap to this study.

Chapter Two walks through the ESP literature and state-of-the-art techniques in order to understand the ESP characterization, principles, and best practices. The whole study here is based in the ESP discipline and the review has to be comprehensive. Chapter Two is thus intended to lay down the grounds for comparing and contrasting of EIS characteristics with those of ESP. This will eventually be done in details in Chapter Three.

Chapter Three is dedicated to presenting and discussing an account of the EIS program, addressing issues related to the EIS model characteristics and delivery. The chapter attempts to draw a distinction between what is intended in the EIS model and what is actually delivered. This is made with reference to the well-established ESP principles reviewed in the literature review in Chapter Two.

The methodology and design of this study are presented and discussed in Chapter Four. The reasons for selecting the case study approach here are discussed in Chapter Four, too. The data collection design and instruments are described with attention to procedures, forms and contents. Chapter Four attempts to explore the relation between the research questions, the method and design selection to bring about further data from the study field.

Chapter Five (Data Analysis) processes the collected data from Chapter Four and analyzes them into categories that will assist in answering the research questions in more depth. Discussion of EIS characteristics will be enabled through examination of the documentary analysis and the participants' feedback in both the questionnaire and interview. This in turn will help to determine the constitution of EIS as an adaptable ESP teaching model.

Finally, Chapter Six (Conclusions, Recommendations, Implications and Limitations) interconnects results and findings from the data analysis with the research questions and the ESP literature. In that perspective, conclusions are accordingly drawn and recommendations regarding large-scale improvements to EIS are put forward. In addition, ESP implications in the area of ELT in Saudi Aramco and similar contexts are proposed in this chapter. Limitations that had impacts on conducting this study are also discussed in Chapter Six.

Summary

This small-scale qualitative, data-based, case study-approached thesis is intended to examine the appropriateness of a specially tailored ELT program (EIS) for Industrial Security personnel from an ESP perspective. To carry out such an investigation, this thesis is composed of six chapters aiming at the following functions: introducing the case context from the perspective of Saudi Aramco ELT for industrial training and its developments, reviewing the ESP literature and state-of-the-art techniques, designing and implementing the selected data collection instruments, analyzing the collected data, reaching results and findings, and finally presenting conclusions, recommendations and implications for ELT improvements in local and similar ELT contexts, respectively. Limitations that were encountered while processing this study are finally addressed.

It is hoped, by the end of this study, that the reader will be able to judge if the EIS is a potential ESP model that may be implemented for company-wide employee English training. The study also hopes to contribute to the advance of ESP research in general.

CHAPTER TWO

LITERATURE REVIEW

Preview

The intent of this chapter is to review literature related to English for Specific Purposes (ESP) as a mode of English language teaching. ESP dates back fifty years to when it emerged in response to educational, economic and linguistic world changes as general English programs (GE) failed to satisfy growing specific language purpose demands (Williams et al. 1984). ESP refers to English instructional materials especially designed to satisfy learners' special or specific purposes (Robinson 1980). ESP has undergone a long development process that has resulted in a proliferation of definitions and characteristics associated with its disciplines and practices.

This chapter will consider ESP characterization with respect to its background and development, types, needs analysis, course design and materials, methodology, teacher and teacher training and evaluation in order to explore the appropriateness of ESP in developing special linguistic skills for learners in an industrial setting. The review is eventually meant to enable this study to explore the EIS program in the light of its ESP features and functions.

2.1 ESP Background and Development

Certainly, ESP did not emerge from a vacuum. Changes that occurred to ELT have contributed to forming the characterization of ESP. English has become a universal language for science and technology, economic development and medical communication throughout the world. It is what Samarin (1962) has termed a “lingua franca”. J. Maher (1986) argues:

as a medium of international communication in several spheres, including science and technology, English has largely replaced – on a global scale – many other regional lingua francas. (26)

Many countries throughout the world have adopted the English language as the medium of communication. As Flood and West (1950; cited in Maher [1986]) elaborate:

Now, in countries such as Germany, Japan and France, information is being regularly published in English for domestic “consumption” in the sense that national publications are apparently enjoying English as a means of obtaining at least the potential for an international readership. (216)

Already more than fifty years ago, the availability of technical and scientific literature through the medium of English had changed, as described by Flood and West:

Almost all need English so as to get scientific and technical information which is unavailable elsewhere. Scientific advance has moreover, become so rapid that it is impossible to keep reasonably up to date in any language except English. (ibid.:104)

Swales (1981) later on supports this view:

There can be little doubt that English is consolidating its pre-eminence as the world's major language of scholarship. (6)

It is important to recognize that in the 1960s and 1970s ESP grew as a teaching approach when general English programs did not satisfy specific learners' needs. In their discussion of the impetus behind the development of ESP, Hutchinson and Waters (1987) identify the forces behind that:

The motive to learn English which changed from a prestige driven motivation to an educational, and professional need, the revolution in linguistics which resulted in a variety of English instructional methods and contents, and the development in educational psychology which affected the attitude to learners who become the focus of the learning/teaching process and so their needs become focused, as well. (6-7)

Such developments have led to the introduction of different ESP principles for adults learning English for a wide band of purposes world-wide. It has been noticed that English for science and technology (EST) is perhaps the most demanded area of ESP. In that regard, Widdowson (1979) explains:

EST does indeed manifest the system of English in a certain way, but the significance of this is that it does so in the expression of concepts and procedures which characterize different technologies and scientific disciplines and which might be said to substitute the basic communicative system. (42)

However, ESP has similarly served academic students whose needs, according to Crandall (2000), are addressed in English for Academic Purposes (EAP) courses.

An array of notions has contributed widely to the making of the ESP characterization. For example, Robinson (1980) views ESP in terms of pragmatic innovation:

ESP attempts to present solutions applicable to the problem of individual institutions or groups of learners. (13-14)

Robinson here refers to the usability of ESP in addressing the problem of emerging institutional scientific, academic or professional groups in learning the language within their specific needs.

Robinson (1980) also treats ESP in terms of its instrumental features:

ESP is purposeful and is aimed at the successful performance of occupational or educational roles. It is based on a vigorous analysis of students' needs and therefore should be "tailor-made". (13)

Robinson thus emphasizes the response of ESP to varied specific needs of learners. She relates the purpose of ESP to its impact on the learners' role. That is why ESP is thought to be dependent on a solid needs analysis and accordingly should be designed to satisfy such needs through the use of a carefully prepared syllabus and materials from which only those learners will benefit. To a great extent, this feature justifies the role of ESP in solving ELT problems by providing in-house English teaching materials for specific purposes, since commercial textbooks were found to be unable to satisfy the very specific needs of the learners in addition to their high cost, (Pilbeam 1987). In this regard, Robinson (1980) develops guidelines for ESP designers and practitioners:

Any ESP course may differ from another in its selection of skills, topics, situations and functions and also language. It is likely to be of limited duration. Students may take part in their ESP course before embarking on their occupational or educational role, or they may combine their study of English with performance of their role, or they may already be competent in their occupation or discipline but may desire to perform their role in English as well as in their first language. (14)

The above features, as proposed by Robinson, make ESP clearly different from General English program types. These differences are represented in the selection of the content, skills, functions and the level and nature of selected language for specific programs. Flexibility, within this provision, is considered a highly desirable feature of ESP because it allows for a variety of study schedules. ESP, accordingly, may be taught at different stages of the learners' career or academic subject study. The high level of specialization featured in ESP courses proposes various purposes in the occupational and, or, academic fields for which they are designed.

Other ESP advocates view ESP from a communicative competence perspective that is said to be the main feature of ESP courses and programs. Strevens (1988), for example, proposes that:

ESP always requires the appropriate selection of language content, including not only lexical and grammatical items but also rhetorical and communicative capabilities. (108)

This proposition emphasizes, as Robinson (1980) earlier suggests, careful selection of suitable language for an ESP course not only in the areas of content, structure and terminology, but also in the communicative skills that are expected to be developed by such a program. This is one element that makes ESP really different from GE programs.

Another major feature that grew to distinguish between ESP and GE is specificity versus generalization. Many writers attribute the variety of ESP course designs and materials to the diversity in learners' needs, which can be identified much more easily than those in a GE program. For example, Strevens (1988) elaborates on the impact of needs analysis on the ESP selection of language and activities:

ESP is based on a close analysis of the learners' communicative needs for a specific profession (i.e. occupation, career, specialization) or activity as well as a detailed analysis of the language of such professions or activities. (108)

Such a limitation is not easy to handle for a General English program's population, whose needs are generally too large to be addressed by a single course. In light of this aspect, Robinson (1991) describes the language function of ESP as different from that in GE. More clearly, she says that

The language in ESP is not the "Subject Matter", but it is being learned as part of the process of acquiring some quite different body of knowledge or set of skills. (16)

Much stress is placed here on the communicative role enhanced by ESP instruction. It seems clear that Strevens (1988) and Robinson (1980) agree on the necessity for a needs analysis as a solid foundation for selecting the appropriate language for the learners' jobs or to study in an ESP course. However, Strevens goes beyond these needs. He stipulates that the selection of language functions cover the specific communicative needs of such learners in an ESP course design. He draws the attention to the need to analyze the language activities used by such jobs in order to provide the suitable specific language content as well as structure (108).

From a more practical viewpoint, Robinson (1980) elaborates the functional purpose of ESP in more detail:

...teaching English for specific purposes or a clear utilitarian purpose, for example, occupational requirements (telephone operators), vocational programs (hotel and catering staff), or academic/professional study (engineering). It does not suggest "special" language; instead, it refers to the whole range of language resources as a means to the acquisition of a particular body of knowledge or skills. (16)

Robinson here clarifies that the language acquired in an ESP course has, as its purpose, the acquisition of other non-linguistic knowledge, such as the case of academic study (engineering) or the case of occupation (catering). Such knowledge and skill can only be obtained when learners know how to utilize the language of their occupation in the manner it is used in that occupation. In line with this view, Mackay and Mountford (1978) argue that

...the only practical way in which we can understand the notion of special language is as a “restricted repertoire” of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation. (4)

The specificity of ESP is restricted here by the requirements of the learning situation. Mackay and Mountford (1978) elaborate:

Specialized aim refers to the purpose for which learners learn a language and not the nature of language they learn. The focus of the word “special” in ESP ought to be on the purpose for which learners learn a language and not on the specific jargon or registers they learn. (5)

With this, Mackay and Mountford reject the idea that ESP handles language as a job jargon whose limits limit the level of study. They persist that the focus in ESP should be on the reason to learn rather than on the type of language to be taught. They expand the field of language learning to a wider application that is not restricted to the job or occupation limits, beyond which the learner would be uninformed of language use.

That view strains the suitability of the ESP content to its function. It stresses that the ESP material uses language forms as part of the learning, but it is not its only objective. The learner wants to learn how language forms can realize the function he will perform and achieve the ability of using such forms in wider analogical situations. Forms are not single units of language that function in only one situation. That is why it is essential for an ESP learner to have obtained some level of language competencies fitting the ESP level he will take, on the one hand, and that will allow him to process such forms for use in the larger realization of the language, on the other hand. These notions are also highlighted by other ESP advocate.

Dudley-Evans (1998), in his description of absolute variables of ESP, explains that most ESP courses presume some basic knowledge of the language systems. This linguistic background, which is needed for ESP study participants, may be obtained in the preliminary GE programs in which they study the basic language forms, vocabulary and reading, writing, speaking and listening skills that will facilitate learning the whole language system with focus on their

specific learner's needs later on. This view is in agreement with Strevens' sight of the ESP language.

While differentiating explicitly between ESP and GE, Robinson (1991) stresses the time and purpose relationship in ESP:

ESP contrasts with general language teaching/learning which focuses on education-for-life, culture, and literature-oriented language courses. The purpose, being specific, subsumes that there will normally be pressure to achieve the required level of linguistic competence in the minimum of time (akin to the pressure exerted upon intensive courses). (15-16)

This view advises that ESP may be taken by learners while on the job, before or after the job, or the course of study, which they are involved in. The ESP choice is short because learners have to use what they learn in the course to improve their performance on that job or course of study. This is one of the main features of ESP in contrast with general language teaching courses. However, this feature may be viewed negatively with respect to time inefficiency in ESP courses. Learners may find it difficult with their job or study pressures to achieve the ESP course objectives efficiently. The question of when and where it is possible to teach ESP courses remains essential. Uneasiness, tension and boredom may result from intensive courses coinciding with work requirements.

In an advanced view of ESP implementation, Dudley-Evans (1998) suggests that ESP be taught even to secondary school students and not only to adults. The function of ESP in this regard is meant to be facilitating learning of a profession or in preparation of a specialized course of study at a later stage. The purpose of this is to prepare students for their future profession as ESP becomes part of their basic learning. This might be viewed as one way to avoid intensive courses and disagreeable results.

As the ESP option has become more and more widely selected, a tendency to reevaluate ESP features in comparison with those of GE has increased. Strevens (1988), for example, draws a distinction between four absolute and two variable characteristics in his ESP definition, which he summarizes as:

- designed to meet specified needs of the learner,
- related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities,
- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse, and

-in contrast with General English.

The variable characteristics of ESP may be, but not necessarily are, restricted as to the language skills to be learned (e.g. reading only), and not taught according to any pre-ordained methodology. (1-2)

In comparison with Strevens' definition above, Dudley-Evans (1998) proposes an ESP definition in terms of two sets of characteristics: "absolute" and "variable". The absolute characteristics for Dudley-Evans are that ESP

- is defined to meet the specific needs of the learners;

-it makes use of the underlying methodology and activities of the discipline it serves and

-is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre (ibid.).

Dudley-Evans (1988) specifically elaborates:

ESP may be related to or designed for specific disciplines, and may use, in specific teaching situations, a different methodology from that of General English. It is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. (4-5)

Dudley-Evans explicitly describes ESP and outlines guidelines for practitioners on how to design materials or use them. His two sets of absolute and variable ESP features agree with Hutchinson and Waters (1987) who state that:

ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. (19)

In this definition, ESP is viewed as an approach to teach English differently from GE in the sense that what characterizes the selection of materials and method is what the analysis of the learner's needs identify. It all rests on what learners actually need to learn.

It can be concluded from the above discussion that Hutchinson and Waters, Mackay and Mount ford, Dudley-Evans, Robinson and Strevens agree that the learner and his needs are the central focus of designing and delivering ESP courses regardless of the method of instruction that each of them believes should be adopted.

The above ESP characterization and developments have resulted in the growth of different types of ESP that have responded to different purposes, functions and learners' needs.

The following section will illustrate ESP types that have been experienced in the field with respect to learners' needs in result of the above discussion..

2.2 ESP Types

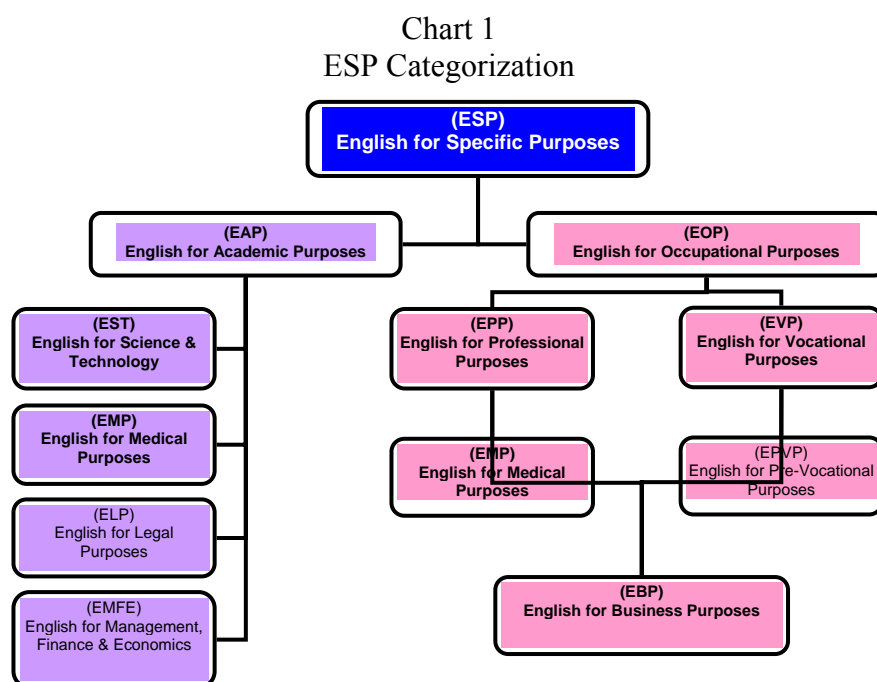
The rapid growth of ESP learners' needs has contributed to the creation of various categories of ESP types, with functions and purposes attached to their content, design and method. There has been a tendency in ESP literature to divide ESP into two main categories, English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). These two types emerged in response to large specific needs in countries with technological, scientific, educational, industrial and professional development. Training for a job or a vocation, or studying for a college subject in higher education have all motivated ESP practitioners to create subcategories.

Most linguists and authors in the ESP field agree with the following division of ESP disciplines. However, they each view these domains within their own school of thought. For example, Robinson (1991:3) divides them into what and when categories. Accordingly, EAP is associated with study in a specific discipline or as a school subject, whereas EOP is related to experience whether it be pre-experience, simultaneous (in-service) or post-experience. These categories are helpful in identifying what learners should study and when to study them in order to satisfy the specific needs that are appropriate to their level of present skills and to achievement of their target skills, present situation and target situation.

Dudley-Evans and St. John (1998) present a detailed sub-categorization of ESP areas. They agree with Robinson's EAP and EOP divisions but expand them into more definite specialty subcategories. Chart 1 illustrates these sub-categories. Dudley-Evans and St. John (1998) include almost every specialty in ESP that is known at this time. This provides for varied emerging learners' needs in academic and professional fields. There is not sufficient room in this thesis to discuss all these specialties. However, Chart 1 may be extended to include an indefinite number and type of emerging areas in academic studies or vocational training. What concerns this study is the area of Vocational Purposes English (EVP) under the English for Occupational Purposes (EOP) strand, for what this investigation has focused on is the EIS program in its capacity as an ESP model. Vocational English provides for language training of two types; English for Pre-Vocational Purposes (EVPV), where learners receive training before they start on jobs that they do not know much about, and English for Vocational Purposes (EVP), where learners receive training in a job they already hold. The advantage of having these categories is that they identify the type of programs that learners may select from. However, they do allow for some confusion related to possible overlap in areas they

cover. Therefore, in some cases, learners will not be able to choose for themselves the suitable area to study. Then their institution, or sponsor, should select a course for them or assist them in selecting one. In any case, such selection should be governed by the specific needs of the learners and the objective of the study.

All ESP types will provide for a specialty study or training that is different from the study of General English programs. In this regard, Strevens (1988) identifies some advantages of any given ESP course. He summarizes these advantages as being focused on the learner's needs and so there is no time wasted in unnecessary irrelevant study (Dudley-Evans and St. John 1998:9).



ESP categories adapted from Dudley-Evans and St. John (1998)

This might apply to any ESP course whether the area is academic or vocational. These categories also highlight the features and functions of instructional materials for each ESP type that implements the given course design and syllabus. The categories are also helpful in designing courses with regard to content, language, objectives and method that are appropriate for its own learners.

Practical developments in ESP types teaching were reflected in the introduction of varieties of textbook series. The following well-known list is just an example of books for various principles.

- English for Careers Series, Regent Publishing Company, NY
- English in Focus, Oxford University Press
- English for Specific Purposes Series, Evans Brothers
- English Studies Series, Oxford University Press
- Nucleus – English for Science and Technology, Longman
- Special English Series, Collier-Macmillan

Unfortunately there have not been so many new ESP textbook series recently. Very limited individual publications appear intermittently in reply to specific needs. The trend to establishing in-house instructional materials or textbooks is growing locally. Therefore, publication is limited to the students and location they serve. For example in Saudi Arabian universities, there is at least one ESP program for each scientific or applied studies program to train students in the language that their study or profession will need. Sometimes, ESP course textbooks are so specific that they will be absolutely useless for study by students in another discipline. For example, the Vocational English Language Teaching (VELT) program (1980) and English for Industrial Security (EIS) (1995) in Saudi Aramco are too highly structured to serve learners' needs outside their respective organizational jobs. They would not also be suitable to teach other job holders outside the organization. Here the interpretation of ESP absolute variable of being "in contrast with GE" comes to function. That is, ESP textbooks are meant to address short term, specific, learner-centered and job disciplined objectives and language skills, whereas GE textbooks tend to address long term objectives, be more relaxed in pace and extend longer in duration with the feature of teaching general language skills.

It may be concluded that the decisive factor in creating the ESP categories and the selection of appropriate ESP category is strongly associated with the learners' needs analysis and its findings, as will be addressed in the following section.

2.3 ESP Needs Analysis

Different writers view needs analysis with different approaches. A goal-oriented definition of needs analysis is introduced by Widdowson (1981:12) in which needs refer to the learners' study or job requirements, or simply what learners have to be able to do at the end of the language study. In this sense, needs mean "objectives" (Berwick 1989:57). Mountford (1981:27) suggests an additional meaning for needs that is related to what the community or organization wants the learners to get from a language course study. A different implication

of needs is related to what learners need to do to attain the language. This is known as a process-oriented definition of needs and it relates to the transitional behavior; the means of learning (Widdowson 1981).

Also, a different type of needs is what Berwick (1989: 55) names personal needs that are viewed as wants or desires of the learners. Needs may, as well, be viewed as lacks (Robinson 1991:7-8), which means what the students do not know or cannot do in the language.

The Target Situation Analysis (TSA) in Munby's (1978) *Communicative Syllabus Design* is a well-known guideline composed of measures for the students' target situation. Munby's model is useful in identifying the type and level of language needed by the learners (Robinson, 1991:7-8).

In searching for techniques to understand and identify the learners' needs, Hutchinson and Waters (1987) put forward a framework as a tool in the form of practical questions to be answered by the learners, field experts, program sponsors and the curriculum designers. Such framework outlines the kind of information that ESP course designers need to collect from a needs analysis of the target population and which they need to process to determine the language features, syllabus and method that the desired ESP program will integrate to achieve its learning objectives.

From a practical perspective, needs analysis in the EOP workplace should follow, according to Dudley-Evans and St. John (1998), some guidelines in order to cover the ESP learners' circumstances that may be based on the following conceptions:

- Knowledge, on the part of employees, of the communicative function of EOP,
- Understanding, on behalf of employers, of the expectations of those who need English in order to carry out a job, and
- Knowledge, on the part of the employees, of the theory and practice of EOP.

As a result of that approach, needs analysis will assist an organization in taking measures, through a series of strategic decisions, to modify and eventually improve the deficiencies encountered in the language communication of their employees on the job.

In practice, there are constraints that accompany the needs analysis processing (McDonough, 1988). Some of these constraints are concerned with the students' attitudes and expectations. They are an essential part of the needs analysis, especially when operating within a learner-centered framework. In such case, rather than using the term restrictions, it is probably more

appropriate to use basic variables to facilitate understanding and addressing different types of problems connected with the learners' needs (ibid.: 15).

As needs have been discussed above, it might be interesting to learn the advantages behind conducting such assessment:

1. It aids administration, teachers and tutors with learner assignment and in developing materials, curricula, skills review, teaching approaches and teacher training
2. It assures a flexible, responsive curriculum rather than a fixed, linear curriculum determined ahead of time by instructors.
3. It provides information to the instructor and learner about what the learner brings to the course (if done at the beginning), what has been accomplished (if done during the course), and what the learner wants and needs to know next. (Brod, S 1995)

Needs assessment is a continued process and takes place throughout the instructional program (Burnaby, 1989, Savage, 1993) thus influencing student placement, materials selection, curriculum design and teaching approaches (Wrigley & Guth 1992).

The previous discussion suggests that needs analyses play a significant role in deciding many ESP course characteristics and functions. These issues will be discussed in the following sections.

2.4 ESP Course Design

ESP literature presents a variety of courses designed for different objectives. There are ESP courses in EOP and EAP. For example, courses designed for practicing engineers are different from those made for engineering college students. This applies to all other levels and fields of ESP learners' professions or study. The following discussion will review some commonly recognized designs as have been experienced by some ESP specialists.

Course design involves putting the theoretical decisions about objectives and syllabus into a context. There are various ways of doing this by applying appropriate disciplines and effective techniques. However, there have always been obstacles in the way of carrying out a course design process.

Some writers present practical perspectives for ESP syllabus and course design approaches. Coffey (1984), for example, suggests that when an ESP course is created an orderly progression of operations follows: selection of theory, needs analysis, language realization,

course design, course construction, and classroom teaching. Other stages, such as teacher training, evaluation, piloting, and final writing may be added, as well. In practice, there is no early stage that cannot be and is not affected by a later stage (123-24).

Munby (1984) introduces factors concerned with restricting the dimension of course design implementation. These factors include limitations, such as government attitude, the status of English, logistical and administrative matters, the students' motivation and expectations and methodological issues that should be applied at the needs analysis stage (217-18).

In her view of the ESP course design issue, Robinson (1980) proposes that ESP course design is a negotiated process. There is no single factor with an outright determining influence on the context of the course. However, the ESP learning situation and the target situation will both influence the nature of the syllabus, materials, and methodology and evaluation procedures. For Robinson, course design is a dynamic process. It does not move in a linear fashion from initial analysis to completed course. Since needs and resources vary with time, the course design needs to have built-in feedback channels to enable the course to respond to development (74). Robinson (*ibid.*), therefore, outlines two features for course design. First, course design is only restricted by the ESP learning situation and the target situation. Second, it is cyclical in the sense that it keeps moving through the process of continuous evaluation. Robinson is thus in much agreement with Coffey as she describes the design to be flexible and negotiable within the learning situation and the target situation (74).

Hutchinson and Waters (1987) explain that the existing course design models are affected by a lot of uncertainty, undoubtedly caused by the indefinite use of such terms as “communicative”, “structural” and “functional”. The term “communicative”, for example, is often used as if it were identical with “functional” (65). Therefore, they eventually suggest the following approaches to course design for the purpose of clarity.

Hutchinson and Waters (1987) suggest the following three approaches to course design.

-Language-Centered Course Design

Common in ESP, this is the most well-known to English teachers. It aims to draw as direct association as possible between the analysis of the target situation and the content of the ESP course. It starts with the learner, proceeds through various stages of analysis to syllabus, thence to materials in use in the classroom and finally to evaluation of mastery of the syllabus items.

-Skill-Centered Course Design

It presents its learning objectives in terms of both performance and competences. It previews language in terms of how the mind of the learner processes. In addition, it frames objectives in operational terms enabling learners to achieve something. It also approaches learners as users and not learners. EIS was designed with features of this approach as the material is focused into performing the targeted tasks required by the learners regardless of the learners' needs or the learning process itself.

-Learning-Centered Course Design

It looks outside the ability, consults process and is a dynamic process. Learning can, and should be seen in the framework in which it takes place. Learning is not just a mental process; it is a process of concession between individual and society. Society sets the target (in the case of ESP, performance in the target situation) and the individuals must do their best to get as close to that target as possible , (Hutchinson and Waters 1987:72).

Looking at course design from a practical viewpoint, Strevens (1997) proposes the “restriction” principle, which he believes must be applied before an ESP course can be designed. The selection of items and features forms the body of the language relevant to the designer's intention and the learner's needs. The objective of the limiting process is clearly defined by the purposes. There is much similarity between Strevens' restriction and Munby's view of constraints of course design implementation explained above.

In association with variables constraining ESP design, Robinson (1980) links design to methodology, thus stressing the importance of authentic materials and a classroom situation that leads to the descriptive use of language (e.g. role-playing). She also suggests that materials cannot be generalized as each course is directed to a unique purpose and to the interest of students taking part in it. Its implementation is likely to be constrained by such factors as the supply of teachers and funds, by patterns of culture and even by political pressures. She proposes flexibility (or specialized training) on the part of the teacher, especially since the course is organized around topics and situations linked to the students' specializations, Robinson (1980).

Elaborating on this concept, Robinson (1980) suggests the involvement of the learner himself in identifying his own needs with the collaboration of others interested in an ESP program

design. This democratic approach may be useful when learners and collaborators are linguistically well-informed and sufficiently educated to make such decisions (34-35).

The increase of views on approaches to ESP course design is due to the conflicting standpoints held by ESP theorists and linguists, on the one hand, and ESP practitioners and program writers, on the other hand. Such differences come up from the nature of the ESP course as having to be designed with specific purposes in mind to satisfy learners' needs.

Since course design is indivisible from syllabus (Robinson 1980), it may be useful to look at an ESP syllabus. It can be concluded that an ESP course design has to have an underlying theory or discipline that systemically operationalizes the course materials into achieving the learners' specific learning objectives. Generally, a syllabus is a statement of what is to be learned and gives the order in which it is to be learned. It states what the successful learners will know by the end of the course. It puts on record the basis on which success or failure will be evaluated.

An ESP syllabus is usually based on a detailed analysis of the language features of the target situation. Such details will produce the desired influence and restrict the instructional methodology. The syllabus identifies the method to be utilized in delivering the materials.

Conventionally, ESP course designs have used a variety of syllabus types, three of which are the structural syllabus, which focuses on grammatical ideas of effortlessness and difficulty addressing only one aspect of language-forms and grammar; the functional-notional syllabus, which capitalizes on communicative skills rather than language per se because of the focus of this syllabus type; and the procedural- and task-based syllabus, which specifies the tasks, activities and problems engaged in the classroom that will be carried out in the real world (Wajnryb 1992:124).

An important feature of any syllabus in ESP is realism, as stated by Wajnryb (1992). Realism here should be expressed not only in the quality but also in the quantity of its contents. Foreign language learners generally need to be concerned in their classes, because learner meekness and non-intervention will in fact hinder the desired results. In Wajnryb's words, "If the processes actively engage the learners, then a more positive outcome is assured" (ibid, 124). Unfortunately, customary ESP syllabuses are not always meeting this demand. They are often overdesigned with "content" and directed by the quantity of their input. This may result in limited practical involvement of the learners. Such syllabuses are not realistic but idealistic

in their goals. What they offer is impossible not only to teach but also to learn and master. More often they create pressure on both teachers and learners and cause annoyance on both sides (ibid., 124). A very exciting and interesting article, in this respect, is that by John Harbord (1995), who stresses not only the necessity "of the day" to be as close to the learners' needs and perspectives as possible, but also showing how to really perform this approach (78).

In conclusion, one could say that a realistically designed ESP syllabus shows balance in its content quality and quantity. There should be balance between knowledge input communicated by the teacher and textbook, on the one side, and the activities, tasks, and problems internalizing this input, on the other. More importantly, this balance should be realistically set in an adequate time frame. Timing, as we all know, is not always possible to change. Otherwise, the syllabus may be designed for its own sake, being rather optimistic in what learners are really capable of achieving and mastering (Wajnryb 1992:124).

We may sum up that an ESP syllabus is as instrumental in identifying objectives of the course and ensuring their achievement as any other ELT course syllabus, with the only difference being that it is characterized by easily distinguished objectives and a method of instruction selected to suit the specific needs of the learners. As ESP mostly aims at improving communication in specific professions and study fields, the syllabus might devote more time to improving the communication skills essential to improving the learners' job or study. In this case, the syllabus will assign objectives to meet that need that will also affect materials, contents, methodology and testing in the course. One important issue that a syllabus must always consider is how much organized interference there is in the features of the intended course. This and the other issues discussed above will definitely have an effect on the course materials selection. Below is a discussion of that dimension.

2.5 ESP Materials

Linked with the selection of lexis, content and structure for ESP purposes, authenticity of selected materials bears high importance. According to Widdowson (1979),

Serendipity is one of the main virtues required: the ability to find an authentic text that will fit pedagogic needs. The importance of the exploitation of the authentic graphics, illustrations, diagrams, charts, flow-charts, organograms, maps, other information conveyed in graphic or tabular form – is considerable, and has been very well exploited in the second generation of ESP courses. (79)

An ESP course typically implements materials drawn from the actual field of the learners' job or study. The purpose of this conception is that learners have to live the actual experience of reality in the classroom rather than the instructional practice of simulating their target jobs or study specificity.

In this regard, Mackay (1978) suggests that authentic text selection may follow the needs analysis stage (137) in the course design procedure. To this perspective, Munby's (1978) Communicative Syllabus Design (CSD) adds a large contribution that produces a detailed profile of the learners' needs in terms of communication purposes, communicative setting and the means of communication language skills, functions and structures (12).

Connected to that view, Ewer and Hughes-Davies (1971) compare the language of the texts their science students had to read with the language of some widely used school textbooks. They found that the school textbooks neglected some of the language forms commonly found in science texts – for example, compound nouns, passives, conditionals and modal verbs. Their conclusion emphasizes that the ESP course should give precedence to such forms (cited in Hutchinson and Waters 1987:24).

Authentic materials are meant to be drawn from original field texts and scripts that are to be practiced by the learners. There should be a purpose-related orientation that refers to the simulation of communicative tasks from the target setting of the learner. A self-direction, that is necessary to apply, also occurs when ESP instructors teach the learners how to learn by teaching them learning strategies. The system proposed by Carver (1983) may be implemented at a high level of learners in a college or a similar setting. In material terms, this approach, as stated by Hutchinson and Waters (1987), puts the emphasis on reading or listening strategies in which the language learners are treated as thinking beings who can be asked to observe and verbalize the interpretive processes they employ in language use (14). Also contributing to this approach are the works of Grellet (1981), Nuttall (1982) and Alderson (1985) and Urquhart (1984).

Any instructional course materials need an appropriate methodology for delivery. The following section will highlight the importance of methodology in ESP.

2.6 Methodology

ESP supporters have not strongly privileged a specific method to teach ESP. However some have suggested instructive guidelines and notions. Dudley-Evans and St. John (1998) suggest

that ESP methodology is not much different from GE teaching methodology. The only serious difference that they mention is that teachers have to be flexible, open and tolerant for they are not subject matter experts in the specialty shared by the professionals in their class (13).

Strevens (1988), linking materials to methodology, in much agreement with Dudley-Evans and St. John, writes:

The methodologies of ESP conform to the same model of the language learning/teaching process as does any other form of language teaching. That is to say, the basic teaching activities are these: shaping the input, encouraging the learner's intention to learn, managing the learning strategies and promoting practice and use (44).

By methodology, Robinson (1991) refers to

What goes on in the classroom, to what the students have to do? This has implications for what the teacher has to do with the materials which are used (including visual and mechanical aids as well as books). The key issues that must be considered in connection with methodology in ESP are the relationship between the methods and the students' specialism, and the place and nature of language practice. (46)

Along with that proposition, ESP methodology itself may be considered to have made outstanding progress. Several writers, for example Spencer (1972), stress the importance of role-play. In some cases (e.g. BP's North Sea Challenge) ESP has borrowed from the world of managerial training to produce multi-role exercises of great potential effect. Related to this area of ESP methodology development is the application of realia from the particular occupation. Actual hospital equipment for nursing training, for instance, should be used as much as possible in cases where study takes place as much in the workshop as in the classroom (65-66).

Widdowson (1983) accuses ESP practitioners of leaving "considerations of appropriate methodology entirely out of account" (100). This accusation is echoed by Markee (1984:9) and by Mountford (1988:76-84). The reason for this neglect may be the concern for rigorous TSA-type (target situation analysis) needs analysis, popular in the late 1970s and early 1980s. The concentration devoted to such needs analysis and to ensuing syllabus design has been more related to methodological issues. Since then, there has been a growing awareness of the importance of a present situation analysis (PSA), awareness that learners have personal and individual needs, and an acceptance that learning needs as well as target needs must be attended to (Robinson 1991:47). Waters (1987) urges consideration of "basic learning factors

such as learner interest, enjoyment, creativity and involvement” in both methodology and materials in an innovative view of methodological implications (35).

These views of course design; materials and methodology have helped to identify the role that the ESP teacher has to play.

Such role has been significant in EIS model delivery as teachers exceeded their expected function and attitude and optimized their potential in order to make the EIS course a successful one that they felt committed to and attached to for it worked very well for what they had waited long to see and teach as different from every other ELT program in Saudi Aramco training history.

2.7 ESP Teacher

When methodology is discussed, the teacher comes into the arena. There has not been a single role model description for ESP teachers. The question “Who is the ESP teacher?” has received varied answers. Strevens (1988), for example, answers:

Almost always he or she is a teacher of General English who has unexpectedly found him/herself required to teach students with special needs. (41-42)

In his elaboration on this important topic, Strevens (1988) thinks that those teachers who have received only English literature training at college will find the new role of an ESP teacher difficult, except for those who are interested in or who have received English teacher training. This is due to their lack of knowledge of the students’ areas of specialization, which they cannot cope with in the classroom. In this respect, Strevens mentions the instance of the ESP project at King Abdulaziz University (KAU) in Saudi Arabia, where qualified science teachers and ELT-trained teachers were hired to perform course instruction. Such a choice may support the notion of teachers’ specialty (42).

The personal, professional and academic qualities needed by ESP teachers are summarized by Williams (1981) who thinks teachers should have enthusiasm, the ability to develop and administer a course, knowledge of the students’ world and the ability to write teaching materials or perform a Mynbyan needs analysis. By knowledge of the students’ world, Williams refers to the students’ culture and personal concerns, in addition to their specialization (91).

Adams (1983) agrees with Williams and adds three qualities that ESP teachers should have: an interest in the learners' language, knowledge of the learners' culture and the ability to respect students' language (38).

With the development of ESP and the significant role of the teachers, Lavery (1985) identifies the desired qualities of the ESP teacher more specifically. He refers to such teachers as "industrial language trainers" who, first, should have fluency in a foreign language in order to share the difficulties faced by the students, achieve credibility as a professional trainer and conduct training in the students' country. Second, he should obtain knowledge of behavioral science, analysis of training needs, counseling skills and cost-effective training planning (1).

Heyneman et al. (1983) agree with Lavery and emphasize that the transformation from a GE teacher to an ESP teacher requires a special quality, which he calls "flexibility" that requires him to cope with different groups of students with specific objectives within a very short timeframe (2).

Many ESP advocates, for example Mackay (1983), have identified the ESP teacher's involvement in designing, setting up and administering the ESP course. There are a number of tasks that the ESP teacher may perform, either as an individual or as a member of a small team. These tasks include planning, mounting, teaching, coordinating and administering the course. There are certain capabilities that are also required to perform these tasks. To conduct initial needs analysis, for example, may require tactfulness in obtaining the needed information, access to the students' work environment and procuring authentic documents. Negotiation skills are also required in order to obtain the students' sponsor or employer's agreement for the type of ESP course that is appropriate for their students. To design the ESP course, the teacher needs to apply analytic techniques, whether linguistic, discoursal or ethnographic (58).

The ESP teacher, during the course and virtually at the end, is usually involved in evaluating and testing, both in devising the tests and administering them. Robinson (1991) explains the ESP teachers' role in the final stage of the ESP course tasks and activities. She suggests that the ESP teacher will finally write reports about the students' performance and about the course as a whole. This is followed by consultation with students and sometimes there is a need for a teacher refresher course (80-82).

An ESP teacher, as many writers agree, is a teacher who is required to have good teaching qualities with specific emphasis on language teaching. The definition of ESP teacher is not limited by that description, it extends to the roles that the teacher is expected to play in an ESP stance as has been discussed above.

A critical stage in designing an ESP course is conducting its evaluation, as is discussed below.

2.8 ESP Evaluation

In education, the common purpose of evaluation is seeking to establish the appropriateness, effectiveness and efficiency of teaching programs. Generally, there are two types of evaluation: formative and summative.

Formative evaluation is carried out during the progress of a program or project in which the gained results can be used to alter what is being done. Summative evaluation, in contrast, is done when the program or project has been completed and when any further alterations are too late to make.

For a long time ESP evaluation was forsaken; see Alderson (1979), McGinley (1984 and 1986), Mackay (1981), Murphy (1985) and Swan (1986). In this area, Dudley-Evans (1997) supports the view that there had been few experimental studies that examined the efficacy of ESP courses. On the other hand, some work, such as that of Jenkins et al. (1993), suggests an increasing interest in this area of research.

With the growing concern for ESP course cost-effectiveness in the 1990s, especially with the development of large-scale ESP projects, the need for evaluation started to gain momentum. A number of writers world-wide produced helpful articles on ESP evaluation which included procedural guidelines. They also provided field experiences in evaluation. Directly related to this consideration are studies by Bachman (1981), Brown (1989), Mackay (1981), Murphy (1985), Rea (1983), Elley (1989) and Moody (1979).

An evaluation process may be very wide or very limited in scale. The evaluation subject may be a complete ESP project, a single individual course, or a few areas of the course or program in question. Long (1984) explains that formative evaluations normally look at such aspects as the attitudes of teachers and students towards curriculum improvement or the usability of new

materials that are being implemented in the classroom for the first time (17). Both types of evaluation can be applied to any particular course or project, as was the case with the Brazilian ESP project evaluation report (Celani et al. 1988).

Robinson (1991) includes the issue of cost effectiveness in her consideration of a summative evaluation approach (68). Mackay (1981) proposed a lengthy list of external and internal checks tackling all involved parties' perspectives in a project to avoid faults (113). McGinley (1984) suggested focusing on details such as the methods, lesson evaluation, tests and attitude surveys.

Horey (1984) also refers to several different stages of evaluation and different types of evaluators in ESP programs. One instance is the case of a King Abdulaziz University (KAU) project (1975-84) in Saudi Arabia where an initial appraisal by outside experts was followed by an internal evaluation, an independent internal university evaluation, and finally an external independent evaluation based on observations (25).

In her view of ESP evaluation techniques, Robinson (1980) emphasizes that course evaluation should be task-oriented, testing the various skills required by the student together with the main linguistic elements needed in deploying these skills, and should incorporate both objective and subjective techniques, by use of rating scales, questionnaires, and the personal impressions of evaluators (26-27).

With regard to evaluation techniques, many of the basic procedures for data collection are the same as those utilized for needs analysis. Some or all of the following may be implemented: questionnaires, checklists, rating scales, interviews, observation, discussion, records and assessment. Examples of procedures to apply in evaluating ESP programs are described by Brown (1989:233). In this regard, Nunan (1989) gives a useful table of procedures for data collection used to analyze the language classroom procedures. It is important for such procedures to be manageable, cost effective and appropriate for the situation (*ibid.*). Evaluators' knowledge and experience should be implemented when constructing the tools, collecting and analyzing the data (Bell 1982:31). Elley (1989) stresses the need to design evaluation to go with the context and to accept the boundaries of the situation. Bachman (1981) points out that data collection procedure, particularly testing and scaling, are often accompanied by complexity, but the amount and type of information collected should be determined by the types of decisions to be taken.

With regard to the reliability of the evaluation instruments or techniques being used and the validity of the results, Celani et al. (1988), in their account of the Brazilian ESP Project, admit to having some difficulties and small worries, but they had deliberately chosen a qualitative rather than a quantitative approach and noted in the beginning that “objectivity is impossible” (9). Long (1984) acknowledges that some crudity in such situations has to be sometimes accepted (17).

In order to establish some validity of results, Robinson (1991) describes the concept of “*triangulation*”, which applies two or more methods of evaluation of the same point, for example; while seeking information on an aspect of classroom methodology, observation, class discussion and rating scale (67). Otherwise, information on the same point can be gained from different sources, for example, by conducting the same questionnaire or interview to different types of respondents. Triangulation requires that the evaluation project must be controllable in size and without too many aspects being examined at the same time (ibid.).

ESP testing has been largely abandoned. The testing literature has overlooked ESP testing. Alderson (1988) explains that it was discouraging to see testing within ESP had the minimal attention paid to it. A student is needed to know how close he is at the start and at the end of an ESP course in achieving performance sufficiently and what type of test to be used to evaluate that (87-88).

Explaining what may be done for testing learner’s performance in ESP, Wesche (1987) suggests that an ESP test would include performance in a real-life situation. This is normally not practical, so what is more accepted is replicated real-life performance where the whole testing situation is prepared with the most accurate possible representation of the real-life context (29). In connection with that concept, Allison and Webber (1984) give a good review of performance-based, or performative, tests for communication skills courses for EAP. They support the use of performative tests where the primary aim is to reinforce teaching and learning; but they are less persuaded of the returns of performative testing for selection purposes, specifically when proposing students for future courses of study (ibid.:199).

In their analysis of the reasons for the neglect of testing in ESP, Alderson and Waters (1983) discuss the influence of tests on teaching. Tests are part of the broader process of evaluation, which in itself contributes to the teaching and learning process (43). Corbett (1986) explains

that one of the purposes of a short oral-interaction test used in the KAU project was to encourage the students to think about their purpose in learning English and their attitudes towards their English studies (171). In that instance, the test took place in class time and was intended as a routine part of the course. Finally, Holliday (1988), in a discussion of “project work as an evaluation device”, shows how observation of a key classroom activity can be used to assess both students and teachers, and also the role and effectiveness of materials (77-86).

Recently, Dudley-Evans and St. John (1998) have divided evaluation (assessment) in ESP into three main types, classroom assessment, classroom tests and general ESP tests. Classroom assessment is a progressive process in which teachers check the systematic development of the skills the students learn. This does not fall into time and setting constraints, and students may share with their teacher some feedback into it. This type of assessment may also be drawn from the “teacher assessment” of students’ work and from “peer and self-assessment” (210-29).

Dudley-Evans and St. John (1998) elaborate further on ESP testing, explaining that classroom tests are intended to measure proficiency. Classroom tests aim at determining which particular skills need more focus or explanation. Here time and setting constraints affect the efficiency of results. Such tests measure the whole, rather than discrete items (217). They will also contain a series of skills and measure performance on those skills. Classroom tests may be intended for a “backwash” impact that will result in evaluating what has been taught and how it is taught. This should eventually help enhance the teaching and learning processes in the classroom.

The third type of testing is achievement tests where mastery of a syllabus is measured and which take longer and have a wider perspective than progress or classroom tests (214). In such tests all objectives that have been actually covered through the course are tested. Achievement tests are crucial to organizations and institutions which need to compare the outcome of the course to the objectives behind establishing the ESP course itself (220).

As proposed by Dudley-Evans and St. John (1998:214), in order to present tests with the characteristics explained above, a collaborative effort should be incorporated with subject matter experts. For evaluation of the final version of a test, an outsider should judge such qualities before the tests are implemented.

Together with the previously discussed aspects of ESP testing, it is also important to qualify and prepare the ESP teacher to conduct such activities appropriately. Below is a discussion of teacher training that may prepare teachers to play their roles where the ability to conduct tests is viewed as significant.

2.9 ESP Teacher Training

Because ESP has specialty in everything it aims to present, teachers will need special training that relates to that specialty. ESP teachers are usually selected EFL/ESL instructors who find themselves in classes with features different from those they are used to in a GE or conventional ELT setting. They will need to adjust and learn about the new situation. Most often, they will need to attend or take a training course of some type to prepare for this new task. Types and methods of teacher training for ESP vary widely. Around the world one can find pre-service and in-service courses for new teachers or for experienced teachers. Teacher training courses may be found for EGP or common disciplines teachers or in-house at a language school or ESP center, or in a college university (Robinson 1991:93-96). That means there is training available in this field for teachers (Harmer 1979).

Robinson (1991:94) suggests knowledge and understanding of educational and educational issues general and specific issues to engage in teacher training courses in-house, refresher and retraining courses dependent on teachers' background and field.

An effective way of conducting training in methodology for ESP teachers is to involve them in materials production. This is advocated by Baumgartner et al. (1988:147).

Today, given the many roles of the ESP teacher that have been referred to in this part, training in management and administration would seem to compose a valuable part of an ESP teacher training course, as well.

Summary

This literature review may help to identify the characteristics an ESP program might have and the developments that have contributed to the formation of ESP features and functions. This summary is meant to help evaluate ELT programs in the light of those ESP principles and best practices of the art.

The proliferation of ESP definitions, principles and approaches has provided course designers and materials writers with a variety of options. Nevertheless, if any course design or instructional materials do not depend on an analysis of the learners' needs – within the given context – other procedures or processes will not function properly.

There are three important dimensions to consider here relating to the learners and their needs: current linguistic competencies, the future (target) linguistic competencies, and the transitional competence (enabling instruments and tools). ESP courses will not function appropriately in achieving their ESP objectives without interrelating these dimensions.

Needs analysis identifies course design and materials selection that need to be integrated into a syllabus. Teachers will be only capable of achieving the objectives of the syllabus if they are involved in training by focusing on the ESP specialties within an appropriate delivery methodology. The whole venture will be assessed through a systematic built-in evaluation mechanism that attempts to simulate the learners' actual future setting in order to produce the desired impact on their roles.

It has been noted throughout this review that similarity as well as contrast between ESP and EIS exists in various aspects and at different levels. It is hoped that this review will facilitate the investigation of the EIS-implementing ESP characteristics as a frame of reference.

The following chapter will discuss the design of the EIS model, the core of this study..

CHAPTER THREE

English for Industrial Security (EIS) Program: (The EIS Model)

Preview

As was discussed in Chapter One, EIS is an organizational curriculum program development intended to improve the English of the industrial security employees at the workplace. The decision to take up the program was agreed upon between the Industrial Security Organization (ISO) and the Training & Career Development Department (T&CD) (Appendices A.1.1-1.4), which initiated and sponsored the project in 1994. This means that both the workplace management (as sponsor and recipient) and the training management (as designer and deliverer) in Saudi Aramco concurred on the educational, training, linguistic and economic need to develop such a program in the wake of the failure of previous curriculum attempts to address specific learners' needs (Chapter One, Section 1.2) and hence the achievement of their job language requirement.

EIS was presented with the following definition highlighting the underlying policies and guidelines for the design and implementation purposes of the program by the Training and Career Development Department in Saudi Aramco (Appendices A.1.1-1.4):

EIS is an alternative to completion of GE Basic English Program (BEP) for industrial security personnel job qualification purposes. EIS aimed to bring employees to the level of functional competency in English required for the following jobs within the ISO workforce: Industrial Security Man (IS Man), Sr. Industrial Security Man (Sr. IS Man) and Sr. Industrial Security Man, Materials (Sr. IS Man, Mtrl.) (Appendix A.4).

Usually when an employee completes his academic job qualifications in Saudi Aramco, the company Training Operations Instruction Manuals (S. Aramco TOIMs :1995) stipulates that he becomes entitled to a job promotion which leads to more privileges and, most important, to a salary increase. This was another economic reason behind the establishment of the EIS program for the IS personnel. As these employees could not be promoted, or given an incremental salary increase, without fulfilling their job English requirements through the long and costly GE training pattern, EIS was introduced partially as a solution to that situation as discussed above.

3.1 EIS Evaluation Pilot

The Academic Curriculum Unit (ACU) introduced the EIS program and conducted all its processes and implementation. A critical stage in establishing any program is the pilot, which is usually designed to provide authors or sponsors with evaluation feedback from the program's field users. A pilot highlights strengths and weaknesses of a given program in order to improve its structure and function. Therefore, the ACU conducted the EIS pilot in 1995. The following section will provide the findings of the evaluation.

The EIS course pilot was hosted by Saudi Aramco's Dhahran North ITC between November 1995 and March 1996. A total of 48 industrial security employees, 8 class teachers, 2 senior teachers, 1 principal and 4 employee supervisors participated in the EIS pilot session and its evaluation survey, which were both administered by the ACU. The researcher, as the senior teacher at the location of the pilot, was assigned to facilitate the pilot activities since it was his academic and geographical jurisdiction area.

The pilot survey feedback from the above EIS participants was collected and analyzed by the ACU in 1995. The main findings were summarized as follows:

- 94% of the pilot participants thought the EIS program was useful and effective, and improved the learners' performance
- 12% thought the program should be conducted in Arabic (the learner's native language)
- 59% thought that students needed some kind of English refresher course before taking the EIS course
- 40% thought the tests were complicated and needed to be made shorter in time, simpler in procedure and less difficult in content
- 15% thought the class duration was not enough to cover the lessons and that the teaching day was long and boring
- 10% of the participants thought that the course should be taught on job sites and not only at the ITC.

In response to the above findings, the ACU carried out a number of modifications to the final version of the EIS teaching materials and guidelines. Later, the final EIS course book was released for full implementation in May 1995.

The rest of this chapter will discuss the steps that the ACU went through in designing the EIS course.

3.2 EIS Curriculum Design Approach (CDA)

The ACU implemented its Curriculum Design Approach (CDA) (Appendix A.2) to design the EIS model following a pattern that is usually used for any curriculum development in Saudi Aramco. It briefly includes the following steps:

Step 1: Establish and Formalize Need

Step 2: Identify Entry Characteristics or Behavior

Step 3: Specify Learning Outcomes

Step 4: Evaluate Existing Curriculum If Available

Step 5: Determine Instructional Strategies and Plan for Logistics

Step 6: Develop Instructional Materials

Step 7: Design and Develop Tests

Step 8: Conduct and Evaluate Instruction and Curriculum Effectiveness

These steps cover the whole design process from the needs analysis through to the evaluation of the EIS course. The steps will be addressed in the following sections of the chapter.

3.2.1 Needs Analysis, ENAS

Needs assessment serves a number of objectives. It helps administration and teachers with learner placement and in developing materials, curricula, skills assessments, teaching approaches and teacher training. It assures a flexible, responsive curriculum rather than a fixed, linear curriculum determined ahead of time by instructors. It provides information to the instructor and learner about what the learner brings to the course (if done at the beginning), what has been accomplished (if done during the course), and what the learner wants and needs to know next. (Brod, S 1995). A goal-oriented definition of needs analysis is introduced by Widdowson (1981:12) which refer to the learners' study or job requirements or simply what learners have to be able to do at the end of the language study.

For the sake of establishment the EIS program, a locally designed English Needs Assessment Study (ENAS) (Appendix A.7) was administered by the ACU in 1994 for the target IS personnel. The study implemented a data-gathering procedure that used an English language task matrix for three target Industrial Security job titles (Chapter Three, Section 3.1). The procedure also involved interviews with over 300 Industrial Security men, out of a population totaling approximately 3000 employees. This was a representative sample randomly selected by the ENAS team. ENAS also implemented an observation tool over a three-month period of the target population while they were performing duties at various work locations and

community residences and facilities. Different situations requiring the target population to use English were noted and classified. The various business forms and documents that Industrial Security personnel frequently used on the job were also collected and analyzed.

The ENAS implemented a mainly task-based approach (Dudley-Evans and St. John 1998:95) to identify and specify the learners' needs. Therefore, the identification of needs did not address the personal *needs, likes* and *wants* of the target population. In a highly structured industrial setting as at Saudi Aramco, employees' language needs are not viewed with respect to second language learning pedagogy, where a great deal of psychological, social, cultural and personal factors are taken into account. Rather, the learners' needs are addressed with respect to the communicative needs of an industrial context. That is why the needs analysis here was conducted as an English needs assessment study and not administered as a comprehensive learners' needs analysis. The focus lies on the language as a tool rather than on the learners as users of the language.

Within the above needs assessment paradigm, the ENAS findings formed the basis for the EIS set of objectives, course design, instructional material selection, methodology and the testing system to be used. However, the specific linguistic needs of the target industrial security employees, as identified by the ENAS, were found to be restricted to certain Industrial Security job-based tasks. They were also identified as essential for the job qualifications. This means that learners have to take and pass the course in order to be promoted on the job and so gain an incremental salary increase. The ENAS findings were summarized as follows (Appendix A.7).

First, the language needed by these employees was limited in vocabulary, grammar and discourse, and was restricted to a number of job-based notions, functions and skills.

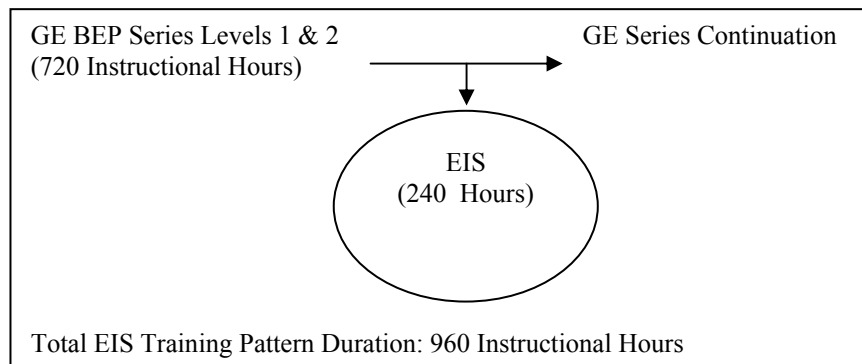
Second, there were about 3000 IS employees in Salary Grade Code (SGC) 03-06 who had only completed GE BEP levels 1-3. These employees would not qualify for job promotion as they had not been able to fulfill their job's language requirements through studying GE levels above BEP E3.

Third, based on their academic and training history records, the likelihood of these employees progressing to a higher GE level above the BEP series was found to be very low. An analysis of their records suggested that teaching them beyond BEP level E2B was likely to be a waste of resources and would not improve their job performance.

Finally, it was found that they were unlikely to be transferred out of the Industrial Security Department, so teaching them EIS , instead , may be viewed as a long-term organizational investment.

Based on those findings, a special IS training pattern was devised (Chart 2).

Chart 2
EIS Training Pattern



Through this pattern an employee would initially study GE BEP levels1-2 for 720 hours. Then he would study the EIS program for 240 hours. The total instructional hours according to this pattern would be 960. This pattern is 480 hours shorter than the commonly implemented GE BEP levels training pattern which lasts for 1440 hours (see Chart 3).

Chart 3
Employees' Training Pattern
General English (GE) Program

<u>BEP Series</u>	<u>Intermediate Series</u>	<u>Advanced Series</u>
Levels 1 – 4 (1440 HRS)	E5 – E6 (720 HRS)	ER/EW (360 HRS)
SGC*: 3/4	5 / 6	7/ 8
TOTAL GE Programs Duration: 2520 HRS		
* SGC: Salary Grade Code of the employee's job		

As illustrated in Charts 2 & 3, the total GE track takes 2520 instructional hours to complete. IS men used to take GE basic levels BEP 1A–4B totaling 1440 instructional hours to fulfill their job requirements. However, the new EIS training pattern totals only 960 instructional hours. This reduces the duration of the IS men's training period by 480 hours per learner. If we look at 100 employees, for the sake of calculation, then the cost saving would be 4800 hours per EIS session. The nominal cost of one instructional hour in Saudi Aramco is USD 12. Thus, training 100 IS

men via the EIS track will save USD 107,600 against the traditional GE track (BEP levels 1A–4B).

The second step in the EIS design approach was to identify the entry characteristics or behavior for the EIS program learners.

3.2.2 Entry Characteristics or Behavior (Prerequisites)

Once EIS learners' language needs had been identified, the necessary instructional materials could be prepared. Learners needed some basic English knowledge to be able to take the EIS course. They, therefore, had to meet one of the following academic prerequisites in order to be enrolled in the EIS program:

- Completion of BEP 2B, 3B or previously failed E4A
- Completion of VELT 2B, 3A or 3B
- Placement Test indicating E3A or E4A

The objectives that learners were expected to achieve at the completion of the EIS program are listed below in the third step of the EIS design approach. Therefore, it was decided that most of the language elements that were essential for EIS course candidates were available in GE BEP Level E2B (see Attachment within Appendix A.7).

3.2.3 Learning Outcomes (Objectives)

The ENAS report (see Appendix A.7) outlined the linguistic, behavioral and terminal objectives of the EIS course (see Appendix A.5), according to which, upon successful completion of the EIS Program, an employee will be able to carry out a number of tasks and skills using the language he has obtained in the EIS classroom. These tasks are supposed to incorporate the notions and functions identified by the needs analysis (ENAS) (Appendix A.7).

1. make positive and negative polite requests with or without prepositional phrases of place
2. give negative commands with or without prepositional phrases of place
3. identify prohibitive traffic signs and explain their meaning
4. give directions in command form using prepositions and adverbs of place
5. use appropriate negations to politely halt and refuse entry at a gate or barricade
6. state common reasons for detours
7. give directions for alternative routes and/or help to lost drivers
8. apologize politely
9. explain why someone must/should or can't do something
10. tell time using the 24-hour clock
11. write cardinal/ordinal numbers, dates, days, months, years, and addresses
12. request callers to spell or repeat names, addresses, dates, and numbers
13. take notes about callers including name, ID number, and reason for calling
14. use appropriate "pro-words" in radio communications
15. name nationalities and flags of selected countries
16. answer questions about the nationality of people and tankers/airplanes

17. use the radio to report the position and heading of vessels/objects
18. ask yes/no answer questions the present and past
19. ask WH-questions in the present and past
20. use reflexives for emphasis
21. describe people, giving shape of body part, distinguishing features, height, weight, and clothing
22. describe objects, including their shape and distinguishing marks
23. describe accident/incident scenes and flags
24. take notes to complete a Missing/Recovered Property or Incident/Collision Report
25. name parts of a patrol car and discuss the general condition of a vehicle
26. write statements about vehicle defects
27. read, explain and complete selected forms used by IS employees
28. use information from passports, ID cards and Iqamas (residence permit) to complete selected Saudi Aramco forms (see Appendix B.2)
29. read and extract information/data from selected job-related memoranda and letters
30. use all vocabulary implemented on the job and taught in the course.

These objectives helped determine the features and functions, the course design, the instructional materials selection and the syllabus of EIS, as will be seen in the following sections. However, before designing the new program the existing ELT programs were assessed as explained below.

3.2.4 Evaluation of the Existing Curriculum

The locally used GE programs taught to the target population of IS personnel and other employees were continuously reviewed and evaluated by the ACU for improvement purposes (Chapter One, Section 1.2). The reviews showed that these programs did not provide the specific needs-based teaching that employees required (ENAS) (Appendix A.7). Therefore, it would be a waste of resources to have the IS employees continue their English study through the GE intermediate and/or advanced levels series, as reported in the ENAS findings, for reasons already discussed above (Chapter Three, Section 3.2.1).

As mentioned above, employees in Saudi Aramco are usually trained to a level that meets their current and future job requirements. As illustrated in Chart 2 above, study of the complete GE courses series usually takes 2520 instructional hours. The EIS program was introduced in order to reduce the required training duration for the IS personnel from 1440 hours of the GE BEP levels 1-4 to 960 hours of the GE BEP levels 1-2, while at the same time satisfying the specific language needs of the IS learners. The question that arose from this is whether EIS constitutes an ESP program model that might be widely adopted for all Saudi Aramco junior employees. This query was the impetus behind the conduct of the present case study.

3.2.5 Instructional Strategies and Logistics

This step involved decisions regarding the EIS program's definition, purpose, policy, volume, duration, methodology and in-service training.

The EIS policy stated that when an Industrial Security employee successfully completes the EIS program, he will be promoted to the next job Salary Grade Code (SGC). If he fails the course, he will be granted a second chance to do so. However, if he fails a second time, he will not be enrolled again in the program. This policy was integrated into the employees' training records to guard against any violations or overlap. In cases where employees could not pass the course the second time, they would be redirected to a special track called the Self-Study Test (SST) in order to give them a final opportunity to meet their job English requirements. SST does not provide classroom teaching; it relies instead on the learner's individual efforts to gain language competencies and sit for the GE test.

Other interesting aspects of EIS were its location, volume and duration. EIS would be taught only at the Saudi Aramco Industrial Training Centers (ITCs) where the language of instruction would be English. The EIS course was 240 hours long at a rate of eight hours a day. An EIS classroom would accommodate only twelve learners in order to provide ample time for learning and participation in classroom interaction. Limited Arabic use was allowed in the classroom and only in highly restricted situations where English was not understood by the learners. The EIS course was presented in one course book comprising seven units addressing job notions and functions. There was also a Teacher's Guide and a variety of audiovisual teaching aids.

The EIS course design has imposed a number of constraints on materials, teaching method, teachers and time dedicated to teaching and testing. These form restrictions that Strevens (1988) viewed necessary when designing ESP courses (Chapter Two, Section 2.2.)

With regard to EIS method, the course did not impose a particular single methodology, as the selected class teachers were experienced in the communicative approach and aware of ESL/EFL principles and practices. However, selected staff members were given in-service training to facilitate their delivery of the course. The EIS authors and curriculum designers conducted 15 training sessions in 1995 for a total of 150 Saudi Aramco ITC teachers and senior teachers, ITC principals and IS supervisors. This training addressed such EIS topics as

background, instructional material, course objectives, teaching methodology and the evaluation (testing) system.

3.2.6 Instructional Materials Development

An essential step in the CDA was the development of the instructional materials. Many factors had to be considered in this process, including needs analysis findings, learners' language background, present learning competencies and target learning competencies. These elements influenced the selection of the instructional materials, the syllabus, the approach to teaching the EIS materials, the course duration, the layout of the materials and the testing.

With regard to syllabus, EIS was based on notional-functional principles. The course book revolved mainly around seven notions and functions identified by the ENAS (Appendix A.7), including the job discourse analysis. These seven notions are *requesting, giving directions, apologizing, questioning, describing, reading and writing*. These notions were developed and interpreted in the textbook in the form of seven units in an expanding spiral syllabus type, which means that the notions, functions, forms and vocabulary in each unit capitalize on those in the previous unit. Skills gained in the early units are expanded and maximized in the succeeding ones. Therefore, what was taught in Unit 7 formed an expanded repertoire of all contents, themes, language and practice that had been addressed and developed in the previous six units. In this way a cumulative command of language and communication skills was gradually developed.

Concerning pedagogy, the EIS course relied mostly on a communicative oral-aural approach applying language to real-life, job-related situations and materials. Lexical terms were presented in glossaries with definitions, illustrative graphics, and/or sentences or dialogs to clarify their meaning and usage. They were practiced further in the review lessons at the end of each unit. Communicative skills focused on interchanges drawn from real-life job situations. They were designed and practiced in role-play formats. Much of the class time was devoted to learners' practice of dialogs or conversations that were played in model types on audio tapes. Completion of dialogs by learners was another important feature in the exercises of each unit. The limited class size (see above) is meant to maximize time spent practicing communicative skills. There is an accompanying Teacher's Guide (see sample unit in

Appendix A.13), which goes side by side with the course book and instructs teachers as to what they should do in each lesson in class.

One special feature was that authentic materials had been selected for EIS in response to the needs analysis stage. Vocabulary items, dialogues, topics and interactions were thus drawn from the daily tasks of the IS job. Different types of teaching aids were also used to facilitate the teaching/learning processes. For example, OHP transparencies were used to introduce vocabulary and structural patterns. Handouts were also distributed to classes at the end of each lesson for reinforcement of the acquired skills. Audio tapes were used to introduce model dialogs or conversations and were also given out to individual students to take home for extra practice. Picture cards were utilized to show model documents and forms, items, pictures or flags that were necessary to complete a certain communicative task or to orient learners about the language used in the setting in which they had to perform specific job functions.

Each of the EIS course book's seven units, which are identical in layout, is generally composed of five lessons comprising an introductory vocabulary preview, structural forms and dialogs or conversations for practice, and production activity. At the end of each unit, there is a practice/review lesson to check (evaluate) that the unit objectives were accomplished. Reading, writing, and listening exercises were applied to reinforce the communicative skills focusing on functions performed at the learner's job site. Chart 4 below summarizes the organization, content and technique implemented to teach the EIS course units.

3.2.7. Instructional Material Description

Each EIS unit is made up of five lessons comprising an introductory vocabulary preview, a display of relevant structures and forms, and dialogs or conversation patterns designed in differing formats, such as role-play, discourse, conversation activities and exercises. At the end of each unit, there is a practice/review lesson to check that objectives have been achieved. Reading, writing and listening exercises are used to enforce speaking skills focusing on functions performed at the learners' job site. Although the course is essentially notional-functional, it also involves explicit attention to form.

Chart 4

EIS Course book – Instructional Materials Summary

Unit Title	Lesson Topic	Delivery Method (PPP)
1. Requesting	<ol style="list-style-type: none"> 1. “Your ID card please.” 2. “Please open the door.” 3. “Please don’t smoke here.” 4. “Don’t park near the fire hydrant.” 5. Review. 	<ul style="list-style-type: none"> ■ presentation: <ul style="list-style-type: none"> ◆ identify vocabulary items in: <ul style="list-style-type: none"> - documents: <ul style="list-style-type: none"> · passport/driving /license/entry access/ residence permit/ID card - formalities: <ul style="list-style-type: none"> · tables/schedules/forms/charts/gate passes/log books - machinery: <ul style="list-style-type: none"> · tools/luggage/light arms/instruments/screening devices - oil operations: <ul style="list-style-type: none"> · installations/facilities - traffic: <ul style="list-style-type: none"> · speed/road directions/signs/destinations/ instructions/violations/safety - transportation: <ul style="list-style-type: none"> · flags/maps/types/parts of vehicles - human physical description: <ul style="list-style-type: none"> · size/shape/color/clothes/weight/height - radio communications: <ul style="list-style-type: none"> · procedure words (“pro-words”) ■ practice: <ul style="list-style-type: none"> ◆ read/listen to: <ul style="list-style-type: none"> - words/phrases/statements/documents/ memoranda/letters/schedules/charts and scan information - model dialogs and conversations <ul style="list-style-type: none"> ◆ write in: <ul style="list-style-type: none"> - missing parts in documents/forms - missing parts in dialogs and conversations ◆ transfer: <ul style="list-style-type: none"> - data from documents to forms and scripted dialogs ◆ take part in: <ul style="list-style-type: none"> - structured role-plays ◆ participate in: <ul style="list-style-type: none"> - structured dialogs/conversations ■ production: <ul style="list-style-type: none"> ◆ initiate/participate in face-to-face controlled/ restricted dialogs/conversations ◆ initiate/participate in telephonic controlled/ restricted conversations ◆ issue verbal instructions and directions
2. Giving Directions	<ol style="list-style-type: none"> 1. “Go towards the hospital.” 2. “How can I get to the bank please?” 3. “Please make a U-turn.” 4. “I’m sorry. This road is closed.” 5. Review. 	
3. Apologizing	<ol style="list-style-type: none"> 1. “I’m sorry. You can’t use this gate.” 2. “I can’t let you in without safety shoes on.” 3. “I apologize for the delay.” 4. “This is a rule. No exceptions.” 5. Review. 	
4. Radio & Telephone Communication (pro-words)	<ol style="list-style-type: none"> 1. “Please spell your last name.” 2. “I live on Sixth Street.” 3. “Your address please.” 4. “Security Control Center. This is Post 13, over.” 5. “What nationality is the ship?” 6. “A military vessel west of my post.” 7. Review. 	
5. Questioning	<ol style="list-style-type: none"> 1. “Who’s the foreman on call?” 2. “Do you work for Saudi Aramco?” 3. “Did you lock the doors yourself?” 4. “Whose carton is this?” 5. Review. 	
6. Describing	<ol style="list-style-type: none"> 5. Describing people. 6. “He’s slimmer than I am.” 7. “What was he wearing?” 8. “He has a big knife!” 9. “What shape is it?” 10. “A head-on collision” 11. Review. 	
7. Reading & Writing	<ol style="list-style-type: none"> 1. “Who is at the West Pier?” 2. “Your passport please.” 3. “Let me check the oil level.” 4. “Please follow the safety rules.” 5. “Your Gate Pass please.” 6. “Please show me those items.” 7. “How many vehicles were screened?” 8. “Persona non grata.” 9. Review. 	

The following are the grammatical features that the EIS utilizes in order to help learners develop the target communicative skills: modality, prepositional phrases, commands, negation, imperatives, causality, verb tenses, yes/no questions, WH- questions and reflexives.

The following is a discussion of the content and function of a sample unit (Unit 5) as adapted selectively from the EIS course book.

Unit 5. Questioning

At this stage of the course, the instructional materials raise the level of language complexity. A sequence of questions is practiced in an interview format or investigation mode. Unit 5 highlights the professional role that the IS man has to perform. Here, the unit emphasizes simple WH- and yes/no question structures that an IS man needs to ask in the course of performing his duties. Questions are gradually presented and practiced in familiar job-related situations – e.g. “Do you work here? When do you usually leave this place? What time did you leave work last night?” Such skills are necessary for the role of the IS man as he is responsible for investigation of incidents, complaints and problems.

As illustrated in Chart 4 above, there is a systematic pattern in which all units and lessons are laid out and presented. The well-known Presentation, Practice and Production delivery method has been adopted as an essential part of the EIS design. This methodology has been more closely associated with General English materials and purposes than with ESP designed teaching materials (Willis and Willis 1996: 45-46).

3.2.8 EIS Delivery Method (PPP)

The ENAS (Appendix A.7) recommendations did not prescribe a specific method for teaching the EIS materials. However, the PPP approach known to ensure the development of communicative skills in General English materials teaching, as suggested by Willis (Willis and Willis 1996:45-46), is implemented in the following adapted sample material (Figure 1.1-1.8). The PPP features were displayed by Willis as follows:

- contains a great deal of language control by the teacher in the interests of accuracy
- is based on the supposition that from accuracy comes fluency
- students are anticipated to conform to and utter only the language form(s) authorized by the teacher

-components are centered on controlled drills and the production (last) stage, while in theory meant to be a fluency/ communicative stage, in actuality has no less a focus on conformity than the prior two stages, (Willis and Willis 1996: 45-46).

The following discusses how EIS sample materials (Figure1.1-1.8) is designed in PPP approach:

Exercises 1 -2: Presentation of the New Teaching Material

Exercise 1 in this lesson presents the new vocabulary items to the students. The teacher makes sure they understand their meanings, spelling, pronunciation and usage by using the teacher's own techniques. The teacher's guide does not tell the teacher exactly how to do the exercise, but it tells him what to do in the exercise. This exercise represents the presentation of the written form of the new words in the teaching material of this lesson. As suggested above by Willis (1996), all learners' words and sentences to be used are determined and controlled by the teacher. The learner has little room to explore the language system and instead concentrates on mimicking language forms to improve his competency.

Figures 1. Sample of EIS Teaching Materials: Unit 5 lesson 1:1

UNIT 5 ♦ LESSON 1

“Who’s the
foreman on
call?”



Exercise 1

Study the new words:

foreman: supervisor; person in charge.

on call: in charge for a certain period.

janitor: someone who cleans offices.

head janitor: supervisor of janitors.

A/C technician: a person who repairs or maintains air conditioners.

instrument: a device; a tool.

repairman: a person who repairs things.

welder: a person who joins pieces of metal together.

Figures 2 . Sample of EIS Teaching Materials: Unit 5 lesson 1:3

UNIT 5 ♦ LESSON 1

Exercise 3

Repeat the sentences. Use the new words:

- ① Are you the **foreman on call**?

*shift supervisor
supervisor of employee 137273
head janitor
storehouse supervisor*

- ② Is Ali Al Yami **an electrician** in your unit?

*an A/C technician
an instrument repairman
a welder
a gardener*

- ③ Were you at the **cable office** yesterday?

*furniture warehouse
pipe yard
refinery computer gate
bulk plant
sea island
domestic camp*

- ④ Was Faisal at the **refinery** last Monday?

*furniture warehouse
hangar
main gate
helipad
pump station
hospital
gas station*

- ⑤ May I speak to the **foreman**, please?

*supervisor
technician
manager
maintenance engineer
electrician*

Figures 3 Sample of EIS Teaching Materials: Unit 5 lesson 1:4

UNIT 5 ♦ LESSON 1

Exercise 4

Practice asking and answering questions. Follow the example.

Example

Question: Who's the foreman?

Answer: He's Mr. Frank Steinheimer.

- | | |
|---------------------|--------------------|
| ① shift supervisor? | Hamad Al Dossary. |
| ② head janitor? | Omar Taiakumar. |
| ③ bus driver? | Karuk Garang. |
| ④ helicopter pilot? | Steve Kirkpatrick. |
| ⑤ ship's captain? | Lazarus Primavera. |

Exercise 5

Practice asking and answering questions. Follow the example.

Example

Question: Where is station 17?

Answer: At the pipe yard.

- | | |
|-------------------------|------------------------|
| ① Your office? | In Building 314. |
| ② Ali Mahdy? | At GOSP No. 3. |
| ③ the Visitor's Office? | Near the Fire Station. |
| ④ Saeed? | At the Control Center. |

Figures 4 Sample of EIS Teaching Materials: Unit 5 lesson 1:6

UNIT 5 ♦ LESSON 1

Exercise 6

Practice asking and answering questions. Follow the example.

Example

Question: Where were you last Monday?

Answer: At the cable office.

yesterday?	furniture warehouse
yesterday morning?	airport
last weekend?	bulk plant
this morning?	clinic

Exercise 7

Use the words in the box to make the security man's question. The underlined part is the answer to the question. The first one is the example.

- ① Mr. Humphreys machinist your unit

Security man:

Is Mr. Humphreys a machinist in your unit?

Ali: Yes, he is.

- ② your unit supervisor

Security man:

Ali: He's Mr. Steve Wohgathan.

UNIT 5 ♦ LESSON 1

Exercise 9

Work with a partner. Write the missing words in the dialog between Ali Safwani and Mr. Leighton.

Mr. Leighton: Jeddah Refinery Control Room.
_____ I help you?

Ali Safwani: This is Ali Safwani from the Security Control Center. _____ I speak to the supervisor, please?

Mr. Leighton: This is the _____ speaking.

Ali Safwani: _____ give me your name, sir.

Mr. Leighton: I'm Frank Leighton.

Ali Safwani: I'm sorry. Please repeat that, and _____ your last name.

Mr. Leighton: My name is Frank Leighton.
L-E-I-G-H-T-O-N.

Ali Safwani: Let me _____ that please. It's
L-E-I-G-H-T-O-N.

Mr. Leighton: Correct. _____
I help you, Ali?

Ali Safwani: Yes, Mr. Leighton. Our foot patrol
_____ a large oil spill around

(Continued on page 71)

Figures 6 Sample of EIS Teaching Materials: Unit 5 lesson 1:10

UNIT 5 ♦ LESSON 1

(Continued from page 70)

tank number thirteen.

Mr. Leighton: Did you say tank _____?

Ali Safwani: No, sir. It's tank _____ ;
_____ .

Mr. Leighton: Tank _____ ; _____
_____. Thank you very much,
Ali. We'll take the necessary action.

Ali Safwani: You're welcome. Good-bye, Mr. Leighton.

Mr. Leighton: Good-bye, Ali.

Exercise 10

Practice the dialog in
Exercise 9 with a partner.
Get ready to act it out in
front of the class.

Exercises 1 -2: Presentation of the New Teaching Material

Exercise 1 in this lesson presents the new vocabulary items to the students. The teacher makes sure they understand their meanings, spelling, pronunciation and usage by using the teacher's own techniques.

The teacher's guide does not tell the teacher exactly how to do or represent the presentation of the written form of the new words in the teaching material of this lesson. As suggested above by Willis (1996), all learners' words and sentences to be used are determined and controlled by the teacher. The learner has little room to explore the language system and instead concentrates on mimicking language forms to improve his competency. *Exercise 2* especially represents the second part of the material presentation, the audio (listening) dialog presented in written and recorded forms. The learners are instructed to listen first with books closed, and then with books open in order to help them learn how people say things in reality. Again, this is still part of the presentation phase of the lesson teaching material. This exercise sets the scene for the lesson as students will move from one phase (presentation) to the next phase (practice). Here learners start practicing the dialog by reading it directly from the exercise written form in pair-work technique.

Exercises 3-7: Practice of the New Teaching Material (Combined skills)

In this series of exercises (Exercises 3-7) learners are requested to practice the written words and recorded dialogs they have read, heard and seen in the previous exercises with focus on the ability to form different types of WH- and yes/no questions following the provided question model through the substitution drills. All these activities are carried out using either pair-work or group-work techniques.

Exercise 8-9: Practice of the New Teaching Material (Vocabulary, listening and speaking)

In these two exercises students practice the dialogs and the question forms they have seen and heard. These activities are more advanced than the previous ones, since the students have established some basic skills leading towards the main objective. The students have not yet performed the main behavioral objective (function) itself, which is initiating and uttering the notional-functional questions that will consequently help them as industrial security employees to carry out their tasks at the job site.

Exercise 10. Production of the Target Task (Produce spoken questions and answers using the learned structures, meanings and formats)

In this exercise, students are requested to perform in front of their classmates the target objective of the lesson, namely asking and giving information using WH- and yes/no question forms about people and jobs. This activity occurs after the students have practiced various dialogs and the target dialog itself using the same question formats, structures and vocabulary items. The exercise makes sure that students can perform the questions in spoken format. The dialogs that students are expected to form here are highly hypothetical in the sense that they have to be produced using the same components – utterance, tone, words, sequence and grammar – as are written out in the book and played on the tape. This mimicry is done in pursuit of the accuracy that the PPP technique imposes on the teacher and the learner.

Exercise 11. Enforcement of the Target Task; Dictation (Produce written questions)

In this exercise, after students have supposedly produced the spoken form of the questions in focus, they are requested to write out three main questions that have been practiced earlier in the lesson. The purpose of this wrap-up activity is to ensure that in addition to producing the target questions in the spoken (oral) form, the students can also write them as dictated from an aural source.

As has been illustrated, the lesson above (Unit 5, Lesson 1) is laid out in a sequence that is dependent on PPP methodology, as highlighted by Willis (1996). In this lesson, and in every other lesson in the EIS units, it should be noted that for much of the lesson time students are expected to conform to the language provided by the teacher. They logically assume that this demonstration of their ability to conform should be carried over to the production stage.

While the production stage should be intended to give students free control over what they produce, students are actually led to use only the forms presented and practiced in the earlier phases of the lesson, Willis in (Willis and Willis 1996:46). There is no truly free production phase in these PPP lessons. Therefore, the objective of transferring conformity into accuracy is not fulfilled here as students in the production phase of the lesson do not accurately produce any new dialog or conversation, but merely repeat verbatim what has already been practiced. In the EIS lesson sample above, as in any PPP-designed lesson, the teacher controls all input and output and learners are not encouraged to produce their own original utterances.

To conclude, the presentation, practice and production phases of the lesson introduce the essential vocabulary (Exercise 1) items to be repeatedly implemented in the later drills. They are not meant to be used creatively by the learners but rather as substitution drills to prepare for the dialog repetition in the coming exercises. The dialogues provided in all these activities in Exercises 2-8 are deliberately scripted to give the students repeated drills, but they have nothing to do with the information.

Learners are expected to listen to the tape and fill in the conversation blanks, or fill the blanks and then listen to check their answer. Then they read the dialogue in pairs. Here again, learners are only expected to literally imitate the conversation provided. They do not really try out the language at all. There is no room for learners' creativity and all input is provided by the teacher/text. There is little here to challenge the learners. What they have to do is repeat the written spoken dialogs, fill in missing words in other dialogs or practice substituting provided phrases. The intended purpose of such high control is to achieve accuracy through conformity to form, content and structure. However, learners at the last phase (Exercise 10) of the lesson are, as per the PPP method, expected to generate new creative dialogs or conversations naturally, applying the acquired language from the previous presentation and practice phases.

Based on the above outline, we may conclude that the PPP methodology is perhaps better suited for General English teaching purposes, where there can be more scope for creativity, rather than for ESP purposes. Particularly in the EIS course, the teacher tells the students both what to communicate and how to communicate the meaning, i.e. students must conform to the language given by the teacher to communicate the meanings that are also generated by the teacher/text.

3.2.9 Design and Develop Test System

The EIS course evaluation system is made up of four components (see Table 3) as discussed below.

- Performance Checks (PCs) 1 & 2 are bi-weekly quiz-type evaluation tools (see Appendices A.9-11). The third component of the evaluation system is the Final Test (FT) (Appendices A.9-11). The FT is the main evaluation tool in the course. Both PCs 1 & 2 and the FT are similar in components yet different in volume and weight. Each consists of four parts: listening, reading, writing and an interview. In the listening part, students listen to recordings

describing objects that they have to associate with the correct choice of vocabulary terms, pictures or graphs. In the reading and writing sections, students read a form, a memo, a schedule or a document and answer related comprehension questions or fill in missing parts of dialogs, instructions or conversations.

Table 3

EIS Learners' Performance Evaluation System

Performance Component	Course Material Coverage	Weight in the Course Evaluation Grade	Component Assessment Dedicated Time
Performance Check 1 (PC1)	Units 1-3	10%	5 Hours (12 learners X 25 minutes.)
Performance Check 2 (PC2)	Units 4-5	10%	5 Hours (12 learners X 25 minutes.)
Final Test (FT)	Units 1-7	70%	10 Hours (12 learners X 50 minutes.)
Teacher's Evaluation (TE)	Classroom Performance	10%	Built into classroom time
Total		(100%)	20 Hours

In the interview part – the most important part of each evaluation tool – the student's communicative competence is assessed. Students are put in hypothetical simulated real-life situations and are asked to assume their roles as IS men on the job (see Appendices A.9-11). The interview is conducted by an interviewer and an observer (usually a teacher and a senior teacher). The fourth component of the evaluation system is the progressive Teacher's Evaluation (TE), which is a continuous process conducted on a daily basis to appraise the learner's classroom performance.

Each of the evaluation tools rates the learners' performance from 0% to 100%. Scores between 0% and 69% represent failure, while those from 70% and above are successful. At the end of the course, the scores on all the evaluation tools (PC1 & 2, FT and TE) are added up and averaged to produce the EIS learner's course grade out of 100%. This grade is eventually translated into "pass" or "fail".

- Teacher's Evaluation (TE)

This is a comprehensive and accumulative class performance evaluation in which the course teacher writes daily notes on each student's performance. Later the teacher quantifies his remarks as representing a certain number of points out of 10. This evaluation process recurs three times throughout the course and represents 10% of the total course grade. The teacher's evaluation score is calculated as $3 \times 10 / 3 = 10$. This process can be described as the progressive evaluation ingredient in the EIS Performance Evaluation System.

- Final Test (FT)

The Final Test covers the total course, Units 1-7, and is weighted as 70% of the total course grade (100%). It is conducted at the end of the course and tests listening, reading and writing. The interview represents the last, but most important, part of the test and addresses the cumulative communicative skills achieved by learners.

Thus, we can see that the total weight of the performance evaluation components is 100, which makes up the total course grade. Table 3 above illustrates the details of the system.

3.2.10 EIS Teaching and Testing Time

The EIS course is 240 hours long, as has been discussed above (see Chapter 3, Sections 3.2.1-3.2.9). There are 7 units in the course, each of which is made up of 5 or more lessons (totaling 44 lessons). The units contain 296 new technical terms, 86 dialogs and conversations to practice and perform in class, and 30 EIS linguistic behavioral objectives (see Section 3.2.3) to be taught and learned within the 200 dedicated course hours on an 8-hour a day schedule. Considering the basic level of linguistic competencies the EIS learners come in with from BEP E2B (see Appendix A.12), along with the volume and level of the materials described above, it would not be easy for learners and teachers to successfully accomplish such tasks.

Therefore, the teachers and the learners find the time allowed for learning and practicing new material quite tight during this intensive course. In such a situation, the class environment may understandably become tense, a situation that may not provide the appropriate context for teachers to address the various differences in the learners' academic levels and abilities.

Under such a strain, teachers may also not be able to spend extra time and effort to address specific linguistic learning difficulties, since they know that the learners are passing through a great learning paradigm shift from the regular General English class to the ESP class. Teachers may not even find the necessary time to complete every exercise and drill in the classroom within the lesson to meet its objectives in the given lesson length of 50 minutes. Thus, it seems that the selection of the quantity and quality of the teaching materials does not synchronize with the course timeframe.

One may now argue that since the course was piloted by its proponent, comments and feedback should have been addressed and integrated into the final version of the course materials. The question that remains unanswered here is whether all the received pilot participants' suggestions and remarks were explicitly and comprehensively honored and appropriately addressed.

The actual pilot teaching, as observed and discussed among senior teachers and teachers, did not cover every exercise and drill in every lesson. Verbal guidelines were circulated by the EIS proponent representatives that teachers should be selective and could skip unnecessary exercises if they faced time constraints that made achievement of the lesson objectives problematical.

Here again, one is led to question why the course should have included materials that were then ignored in the classroom. It is expected that learners will, therefore, inquire about the validity of such exercises in their course book as they are not required to study all of them in class. Here the matter of the syllabus design comes to the front and leads one to ask whether the syllabus was appropriately balanced with respect to teaching the identified objectives within the presented materials throughout the EIS-dedicated timeframe.

Another important issue that is worth consideration in this discussion of the EIS model is the testing system, in particular its frequency, time, content and score distribution scheme. As illustrated in Table 3 above, there are three independent evaluation components: PC 1, PC 2 and a Final Test. The time dedicated to testing is 20 hours (8.3%) out of the total EIS course duration of 240 total hours. In addition, another 20 hours (8.3%) are dedicated to teaching refresher materials to prepare EIS learners at the beginning of the EIS course. In a short intensive ESP course like EIS, which is intended to improve the specific communicative

competence of the learners with regard to their workplace tasks, evaluation is expected to measure how well the learners can perform such skills.

It may be argued, therefore, that the course may not be able to accommodate the three long tests with all linguistic skill types being tested. When looking at the details of the testing components (Appendices A.9-11), the following may be observed. There is much time devoted to testing (20 out of 240 hours). This means each 12-learner class will have 20 hours of testing. This is thought to be over testing, considering the circumstances of the course and the learners.

One may think of other approaches to testing learners in short, intensive and ESP-specific courses. The three tests could have been combined into one final test focusing on the communicative skills in an interview instrument requiring just 10 minutes per student to be administered, instead of 50 minutes. Further, the teacher's evaluation could be maintained throughout the course without score being given or attached to it so that its role would be to monitor the learners' communicative competence development and provide suggestions for improvement and remediation rather than evaluating and scoring. In ESP, the main focus should be on building up identified specific linguistic skills rather than over testing those skills in the learners.

Another concern that is worth considering and linking to the previous issues is the outcome of the testing. The analysis of the learners' FT grades showed that nearly every participant in the EIS passed the tests (97%). The question of how 97% of the learners could pass the EIS tests despite schedule pressure, over testing and a tense class environment remains valid and as yet unanswered. The data analysis in Chapters Four and Five will address such issues.

An issue that might sort out some of these queries is whether the Needs Assessment Study Analysis (ENAS) was accurately implemented and whether its findings were appropriately addressed. The details of material design, selection of language level, coverage of behavioral objectives, class teaching techniques and testing administration all essentially lend themselves directly to the well-identified learners' needs analysis, especially in ESP cases (Robinson 1980, Dudley-Evans 1998, Hutchinson and Waters 1987 and Strevens 1988)

Summary

This chapter has aimed to provide an account of EIS, the core of this study, and a discussion of its potential as a model for local ESP programs. The discussion above has identified that although EIS model is designed with many features as an ESP course, the institutional restrictions imposed on the method, time, test, design and materials have facilitated a smooth delivery of the course. It has been clearly noted that without the teachers efforts in verifying, adjusting, elaborating on and rescheduling the teaching materials, the EIS learners could not have learned and achieved many of the set objectives. In fact, it is the flexibility with which the teachers displayed their skills and experiences that have made the actual change in the classroom.

Among the drives behind establishing the EIS course stood a strong corporate objective of reducing training cost and expediting promotion of the concerned employees. This objective might have generated a gap between aspirations of the EIS model and the limitations of its delivery.

The EIS learners' English background has been identified as basic and their academic records analysis recommended not giving them higher English level study further than E2B – the EIS entry requirement – for they are thought to be mediocre learners. EIS is based on the findings of an English Needs Assessment Study (ENAS, 1994) of three industrial security jobs in Saudi Aramco. The objectives and syllabus design are tailored in that direction. However, there is a gap between what the EIS learners need to do with the language on the job, on the one hand, and what they can do in reality, on the other. With the limitations mentioned above, the likelihood that they can perform all these objectives well is slim.

The EIS material is based on aural/oral and notional-functional principles. Nevertheless, the EIS lessons are clearly designed to suit a PPP approach, which imposes constraints on the teachers' method in classroom. Teachers do not have the freedom and the instruments to develop the learners' ability to explore how language functions and how they can become better users of the language. If they were given sufficient opportunity and time, learners would be able to create and implement their own devised forms of language by being encouraged to try to create utterances and to learn from their mistakes until they could discover and establish the language tools they needed to express themselves.

There have been a number of questions raised concerning how the EIS model is delivered in the classroom. Such questions will be explicitly addressed in the collected feedback analysis in Chapter Five. However, the next chapter (Chapter Four) will discuss the methodology as implemented in this study.

CHAPTER FOUR

DESIGN and METHODOLOGY

Preview

This chapter intends to discuss the reasons for selecting the Case Study approach and to describe the data collection processes, procedures and instruments applied in this qualitative research. Issues associated with research such as sampling, validity and piloting, are addressed in this chapter, too.

4.1 Why a Case Study Approach?

This thesis applies a case study approach for reasons related to the nature of the topic, the purpose of the study and the data resource types. A case study in an educational instance takes the school itself, or sub-units or programs within it, as the case and examines this unit with a view to increasing understanding of the phenomenon (Cohen and Manion 1994:124).

Adelman et al. (1984) define the case study as

an umbrella term for a family of research methods having in common the decision to focus an enquiry around an instance. (94)

This study focuses investigation on the EIS as an instance, and different sources of data are sought through various methods. In this regard, Johnson (1994) states that a case study implements various resource evidence to examine a phenomenon in its actual context (20).

In their clarification of the features and functions of the case study approach, Cohen and Manion (1994) suggest that

the case study researcher typically observes the characteristics of an individual unit – a child, a clique, a class, a school or a community. The purpose of such an observation is to probe deeply and to analyze intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalization about the wider population to which that unit belongs. (106-107)

With regard to generalization of the case in this study (the EIS program), the researcher thinks that generalizing the EIS program to teaching the large population of Saudi Aramco employees may be achieved provided that the EIS constitutes sufficient ESP requirements. Of course, there are a number of limitations to achieving this purpose. The other organization's learners' needs may be the strongest factor deciding generalization. Different organization

population sectors have different specific language needs that might not be able to be satisfied through EIS. The feasibility of implementing EIS is not targeted within the program itself but within implementing the ESP approach to satisfy each employee sector needs.

Adelman et al. (1984:101), Cohen and Manion (1994:123), and Johnson (1994:22) refer to certain strengths or advantages of case study research. Adelman et al. (1984), for example, present some benefits over other approaches as discussed below.

First, case study reality is strong because it is drawn from a real life setting that is interesting and exciting, depending on understanding life and social actions within the context of the instance under study (101).

Second, case studies allow generalizations from an instance to a class. Their strength is highlighted in their focus on the case originalities. They recognize the mixture and interference of social truths through consideration of social situations that may represent contrasting viewpoints of participants.

Third, case studies are able, therefore, to present support for different possible interpretations because of the following characteristics (adapted from Adelman et al. 1984):

1. Case studies in their role as products may introduce a record of descriptive material sufficient to allow variable interpretations. Such variety and complexity of educational objectives and contexts bear value as data sources for researchers and users, for their objectives may be different from others.
2. Case studies can become a step to action. They start in a world of action and consequently contribute to it. Their insights may be directly translated and implemented by staff; for staff or individual self-development purposes; for inside-the-institution input; for formative evaluation; and for educational decision making.
3. They introduce research or data in a more publicly accessible form than other types of research reports, although this merit is realized at the expense of their length.
4. The language and the form of the presentation in case studies are less dependent on specialized interpretation than traditional research reports.

5. The case study is able to serve a wide range of audiences as its dependence upon unfamiliar propositions is minimal. This makes the research process easy to handle.
6. Case studies may accordingly enhance decision making in a more democratic manner. Thus, they allow the reader to assess the implications of a study for him (Adelman et al. 1984:101-102).

The case study technique for collecting participants' accounts of an instance, Adelman et al. (1984) emphasize, has the benefits of a triangulation method through the utilization of multiple data resources. This is supported also by Yin (1994), who contends that a case study requires an intensive volume of data about a small or a single unit of analysis. Such volume may not be consolidated except by implementing a multi-method resource (18).

Compared with other converted methods of research, case study data is not easy to organize, whereas other research data conform to established system sets. The previous discussion highlights some advantages and disadvantages for applying a case study approach.

This case study applies a procedure suggested by Bassey (1999) for the sake of accountability (Adelman et al. 1980), reliability (Richards 2003) and validity (Yin 1993). Here is a summary of that procedure design (Bassey 1999):

- identifying the research as an issue, problem or hypothesis
- asking research questions and drawing up ethical guidelines
- collecting and storing data
- generating and testing analytical statements
- interpreting or explaining the analytical statements
- deciding on the outcome and writing the case study report
- finishing and publishing (adapted from Bassey 1999:65-73)

These stages of a case study are carried out throughout this thesis in the same sequence as prescribed above.

In order to address the research questions of this study (Chapter One, Section 1.5) data came mainly from three resources: documentation, questionnaire and interview which are discussed in detail in the following sections.

4.2 Documentation

The following part will discuss how the organizational documentation related to the investigation was collected and analyzed. Documentary data can provide important information about the structure of a given educational institute and its setting. Data may also be derived from documentation that can explain the procedures and process of that institute with regard to strategies, policies, schedules and standards that, in turn, may explain curriculum, syllabus and objectives (Busher 1997:1-2). Such documents are referred to as “archival data”, for they relate to the organizational records of the case. They are represented in this study in different forms, such as official correspondence, memoranda, decisions, directives, agreements, policies, catalogs, guidelines and rules pertinent to the EIS program from its establishment phase as a project proposal to its implementation phase. Other documentary forms were composed of training materials, records, schedules, and testing materials. In addition to these two form categories, there was the bio-data form. This contained the personal data of the learners inclusive of their academic background and their EIS program performance Final Test results in addition to samples of teaching materials and course book description.

Analysis of documentation was necessary for this research in order to provide a clear picture of the phenomenon’s (EIS) contextual development which helped in conducting an evaluation of the EIS model, in respect of its ESP characterization and functionality. The following discussion will shed light on that aspect.

First, the organizational correspondence, Communications: (Appendix A.1.1–1.4) included decisions made and actions taken by the organization concerning the EIS program. It defined the EIS program terminology and highlighted its objectives. The documents also presented the rationale, based on the English Needs Assessment Study (ENAS), 1994 in (see Appendix A.7) findings, which led to the decision to set up the EIS program (see Chapter One).

Second, the documents provided ENAS findings, which identified the specific English needs for the learners’ jobs. This (needs analysis) established the basis on which the EIS teaching material (content) was selected and designed (course design). They also identified the topics to be taught and the activities to be exercised (language) in the program by the target learners. This information was necessary to facilitate an analysis of the EIS program, which highlighted some basic features of the EIS program.

Third, the documentary data also supplied the study with the EIS program learners' academic background and their test results obtained over a span of three years at various sessions in different training centers. Such data concerned a major area of the study with regard to evaluation of the program's impact on its learners (i.e. impact of the course on learners' performance).

Fourth, the documents provided the Curriculum Design Approach (CDA) (Appendix A.2), which is usually used by the Saudi Aramco Training Department to create new programs. As the documents and information were analyzed and discussed, they were then sorted into categories relating to the EIS description: formation, function and impact. This process was carried out in order to evaluate the EIS program in the light of ESP evaluation criteria derived from the reported literature review (see Chapter Two).

Eventually, the documentary analysis formed an essential component of the case study database and constituted a fundamental data source type for the study. It respectively highlighted needs analysis findings, described the course design and material selection and shared the impact of the course with regard to learners' performance. The other data resources, the questionnaire and the interview, which were specially designed and implemented for this thesis, will be discussed in the following sections.

4.3 Questionnaire

A questionnaire was constructed to collect data for the study from the target subjects concerning their opinions, attitudes and experience with the EIS program. In the following section, the questionnaire processing and administration will be discussed. This section will address issues related to the questionnaire, such as reasons for using a questionnaire, the development of the questionnaire, the pilot analysis and conclusions.

A satisfaction (agreement) scale (5-point Likert scale) was used to assess these specific areas. The collected data were sought in order to find out whether the EIS program qualified to be an ESP model program. Prior to this study, no standardized instrument existed that the researcher was aware of that could satisfy this function in the context of this study and its area of investigation and that was appropriate to address comprehensively the multi-population sample of the study. The following section will discuss the questionnaire development, implementation and validation.

The final version of the questionnaire, after being piloted (as will be explained later in this section), comprised ten items covering the characteristics of the EIS model. Four questionnaire versions were constructed and differently worded according to the respondents' position as a learner, a teacher/senior teacher, a principal or a job supervisor. The generic items were presented in statement form (Appendices B1-B2) to prevent any misunderstanding or misinterpretation as might happen when using question forms.

4.3.1 Questionnaire Item Concepts

It is essential to define the areas covered by a questionnaire (Brown 1983). The following discussion will address these areas.

Questionnaire item number one (1) asked about the drive behind establishing the EIS program. The second, third, fourth, fifth and sixth (2,3,4,5,6) items asked about the suitability of the participants' language background requirement, appropriateness of course duration, syllabus coverage of objectives, functionality of exercise types, sequence and the teacher's effectiveness, respectively. Items number seven to nine (7-9) covered the impact of the EIS program on the learners' job language skills related to performance of reading, writing and communication. Item number ten (10) inquired about the efficiency of the EIS program's evaluation system of the learners' performance.

To be able to address the five main research questions, the questionnaire focused on three measures. First, it asked the respondent about his agreement with the purpose of the EIS program in meeting learners' needs, on which the program was based. Second, it asked about the respondent's satisfaction with the characteristics of the EIS program with respect to content appropriateness, duration convenience, language adequacy, methodology suitability and teacher training effect. Third, it measured the respondent's agreement with the impact of the program on the learners' professional roles by improving linguistic skills, such as reading, writing and communication. This step of planning a questionnaire is important for establishing content validity (Belson 1986).

4.3.2 Item Selection and Validation

Initially a set of twenty-four questionnaire items were gathered from related sources, such as references to ELT/ESP instructional materials cited in the literature review (Chapter Two) and from conversations with learners, teachers and administrators. The set was used to form predictors of respondents' agreement and satisfaction of the characteristics of the EIS model. The question set formed a core list that was consolidated in a questionnaire item draft.

Advice and help to validate the questionnaire items were sought from a selected local expert panel. Five colleagues, two senior teachers, two academic principals and one curriculum specialist from the Saudi Aramco Training Department were solicited for this activity. The panel examined each statement to check its association with prior categories developed by the researcher. These categories were: strength of purpose of the program; suitability of the EIS program; adequacy of students' background; sufficiency of program duration; appropriateness of class practice and exercises; effectiveness of teacher training; appropriateness of material selection; impact of the program on learners' specific language skills and finally the efficiency of the evaluation (testing) system of the learners' performance. The panel also reviewed the item set to eliminate redundant or irrelevant items and to reword ambiguous statements.

Out of the original twenty-four item statements, the questionnaire expert panel rated ten as appropriate, significant and corresponding to highlighted criteria categories. These statements covered all the evaluation areas of the EIS program, and they were selected to make-up the last draft of the questionnaire. Validity of a questionnaire is measured by the extent to which it provides data that are relevant to making decisions about the respondents' views (Anastasi 1982).

Content validity is an ongoing process (Bandy 1990). This questionnaire content validity is evident and may be tracked in the stages of the questionnaire establishment that started at the beginning of the development of the questionnaire instrument. Focus was defined and an analysis of the relevant content that covers the dimensions of the questionnaire was presented. The items were edited, refined, selected and organized by the panel of experts. The questionnaire pilot stage was another manifestation of context validity evidence.

To attain more evidence for the validity of this questionnaire, a judgmental (subjective) procedure of two methods was applied: content validity and face validity. In case studies,

researchers tend to implement subjective evidence (Yin 1993). Content validity is established prior to the pilot study as explained previously as the expert panel inspected the item set. Face validity is the other judgmental procedure applied after piloting the questionnaire for the 20 pilot participants. Face validity is not validity in the technical sense; its importance stems from the fact that the questionnaire appears relevant and “looks valid” for the participants (Anastasi 1982:136). In the process of validating this questionnaire, fourteen items were eliminated and five questionnaire versions were reworded based on the pilot participants’ responses in order to make the questionnaire suitable and acceptable by the subjects in its final form. Finally, a within-method technique (Cohen & Manion 1994) (the selection of multi-type participants – learners, teachers/senior teachers, principals and supervisors) was utilized in sampling for the questionnaire, a step that should add validity to the instrument.

4.3.3 Questionnaire Pilot

The pilot questionnaire comprised the ten item statements selected by the expert panel. It used a 5-point Likert scale ranging from Strongly Agree to Strongly Disagree. A version translated into Arabic was prepared to be used by the EIS learner participants. This was done in order to prevent possible linguistic misunderstanding of the English statement items that might engender false feedback for the analysis by the native Arab learners. The Arabic version was first given to the expert panel to validate the translation before the questionnaire was piloted.

Before the final questionnaire draft was sent to participants to complete, a small-scale pilot was conducted with a representative sample of the teaching staff, including teachers/senior teachers, principals and the learners’ job supervisors. For this pilot, a 10-item questionnaire version and a learners’ Arabic questionnaire version were used for a total of 20 randomly sampled participants, representing the total study 160 subjects. The sample was selected from population types using a convenience selection technique. The 160 participants were scattered over three training centers and formed three types: learners, staff and supervisors. The sample included 8 learners (industrial security men), 6 teachers and 6 administrators from 3 training center locations. This selection was done in order to ensure that the sample was diverse and representative of the target population types and their geographical locations.

The pilot was mainly used to collect feedback from the respondents related to the clarity of the questionnaire instructions and the item content, and to evaluate the estimated time to complete the questionnaire. Both the English and Arabic questionnaire versions were given

also to the expert panel to examine the items and decide about the feasibility of the questionnaire and so achieve face validity, i.e. the respondents would judge how good and relevant the questionnaire appeared. Before the pilot was conducted, the expert panel members indicated that they needed 10 minutes to complete the questionnaire and that the questionnaire was satisfactory and relevant as a measure for the domains defined by the items set. Based on those recommendations, the questionnaire was finalized and administered to the 20 pilot participants. When the 20 completed questionnaires were received, comments and recommendations regarding the time needed the relevance and clarity of items and the instructions were found to be similar.

With this step of establishing questionnaire validity, it was assumed that the questionnaire was a valid and adequate instrument for exploring and measuring the subjects' level of agreement and satisfaction with the EIS model's domains of purpose, characteristics, impact and the Performance Evaluation System.

The next step in this case study procedure was the data collection which represents the third step in Bassey's (1999) seven-stage design procedure of case study approach (see Chapter Three, Section 3.1) which this study is using here.

4.3.4 Data Collection Procedures

Cohen and Manion (1994) emphasize the importance of resolving potential ethical problems in educational and social studies research. Therefore, the first step that was taken in the research procedures was securing research authorization from the Saudi Aramco Academic Training Department (ATD) (Appendix C.1) in order to conduct the study in its geographical domains. Then letters were addressed to the Industrial Training Centers' (ITCs) Principals (Appendix C.2), informing them of the intention and requesting their permission and cooperation to collect the necessary data from subjects in their centers. The said documents were collected and used for investigation as explained below. In remote areas, assistance from colleagues (research coordinators) was solicited to coordinate the questionnaire collection process in their locations on behalf of the researcher. The research coordinators, who facilitated that task, explained instructions and followed up on issues related to the questionnaire completion, submission, collection and posting back to the researcher.

The next step was mailing the questionnaire to individual participants through the research coordinators in different areas. At the end of April 2003, the final questionnaire version was

mailed to teachers and administrators. An Arabic version questionnaire (Appendix B.2) was also mailed to Industrial Security EIS program (learners) graduates through their supervisors to distribute to the selected graduate participants in their units. This was done because it was impossible to locate these Industrial Security graduates individually except through their units' supervisors who would locate them through their employee identification card numbers. An Arabic cover letter to learner participants was attached to the questionnaire (Appendix C.5) to be read before answering the questionnaire.

4.3.5 Sampling and Subjects

The study participants were systematically sampled and distributed as discussed below. Systematic sampling (Cohen and Manion 1994) was made by taking a certain proportion of the population through selecting every tenth, fourth or third participant on the population list so that the total selected number will make up a certain percentage of the population. For example if we mean to take 10% participants, then every tenth on the list will be selected. EIS Course learners (Graduates: Industrial Security Men): (120 out of 300), EIS Course Teachers: (25), senior teachers: (15), totaling 40 out of 120; ITC Principals (Course Administrators) (10), and Industrial Security Supervisors: (10), totaling 20 out of 30. Thus, the initial total number of participants who received questionnaires was 180. It should be noted here that the total number of participants who responded was 160 out of the 180 initial candidates.

Ethical standards (Cohen and Manion 1994) were applied. The questionnaire cover letter explained the purpose of the questionnaire, requested participants to return the completed questionnaires to the researcher's address (or to the research coordinators who distributed them in remote areas), indicated the time needed to complete the questionnaire, and stated that participants' personal identities would remain confidential. Two weeks following mailing the questionnaires, a total of (140) out of the total mailed (180) questionnaires had been returned. A reminder letter was mailed to those participants (identified from the mailing lists) who had not returned their completed questionnaires to encourage them to do so. Two weeks later, at the end of May 2003, a total of 20 additional completed questionnaires were returned to the researcher. At the end of the questionnaire collection procedure, the total number of completed and returned questionnaires reached 160 out of the originally mailed 180. The total teacher respondents were 25; senior teachers 15; ITC Principals 10; Supervisors 10 and EIS graduate respondents were 100 out of the total 160 (see Chapter One,

Section 1.7). The data processing was then continued by categorizing and analyzing the responses as explained in the section below. This step represented the fourth phase in Bassey's (1999) case study design (see Chapter Three, Section 3.1).

4.3.6 Questionnaire Data Analysis Procedure

Following the collection and sorting of the completed questionnaires, the last step taken in the questionnaire conduct procedure was reducing, categorizing, and analyzing the questionnaire data as will be explained in detail in Chapter Five. However, data were categorized and reduced to four areas in conformity with the questionnaire's concepts, as indicated earlier (see Chapter Four, Section 4.3.1).

To triangulate the data collection methods of this study and to explore deeper conceptions of the questionnaire items in this study, a semi-structured interview was developed and implemented, as discussed in the following section.

4.4 Interview

According to Merriam (1988), the most significant contribution to education could result from research focused on insights, discoveries and understandings resulting from the perspectives of those who were studied. Therefore, the interview may be the most practical and effective tool to collect authentic feedback directly and naturally drawn from the participants (46).

In this study the semi-structured interview was conducted with a smaller number of participants than that of the questionnaire for the sake of validating the data contained in the questionnaire. With regard to this study, the purpose of the interview was to collect deeper data than what were collected in the questionnaire about the participants' satisfaction and agreement with the EIS characterization. In the following section, the interview data processing and implementation will be discussed. However, that data will be analyzed in Chapter Five where a conjunction with the questionnaire and documentary data is made.

In support of the multi-method approach of using both interview and questionnaire, Drever (1995) suggests:

It is often a good idea to use both. An explanatory survey or Case Study using interviews may be used to identify the main issues to be built into a questionnaire, or a questionnaire survey may allow us to select

interesting issues or cases to be followed up in depth through interviews.
(8)

In this study, the function of the interview was to follow up in depth on those answers included in the questionnaire with the purpose of exploring more realities related to investigation areas. Cannell and Kahn (1968) define an interview in this context as

a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation. It is an unusual method in that it involves the gathering of data through direct verbal interaction between individuals. In this sense it differs from the questionnaire where the respondent is required to record in some way her responses to set questions, (cited in Cohen and Manion 1996:125).

The intent of the interview in this study was to focus on the research objectives through specific questions because the interview is thought to reach meanings explained by respondents differently from those rigid responses provided in a questionnaire, yet at the same time relevant to them.

Cohen and Manion (1996) indicate the advantages of interview as it may be used as the principal means of gathering information having direct bearing on the research objectives. Tuckman (1972) describes the interview merit as providing access to what is “inside a person’s head”. He elaborates that it first makes it possible to measure what a person knows (knowledge or information) and what a person thinks (attitudes and beliefs). Second, it may be used to test hypotheses or to suggest new ones, or as an explanatory device to help identify variables and relationships. And, third, the interview, in Tuckman’s view, may be used in conjunction with other methods in a research undertaking (ibid. 172).

In this connection, Kerlinger (1979), suggests that the interview might be used to follow up unexpected results, to validate other methods, or to go deeper into motivations of respondents and their reasons for responding as they do (272- 73).

Drever (1995) supports the suitability of the tool to case studies by explaining that the semi-structured interview is a very flexible technique that yields rich information and guarantees good coverage (8). It is useful in mini-surveys and case studies and can be used along with other methods. It is suitable for gathering information and opinions by exploring people’s

thinking and motivations. It is also helpful because it is likely to have a mixture of closed and open questions that can provide a variety of factual and deep information (ibid.).

Those were the main reasons and functions that encouraged the researcher to choose the semi-structured interview technique for this case study. Let us now consider the interview from the study context perspectives.

4.4.1 Interview Schedule

A semi-structured interview schedule was used in this study in order to collect responses of the sample's attitudes and opinions and to explore in some depth their experiences and reasoning of the case unit of analysis, i.e. the EIS model in five concepts already investigated in the questionnaire.

To do that, a semi-structured interview schedule was constructed using available sources such as the documentary data (see Chapter Four; Section 4.2), the personal conversations and informal chats with the EIS program learners, teachers, senior teachers, principals and learners' supervisors and related literature reviews of ELT and ESP (see Chapter Two).

The final version of the interview schedule, after being piloted (see Chapter Four, Section 4.3), comprised five questions covering five concepts differently worded to fit the respondents' position as a learner, a teacher/ senior teacher, a principal or a job supervisor. The interview items were presented in open-ended question form, applying prompts and probes to elicit further explanation (Drever 1995) on each question topic, but were partially and occasionally reworded, reformatted or amended during the course of the interview in light of the interviewee's responses. The interview questions also focused on the research objectives (Cannell and Kahn; cited in Cohen and Manion 1989) in more depth than in the questionnaire but in the essence of its investigation purposes. The following section will explain the areas of focus which interview schedule covered.

4.4.2 Interview Schedule Focus

Before preparing the interview schedule, it was essential to define the areas to be covered by the interview (Drever 1995). To relate the interview schedule to the areas of investigation of this research, the interview items covered the following two sets of five concepts for the two main participant categories (see Table 4).

Table 4
Generic Interview Item Concepts by Participant Type

Item #	Administrators: Principals, Supervisors, Teachers	Learners
1	Rationale of setting up EIS	Usefulness of EIS to learners
2	Features of EIS as a special program	Duration efficiency of EIS program
3	Impact of EIS on learners' job role	Suitability of prerequisite entry level (E2B) to EIS
4	Efficiency of the EIS program evaluation system	Language skills improvement by EIS
5	Viability of EIS adaptation for other employees' ELT	Application of EIS taught materials to job posts

Two interview item concept sets were thought by the researcher to be necessary for the purpose of collecting as variable data quantity and quality as possible. It is clear that there were two main participants' categories: the administrators/teachers category and the learners' category.

This division was made by the researcher in order to explore information, notions and perception from each category in their capacity as to do with program proponent/sponsor or program user/customer attitude. In addition, there were interview data that could be sought from the administrator/teacher category because they were the educated, experienced and subject matter expert type. The learner category, however, was less educated, experienced and could not properly answer questions addressed to the first group. The administration/teacher group, on the other hand, were thought capable of viewing the EIS program from a wider perspective than the learners' category who might view the EIS program from their perspective as users of the EIS program.

The step of planning the interview was directly related to establishing validity (Drever 1995). This will be discussed further in the following section as piloting the interview is addressed.

4.4.3 Interview Schedule Pilot

Nothing is more important to the success of an interview than having a good interview schedule (Drever 1995). In this study, a preliminary semi-structured interview mode was applied comprising a set of ten questions with probes and prompts in the first interview schedule draft. These were intended to obtain information from the interview participants about the main investigation topics of the study as mentioned earlier (see Section 4.4.2). The schedule sequence flowed from general in the main questions to specific in the probes and prompts.

The modified interview schedule draft later, following the pilot interview findings, was given to the expert panel (outside the interview sample) for review. It was indicated that the schedule was too long to be covered in an interview of 45 to 60 minutes. It was, therefore, suggested to reduce the number of questions and to reword some questions. It was also recommended that an Arabic version of the final schedule be prepared and reworded to be used by the EIS graduate (learners) subjects (Appendix D.2) because their level of English was not sufficient to understand the questions well enough to answer them accurately. An important suggestion that the research expert panel also made was that the wording and the content did not suit the different sample participants; questions that might be answered by teachers, for example, might not be similarly and adequately understood and answered by learners. Therefore, four differently worded interview schedules were produced to fit the four sample participant types, bearing in mind that the content remained unaffected. There were five out of the original ten main questions on each final schedule for each participant type. Each schedule had different numbers of probes and prompts depending on the different participant types and level of education or position. An Arabic schedule version was also prepared after being translated and validated by the expert panel that previously validated the Arabic questionnaire version for this study learner participation. Both interview schedule sets were by now finalized and ready for the pilot.

For pilot purposes, the researcher asked the expert panel to tape record the pilot interview after they scrutinized it in order to evaluate its content as directly and clearly related to the research investigation areas and in order to define the time needed to complete it. Conducting the pilot interview schedule with the recording processes took 40 to 50 minutes to complete. The expert panel found that the schedule worked well. Accordingly, the interview schedule drafts were finalized (see Appendices D.1 & D.2).

4.4.4 Interview Sampling

The interview sample was selected according to convenience sample type (Cohen and Manion, 1998:87) selected on availability and willingness bases regardless of individual characteristics in order to provide a variety of the population representatives for the study as illustrated in Table 5 below

Table 5
Interview Participants Sample

SAMPLE TYPES	QUESTIONNAIRE PARTICIPANTS	INTERVIEW PARTICIPANTS
Group 1 Administrative Staff: - ITC Principals /Asst Principals - IS Supervisors	10 10	3 2
Group 2 Teaching Staff: EIS Senior Teachers & Teachers	40	10
Group 3 EIS Learners: Graduates	100	10
TOTALS	160	25

The interview sample was picked out from the subjects who participated in the questionnaire according to the following quota; Group1: Administrative Staff, 5 (3 ITC Principals and 2 Security Supervisors) out of 20; Group 2: Teaching Staff 10 out of 40 (senior teachers and teachers), and Group 3: EIS Graduates 10 out of 100 learners. The total number of interviewees was 25. It should be noted here that a within-method technique was used. This means that more than one type of sampling was applied in this study; systematic, random and convenient. This may have contributed to the validity of the instrument. The interview sampling included the three geographical domains: the Central, Northern and Southern Academic Areas in Saudi Aramco and the three demographical domains of administrators, teachers and graduates. The next section will discuss how the interview was conducted.

4.4.5 Interview Procedures

Cohen and Manion (1994) emphasize the importance of resolving potential ethical problems in educational and social studies research. Therefore, the first step in conducting this interview was to secure a research conduct authorization from the Academic Training Department's (ATD) Director (Appendix C.1) in order to permit the conduct of the study in three geographical domains.

At the beginning of May 2003, letters to the selected sample interviewees were addressed to identify the time and location they preferred for their individual interviews (see Appendix

C.4). The letters stated the interview's purpose, its duration and the main areas to be discussed without disclosing the interview schedule details (Drever 1995). Similar letters in Arabic (Appendix C.5) were also addressed to the learners (IS men). By the end of May 2003, the participants' responses were received and accordingly an interview administration schedule was prepared incorporating each individual interviewee's desired location and date and time. All interviews were scheduled during June 2003 and were held in three areas as indicated in the Interview Conduct Scheduling Summary (Table 6) below. The geographical distribution of the samples is also illustrated as follows:

Table 6
Interview Conduct Sample and Schedule Summary

Date	Area/Location	Interviewee	Mode
June 3, 2003 June 4, 2003	Central Area Academic – Dhahran	4 Graduates 1 Principal 4 Teachers/senior teachers 2 Supervisors	Arabic interview version Face-to-face English interview version Face-to-face
June 11, 2003	Northern Area Academic – Ras Tanura	3 Graduates 1 Principal 3 Teacher/senior teacher	Arabic interview version Face-to-face English interview version Face-to-face
June 18, 2003	Southern Area Academic – Abqaiq	3 Graduates 1 Principal 3 Teacher/senior teacher	Arabic interview version Face-to-face English interview version Face-to-face
Summary Totals	3 Areas	Graduates : 10 Teachers/senior teachers: 10 Principals: 3 Supervisors : 2	Grand Total: 25

1. The Central Academic Area:

Learners Group: four graduates; Administrative Group: two supervisors and one ITC principal; Teaching Group: four teachers/senior teachers, totaling 11 interviewees.

2. Northern Academic Area:

Learners Group: three graduates; Administrative Group: one principal; Teaching Group: three teachers/senior teachers, totaling 7 interviewees.

3. Southern Academic Area:

Student Group: three graduates; Administrative group: one principal; Teaching Group: three teachers/senior teachers, totaling 7 interviewees. The total of 25 interviewees was distributed as illustrated in Table 6 above.

At this stage, the researcher finalized the interview timetable and mailed it to the participants. This was the last step in the preparation for the interview administration. The graduates' interview was conducted in Arabic as they could not respond appropriately to English questions.

The next step was the actual event of conducting the interviews, as discussed below.

4.4.6 Conducting Interviews

In order to conduct the interviews, as previously described, the researcher had to make two trips: one to the Northern Academic Area and another to the Southern Academic Area. The researcher was located in the Central Area in Dhahran and so there was no problem related to conducting interviews in Dhahran by making short inter-trips to different buildings within town to interview the area target participants.

The interview schedule used comprised five main questions and a number of different probes and prompts. It was designed to measure the participants' perception, attitude and opinion about five domain categories covering the EIS program characterization. It was hoped that feedback from the interview would also help to produce some deeper insights about the EIS program in the study, for example, the current English programs, policies and regulations. An Interview Data Procedure (IDP) (Drever 1995) was carried out in the following three steps:

1. data preparation
2. data analysis and
3. data results summary

First, in the data preparation step, the interview responses were tape-recorded. All the recorded interviews were then completely transcribed. The transcript included the interviewer's questions, prompts, probes, and the participants' responses and elaborations. After that, the transcripts were reduced to facilitate categorizing the responses for the purpose of analysis.

The second step in the IDP was the data analysis. This will be explicitly addressed in Chapter Five. Analysis of the participants' responses included comments and remarks not only regarding the main questions on the EIS program, but also those relating to other ELT issues as expressed by the interviewees from their own experience in the training programs and job sites. Such input may effectively contribute to exploring unseen facets of the case under study and could, therefore, have an impact on the data analysis and its findings and results. It

should be remembered that the analysis took into major consideration the ESP literature review and the relationship between the participants' responses about the EIS program features and those of ESP as introduced by the literature. The purpose of this was to address the research questions and so help in exploring the participants' views regarding the feasibility and appropriateness of the EIS as an ESP program model.

Summarizing the data results was the third and final step in the IDP. As the results were drawn from the analysis, they were summarized and categorized according to the five assessment domain categories (see Chapter Five).

Summary

Chapter Four has discussed the methodology and design selected and implemented for this qualitative research. The case study approach was applied because it was thought most appropriate to the nature of the study, purpose, data sources and research objectives as has been reviewed in the above literature.

A case study not only provides facts from various sources of information in their natural and genuine varieties, but it also introduces to the research other accompanying meaningful realities about the case under study that may facilitate the investigation in this thesis. The triangulation technique used in this study encompassed documentation, questionnaire and interview tools to enhance validity, reliability and accountability of the method and data. Since learner subjects might not understand well the English language used in the questionnaire items and interview schedule, Arabic language versions were used with these participants. Graduates' interviews were thus conducted in Arabic and later interpreted in English. All interview recordings were transcribed in full and were reduced and categorized to facilitate analysis purposes.

As the procedure of this case study followed Bassey's model (1999) (see Chapter Four, Section 4.1) throughout Chapters One to Six of this thesis, the data analysis process has represented stage four of the model. Stage five was represented in the interpretation or explanation of the analytical statements in Chapter Five. The discussion of results and findings in Chapter Five with its underlying conclusions represented stage six of Bassy's model related to deciding on the outcome and writing the case study report.

CHAPTER FIVE

ANALYSIS & DISCUSSION

Preview

Chapter Five reports, analyzes, and synthesizes the data collected from the three investigation methods in four sections. Section One discusses the documentary analysis, Section Two addresses analysis of the participants' responses to the questionnaire items, Section Three analyzes the participants' interview responses and Section Four summarizes and integrates the analyses of the documentation, questionnaire and interview to reach findings and results. This will eventually help to address the research questions raised at the outset of this case study (see Chapter One, Section 1.5).

5.1 Documentary Analysis

This documentary analysis is intended to supplement data enhancing understanding of the contextual factors for the case in this study from three perspectives. First, a large section of this was drawn from the EIS program account. The second was the EIS program learners' academic data, and finally the data collected from the English Needs Assessment Study Findings (ENAS) which composed the third source.

The significance of this documentation analysis lay in its explanation of relationships between the three document data sub-sources and the other two resource data types – the questionnaire and the interview. These relationships intersect to help address the research questions.

5.1.1 EIS Program Account Data Analysis

EIS is a 240-hour intensive special English language training program instructed at a rate of 8 hours a day, 5 days a week. EIS was sponsored, designed, funded, piloted and implemented by the Saudi Aramco Training Department in 1995 based on the findings of ENAS for three industrial security jobs in Saudi Aramco. EIS implements a spiral progressive syllabus, while aural/oral, notional-functional principles are utilized in teaching the course materials based on the presentation, practice and production techniques (PPP). EIS enforces teaching the identified specific job-related communicative skills. The EIS course encompasses seven units

and applies a variety of aids, activities and exercises. EIS materials were drawn from realistic life situations experienced by IS learners on their job sites. Modifications responding to findings of the EIS pilot session were incorporated in the final version of the EIS program instructional materials. Company policy imposes E2B as a prerequisite for entry to EIS (see Appendix A12). However, organizational regulations stipulate that EIS course graduates would be promoted on their job to the next job code they are at, which meant a financial improvement and a professional betterment.

The purpose of the EIS model was to teach specific English to IS personnel performing three junior jobs in order to improve their job skills performance with regard to communicative competence as well as other necessary linguistic competencies.

5.1.2 EIS Learners' Academic Data Analysis Findings

The EIS learners' academic background contained historical and academic features which highlighted the following remarks:

1. The EIS program learners were native Saudi Arab regular employees of the Saudi Aramco Industrial Security (IS) Department who had had an average of 12 years' company service before joining the EIS program. Prior to their Saudi Aramco employment, they had attended local state schools for a number of years in which they received an average education up to school grade 8. This meant they were not highly educated and their linguistic competencies were too limited to handle an appropriate communication with organization customers and expatriates.
2. Saudi Arabian state schools previously did not teach English as a school subject before grade 6. When Saudi Aramco hired such employees, it provided them with training in GE programs and related technical programs, as stipulated in its Training Manuals (see Chapter One, Section 1.2.3). Most of the IS new hires coming from state schools before completing grade 12 were usually placed in English level 1A (see Table 7). This is the lowest level of English instruction available in the Saudi Aramco Training Department.

Table 7
EIS Graduates' Academic Data

# of EIS Graduates	Pre-Saudi Aramco State School	Saudi Aramco Service Years Groups	General English Level Completed 1983-1993	Final Test Score Groups In EIS	Final Test Score Rank	Course Time:240EIS
	English Study					course Absence percentage%
17	5	3 – 5	E4A-3B	100 – 94	A	3%
36	4	5 – 7	E3B-3A	93 – 88	B	1.5%
20	3	8 – 10	E3A-2B	87 – 82	C	6%
19	2	11 – 12	E2B-2A	81 – 76	D	11.5%
5	0	13 – 15	E2A	75 – 70	E	19.5%
3	2	16 – 18	E2A	69 & Below	F	40.5%

3. One problem for such learners was the inconsistency in the GE program study as expressed by a large number of participants in the questionnaire and interview data analysis (Chapter Four, Sections 4.2-4.3). This means that many employees had a long wait before they were enrolled to study the next GE course level to be completed for their job requirements. That was due to organizational constraints, such as scheduling, staffing and facility limitations. This delayed the progress or development of linguistic skills of these employees and so hindered their promotion on the job academically, financially and professionally.
4. The IS men, as explained above, joined the EIS program with various English backgrounds (Table 7). Out of the 100 subject samples of this study, 5% had state schooling of 6 years without any English instruction. They completed company English level E2A during their 15 years of service. As indicated above, these employees took a long time to complete the required courses in the English programs. However, there might be other factors that delayed their progress in English study, such as availability of courses at the ITCs, personal reasons for not joining such courses when they were available and lack of interest and motivation to take up such courses.
5. 17% of the 100 learners in this study completed state school grade 11, which meant they had school English instruction for only 3 years. They reached English levels 3B-4A within their 5 years of service. However, they ranked “A” in the EIS Final Tests.
6. The second category of EIS program graduates made up about 36% who received English instruction at the state school for 4 years in their 10 years of schooling. They completed

English levels 3A/B. This type also spent about 7 years in service before they reached that level of English (Table 7). However, they ranked “B” in their EIS Final Tests.

7. The third category formed 20% of the sample learners. They spent 9 years of education in state school, in 3 of which they received English instruction. They completed company English levels E2B-E3A in their 10 years of company service and they ranked “C” in their EIS Final Tests.
8. The fourth category of EIS learners formed 19% whose schooling lasted 8 years, in two of which they received English for the 12 years of service they spent in Saudi Aramco. This group ranked “D” in their EIS Final Tests.
9. The fifth group comprised 5% of the EIS learners who spent 6 years in state school, receiving no English instruction. They completed English level 2A during their company service of 15 years.
10. The sixth group formed 3% of the EIS graduates who completed almost 8 years in state school and received only 2 years of English instruction. Their English level within 18 years of company service reached only E2A.
11. An important issue in the EIS learners’ behavior was their rate of absence. As illustrated in Table 7 above, the rate of absence ranged from 3% to 40.5%. In highly intensive course like EIS, every minute in the classroom counted against class interaction which was intended to improve the learners’ linguistic skills. When learners absent themselves for various reasons they are bound to lose much instruction and so miss a lot of the skill building activities which are spiral and cumulative. It can be simply seen that the absence rate was an underlying factor towards low performance or even failure in the course in some cases. Those who did best on the EIS course were those who did not really record notable absence rate and vice versa. The best students on the final EIS tests were those the least absent in the course, but those who were the most experienced on the job yet with lowest English competencies performed the least as illustrated in table 7.
12. The previous account indicated that the more English that EIS learners received in state school, the higher the Saudi Aramco English program levels they achieved, regardless of their length of company service or age.

The researcher thinks that Saudi Aramco spends much on English training programs on those who joined the company with minimal or no previous English school education. Nevertheless company English instruction through GE programs resulted in little progress towards

satisfying the employees' language specific needs and without making much of a positive impact on the employees' role, as explained earlier (see Chapter One, Section 1.2).

There could be a strong association between the current GE program learners' poor quality and the drive behind introducing the EIS program. This view might be substantiated by the concerns always raised by teachers, supervisors, job skills training instructors and even by the employees' western colleagues or supervisors on the job (see Chapter One, Section 1.2).

The previous concerns might be added to the reasons explaining why the Saudi Aramco Training Department had to reconsider some of its language training strategies. Establishing the EIS program in 1995 might have been viewed in that direction. But the question that awaits an answer is whether EIS model constitutes a solution to employees' language teaching and learning problems.

These concepts could also potentially be interrelated with the EIS learners' evaluation results, which will be discussed in the next section.

5.1.3 EIS Learners' Performance Evaluation Results Findings

The EIS Final Test results formed another key documentary source that the study had analyzed to explore realities on the ground for its investigation of the EIS program. It is worth mentioning here that the final test results (see Appendix A 5) revealed that the EIS model had produced a positive impact on its learners' role improvement.

Out of the 100 EIS learners, only 3 (3%) failed. The other 97 (97%) learners passed the Final Test (Table 7). These scores indicated that the EIS program achieved its objectives efficiently from an academic perspective.

The test results illustrated that EIS learners were able to perform their job tasks and duties using the appropriate language at a satisfactory level. However, the test results could not confirm they did that equally well with accuracy of the skills. The individual final test scores showed varied level of performance. When these results are viewed in the light of the difficulties and problems expressed in the interview and questionnaire, it was found that the 17% EIS learners, who scored "A", spent 11 years at state school with 5 years' English instruction. It is remarkable that these learners recorded an average absence rate of only 2.59 hours during the EIS course. It was noticed that the EIS learners with poor state school English background recorded the lowest scores on the EIS Final Test and the highest average rate of absence in the 240-hour EIS program. The 3 failed learners (3%) recorded so many hours of absence in the EIS course that they missed 60% of the course. This poor record

might justify their failure, in conjunction with other potential variables related to personal circumstances, job constraints or lack of interest and motivation in the course.

One significant remark about the test results was that EIS learners who scored the highest had received the most state school English instruction and recorded the second least absence hours, which might suggest a high level of interest and motivation on their part.

Although 97% of the sample learners passed the final tests, it is believed that EIS learners did not score high enough, in a specific job related communicative-based course (see Table 7 above) because of the possible following factors:

First, their language background was inconsistent and resulted in varied capabilities to perform the EIS course objectives. A number of the learners complained throughout the interviews of the low entry prerequisite level (E2B) (Appendix 12) to EIS and wished a higher entry level be required so that learners could handle the EIS program's objectives at a better level.

Second, the EIS learners' absence rate was relatively high in the course. This might have been due to many reasons discussed in the interview responses analyses. But such absence in a communicative based course is thought to negatively impact the practical skills and tasks in such a course. When these two reasons are viewed together, they could constitute a real hindrance to performing high on the target objectives.

Another document that formed an essential source within documentation of data for this study was the English Needs Assessment Study findings (ENAS).

5.1.4 The English Needs Analysis Study (ENAS 1994) Findings

The English Needs Assessment Study (ENAS) identified not only the IS men's language needs and academic variables but also psychological, financial, professional and economic dimensions as explained below:

1. Large numbers of IS employees could not improve their specific linguistic performance in the GE courses, as shown in their training history records. The rate of failure in these courses was high due to disinterest, loss of motivation and poor language background, as the findings concluded and as learners expressed themselves in the interviews.
2. The IS men had tight schedules and a heavy workload, which was not conducive to their leaving work and attending long-term GE courses to fulfill their language job

requirements for at least four or five consecutive years. There was a considerable loss of income by attending such courses because IS personnel are usually awarded shift allowances on top of their salaries because their jobs involve special hardship as identified by company TOIMs.

3. Company GE courses were offered to all employees with no objectives associated with any specific profession or sector of employees. This resulted in absence from classroom study. Such objectives also did not address any specific job-related linguistic competences.
4. The existing GE courses were expensive and intended for general knowledge of lexicon and syntax. In contrast, the IS men needed short, fast and diverse courses that focused on their specific communicative skills.
5. The GE courses lacked authenticity and specific instructional methodology. IS men needed to be trained with materials drawn from real-life situations in simulation context by well oriented teachers.
6. Needs Analysis illustrated that IS men did not need to continue studying all GE courses. They only needed a basic GE level of E2B as a prerequisite to study the EIS course.
7. IS men were in need of a dynamic training program to build communicative competencies that focused on the sociolinguistic skills beside the daily-routine tasks that were supposed to handle routine and emerging needs on the job sites.
8. IS men were large in number and their training in GE long-term courses would mean a waste of multiple resources.

The above findings were related to research question number three regarding the impact of the EIS on the participants' role in Saudi Aramco. The results of the learners' tests showed that the EIS course objective performance achievement accuracy was relatively satisfactory. This might be interpreted as an indicator of the impact of the EIS program on the learners' role in the company. That role was two-fold. First, they had to perform a list of duties and routine tasks using the appropriate communicative medium. Second, they should reflect a good image of the organization and ensure the application of the security and safety measurements of the company, employees and their facilities, properties and other related assets. These functions would only be efficiently achieved if IS men passed the program final test with a grade of 70% or above.

The documentary analysis has indicated that the EIS program achieved its objective, although not at comprehensive high rates for all individual graduates. Therefore, it is thought that the EIS program had a considerable impact on the IS men's role. The question whether the EIS graduates performed similarly on the job sites remains an active question nobody cared to scientifically investigate and is not within the capacity of this study.

5.2 Questionnaire Response Item Analysis

The ten questionnaire item responses were reviewed and sorted according to a 5-point Likert scale rating of the level of the respondents' agreement/ disagreement with the EIS program specifications. The respondents' systematic sample types and distribution are illustrated in Table 8.

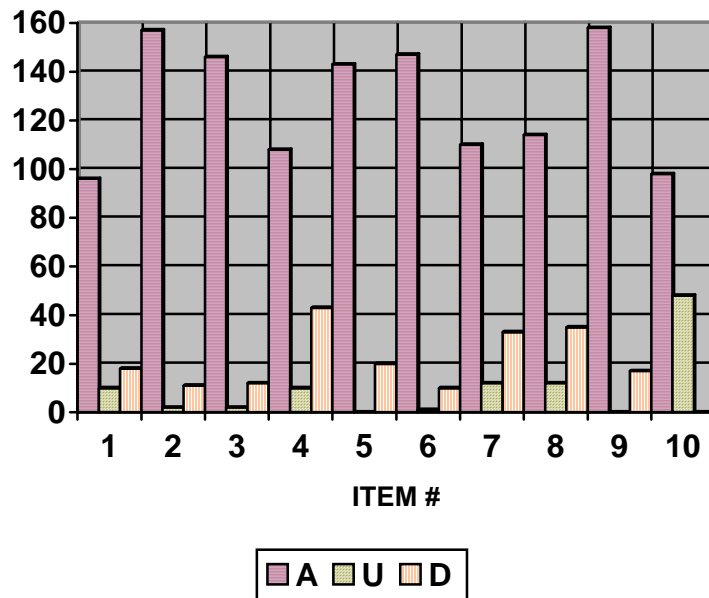
Table 8
Questionnaire Respondents

POPULATION/SAMPLE TYPES	POPULATION	SAMPLES	QUESTIONNAIRE RESPONDENTS	%
-LEARNERS (Industrial Security Men)	300	120	100	90%
-SENIOR TEACHERS & TEACHERS	144	40	40	100%
-ITC PRINCIPALS/ASST. PRINCIPALS	40	20	10	50%
-IS SUPERVISORS	20	10	10	100%
TOTAL	504	190	160	86%

The participants' responses to the questionnaire items highlighted their views of the EIS program characteristics. The items and their responses were analyzed and are discussed individually and comprehensively below. Levels of respondents' agreement and/or disagreement with each questionnaire item are illustrated in a graph provided at the end of each item discussion.

For the purpose of facilitating understanding the analysis from the graphs used for the Likert scale, the Strongly Agree and Agree bars have been combined into one agreement bar. Similarly, the Strong Disagree and the Disagree bars have been integrated into one disagreement bar. Graph 1 below illustrates a summary of participants' responses to the whole questionnaire items.

Graph 1
Summary of Questionnaire Responses



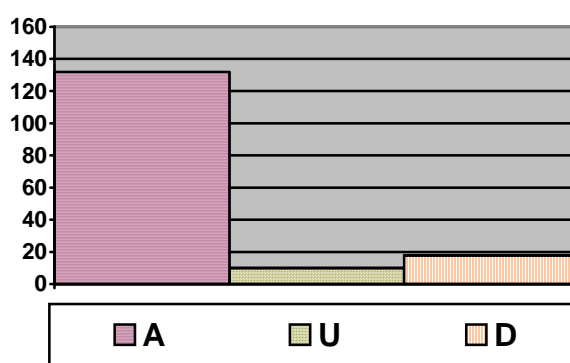
There is a high level of agreement with most of the items by the respondents. This may be explained by different reasons. First, for the participants, especially the learners, this could have been the first time they had to handle a questionnaire in their experience. We can not be certain whether the learners particularly (because they form the majority, 62.5%, of the total participants) did not know how to handle the questionnaire appropriately due to lack of experience with questionnaire. Second, they could have done that with an intention to satisfy their teachers and sr. teachers and the ITC administration. Third, the participants might have been enthusiastic about the EIS program and wanted to support it in front of the management for they thought EIS program could bring a lot of improvement to their jobs and life. Another reason is that the learners were really satisfied and happy with the program but were carried over with their responses and generalized their agreement to all items overwhelmingly throughout their answers. Nevertheless, there are items in the questionnaire that received a remarkable level of disagreement by participants and other items that were answered with undecidedness choice by participants. However, the interview analysis later on highlighted another high rate of agreement with most of the EIS model features, yet participants had a better chance to voice out their remarks and views in a more relaxed mode. That is why the researcher opted to vary the sources of data by varying the investigation methods.

The purpose of this summary is to show the relation between the agreement and disagreement responses of the questionnaire respondents.

5.2.1 Item 1. The EIS program teaches specific language unavailable in the previous General English programs.

Item 1 inquired about the function of the EIS program. The responses to this item indicated that the participants generally believed that the EIS program was established in response to the specific language needs of Industrial Security employees who were not satisfied by the General English programs offered by Saudi Aramco. More than half (96) of the study population (160) showed their strong agreement and 36 their agreement with this statement. Only six participants strongly disagreed, while 12 disagreed with the item (see Graph 2):

Graph 2
Item 1



The participants demonstrated a high level of agreement supporting the notion that the EIS program contained the response to strong needs unaddressed through existing GE programs.

The item is couched in these terms because, had it been expressed differently, it might have misled the participants and could have generated a wide variety of responses not conforming to the purpose of the item concept. This item is intended to explore how the participants viewed the function of EIS as different from that of GE courses they had taken. The two terms used in the item – EIS and GE – had clear definitions in their minds through their experience with the two programs. Assuming that they knew that the GE programs' general

objectives did not attend to specific learners' needs, they might realize that the EIS program focused on learners' specific needs. The respondents might well have inferred that the absence of one thing could lead to the creation and presence of another. Thus, they may well have realized that the absence of attention to learners' specific needs in the GE programs might have been the impetus behind the genesis of the EIS program.

While it is true that Item 1 might be interpreted as asking about the reason for the two programs – EIS and GE, yet when organizations or institutions replace a program with a new one, the function of each might be the strongest justification and the focal point for such replacement or development. However, to ensure that participants were aware of the impetus behind the establishment of the EIS program, the issue was revisited in the interview to collect more data on such an understanding. Item 1 on the interview elaborated on this concept more deeply. This follow-up addressed generally the purpose of conducting an interview following a questionnaire or a survey (see Drever 1995; Meriam 1996; Cohen and Manion 1994).

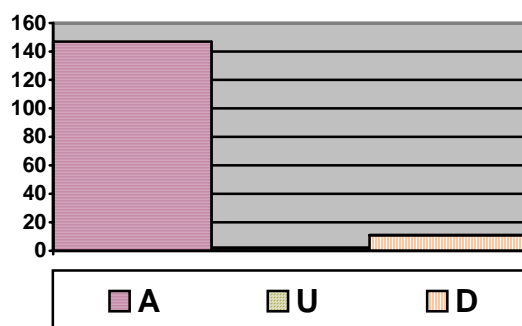
To conclude, one may claim that since 18 participants (7%) disagreed with Item1, it might be argued that these people did not view the reason for establishing the EIS in the same way that it was presented in the item statement. This may suggest that either the item confused them or that they knew other reasons that they could not express through the limitations of the questionnaire. This possibility provided another reason why this item needed to be given attention in the interview questions.

5.2.2 Item 2. The EIS program requires learners to have a basic GE background to be able to study in the program.

Dudley-Evans (1998), in discussing absolute variables of ESP, explains that most ESP courses assume some basic knowledge of the language systems before starting an ESP study. In order to study an ESP course, a learner has to obtain some basic knowledge of General English because specific language programs do not teach the basics of the language; they use the previously acquired basic language knowledge to develop the specifically required language skills. More than three-quarters (121) of the study participants (160) strongly agreed and 26 agreed that learners needed to have a basic English background before embarking on the EIS program study. However, some participants disagreed (9) and 2 strongly disagreed

with this item (see Graph 3). The strong overall agreement emphasized that learners realized that one needed sufficient English background to join the EIS program so as to avoid facing

Graph 3
Item 2



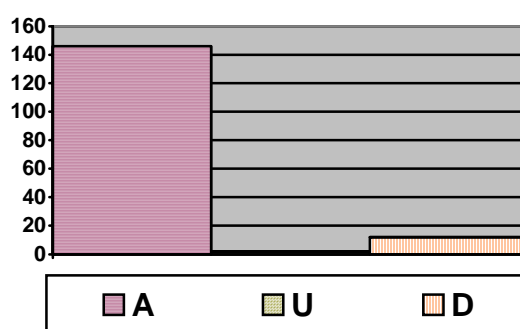
academic problems either in class or in job performance, and eventually in achieving the learning objectives of EIS. This issue was also explicitly addressed earlier in the discussion of the documentary analysis (Chapter Five, Section 5.1.2) in which the final test results indicated scores below the expectations knowing well that the prerequisite for EIS entry was the GE level E2B.

5.2.3 Item 3. The EIS program duration is convenient for the learners.

The EIS program duration of 5 weeks (240 hours) was comprehensively agreeable to the majority of the participants. Robinson (1980:14) has described ESP courses as “limited” and able to be attended before, after or during the learners' work time or study time. In this case, the learners attended the program during working hours. Disagreement with this notion suggests that there were still some concerns regarding the schedule or the duration of the EIS program. 120 strongly agreed with Item 3, while 26 out of the 160 participants agreed that the duration of the EIS program was convenient. 10 participants disagreed and 2 strongly disagreed with this item (see Graph 4). It is clear that the learners, their teachers, senior teachers, principals and supervisors held almost the same view about the EIS convenience of duration for learners.

Graph 4

Item 3



However, since there were 12 participants (7.5%) who disagreed with the item concept, chances existed that one reason for the individuals' low final test scores might have been the inconvenient duration of the EIS program. Of course, there might be other reasons for their failure and these were to be explored in the interview. The fact that the 20 hours of the program were devoted to testing sessions could have been a potential excuse for not using the whole course time to teaching the course materials only. Another 20 hours were decided to teaching pre-course materials before actual EIS instruction started.

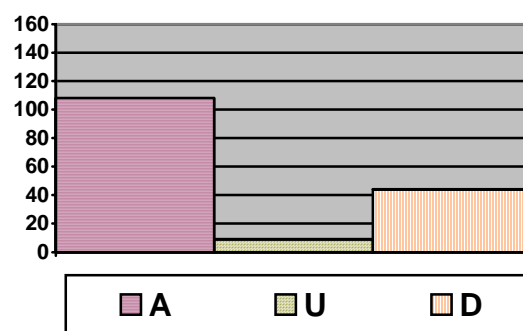
Furthermore, a relationship between Item 3 and Item 2 may be established. The language knowledge background of the learners and the EIS program's duration, designed to cover and learn its objectives are reciprocal. If the EIS duration had to be reduced, this would be at the expense of achieving those objectives. The duration of the EIS program in this regard may constitute a debatable concern that had to be addressed and explored in more depth in the interview section where the voice of the participants could be heard more clearly.

5.2.4 Item 4. The EIS program uses materials drawn from learners' real job situations.

Item 4 explores the relationship between the EIS program learners' job functions and the EIS program instructional materials objectives. One important feature of ESP, as described by Robinson (1980:13-14), is that it is "purposeful" and aims at the successful performance of occupational or educational roles. The EIS program's teaching materials included the IS specific job situations and functions and, therefore, encompassed the specific lexis, syntax and discourses frequently used by the security men on the job sites (Chapter Five;Section 1.2)

The feature of “authenticity” in the EIS program was relatively confirmed by the high level of participant agreement with questionnaire Item 4. Out of the 160 participants, 82 strongly agreed and 26 agreed that the EIS program used instructional materials drawn from real situations of the Industrial Security job, while 33 disagreed and 10 strongly disagreed (see Graph 5).

Graph 5
Item 4



This linkage between course and the real world has the potential to make the materials more interesting and thus increase learners’ motivation to study the topics and do the exercises since the materials were both familiar to them and obviously of value in helping them learn.

The fact that 43 participants (27%) (more than ¼) did not agree with that “authenticity” may suggest that for some learners a high degree of authenticity might have not been available as a feature of the EIS. Those who disagreed with the item concept might have interpreted the item as asking about materials taken directly from the real job situation. They could hold the view that “authenticity” meant using actual materials and not simulated and texted materials from the security posts’ realistic conversations, forms and procedures.

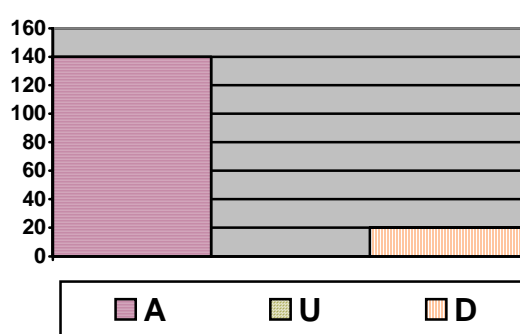
In reality, the EIS instructional materials were collected from real security posts and centers but designed for the academic purpose of teaching. They were, therefore, adapted into texts to be taught. There were no actual recordings of conversations played in the classroom. Course materials did include audiotapes recorded by EIS authors and designers. The forms and formalities were reproduced for the purpose of teaching. EIS learners did not see an accident, a theft or a criminal to deal with or to report directly to their operation control centers in the classroom. What they heard, spoke, completed or filled in the classroom were only highly hypothetical and simulated forms of the real things. This was another issue that had to be

further addressed in the interviews where participants could express themselves more candidly.

5.2.5 Item 5. The EIS program teachers facilitate achieving the learning objectives.

Many linguists and ESP practitioners believe that teacher training is an integral part of an ESP course design process. Coffey (1984), for example, mentions that teacher training may be “equally listed” among the six steps to design an ESP course (48-49). Other advocates suggest that teacher training is necessary for ESP teachers (Johns 1983; Tarone 1983; Abbott 1983; Baumgartner et al. 1988). Responses to this notion as expressed in Item 5 were significantly high: 118 in agreement and 22 in strong agreement versus 10 who disagreed and 10 who strongly disagreed out of the 160 participants (see Graph 6). This strong set of responses confirms that the teachers played an essential role in achieving the objectives set up for the EIS program. Teachers could not have played such a strong role in program delivery if

Graph 6
Item 5



they had not been well-trained and highly experienced in ESP methodology and techniques. Although the participants’ agreement with this item was clearly high, there would have been reasons behind those who were in disagreement, especially when learners were among the disagreeing respondents. Such reasons were explored further in the interviews.

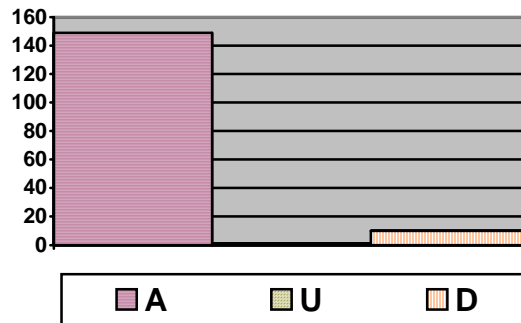
5.2.6 Item 6. The EIS program teaches academic skills along with the job-specific skills.

Item 6 was intended to explore whether the EIS program played the role of an ESP program within its main objective. The main function of the EIS program was to teach learners specific language skills needed for their profession. A second function was to teach the

learners the language system through which they could keep building their non-specific linguistic competencies. In fact, the program presented the specific linguistic skills within a practical syllabus that did not ignore the general language learning basics and forms. Robinson (1991:16) emphasizes that the language in ESP is not the “Subject Matter”, but it is being learned as part of the process of acquiring some quite different body of knowledge or set of skills. Phillips (1987:80) states that the purpose of ESP is “not restricted” to linguistic competence but that it does involve the mastery of language skills in which language forms are an integral part. Strevens (1988:108) also proposes that ESP always requires the appropriate selection of language content, including not only lexical and grammatical items but also rhetorical and communicative capabilities. These capabilities go beyond the limited specific purposes.

Building communicative abilities is the most important ESP function in the view of Gatehouse (2000:6). These abilities may be summarized as the ability to use the particular characteristics of that specific occupational setting, the ability to use a more generalized set of academic skills, and the ability to use the language of everyday informal talk to communicate effectively, regardless of occupational context. The EIS program had largely included these ESP features in its materials and objectives (see Section 5.1.2). 125 participants agreed and 24 out of the 160 participants strongly agreed that the EIS program’s instructional materials had the two functions as explained above. However, 5 disagreed and another 5 participants strongly disagreed with this concept (see Graph 7).

Graph 7
Item 6



Even though participants' agreement with this item was remarkably high, the low disagreement rate raises some concerns about the item as such, which leaves the door open for argument against this EIS function. The interview schedule discussion later on will provide an in-depth exploration of such disagreements.

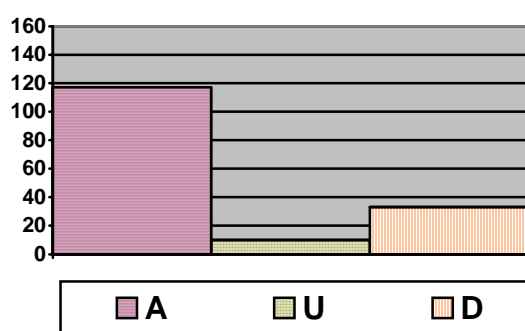
5.2.7 Item 7. The EIS program activities address the learners' job-related skills.

One essential function of ESP, as viewed by several “ESPists”, is to improve the learner’s job or study performance, (Robinson 1980:13-14). As concluded in the ENAS (1994), the Industrial Security man’s job skills requirements are confined to the language genre of the company’s security profession.

As described in the EIS program account (Section 3.1.2), the teaching materials' exercises and activities covered a wide range of such tasks using that language type. Item 7 was meant to investigate whether the EIS program’s exercises and class interactions handled the specific learners’ job tasks within the ESP “restriction” principle. With this item concept, 88 participants strongly agreed, 29 agreed, while 18 participants disagreed and 15 strongly disagreed out of the total 160 study participants (see Graph 8).

Graph 8

Item 7



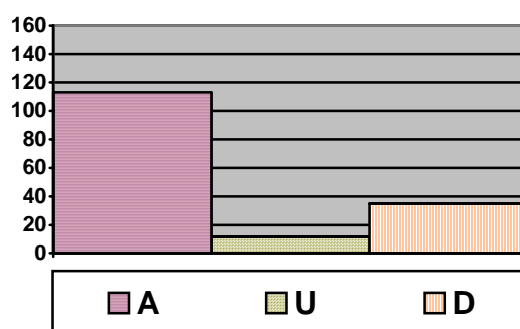
The responses showed a high level of agreement with this feature of the EIS program, confirming that EIS instructional material was directly related to the learners' role improvement. However, the rate of disagreement (20%) may raise potential debate concerning this feature, as indicated by the item statement response analysis. The reasons for the 32 participants' disagreement with this item were further explored throughout the interviews with different participants and will be discussed in the interview response analysis.

5.2.8 Item 8. The EIS program focuses on the participants' job-related communicative skills.

Building communicative abilities is an important ESP function, as viewed by Gatehouse (2000:6). These include among others the ability to use the particular characteristics of the specific occupational setting. The EIS program was designed to develop the target communicative skills with the learners' job needs receiving top priority. To achieve that purpose, the instructional materials, exercises and activities were presented in the form of dialogues, role-plays, conversations, question and answer patterns, and drills focusing on listening and speaking tasks that covered the identified communicative job tasks of the learners.

Item 8 was designed to discover whether EIS instructional materials dealt with the core objective of the program as had been identified by the Training Department. 85 of the study participants strongly agreed and 28 agreed, while 17 disagreed and 18 strongly disagreed with this item concept (see Graph 9).

Graph 9
Item 8



This result showed there was general satisfaction with the EIS program as it dealt with the learners' job-related communicative skills. However, the relatively high disagreement rate has the potential to claim against the item. The interview analysis helped explore the areas of participants' disagreement more explicitly.

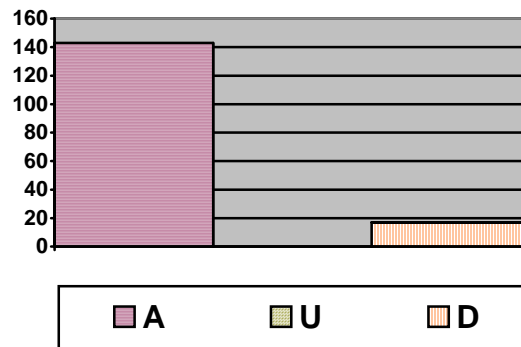
5.2.9 Item 9. The EIS program learners' performance evaluation system is efficient.

After inquiring about most of the EIS features from the participants' perspective, it was necessary to explore how these participants looked at the evaluation system of the learner's performance.

As described in Section 5.1.2, the EIS program learners' performance evaluation system consisted of a progressive Class Performance Assessment, two Performance Checks (PC 1 and PC 2) and the Final Test (FT). Each of the PCs and the FT contains an interview section in addition to reading, writing, vocabulary and grammar sections. These assessment tools cover every skill that the learner may need to carry out on the job. Testing measures the extent to which learners are capable of performing their roles appropriately. Evaluation is an integral part of any learning program. In its summative application, evaluation should underline a representation of the program's objective and the learner's level of performing such objectives.

Item 9 was meant to measure the participants' comprehension of the efficiency of the EIS program's evaluation system in its capacity of measuring the learners' performance at the end of the program. 130 out of 160 participants strongly agreed with the efficacy of this feature of the EIS program and 13 participants agreed, while 9 disagreed and 8 strongly disagreed with it (see Graph 10).

Graph 10
Item 9



This response means that the majority of the EIS program population was satisfied with the efficiency of the EIS evaluation system in assessing the learners' performance. An evaluation system by which the learners' role improvement may be measured is an important feature of ESP programs. This has been supported by practitioners and advocates such as Robinson (1980). On the other hand, the disagreement rate of 11% should not be ignored when considering the views of the participants towards the testing system. Therefore, further exploration and discussion of those views were addressed in the interview section of this chapter.

Another point of debate that might be raised here regards format of the item statement. It should be remembered that the English version of this questionnaire was intended for educated sectors in the ELT and industrial training community of the Training Department; teachers, principals and supervisors who had experience and expertise in testing terminology and practice. However, the Arabic version of the questionnaire used much simpler terms that considered the level of comprehension of testing terms by the learners. An indication that all participants held decided views of different level of agreement and disagreement on Item 9 was the blank slot representing undecidedness on the graph. This zero result meant that all participants had decided to respond to the item statement according to their individual perceptions of efficiency of the evaluation system.

5.2.10 Item 10. The EIS program may be adapted to design similar programs for other employee types.

Item 10 exceptionally extended outside the limit of EIS program features and functions to explore its applicability to circles outside the Industrial Security Department's personnel. The

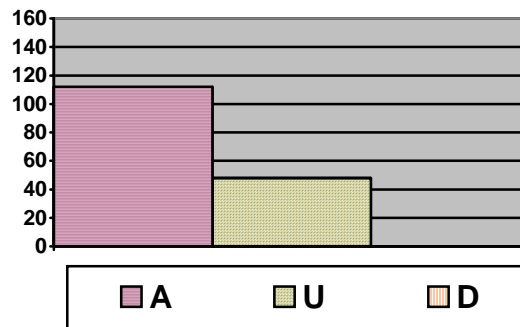
researcher intended to involve the participants in a democratic manner by sharing with the Training Department Administration the judgment of the feasibility of the EIS as constituting an ESP program that would work for other organization populations based on their knowledge and experience of the EIS program, on one hand, and dependent on their view of the needs of other sections in the company, on the other hand. From the researcher's point of view, these participants are concerned with supporting the corporate mission of preparing the national manpower for challenging industrial roles attached to Saudi Aramco's contribution to building up a well-trained workforce pool for the prosperity of the national industry.

The voice of such educators might be a potential force in improving the current training strategies to the advantage of the organization's human resource development. This view might be also applicable to involving the EIS learners' themselves in that dimension. From their experience with the EIS study and the impact that the program might have generated to their role on the job, those learners might constitute an enhancing support to the decisions that the Training Department might find appropriate to make regarding the application of the EIS model to other departments' population other than the industrial security personnel provided they comprehend what it takes to make ELT in that direction.

The participants' responses to Item 10 indicated a total of 85 strong agreement and 27 agreement, while no disagreement of any kind was recorded. This level of agreement might indicate two things. First, participants in general supported the concept of applying the EIS model to other employee sectors. This showed that they found a solution in EIS to problems in employees' ELT. Second, participants were satisfied with the previously discussed features and functions as listed in items 1-9 above. However, the remarkable observation here was the high response rate of the undecided area on the scale: 48 participants (30%) could not make up their minds on this issue (see Graph 11).

The rate of undecidedness among the participants did not surprise the researcher and might be interpreted in two ways. First, the undecided participants could not see the EIS as a solution to ELT problems for other company sectors, and they did not wish to express such a view. Second, the format of the item statement might have caused them to abstain from responding to the inquiry. In either case, the researcher believed that such an essential point of view regarding the implementation of the EIS for other company employees might be beyond the ability of participants to comprehend and that it would be a good point to explore further in the interview where more candid responses and views might be expected.

Graph 11
Item 10



So far the analysis of the participants' responses to the ten questionnaire items has shown a high level of strong agreement with the EIS program features (see Graph 1). However, there was a level of reported disagreement and undecidedness on the participants' part regarding a few of these features. These areas of concern may be summarized as the duration of the program, efficiency of the testing system and the background of the EIS learners. These issues needed to be investigated more deeply through the interview process.

5.3 Interview Analysis

This section is dedicated first to analyzing the participants' interview to explore more deeply their opinions and thoughts about the EIS program's features, functions, and related issues that could not have been covered by the questionnaire items due to its nature and the lack of freedom to express views that went beyond the printed items. Second, the analysis is meant to enhance the validity and reliability of the investigation results. The EIS program characteristics that were marked with either high or low levels of agreement, disagreement or undecidedness by the participants in their questionnaire' responses will be looked into in this discussion, too.

In order to maintain consistency in the interview, all interview schedules were designed to follow the chronological sequence of the EIS processing events. The first questions asked, therefore, dealt with the earliest event of EIS: the rationale behind setting up the EIS program.

Question two asked about the particular features that made up the EIS program with regard to design, materials, function, duration and syllabus.

Question three inquired into the impact that EIS created on the IS personnel as a result of its implementation.

Question four asked about the system with which the EIS program evaluated its learners to assess achievement of its objectives.

Question five inquired, following the experience of implementing the EIS within the previously prescribed features, whether EIS may be adapted for implementation for the ELT of other organization employees.

The following five generic interview questions, probes and prompts were included and implemented in every interview schedule according to each participant sample type (see Table 9).

Table 9
Generic Interview Schedule for Teachers/Principals/Supervisors

Questions	Prompts/probes
<ul style="list-style-type: none"> Why do you think EIS was established? 	<ol style="list-style-type: none"> What was the English teaching/learning like before EIS? What did IS personnel study? Were there problems with GE programs? Did only IS personnel need a special program? What was going to happen if EIS were not set up?
<ul style="list-style-type: none"> Why do you think EIS was a special program? 	<ol style="list-style-type: none"> What differences were there between IS and GE? Can you name some good/bad things about EIS? Do you think EIS was well received by all IS personnel? How was EIS taught? Was there a problem with time? Teachers? Books? Tests?
<ul style="list-style-type: none"> How do you think EIS affected learners' language and job or (role)? 	<ol style="list-style-type: none"> Which skills were more developed? Was the study difficult with prerequisite E2B? Which skills were not focused on? How much did learners take back to work from the EIS course? Do you think with EIS, learners would still do their job the same way as before?
<ul style="list-style-type: none"> How efficient was the EIS evaluation (testing) system of the learners' performance? 	<ol style="list-style-type: none"> How are learners tested? What are some difficulties on tests? Do you know of any complaints about time/content/procedure of the tests? How do you view the interview part on the tests? Would you prefer to remove some parts from the tests? Why?
<ul style="list-style-type: none"> How would you view the adaptation of EIS to teach English to other employees? 	<ol style="list-style-type: none"> Do you think it is possible to adapt EIS for all? Do you think other employees will like it? Can you give some examples of employees who can study in programs like EIS? What benefit will learners get? What is good in that for Aramco?

The English version of the learners' Arabic interview can be seen in Table 10.

Table 10
English Translation of Learners' Arabic Interview

Questions	Prompts/probes
1. How do you view the EIS program?	1. Did you find it useful? 2. Did you find it helpful? 3. Why is it different? 4. How much did you learn in EIS?
2. What do you think of the program's duration?	5. Are the 5 weeks sufficient to cover the materials? 6. Are 8 hours a day appropriate? 7. Did you get bored? 8. Was the class active all the time?
3. Do you think level E2B is high enough for the EIS course?	9. Did you need higher/lower level and knowledge of English? 10. Did you have problems because of that level? 11. What special areas were difficult for E2B level students? 12. How did the teachers help when you had difficulty?
4. What language skills has the program improved for your job performance?	13. Which skills did you improve in the EIS for your job? 14. Which areas on the job do you use these skills for? 15. What if you did not study EIS? 16. Were you rewarded for passing?
5. Which posts do you need the EIS program learning (study) for?	17. Which locations need EIS more? 18. What people do you need to speak English with? 19. How often will you use that language on the job? 20. Do you feel more confident/happier with EIS?

The interview applied a convenience sample type for its participants. Selected samples were conveniently drawn from the available questionnaire respondents because it was difficult to get other participants to join the interview samples.

The following subsection will discuss the learners' interview. Other participant types' interviews will be addressed individually as the chapter progresses.

5.3.1 Learners' Interview Analysis

As mentioned in the methodology discussion in Chapter Four, the interview pilot intended for the learners was designed in English and encompassed the same five item concepts as those in the other participants' interviewee types. That pilot interview indicated two important underlying results. First, the learners were not happy and were not able to answer the interview questions in English appropriately. They claimed that the questions were beyond their linguistic abilities. Second, they gave irrelevant responses to the questions even after the questions were simplified for them. They were also translated instantly into Arabic to help

them understand what they meant. Because of that, the learners' interview schedule was reworded using both Arabic questions (see Table 10) and different items that maintained the spirit of the generic questions with regard to reflecting their views of the specific areas of EIS. However, the pilot was useful in identifying the level of difficulty and the context of the items. Since the pilot questions contained items related to institutional and organizational evaluative concepts more appropriately addressed to the teachers and administrators, the researchers amended the learners' interview by avoiding such questions to a large extent and focusing on the following concepts instead:

- 1 – Usefulness of the EIS program
- 2 – Duration of the EIS program
- 3 – Required language background (E2B) and difficulty level of the program
- 4 – The degree of learners' English performance due to the EIS
- 5 – The application of EIS program's study to the learners' jobs

It is necessary at this stage to remember the interview sample types who participated in this study (Table 11). A total of 25 participants selected through convenient sampling method were involved in the interview instrument (see Chapter Four, Section 4.4).

Table 11
Interview Participants Sample Types

SAMPLE TYPES	QUESTIONNAIRE PARTICIPANTS	INTERVIEW PARTICIPANTS
LEARNERS	100	10
SENIOR TEACHERS & TEACHERS	40	10
ITC PRINCIPALS/ASST PRINCIPALS	10	03
IS SUPERVISORS	10	02
TOTALS	160	25

Let us examine these items and discuss the learners' responses to each one of them. It was also thought useful to include extracts from the learners' interview to illustrate the context and proceeding of the interview schedule for the learners. As a matter of fact, it might have been helpful to hear the learners' voices in order to add credibility and validity to the interview.

Analysis of the learners' interview responses indicated the following findings. However, they were hoped to help understand the areas of debate in the questionnaire response analysis as raised above.

Item 1. How do you view the EIS Program?

Item 1 was intended to explore the usefulness and functionality of the program to the learners. As a rule, the interview thus started with a general opening question to prepare the interviewees for more specific ones later that might explore their reflections on the program uses and function. I would say it was a warm-up for the whole interview.

The ten participants indicated that the program was excellent, very good or good. This pointed out their satisfaction with the program usefulness in general. One learner claimed: “It was the best ‘thing’ we studied in Aramco”. This comment might potentially refer to comparing EIS with ELT programs that they studied during their training, especially GE programs.

In another interview, one learner expressed: “It should have come long time ago. I completed E2B before 5 years, and I did not learn good things like in this program”. This response might be another reference to the GE programs that the learners studied before the EIS. This again could be interpreted as comparing the GE programs with the EIS program from the view of usefulness to the IS personnel. By using the term “good things” the learner might mean that what was taught before was not as good. It could also mean that the “good things” were good for their jobs.

A third learner thought: “Now we know what to say at the gate”. This learner’s view could confirm that there had been a real need for the Industrial Security employees to study a special program. It could be understood that those programs they studied earlier did not address their job needs. Most of them said they had now become capable of knowing what to say at their posts. These views might refer to the incapability of the previous programs to address such needs or such skills that they long needed through the previous ELT programs. Nevertheless, the learners’ responses to these questions were not all marked “excellent” in evaluating the EIS program. One respondent used “excellent” to describe the program, two respondents said it was “v. good” and the other seven learners categorized it as “good”.

These different levels of satisfaction, although none was negative, did not all express similar views in the “excellent” category. The use of these three assessment rates of the program by the learners (the core participants in the EIS program) could mean also that they were not satisfied completely with the program, each for his own reasons. These descriptors might have hidden some dissatisfaction, but the question type could have held them from extending

their responses except through the probes and prompts in which they did not even see an opportunity to express themselves more candidly.

It might be also their fear of embarrassment or anxiety in front of the researcher, whom they knew well and respected, might have restrained them from being more transparent in their responses. It might be fair to mention here that this question had the same spirit as Item 1 in the other participants' interviews.

Such situations might occur when the researcher enters the students' or colleagues' field of study and imposes his own context. One may argue that this intrusion might generate more bias in the interview than in a survey or a questionnaire in which respondents are not in direct contact with the researcher. The argument might be defended as the interviews progressed and became more detailed and candid, direct and informative views were spelled out by those learners during their responses to the remaining questions.

Item 2. What do you think of the EIS program's duration?

Item 2 was intended to explore whether the time allotted to the program study was sufficient. In the prompt and probes, the question was extended to see if the daily study schedule was appropriate for learners, too. Among the ten interviewees, one learner thought the duration was long enough, while two claimed it was too short and seven learners thought it was short. The majority pointed out that the duration of five weeks was short, which might lead one to think that the materials might have not been covered well. This could also suggest that the objectives eventually might have not been thoroughly accomplished. One point that might support this notion was the learners' elaboration, through prompts and probes, that the daily study schedule was too short for the volume of materials. In this regard one learner said: "It is 'exhausting'. The materials and exercises are too long and the time is short". This indicated that some learners were not capable of understanding or comprehending everything that was delivered. This notion was supported by two other learners who claimed on different occasions: "I had to study and review the lessons and the vocabulary at home to remember everything". This might indicate how time-pressed some learners in the EIS program were.

ESP courses are usually short, because learners have to return to their study or work field and practice what they had learned in the course (Robinson 1980). However the term "short" here might refer to a focused study of the specific areas of language that were highly restricted to the area of the learners' specificity. Even with the need to be short, an ESP course should not

result in a negative attitude in the classroom at the expense of that restriction. The respondents in this interview claimed that the daily schedule was a “nuisance” for them. Five learners claimed: “Eight hours a day of study was boring”, while another learner thought the length of the study day was “unfair”.

In support of this notion, three other learners pointed out: “The last three hours are ‘too heavy’. We do not understand anything at the end of the day”. Another learner expressed that “We must be relaxed in class”.

In expressing their views throughout the interview, most learners suggested that the course be rescheduled to be given in eight or nine weeks with each day being “five or six hours a day” in order for them to comprehend the taught materials and to benefit from their study of the course.

Interview Item 2 was meant to explore how the course duration related to the achievement of objectives and skill. If the time were not sufficient, as claimed by most learners, some objectives would not be potentially taught or covered as designed and indicated in the syllabus. This may lead some to question the extent to which the learners’ test result (learners’ performance) would be a realistic reflection of the achievement of the course objectives. The issue of the impact of time constraints on learners’ performance was also addressed in the other participants’ interviews while discussing the testing system. Most respondents there indicated that the test time was appropriate.

One could argue here that the views of the administrative participants towards some of the EIS program concepts were completely different from those held by the learners. However, half of the teachers supported the notion that the test sessions were too short, but they did not attribute the same idea of time shortage to the course time. I think it would have been more useful if the questions were unified in all interview schedules so that comparison and contrast of responses would have been more feasible. The idea of the interview was that the researcher could ask the learners less judgmental and evaluative questions than the teachers and administrators, based on the assumption that practical issues could be addressed better by the course learners rather than by its instructors and administrators.

It is worth mentioning here that the spirit or gist of all the administrative interview questions was to a large extent apparent regardless of the wording used in the interview’s two different versions. Course length was explicitly addressed in questionnaire Item 3 where the total

respondents' answers reached 120 out of 160 (75%) agreement rate that the duration of the EIS (240 hours) was appropriate.

One could conclude that there were two separate views held by the study participants regarding the time allotted to covering the study materials or studying the daily lessons. The administrators supported the view that EIS had a suitable duration, while learners in general and also some teachers disagreed.

Item 3. Do you think level E2B is high enough for the EIS course?

The researcher believes this was an essential question to ask the learners because they were the participants most concerned with the impact of previous language knowledge on their comprehension of the current EIS course instruction and their ability to handle the materials. As the needs analysis indicated, a GE level of E2B (see Appendix A.12) was the minimum requirement for the EIS program entry. The learners' responses to this question varied minimally. Four out of ten learners claimed that E2B was appropriate and sufficient background to study the EIS materials and to understand its exercises and activities. The other six respondents believed that E2B was insufficient to comprehend the instructional materials. In this regard and in their answer to the prompts and probes, three of these six claimed that "The vocabulary was too difficult and too many. The lessons were not easy to understand".

This indicated that E2B was partially inappropriate for them with respect to easy comprehension of the delivered materials. One can argue that learners had different learning styles that would generate a difference in views with regard to learning new materials in a new atmosphere. One trainee pointed out that he had studied E2B five years previously and now had found it very difficult to understand everything in the EIS course.

Such views may raise the question of whether a proficiency (placement) test would have been able to sort out those who could enter the EIS with the level of language background they had. As learners referred to different levels of difficulty that they faced during the course, it could be worth reviewing the selection criteria for those who joined the course at the time of registration. The EIS syllabus was built based on the language competencies of employees who had completed E2B. The difficulties then might be investigated from two perspectives: the actual learners' present learning competencies and the realistic future performance.

Another area to investigate is the capacity of the needs analysis to identify the actual level of English that EIS candidates should have obtained before joining the program.

The questionnaire addressed this area in general in Item 2. Therefore, the majority of the study respondents scored a high rate of agreement with the concept of having an English background for EIS study, but it did not identify which specific level of English background was required to study the course. One may argue that this questionnaire item could have mentioned the level of language requirement in order to obtain more meaningful responses and results.

In the interview probes for discussion of this item, participants were asked about the appropriate level of entry for EIS, and most identified E3B or E4B as sufficient. The debate might continue here whether the responses were affected by the respondents' awareness of the rules and regulations for EIS inclusive of such requirement.

Item 4. What language skills has the EIS program improved for your job performance?

Item 4 might be the core question of the interview with regard to the purpose of the EIS program and its function in improving the learner's job performance. This concept was addressed in questionnaire Items 7 and 8, where 70 participants (44%) strongly agreed and 80 (50%) agreed that the EIS accomplished its objective of improving the learners' job language performance (see Graph 1).

In this interview, learners praised the program highly. When prompted and probed for elaboration, the learners spelled out a rate of the improvement level they felt the program achieved with respect to their specific skills development. The average percentage they marked varied between 70% and 90% for 9 of them. The one remaining learner enthusiastically exclaimed, "I improved 100% after the program, in vocabulary, writing, speaking and reading".

This positive response might indicate that the EIS program instructional materials were designed to generate such an effect. The other nine participants clarified that the program emphasized vocabulary and speaking (communication), while other skills were also improved but not to the same level. One of them said, "The vocabulary is very good. I can speak with people at the gate better than before and the reason is the vocabulary study".

This indicated that the course might have addressed the lexical area much more than anything else. We might also be assured of the other main areas that the program handled more deeply than others as we hear one of the learners elaborate in the interview, “Speaking is very good in the course. When Filipino, Indian or American drivers come to the gate, I can speak quickly with them”.

This view was shared by four other participants. One major advantage of the program was to teach both the specific vocabulary items related to the Industrial Security work and the type of dialogues and conversations that were practiced in the class. Reading and writing, in my view, were delivered as an integral part of the conversation and dialogues but not as individual segregated target skills. As a matter of fact, they functioned as enabling skills for the achievement of the major one, which was the communicative competence improvement.

The learners’ response might remind us of Strevens’ (1988) “restriction” principle regarding ESP design as he proposes that materials address the specific needs of the students for their study or job. Based on the needs analysis, EIS seemed in line with the features and functions addressing the learners’ main need of improving communication on the job.

Item 5: Which posts do you need the EIS program learning (study) for?

The purpose of this question was to explore the relationship between what EIS taught and what learners did on the job. As ESP is “purposeful” and aims at the successful performance of learners’ occupational or educational roles (Robinson 1980:13-14), EIS was expected to encompass and instruct the specific lexis, syntax and discourse most frequently used by security personnel on the job. In order for the EIS instructional materials to be purposeful in that sense, they should be drawn from real-life job situations that the learners were assigned to handle. In this perspective, “authenticity” might be another feature to call upon in an ESP program where delivered materials are actually simulations from work and roles learners would perform. When this concept of relationship was investigated in the questionnaire, particularly in Item 4, the respondents strongly agreed (80) and agreed (25) totaling a 66% rate of satisfaction with that EIS feature (see Graph 5). Such a level of agreement might lead one to inquire whether the EIS practically related its instructional materials to those learners’ objectives and whether such materials were extracted from their job situations and duties to provide a practical opportunity to practice them.

In this interview, learners pointed out that their study of EIS material directly related to their individual job application at varied levels of coverage that ranged from “all” to “some” job applications. Seven learners indicated they used their EIS learning in “most” situations, two learners claimed they used it in “some” situations and one pointed out he used what he learned in “all” situations on his job. When learners were prompted and probed to elaborate on which jobs and which security men used these learning areas the one learner above said: “Everything in the study is important for us, but we do not use English all the time. Sometimes we have people ‘not Arabs’, we use English with these people”.

When other learners were prompted, one of the above seven claimed: “We do not need all the ‘lessons’ for our jobs. Some posts need some lessons, and others do not need English at all. They only see Arabs in their jobs and use Arabic”.

If we look carefully at these two learners’ comments, we might come to a similar feedback. It could be thus understood that all security men needed to learn all the materials in the EIS program, but they did not have to apply such learning all the time with all customers. I think there was a reference here to the need to sort out the instructional materials by sub-job specificity. This could mean that the three EIS books – the unit 1, 2 & 3 book, the unit 3 & 4 book and the unit 5, 6 & 7 book – might be redesigned to address each sub-security jobs’ category individually and separately. In that respect one of the learners indicated: “I studied lessons about Flags and Ships and I do not work in the Marine Security, I do not need to study those lessons”. Another learner elaborated: “We must study all lessons because a security man can be transferred to different post and location”. These last two views may highlight what the EIS course instructed in its materials, and which target jobs’ needs it covered through these materials.

I think this question helped the research in exploring an important issue with regard to the need of ESP courses for the organization’s population. However, there would still be an open argument to address. Since English is the dominant and “official language” in Saudi Aramco at a time when the Saudi Arab workforce is increasing in the organization at a high rate conforming to strategic objectives of “Saudization” – that is, the nationalizing of jobs – the ELT training strategy remains under focus and in need of more research. This interview question, with the informative feedback from the learners, might form a potential reason to revisit the rationale behind establishing the EIS program at this stage of the organization’s economic, political and social development.

Table 12
Learners' Interview Response Summary

Questions/ Learner's Views	Characteristics of the EIS Program				
	1.Usefulness	2.Duration	3.Suitability of Prerequisite (E2B)	4.Language skills Improvement	5.Application of taught material to job posts
1.	Excellent	<ul style="list-style-type: none"> Program Duration: Long Daily Schedule: long 	<ul style="list-style-type: none"> Appropriate Sufficient Not very difficult 	<ul style="list-style-type: none"> Speaking Writing Vocabulary 100% improvement 	<ul style="list-style-type: none"> Quantity: most Frequency: often Customers: some Content: most
2.	Good	<ul style="list-style-type: none"> Program Duration: Short Daily Schedule: long 	<ul style="list-style-type: none"> Inappropriate Not Sufficient Difficult 	<ul style="list-style-type: none"> Vocabulary Speaking Reading 80% improvement 	<ul style="list-style-type: none"> Quantity: some Frequency: sometimes Customers: some Content: some
3.	Very Good	<ul style="list-style-type: none"> Program Duration: too short Daily Schedule: too long 	<ul style="list-style-type: none"> Inappropriate Not Sufficient Difficult 	<ul style="list-style-type: none"> Vocabulary Speaking Reading Writing 85% improvement 	<ul style="list-style-type: none"> Quantity: all Frequency: often Customers: most Content: most
4.	Good	<ul style="list-style-type: none"> Program Duration: short Daily duration: long 	<ul style="list-style-type: none"> Inappropriate Not Sufficient Difficult 	<ul style="list-style-type: none"> Vocabulary Speaking Writing 80% improvement 	<ul style="list-style-type: none"> Quantity: most Frequency: often Customers: rare Content: most
5.	Good	<ul style="list-style-type: none"> Program Duration: insufficient Daily Schedule: too long 	<ul style="list-style-type: none"> Appropriate Sufficient Not difficult 	<ul style="list-style-type: none"> Vocabulary Speaking 70% improvement 	<ul style="list-style-type: none"> Quantity: most Frequency: seldom Customers: rare Content: most
6.	Good	<ul style="list-style-type: none"> Program Duration: too short Daily Schedule: too long 	<ul style="list-style-type: none"> Inappropriate Insufficient Difficult 	<ul style="list-style-type: none"> Vocabulary Speaking 80% improvement 	<ul style="list-style-type: none"> Quantity: some Frequency: sometimes Customers: few Content: some
7.	Good	<ul style="list-style-type: none"> Program Duration: short Daily Schedule: too long 	<ul style="list-style-type: none"> Inappropriate Not Sufficient Difficult 	<ul style="list-style-type: none"> Vocabulary Speaking Reading Writing 85% improvement 	<ul style="list-style-type: none"> Quantity: all Frequency: often Customers: most Content: most
8.	Good	<ul style="list-style-type: none"> Program Duration: short Daily Schedule: long 	<ul style="list-style-type: none"> Appropriate Sufficient Not difficult 	<ul style="list-style-type: none"> Vocabulary Speaking 80% improvement 	<ul style="list-style-type: none"> Quantity: most Frequency: often Customers: some Content: most
9.	V. Good	<ul style="list-style-type: none"> Program Duration: short Daily Schedule: short 	<ul style="list-style-type: none"> Appropriate Sufficient Not difficult 	<ul style="list-style-type: none"> Vocabulary Speaking 80% improvement 	<ul style="list-style-type: none"> Quantity: most Frequency: often Customers: some Content: most
10.	Good	<ul style="list-style-type: none"> Program Duration: short Daily Schedule: short 	<ul style="list-style-type: none"> Inappropriate Insufficient Difficult 	<ul style="list-style-type: none"> Vocabulary Speaking 80% improvement 	<ul style="list-style-type: none"> Quantity: most Frequency: rare Customers: some Content: most

As the learners' interview was concluded with that question, it might be appropriate to say that the learners' views shed light on essential issues pertinent to the EIS program's rationale, usefulness, purpose, effectiveness and level of difficulty for learners with heterogeneous

language backgrounds and job objectives. These areas will be repeatedly reviewed in every participant type interview in this chapter.

In order to get an overview of the interviewees' responses, an Interview Response Summary (Table 12) of the learners' interview is provided here.

The next subsection will address the teacher's interviews.

5.3.2 Teachers' Interview Analysis

As explained in Chapter Four, the ten individual teacher/senior teacher interviews were summarized and included in Table 13, which follows the discussion below.

Analysis of the teachers' interviews highlighted the following features:

Item 1: Why do you think the EIS was established?

The teachers' interview analysis showed that most of the EIS program teachers and senior teachers believed that the rationale for the EIS program was that the General English programs taught to the Industrial Security men had wasted employees' time and company resources without teaching the specific job language needs of the employees.

One teacher thought:

“Industrial Security employees used language terminology and communication forms different from all other employees”.

A senior teacher believed:

“Previous IS men's performance on their posts was unsatisfactory due to inappropriate language programs they had attended earlier”.

Another senior teacher had this opinion:

“I think it was necessary to find a solution to a long-standing problem in teaching English to certain jobs' employees”.

In another comment on the question, one very experienced teacher elaborated:

“All employees used to receive the same English teaching (curriculum) while they had different jobs and different tasks to perform”.

These views were provided by educators who had lived through the development of ELT in the organization. One can assume that they were talking from a broad educational background. I believe such notions might support the organizational drive behind introducing the EIS program. If we look at the questionnaire item related to these notions, we will find that 122 participants agreed (76%) that EIS was designed with objectives not addressed in the

previous ELT programs in Saudi Aramco. This could substantiate the concept of the interview question above. One may conclude that there was a gap in the previous GE programs that might have been filled through the establishment of an ESP course such as the EIS program under investigation here.

The above discussion of the interview question may be referred to with what some advocates propose about ESP in comparing and contrasting it with GE. ESP is based on “close analysis of the learners’ needs for a specific profession or activity as well as a detailed analysis of the language of such profession or activity” (Strevens 1988:108).

In this regard EIS, as was described by interviewees so far, as analyzed in the documentation and as included in the questionnaire responses was designed based on learners’ needs as being specific and not general in both its objectives and its materials.

Item 2: Why do think EIS was a special Course?

This interview question meant to explore how participants conceived the features of the EIS program as special one which they were closely involved in teaching or administering. Responses to this interview item revealed that senior teachers and teachers viewed the EIS program as a special program for they thought it presented new teaching materials directly drawn from and related to learners’ job of the IS men. They also claimed it focused on communicative skills needed and carried out by IS men for their job duties’ performance. It might be appropriate to consider teachers as the most informed participants in this study with regard to providing reflections on the EIS course features which they taught for the last five years or so. One teacher, in describing the course believed:

“It is the first of its kind in the company for the way it is designed. It directly and deeply teaches materials that are not suitable for other employees because of the topics and the exercises in the lessons”.

Another senior teacher commented:

“It is designed for two reasons; to help security men improve their performance and to cut on the training time that previous courses did not do”.

Through some prompts and probes, some special features were highlighted by the interviewees such as: the short duration, conciseness, directness and cost effectiveness. More

features were emphasized by some teachers such as the interesting exercises and practices in the textbooks, which per teachers' observation, increased the motivation among learners. A few teachers thought the program should be a bit longer to establish a stronger language background necessary before the EIS program study was actually started. One teacher claimed:

“It is special because we have only a small number of security people in the class and they have special opportunity to practice more the language they are using on the job”.

As indicated above, the specialty of the EIS program came also from the small class size and from the specificity of the instruction. Most teachers thought that because class size was small, learners had sufficient time to participate in all class activities. One specific feature mentioned by one teacher was:

“The program did not include any activities that are not related to the IS job tasks. That could be a drawback of the program because it is only limited to practicing only terminology and conversations used by the security people. I think security people also need to practice other conversations to help them in life”.

This comment might be conforming to what some advocates of the ESP propose. Robinson (1991), for example, emphasizes:

“The language in ESP is not the ‘subject matter’, but it is being learned as part of the process of acquiring some quite different body of knowledge or set of skills”.

The teachers' responses to this question might potentially provide a clear picture of what an ESP course should have in it for learners. However, the question might have included discussion of all the EIS features of the EIS that the questionnaire contained. In a way, this interview could be viewed as an exploration and enlightening to the feedback of the participants regarding features indicated in the questionnaire responses analysis about the specialty of the EIS program.

Item 3: How did the EIS program affect the learners' language and job (role)?

The intent of this question was to explore the way in which the EIS course impacted the learners' role. After knowing from the previous learners' interviews and the above teachers' question one and two about the rationale of the EIS course, its features of specificity, its objectives and materials, it might be necessary to find out how much the course impacted its

learners with regard to the job roles by implementing those characteristics indicated in the previous question.

The most important impact of the EIS program on the IS men's role, as expressed by most of the teachers and senior teachers, was that EIS enabled IS men to perform their job duties using more appropriate English. One senior teacher commented in this regard:

“I think their communicative skills became efficient”.

Other sr.teachers and teachers indicated that IS men's knowledge and usage of writing and reading tasks were widely improved.

One teacher reported:

“Security men now are able to benefit from their study in reading the documents and filling in forms much better than before the course”.

These two views were supported earlier by the learners as they explained the areas they improved on the job. They are also related to the first question on the learners' interview with respect to the concept of “usefulness” of the program to which most learners expressed their satisfaction using an average “Good” evaluation of the EIS program. A number of teachers believed that learners received the EIS program with more enthusiasm than GE program earlier. They thought that happened as EIS directly addressed their needs. Useful evidence for the positive impact of the EIS program on the IS men's role was indicated by one of the teachers who explained:

“Most of the students have passed their final tests which are very much like the situations they perform on their jobs. This is because teaching them the language and exercise in the course prepares them to carry out in ‘English’ their job tasks”.

It might be appropriate to conclude here, in the light of those notions and views, that the purpose of the EIS program was to transfer IS men from the state of confused knowledge of basic English into realizing and practicing specific English on the job sites. One argument that may be raised here is how much truth could exist in the teachers' views since they had taught the EIS course and might wish to show they were doing a good job.

Item 4: How efficient was the EIS program learners' evaluation system?

After the teachers' views were collected, discussed and analyzed as relating to the EIS program characteristics of rationale, purpose, features, objectives and impact in improving the learners' job (role), the researcher thought it was equally important to view the teacher's opinions about the evaluation system that was implemented to measure the learners'

performance of the highlighted skills and tasks in the EIS program. Therefore, question four on the teachers' interview was intended to elaborate on participants' views of the evaluation system (testing) that the program implemented. We should take into consideration here that the concept of this interview question was represented in item nine on the questionnaire. Responses to that item then with respect to satisfaction/agreement with the EIS evaluation system efficiency indicated 143 (89%) agreement (see Graph 5). This could mean there was a significant rate of satisfaction by the study participants of the efficiency of the tests in EIS. Interview question four was meant also to explore why such high agreement was reported as indicated above.

This interview question elicited various responses by the teachers. A few teachers and senior teachers criticized the evaluation system for different reasons. In fact, they split into two attitude groups viewing the testing system. One group viewed the system positively and considered it accountable for what it contained, tested and for its practicality. One senior teacher claimed:

“I think the evaluation system covers all the four skills. The type and number of question items are enough and they cover all the materials which we teach”.

One teacher thought:

“The system is effective. It goes with the trainees along the way of their learning. It covers all skills in every test. The special focus of each test is the interview. I think the interview will show the realistic improvement of the trainees' language”.

These two standpoint sets might constitute a useful description of the testing system. As quoted above; testing is progressive, comprehensive, task-based and informative. Six other teachers and senior teachers shared similar views and attitudes of the evaluation system.

The second grouping of teachers and senior teachers criticized the system from various points. They indicated that there was over testing of learners in a short span of time. In support of that view, one senior teacher explained:

“The trainees always complain of the test. They are many times nervous and make mistakes because they do not want more tests. This course is too short for many tests. We can evaluate the trainees all the time. The

administration can give only the Final Test if they want to check the trainees' success".

I think this informative feedback could establish a mature critical perspective of the testing system in EIS. In translation of this teachers' perception, it might be appropriate to decide whether a short ESP course like this one could necessarily afford those tests. Before discussing this issue, let us hear another teacher of the same group as he explained:

"I think there are two problems with the Evaluation System in EIS. First, the unjustified number of tests with the volume of the tests themselves, and second, the duration and techniques of the tests".

When the teacher was asked to elaborate, he indicated:

"The performance checks one and two and the First Tests are 3 versions of the same thing. They use lengthy questions that are unnecessary in vocabulary, reading and writing. I think if we have to test trainees, we must test them only on speaking skills through an interview so that it really simulates those tasks and duties they do on the job".

This was another potential notion to contribute to establishing a thoughtful critical view of the Evaluation System. I believe teachers might be the most informed participants about testing in this study context for two reasons.

First, they conducted the tests, marked them and reported their results. During those tasks, they could form a clear understanding of those tests especially as they instructed the course material, as well.

Second, from their daily interactions and chats with the learners, they claimed they received a lot of complaints about the frequent and long tests. I myself as a senior teacher had a number of learners come to my office complaining about the same issue. This personal feedback might be accounted towards a research bias, but case studies, like this one, have the potential to involve all those who live the cycle of the phenomenon and participate to its context, which is here the EIS program and all its characteristics.

Discussing these viewpoints might potentially indicate that there could have been a strong reason why the administration allowed such an evaluation system to remain unrevised until

now. The Saudi Aramco Training Department tends to conduct tests with a remarkable level of strictness, and one reason might be that there should be reliable evaluation of learners through multiple testing forms where teachers and senior teachers do not have much interference. It could be concluded that there have been pro and con perceptions of the testing process in EIS.

Item 5: How do you view adapting the EIS program for other employees' ELT?

This last question on the teachers' interview was intended to find out why and how teachers viewed implementing the EIS model (as an ESP program) for other employees' ELT in the organization. It could be useful here to remember that this question concept was on the questionnaire (see Chart 6). There, it received 112 (70%) participants' agreement and no (0%) disagreement. The remarkable finding there was that 48 (30%) participants refrained from responding and were so labeled "undecided". Most of these occurred in the respondents to the learners' and teachers' questionnaires. This could mean that these non-respondents felt they were not informed enough to answer, or that they might have wanted to draw attention to their views by not responding. One cannot really tell if there were other potential justifications for not responding on the questionnaire. However, this interview question was meant to explore issues like this one.

Senior teachers and teachers suggested that the EIS program could be adapted as a model specific program for other Saudi Aramco employees. The majority of the teachers expressed that such programs should be "short", "direct" and "objective-focused". Three senior teachers suggested that adapted programs can be applied to all other jobs provided they be based on a learners' needs analysis. In addition, one senior teacher explained:

"The company's policies should be changed to absorb the impact of introducing ESP programs for employees' training".

He elaborated that:

"Salary and categorization of employees should not be associated with completion of English courses as is currently practiced".

Two other teachers emphasized that:

"ESP programs could be economical when the available resources of manpower, materials and facilities were well deployed".

One of the teachers also thought that new specialized programs could be more motivating, interesting and therefore more effective because they could be more directly related to employees' needs. A number of senior teachers and teachers also supported the notion of adapting ESP to other employees' needs. One senior teacher proposed:

“Before specific programs are implemented, there should be a General English language background course for the employees to ensure they know the basics of the language ahead of their study of the new specific programs”.

We might conclude from the senior teachers'/teachers' interview input that they highly support the adaptation of ESP for other employees' ELT. It is thought that such a notion would not be fully supported if the participants were not convinced by the purpose, characteristics and practices EIS had presented. Below is a summary of the senior teachers'/teachers' interview (Table 13)

Table 13
Senior Teachers'/Teachers' Interview Summary

Questions / (sr.) teachers Views	2. Rationale to establish the EIS Program	3. Characteristics of the EIS as a special program	4. Impact of the EIS program on learner's role	5. Efficiency of the EIS program learner's evaluation system	6. Viability of the EIS program adaptation for other employees
Teacher 1	General English programs do not address specific jobs' needs	Based on needs analysis Cost effective Authentic material Specially trained teachers Insufficient time to practice all exercises	Capable of using appropriate vocabulary Can read and write job related forms and documents. Can communicate with others on job related matters.	Covers all the learners' tasks and duties Uses the same language as on the job Conducted in highly strict conditions Includes tough interviews in some cases	May be adapted to all jobs' needs with specific features Cost effective Affect company-wide training policy
Teacher 2	Industrial Security language needs are different from other employees' needs	Based on job language Short Material extracted from job tasks Industrial Security Vocabulary needs to be more practiced	Are able to communicate on the job comprehensively	Reading and writing tasks are not sufficiently tested Interviews do not cover all job tasks 3 tests are too many for the program	Saves company resources Creates motivation Saves Departments' time and expenses
Teacher 3	Basic English and ESL materials in use are not appropriate for industrial security needs	Materials drawn from job duties language Direct Dependent on basic English Knowledge Practices all language skills	Can perform job duties in English.	More time is given to communicative skills Interviews similar to job situations Reading and writing skills are not given sufficient weight and time	Learners' productivity is increased Motivation is enhanced Savings of departments' money and time are greater

Teacher 4	Industrial Security job performance in English is hindered due to lack of related language skills training	Short and direct Job-related language skills practice Communicative based materials	Capable of performing job tasks in communicative English	Communicative skills receive the majority of time and weight in all the tests Over testing; three comprehensive tests during the program Interviews similar to job situations	Enhances motivation Focuses on specific job-related skills More interesting to learners
Teacher 5	Industrial Security jobs' needs are restricted to a limited number of language skills in the company	Job-based language practice Short Dependent on the job performance objectives Practices all related job skills	Can communicate on the job tasks.	Vocabulary, grammar, reading and writing are not adequately tested Interviews are given most time on tests Communicative skills are dominant on tests.	Needs analysis should precede adaptation of EIS General English should be taught to all employees before specific courses are designed. Should be piloted
Teacher 6	English programs overload Industrial Security men with unnecessary language training	Direct and short Special trained teachers Conversation practice Insufficient learners' English background to study the program	Can perform job duties in English	Tests cover most communicative skills Reading and writing are not sufficiently tested	Cost effective company-wide Learners' basic language background is necessary to learn adapted courses Training policies need to be changed
Teacher 7	Company resources are wasted by teaching unrelated materials and objectives to Industrial Security men	Short and direct Job task-based activities Focuses on communicative competence	Able to read, write and communicate on tasks related to job performance	Tests are comprehensive of all required linguistic skills Tests focus most on communicative skills Test time is not sufficient	Adapted courses integrate basic skills (General English) and specific English. Cost-effective
Teacher 8	Industrial Security men lose motivation as they have to attend irrelevant English courses	Short and direct Based on job language skills Emphasizes communicative skills	Can communicate appropriately on the job	Tests focus on communicative skills and ignores reading, writing and vocabulary Time is insufficient for reading and writing skills	Short and direct adopted courses Focus on job-specific objectives
Teacher 9	Industrial Security men are the only employees who cannot transfer out of their department and so will need English for security purposes	Short and direct Limited in language skills teaching Interesting to learners Emphasizes communicative job skills	Can perform job duties in appropriate English	Communicative skills dominate the tests Time is not enough for other test domains Tests are tough and more difficult than real-life job situations	Should be part of a company-wide specific English courses project Should save company resources
Teacher 10	Security employees were not instructed English they needed	Job needs-based Learner-centered instruction Directly job-related exercises Short Gives confidence to learners	Can perform job tasks more professionally and easily	Tough test but reliable Time is short Comprehensive components with fair score point distribution	Job needs analysis will identify features of any specific English program Will save resources

5.3.3 Principals' Interview Analysis

This subsection analyzes interviews conducted for the training centers principals. As explained earlier in Chapter Four, the principals' interview responses were collected, transcribed and summarized as contained in Table 14.

Table 14
Principals' Interview Summary

Questions/ Principals Views	1. Rationale to establish the EIS Program	2.Characteristics of the EIS as a special program	3. Impact of the EIS program on learner's role	4. Efficiency of the EIS program evaluation system	5.Viability of the EIS course adaptation for other employees
Principal 1	-Replace-ment for current programs to satisfy specific needs	-Cost effective - Communi- cative competence Based	- Development of communi- cative skills	- Appropriate in time, material and objectives coverage -Valid and reliable	-Suitable for all types of jobs - Cost- effective
Principal 2	-Strong need to facilitate learning specific language	-Focused -Short -Communicative based	-Improvement of required skills	-Institutionally approved validity and reliability -Adequate frequency	-Applicable for many jobs of similar needs and objectives
Principal 3	-Route to train employees in their specific language objectives	-Communicative approach -Comprehensive of necessary skills -Job-related materials	-Enhancement of specific communicative skills	-Systematic in frequency, -Appropriate coverage and duration	-Necessary for all employees' jobs - Cost- effective -Interesting and motivating

Analysis of the principals' interview highlighted the following points regarding the EIS features:

Item 1: Why do you think the EIS program was established?

The principals' interviews proposed three reasons for the establishment of the EIS program. Two principals agreed that there was a need to replace the current GE programs in order to teach specific job language objectives. One principal explained:

"I think the IS employees, like many other employees, in Saudi Aramco, have for long studied English for their job requirements through General English programs which have not improved the employees' performance as expected".

Another principal indicated that EIS was an overdue development in the ELT methodology in Saudi Aramco curriculum. We could say that the three principals emphasized there was a need to improve the job language performance of the IS men

through a special English program due to their roles' importance in the company. This was claimed by one principal who explained:

“Security men today represent the company in their posts. They have to be able to speak appropriately with all types of people, the community and out of the community, guests, visitors and business people. They know their jobs very well, but they have to do them in proper English”.

These views might substantiate the notion of specificity in EIS. It might be very important to point out here that the IS personnel knew their jobs very well. What they actually needed – the lack of which had always hindered them from doing their jobs – was the necessary language to exchange their knowledge with others. EIS was created to facilitate this task. EIS was not a program focusing on the job skills; it explained how to communicate in English what they had to say on that job. One could conclude that there was much agreement between teachers and principals regarding the reason behind setting up the EIS program.

Item 2: Why do you think EIS was a special program?

This interview question meant to explore the reasons that principals viewed with regard to specialty in the EIS program. Such information might be important to help the study decide whether the program fit an ESP characterization. The principals individually claimed that the EIS program was based on an approach for the development of communicative competencies objective because the IS employees' main job tasks comprehensively relied on communication. One principal pointed out:

“The program is short, direct and economical. The materials are focused on practice of conversation, dialogues and role plays which would enhance the development of required skills in communication”.

Another principal indicated:

“Terminology is directly drawn from the job field which makes specialty in the EIS program”.

The third principal mentioned:

“One significant feature of the EIS program is ‘originality’ which means that the teaching materials use language applied on the job such as: process

words (pro-words) in radio communication, letters, reports, dialogues and form completion”

One may note that the principals’ notions about the specialty of the EIS program agree to a large extent with those of the teachers. Both sets of feedback data might support the satisfaction and agreement rate of the same concept that was reported in questionnaire items 4, 7, 8 (see Graph 3).

This interview explored the principals’ view of the specialty of the EIS program which may also cause much debate with regard to how special EIS was. Perhaps the following interview questions will provide answers to such inquiries.

Item 3: How did the EIS program affect the learners’ language (role)?

This might be a crucial question relating to the objective of the EIS course as held by the principals. The question is meant to investigate the way that EIS impacted the learners’ job performance as viewed by the academic administrators, the principals.

Such views might play a role in helping the training management in making decisions regarding the ESP applications. One principal explained:

“The impact is noticeable in the improvement of the learners’ communicative skills and the enhancement of other necessary skills such as reading, writing and technical terminology usage”.

Another principal claimed:

“The impact is manifest in skills improvement, such as forming questions and answers, describing people and objects, reporting incidents and accidents, form filling, instructing, alerting, and communicating”.

The third principal explained:

“We receive reports from the field. They speak highly of the conversations conducted by the security men who have completed the program”.

As the response indicated above, the principals might be in full support with the positive effect that EIS had on the learners’ jobs. One might debate whether such views were expressed from an administrative perspective in support of policies and planning taken up by the management, or from an educational perspective in support of a curriculum development that is usually based on understanding ELT theories and principles.

However, to think in the same direction, it might be useful to know that the questionnaire item regarding this concept (Items 7 & 8) highlighted a high rate of agreement and satisfaction by the participants. A remarkable observation here, which could shed some light on the principals' views of the EIS program impact on the learners' role, might be the consistency in attitude in the questionnaire and interview responses. Principals in both questionnaire and interview held to the same belief about the features of EIS, especially with regard to its role of improving the learners' performance.

Item 4: How efficient was the EIS program learners' performance evaluation system?

The purpose of this interview question was to understand how principals viewed the efficiency of the evaluation system in EIS and whether this system achieved its objectives in assessing the learners' proficiency or achievement of the course objectives.

The principals in general clarified that the evaluation system was efficient in many ways. They first talked about the system itself. The three principals explained in the interview that the system was piloted, modified and validated by the designated institutional staff in Saudi Aramco. One principal elaborated:

“The system is made up of three components systematically used for evaluating the learners' performance along the program in the appropriate time and manner”.

However, another principal indicated:

“Test time is not enough for some components like reading and writing other than that the tests cover all skills and objectives of the IS men's jobs”.

The third principal claimed:

“All tests are conducted according to the rules and regulation stipulated in the Saudi Aramco Training Manuals. The test administration and procedures are very strict and do not leave any opportunity for test compromise”.

I think these three responses might constitute a clear vision of what the testing system was all like. This is in line with the principals' agreement to the same concept in the

questionnaire. The fact that there might be a problem with the time of some test components supported what many learners thought regarding time restrictions.

Item 5: How do you view the adaptation of the EIS program for other employees' ELT?

In its capacity to explicitly explore the participant's views about the unit under investigation, a case study might exploit interviews to collect data further than what might be achieved in surveys or illustrative of the concepts being inquired about.

This question, accordingly, was meant to explore the reasons held by participants about adoption of the EIS model to teach other company employees' ESP courses. The principals' views might be useful here as they occupied an important position in education (training) in this context. Although the concept of this item was included in the questionnaire where agreement reached 112 (70%), dissatisfaction 0 (0%) and undecidedness 48 (30%), it was still necessary to investigate such readings of the notion in this interview.

The three principals explained that it would be possible to adopt the EIS as a model to be used for other employees' specific language instruction if the same processes used for EIS were implemented. One principal clarified:

“Such programs would be cost effective because they do not use as much manpower and materials as the General English program”.

Another principal commented:

“Such programs would be more interesting and more motivating because they would teach related materials to each specific learners' jobs in a shorter time and effective method”.

The third principal elaborated:

“There are large numbers of IS men in line and training them through GE would be expensive while the outcome would still be insignificant”.

Therefore, one may conclude that the principals' interview emphasized that the introduction of the EIS program into Saudi Aramco training might be advantageous because the poor performance of the employees had long been left unaddressed. Thus, the current GE programs might need to be modified or replaced to prepare employees adequately for their future for specific purposes. Such an adjustment might help solve many problems not only

for them but also possibly for the Training Department and the organization at large. One could argue that this is a purely administratively driven view. However, other interviews reflected similar positions in the teachers' interview input.

This concludes the principals' sample interview. A summary of the principals' interview results is given below in Table 14.

The next section will discuss the supervisors' interview.

5.3.4 Supervisors' Interview Analysis

This subsection presents a discussion of the EIS Program learners' job supervisors' interview. The importance of this interview lay in the fact that supervisors monitored and supervised the learners as employees in their jurisdiction on the actual job sites. Their feedback was expected to be candid and useful to the data collected from the study subjects in the interview. Table 15 contains a summary of the supervisors' interview feedback. Analysis of the two supervisors' interviews highlighted the following features.

Table 15
Supervisors' Interview Summary

Questions/ Supervisors Views	Rationale to establish the EIS Program	Characteristics of the EIS as a special program	Impact of the EIS program on learners' role	Efficiency of the EIS program learners' evaluation system	Viability of the EIS program adaptation for other employees
Supervisor 1	Development in the ELT methodology in the company Necessary to improve IS employees' job performance	Cost-effective Communicative competence focused Job-related materials Short, direct	Communicative skills improvement Knowledge in technical terms and reading, writing generic forms	Adequate in content, time, frequency, coverage and format	Necessary and appropriate in an industrial setting
Supervisor 2	Necessary to improve employees' job performance	Highly job-related Focused on communicative skills Short, direct	Improvement in job performance due to knowledge and practice of specific language	Appropriate in frequency, domain coverage and administration	Useful and necessary for improvement of job performance Cost-effective

Item 1: Why do you think that the EIS program was established?

The two supervisors emphasized that it was necessary to introduce and implement the EIS program in order to help improve the job performance of the IS men. One of the supervisors claimed:

“This program is the most important development introduced by the training department in Saudi Aramco because it comes to address the specific language needs of the employees that were not addressed in the other English programs taught to Saudi Aramco employees of job grade codes of 3-10 security men”.

The other supervisor highlighted:

“These people need special English to study to improve their skills and not long courses without improving their job performance”.

Much of what was said above by the supervisors was not far from what the principals and teachers had observed. There seemed to be agreement as to the rationale behind introducing the EIS as held by the three participant types. Even when remembering what the learners explained in this regard, we might find a similar agreement with the thought that previous GE programs did not address the specific employees’ language needs. The EIS program seemed to be presented to handle problems potentially resulting from a situation resulting in poor communicative competence on the learners’ part. One could argue that those were administration-supported views by management staff. However, the investigation should not skip such participants as they are an integral component of the study sample.

Item 2: Why do you think the EIS was a special program?

Both supervisors explained that the EIS program was a communicative competence-based course and that the instructional materials were mainly job-related with regard to technical terminology, reading and writing skills. One of the supervisors elaborated:

“The program is cost-effective, short and direct, and so it does not waste cost, materials or time which are three advantages not available in the current GE programs”.

The second supervisor claimed:

”The exercises and drills in the classroom, as I observed classes, are drawn from the actual field situations. The technical terminology knowledge in the course is very necessary for the IS men. The classes are small and learners can freely participate and practice more effectively all exercise, drills or activities than in the previous English courses”.

In my view, the supervisors spoke with a managerial tone that might express what administration believed and wanted to stress with regard to the specialty of the EIS program. Similar to the principals in their view of the programs, the supervisors sounded supportive of ESP as modeled in EIS. Although these views had in them administrative imperatives, they conformed to many other participants' views about the EIS program specialty.

Item 3: How did the EIS program affect learner's language and job (role)?

The supervisors explained that the program resulted in the acquisition of job-related communicative competencies that contributed to improving their job performance that was reflected in the daily routine of duties performed by the IS men. One supervisor indicated:

“The social attitude of the security man has largely improved towards his job and to the customers”.

Elaborating on the same notion, the other supervisor claimed:

“I would like to emphasize that the security employees' speaking, reading and writing skills on the job have really improved. Also, the IS men developed maturity in handling job situations because of their language knowledge improvement”.

In this regard, Dudley-Evans & St. John (1998) emphasize: “The ultimate proof of an ESP course is how well the learners fare when using English in their target situation; after the course they should be more effective and more confident using English in their target situations” (210).

It might be appropriate to claim that in that sense EIS learners as described by teachers, principals and supervisors could have reflected the impact of their study of EIS in what those participants observed in class, in test results and in the field. Whether these notions fell into a marketing campaign for EIS in the organization may not prevent them from being close to reality.

Item 4: How efficient was the EIS program learners' performance evaluation system?

Both supervisors stated that their view of the testing system was established according to the feedback from their IS men. One supervisor claimed:

“The tests are comprehensive in covering all study materials, objectives and skills. The interview component on all the tests is the most difficult to handle. Also, the tests are administered in a highly strict satisfactory manner. These make the tests practical”.

Many other participants shared this impression. This might create a debate that might arise against the administrators’ views. Here, we found supervisors indirectly referring to some testing constraints that were shared by many other participants. The other supervisor concluded:

“The tests, to my knowledge, have different versions used in each area. Scores are decided by a team and not single evaluator. But many employees complained of the number of tests and that the test time duration was not enough on some tests”.

The supervisors, as included in their interview answers and elaboration for prompts and probes above clarified that their input and views relied completely on their employees’ feedback about testing in EIS. We might conclude here that the EIS testing features could be very much similar to what the teachers, principals and learners thought about.

The agreeable features about the testing efficiency per interview discussion were that the tests covered the materials and its objectives. The main disadvantages might have been shortage of time and over testing. Such pitfalls might support a critical view of the EIS testing system.

Item 5: How do you view the EIS program adaptation for other employees’ ELT?

The two supervisors reported that the EIS program was a practical and flexible model for all other departments’ employees to use. One supervisor indicated:

“It will achieve their specific language purposes”.

The other supervisor pointed out:

“Such programs are necessary and useful to improve the employees’ performance. Now, we need to have in Saudi Aramco economical, short and direct programs for all employees’ jobs. All departments can benefit from our experience with the EIS program”.

Views expressed as above by the supervisors could be much in line with those of the principals and teachers who all agreed that EIS might potentially represent a useful model

as an ESP program to be implemented by other company departments. However, these views might not be similarly agreed upon by the learners themselves (the security men), who expressed the view that there were many Arabic-speaking people in the company now and the usefulness of the program was restricted to some job situations where they needed to apply English with just a few foreigners. This debate may raise much argument whether other departments in the company needed English programs at all, whether they be general or specific. One potential answer to the argument remained that if English was needed at all by employees in an international organization like Saudi Aramco, such needs should be more carefully investigated as being needs within the General English education paradigm or within a specialized ESP route. Table 15 summarizes the two supervisors' interview feedback.

This concludes analysis of the interview conducted with the supervisors. The following section will present a summary of all interview outcomes.

5.3.5 Interview Feedback Summary

The interview feedback in response to the interview schedule questions, prompts and probes was synthesized and summarized into the following findings:

A. The rationale behind establishing the EIS program was differently viewed from pedagogical, professional and economic perspectives. The interviews indicated five main drives behind the establishment of the EIS program:

1. The IS employees were taught General English programs with objectives but designed to meet wide spectrum employees' objectives.
2. The IS employees had weaknesses in their job performance because the English they were taught did not address language skills related to their jobs.
3. The IS employees' language specific needs were limited to a clearly identified technical terminology, specific functional and situational tasks and the genre-based reading and writing tasks that could be incorporated in a short, direct, cost-effective and objective-focused course apart from the GE programs.
4. The GE programs were long and caused the learners to be bored and unmotivated; they also did not satisfy the IS employees' specific needs, thus producing unfavorable results on tests and performance.

5. The GE programs were originally delivered to allow employees accomplish certain levels of language requirement in order to be promoted in their posts to the next salary grade according to the GE long term training pattern that they could not cover within their tight work schedules and limited academic knowledge.

Based on the above findings, the researcher thought it was necessary to look for a replacement program that would handle the disadvantages resulting from teaching general English programs, since there were thousands of employees affected by this ELT situation, and who were in need of different appropriate training.

B.The EIS model characteristics were largely viewed as a specific ESP. The interviews highlighted the following ten features and functions that could potentially qualify the EIS as an ESP program. The features had some concern as highlighted by the interview participants.

1. The model was based on a field assessment of the learners' job language needs. These needs did not address any learners' personal language needs .
2. The model was short in duration and its instruction was directed to the target learners' objectives. However, there were too many topics and objectives to cover in the given course time.
3. The teaching materials were designed according to the topics and themes needed by the learners' job.
4. The model course books, to a large extent, used authentic materials that largely simulated the learners' work in the field. However, the recordings were performed in studio and not on the actual workplace locations field. The materials were also imitation of the actual forms and tools used on the job.
5. The exercises and class activities revolved around tasks and skills required for the learners' jobs duties. These were highly controlled by the teacher and the text.
6. The class size was small and provided sufficient opportunity and time for learners to participate in class interactions. The constraint was represented by the actual short class time to cover the wide range of objectives in one given class session.

7. The instructional materials focused on the improvement of the learners' communicative competence. The instructed dialogs and conversations were highly controlled by the recorded tape and the texted materials.
8. There were other linguistic areas developed by the model such as the lexical, reading and writing skills which were also essentially based on the professional genre and were inseparable from the target objectives for communicative skills improvement objectives and helpful to their achievement.
9. The model was piloted before it was widely implemented, and it was accordingly evaluated, reviewed and amended for validity, reliability and accountability purposes. However, the model still had some criticism because of its large materials, short time and over testing.
10. The program teachers were selected as especially experienced in ESL/EFL and specifically trained for teaching the EIS program. The teachers contributed to the smoothness of material teaching process by handling the course with careful selection of exercise and interaction and removing the rigidity in the PPP format the materials were presented in.

C. The EIS program impact on the IS employees' (learners) role was generally viewed as constructive. The interviews generally underlined the following four impacts of the EIS program on the learners' language and job performance (role):

1. The EIS program learners' communicative competence was improved according to the learners, teachers, principals and supervisors. Learners were found capable of handling situations or tasks that they faced on the job with minimal difficulty in using English.
2. The lexical knowledge and its usage were essentially developed. Learners became aware of the objects, concepts, descriptions and details of the situations they had to handle. For example, pro-words, objects and people description, technical terminology, dialogue protocols, giving instructions, responding to requests and reporting incidents and complaints were all specifically practiced and eventually improved.
3. The reading and writing skills based on the IS professional genre were also improved. Learners were capable of reading, understanding and handling memoranda, letters, directions, announcements, documents, forms, and reports that were frequently used on the job.

Similarly, they were able to write short reports and fill in forms, permissions, gate passes, violation tickets and notes as required by their job duties.

4. Learners were more confident and so motivated to initiate dialogs and/or conversation and complete them as required by the job situations or social setting.

Nevertheless, feelings of discomfort, pressure and boredom due to the large volume of materials, the shortage of time in class and over testing were all clearly expressed.

D.The EIS learner's Performance Evaluation System was proved to be efficient. Interviews revealed the following six features of the EIS program learner's performance evaluation system:

1. The EIS performance evaluation system was found to be comprehensive. It was made up of 3 main components: the progressive class performance evaluation component, the 2 bi-weekly Performance Checks (PC 1 & PC 2) and the Final Test component. However, complaints were voiced out by participants about the over testing within the short time of the course.

2. The components were comprehensive. Each component composed of evaluation/assessment that examined the following areas:

- Learners' knowledge and usage of industrial security technical terminology

- Knowledge and usage of the reading and writing skills related to job tasks

- Ability to initiate, or respond to, a dialog, or a conversation, and complete them meaningfully and efficiently on any task or situation in given time and circumstances on the job.

3. Different test alternates (versions) were used in each testing location. This was intended to eliminate the probability and chance of the test being compromised.

4. The tests were validated by an expert group in the Training Department in Saudi Aramco and were deemed valid and reliable by criteria in use.

5. Test regulations and policies that were stipulated in the company Training Manuals (TOIMs) were strictly implemented by teachers and other concerned staff members.

6. The interview part on each test component and on the Final Test was not easy to handle except by those who really could perfectly perform their job duties in with minimal difficulty.

However, tests were found to be lengthy, repetitive and short on time in many cases. Test results showed high pass rates, but the situation was not the same in individual learners' scores. The level of accuracy was not highly achieved. Learners were mostly slow when performing the tasks. There were some weakness in the utterances of some terminology and grammar as communication was conducted.

E.The EIS program as a model for other employees' English teaching was viewed as viable with a few restrictions as illustrated in the interviews below:

1. There were large numbers of employees in Saudi Aramco who were not possible to cover in one ESP program in order to fulfill their job requirements.
2. These employees were taught GE programs that were long, expensive and non-specific, now they need to take a short-intensive program which required better and higher English background than that available in E2B completion.
3. Designing short, direct and specific courses for such employees' types, following the EIS program model's processes and procedures, might save many corporate resources while serving their own linguistic purposes. The question is how many objectives an ESP course can cover within a short time like EIS.
4. Specific courses would mainly achieve the acquisition and usage of employees' limited target linguistic skills while partially enhancing employees' sociolinguistic competence. Needs analysis therefore have to address learners' personal needs in order to be motivated in learning. Any new specific course must have the needs analysis as a base for the course features and implementation.
5. The motivation rate among learners would increase as they would study the specific language that would help them perform better and compete with others in order to be promoted on their jobs' grade codes and salaries.

This concludes the summary of the participants' interview response analysis. The analyses' results and the findings of the three investigation methods of documentation, questionnaire

and interview have been discussed. A summary that might conclude all that has been reached in perspective is thought helpful here.

SUMMARY

Data collected and analyzed in this chapter are hoped to address the research questions of this case study as detailed below:

The documentary analysis findings provided substantial evidence for a meaningful relationship between the learners' English, schooling, professional, social and economic background and their company ELT study, on the one hand, and the implementation constraints of the EIS program, on the other. There has been a strong drive to replace the GE programs with ESP ones.

The constraints, resulting from these relationships, reflected relatively negatively on the ELT learners' achievements during their previous company service, as explained earlier. These limitations also impacted the learners' current results on the final tests of the EIS program. Let us consider the following associations.

The academic prerequisite of level E2B of GE program, as estimated by the organization management, for entry requirement to EIS, seemed insufficient to help perform all the EIS objectives. Although the learners' needs analysis identified E2B as the appropriate entry level to EIS, other variables had to be explored as relating to explanation for the learners' individual rates of success in the achievement of EIS objectives. It is true that there was a significant high rate of success (97%) in the course; nevertheless, the individuals' scores themselves were not significantly high (mean score 82.0), considering the main objective of the course being the development of specific communicative competencies to improve job performance to a maximum, there was a considerable remark on the level of accuracy in the communicated messages. However, there could have been potential factors that contributed to such results other than the ones above. For example the learners' motivation, interest, capabilities and learning styles, teachers' impact, material adequacy, course duration, lesson length and testing appropriateness could have all been potential restrictions. That is why such issues were focused in the questionnaire and interview in order to find out how much those variables affected the learners' performance, or at large reflected the appropriateness of implementing the EIS for IS personnel needs as proposed by the organization.

The other facet of the learners' contextual factors impact on their performance was the interpretation of the final test results. However, these results were obtained in the classroom

environment and in a simulated and highly controlled test setting. The realistic and actual field performances of these objectives by the learners were not really reported except through their responses to questionnaire and interview tools on their own jobs. It might, therefore, be necessary for further research to explore this area by observing the EIS graduates while actually carrying out their duties on the job sites as IS personnel. In that way one could measure their factual level of success and accuracy in what they were taught in class, or assess the real impact of the program on their role in reality. This would discover how authentic the teaching materials and delivery techniques in classroom were that have positively impacted the learners' performance on the field.

The questionnaire findings revealed variable levels of satisfaction with EIS concepts and features. This could be interpreted in two ways. First, either the learners were overwhelmed by the presence of the teachers at the time of the questionnaire answering which made them generally answer positively. Or, that they did not have previous experience with questionnaire that they did not know exactly the meaning of accurate responses on research surveys. However, the interview provided explanation and description for those concerns that were not possible to discover in the questionnaire. The majority of the interview participants emphasized that the rationale behind the establishment of the EIS was the strong need for a specific English program that was based on job requirements. The notion of the EIS advantage of cost avoidance was also suggested as another strong justification. Concerns, problems and difficulties identified by different EIS learners were found to be highly similar in the interview. A majority of participants agree that the EIS evaluation system was efficient and played an important role in highlighting the impact of the EIS program on learners' job performance. However, concerns were raised about the insufficient time on some test components and some difficulty particularly related to the test interview component as claimed by a large number of interviewees as a main source of unhappiness and discomfort for learners and teachers during the EIS course.

The functionality and specificity of the EIS model, as two major features of an ESP course, were viewed differently by many participants. While administrative staff considered the program completely useful for all EIS learners, teachers and learners had some reservation to that effect as they considered the materials widely comprehensive of too many IS personnel jobs. The learners themselves pointed out that EIS addressed all IS jobs which resulted in stressing them into studying topics irrelevant to their specific posts. This might suggest

considering breaking the EIS programs by sub-job categories identified by learner needs analysis within the IS personnel.

Chapter Six, in the light of the above findings and results, will discuss conclusions, recommendations and future implications in Saudi Aramco and similar contexts regarding ESP for employees' ELT.

CHAPTER SIX

CONCLUSIONS, RECOMMENDATIONS, IMPLICATIONS & LIMITATIONS

Preview

This small-scale qualitative case study set out to determine whether EIS in its current features as an ESP model may be adapted to teach English to employees on a larger scale in the hope of improving ELT in the industrial setting of Saudi Aramco (Chapter One).

To investigate the above issue, EIS has been viewed with ESP characteristics as reported in the literature review (Chapter Two). In order to get a wide view of what EIS is, Chapter Three presented the EIS program both from a model and a delivery method perspective. To resolve the research problem, four research questions were formed; answers to those questions were sought through data collected and analyzed from a triangulation methods including documentation, questionnaire and interview (Chapter Four). The analyzed data were summarized and categorized according to underlying investigation concepts to reach findings that would help to address the research questions (Chapter Five).

In this chapter, conclusions reached by the study investigation will be discussed first. They are hoped to eventually address the research questions. Second, recommendations, viewed in the light of implementing the EIS program, will be presented for the purpose of improving EIS implementation at the scale of the Industrial Security Organization. Third, implications thought potential of contributing to ELT improvement for the Saudi Aramco industrial setting and for similar contexts, will be introduced. Fourth, limitations that have accompanied the study, which might have potentially affected the investigation and its findings, will be also addressed. A comprehensive summary of the study is seen by the researcher necessary to help the reader form an opinion of what this study has been able to conclude so far.

6.1 Conclusions

Among the obvious conclusions this case study has been able to indicate were that GE programs, delivered by Saudi Aramco to its employees over a long period of time, have not

had structural or instructional deficiencies as they delivered a wide spectrum of English objectives to the organizational learners (see Chapter One). The only disadvantage has been that they and the learners' specific objectives have not been aligned. This investigation has so far indicated that EIS has achieved to a limited extent some of that alignment within the following paradigm.

An important conclusion that has been also reached by this study was the large resemblance between worldwide ELT developments, which had led to the emergence of ESP and the Saudi Aramco ELT developments that have resulted in the birth of EIS. Saudi Aramco ELT development has along the way adapted a wide selection of approaches and theories associated with the natural method, the behaviorists/psychologists impressions, the audio-lingual requirements, Chomsky's "mentalist-cognitive" challenges, the communicative approach and cooperative approach techniques. Many times an eclectic approach was employed when singular ones did not work. However, one may still wonder how long the EIS program as the latest development curriculum could survive, mature and "mushroom" within Saudi Aramco contextual factors as discussed throughout the study.

Another conclusion is that EIS model has largely theoretically constituted ESP characterization within its design, purpose and objectives according to ESP set features reported in the literature review (Chapter Two) and (Chapter Three) and particularly as prescribed by a number of authors especially Dudley-Evans (1998). Nevertheless, this study has highlighted that EIS delivery has been driven by organizational restrictions, which have resulted in unfavorable reported outcomes related to its implementation. Such disadvantages might slow down the growth of EIS in its existing circumstances. This situation, accordingly, may not encourage other observers of EIS to adopt it as an ESP model for their wide population implementation unless these restrictions are lifted and new training policies are introduced to practice.

An important conclusion is that EIS has been directly associated with ESP. The criteria which the study has applied for this comparison has been adopted from features recently reiterated by Dudley-Evans (1998) as absolute and variable factors of ESP programs. The differences that the EIS delivery had from the theoretical model are indicated below:

- EIS model has largely contained the specific needs of the learners it was intended for.

-EIS model has clearly made use of underlying methodology and activities of the discipline it has served.

-EIS model has been centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

-EIS model has been singularly designed for and directly related to the IS specific disciplines.

-EIS model has extensively used, in specific teaching situations, a different methodology from that of General English.

-EIS model has been purposefully designed for adult learners (employees) in their professional work situation.

-EIS model has assumed and identified some basic knowledge of the language systems (GE previous experience).

-The essential step in establishing an ESP program, as exemplified in the instance of the EIS model, is drawing course characteristics from learners' needs analysis. The investigation has highlighted that the EIS model was designed in response to the industrial security men's needs following an English Needs Assessment Study (ENAS) conducted by Saudi Aramco in 1994. Hutchinson and Waters (1987) state that all decisions as to content and method are based on the learners' reason for learning. Stevens (1988) elaborates that all English learners, academic or professional and vocational, have language needs to satisfy.

-As drawn from the study data analysis, the actual need to establish the EIS stemmed from the fact that the GE courses themselves, which have been in use for years, were not designed to meet the increasing needs of a large sector of employees in Industrial Security jobs. There is always a need to identify the target situation in which the employees will be using English (Ramani, Chacko, Singh & Glendmining, 1988; cited in Dudley-Evans 1988).

-Many administrative participants in this study, as the investigation has uncovered, thought that because of all the previous GE program constraints, IS employees felt disinterested and generally lacking motivation, and so their academic performance was described as "unsatisfactory" by their supervisors.

Findings and results were thought to constitute a solid justification for the establishment of the EIS program that may be summarized in three points: the lack of a specific and need-based language program to teach the IS employees, the limitations imposed by the GE courses, and the lack of interest and motivation on the learners' part in those GE courses. Such consequences helped the Training Management to support the decision to establish the EIS program.

The investigation has revealed that the EIS has had a significant impact on the learners' role (Robinson 1991). As concluded from the data analysis in this study, an IS man in his job has improved his role through the EIS course more than through the GE courses. Despite the fact that accuracy in communication has not been achieved at a perfect level by learners.

The actual impact of the EIS on those learners' roles has been officially manifest also in the final test results which were briefly illustrated in (Table 7) (see Appendix A 5).The data analyses from those results have indicated relevant evidence regarding the impact of the course. Although the formal tests have showed that the pass rate on the tests was high, the tests were described as not easy and required extra focus and concentration from the learners. It was revealed also that nobody was able to complete the test without making any linguistic mistakes. Moreover, it was reported that the most difficult part of the test was the "interview" which caused most of the students to be nervous and reluctant on the test. However, that interview component was described as "the real thing" by the learners as it contained the actual test of communication in which learners had to implement all the acquired lexical, structural and communicative skills on the spot as if one were in real life job situations. It was found out that the interview was the reason for most of the failure, or poor performance, of the learners on the EIS course.

The significance of the EIS impact has been clearly seen in the difference between the final test results of the GE program and those of the EIS. EIS test results (1997-2002) showed a 97% success rate among the study samples, whereas GE programs test results (1995-2002) showed a 27% success rate for the same participants.

The investigation has concluded that EIS has presented a very cost-effective training program. It reduced the training period for the study target population from a total of 1560 instructional hours in the traditional GE program to 1020 instructional hours, thus saving 540 hours per learner. However, there are some complaints by a number of participants, as explored through the interviews. For example, a large number of participants saw the EIS program duration (240 hours) as insufficient. The EIS eight-hour a day instruction schedule was "tough" to attend due to the students' work schedule and family and personal commitments, as described by some of the learners. Learning was found relatively hard as the program was intensively scheduled and a large amount of learning took place in the classroom. Nevertheless, the EIS program had clear and well-stated objectives which would satisfy the learners' specific needs and create a motivating atmosphere in the EIS classroom. This helped achieve the learning objectives more easily. Yet those concerns had to be

considered when implementing EIS at large so that the designed objectives may be achieved with no more limitations.

Having reached these findings, it is important to consider also the disadvantages that accompanied the implementation of EIS. Such disadvantages might retard the growth of EIS model in its existing features. This situation, accordingly, may not encourage other observers of EIS to adopt it as a model ESP program for their wide implementation which might defeat the purpose of establishing EIS altogether.

The study has indicated that organizational restrictions have had some disadvantages on the implementation of EIS. Examples of these are large volume course book, short duration, learners' low language level entry prerequisite, over testing, lack of authenticity and heterogeneous classes with multi-job holder learners. Below is further discussion of these drawbacks.

1. As explained in Chapter One, Section 1.2.5, EIS was designed to be taught within 240 instructional hours in 25 work days at a rate of 8 hours a day. To start with, the volume of the EIS instructional materials has been identified as too large for that short period of time. This has caused some pressure on both teachers and learners as indicated in the participants' interview. The critical question for EIS was whether it really had to present all those topics and exercises in a one-shot short course as ESP prescribes. Restriction of ESP study material in the *Strevensian*, *Robinsonian* and *Dudley-Evansian* sense has not been really satisfied and genuinely represented in EIS model.
2. It has been highlighted by the study that EIS learners found the learning situation "uncomfortable" with the above-described time constraint and course volume. This has been imposed on EIS, as thought by the researcher, in order for management to handle training of huge numbers of Industrial Security personnel in the shortest possible time frame in order to keep costs to a minimum. It is true ESP aims at short courses and is usually characterized as cost-effective (Robinson 1980), but this should not be bought at the expense of adequacy, accuracy and efficiency of the instructional materials purpose and impact.
3. Teachers played the major constructive and positive role in the delivery of the EIS model. In some instances, as indicated by the study, they had to skip some exercises and combine others in order to cover the materials in the given time. They were able to handle covering

the main objectives by combining, deleting and shortening a lot of the teaching materials which were not related to certain learners' jobs. The study has been also able to show that there have been some complaints of the short duration of EIS and the tightness of the daily study schedule. These have, as reported in the findings, resulted in creating a feeling of exhaustion, unsatisfactory individual performance, test anxiety and boredom among many learners, as well as teachers. Linked to that class time shortage, there has been time tightness on the test sessions. The study has been able to highlight the use of unnecessary tests, as described by many participants. Those tests were found to consume relatively much time along the course (20 hours out of 240 hours)(A refresher English package was instructed in 20 hours at the beginning of the course).These make up 40 hours deducted from the main course time. As learners sat for tests, they found it difficult to finish all items in time and appropriately. Having found these two pitfalls in the course, it was possible for the investigation to explore another area of disadvantage due to the negative effects of the organizational restrictions on the course.

4. The study has been able to also determine that the language background of GE level E2B prerequisite for EIS, as identified by ENAS, was unsatisfactory and insufficient. Findings have indicated that learners needed a higher level of English to be able to comprehend very well all that was taught in EIS class. This could have aggravated the learning situation knowing of the problem of time shortage as explained above. When learners faced learning difficulties in class, teachers usually tried to tutor, help and advice. However, this has resulted in exhaustion and boredom on the part of the teachers and learners. Especially, as much of the materials have been found irrelevant to many learners. It was found out that the course book was written for at least 15 different IS personnel job holders' needs. This might mean that there could have been some inadequacy of the tools used by ENAS to identify the learners' specific needs. ENAS was conducted to identify learners' needs of three major jobs, but those needs themselves were too many to cover in one course of 240 hours. The research concluded that the organization had to squeeze all the IS language requirements of knowledge and practices into one course of 240 hours to achieve another economic agenda, namely cost effectiveness.
5. The study has identified that EIS classes comprised heterogeneous learner types with regard to learning styles and capabilities. Learners came from different job posts with different purposes, individual experience and different needs which they did not need to

share with other learners. Therefore, the study concluded that instruction of such irrelevant materials in cases caused learners to be bored and disinterested.

6. It was found that training time saving through EIS has been 540 hours per each learner which meant USD 540,000 per 100 learner a semester. This was thought to be a good administrative reason for making the program short. Another concern found to exist in the EIS course was related to a longstanding dilemma in the Industrial Security Department. This was to do with job promotion difficulty for those identified for the EIS program study. There were 3000 employees identified as unable to reach the academic requirement for promotion by completing GE program level E4B. The organization seemed to be stuck with those employees and needed to provide an opportunity to promote them for they had been long in the same job salary grade codes 02, 03 or 04 (lowest junior employee grades).
7. When compared and contrasted with GE programs, which had been long in use by Saudi Aramco for its different learner types ELT purposes, it was found out that although those programs had sufficient time at every learning/teaching activity, they had relaxed testing, taught materials without pressing needs and performance perfection for they were meant for building general linguistic skills.

The outstanding features of EIS, as discussed above have been found by the study to be respondent to many organizational requirements more than to the learners' needs.

8. The investigation has proposed that the highly potential drive that the study has so far found out behind setting up the EIS program were economical. The program accelerated training of a large number of IS personnel. They would cost much if they returned to GE courses to be promoted on the job and they failed and stayed in the same course for 3 or 4 years because they were found with poor academic capabilities to carry on with GE study. This might be directly related to the research question about the rationale and the objective about setting up the EIS program. The study has been able to emphasize that the strongest impetus behind the establishment of the EIS program in this highly structured industrial setting has been largely a business-interest driven motive rather than on educational, pedagogical or professional development justification.
9. This investigation has indicated that learners did not need to study all that was included in the course materials simply because EIS addressed a wide variety of personnel in the

same classroom using the same course book for different security personnel needs with totally different task sets (see Chapter One, Section 1.2.5).

The fear might be that EIS would end up presenting wide-spectrum English teaching materials for a broad band of learner types in the IS profession. If that happened, the Training Department would again fall into the same mistake of teaching “general English for security purposes”, which would bring training back to facing the previously delivered GE program pitfalls against which EIS was introduced. Then ESP purposes would be defeated by its own designer and proponent.

In order to respond to those constraints, a plan will be proposed when recommendations are discussed in the forthcoming sections.

6.2 Recommendations

In the light of the above discussion, the researcher feels there could be two levels of recommendations, internal and organizational.

6.2.1 Internal EIS Implementation Improvement

The following might be recommended internally if the intention remains to implement the EIS for large-scale Industrial Security Personnel training as the case is now.

1. Establish new language selection criteria for EIS study candidates.

Investigation has highlighted varied levels of difficulty for learners with GE E2B level in the study of EIS. There has been weakness in basic linguistic levels in the area of lexis, morphology, and discourse. Such weakness resulted in slowing the learning of new skills in the EIS program as it requires a higher level of linguistic background in order to achieve the objectives with no learning difficulties. This may be ensured by conducting a placement English level test for EIS candidates and selecting learners only after an interview to make sure they do meet the selection criteria for the EIS program.

2. Instruct a refresher English module prior to EIS study.

The role of such a module would be to update the English knowledge and skills of EIS candidates before they embark on their specific course of study. Many learners will have

reached their former English level 5 or more years previously, and they would not have had a real opportunity to use English extensively. A refresher module might help learners avoid obstacles in the learning of EIS and so improve their performance averages and actual test grades.

3. Split the EIS course books of three segments into three levels of difficulty and specialty.

EIS was intended for IS personnel with three job types. The course books, therefore, instructed materials to that effect. The proposed instructional materials, which are illustrated in Chart 5, will require redistribution of units and lessons by security personnel job needs. This will save cost, teach specific purposes and leave more time for focused practice. It would also provide more specific instruction and a better class environment for learning and teaching.

4. Extend the EIS course time.

The study has illustrated that the current 240 hours have been tight and insufficient for instruction and testing. The addition of 60 hours would extend the time for each unit to become 100 hours. The study has indicated the disadvantages of a shortage of time in an ESP course. This suggestion might be carefully reviewed by the concerned people in this department.

Chart 5

Proposed EIS Teaching Material and Training Pattern

Job Title	EIS Course Book	Teaching Materials			Time Duration
1. Gate Guardian	Book 1	Unit 1	Unit 2	Unit 3	300 hours
2. Foot and Mobile Patrol	Book 2	Unit 4	Unit 5	Unit 6	300 hours
3.ID/Sticker/Traffic Office	Book 3	Unit 7	Unit 8	Unit 9	300 hours

5. Improve the Evaluation System.

The testing components should be reduced in number, content, frequency and approach. I believe the teacher evaluation should be sufficient for a long course duration. Thus a final test should be conducted once. These will be more educational, useful, practical and cost effective. The study has included complaints against testing for many reasons, and this proposal is based on that.

6.2.2 EIS Implementation Company-Wide

The last research question represents the core of the investigation. Its intent is to present an evaluation of the EIS in order to help Saudi Aramco Training Department take a decision regarding the EIS application. It inquires whether the EIS program, as described and discussed through this study, constitutes an appropriate ESP model that can replace the GE courses used to teach English to Saudi Aramco employees company-wide. Chart 6 proposes an EIS for IS personnel training model due to the various security job disciplines. It is intended to increase the level of the language background among EIS candidates, and at the same time to teach more directly related and specifically designed objectives identified by sub job specialty.

By definition, ESP is meant to meet the specific needs of the learners (Dudley-Evans 1998). GE courses in Saudi Aramco are found not to perform that function. Strevens (1988) explains some absolute ESP features, too.

Chart 6

Proposed EIS for IS Personnel

Course	Phase 1	Phase 2	Phase 3	Total Time
	GE E1-E4	Basic EIS	EIS Discipline (sub specialty)	1800 Hours
Time	1440 Hours	160 Hrs	300 Hrs	
Domain	Common English Competencies	Terminology	Communication Competencies	

He states that ESP is designed to meet specified needs of the learner; related in content (themes and topics) to particular disciplines, occupations and activities; centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and

analysis of this discourse; and it is in contrast with General English BEP (1-2). In more variable characteristics, Strevens (1988) prescribes ESP as restricted to the language skills to be learned; not taught according to any pre-ordained methodology; focused on the learner's need; wastes no time; relevant to the reader, successful in imparting learning and is more cost-effective than "General English" (BEP1-2). In the light of the above, it is recommended that any ESP program to replace the GE program in Saudi Aramco should follow the same processing procedures and features as exemplified in EIS model with the following amendments:

1. EIS will be conducted after GE introductory levels are taught for general English competencies in preparation for specific communicative skills study.
2. The EIS course schedule should be more flexible and provide morning and afternoon optional study session offerings to reduce student absences.
3. Fewer study hours may be scheduled in the day. The course may be instructed at a rate of five hours a day instead of eight to avoid boredom and time tightness.
4. The Final Test may be broken into four test components/sessions instead of one.
5. Evaluation performance should be composed of a progressive evaluation conducted by the class teacher across the course and one final test to guarantee that learners are capable of performing the identified objectives of the course.
6. EIS material design should not be formatted in PPP technique as it is not practical and suitable for ESP purposes (see Chapter Three).

6.3 Implications for organizational implementation (ESP Training Strategy)

In order to maximize the benefit from this case study findings, ELT proposals are suggested for implementation in order to set up ESP programs for all Industrial employees company-wide. There should be essential steps to be taken in order to improve the ELT programs in Saudi Aramco in the light of the findings of this study.

ESP might be implemented in the light of the EIS model experience provided that amendments and adjustments as discussed below are presented (see Chart 7). The corporate management should first change its training strategies in order for ESP to succeed. ESP may be implemented for the following jobs in Saudi Aramco, Nursing staff, clerical assistants, telephone operators, transportation operators, gas plant attendants and other key jobs. This means the Saudi Aramco training management has to make an essential change in its view of

its employees' training purposes and objectives which will eventually affect its ELT program design and techniques. Nevertheless, ESP will not properly work if specificity and functionality within some 'restrictions' are not applied. Such features should be addressed in future ESP course development process:

Chart 7

Proposed ESP Program for Corporate Employees

Course	Phase 1	Phase 2	Phase 3	Total Time
	GE E1-E4	Basic ESP	ESP Discipline (Major)	1800 Hours
Time	1440 Hours	160 Hrs	300 Hrs	
Domain	Common English Competencies	Genre Discourse & Terminology	Communication competencies	

1. Needs Analysis: An accurate learner needs analysis should be conducted taking into account the particular jobs and sub-jobs under investigation. An ESP program should only address a limited sector of employees in one discipline. Present learning language competence and future learning language competence have to be identified so that the program design will select materials which handle that particular job holders' needs. Instructional materials should be accordingly designed applying underlying method that would fit such instructional materials. The communicative competence should be at the top of the material selection priorities in order to improve the learners' performance in an industrial setting.

2. Identification of entry levels (prerequisites). It is important that a proper and sufficient English background be presented in order for learners to be able to manage the new ESP course they will join without major difficulties during their study. Insufficient language background will result in many disadvantages in the learning outcomes.

3. In-house material design: Saudi Aramco tends to opt for commercial materials to get its employees trained in their identified ESP needs. The problem with such a choice lies in the risk of not finding a standard commercial course that would specifically satisfy certain job holders' needs. Locally developed materials will be more accurate in addressing an

organizational population than any other ones. EIS has indicated a potential experience in this regard.

4. ESP performance evaluation system: The current EIS model evaluation system has received much criticism from the study participants. Time restrictions, time schedules, lengthy tests and frequent testing have been identified by almost all learners as disadvantages. Teachers and supervisors have also shared these concerns. ESP is not a traditional mode of study. It bears within its characterization much of specialty and instruction that require a different method and evaluation. Learning is cumulative and focused on communicative competence. Therefore, testing learners should be reflective of these features.

A progressive evaluation system is proposed for new ESP learners. Teachers may be trained to build up learner assessment portfolio which might involve learners in the areas and techniques in their own evaluation by their class teachers. There may be no final test in such situations. A final interview would be sufficient to evaluate the end-result of the learners' achievement.

5. ESP Teacher Training: ESL/EFL teachers need to be widely oriented and trained into the ESP teaching techniques and best class practices by attending conferences, workshops and doing some specified readings in the state-of art ESP innovations and exchange of expertise with regional and world professional practitioners.

Applying the above proposal processes might benefit not only the learners but also teachers, principals, supervisors and even the organizational management as educational and training objectives are achieved based on well prepared programs. .

Based on the findings and conclusions of this study and the ESP principles cited in the literature reviews, it is proposed to consider the following characteristics when establishing an ESP program (see Chart 7) at any organizational context.

These characteristics are recommended not only for academic but also for other vocational ESP types' programs in Saudi Aramco and local government technical and industrial colleges. The chart below (Chart 8) proposes an ESP pattern for colleges' students.

Chart 8

Proposed ESP Program for Regional Colleges Students'

Course	Year 1	Year 2 semester one	Year 2 semester two	Total Time
	GE E2-E4	Basic ESP	ESP Discipline (Major)	1000 Hours
Time	720 Hours	140 Hrs	140 Hrs	
Domain	Common English Competencies	Genre Discourse & Terminology	Communication Competencies	

This pattern is proposed in the light of the EIS model implementation and the learning experience obtained from its disadvantages. Such a pattern may provide not only an ESP program objectives for those colleges' students ,that would benefit their workplace , but would also solve a long standing problem that such colleges in Saudi Arabia and middle eastern countries have suffered with college English teaching programs' graduates who are well known to have poor communicative skills in English.

6.4 Limitations

This case study has been challenged by a number of restrictions resulting from contextual factors such as methodological precincts, procedural restraints and demographical limitations. These boundaries might have partially affected the investigation and consequently been reflected in its findings and results.

6.4.1 Methodological Precincts

This small-scale case study meant to investigate the areas of the EIS implementation as viewed by the study participants in order to substantiate results and findings with as much validity and reliability as it could have reached. Therefore, documentation, questionnaire and interview methods (Chapter Three) were implemented in that hope.

Unfortunately, it was possible to sample only 160 (43%) out of the 370 EIS population graduates due to their remote areas and the difficulty involved in getting them complete the

questionnaire (in the learners case) which were posted to their supervisors. It might be claimed that sufficient sample would provide substantial data. I think the insufficient size of participation in the questionnaire was due to three reasons. There could have been lack of awareness and respect to the value questionnaires are viewed generalities in this context, especially by students at lower levels of education and professionalism. On the other hand, there might have been inconsistency in those participants' responses on the questionnaire and then on the interview. Most of the participants' agreements (high or medium) with the questionnaire conceptions were highly positive but elaborated in the interview discussions with high level of criticism. This might be due to the fact that the researcher had to use two different versions of questionnaire with different wordings and languages in both the administrative: principal, teachers, supervisors' and the learners' questionnaires. This in fact could have constituted another limitation because the items in both questionnaires were not identical in conception.

That was done, as the researcher thought, in order to discover areas more significant to each participant type than others. For example, the total evaluation of the EIS concepts was included in the administrators' questions but not in the learners'. The learners' were thought by the research to be less qualified to answer such a question. However, they were given other related questions such as being asked about the improvement that EIS had effected their on-the-job language.

It is worth knowing that the learners' questions were in Arabic while the administrators' were in English which might have also produced other disadvantages. The two interview schedules were also worded differently for the same respondents. The learners requested that their question and interview be conducted in Arabic to make it easy for them to be able to understand and answer clearly. This could have resulted in similar unfavorable results in the analysis. Although all participants took the interview seriously; it might be criticized here that having the senior teacher (the researcher) conduct the investigation interviews might result in some reservations by some participants related to the tendency to be nice to the teacher and to please him with answers they thought might satisfy him. This might be accounted towards establishing a research bias. The researcher, in fact, thought of delegating the conducting of the learners' interview to another colleague, but the disadvantages there could be unpredicted and might put the research at risk. Learners might have taken a negative stand from an

external interviewer. He himself might not have the same knowledge and experience in EIS and ESP situation in place as the researcher might have been oriented with.

6.4.2 Procedural Restraints

The researcher had to seek approval at different levels to conduct the research. However, many officers were at times reluctant to do so thinking such educational investigation would uncover confidential data that were being held from the public. The actual documentation itself was difficult to obtain. Without that data it would have been very difficult to compare and understand the academic background and the academic achievement on tests and courses. Documentary analysis has been an integral part of the investigation process. Data there have been very useful in analyzing what the concerned parties decided regarding EIS training policies. Company confidential documents place a barrier to fact findings. For example, it took long time and effort obtaining the English Needs Assessment Study (ENAS)(Appendix 7) report summary and be allowed to use it for this research purpose. Details of needs analysis could have provided better data on learners and their needs. In addition, the test results and personal academic data were given with maximum confidentiality that would not release much data to help the research find out further facts on learners and their performance. Inclusion of teaching and testing materials samples was another hindrance in showing the reader what the EIS design is and what the teaching materials look like.

In another area, the researcher needed to have research coordinators and expert panels in remote areas to help with data collection and follow up. And also in evaluating and piloting the questionnaire and interview, translation and checking content and procedures. Those helpers on many occasions had time constraints and difficulties in getting or communicating the sample participants to complete a research task. This could have threatened the research processes and procedures.

6.4.3 Demographic Limitations

As has been discussed above, the methodological and the procedural constraints could have resulted in disadvantageous effects on the administration of the investigations. The very selection of samples for this study could have a major source of research threat to validity. Because of the geographical distribution of the study population, size and types, it was

difficult to apply a more convenient sample technique than those the researcher has selected as follows.

For the questionnaire, a systematic sample was selected. Every third name or number on the population category lists was selected for the questionnaire. For the interview, a convenient sample technique was more practical because of the restrictions on the size and geographical locations of most of the participants. These sampling techniques might have resulted in non-representation of the population's views, opinions and reflections about the EIS and its features, as the interview and the questionnaire responses contained a few cases of inconsistency. For example, question number three in the questionnaire sought participants' agreement/disagreement with the convenience of the duration of EIS. 146 out of 160 participants agreed that the length of the EIS course was sufficient. However, during the interview, 15 out of 25 interview participants complained about the inconvenience of the course duration. There is a chance that many participants could not understand the question wording on the questionnaire or on the interview. Another possibility is that some of them might have forgotten at the interview what they had said on the questionnaire. This may happen when participants lack focus and skills in handling questionnaires or interviews. A less-likely possibility is that participants might have been indifferent to participation or providing candid feedback. These are what the investigation conclusion comprehensively rely on and are actually drawn from.

I should think that taking up an educational investigation, using a case study approach and multi-type data resources and sample categories within this context tends to bear some difficulties as have been discussed above. However, future research of this nature is recommended to consider such limitations.

Summary

This case study has concluded that the English for Industrial Security (EIS) instructional model has largely constituted a potential ESP program model that may be applied for teaching English to other employees' company-wide to replace the General English programs in use with a few concerns that may be amended as discussed in Chapter 5 and 6.

However such application might have to be strictly monitored so that the reasons which produced unfavorable outcomes in the previous implementation of EIS may not be repeated.

In Chapter One, the study presented the developments of the ELT and the impetus and the training need behind the emergence of the ESP and EIS program in the industrial setting of Saudi Aramco, the context of this study. In Chapter Two, an ESP literature review relating to features and state of the art is presented and discussed to help comparing and contrasting EIS model with ESP as reported in the review and proposed by famous ESP authors.

Chapter Three introduces the EIS model in details with regard to its theoretical and practical perceptions. A historical, pedagogical and methodological account of the EIS model is presented to help the reader understand where EIS stands.

Chapter Four discusses the research design and methods elaborating on the case study approach which was adopted for this investigation. Documents, questionnaire and interview were implemented to collect the required data. Chapter Five analyzes data collected from 160 participants who were systematically and conveniently sampled representing the learners, teachers, principals and supervisors. A high rate of agreement with most of the EIS model features has been highlighted in the questionnaire responses analysis, and less agreement to the same features on the interview has been reported. The documentation analysis has showed poor English background that contributed to unsatisfactory EIS course learners' performance. Most of the EIS inconveniences resulted from organizational restrictions imposed by organizational policies and requirements which resulted into some pressures on learners, teachers and administration.

In turn, Chapter Six capitalizes on the results and findings of the above analysis introducing related conclusions. Recommendations and implications for the EIS program implementation are also introduced at three levels; the institutional, the organizational, and the regional fields. At the end of this study it was found that EIS could be adopted for wide ESP implications provided that features and best practices are carefully maintained.

It is hoped, while wrapping up this study, that this thesis has been able to provide a practical view to the questions raised at the outset.

This study has had a small number of limitations related to investigational, procedural, methodological and demographical concepts that could have caused some research bias that might have been reflected in the results and findings of the research.

To benefit fully from the outcome of this research, I strongly believe that language, culture and curriculum subject matter experts need to collaborate to form a national ESP project that will involve the experts and expertise of world ESP practitioners.

APPENDICES - A
DOCUMENTATIONS

TRAINING & CAREER DEVELOPMENT
Room 3414, Fax: 874-0425, Phone: 873-8058
Dhahran
January 9, 1995

PD&ED/ACU-95/024

SPECIAL ENGLISH COURSE
FOR ISO EMPLOYEES

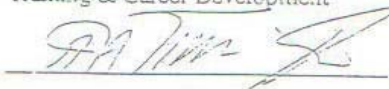
B. M. GAHTANI, Executive Director
Safety and Industrial Security
R-3240
Dhahran

The recommendation to develop a Special English Course for ISO employees was presented to SAMCOM on 12/12/94 as part of Training and Career Development's (T&CD) presentation on the findings of the Academic Needs Assessment Study. SAMCOM endorsed the recommendation to develop this course.

The ISO Special English Course would be one of two routes available to ISO employees in GC 05 and 06 jobs to meet the English Language requirements necessary for job qualification. This route would be recognized as such by Organization and Industrial Engineering. The purpose of establishing the Special English Course would be to allow the large numbers of ISO employees in these grade codes to meet the English Language requirements of ISO GC 05 and 06 jobs as quickly and cost effectively as possible. The other route to job qualification of completion of E3AB and E4AB, which currently exists, would continue to be available. For ISO employees with potential to promotion to GC 07 positions and who must enroll in E5AB, the route of completion of E3AB and E4AB would be required since the ISO Special English Course would not be equivalent to these English levels. Employees who complete the ISO Special English Course and are later targeted for promotion to ISO GC 07 jobs would have to complete E3AB and E4AB either in the Intensive Program or on a Self-study basis.

T&CD has established a project to develop this course and allocated manpower for the design stage of the project. The project team has contacted the Manager, Ind. Sec. Plng./Supp. Svcs. Dept. and a Subject Matter Expert from this department has been named to liaise with the T&CD project team. At completion of the design stage, manpower for the development stage of the project will be allocated and a completion date established.

ALI H. TWAIRQI, General Manager (A)
Training & Career Development



cc: General Manager, Industrial Security
Director, ATD
Director, CR/WRTD
Manager, O&IE
Superintendent, PD&ED
Supervisor, ACU
File 15.001

TRAINING AND CAREER DEVELOPMENT
R-245 S. Admin., Dhahran Fax 874-0425, Phone 874-6043
August 19, 1996

PD&ED -96/295

ENGLISH FOR INDUSTRIAL
SECURITY COURSE -- ENROLLMENT

MANAGER -- DH AREA IND SEC OPS DEPT
RT AREA IND SEC OPS DEPT
ABQ AREA IND SEC OPS DEPT
JEDDAH AREA IND SEC OPS DEPT
RIYADH AREA IND SEC OPS DEPT

As you know, the English for Industrial Security course was developed as a route to job qualification for Industrial Security Organization (ISO) employees in job codes 1703J (Industrial Security Man), 2823I (Sr. Industrial Security Man) and 2855I (Sr. Industrial Security Man, Mtls). This route is an alternative to completion of E3B/E4B, is significantly shorter in terms of training time than completion of either of these ITC levels, and is recognized by Organization and Industrial Engineering. In addition, the English for Industrial Security course focuses directly on development of English language skills needed by ISO employees on their jobs.

The prerequisite for enrollment in the English for Industrial Security course is completion of E2B. Attached for your review is a list of employees in your department holding the above jobs who should be considered for enrollment. These employees have either met the prerequisite of completion of E2B (or a higher English level up to E3B) and are immediately eligible for enrollment, or need to complete E2B to be eligible to enroll.

We request that you have your staff review this list and consider enrolling these employees in the English for Industrial Security course or the appropriate ITC level leading to completion of E2B. If your staff have any questions, please have them call the Supervisor, ACU on 872-2313 or V. K. Charlton on 872-2340.

R. M. AL-DOSSARY, GEN. MANAGER (A)
Training and Career Development



Attachment (a/s)

cc: General Manager, IS Operations
Manager, Industrial Security Plng & Support Dept
Directors -- ATD, CR/WRTD (w/out attachment)
Superintendents -- ATD, CR/WRTD (w/out attachment)
Superintendent, PD&ED

1180

CC: TAO File



THE TRAINING & CAREER DEVELOPMENT
 R-245, South Admin. Bldg., Fax 874-0425, Phone 873-8085
 -- June 2, 1996

PD&ED-96/205

ENGLISH FOR IND. SECURITY
COURSE -- GUIDELINES

M. M. AL-SUBAYI, GEN. MANAGER
 Industrial Security Operations
 Box 70
 Dhahran

Attached for your information are guidelines Training & Career Development will follow in administering the English for Ind. Security course that was developed for your organization. These guidelines reflect agreements endorsed by SAMCOM in its December, 1994 meeting. These agreements were discussed with you when development of the course was undertaken. These guidelines are similar to those used for all ITC courses and are established to ensure effective administration of our courses. We request that Industrial Security staff be made aware of these guidelines.

If you have any questions, please have your staff contact M. A. Mahjoub, Supervisor, Academic Curriculum Unit, fax 872-2280, phone 872-2313.

ALI M. DIALDIN, GEN. MANAGER
 Training & Career Development

Ali M. Daldin

Attachment (a/s)

cc: Directors, ATD, CR/WRTD
 Superintendents -- PD&ED, TS&QAD
 Supervisor, ACU
 File 16.010, 18.140

CC: TAO File

GUIDELINES FOR ADMINISTERING THE ENGLISH FOR INDUSTRIAL SECURITY COURSE

1. The course will be open only to employees of the Industrial Security Organization who are currently holding, or are targeted for, any of the following three jobs:

- 17031 Industrial Security Man (GC 05)
- 28231 Sr. Industrial Security Man (GC 06)
- 28551 Sr. Industrial Security Man, Matd (GC 06)


The CTMS prediction system will be programmed accordingly. Exceptions, such as those noted in item 2 below, should be handled manually.

2. The prerequisite for the course is successful completion of BEP 2B (or equivalent). Employees who attempted BEP 3AB or failed BEP 4A will also be predicted for this course. Employees who passed BEP 4A will be predicted for BEP 4B. However, employees who are identified by their organization as having potential for promotion beyond the specified jobs (i.e., to GC07 and above) may be enrolled in the regular English program (BEP 3AB/4AB) on an in-policy basis if approved by their department heads.
3. Enrollment in this course should not be open to ISO employees who have successfully completed BEP 4B or higher English courses.
4. The course may be offered at 2 hours, 4 hours or 8 hours per day.
5. The course will be offered synchronized with the Intensive program schedule for the 4 hour and 8 hour per day offering. The course will be offered synchronized with the regular English program schedule for the 2 hour per day offering.
6. Make-up tests should not be scheduled. If make-up tests are needed, requests from the concerned Industrial Security Superintendents will be required.
7. A maximum of two enrollment attempts will be allowed in this course.
8. Due to the communicative nature of the course, class size should be limited to a maximum of 12 trainees.
9. All scores for ESP courses will be reported to CTMS as PASS/FAIL. These scores will be entered directly into the system by the training centers.
10. The prediction system should be programmed to ensure that trainees who complete this course will not be allowed to go back to the regular English program (BEP 3AB/4AB) for two years on an in-policy basis, since this track is intended only for trainees with high potential for language learning and job progress.
11. The SST option in the regular English program (BEP 3AB/4AB) will continue to be available for ISO employees regardless of their history record in English for Industrial Security.
12. English for Industrial Security will not be included in the ITC English SST program due to the communicative nature of the course.

VKC Revised 04/20/96

CURRICULUM DESIGN APPROACH

A.2

 SAUDI ARABIAN OIL COMPANY (Saudi Aramco) Training Operations Instruction Manual SECTION: PROGRAM DEVELOPMENT & EVALUATION SUBJECT: ACADEMIC CURRICULUM DEVELOPMENT	TOIM INSTRUCTION NUMBER 07-01	
	ISSUE DATE 09/22/93	REPLACES 12/15/85 12/31/85
	APPROVAL AMD	PAGE NUMBER 5 of 9

Engineering (O&IE).

3. CURRICULUM DESIGN AND DEVELOPMENT PROCEDURES

3.1 Design and Development Guide

ACU uses the eight-step procedure given below as a flexible guide in the overall approach to the planning, design, and development of instructional materials. (Exhibit A provides a detailed explanation of these eight steps.)

- Step 1: Establish and Formalize a Need
- Step 2: Identify Entry Characteristics or Behaviors
- Step 3: Specify Learning Outcomes
- Step 4: Evaluate Existing Curriculum if Available
- Step 5: Determine Instructional Strategies and Plan for Logistics
- Step 6: Develop or Procure Instructional Materials
- Step 7: Design and Develop Tests
- Step 8: Conduct and Evaluate Instruction and Curriculum Effectiveness

3.2 Concurrent Projects and Functions

ACU analysts work on a number of curriculum projects, very different in nature with contrasting objectives, at any given time. Within a project and among projects, it is common for the research, development, revision, and maintenance functions to be in process at the same time as each project moves through the stages of curriculum design and development.

4. CURRICULUM MAINTENANCE PROCEDURES

4.1 Administration

The maintenance process begins when a new curriculum has been implemented as a regular part of the academic training programs.

4.1.1 A curriculum within the normal range of subject matter assigned to an existing ACU group (English, mathematics/science, clerical, CAI, Special Projects, etc.) will usually be assigned to that group for maintenance purposes. When the curriculum is not directly related to an existing group's functions, or if the maintenance work is expected to have requirements beyond the capacity of an established group, the ACU Supervisor may create a special group for the purpose. Group Leaders are responsible for reporting curriculum maintenance

* CHANGE
** ADDITION
NEW INSTRUCTION ☐
COMPLETE REVISION ☒

APPENDICES - A
DOCUMENTATIONS

TRAINING & CAREER DEVELOPMENT
Room 3414, Fax: 874-0425, Phone: 873-8058
Dhahran
January 9, 1995

PD&ED/ACU-95/024

SPECIAL ENGLISH COURSE
FOR ISO EMPLOYEES

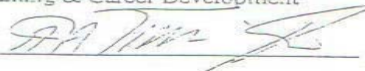
B. M. GAHTANI, Executive Director
Safety and Industrial Security
R-3240
Dhahran

The recommendation to develop a Special English Course for ISO employees was presented to SAMCOM on 12/12/94 as part of Training and Career Development's (T&CD) presentation on the findings of the Academic Needs Assessment Study. SAMCOM endorsed the recommendation to develop this course.

The ISO Special English Course would be one of two routes available to ISO employees in GC 05 and 06 jobs to meet the English Language requirements necessary for job qualification. This route would be recognized as such by Organization and Industrial Engineering. The purpose of establishing the Special English Course would be to allow the large numbers of ISO employees in these grade codes to meet the English Language requirements of ISO GC 05 and 06 jobs as quickly and cost effectively as possible. The other route to job qualification of completion of E3AB and E4AB, which currently exists, would continue to be available. For ISO employees with potential to promotion to GC 07 positions and who must enroll in E3AB, the route of completion of E3AB and E4AB would be required since the ISO Special English Course would not be equivalent to these English levels. Employees who complete the ISO Special English Course and are later targeted for promotion to ISO GC 07 jobs would have to complete E3AB and E4AB either in the Intensive Program or on a Self-study basis.

T&CD has established a project to develop this course and allocated manpower for the design stage of the project. The project team has contacted the Manager, Ind. Sec. Png./Supp. Svcs. Dept. and a Subject Matter Expert from this department has been named to liaise with the T&CD project team. At completion of the design stage, manpower for the development stage of the project will be allocated and a completion date established.

ALI H. TWAIRQI, General Manager (A)
Training & Career Development



cc: General Manager, Industrial Security
Director, ATD
Director, CR/WRTD
Manager, O&IE
Superintendent, PD&ED
Supervisor, ACU
File 15.001

GE English Programs: Levels & Materials List

LEVELS	SUB-LEVELS	TEXTBOOKS	DETAILS
• Basic English Levels	E1A	Beginning English	Books 1 & 2
	E1B	Beginning English	Books 3 & 4
		Preliminary lessons Cursive Writing	
	E2A	Building English	Books 1 & 2
	E2B	Building English	Books 3 & 4
		Basic English Grammar	
	E3A	Using English	Books 1 & 2
	E3B	Using English	Books 3 & 4
		Fundamentals of English Grammar (Volume A)	
	E4A	0 Working with English	Books 1 & 2
	E4B	1 Working with English	Books 3 & 4
		Fundamentals of English Grammar (Volume B)	
• Intermediate English Levels	E5A /E5B	2 Insights & Ideas	
		3 Understanding & Using English Grammar Volume (A)	Workbook (UUEG)
		4 Workbook	
		5 Supplementary Reading (Technical + Clerical)	Workbook
		6 Workbook	
		7 Supplementary Reading	
	E6A/E6B	8 Issues for Today	
		9 Understanding & using English Grammar Volume (B)	
		0 Intermediate Listening Comprehension	Workbook (UUEG)
		1 Workbook	
		2 Vocabulary in Context	
		3 Industrial Safety	
		4 Supplementary Reading	
		5 Workbook	

		6	Supplementary Reading	
		7	Vocabulary in Context	
<ul style="list-style-type: none"> Advanced English Levels 	English Writing/ English Reading	8	English Writing	
		9	English Writing Preparation	
		0	English Writing Preparation Supplementary	
		1	English Reading Book 1	
		2	English Reading Book 2	
<ul style="list-style-type: none"> Special English 	English for Industrial Security (EIS)	3	EIS Workbook Units 1-3	
		4	EIS Workbook Units 4-5	
		5	EIS Workbook Units 6-7	

SAUDI ARAMCO TRAINING DEPARTMENT- Course Catalog (1995, p. 36)

ENGLISH FOR INDUSTRIAL SECURITY (EIS)

Definition, Syllabus, Objectives, Prerequisites and Training Materials

OBJECTIVES

English for Industrial Security is intended for GC 05/06 Industrial Security Organization (ISO) employees (1703J: Industrial Security Man, 2823I: Sr. Industrial Security Man, 2855I: Sr. Industrial Security Man, Materials).

This course is an alternative to completion of BEP 3AB-4AB for job qualification purposes. It will bring employees to the level of functional competency in English required for these jobs. Upon completion of this course and ISO employee will be able to achieve the following objectives:

- make positive and negative polite requests with or without prepositional phrase of place;
- give negative commands with or without prepositional phrases of place;
- identify prohibitive traffic signs and explain their meaning;
- give directions in command form using prepositions and adverbs of place;
- use appropriate negations to politely halt and refuse entry at a gate or barricade;
- state common reasons for detours;
- give directions for alternative routes and/or help to lost drivers;
- apologize politely;
- explain why someone must/should or can't do something;
- tell time using the 24-hour clock;
- write cardinal/ordinal numbers, dates, days, months, years, and addresses;
- request callers to spell or repeat names, addresses, dates, and numbers;
- take notes about callers including name, ID number, and reason for calling;
- use appropriate "prowords" in radio communications;
- name nationalities and flags of selected countries;
- answer questions about the nationality of people and tankers/airplanes;
- use the radio to report the position and heading of vessels/objects;
- ask yes/no and wh- questions in the present and past;
- use reflexives for emphasis;
- describe people, giving shape of body part, distinguishing features, height, weight, and clothing;
- describe objects, including their shape and distinguishing marks;
- describe accident/incident scenes and flags;
- take notes to complete a Missing/Recovered Property or Incident/ Collision Report;
- name parts of a patrol car and discuss the general condition of a vehicle;
- write statements about vehicle defects;
- read, explain and complete selected forms used by ISO employees;

- use information from passports, ID cards and iqamas to complete selected Saudi Aramco forms;
- read and extract information/data from selected job-related memorandums and letters; and,
- use all vocabulary words taught in the course.

PREREQUISITES

1. placement E3A; or placement E4A; or completion BEP 2B (205/217) or E2B (209/210) or VELT 2B or InterCom 2B or BEP 3A (205/217) or E3a (209/210) or VELT 3A or InterCom 3A or BEP 3B (205/217) or E3B (209/210) or VELT 3B or InterCom 3B; or previously in BEP 4A and failed
2. ISO employee currently holding or targeted for one of the following jobs: Industrial Security Man, Sr. Industrial Security Man, or Sr. Industrial Security Man Materials

TRAINING MATERIALS

English for Industrial Security Units 1-3, Academic Curriculum Unit (T&CD, 1995).

English for Industrial Security Units 4-5, Academic Curriculum Unit (T&CD, 1995).

English for Industrial Security Units 6-7, Academic Curriculum Unit (T&CD, 1995).

English for Industrial Security Units 1-3, Teacher's Guide Academic Curriculum Unit (T&CD, 1995).

English for Industrial Security Units 4-5, Teacher's Guide Academic Curriculum Unit (T&CD, 1995).

English for Industrial Security Units 6-7, Teacher's Guide Academic Curriculum Unit (T&CD, 1995).

English for Industrial Security Training Aids, Academic Curriculum Unit (T&CD, 1995).

APPENDIX A.5

SAMPLE EMPLOYEES DATA & TEST SCORES
INDUSTRIAL TRAINING DEPARTMENT
ENGLISH FOR INDUSTRIAL SECURITY PROGRAM GRADUATES
1995-2003

Sl. No.	EMP. NAME	Start	End	RESULT
1	Saleh Dossary	11/04/95	01/14/96	PASS
2	Abdulaziz Alawwad	05/04/96	06/12/96	PASS
3	Ibrahim Shuhayyib	11/04/95	01/14/96	PASS
4	Abdallah Madhi	11/04/95	01/14/96	PASS
5	Eisa Dakheel	03/09/01	04/17/01	PASS
6	Khalid Khalidi	02/15/97	03/26/97	PASS
7	Khalid Saqer	05/24/97	07/02/97	PASS
8	Sa'd Hajri	11/04/95	01/14/96	PASS
9	Ali Shamlan	11/04/95	01/14/96	PASS
10	Maadi Hajri	10/19/96	11/27/96	PASS
11	Fahad Nasir	02/15/97	03/26/97	PASS
12	Abdullah Amri	05/24/97	07/02/97	PASS
13	Naji Dakheel	02/15/97	03/26/97	PASS
14	Hamad Rasheed	11/04/95	01/14/96	PASS
15	Zayid Aljahani	03/29/97	05/21/97	PASS
16	Bajjad Subaie	11/04/95	01/14/96	PASS
17	Naji Abu Saleh	05/24/97	07/02/97	PASS
18	Mohsin Johar	03/29/97	05/21/97	PASS
19	Mustafa Aboud	03/29/97	05/21/97	PASS
20	Saad Khaldi	05/15/99	06/23/99	PASS
21	Mohamad Qahtani	10/19/96	11/27/96	PASS
22	Fahad Utaibi	11/04/95	01/14/96	PASS
23	Abdulatif Falah	11/04/95	01/14/96	PASS
24	Abdul Rahman Said	05/24/97	07/02/97	PASS
25	Mohamad Khaldi	05/24/97	07/02/97	PASS
26	Shawqi Mot Eb	11/04/95	01/14/96	PASS
27	Saud Mana	02/15/97	03/26/97	PASS
28	Khalid Abdullatif	10/19/96	11/27/96	PASS
29	Jumah Khanferi	03/09/96	04/17/96	PASS
30	Fahad Dossary	11/04/95	01/14/96	PASS
31	Saad Qahtani	05/15/99	06/30/99	PASS
32	Abdul Rahman Khateeb	09/05/01	10/14/01	PASS
33	Mohsin Subaie	10/19/96	11/27/96	PASS
34	Eisa Sunbul	03/09/96	04/17/96	PASS
35	Mohamad Sehaimi	05/15/99	06/23/99	PASS
36	Khalid Motairi	03/29/97	05/21/97	PASS
37	Husain Yami	10/19/96	11/27/96	PASS
38	Issa Meeber	03/09/96	04/17/96	PASS
39	Faisal Jumay Ah	03/09/96	04/17/96	PASS
40	Ibrahim Nasir	05/04/96	06/12/96	PASS
41	Nasir Ajmi	11/04/99	01/14/96	FAIL
42	Abdulaziz qahtani	10/19/96	11/27/96	PASS
43	Salim Ajmi	11/04/95	01/14/96	PASS
44	Mohammad Qahtani	05/24/97	07/02/97	PASS
45	Sami Sheriani	02/15/97	03/26/97	PASS

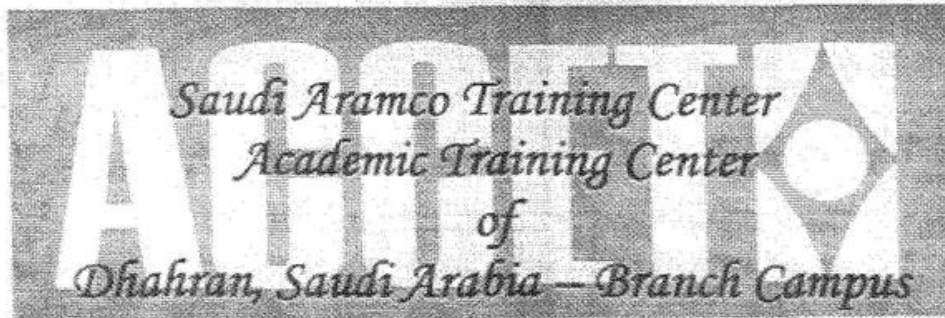
46	Molfi Shammari	05/15/99	06/23/99	PASS
47	Faham Qahtani	05/15/99	06/23/99	PASS
48	Saeed Hajri	03/09/96	04/17/96	PASS
49	Badar Qahtani	03/09/96	04/17/96	PASS
50	Jameel Shammari	05/15/99	06/23/99	PASS
51	Mashal Otaibi	03/09/96	04/17/96	PASS
52	Samer Enezi	03/09/96	04/17/96	PASS
53	Saud Khaldi	11/04/95	01/04/96	PASS
54	Saif Adwani	05/24/97	07/02/97	PASS
55	Mohamad Ghamdi	05/04/96	06/12/96	PASS
56	Nouman Khaldi	02/15/97	03/26/97	PASS
57	Abdullah Qahtani	03/29/97	05/21/97	PASS
58	Mosaad Namshan	02/15/97	03/26/97	PASS
59	Abdulrahman Mobarak	03/09/96	04/17/96	PASS
60	Battal Suabie	03/09/96	04/17/96	PASS
61	Bandar Jum Ah	11/04/95	01/14/96	PASS
62	Adel Subugh	10/19/96	11/27/96	PASS
63	Adnan Aqeel	10/19/96	11/27/96	PASS
64	Ahmad Dossary	03/09/96	04/17/96	PASS
65	Abdullah Ghamdi	03/09/96	04/17/96	PASS
66	Saleh Mohaisin	03/09/96	04/17/96	PASS
67	Nawaf Khaldi	10/19/96	11/27/96	PASS
68	Mohamad Yousif	05/04/96	06/12/96	PASS
69	Mousa Luhaidan	05/15/99	06/23/99	PASS
70	Mamdouh Nahhas	03/09/96	04/17/96	PASS
71	Bandar Otaibi	03/09/96	04/17/96	PASS
72	Mohamad Otaibi	05/15/99	06/23/99	PASS
73	Ali Abdilhadi	09/05/98	10/14/98	FAIL
74	Khalid Qattan	10/19/96	11/27/96	PASS
75	Hassan Bin Subaih	10/19/96	11/27/96	PASS
76	Yousif Badeen	03/29/02	05/21/97	PASS
77	Mohamad Hajri	05/24/97	07/02/97	PASS
78	Ibrahim Dhuwayyan	09/05/98	10/14/98	PASS
79	Essam Sayyah	05/04/00	06/12/00	PASS
80	Mufdi Enezi	05/24/97	07/02/97	PASS
81	Muhsen Harthi	05/04/96	06/12/96	PASS
82	Salem Yousef	03/29/97	05/21/97	PASS
83	Ali Alamri	02/15/03	03/26/03	PASS
84	Abdulla Dossari	03/09/96	04/17/96	PASS
85	Mubarak Alsaleh	03/29/97	05/21/97	PASS
86	Humood Mutairi	09/05/98	10/14/98	PASS
87	Abdulrahman Dhaban	11/04/95	01/14/96	PASS
88	Mohammed Ruwaili	03/09/02	04/17/02	PASS
89	Hamad Alhamoud	02/15/97	03/26/97	PASS
90	Hussain Khaldi	05/04/96	06/12/96	PASS
91	Hamza Mugahwi	03/29/97	05/21/97	PASS
92	Hamed Alawwad	09/05/01	10/14/01	PASS
93	Ali Alabuabdulla	05/04/96	06/12/96	PASS
94	Abdulaziz Harbi	05/04/96	06/12/96	PASS
95	Nasser Qahtani	05/24/97	07/02/97	PASS
96	Hamad Qasim	11/04/02	01/14/02	PASS
97	Abdulaziz Dossari	05/15/99	06/23/99	PASS

98	Abdullah Shabeeb	05/04/96	06/12/96	FAIL
99	Salim Harbi	03/09/96	04/17/96	PASS
100	Abdullah Marri	05/04/01	07/06/01	PASS

Accrediting Council for Continuing Education & Training

Certificate of Accreditation

Be it known that



has been duly examined and found to be in compliance with the standards for accreditation of the Accrediting Council for Continuing Education & Training and accepts the responsibility to maintain a high level of quality and integrity during the term of this grant of accreditation.



August 15, 2011
Date of Expiration

*In witness whereof, we the undersigned, by
order of the Commission, offer our signatures.*

Karen W. Kershenstein
Chair
James L. Khan
Executive Director

APPENDIX A 7

ENGLISH NEEDS ASSESSMENT STUDY (ENAS) 1994 REPORT SUMMARY

Appendix # A 7

ITD

(ENAS REPORT SUMMARY 1994)¹

1. Background

An English Needs Assessment Study (ENAS) was conducted by the Academic Curriculum & Testing Unit (AC&TU) of Training and Career Department (T&CD), Saudi Aramco, 1994. The study covered a population of 3000 employees in the Industrial Security Organization (ISO). The need for the study resulted from a number of meetings between concerned departments describing the English performance of the said employees being unsatisfactory at their job posts as new job requirement developments took place while the General English (GE) Basic English Program (BEP) in use remained unrevised.

2. Objectives

- The objectives of ENAS were to:
- 1) determine the English language tasks required by the following three job holders in the Industrial Security Organization (ISO) target population ;
1703J: Industrial Security Man,
2823I: Sr. Industrial Security Man, and
2855I: Sr. Industrial Security Man, Materials
- 2) generalize these tasks
- 3) establish work-related instructional goals based on these tasks
- 4) evaluate the currently implemented GE BEP materials in the light of the established work-related goals
- 5) specify the materials to address the established goals (e.g. Saudi Aramco Industrial Security Operations needs)
- 6) identify the approach of delivery to address the identified language goals.

3. Current Curriculum Assessment

- The proposed evaluation of the currently implemented GE BEP to all Saudi Aramco junior jobs' employees has become necessary for the following reasons:
 1. The current GE BEP curriculum is ten-years old. Except for a couple of minor revisions in the past, the curriculum must be revised to update the content, to address emerging and new concepts, and to meet changing customer needs.
 2. There has been feedback from (T&CD) customers and area training divisions expressing concerns regarding the on-the-job English language performance of the Industrial Security graduates from the Industrial Training Center (ITC)
 3. The last revision of the GE Intermediate (IEP) and Advanced English Programs (AEP)-the other 2 GE programs instructed for Saudi Aramco employees resulted in improved quality and standards. There is a need to similarly improve the quality and standards in the GE BEP to maintain continuity, consistency and uniformity

¹ This is an adapted report summary of the English Needs Assessment Study (ENAS) Report document 1994. The original comprehensive report is a highly confidential company document which is not allowed to copy or include herein. This version has been allowed to be used for research purposes only.

4. There have been some economical drives behind finding a venue through which the target Industrial Security employees have an opportunity to be promoted on the job. Job promotion will result in financial increment in the employee's salary. Such promotion would not occur without completing the employee's job academic requirements through academic progress (English and other subjects). These are some driving factors:
 1. Industrial security employees generally could not proceed in their English study further than GE BEP levels E2AB².
 2. Training & Career Development (T&CD) wanted to minimize the cost spent on training that was not intended for essential jobs.
 3. T&CD had taken decision to phase out the GE BEP early levels E1 & 2 from its training plans and so those employees could not further take any higher training.
 4. Therefore, it was decided to find a new course replacing the GE BEP Levels E2AB for the target employees above.

4. Data Collection & Procedure

- 1) ENAS team data collection took place from February to May 1994 and data analysis from June to September 1994. Fifteen(15)sub-jobs, a 300 industrial security men sample, ten (10) job supervisors and eleven (11) related departments were included in the study.
- 2) During data collection, the ENAS Team visited the eleven related departments to analyze the relevant industrial security job needs in each. Analysis consisted of:
 - a survey exploring the need for English skills on the job designed for the target population, their supervisors and related departments.
 - an interview of the three abovementioned job holders, their supervisors, and subject matter experts,
 - visits to work sites, and
 - current GE BEP levels 1-4 instructional materials.
- 3) Based on the interviews and site visits, a list of English language tasks was developed for each job. All lists were returned to the departments for approval. After approval, all tasks for each job were entered into a computerized database. In addition, glossaries for topic areas were collected when available from each department and entered into a computerized vocabulary data base.
- 4) During data analysis, all tasks were analyzed to find the significant language activity in each, in order to determine common tasks. Finally, the occurrence of tasks in jobs and topic areas, and the words in the vocabulary data base were analyzed by topic area to determine if tracking was required.

5. Major Findings

1. There was no correspondence between objectives of the job-related instructional goals formulated by ENAS, and objectives of the GE BEP levels 1-4 currently instructed. ENAS instructional goals were statements of specific job-related language performance whereas the GE objectives represented performance of general language tasks.
2. A job- related course as opposed to the currently instructed GE BEP levels 1-4 was required to meet the specific industrial security men's job-related needs.
3. The target job holders: 1703J (Industrial Security Man), 2823I (Sr. Industrial Security Man), and 2855I (Sr. Industrial Security Man, Materials) were found in need of a certain amount of lexical , structural , listening , writing and reading background in order to enable them study the above proposed specific job-related course. That background may be obtained in the instructional materials of the currently instructed GEP BEP level E2AB².

² E2AB is one English level in the GE BEP program series instructed to Company junior Saudi employees (see attachment herein).

4. Twenty-three (23) listening/speaking and eighteen (18) reading/writing specific job-related tasks were identified. Two hundred and ninety (290) technical vocabulary items were also identified as specific job-related. Those tasks and vocabulary terms were not included or taught in the GE BEP levels 1-4.

instructed to the target Industrial Security employees. Seven (7) topics were also found most common among the three target jobs' specific tasks and activities.

5. Tracking within the job-related areas (industrial security operations) did not seem to be required. Tasks were common among the industrial security men jobs but not to any definable groupings of jobs. Since there was little crossover between tasks and topics, multiple tracks were not considered practical.
6. There were more than 3000 industrial security men - in the investigated three job categories-, who were not expected to transfer from their jobs. Compared with teaching these employees the GE BEP levels 1-4, instructing them a specific job-related course was found more cost effective.

6. Recommendations

1. Create a special English job-related course for the following three job holders in the Industrial Security Organization (ISO) ;
1703J: Industrial Security Man,
2823I: Sr. Industrial Security Man, and
2855I: Sr. Industrial Security Man, Materials
2. Determine which ENAS tasks (and consequently subtasks) should be covered in the recommended course. Some tasks are performed by a small number of jobs in few topic areas. These may not be relevant to enough employees to justify inclusion in curriculum materials. It is recommended that tasks performed by 50% of the jobs and 50% of the topic areas be included.
3. Analyze the currently taught GE BEP levels 1-4 to determine which ENAS tasks and subtasks are covered. If necessary, ensure that any tasks and subtasks are not covered in higher levels of study.
4. Limit the entry prerequisite level to the recommended job-related course to the GE BEP level E2AB completion, placement, or its equivalent.
5. The currently available used commercial, customized and in-house materials do not meet the identified specific language needs of the target population.
6. Develop local instructional materials to directly address the identified industrial security personnel specific job-related language needs as identified above.
7. Implement the communicative approach for language training in the classroom. However, in cases where learners find it difficult to learn through this approach, an eclectic approach is recommended in order to maximize the level of language comprehension and interactive practice.
8. Based on the specific language needs previously identified, the following performance behavioral objectives have been stated to guide the design of the proposed course :
 1. make positive and negative polite requests with or without prepositional phrases of place
 2. give negative commands with or without prepositional phrases of place
 3. identify prohibitive traffic signs and explain their meaning
 4. give directions in command form using prepositions and adverbs of place
 5. use appropriate negations to politely halt and refuse entry at a gate or barricade
 6. state common reasons for detours
 7. give directions for alternative routes and/or help to lost drivers
 8. apologize politely
 9. explain why someone must/should or can't do something
 10. tell time using the 24-hour clock
 11. write cardinal/ordinal numbers, dates, days, months, years, and addresses
 12. request callers to spell or repeat names, addresses, dates, and numbers
 13. take notes about callers including name, ID number, and reason for calling
 14. use appropriate "pro-words" in radio communications
 15. name nationalities and flags of selected countries
 16. answer questions about the nationality of people and tankers/airplanes
 17. use the radio to report the position and heading of vessels/objects

18. ask yes/no and wh-questions in the present and past
19. use reflexives for emphasis
20. describe people, giving shape of body part, distinguishing features, height, weight, and clothing
21. describe objects, including their shape and distinguishing marks
22. describe accident/incident scenes and flags
23. take notes to complete a Missing/Recovered Property or Incident/Collision Report
24. name parts of a patrol car and discuss the general condition of a vehicle
25. write statements about vehicle defects
26. read, explain and complete selected forms used by IS employees
27. use information from passports, ID cards and residence Permit (iqamas) to complete selected Saudi Aramco forms (see Appendix B.2)
28. read and extract information/data from selected job-related memoranda and letters, and
29. use all vocabulary implemented on the job and taught in the course

9. the above objectives would determine the required course materials , its design and syllabus, the evaluation system and teaching methodology as stipulated below:

1. Course Materials & Design

1. Reviewing the currently GE BEP levels 1-4 instructional materials as part of the Needs Assessment Study process in the light of the above needs and objectives, ENAS team concluded that:
 - the topics, language and lay out, used in the current materials, do not address the Industrial Security target job holders' needs of topical, lexical, syntactic and communicative competencies and so the proposed course materials should be established with those objectives in focus
 - the instructional materials for example; audio recordings, activities and forms used for class practice were developed in house and lacked authenticity and were designed in a linear style that is not appropriate and suitable to the needs of the learners' jobs.
 - delivery techniques of the teacher-centered approach and the highly structured classroom activities currently used would not be practical for the achievement of the abovementioned objectives
 - A functional –notional syllabus is thought most suitable to design and present the proposed course materials since the needs have been interpreted into notions and functions that will require teaching these topics in a more dynamic approach adopting a spiral syllabus type.

2. Based on the identified notions and functions, the course materials is to be designed in a total of 7 (seven) unit segments each with an independent topic as seen below:

Unit	Topic
Unit 1	Requesting
Unit 2	Giving Directions
Unit 3	Apologizing
Unit 4	Radio & Telephone Communication (pro-words)
Unit 5	Questioning
Unit 6	Describing
Unit 7	Reading & Writing

5. Based on the identified learners' language functions and tasks, the total course time of 240 hours will be distributed by the identified language skill domains. Distribution of total time by class period time is left for the training centers to decide. Class size should be minimized to 12 as activities and exercise will be designed accordingly in order to avail sufficient class time for all learners to have equal opportunities in participation.

2. Course Evaluation

As findings have outlined, the intended course should be communicative-based and consequently the learners' linguistic competence performance should be accordingly designed and conducted. It is recommended that learners' evaluation be progressive in the sense that classroom interactions and activities be continuously assessed and credited for the interest of the learner's final evaluation of the course performance. Such type of evaluation is categorized as Teacher's Evaluation. However, formal evaluation tools will be implemented. There will be 2 performance Checks 1&2 and one Final

UNIT 2 ♦ LESSON 2

"How can I get
to the bank,
please?"



Exercise 1

Study the new words:

block: the land and buildings
between two streets in a town.

plant: a factory.

route: the way you have to go to get
to a place. "The road was closed,
so I used a different route."



block

crossroads: a place where roads
meet and cross each other.

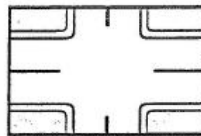
intersection: a place where roads
meet.

junction: a place where roads or
railway lines join.

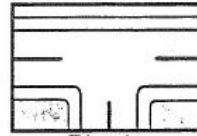
traffic circle: a junction where
several roads meet in a circle.

traffic lights: red, yellow and green
lights that tell cars to stop or go.

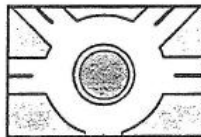
shelter: a place in a refinery or plant
where employees go to protect
themselves against poison gas.



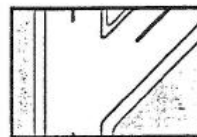
crossroads



T-junction



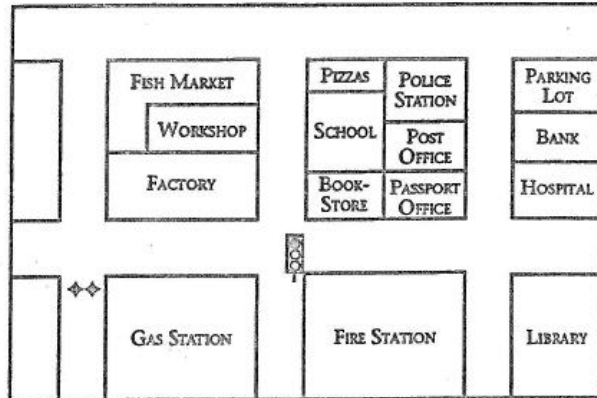
traffic circle



Y-junction

Exercise 2

Look at the map and listen to the dialog. The ♦♦ shows the location of the speakers. Draw a line along the route the driver must take.

**Exercise 3**

Listen to the dialog. The driver makes the same request as in Exercise 2. This time he asks politely.

Exercise 4

Listen again to the dialog from Exercise 3. Fill in the missing words.

Driver: _____. How can I get to the bank, _____?

Security man: Turn right and drive past the gas station. Go _____ at the traffic lights. Then drive one _____ past the fire station. Turn left _____ the passport office. The bank is _____ your right, past the hospital.

Driver: Thank you very much.

Security man: You're welcome.

Exercise 5

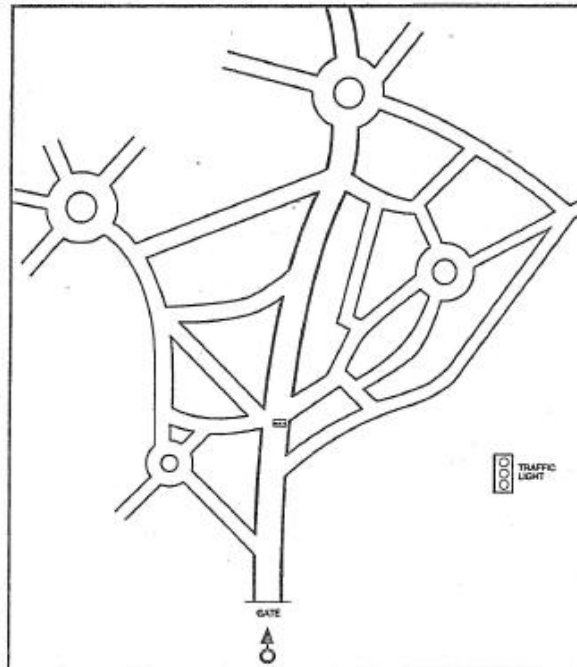
Practice the dialog from Exercise 4 with a partner. Follow the route on the map as you act the driver's part. Change roles and practice the dialog again.

Exercise 6

Practice asking for and giving directions. Work in pairs and use the handouts that your teacher will give you. Follow your teacher's instructions.

Exercise 7

Look at the map. Put your pencil at the gate. Now listen to the tape. Where do you think the ice plant is? Draw the route on your map. Mark the location of the ice plant with an X.



Exercise 8

Listen again to the dialog.
Fill in the missing words.

Driver: Excuse me. How do I get to the ice plant, please?

Security man: Drive _____ this road to the traffic lights, sir. Then turn right. Keep going _____ until you reach a traffic circle. Take the second road off the circle and drive about 500 meters. The ice plant is on the left.

Driver: Let me see if I got it right. I should drive along this road to the _____ lights. Then I turn right. I go _____ until I reach a traffic circle. I take the second road off the circle and drive about 500 meters. The ice plant will be on the left.

Security man: That's correct, sir.

Driver: Thank you very much.

Security man: You're welcome.

Exercise 9

Practice the dialog with your partner. Follow your teacher's instructions.

Exercise 10

Practice asking for and giving directions. Work in pairs using the handouts your teacher will give you. Follow your teacher's instructions.

Exercise 11

Review the words practiced in this lesson. Prepare for dictation.

- ① _____

- ② _____

- ③ _____

APPENDIX 12

E2AB –PREREQUISITE FOR EIS ENTRY

Attachment 1

Basic English Program (BEP) level : E2AB

▪ Definition

BEP E2AB is one level in the series of the General English Program (GEP): Basic English Program (BEP) levels E 1-4. E2AB is identified as the English competence requirement for the entry to the program English for Industrial security (EIS).

▪ Description

BEP 2AB is intended for the Saudi Aramco Apprenticeship Program (2-year training program) participants in the Craft/Technical/Operator and Clerical Training Patterns. It is also offered to those trainees whose current jobs or future jobs (up to one salary code above current job code) require this course. It is designed to bring an ~~apprentice/trainee/employee~~ to the stage of English language competence at which he/she has the ability to function at a basic level in an English-speaking environment in Saudi Aramco.

▪ Objectives

Upon completion of this course, the graduate will be able to:

- understand the topic of conversations spoken slowly and clearly;
- understand public announcements, work directions, and warnings involving common situations and everyday activities;
- identify the names of certain hand tools, jobsites, and company facilities;
- ask and answer simple, routine questions on familiar topics;
- give short instructions and make requests;
- read short, simple passages on familiar topics;
- understand simple company forms, applications, schedules, charts, graphs, and maps;
- fill in routine information on simple and commonly used forms and applications; and,
- write complete answers to simple questions on familiar topics.

**“Who’s the
foreman on
call?”**



Exercise 1

Vocabulary. Emphasize meaning, usage, spelling, and pronunciation.

Exercise 2



Ask the students to close their books. Play the tape once. Stop the tape. Then, start again as students follow the conversation in their books. Have them work in groups of three to practice and memorize the conversation. Ask each group to act out the conversation in front of the class. Focus on pronunciation and intonation.

Exercises 3, 4, 5, & 6

Substitution drills. Follow the standard procedure. (See page 48.)

Explain that security men often come across unfamiliar names. When this happens, they request, “Please repeat your name,” or “Please spell your last name,” as practiced in Unit 3.

Exercise 7

Do the exercise orally. Then, ask students to write the questions. Provide individual assistance as needed.

ANSWER KEY

- ① Is Mr. Humphreys a machinist in your unit?
- ② Who is your unit supervisor?
- ③ Where is the head janitor?
- ④ Was Hamad at Station 1 yesterday?
- ⑤ Where were you this morning?
- ⑥ Are you the supervisor?

Exercise 8

Have the students read the questions before you play the tape. The dialog is recorded twice. Have the students write their answers to the true/false questions.

Mr. Leighton: Jeddah Refinery Control Room. Can I help you?

Ali Safwani: This is Ali Safwani from the Security Control Center. May I speak to the supervisor, please?

Mr. Leighton: This is the supervisor speaking.

Ali Safwani: Please give me your name, sir.

Mr. Leighton: I'm Frank Leighton.

Ali Safwani: I'm sorry. Please repeat that and spell your last name.

Mr. Leighton: My name is Frank Leighton. L-E-I-G-H-T-O-N.

Ali Safwani: Let me check that please. It's L-E-I-G-H-T-O-N.

Mr. Leighton: Correct. How can I help you, Ali?

Ali Safwani: Yes, Mr. Leighton. Our foot patrol noticed a large oil spill around tank number thirteen.

Mr. Leighton: You say tank thirty?

Ali Safwani: No, sir. It's tank thirteen; one, three.

Mr. Leighton: Tank thirteen; one, three. Thank you very much, Ali. We'll take the necessary action.

Ali Safwani: You're welcome. Good-bye, Mr. Leighton.

Mr. Leighton: Good-bye, Ali.

ANSWER KEY

False: ① ② ③ ④ ⑤ ⑦

True: ⑥

Exercise 9

Have the students work in pairs to complete the dialog. Provide assistance as needed. Accept any reasonable answers.

Exercise 10

Have pairs of students practice the dialog from Exercise 9. Then have them act out the conversation in front of the class.

Exercise 11

Dictation. Follow the standard procedure. (See page 10.)

DICTATION

- ① May I speak to the foreman on call?
- ② Is employee 239057 an instrument repairman in your unit?
- ③ Where was the A/C technician last Tuesday?

QUESTIONNAIRE FORMS
ALL PARTICIPANTS' QUESTIONNAIRE ITEM STATEMENTS

#	Questionnaire Item Statements
1.	The EIS program teaches specific language unavailable in the previous General English programs.
2.	The EIS program requires learners to have GE basic background to be able to study the program.
3.	The EIS program duration is convenient for the learners.
4.	The EIS program uses materials drawn from learners' real job situations.
5.	The EIS program teachers facilitate achieving the learning objectives.
6.	The EIS program teaches academic skills along specific skills.
7.	The EIS program activities address the learners' job-related skills.
8.	The EIS program focuses on the learners' specific communicative skills.
9.	The EIS program learners' language performance evaluation system is efficient.
10.	The EIS program may be adapted to design similar programs for other employee types.

APPENDIX B.2

LEARNERS' ARABIC VERSION QUESTIONNAIRE FORM

عينة المشاركة : لطلبة (رجال الأمن الصناعي)

الموقع: _____ الرقم: _____

معلومات إختيارية الاسم: _____

: هذه هي النسخة العربية للإستبيان ، يرجى قراءة هذه النسخة بتمعن قبل قيامك بالإجابة على البيانات المطلوبة على النسخة ملاحظة الإنجليزية.

: بعد ما أنهيت دراستك لدورة اللغة الإنجليزية الخاصة برجال الأمن الصناعي في مركز التدريب بأرامكو السعودية، أصبحت عزيزي المشارك لديك معلومات وافية عن الدورة، محتوياتها، مدرسيها والإختبارات فيها. إعتماًداً على تقييمك الخاص للدورة وأثرها على مهارات اللغة الإنجليزية في عملك، يرجى الإجابة على المعلومات الواردة أسفل هذا الخطاب. ضع دائرة حول الرقم الذي تريده أن يعبر عن إجابتك في المربع المناسب مستخدماً لوحة التقييم

لوحة التقييم	
1	لا أوافق مطلقاً
2	لا أوافق
3	غير متأكد
4	موافق
5	موافق تماماً

1	دورة اللغة الإنجليزية هذه استجابت لحاجات اللغة في العمل	الإجابات				
2	معرفتكم السابقة باللغة الإنجليزية كانت ضرورية للدورة	5	4	3	2	1
3	الفترة الزمنية للدورة وجداولها كانت مناسبة	5	4	3	2	1
4	مواضيع العمل و مهاراته ادرجت في خطة الدراسة	5	4	3	2	1
5	مدرسين الدورة كانوا مدربين للقيام بعملهم بكفاءة	5	4	3	2	1
6	تسلسل التدريبات اللغوية المنسق سهل تعلم المهارات	5	4	3	2	1
6	تسلسل التدريبات اللغوية المنسق سهل تعلم المهارات	5	4	3	2	1
7	طورت الدورة لديك مهارات الكتابة الخاصة بالعمل	5	4	3	2	1
8	عملت الدورة على تحسين مهارات القراءة الخاصة بالعمل	5	4	3	2	1
9	طورت الدورة لديك مهارات الإتصال الخاصة بالعمل	5	4	3	2	1
10	نظام الإختبارات التقييمية لأداءك في الدورة كان فعالاً	5	4	3	2	1

LETTERS
ACADEMIC TRAINING DEPARTMENT (ATD)
CENTRAL AREA ACADEMIC TRAINING DIVISION
DHAHRAN NORTH ITC
ENGLISH UNITS

January 15, 2003

RESEARCH AUTHORIZATION

M.S. Al-Abdallah, Director
 ATD
 DHAHRAN

This is to seek your approval to conduct a part of my Doctoral Thesis educational research (University of Leicester-UK-TESOL) at the ITD in your jurisdiction.

The research has the following attributes:

Area:	ESP (English for Specific Purposes)
Topic:	EIS (English for Industrial Security) Program
Sampling:	Teachers, Senior Teachers, Principals, Supervisors and Learners (Graduates); Total subjects (160)
Research Design:	Case Study
Research Techniques:	Questionnaire, Interview, and Documentations
Investigation:	EIS is an ESP alternative model for Saudi Aramco employees' English language training.

It is hoped that the findings of this investigation will highlight the importance of implementing ESP programs for employees requiring English language training. However, those findings will be reported to the ATD administration to consider. Committed to research ethics, the researcher will handle any collected data with top confidentiality and apply them for research purposes only.

Your assistance in conducting this educational research, whose outcomes may benefit the training operations, is highly appreciated.

M.A. Al-Abdallah, Director, ATD

Approval: _____

A. S. Al-Ramahi, Senior ITC Teacher
 DHN ITC, English units

CENTRAL AREA INDUSTRIAL TRAINING DIVISION

Box 60- Rm. E 204-C. Tel. 8772807, Dhahran

Feb, 08, 2003

Research Participation LetterITC PRINCIPAL:

Dear Participant

A questionnaire and an interview are intended as research instruments for a Doctoral Degree Thesis in Education/TESOL at the University of Leicester-UK. The research has been authorized by the ATD Director, *Mr. M. Al Abdallah*.

This research concerns the *English for Industrial Security (EIS) course* which was developed in 1995 by the PD&ED – Training & Career Development Department in Saudi ARAMCO and Instructed at the Industrial Training Centers (ITCs) between 1995 and 2003.

You are kindly requested to participate in this research by responding to the questionnaire items designated to your participant category; *Industrial Security Supervisor, Industrial Security Man (Student), ITC Principal, Senior Teacher or Teacher*. Student participants will please note there is an *Arabic version* of the questionnaire attached to the Student's Questionnaire English Version.

This is done to make sure the students understand the questionnaire in their native language and provide their appropriate input accurately on the English version. It is estimated that responding to the questionnaire will not take more than fifteen minutes of your valuable time.

The interview part will be scheduled per your convenience later on. It is estimated that responding to the interview will not take more than forty minutes of your valuable time.

I hope you appreciate the significance of completing this questionnaire and taking the interview later on regarding *investigation of the EIS program as an ESP model for employee language training in Saudi Aramco*.

Personal information entries on the questionnaire are optional. However, this will not result in any impact on your personal or professional status.

The results of this research will be disclosed to the Training Management. You will be also informed of such results if you wish.

Please, return this letter with your approval as soon as you can in the same envelope to the indicated address not later than **Feb. 26, 2003**.

Your time and effort in making this research successful will be highly appreciated.

Thank you for your cooperation.

Asem S. Al-Ramahi, senior Teacher

ARABIC LETTER TO LEARNERS' PARTICIPANTS

دائرة التدريب الأكاديمي
قسم التدريب الأكاديمي في المنطقة الوسطى
الظهران - ص.ب 60 - غرفة رقم 206-ج
تلفون 8772807 الظهران. فاكس رقم 8772838
2003/1/8

عزيزي المشارك: المشاركة في إستمبيان بحث جامعي

الهدف من هذه الدراسة هو إستخدامها كطريقة بحث لإستكمال رسالة الدكتوراه في التربية/ قسم اللغة الإنجليزية بجامعة
ليستر-بريطانيا، ولقد أجاز هذا البحث مدير المنطقة التعليمية في دائرة التدريب-أرامكو السعودية الأستاذ محمد سالم
العباد الله (مرفق صورة عن خطاب الموافقة).

موضوع البحث هو دورة اللغة الإنجليزية الخاصة للأمن الصناعي التي قام بإعدادها قسم المناهج في قسم تطوير
البرامج والتقييم-إدارة التدريب عام 1995 وقامت بتدريسها مراكز تدريب أرامكو الصناعية بين عام 1995 وعام 2003.

يطلب منك في هذه الدراسة الإجابة على أسئلة الإستمبيان المرفق كرجل أمن صناعي وكطالب أخذت الدورة، بالنسبة
للطلاب يرجى قراءة النسخة العربية قبل الإجابة على النسخة الإنجليزية.

يُقدر الوقت الذي تحتاجه لإكمال الإجابة على هذا الإستمبيان بـ15 دقيقة فقط ونقدر لك هذه الجهد والوقت الذي تشارك به
من أجل إنجاح هذه الدراسة الأكاديمية المهمة ليس فقط للباحث بل أيضاً لإضافة معلومات مهمة عن برنامج التدريب في
أرامكو السعودية، حيث ينظر إلى دورة اللغة الإنجليزية هذه كنموذج يمكن إستخدامه لإعداد برامج مشابهة لكافة
قطاعات الموظفين السعوديين بالشركة من أجل تطوير مهارات اللغة الإنجليزية الخاصة بالعمل.

إن إدخالك أي معلومات شخصية على هذا الإستمبيان أمر إختياري وسيبقى غاية في السرية ولن يتسبب في أي أثر على
وظيفتك أو شخصك طبقاً لقوانين البحث العلمي التي يتكفل بها الباحث هنا.
يرجى إعادة هذا الإستمبيان إلى العنوان المكتوب على المغلف نفسه قبل 2003/1/29م ونشكر لكم تعاونكم.

الباحث : عاصم سليمان الرمحي
إدارة التعليم الأكاديمي - الظهران

**LETTER
SEMI-STRUCTURED INTERVIEW SCHEDULE
PARTICIPANTS LETTER
(ENGLISH VERSION)
12/04/2002**

I would like to interview you on your experience with the **English for Industrial Security Program** as a follow up step to the questionnaire you have already completed.

You are kindly requested to assign convenient date, time, location and method for you in the following schedule against your name in order for me to be able to conduct the interview with you.

The interview will take from 20-40 minutes.

Thank you very much for the time and effort you are putting in to facilitate this study research

Asem S. Al-Ramahi, Researcher

Name	Date 02/11/2003- 02/27/2003	Time 7:00-3:30	Location:	Method: 1-Face to Face 2-Telephone Interview
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				

Asem S. Al-Ramahi, Researcher

**LETTER
(ARABIC/ INTERVIEW)**

مقابله

**INTERVIEW: EIS Students
برنامج اللغة الإنجليزية للأمن الصناعي**

عينة المشاركة : لطلبة (رجال الأمن الصناعي)

: هذه هي النسخة العربية للمقابله الخاصه بك . ستأخذ المقابله منك حوالي 40دقيقه، ونحن نقدر ملاحظه مساهمتك المهمه في هذا المجال.

: بعد ما أنهيت دراستك لدوره اللغة الإنجليزيه الخاصه برجال الأمن الصناعي في عزيري المشارك مركز التدريب بأرامكو السعوديه، أصبحت لديك معلومات وافيه عن الدوره، محتوياتها، مدرسيها والإختبارات فيها. إعتماًداً على تقييمك الخاص للدوره وأثرها على مهارات اللغة الإنجليزيه في عملك، يرجى الإجابة على المعلومات الوارده أسفل هذا الخطاب في المقابله الخاصه بك حسب الجدول و بالطريقه التي تختارها في الجدول التالي.

نرجو ادخال بياناتك الخاص، واعاده هذه الرساله الى منسق البحث في منطقتك .

الاسم: _____	تاريخ المقابله: _____	طريقه القابله: ا د خل دارة حول اختيارك
الرقم: _____	من 10 حزيران	1. مسجله
الموقع: _____	الى 30 حزيران 2003	2. غير مسجله
		3. بالهاتف
		4. بالصوره المنقوله

نقدر لك تعاونك و سناتي لمقابلتك حسب المعلومات في الجدول.

في حالة حاجتك لأي معلومات اخرى، الرجاء الاتصال بمنسق البحث في منطقتك.

الباحث الجامعي:
عاصم الرمحي

INTERVIEWS
All Participants Final Interview Questions

Generic Interview Schedule for Teachers / Principals / Supervisors

Questions	Prompts/probes
<ul style="list-style-type: none"> Why do you think EIS was established? 	<ol style="list-style-type: none"> What was the English teaching / learning like before EIS? What did IS personnel study? Were there problems with GE programs? Did IS personnel only need special program? What was going to happen if EIS was not set up?
<ul style="list-style-type: none"> Why do you think EIS was a special program? 	<ol style="list-style-type: none"> What differences were there between IS and GE? Can you name some good/bad things about EIS? Do you think EIS was well received by all IS personnel? How was EIS taught? Was there a problem with time? Teachers? Books? Tests?
<ul style="list-style-type: none"> How do you think EIS affects learners language and job or (role)? 	<ol style="list-style-type: none"> Which skills were more developed? Was the study difficult with prerequisites E2B? Which skills were not focused? How much did learners take back to work from EIS learning? Do you think with EIS, learners would still do their job the same way as before?
<ul style="list-style-type: none"> How efficient was the EIS evaluation (testing) system of the learners' performance? 	<ol style="list-style-type: none"> How are learners tested? What are some difficulties on tests? Do you know of any complaints about time / content / procedure of the tests? How do you view the interview part on the tests? Would you prefer to remove some parts from the tests? Why?
<ul style="list-style-type: none"> How do you view the adaptation of EIS to teach English to other employees? 	<ol style="list-style-type: none"> Do you think it is possible to adapt EIS for all? How do you think other employees will like it? Can you give some examples of employees who can study programs like EIS? What will learners benefit? What is good in that for Aramco?

**ARABIC INTERVIEW
LEARNERS' VERSION**

مقابله

برنامج اللغة الإنجليزية للأمن الصناعي

عينة المشاركة : لطلبة (رجال الأمن الصناعي)

: هذه هي النسخة العربية للمقابله ملاحظة

: بعد ما أنهيت دراستك لدورة اللغة الإنجليزية الخاصة برجال الأمن الصناعي في مركز التدريب عزيزي المشارك بأرامكو السعودية، أصبحت لديك معلومات وافية عن الدورة، محتوياتها، مدرسيها والاختبارات فيها. إعتماًداً على تقييمك الخاص للدورة وأثرها على مهارات اللغة الإنجليزية في عملك، يرجى الإجابة على المعلومات الواردة أسفل هذا الخطاب في هذى المقابلة الخاصة بك حسب الجدول المتفق عليه انفا.

(English Translation of Learners' Arabic Interview Version)

Questions	Prompts/probes
1. How do you view the EIS program?	1. Did you find it useful? 2. Did you find it helpful? 3. Why is it different? 4. How did you learn EIS?
2. What do you think of the program's duration?	5. Are the 5 weeks sufficient to cover the materials? 6. Are 8 hours a day appropriate? 7. Did you get bored? 8. Was the class active all the time?
3. How do you think E2B is enough for the EIS study?	9. Did you need higher/lower level and knowledge of English? 10. Did you have problems because of that level? 11. What special areas were difficult for E2B levels? 12. How did the teachers help when you had difficulty?
4. What language skills has the program improved for your job performance?	13. Which skills did you improve in the EIS for your job? 14. Which areas on the job do you use those skills for? 15. What if you did not study EIS? 16. Were you rewarded for passing?
5. Which posts do you need the EIS program learning (study) for?	17. Which locations need EIS more? 18. What people need you to speak English with? 19. How often will you use that language on the job? 20. Do you feel more confident / happier with EIS?

BIBLIOGRAPHY

- Abbott, O. 1983. Training teachers of EST: Avoiding orthodoxy. *ESP Journal*. 2:33-6.
- Adelman, C., D. Jenkins, and S. Kemmis. 1980. Rethinking case study: Notes from the second Cambridge conference, in Simons, H. (ed.), *Towards a science of the singular*, Norwich: University of East Anglia.
- Adelman, C., D. Jenkins, and S. Kemmis. 1984. Rethinking case study. In J. Bell, T. Bush, A. Fox, J. Goodey, and S. Goulding (eds.). *Conducting Small-Scale Investigations in Educational Management*. London: Harper and Row.
- Akermark, J. 1983. *Teacher Training for ESP in adult education*. *ESP Journal*. 2:39-41.
- Alderson, J.C 1979. Materials evaluation. In D.P.L. Harper (ed.). *ESP, Papers from the 2nd Latin American Regional Conference, Cocoyoc, Mexico*. Mexico: The British Council. 145-55.
- Alderson, J.C. 1988. Testing and its administration in ESP. In Chamberlain and Baumgardner (eds.), 87-97.
- Allison, D. and L. Webber. 1984. What place for performative tests? *ELT Journal*. 38:199-203.
- Anastasi, R. 1982. *Psychological Testing*, 5th edition. New York: Macmillan.
- Bachman, L. 1981. Formative evaluation in specific purpose program development. In Mackay and Palmer. 24:106-16.
- Bassey, M. 1999. *Case Study Research in Educational Settings*. Buckingham: Open University Press.
- Baumgardner, R.J., D. Chamberlain, A.T. Dharmapriya and B.W. Staley. 1988. Materials case study: National diploma in technology-engineering. In Chamberlain and Baumgardner (eds.), 145-62.
- Bell, M. 1982. Guidelines for the evaluation of TAFE programs. *Technical and Further Education Services*. Australia.
- Belson, W.A. 1986. *Validity in Survey Research*. Aldershot: Gower Publishing.
- Borg, W.R. 1963. *Educational Research: An Introduction*. London: Longman.
- Brod, S. 1995. Recruiting and retraining language minority students in adult literacy programs: ERIC Digest. Washington, DC: National Clearinghouse for ESL Literacy Education: ED 321 621.
- Brindley, G. 1989. The role of needs analysis in adult ESL programme design. In R.K. Johnson (ed.). 1986. *The Second Language Curriculum*. Cambridge: Cambridge

University Press.

Brown, J.D. 1989. Language program evaluation: A synthesis of existing possibilities. In R.K. Jackson (ed.). *The Second Language Curriculum*.

Busher, H. 1997. An exercise in documentary analysis. *Papers from SEAC (1993)*. Leicester: University of Leicester.

Cage, N.L. 1963. Handbook of research on teaching. Chicago: Rand McNally.

Calderbank, M. and Holliday, A. 1989. An ESP approach to teacher training. *Pharos*. 2:2-4

Candlin, C. (ed.). 1975. The communicative teaching of English. London: Longman

Cannell, C.F. and R.I. Khan. 1968. Interviewing. In G. Lindzey and E. Aronson (eds.). *The Handbook of Social Psychology*, vol. 2, Research Methods. New York: Addison Wesley.

Celani, M.A.A. 1988. *A anticipatory evaluation. ESPecialist*. 9:9-25.

Celani, M.A.A., Holmes, J.L. Ramos, R.C.G. and Scott M.R. (eds.). 1988. *The Brazilian ESP project: An evaluation*. Sao Paulo: Educ-Editora Da Puc-Sp.

Charles, D. 1984. The use of case studies in business English. In G. James (ed.). *The ESP classroom. Exeter Linguistic Studies*, 7. Exeter: University of Exeter.

Coffey, B. 1984. ESP. English for specific purposes. In V. Kinsella (ed.). 1985. *Cambridge Language Teaching Surveys* 3. Cambridge: Cambridge University Press.

Cohen, L. and L. Manion. 1994. *Research Methods in Education*. 4th edition. London: Routledge.

Corbett, P. 1986. Testing oral interaction between bands three and five. In Harper. 11:171-5.

Crandall, J. 2000. Language teacher education. *Annual Review of Applied Linguistics*. 10:34-55.

de Escorcia, B.A. 1985. ESP and beyond: A quest for relevance. In Quirk, R. and Widdowson, H.G. (eds.). *English in the world: Teaching and learning the language and literatures*. Cambridge: Cambridge University Press in association with the British Council. 228-37

Drever, E. 1995. *Using Semi-structured Interviews in Small-Scale Research: A Teacher's Guide*. Edinburgh: Scottish Council for Research in Education.

Dudley-Evans, T. 1997. An Overview of ESP in the 1990s. T. Orr (ed.). *Proceedings 1997: The Japan Conference on English for Specific Purposes*. Aizuwakamatsu City,

- Fukushima: University of Aizu, 3-11.
- Dudley-Evans, T. and M.J. St. John. 1998. *Developments in ESP: A Multidisciplinary Approach*. Cambridge: Cambridge University Press.
- Elley, W.B. 1989. Tailoring the evaluation to fit the context. In R. K. Johnson (ed.). *The Second Language Curriculum*. 270-85.
- Ewer, J.R. 1983. Teacher training for EST: problems and methods. *ESP Jornal*. 2:9-31.
- Ewer, J.R. and E. Hughes-Davies. 1971. Further notes on developing an English programme for students of science and technology. In Swales (ed.). 1985.
- Gomm, R., Hammersley, M. and Foster, P. (eds) 2000. *Case study methods*. Thousand Oaks: Sage.
- Grellet, F. 1981. *Developing Reading Skills*. Cambridge: Cambridge University Press.
- Harmer, J. 1979. A non-specific approach to the training of teachers for purpose language teaching. In D.P.L. Harper (ed.). *ESP, Papers from the 2nd Latin American Regional Conference, Cocoyoc, Mexico*. Mexico: The British Council. 10:159-66.
- Heyneman, J., R. Berwick and D. Baird. 1983. In-house language training in a Japanese company. *Language Training*. 4:2.
- Holliday, A. 1988 Project work as an evaluation device. *System*. 16:77-86.
- Holmes, J. 1979. Perceiving aims. On Lexden Centre (Oxford). 589:43-9.
- Horeyy, P. (ed.). 1984. *ELC Occasional Papers, 2*. Jeddah, Saudi Arabia: King Abdulaziz University College of Engineering.
- Houghton, D. 1980. A collaborative approach to the teaching of vocabulary for accounting students. In British Council 549:42-33.
- Hutchinson, T. & A. Waters. 1987. *English for Specific Purposes: A Learner-Centered Approach*. Cambridge: Cambridge University Press.
- Jenkins, S., M.K. Jordan and P.O. Weiland. 1993. The role of writing in graduate engineering education: A survey of faculty beliefs and practices. *English for Specific Purposes*. 12:51-67.
- Johns, A.M. 1983. Teacher training in the People's Republic of China. *ESP Journal*. 2:49-50.
- Johnson, D. 1994. *Research Methods in Educational Management*. Harlow: Pitman.
- Kennedy, C. 1983. An esp approach to efl/esl teacher training. *ESP Journal*.
- Kerlinger, F.N. 1979. *Behavioral Research: A Conceptual Approach*. New York: Holt,

Rinehart and Winston.

Lavery, M. 1985. The industrial language trainer. *Language Training*. 6:1.

Long, M.H. 1984. Process and product in ESL program evaluation. *TESOL Quarterly*. 18:409-25.

Mackay, R. 1978. Practical curriculum development and evaluation in ESP/EST. *ALSED-LSP News Letter*. 2:4.

Mackay, R. 1978. Identifying the nature of the learners need in English for specific purposes. In R. Mackay and Alan Mountford (eds.). London: Longman.

Mackay, R. 1981. Accountability in ESP programmes. *ESP Journal*. 1:107-21.

Mackay, R. 1981. Developing a reading curriculum for ESP. In Selinker et al. 29:134-45.

Mackay, R. 1983. The need for close integration of components in ESP programs. *ESP Journal*. 2:58-9.

Mackay, R. and A. Mountford (eds.). 1978. *English for Specific Purposes*. London: Longman.

Maher, J. 1986. The development of English as an international language of medicine. *Applied Linguistics*. 7.

McDonough, J. 1988. ESP: Teaching the teachers. *Language Training*. 9:3.

McGinley, K. 1984. Some notes on evaluation in ESP. In James. 16:89-96.

McGinley, K. 1986. Coming to terms with evaluation. *System*. 14:335-41.

Merriam, B.S. 1988. *Qualitative Research and Case Study Applications in Education: A Qualitative Approach*. San Francisco: Jossey-Bass.

Moody, H.L.B. 1979. Some introductory thoughts on evaluation in teaching ESP. In D.P.L. Harper (ed.). *ESP, Papers from the 2nd Latin American Regional Conference, Cocoyoc, Mexico*. Mexico: The British Council. 10:139-44.

Munby, J. 1978 *Communicative Syllabus Design*. Cambridge: Cambridge University.

Murphy, D.F. 1985. Evaluation in language teaching: Assessment, accountability and awareness. In Alderson. 468:1-17.

J. Watt. 1984. Case study. J. Bell, T. Bush, A. Goodey, and S. Gouldings. (eds.). 1987. *Conducting Small-Scale Investigations in Educational Management*. London: Harper and Row.

Nunan, D. 1989. *Understanding Language Classrooms: A Guide for Teacher-Initiated*

Action. Hemel Hempstead: Prentice Hall.

Nunan, D. 1989. Hidden agendas: The role of the learner in programme implementation. In R.K. Johnson (ed.). *The Second Language Curriculum*. Cambridge: Cambridge University Press.

Phillips, D.C. 1987. *Philosophy, Science and Social Inquiry*. Oxford: Pergamon Press.

Pilbeam, A. 1987. Can published materials be widely used for ESP courses?. In Sheldon 1987: 119-24.

Pledge, T. 1998. *Saudi Aramco & Its People (A History of Training)*. USA: Lorraine Press.

Rea, P.M. 1983. Evaluation of educational projects, with special reference to English language education. In Brumfit. 5:85-98.

Richards, K. 2003. *Qualitative Inquiry in TESOL*. New York: Palgrave Macmillan.

Robinson, P. 1980. *English for Specific Purposes*. London: Pergamon.

Robinson, P. 1991. *ESP Today: A Practitioner's Guide*. Hemel Hempstead: Prentice Hall.

Samarin, W.J. 1962. Lingua francas of the world. In F.A. Rice (ed.). *Study of the Role of Second Languages in Asia, Africa, Latin America*. Washington, DC.

Saudi Aramco Publications, 1994. *English Needs Assessment Study (ENAS Report)*. Dhahran, Saudi Arabia: Saudi Aramco.

Saudi Aramco Training. 1995. *Training Operations Instructions Manuals (TOIMs)*. Dhahran, Saudi Arabia: Saudi Aramco.

Saudi Aramco Training. 1995. *Saudi Aramco Training Catalog*. Dhahran, Saudi Arabia: Saudi Aramco.

Selinker, L, E. Tarone, and V. Hanzeli (eds.). 1981. English for academic and technical purposes. Studies in honor of Lous Trimble. Rowley, Mass.: Newbury House.

Stevens, P. 1988. ESP after twenty years: A re-appraisal. In M. Tickoo (Ed.), *ESP: State of the art*: 1-13. SEAMEO Regional Language Centre.

Swales, J. 1981. Aspects of article introduction. ESP Monograph no. 1. Language Studies Unit. Birmingham: Aston University.

Swales, J. 1988. *Episodes in esp*. Hemel Hempstead: Prentice Hall.

Swales, J &H. Mustafa. 1984. English for specific purposes in the Arab World. Birmingham: Aston University.

- Swan, J. 1986. course evaluation: what can we learn from our “masters”? Unpublished paper given at the CULI International Conference on *Trends in Language Programme Evaluation*, Bangkok, Thailand, December 1986.
- Tarone, E. 1983. Teacher training at the University of Minnesota compared to the Ewer model. *ESP Journal*. 2:68-70.
- Tuckman, B. 1972. *Conducting Educational Research*. New York: Harcourt Brace Jovanovich.
- Wajnryb, R. 1992. *Classroom Observation Tasks: A Resource Book for Language Teachers and Trainers*. Cambridge: Cambridge University Press.
- Waters, A. 1987. Participatory course evaluation. *English for Specific Purposes*. 6: 3-12.
- Wesche, M. 1987. Second language performance testing: The Ontario test of ESL as an example. *Language Testing*. 4:28-47.
- Widdowson, H. 1979. *Explorations in Applied Linguistics*. Oxford: Oxford University Press.
- Widdowson, H. 1979. *Teaching Language as Communication*. Oxford: Oxford University Press.
- Widdowson, H. 1984. Also: Widdowson, H. 1983. *Learning Purposes and Language Use*. Oxford: Oxford University Press.
- Widdowson, H. 1981 English for specific purposes: Criteria for course design. In Selinker et al. (eds.) 29:1-11.
- Williams, R. 1981. A procedure for ESP textbook analysis and evaluation on teacher education courses. *ESP Journal*: 155-62.
- Willis D and J Willis (1998) *Challenge and Change in Language Teaching*: Macmillan Heinemann
- Yin, K. 1993. *Applications of Case Study Research*. Thousand Oaks, CA (USA): Sage.
- Yin, K. 1994. *Case Study Research: Design and methods*. Thousand Oaks, CA (USA): Sage.